



Request for Proposal (RFP)

Children & Youth Newcomers – Focus on Holistic Mental Health in Alberta’s Francophone Settlement Sector

In Brief

The **Alberta Association of Immigrant Serving Agencies (AAISA)** is seeking a consultant to undertake a professional development project in collaboration with AAISA staff. Through this project AAISA aims to address the shortage of tailored needs-based professional development and training in French for Alberta’s Francophone settlement agencies and their staff. The project will look to build sector capacity to serve Francophone children and youth newcomers with mental health needs.

The project will include, but is not limited to the following:

- Creating a framework for learning and professional development in the Francophone settlement and integration sector to better support children and youth newcomers with mental health challenges
- Designing, developing, and facilitating in-person professional development activity-based workshops and relevant learning resources for an online self-paced course in French for Francophone settlement workers
- Collaborating with AAISA’s Professional Development Team in developing above mentioned events and resources
- Generating an evaluation framework to determine the effectiveness and experience of learning through workshops and the online self-paced course
- Producing a final report that will assist AAISA in shaping the future direction of its professional development work for the Francophone settlement and integration sector

About AAISA

The Alberta Association of Immigrant Serving Agencies (AAISA) is a non-profit umbrella organization that has represented, supported, and advocated for Alberta’s settlement and integration sector since 1980. Collectively, AAISA member agencies offer services to newcomers in over 40 municipalities across the province. AAISA’s mandate is to build sector capacity to serve newcomers by providing access to relevant and meaningful professional development opportunities, engaging the sector on issue-based initiatives, and by undertaking research to build understanding of context and emerging needs.



Context and Professional Development Needs

AAISA relies on the expertise and feedback of its member agencies to guide its professional development activities. In the fall of 2018, AAISA undertook an environmental scan to first understand the current state of the Francophone settlement sector and the challenges, gaps and priorities unique to Francophone Service Provider Organizations (SPOs) in Alberta. It became apparent to AAISA that there are gaps for Francophone newcomer serving agencies in Alberta. Based on these agencies' unique needs and challenges, service improvements and expanded Francophone-specific supports are a pressing need at AAISA.

Francophone newcomers represent a significant minority within Alberta's newcomer population. While Francophone settlement agencies in the province serve this group, there is a lack of formal training available to their settlement workers to assess and meet the needs of this specific group of newcomers, specifically Francophone children and youth newcomers. There is a clear and urgent need to create targeted professional development to enhance the capacities of Francophone settlement workers to meet the mental health challenges of Francophone children and youth newcomers.

It is important to ensure that Francophone newcomers have access to the same level of services and opportunities as Anglophone newcomers. AAISA believes that enhancing the capacities of Francophone serving agencies and their settlement workers is a principal way to better serve Francophone newcomers and their families to feel welcome and thrive in Alberta just like Anglophone newcomers.

The courses arising from this project represent the first professional development courses to be developed in French by AAISA. Historically, AAISA has delivered courses in English to all SPOs in the province. However, AAISA has acknowledged this gap in services and is now prioritizing the improvement of services to Francophone members, of which this course represents an initial step. AAISA intends to develop and deliver its first course on mental health for children and youth in French, directly in response to the needs of the Francophone sector.

In the future, AAISA aims to offer all its existing courses in French and undertake course development tailored specifically to issue-based professional development needs within Francophone agencies.

Project Objectives

AAISA is seeking a Subject Matter Expert (SME) Consultant to undertake a Course Design Development and Facilitation project in collaboration with AAISA staff. Through this course, AAISA aims to offer Francophone settlement workers the knowledge and practical skills required to better serve Francophone children and youth newcomers with mental health needs. The course will be offered and facilitated in French. The SME Consultant is invited to add to the following list other relevant foci which can maximize the capacities of Francophone settlement workers serving children and youth newcomers with mental health needs.

Knowledge & Understanding: After completing this course, participants will have a:

- Robust understanding of culturally sensitive definitions of and distinctions between mental health, mental wellbeing, mental illness, mental depression, mental stress
- Holistic perspective that encompasses ethnocultural notions of psychological, mental, and emotional health, as well as Western Biomedical conceptions of mental illness. Be able to discuss and identify the psycho-socio-cultural factors that affect the mental health of children and youth. Highlight the socio-cultural determinants and systemic barriers that affect access to and use of mental health services by Francophone newcomer children and youth and their families
- Sound understanding of responsibilities and limitations of front-line settlement work when serving Francophone children and youth newcomers with mental health challenges
- Knowledge of existing mental health service providers in Alberta, critical resources and care pathways to make sound referrals so that children and youth get the services they need

Skills: After completing this course, participants will be able to apply:

- Practical cultural competencies and effective communicative approaches to assess, understand, and help newcomer families with children and youth with mental health needs (for e.g., engaging in active culturally sensitive questioning, observations, destigmatizing access to mental health services, making referrals to community services etc.)
- Approaches to practice and model Resilience, Empathy, and Compassion and to exercise Self Care techniques and Stress Management to prevent compassion fatigue and emotional burnout

Project Deliverables

The deliverables of the project are outlined below:

1. Design, Development and Facilitation of professional development sessions including:
 - a. One-day in-person workshop to be delivered in Edmonton and Calgary in September 2019
 - b. Online self-paced course with 5-6 modules and appropriate course materials, assignments, supplementary materials, quizzes, assessments, and instruments for evaluation of learning to be made available on AAISA's Moodle LMS in September 2019
2. Creation of an Evaluation of Learning Framework for the workshop sessions and self-paced online course modules

3. A development report that provides a summary of workshop and course description, learning objectives and outcomes, learning activities and course structure
4. A delivery report that provides information regarding attendance and participation, number of registered participants from member agencies and non-members, reflection by facilitators on the proceedings of the workshops and activities and possible areas of improvement, and other relevant information for greater accountability
5. A final report that will assist AAISA in shaping the future direction of its professional development work for the Francophone settlement and integration sector

Project Process Deliverables

- Carry out literature review and exploration of current best practices to identify key areas of focus for the workshops and online self-paced course.
- Create learning resources that align course with AAISA's Settlement Practitioner Competency Framework and current contextual needs.
- Meet with AAISA's Learning and Professional Development Lead and Learning Technology Specialist to plan for the development of the online self-paced course.
- Submit workshop pilot draft to AAISA's Learning and Professional Development Lead and Learning Technology Specialist for feedback and make revisions as required.
- Collaborate with AAISA's Learning Technology Specialist to develop the structure of the online self-paced course and to create digital learning resources for online delivery (electronic documents, Microsoft PowerPoint presentation slides, audio, video and other multimedia resources).
- Incorporate revisions into the online self-paced course content to reflect feedback received from workshop participants and facilitator (if applicable) after workshop delivery.
- Submit final draft of workshop course (electronically) to AAISA's Learning and Professional Development Lead.
- Submit an Evaluation of Learning Framework for the workshop sessions and self-paced online course modules.

Workshop and Online Self-Paced Course Components

- A brief description of the intended learning outcomes for the workshop and online-self-paced course.
- Demonstration of how learner outcomes align with AAISA's Settlement Practitioner Competency Framework.

- Key tasks and activities, including assessment of learnings in workshop and online self-paced course.
- List of resources and references.
- Pre-reading materials to be provided to workshop participants.
- Facilitator guide including notes to facilitators with instructions for delivery and materials required.
- Digital learning resources for online delivery (electronic documents, Microsoft PowerPoint presentation slides, audio, video and other multimedia resources).
- Assessment for learning that can be completed by participants.
- Evaluation criteria that can be used to judge the effectiveness and experience of learning in the workshop and the online self-paced course.

Proposal

We require a detailed proposal with a cost estimate and projected timelines for the project that includes the above deliverables. The project will start no later than **MAY, 2019** and the deliverables must be completed and accepted no later than **OCTOBER, 2019**.

The proposal should include:

1. Project design: proposed activities, cost estimates, and timeline for the various components (approach to learning/facilitating, learning goals, proposed modules, etc.) of the project
2. Resume of the Project Leader responsible for the development and coordination of the project
3. List of courses/workshops developed/delivered previously
4. Two references, phone numbers and emails of people for whom you have developed/delivered courses or workshops previously.

Responsibility of AAISA

AAISA will be responsible for the following tasks:

1. Choosing the consultant
2. Providing a point of contact for the consultant
3. Sharing existing AAISA resources related to the project (e.g. AAISA's Settlement Practitioner Competency Framework, AAISA's Evaluation Framework and resources etc.)
4. Approving plans and components of the project

5. Collaborating on the course/workshop design, development, and evaluation (i.e. providing e-learning technology as well as curriculum design, development, evaluation support, and expertise)
6. Providing administrative and technology support for course and workshop delivery
7. Providing timely review of drafts and timely approvals of components

Responsibilities of Consultant

The successful consultant will be responsible for the following tasks:

1. Providing a plan with timeline for each project component and deliverable
2. Conducting these project components with input from the AAISA staff within the designated timeframe
3. Scheduling regular meetings and providing updates on progress, including the sharing of key documents and drafts
4. Providing AAISA with invoices according to the agreed upon fee schedule
5. Any documents created by AAISA such as the Settlement Practitioner Competency Framework, and Evaluation Framework and other resources offered by AAISA to the consultant are property of AAISA. These documents will be provided to the consultant for reference and can only be used for the purpose of this project.

Selection Criteria & Process

The following are the criteria we will use in the selection process:

1. Detailed plan and timeline (including projected costs for each component).
2. Expertise in children and youth mental health issues
3. Experience working with adult learners, including facilitation
4. Familiarity with online learning environments preferred (e.g. Moodle, etc.)
5. Evidence of high standards in curriculum design, development, and evaluation
6. Knowledge of the Francophone settlement and integration sector is mandatory
7. Compliance with deadline(s)
8. Fluency in French and English, both written and verbal
9. In your proposal please identify the following information;
 - Learning goals and outcomes
 - Key focus questions



- Main areas of awareness and attitude

The proposal will be reviewed in detail according to the above criteria. All applicants will be promptly notified when a selection has been made. Shortlisted candidates will be asked to provide portfolios of their work or examples of previously designed and developed courses and/or workshops, as well as to participate in an interview.

Both individual and collaborative proposals will be considered.

To submit a proposal, please send a letter of intent, curriculum vitae, and proposed fees to: rkarpe@aaisa.ca

Your electronic submission should be sent by 5:00 pm MST on **AUGUST 2, 2019.**

Qualified applicants will be added to AAISA's network for notification of future opportunities.

If you have any questions, please contact **Rohan Karpe**, *Learning & Professional Development Lead* at rkarpe@aaisa.ca.