

### **Seeking Requests for Proposals (RFPs) - 2023/24 Conditional Grant**

In accordance with [CASS Policy 17 – Procurement of Contracted Services](#), CASS is seeking requests for proposals from interested and qualified independent contractors to research, develop, and deliver various deliverables related to its 2023/24 Conditional Grant. Working under the direction of the CASS Principal Leadership Consultant Dr. Gloria Antifaiff, the successful contractors will seek system education leader input, and ensure results are current, relevant, research-based, and advance K-12 system education leadership in Alberta. Interested contractors can express their interest for one or more of the following projects:

#### **Excellence in System Leader Professional Practice**

1. System Education Leader Professional Practice - Provincial Assessments  
This project will serve to inform and strengthen excellence in system education leader professional practice as it relates to Provincial Assessment Results (current state and future state). This project is a research study that will explore emerging system education leadership strategies on how the results from the PATs and diploma exams can inform education leadership practices to foster student success and continuous improvement, and ultimately lead to optimum learning for all students.
2. Education Workforce Recruitment/Retention – Labour Workforce Survey  
The focus of this project is to conduct a research study to obtain qualitative and/or quantitative data regarding:
  - factors that contribute to education workforce recruitment/retention concerns, particularly within underserved areas of Alberta.
  - success stories for education workforce recruitment/retention.
  - within underserved areas of Alberta – determine the staffing deficit based on 2023/24 funding (how many positions are unfilled, and what types of positions).
  - potential solutions and best practices to promote recruitment/retention in underserved areas of Alberta.

Note: Appropriate personnel from the Ministry of Education will co-create the labour force survey questions.
3. Supporting the Application of the SLQS  
Utilizing the findings of the Years 1 – 4 of the Provincial University Research Study, [Optimum Learning for All Students Implementing Alberta’s 2018 Professional Practice Standards Year 4](#), commissioned by Alberta Education, develop a series of webinars/learning guides/case studies for the CASS Continuing Education Program (CEP). The study is a 4-year longitudinal mixed methods research study designed to assess, deepen, and extend the implementation process of the practice standards. The developed resources will include Alberta Stories of Practice demonstrating how application of the SLQS is made evident to the local school authorities and shapes growth priorities for system education leaders and their jurisdictions.

## **Enhancing Implementation of Inclusive Education and Specialized Educational Supports and Practices for Students**

### 4. Mental Health in Schools Community of Practice

Currently, there are nearly 80 mental health pilot projects taking place in Alberta. These pilot projects include Public/Separate/Francophone/Charter/Private/FN authorities. The pilot projects are rich with new practices including successes and challenges. For the CASS project, pilot participants (and non-participants) would gather to share best practices with each other to learn how all school authorities can support students' mental health. This Community of Practice would include members from the newly established Inclusive Education Action Committee, pilot project participants, and be open to AISCA members and FN school authorities to share in the learnings. The learnings from this Community of Practice will be shared through a webinar series.

### 5. Supports and Practices to Build Mental Health Capacity for Students

For this project, professional learning, such as a webinar and learning guide, will be developed for system education leaders to explore successful strategies to build mental health capacity for students. Alberta Stories of Practice, related to building mental health capacity for students, will be shared from various school authorities. Schools participating in the Integrated School Support Program (ISSP) will be encouraged to share their learning. The newly established Inclusive Education Action Committee will collaboratively identify effective supports and practices for school authorities to build mental health capacity for students. Developed learning resources will be available on the CASS website for continued access.

## **Success for First Nations, Métis, and Inuit Students**

### 6. Indigenous Cultural Protocols: Supporting System Education Leaders

In this research study, the First Nations, Métis, and Inuit Education Action Committee will be consulted to develop a deeper understanding about cultural protocol to support system education leaders in their local school authorities. This study will include a literature review, school authority survey, and analysis of findings. This study will provide guidance to system education leaders on how to respectfully understand, honour, and learn about protocol in Indigenous communities to support building reciprocal relationships focused on strengthening education programs for First Nations, Métis, and Inuit students in Alberta.

### 7. Successful Relationship Building

In this project, the First Nations, Métis, and Inuit Education Action Committee will be consulted to develop a webinar series and related learning guides, to share Alberta Stories of Practice about successful relationship building between Indigenous communities and local school authorities to boost education outcomes for Indigenous students. The webinar series will be developed around the premise that relationships are foundational to all partnerships in education. System education leaders have identified the need to deepen their understanding about how to build respectful, responsible, responsive, and reciprocal relationships with Indigenous communities to better enable them to lead reconciliation in their district, to further

the success of Indigenous students, and to assure the public confidence in the ability of the provincial school system to do so.

8. Indigenous Sharing Circle

This project will continue the implementation of an Indigenous Sharing Circle that incorporates Indigenous traditions to support system education leaders and provides guidance on how to support and improve workplace conditions for Indigenous Peoples. The Indigenous Sharing Circle for system education leaders was introduced in 2022. Synergies will be explored between Indigenous Sharing Circle and the new CASS Mentorship Program to build the professional capacity of all system education leaders.

9. CEP Course: Indigenous Education Data, Accountability, and Legislative Requirements

Develop a course for system education leaders with a focus on examining Indigenous Education data, grant accountability, and legislative requirements. As part of the course, system education leaders will analyze this information to reflect and design potential actions for their local school authority. The course will be accredited through the CASS Continuing Education Program.

**Success for Students through Skilled Trades, Apprenticeships, and Vocational Education (Skilled Trades & Technologies)**

10. Supporting Student Choice: Future Focus

In this research study, the Trades, Apprenticeship, and Vocational Education (TAVE) Committee will be organized to facilitate, and utilize the [TAVE strategic framework](#), and broaden diverse stakeholder partnerships, synergies, and collaborations. Drawing upon the research found in the CASS (2021) report, [Supporting Student Choice: Success and Challenges in Recruiting Teachers to Support Student Choice in Pursuing a Career in Skilled Trades and Technologies](#), focus will be on the needs assessment in the report and related “calls to action.” Conduct further research to provide more detail and data on how K-12 career education and programming is being implemented across the province. A formal research-focused report will be created by conducting a formal engagement/survey approach to provide meaningful context to support future programming.

11. Alberta Skilled Trades and Technologies Insight Summit

This project will begin by consulting with the Trades, Apprenticeship, and Vocational Education (TAVE) Committee to introduce and host an Alberta Skilled Trades and Technologies Insight Summit in 2024. The TAVE committee, guided by the [TAVE strategic framework](#), tenets of the Collective Impact Model, the [Supporting Student Choice: Success and Challenges in Recruiting Teachers to Support Student Choice in Pursuing a Career in Skilled Trades and Technologies](#) needs assessment report, and other sources of data, will identify responsive Alberta skilled trades and technologies practices for students. The summit will represent a collaborative response for partners and system education leaders to maximize synergies to guide future actions to inspire Alberta’s youth to pursue trades and technologies as a career pathway.

#### 12. Collegiate School Showcase

There are 12 new Collegiates that will begin operations soon: 4 began this school year, and the remaining 8 will commence in the next school year. Part of the agreement with the approved Collegiates is to share learnings and best practices with others. To support this work, and to allow others to learn from their experiences, a Collegiate Showcase forum will be organized. This will be a one-time session and need to include CASS members as well as Private authorities. Those attending may gain useful information that would aid in them developing a proposal for a new Collegiate. This action supports Alberta Education's mandate to continue to bring more collegiate schools online.

### **Indicators of Success to Address Complexity in the Classroom**

#### 13. Promises of Success: Addressing Complexity in the Classroom

In this project, the Inclusive Education Action Committee will be consulted to draw upon the learnings from previous Conditional Grants about learning loss and classroom complexity, to develop learning resources for system education leaders that share Alberta Stories of Practice which demonstrate promise of success when addressing the complexity in the classroom. The developed resources will be accredited in the CASS Continuing Education Program (CEP).

### **Improving the Professional Practice CASS Regulated Members**

#### 14. CEP Course: Instructional Leadership

With a system education leadership focus on the *LQS Competency #6 – Providing Instructional Leadership*, a course for the CASS Continuing Education Program (CEP) will be developed for regulated CASS members. The course will be designed to meet the requirements of the CASS Continuing Education Program (CEP).

#### 15. CEP Course: Relational Leadership

With a system education leadership focus on the *SLQS Competency #1 – Building Effective Relationships* and *LQS Competency #1 – Fostering Effective Relationships*, a course for the CASS Continuing Education Program (CEP) will be developed for regulated CASS members. The course will be designed to meet the requirements of the CASS Continuing Education Program (CEP).

#### 16. CEP Course: Supporting Effective Governance

With a system education leadership focus on the *SLQS Competency #7 – Supporting Effective Governance*, a course for the CASS Continuing Education Program (CEP) will be developed for regulated CASS members. The course will be designed to meet the requirements of the CASS Continuing Education Program (CEP).

### **Pre-Qualification Criteria:**

- Experience in system education leadership in K-12 education.
- Demonstrate relevant experience with anticipated deliverable.

**Submission Format:**

- Cover letter including contact information – address, email address, phone number, and a clear indication of the project number(s) the proposal addresses.
- Resume
- Brief outline on how the project(s) could be developed towards completion, including anticipated timeline. The estimated timeline should be within 6 – 8 months for project completion.
- Three professional references

**Submission Deadline:**

Interested contractors who meet the pre-qualification criteria are requested to submit their proposal by **12:00 p.m. (noon)** on **December 12, 2023**, to Dr. Gloria Antifaiff, Principal Leadership Consultant, at [gloria.antifaiff@cass.ab.ca](mailto:gloria.antifaiff@cass.ab.ca)

Thank you in advance to all contractors for your interest in this opportunity, however only those with selected proposals will be contacted.