



## REQUEST FOR PROPOSALS

### ECE-2026-MC

Development of National Early Childhood Education Microcredentials  
Building a Strong, Mobile and Sustainable Early Childhood Education Workforce

#### REQUEST FOR PROPOSALS (RFP)

**Project:** Building a Strong, Mobile and Sustainable Early Childhood Education Workforce

**Issued By:** Colleges and Institutes Canada (CICan)

**Design Consortium:** Working group of 5 CICan member institutions

**Contract Value:** Up to \$120,000 CAD (inclusive of all fees, expenses, and applicable taxes), per selected Institution.

**Contract Period:** September 2026 – February 28, 2027.

#### ABOUT US

Colleges and Institutes Canada (CICan) is the national organization representing 120 colleges, CEGEPs, polytechnics, and institutes of technology across Canada. Recognized as the national and international voice of Canadian college education, CICan has established itself as a leader in innovation, applied research, and the development of competency-based training aligned with Canada's socioeconomic needs. CICan's members add over \$190B to Canada's economy each year and contribute to inclusive economic growth by working with industry and community partners to offer more than 10,000 programs to learners in urban, rural, remote, and northern communities. Over 95% of Canadians (and 86% of Indigenous people) live within 50km of one of our members.

#### EXECUTIVE SUMMARY

Colleges and Institutes Canada (CICan), in partnership with the Canadian Child Care Federation (CCCCF) and the Association des collèges et universités de la francophonie canadienne (ACUFC), is undertaking the project [\*Building a Strong, Mobile and Sustainable Early Childhood Education Workforce\*](#) under the Employment and Social Development Canada (ESDC) Sectoral Workforce Solutions Program (SWSP), to strengthen recruitment, retention, labour mobility, and workforce sustainability within Canada's Early Childhood Education (ECE) sector.

To participate in this initiative, CICan interested members are invited to submit a proposal, to design, develop, validate, and finalize national microcredentials and professional development modules aligned with workforce needs identified through the Labour Market Information (LMI) study and competencies established through the National Occupational Standard (NOS).

Five (5) selected institutions will form a consortium tasked with completing two implementation-ready microcredentials, in English or French, suitable for translation, adaptation and delivery by colleges, institutes, employers, workforce organizations, and sector stakeholders across Canada.

The microcredentials will be competency-based, accessible, bilingual-ready<sup>1</sup>, and aligned with contemporary adult learning principles.

## ACRONYMS AND DEFINITIONS

| Acronym      | Definition                                                            |
|--------------|-----------------------------------------------------------------------|
| <b>ACUFC</b> | Association des collèges et universités de la francophonie canadienne |
| <b>CCCF</b>  | Canadian Child Care Federation                                        |
| <b>CICan</b> | Colleges and Institutes Canada                                        |
| <b>ECE</b>   | Early Childhood Education / Early Childhood Educator                  |
| <b>EDIA</b>  | Equity, Diversity, Inclusion and Accessibility                        |
| <b>ESDC</b>  | Employment and Social Development Canada                              |
| <b>LMS</b>   | Learning Management System                                            |
| <b>LMI</b>   | Labour Market Information                                             |
| <b>MC</b>    | Microcredential                                                       |
| <b>NOS</b>   | National Occupational Standard                                        |
| <b>PLAR</b>  | Prior Learning Assessment and Recognition                             |
| <b>RFP</b>   | Request for Proposal                                                  |
| <b>SWSP</b>  | Sectoral Workforce Solutions Program                                  |
| <b>WCAG</b>  | Web Content Accessibility Guidelines                                  |

### Definition – Microcredential

For the purposes of this RFP, a microcredential is a competency-based learning experience designed to develop specific knowledge, skills, and abilities aligned with workforce requirements and validated occupational competencies. The microcredential shall include:

- Learning outcomes;
- Learning activities;
- Assessments;
- Evidence of achievement;
- Learner resources;
- Facilitator resources.

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<sup>1</sup> Bilingual ready means that products must be designed and content developed in a manner that allows for efficient translation and publication in both English and French without requiring significant restructuring, redesign, or substantive rewriting.



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## 1. INTRODUCTION

Colleges and Institutes Canada (CICan), in partnership with the Canadian Child Care Federation (CCCCF) and the Association des collèges et universités de la francophonie canadienne (ACUFC), invites CICan Members to submit proposals to design, develop, validate, and finalize two (2) national microcredentials and professional development modules supporting Canada's Early Childhood Education workforce.

Together, the selected institutions, as a consortium, will design and develop learning products that will support workforce development, professional advancement, labour mobility, and long-term workforce sustainability. The microcredentials developed through this assignment will be informed by Labour Market Information findings and aligned with competencies identified through the National Occupational Standard update process.

## 2. PROJECT BACKGROUND

Canada's Early Childhood Education workforce continues to evolve in response to:

- Workforce shortages;
- Changing labour market conditions;
- Increasing inclusion requirements;
- Emerging pedagogical practices;
- Growing leadership expectations;
- Labour mobility considerations.

As employers and educators navigate these changes, there is increasing demand for accessible, flexible, competency-based professional development opportunities that support workforce growth and career advancement. Microcredentials provide an effective mechanism for supporting targeted skills development by enabling learners to acquire and demonstrate competencies through focused learning experiences.

As part of the project *Building a Strong, Mobile and Sustainable Early Childhood Education Workforce*, CICan and project partners will develop nationally relevant professional development resources that support workforce sustainability and strengthen workforce capacity across Canada.

## 3. PURPOSE OF THE ASSIGNMENT

The purpose of this assignment is to design, develop, validate, and finalize two competency-based microcredentials and associated professional development modules aligned with:

- Labour Market Information findings;
- National Occupational Standard competencies;
- Workforce development priorities;
- Recruitment and retention objectives;
- Career advancement pathways;
- Labour mobility objectives.

The successful consortium will be responsible for creating complete implementation-ready microcredentials suitable for adaptation and delivery by:

- Colleges;
- Institutes;
- Workforce organizations;
- Employers;
- Sector stakeholders.

#### **4. PROJECT OBJECTIVES**

The objectives of this assignment are:

##### **Workforce Development**

- Support competency development within the ECE workforce;
- Address identified workforce skills gaps;
- Strengthen workforce capacity.

##### **Professional Development**

- Create accessible professional development opportunities;
- Support lifelong learning;
- Promote continuous professional growth.

##### **Leadership Development**

- Support leadership and supervisory development;
- Strengthen organizational capacity;
- Promote workforce sustainability.

##### **Labour Mobility**

- Support competency recognition;
- Strengthen workforce consistency;
- Inform future labour mobility initiatives.

##### **Learning Product Development**

- Develop two nationally relevant microcredentials;
- Create implementation-ready learning products;
- Develop facilitator and learner resources;
- Develop competency-based assessment tools.

##### **Sustainability**

- Support future PLAR initiatives;
- Support career pathway development;
- Strengthen long-term workforce sustainability.

**The consortium shall ensure that all learning resources are:**

- Evidence-informed;
- Competency-based;
- Accessible;
- Adaptable;
- Bilingual-ready;
- Suitable for national application.

## **5. PROJECT INTERDEPENDENCIES**

This assignment forms part of a broader national initiative funded through the Sectoral Workforce Solutions Program (SWSP) and led by Colleges and Institutes Canada (CICan), in partnership with the Association des collèges et universités de la francophonie canadienne (ACUFC) and the Canadian Child Care Federation (CCCCF).

The initiative includes a series of interconnected activities designed to strengthen recruitment, retention, labour mobility, professional recognition, and the long-term sustainability of Canada's Early Childhood Education (ECE) workforce. The development of the microcredentials will occur concurrently with several complementary project activities, including:

- A national Labour Market Information (LMI) study;
- The update of the National Occupational Standard (NOS) for Early Childhood Educators;
- The development of Prior Learning Assessment and Recognition (PLAR) resources; and
- The development of national career pathway resources.

The consortium will work collaboratively with CICan throughout the assignment to ensure that the microcredential curriculum remains aligned with emerging findings and outputs from these related initiatives. As relevant information becomes available during the project period, the consortium will be expected to incorporate applicable findings, recommendations, competency frameworks, and workforce priorities into the curriculum design process.

The consortium may also be required to participate in coordination meetings with CICan and other project consultants to support alignment and integration across project activities and deliverables.

## **6. SCOPE OF WORK**

The five selected institutions will work together as a consortium to design, develop, validate, and finalize two (2) competency-based microcredentials and associated professional development resources supporting workforce development within Canada's Early Childhood Education sector.

The assignment shall be completed through five interconnected phases designed to ensure instructional quality, workforce relevance, implementation readiness, and national applicability. The consortium shall apply recognized adult learning, competency-based education, instructional design, and assessment methodologies throughout the assignment.

## PHASE 1 – LEARNING ARCHITECTURE AND CURRICULUM FRAMEWORK

### Purpose

To establish the pedagogical foundation, curriculum architecture, competency mapping methodology, assessment framework, and learning design principles that will guide all subsequent development activities.

The resulting framework shall ensure consistency across all learning products and support future adaptation and expansion activities.

### Activities

The consortium shall develop a comprehensive learning architecture framework describing:

**Learning Philosophy.** The framework shall identify:

- Adult learning principles;
- Competency-based learning principles;
- Applied learning approaches;
- Reflective practice approaches;
- Workforce-oriented learning principles.

**Curriculum Framework.** The framework shall define:

- Learning structure;
- Module structure;
- Learner progression model;
- Learning pathways;
- Assessment strategy.

**Competency Mapping Framework.** The consortium shall establish a methodology for mapping:

- Labour Market Information findings;
- National Occupational Standard competencies;
- Learning outcomes;
- Assessments.

**Assessment Framework.** The framework shall describe:

- Formative assessment approaches;
- Summative assessment approaches;
- Competency verification processes;
- Evidence collection methodologies.

### Deliverable MC-1 – Due October 30, 2026.

Learning Architecture and Curriculum Framework

Minimum Contents:

- Learning philosophy;
- Curriculum framework;



- Competency mapping methodology;
- Assessment framework;
- Learning pathway model;
- Quality assurance approach.

## PHASE 2 – CURRICULUM DESIGN AND DEVELOPMENT

### Purpose

To design and develop complete curriculum packages for two nationally relevant microcredentials aligned with workforce priorities identified through the project. The consortium shall develop:

#### Microcredential #1

Topic to be finalized through consultation and approval. Potential themes include:

- Inclusive Practices and Supporting Children with Diverse Needs;
- Family and Community Engagement;
- Workforce Well-Being and Retention;
- Emerging Pedagogical Practices.

#### Microcredential #2

Topic to be finalized through consultation and approval. Potential themes include:

- Leadership and Team Development;
- Human Resources and Workforce Management;
- Financial Literacy for ECE Leaders;
- Career Development and Labour Mobility.

### Curriculum Components

Each microcredential shall include:

- **Learning Outcomes.** Clearly articulated competency-based learning outcomes.
- **Module Descriptions.** Description of learning modules and progression.
- **Learning Activities.** Applied learning opportunities supporting competency development.
- **Reflection Activities.** Opportunities for self-assessment and reflective practice.
- **Resource Lists.** Curated resources supporting learning and implementation.
- **Facilitator Guidance.** Instructions supporting delivery and facilitation.

### Deliverable MC-2 – Due December 18, 2026

Curriculum Design Package

Minimum Contents:

- Learning outcomes;
- Curriculum map;
- Module descriptions;
- Learning activities;
- Competency alignment matrix.

### **PHASE 3 – ASSESSMENT AND RESOURCE DEVELOPMENT**

#### **Purpose**

To develop implementation-ready assessment tools and learning resources supporting delivery and competency verification.

#### **Assessment Requirements**

Assessments shall:

- Align with learning outcomes;
- Align with NOS competencies;
- Support demonstration of competence;
- Reflect workplace application.

#### **Assessment Types**

The consortium may utilize:

- Knowledge Assessments

Examples:

- Quizzes;
- Knowledge checks;
- Scenario-based questions.

#### **Applied Assessments**

Examples:

- Case studies;
- Practice demonstrations;
- Portfolio activities.

#### **Reflective Assessments**

Examples:

- Reflective journals;
- Learning reflections;
- Professional growth plans.

#### **Facilitator Guide Requirements**

Facilitator guide shall include:

- Session plans;
- Learning objectives;
- Facilitation instructions;
- Activity guidance;
- Assessment guidance;
- Debriefing guidance.

#### **Learner Guide Requirements**

Learner guide shall include:

- Learning content;
- Activities;
- Reflection exercises;
- Resources;
- Assessment instructions.

### **Deliverable MC-3 – Due January 29, 2027**

Draft Learning Resources Package

Minimum Contents:

- Facilitator guides;
- Learner guides;
- Assessment tools;
- Rubrics;
- Resource library.

## **PHASE 4 – VALIDATION AND QUALITY ASSURANCE**

### **Purpose**

To validate learning products and ensure implementation readiness through consultation with sector stakeholders and subject matter experts.

### **Validation Activities**

The consortium shall conduct:

- **Subject Matter Expert Reviews.** To assess:
  - Accuracy;
  - Relevance;
  - Workforce applicability.
- **Stakeholder Reviews.** To assess:
  - Usability;
  - Relevance;
  - Learning quality.
- **Pilot Testing.** A pilot testing activity may be conducted to gather implementation feedback.
- **Accessibility Reviews.** To ensure accessibility requirements have been addressed.

### **Validation Focus Areas**

The validation process shall assess:

- Learning outcomes;
- Curriculum relevance;
- Competency alignment;
- Assessment quality;
- Delivery feasibility;
- Accessibility.



#### **Deliverable MC-4 – Due February 26, 2027**

##### **Validation and Quality Assurance Report**

###### **Minimum Contents:**

- Validation methodology;
- Participation summary;
- Findings;
- Revisions undertaken;
- Recommendations.

#### **PHASE 5 – FINALIZATION AND IMPLEMENTATION**

##### **Purpose**

To finalize all learning products and prepare implementation resources supporting national adoption and delivery.

##### **Activities**

The consortium shall:

- Revise curriculum resources;
- Finalize assessment tools;
- Finalize facilitator resources;
- Finalize learner resources;
- Prepare implementation guidance.

##### **Implementation Guide Requirements**

The implementation guide shall describe:

- **Delivery Models.** Including:
  - In-person delivery;
  - Virtual delivery;
  - Hybrid delivery.
- **Assessment Administration.** Including:
  - Assessment processes;
  - Competency verification;
  - Learner support.
- **Adaptation Considerations.** Including:
  - Institutional adaptation;
  - Workforce organization adaptation;
  - Employer implementation.
- **Future Sustainability.** Including:
  - Future updates;
  - Expansion opportunities;
  - Integration with future workforce development initiatives.

#### **Deliverable MC-5 – Due March 19, 2027**

##### **Final Microcredential Package**

###### **Minimum Contents:**

- Final curriculum;
- Facilitator guides;
- Learner guides;
- Assessment package;
- Implementation guide;
- Presentation deck.

### 6.1 LMS Compatibility Requirements

All learning products shall be designed to support implementation within commonly used Learning Management Systems (LMS). The consortium shall ensure materials are:

- Digitally accessible;
- Modular;
- Adaptable;
- Suitable for online delivery.

The consortium shall identify any LMS-specific requirements or limitations.

### 6.2 Knowledge Transfer Requirements

Throughout the assignment, the consortium shall ensure that methodologies, templates, learning structures, assessment frameworks, and supporting documentation are developed in a manner that enables CICan and project partners to:

- Maintain learning products;
- Update curriculum in future;
- Develop additional microcredentials;
- Support implementation activities;
- Integrate resources into future workforce development initiatives.

## 7. DELIVERABLES AND MILESTONES

### Monthly Progress Reporting

The institution leading the consortium shall submit monthly progress reports containing:

- Activities completed;
- Activities planned;
- Curriculum development status;
- Assessment development status;
- Validation status;
- Schedule status;
- Risks and mitigation measures;
- Issues requiring project partner input.

All deliverables shall be subject to review and written approval by CICan prior to acceptance.

### Learning Product Standards

All learning products developed under this assignment shall be:

- Competency-based;



- Workforce-relevant;
- Accessible;
- Bilingual-ready;
- Evidence-informed;
- Implementation-ready;
- Nationally applicable.

## 8. DELIVERABLE ACCEPTANCE CRITERIA

The purpose of the Deliverable Acceptance Criteria is to establish clear standards for the review, revision, approval, and acceptance of consortium deliverables. All deliverables shall be reviewed by CICan and project partners as appropriate. No deliverable shall be considered accepted until written approval has been issued by CICan.

### 8.1 Deliverable Acceptance Standards

| Criteria             | Description                                                                                                      |
|----------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Completeness</b>  | Deliverable addresses all requirements identified within the Scope of Work                                       |
| <b>Quality</b>       | Deliverable demonstrates professional quality suitable for implementation and national dissemination             |
| <b>Accuracy</b>      | Learning products, assessments, and implementation resources are evidence-informed and technically sound         |
| <b>Accessibility</b> | Deliverable is suitable for publication and future translation and meets accessibility requirements              |
| <b>Relevance</b>     | Deliverable contributes directly to project objectives                                                           |
| <b>Validation</b>    | Deliverable reflects meaningful stakeholder review and validation                                                |
| <b>Usability</b>     | Deliverable supports implementation by institutions, employers, workforce organizations, and sector stakeholders |

### 8.2 Deliverable Review Process

1. **Submission:** Consortium submits deliverable electronically.
2. **Review:** CICan reviews deliverable against acceptance criteria.
3. **Consolidated Feedback:** CICan provides written feedback.
4. **Revision:** Consortium addresses comments and resubmits deliverable.
5. **Approval:** CICan issues written acceptance.

## 9. MEMBER INSTITUTION QUALIFICATIONS

The applicant shall possess the expertise, experience, and organizational capacity necessary to design and develop national microcredentials and professional development resources.



### 9.1 Mandatory Requirements

| Mandatory Criterion                                | Description                                                                                                                                                                                                                   |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>M1 – Microcredential Development Experience</b> | Demonstrated experience designing, developing, or implementing a minimum of <b>three (3)</b> competency-based microcredentials, certificates, badges, or equivalent learning products within the past <b>five (5) years</b> . |
| <b>M2 – Instructional Design Experience</b>        | Minimum <b>five (5) years</b> of experience developing adult learning, workforce development, professional development, or post-secondary learning resources.                                                                 |
| <b>M3 – Assessment Development Experience</b>      | Demonstrated experience designing competency-based assessments and evaluation tools.                                                                                                                                          |
| <b>M4 – Organizational Capacity</b>                | Demonstrated ability to complete the assignment within the required timeframe and budget.                                                                                                                                     |

### 9.2 Rated Experience

The following experience will be evaluated:

- **Curriculum Development Expertise**
  - Competency-based education;
  - Workforce development programming;
  - Adult learning design;
  - Microcredential development.
- **Assessment Expertise**
  - Assessment design;
  - Rubric development;
  - Competency verification methodologies;
  - Portfolio assessment approaches.
- **Validation Expertise**
  - Stakeholder consultation;
  - Subject matter expert review;
  - Curriculum validation;
  - Quality assurance processes.
- **Implementation Expertise**
  - Facilitator resource development;
  - Learning resource development;
  - LMS implementation;
  - Workforce learning initiatives.

### 9.3 Asset Qualifications

The following will be considered assets:

- Early Childhood Education sector experience;
- Workforce development expertise;

- Labour mobility expertise;
- Indigenous engagement experience;
- Francophone engagement experience;
- Bilingual capacity;
- Experience working with colleges and institutes.

## 10. PROPOSAL REQUIREMENTS

Proposals must contain sufficient detail to permit a comprehensive evaluation. The proposal shall consist of four sections.

### Part A – Organizational Information

The proposal shall include:

- Legal name of the member institution;
- Organizational profile;
- Mailing address;
- Website;
- Primary contact information;
- Number of years in operation.

### Part B – Technical Proposal

Maximum Length:

- Twenty (20) pages excluding appendices.

The Technical Proposal shall include:

- **Understanding of the Assignment.** Demonstrated understanding of:
  - a. Workforce development priorities;
  - b. Adult learning principles;
  - c. Competency-based education;
  - d. ECE sector context.
- **Methodology.** Description of:
  - a. Instructional design methodology;
  - b. Curriculum development approach;
  - c. Assessment development methodology;
  - d. Validation approach.
- **Workplan.** Including:
  - a. Schedule;
  - b. Milestones;
  - c. Deliverables;
  - d. Resource allocation.
- **Risk Management.** Identification of:
  - a. Risks;
  - b. Challenges;
  - c. Mitigation measures.



- **Team Structure.** Including:
  - a. Team members;
  - b. Roles and responsibilities;
  - c. Qualifications;
  - d. Availability.

### **Part C – Supporting Documentation**

The proposal shall include:

- Team Resumes: Resumes for all proposed personnel.
- References: A minimum of three (3) references from comparable projects completed within the last five years.
- Curriculum Samples: At least:
  - One curriculum sample;
  - One assessment sample;
  - One learning resource sample.

### **Part D – Financial Proposal**

The Financial Proposal shall include:

- Fixed-price budget;
- Detailed budget breakdown, including the proposed hourly rate and estimated hours for each team member;
- Cost assumptions;
- Applicable taxes.

### **10.1 Artificial Intelligence Disclosure**

The consortium shall disclose any material use of Artificial Intelligence (AI) tools in the preparation of:

- Proposal content;
- Curriculum materials;
- Assessment tools;
- Learning resources;
- Technical submissions.

Disclosure shall identify:

- AI tools utilized;
- Purpose of use;
- Extent of AI-generated content;
- Quality assurance measures applied.

The consortium shall remain fully responsible for the quality, originality, accuracy, accessibility, and integrity of all submitted materials and deliverables.



## 11. EVALUATION METHODOLOGY

Proposals will be evaluated using a two-stage process:

### Stage 1 – Administrative Review

Pass / Fail

The proposal will be reviewed for:

- Completeness;
- Compliance with submission requirements;
- Mandatory requirements;
- Required documentation.

Only compliant proposals will proceed to Stage 2.

### Stage 2 – Technical Evaluation

| Criterion                                 | Maximum Points |
|-------------------------------------------|----------------|
| Microcredential Development Experience    | 20             |
| Instructional Design Expertise            | 15             |
| Methodology                               | 20             |
| Curriculum and Assessment Samples         | 10             |
| Validation and Quality Assurance Approach | 10             |
| Team Capacity and Qualifications          | 10             |
| Accessibility and LMS Compatibility       | 5              |
| Workplan and Risk Management              | 10             |
| <b>Total</b>                              | <b>100</b>     |

#### 11.1 Minimum Technical Threshold

To be considered to be part of the consortium, a proposal must achieve a **Minimum Technical Score of 70** out of 100 points.

#### 11.2 Scoring Guide

Proposals will be scored using the following rating system:

| Description                 | Rating |
|-----------------------------|--------|
| <b>No evidence provided</b> | 0      |
| <b>Poor</b>                 | 1      |
| <b>Limited</b>              | 2      |
| <b>Acceptable</b>           | 3      |
| <b>Strong</b>               | 4      |
| <b>Exceptional</b>          | 5      |

#### 11.3 Evaluation Committee Requirements

The Evaluation Committee shall consist of a minimum of three (3) CICan staff members appointed. Evaluation Committee members shall evaluate proposals independently prior to participating in a consensus review process.

#### 11.4 Demonstrations or Interviews

CICan reserves the right to conduct interviews or demonstrations with shortlisted institutions. Where interviews are conducted, additional scoring criteria may be applied and documented by the Evaluation Committee. CICan reserves the right to request further documentation.

### 12. BUDGET REQUIREMENTS

The maximum budget available for this assignment is: **\$120,000 CAD per institution selected to be part of the consortium**, inclusive of:

- Professional fees;
- Curriculum development activities;
- Assessment development activities;
- Validation activities;
- Accessibility review activities;
- Technology costs;
- Administrative expenses;
- Applicable taxes.

The applicant shall submit a fixed-price proposal that includes a detailed breakdown of the hourly rates applicable to each proposed activity.

#### 12.1 Budget Categories

Budget funds can only be allocated to the following categories:

- **Professional Fees:** Labour associated with project delivery.
- **Curriculum Development:** Learning design and curriculum development activities.
- **Assessment Development:** Assessment and rubric development.
- **Validation and Quality Assurance:** Stakeholder review and validation activities.
- **Technology and LMS Development:** Digital formatting, LMS adaptation, and technology-related activities.

### 13. PAYMENT SCHEDULE

Payments shall be issued to each selected institution following satisfactory completion and written acceptance of deliverables. The project payments will be divided as follows:

| Milestone                 | Payment |
|---------------------------|---------|
| Contract Signature        | 10%     |
| Deliverable MC-1 Approved | 15%     |
| Deliverable MC-2 Approved | 15%     |
| Deliverable MC-3 Approved | 20%     |
| Deliverable MC-4 Approved | 15%     |
| Deliverable MC-5 Approved | 25%     |

#### 13.1 Invoice Requirements

Invoices shall include:

- Legal name of member institution;



- Reference the contract number;
- Reference the applicable deliverable;
- Include supporting documentation as required.

Payment will be processed following receipt of an acceptable invoice and written approval of deliverables. No payment will be made for deliverables that have not been formally accepted by CIGan.

## **14. PROCUREMENT CONDITIONS**

### **14.1 Right to Reject**

CIGan reserves the right, in its sole discretion, to reject any or all proposals received in response to this Request for Proposals. The issuance of this RFP does not obligate CIGan to award a contract.

### **14.2 Right to Negotiate**

CIGan reserves the right to negotiate with the highest-ranked consortium regarding:

- Scope of work;
- Deliverables;
- Timelines;
- Budget;
- Contract terms and conditions.

### **14.3 Proposal Costs**

All costs associated with the preparation and submission of a proposal shall be borne exclusively by the applicant. CIGan shall not be responsible for any expenses incurred by the applicant during this RFP process.

### **14.4 Confidentiality**

All proposals submitted in response to this RFP shall be treated as confidential and used solely for evaluation and contract award purposes. Applicants shall clearly identify any proprietary or confidential information contained within their submissions.

### **14.5 Conflict of Interest**

Applicants shall disclose any actual, perceived, or potential conflict of interest that could affect their ability to perform the assignment objectively.

### **14.6 Intellectual Property**

All curriculum materials, learning resources, assessment tools, facilitator guides, learner guides, implementation guides, templates, rubrics, methodologies, presentations, reports, and related deliverables developed under the resulting contract shall become the exclusive property of Colleges and Institutes Canada (CIGan).

The selected institutions shall not publish, distribute, reproduce, commercialize, or otherwise use project materials without prior written authorization from CICan. All editable source files shall be transferred to CICan upon completion of the assignment.

#### **14.7 Contract Award**

The contract will be awarded to the five institutions whose proposal provides the best overall value to CICan, taking into consideration:

- Technical merit;
- Organizational capacity;
- Methodology;
- Learning design expertise.

#### **14.8 Cancellation**

CICan reserves the right to amend, suspend, cancel, postpone, or reissue this RFP process at any time without liability.

#### **14.9 Records Retention and Audit Requirements**

CICan shall retain procurement records, evaluation documentation, correspondence, award recommendations, contracts, amendments, invoices, deliverables, and related project documentation in accordance with organizational records management policies and applicable funder requirements. The successful consortium shall maintain supporting documentation associated with the assignment and shall make such documentation available for audit purposes upon request.

### **15. REPORTING REQUIREMENTS**

The successful consortium shall maintain regular communication with CICan and project partners throughout the assignment.

#### **15.1 Monthly Progress Reports**

The consortium shall provide monthly written progress reports including:

- Activities completed;
- Activities planned;
- Curriculum development status;
- Assessment development status;
- Validation status;
- Schedule status;
- Risks and mitigation measures;
- Issues requiring project partner input.

#### **15.2 Project Meetings**

Each institution composing the consortium shall participate in:

- Project kick-off meeting;
- Monthly progress meetings;
- Curriculum review meetings;

- Validation meetings;
- Steering Committee presentations;
- Ad hoc meetings as required.

Unless otherwise agreed, meetings shall be conducted virtually.

### **15.3 Deliverable Review Process**

All deliverables shall be submitted electronically and reviewed by CIGan. Review Process:

1. Submission;
2. CIGan Review;
3. Consolidated Feedback;
4. Revisions (if required);
5. Final Approval.

No deliverable shall be considered accepted until written approval has been issued by CIGan.

## **16. OTHER REQUIREMENTS**

### **16.1 Official Languages**

The microcredentials developed through this assignment are expected to become national workforce development resources. Accordingly, all deliverables shall be prepared in a manner suitable for publication and translation into both official languages. The consortium shall:

- Use clear and consistent terminology;
- Apply plain language principles;
- Ensure consistency across learning outcomes, assessments, and learning resources;
- Use nationally applicable language.

Content should avoid unnecessary jargon, unexplained acronyms, and region-specific terminology that may create barriers to translation accuracy.

### **16.2 Learning Management System (LMS) Requirements**

Learning products shall be designed to support implementation across commonly used Learning Management Systems. The consortium shall ensure that:

- Learning materials are modular;
- Resources can be adapted for online delivery;
- Assessments can be administered digitally where appropriate;
- Learning products are suitable for blended, virtual, and in-person delivery.

The consortium shall identify any technical limitations or implementation considerations.

### **16.3 Equity, Diversity, Inclusion and Accessibility (EDIA)**

The consortium shall demonstrate how EDIA principles will be incorporated into:

- Curriculum development;
- Assessment development;
- Validation activities;
- Learning resources;
- Implementation guidance.

Particular consideration should be given to:

- Indigenous communities;
- Francophone communities;
- Rural and remote communities;
- Newcomers;
- Racialized populations;
- Persons with disabilities.

Learning products should reflect the diversity of Canada's Early Childhood Education workforce and support equitable workforce development practices.

#### 16.4 Indigenous Engagement Requirements

Where Indigenous perspectives, content, or validation activities are incorporated into learning products, the consortium shall demonstrate culturally appropriate approaches that respect Indigenous protocols, knowledge systems, and community priorities. Engagement activities should support:

- Meaningful participation;
- Relationship-building;
- Reciprocal knowledge exchange;
- Respect for Indigenous perspectives and priorities.

### 17. SUBMISSION INSTRUCTIONS

#### 17.1 Submission Requirements

Proposals shall include:

- Part A** – Organizational Information.
- Part B** – Technical Proposal.
- Part C** – Supporting Documentation.
- Part D** – Financial Proposal.

#### 17.2 Submission Method

Proposals shall be submitted electronically in PDF format to: [ecepathways.parcoursepe@cican.org](mailto:ecepathways.parcoursepe@cican.org)

**Subject Line:** Submission-ECE-2026-MC

#### 17.3 Submission Deadline

Proposals must be received no later than **11:59pm EST on August 28, 2026**.

Late submissions will **not** be considered.



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#### **17.4 Questions and Clarifications**

Questions regarding this RFP must be submitted in writing to: [ecepathways.parcoursepe@cican.org](mailto:ecepathways.parcoursepe@cican.org)

**Subject Line:** Questions-ECE-2026-MC

Questions must be received no later than **11:59pm EST on August 21, 2026**.

Responses may be shared with all proponents to ensure fairness, consistency, and transparency.

#### **END OF REQUEST FOR PROPOSALS**

ECE-2026-MC

Development of National Early Childhood Education Microcredentials  
Building a Strong, Mobile and Sustainable Early Childhood Education Workforce