

BC ABORIGINAL CHILD CARE SOCIETY 2019 IELCC TRAINING SCAN - RFP



RFP Submission Deadline: August 31, 2019

Contract Duration: September 1 – October 31, 2019

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BACKGROUND

BCACCS is a non-profit organization, dedicated to supporting Indigenous early learning and child care (IELCC) programs and services throughout BC. We operate as a Centre of Excellence – integrating work in research, resources, education & training, and direct service delivery.

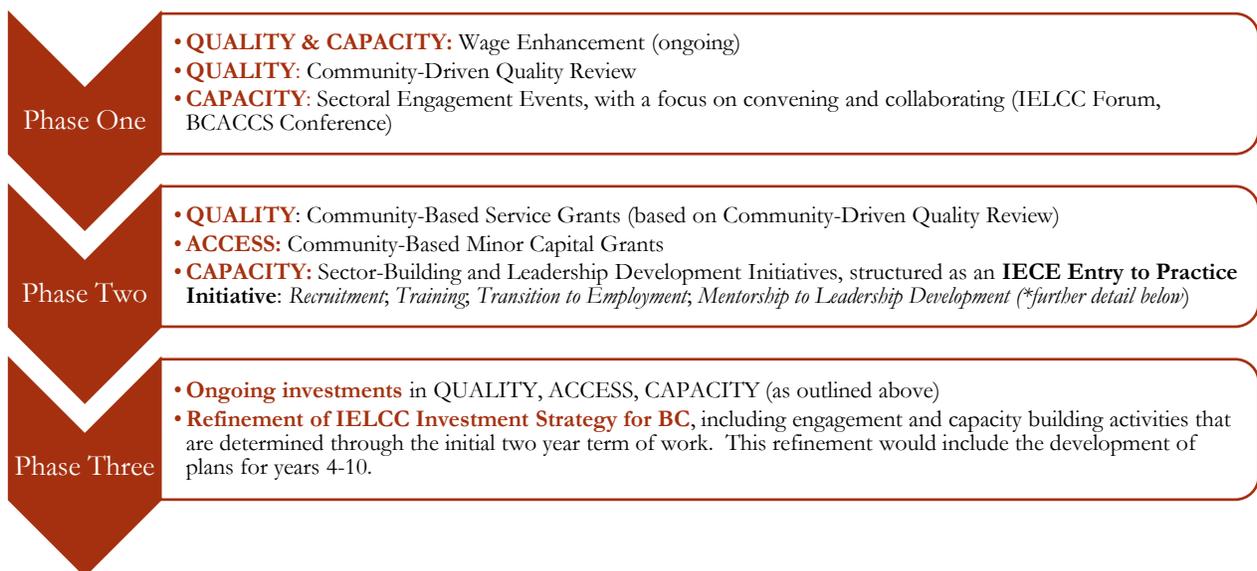
In 2018, BCACCS was mandated by regional First Nations leadership to serve as the Regional Coordinating Structure for the implementation and investment of the national **Indigenous Early Learning and Care (IELCC) Framework** in British Columbia. The initial investment strategy focuses on three key areas:

- **CAPACITY:** Increasing the capacity of the IELCC sector, including leaders and practitioners.
- **QUALITY:** Increasing the quality of IELCC services and supports (as outlined in *BCACCS Elements of Quality Child Care from the Perspectives of Aboriginal Peoples in British Columbia* [BCACCS, 2005])
- **ACCESS:** Increasing access, for Indigenous families, to quality IELCC services and supports.

The stated intention is for the IELCC Framework to be a decade-long incremental investment by the federal government (2018-2028). What is outlined in the initial strategy is a measured approach, covering the initial two-year funding term – while simultaneously preparing for the remaining eight years of the commitment.

IELCC INVESTMENT STRATEGY (2018-19 – 2020-21)

There are three key, interconnected and progressive, stages to the investment strategy: **Phase One (2018-19), Phase Two (2019-20) and Phase Three (2020-2021).**



It should be noted that the investment strategies will require an element of flexibility to respond to the wide range of opportunity (needs, priorities), interest, and ‘readiness’ in First Nations communities. The investment strategy will also require working with other investments and policy/program initiatives, to ensure work is aligned and the greatest opportunities are leveraged to achieve a shared vision.

Of particular interest for this RFP is the Indigenous early childhood educator (IECE) Entry to Practice Initiative. Initial planning related to this overall initiative includes the following:

- **Recruitment:** Begins with the wage enhancement strategy as a means of incentivizing the work and growing interest – the strategy will also include a focus on reducing barriers to training, including accessing bursaries, workplace strategies, alternative options to full/part time, etc.
- **Training:** Begins with the post-secondary institutions that are interested and able to create new pathways (or revisit established/proven ones) to community-based training opportunities. The focus is on getting training to First Nations and other Indigenous communities (e.g. urban, rural, coastal, northern, etc.)
- **Transition to Employment:** Builds bridges between post-secondaries and service providers to support practicum placements as well as transitions to employment. This work may include a practice network, to leverage the learning and offer support for implementation.
- **Mentorship to Leadership:** Once mentored into an employment role, IECEs are then offered support through a mentoring/coaching role for the first 18-months of their work. This work may include a practice network, for participants to share learning and build their professional network.

SCOPE OF SERVICES

BCACCS is looking for a consultant to **research and write a general scan of Indigenous early learning and child care training and professional learning opportunities in British Columbia**, which will serve to support the subsequent work in the IECE Entry to Practice Initiative. The scope of work includes the following:

RESEARCH

Review existing resources that relate to Indigenous early learning and child care training and professional learning opportunities in British Columbia, including (but not limited to):

- ***Many Voices, Common Cause: A Report on the Aboriginal Leadership Forum on Early Childhood Development, Follow-Up Session II, Addressing Aboriginal Early Childhood Development Education and Training Needs Strategic Planning Session – April 27/28, 2004*** (Aboriginal ECD Roundtable/BCACCS, 2004)

- ***Professional Learning in the Early Years Sector: An Environmental Scan of Professional Development Opportunities in 2015*** (BC Open Campus & Kathleen Riel, 2016)
- ***Professional Learning in the Early Years Sector: An Analysis of Business Models Used by Professional Development Training Providers in 2015*** (BC Open Campus & Kathleen Riel, 2016)
- ***Investing in our Early Childhood Educators: Early Care and Learning Recruitment and Retention Strategy*** (Government of British Columbia/MCFD, 2018)
- ***BC Childcare Sector Labour Market Partnership Phase 1: Final Engagement Report*** (ECEBC & Watters Consulting, 2018)
- ***IELCC Framework*** (Government of Canada/ESDC, 2018) and ***IELCC Investment Strategy in BC*** (BCACCS, 2018)

It may be necessary for the consultant to speak directly with other Early Years sectoral partners that are leading work related to the recruitment, retention, training, and professional learning. BCACCS will provide direct support related to this.

WRITE

Write a scan document that outlines the following:

- Post-Secondary institutions currently approved for early childhood educator programs leading to provincial certification
 - Shared focus on those that have specific Indigenous ECE as well as non-Indigenous ECE; specific elements to be included (if information is available):
 - What is offered and what are the entrance requirements?
 - Range of delivery models used by the institution (campus, online, community-based)
 - Any institutional research on barriers to access for students?
 - How many self-identifying Indigenous students attend their ECE programs?
 - % of practicum placements with Indigenous ECE programs?
 - Any institutional research on graduation and employment rates?
- Other Post-Secondary Institutions with training in ECE/ECD or Related Programs
 - Shared focus on those that have specific Indigenous ECE as well as non-Indigenous ECE; specific elements to be included (if information is available):
 - What is offered and what are the entrance requirements?
 - Range of delivery models used by the institution (campus, online, community-based)
 - Any institutional research on barriers to access for students?
 - How many self-identifying Indigenous students attend their ECE programs?

- % of practicum placements with Indigenous ECE programs?
 - Any institutional research on graduation and employment rates?
- Other Available Sources of ECE& IECE Professional Development/Professional Learning; specific elements to be included:
 - What is offered (e.g. scope, content, duration, etc.)
 - Who offers it – when, where, how
- Publications and Related Resource Materials (including Websites)

For reference, the scan can use the appendices found in the *Many Voices, Common Cause (2004)* document (see above), as a foundation for the writing approach.

TIMELINE & REMUNERATION

Successful proponents of this RFP will be available to complete this work between **September 1, 2019 and October 31, 2019**. This includes a preparatory meeting with BCACCS (by September 15, 2019 at the latest), research, writing, review (with BCACCS, by no later than October 15, 2019), editing, and finalizing the document (by October 31, 2019).

A maximum of **\$9600.00 (+GST)**, to support all professional fees and costs associated with the work.

ELEMENTS OF PROPOSAL

Your proposal must include:

- A proposed workplan for accomplishing the scope of work.
- A summary of your experience with Early Years research and writing, including one recent sample of a completed report and one letter of recommendation from a previous client.
- Example of your experience and knowledge of working within Indigenous organizations and communities.
- Example of your experience and knowledge of working within the Early Years sector.

EVALUATION CRITERIA

BCACCS will select a candidate based on the applicant's ability to meet the requirements listed in the project scope, their experience, knowledge of working in an Indigenous context and within the Early Years sector. **If applicants have similar knowledge and experience, we will**

engage contractors who are known to us. If none of the submitted RFPs are deemed to meet the needs of BCACCS the RFP will be reposted.

Decisions regarding the successful proposal will be confirmed by September 4, 2019.

SUBMISSION DETAILS

Please submit an electronic copy of your proposal to communications@acc-society.bc.ca.

CONTACT INFORMATION

Please direct any questions about the RFP to Fionn Yaxley by email communications@acc-society.bc.ca.