RETURN BIDS TO:
RETOURNER LES SOUMISSIONS À:

Bid Receiving - PWGSC / Réception des soumissions - TPSGC
11 Laurier St. / 11, rue Laurier
Place du Portage, Phase III
Core 0B2 / Noyau 0B2
Gatineau
Québec
K1A 0S5
Bid Fax: (819) 997-9776

LETTER OF INTEREST
LETTRE D'INTÉRÊT

Comments - Commentaires

Vendor/Firm Name and Address
Raison sociale et adresse du fournisseur/de l'entrepreneur

Issuing Office - Bureau de distribution
Linguistic Services Division / Division des services linguistiques
Les Terrasses de la Chaudière
10, rue Wellington, 5e étage
Gatineau
Québec
K1A 0S5

Title - Sujet	
Second language Online Training	

Solicitation No. - N° de l'invitation	Date
EN578-202723/A	2020-02-19

Client Reference No. - N° de référence du client	GETS Ref. No. - N° de réf. de SEAG
20202723	PW-$$ZF-521-37379

File No. - N° de dossier	CCC No./N° CCC - FMS No./N° VME
521zf.EN578-202723	

Solicitation Closes - L'invitation prend fin
at - à   **02:00 PM**
on - le 2020-03-20

Time Zone
Fuseau horaire
Eastern Daylight Saving Time EDT

F.O.B. - F.A.B.

Plant-Usine: ☐   Destination: ☐   Other-Autre: ☐

Address Enquiries to: - Adresser toutes questions à:	Buyer Id - Id de l'acheteur
Courteau, Josianne	521zf

Telephone No. - N° de téléphone	FAX No. - N° de FAX
(613) 720-9517 ( )	( ) -

Destination - of Goods, Services, and Construction:
Destination - des biens, services et construction:

DEPARTMENT OF PUBLIC WORKS AND GOVERNMENT SERVICES CANADA
PORTAGE III
11 LAURIER ST
National Capital Area (Gatineau)
Gatineau
Quebec
K1A0S5
Canada

Instructions: See Herein

Instructions: Voir aux présentes

Delivery Required - Livraison exigée	Delivery Offered - Livraison proposée
See Herein	

Vendor/Firm Name and Address
Raison sociale et adresse du fournisseur/de l'entrepreneur

Telephone No. - N°de téléphone
Facsimile No. - N° de télécopieur

Name and title of person authorized to sign on behalf of Vendor/Firm (type or print)
Nom et titre de la personne autorisée à signer au nom du fournisseur/ de l'entrepreneur (taper ou écrire en caractères d'imprimerie)

Signature   **Date**

Solicitation No. - N° de l'invitation
EN578-202723/A

Amd. No. - N° de la modif.
000

Buyer ID - Id de l'acheteur
521ZF

Public Works and Government Services Canada
Linguistic Services Division

Request for Information

For

Online Language Training Services National Master Standing Offer(s)

TABLE OF CONTENTS

1   INTRODUCTION

1.1   Background

Public Works and Government Services Canada (PWGSC) would like to gauge industry interest in providing Online Language Training and Tutoring Services in English and in French.

1.2   Purpose of Request for Information

In order to deliver future services as mentioned above and described in the section entitled "Statement of Work", Canada is seeking information on current suppliers of Online Language Training Services.

The main objectives of this Request for Information (RFI) are as follows:

a)   Provide industry with an early opportunity to assess and comment on the PWGSC requirement in order to maximize best value to Canada if a request for standing offer (RFSO) is posted;

b)   Determine the capability of suppliers to provide services described in this RFI;

c)   Solicit feedback and recommendations on any issues that would impact a supplier's ability to fulfill the PWGSC requirement; and

d)   Solicit industry knowledge and expertise with regard to best practices that would increase the likelihood of a successful outcome for this project and/or similar projects.

1.3   Nature of Request for Information

This is not a bid solicitation. This RFI will not result in the award of any contract or standing offer. Therefore, potential suppliers of any goods or services described in this RFI should not reserve stock or facilities, nor allocate resources, as a result of any information contained in this RFI. Nor will this RFI result in the creation of any source list. Therefore, whether or not any potential supplier responds to this RFI will not preclude that supplier from participating in any future procurement. Also, the procurement of any of the goods or services described in this RFI will not necessarily follow this RFI. This RFI is simply intended to solicit feedback from industry with respect to its contents.

Nothing in this RFI shall be construed as a commitment from Canada to issue a Request for Standing Offer (RFSO) for this project. Canada may use any non-proprietary information obtained as part of this review or while preparing a future official RFSO.

Canada shall not be bound by anything stated in this document. Canada reserves the right to change at any time any or all parts of the requirement, as it deems necessary. Canada also reserves the right to revise its procurement approach, as it considers appropriate, either based on information submitted in response to this RFI or for any other reason it deems appropriate.

2   INSTRUCTIONS FOR RESPONDING TO RFI

2.1   Nature and Format of Responses Requested

Annex A of this RFI outlines PWGSC's perspective on the following aspects:

- The Online Language Training requirements it would like to fulfill; and
- The characteristics of the desired solution in terms of capability.

Annex B provides specific questions covering input PWGSC is seeking prior to finalizing and issuing a future RFSO. Those questions are also available in editable format in the attachment section of Buy and Sell.

Respondents are invited to provide comments regarding the content of Annex A Draft Statement of Work included in this RFI. This includes explaining any assumptions respondents make in their interpretation of the requirements.

2.2 Response Costs

Canada will not reimburse any respondent for expenses incurred in responding to this RFI.

2.3 Treatment of Responses

a) Use of Responses

Responses will not be formally evaluated. However, the responses received may be used by Canada to develop or modify procurement strategies. Canada will review all responses received by the RFI closing date. Canada may, in its discretion, review responses received after the RFI closing date.

b) Review Team

A review team consisting of representatives of the Government of Canada will review the responses. Canada reserves the right to hire any independent consultant or use any Government resources that it considers necessary to review any response. Not all members of the review team will necessarily review all responses.

c) Confidentiality

Respondents should clearly mark any portions of their response that they consider proprietary or confidential. Canada will handle these portions of the response in accordance with the *Access to Information Act.*

d) Follow-up Activity

Canada may, at its discretion, contact respondents to follow up with additional questions or for clarification of any aspect of a response. At its discretion, Canada may agree to meet with respondents to provide respondents with the opportunity to present and/or demonstrate their capabilities in relation to this RFI. Respondents' presentations shall be at no obligation to Canada and respondents will be responsible for all costs associated with Canada's invitation to make a presentation. However, respondents are not obliged to make a presentation.

2.4   Contents of the RFI

This RFI contains a draft Statement of Work. This document remains a work in progress and respondents should not assume that new clauses or requirements will not be added to any RFSO that is ultimately published by Canada. Nor should respondents assume that none of the clauses or requirements will be deleted or revised. Comments regarding any aspect of this RFI, Statement of Work and supplier requirements are welcome. This RFI also contains specific questions addressed to the industry.

2.5   Submission of Responses

a) Time and Place for Submission of Responses: Interested parties should email their response to the request for information authority by the date, time indicated on page 1 of the RFI.

b) Responsibility for Timely Delivery: Each respondent is solely responsible for ensuring a response is delivered on time.

2.6 Request for Information Authority

All enquiries and any other communication related to the industry consultation process, including the submission of RFI responses, must be directed exclusively to the RFI Authority below:

Josianne Courteau
Josianne.courteau@tpsgc-pwgsc.gc.ca
Supply Team Leader
Specialized Professional Services Procurement Directorate
Telephone: 613-720-9517

2.7   Security Requirements

There are no security requirements associated with responding to this RFI.

2.8   Official Languages

Responses to this RFI may be submitted in either of Canada's official languages.

3   OVERVIEW OF POTENTIAL SOLICITATION STRATEGY

This section outlines the solicitation strategy that Canada is considering in order to fulfill its Online Language Training requirements.

3.1   Request for Standing Offer (RFSO)

Once the industry feedback on the RFI has been considered, an RFSO may be published on https://buyandsell.gc.ca/procurement-data/tenders. The bidding period will be in accordance with Government of Canada policies on procurement and subject to applicable trade agreements.

3.2   Proposed Standing Offer Strategy

The current requirement may ultimately be divided into two (2) standing offers to address both work streams:
- Work Stream 1 – Canadian French Online Language Training for Anglophone learners
- Work Stream 2 – Canadian English Online Language Training for Francophone learners

3.3   Next step

PWGSC is expecting to hold more than one RFI on this subject. As such, after reviewing and analysing the answers received, the industry should expect to see one more RFI inviting the industry to answer questions about key subjects of the requirement. This is expected to happen 1 to 3 months after the closing date of the current RFI.

DRAFT STATEMENT OF WORK

Online Language Training Program with Tutoring Services

1.0   BACKGROUND

Language training services are designed to ensure compliance with Government of Canada Official Languages (OL) Policies. As such, second language training (SLT) enables the Government of Canada's employees to obtain the level required for their positions on the Second Language Evaluation (SLE) administered by the Public Service Commission, to develop their second language skills, to retain their acquired skills, and to improve the use of their second language in the workplace.

2.0   OBJECTIVE

Our objective is to offer online second language training services on a national scale in second official language, English and French in used in Canada, with or without tutoring services, at levels A, B and C, in accordance with the Qualification Standards in relation to Official Languages. For the purpose of this document, the qualification standards are synonymous with proficiency levels or proficiency standards, as defined in Appendix 1.

Learners will have the personal objective of maintaining their level and/or achieving level A, B or C in order to meet the language requirements of their position.

3.0   SCOPE OF WORK

In order to give all employees a chance to take training according to their work schedules and professional and personal obligations, we favor a flexible learning approach that adapts to our employees' different schedules.

The Offeror must therefore provide online training using a training program to which it holds the intellectual property rights or user rights, which must allow inclusion of one-on-one (full time or part time) and group tutoring (part time regular or part time intensive) services by phone and online.

The Offeror must make a learning management system (LMS) available to the learners and to the Identified User (a Identified User corresponds to any representative or stakeholder of the Department).

4.0   Self-Study Online Training Program

The Offeror's online training program must meet the following technical requirements:

a) Meets the Web Content Accessibility Guidelines (WCAG) 2.0 – See definition at http://www.w3.org/TR/WCAG20/
b) Offers a subscription that allows access to an unlimited or a limited number of licenses for the online training program to respond to all the training requests with and without tutoring;
c) Allows delivery of second language courses, for both official languages in used in Canada, English and French, in order to achieve and maintain language proficiency - levels A (Beginner), B (Intermediate) and C (Advanced) for written comprehension, written expression and oral proficiency (in accordance with the Qualification Standards in Relation to Official Languages of the Government of Canada);
d) Is accessible 24 hours a day, 7 days a week;
e) Is accessible in self-study with or without a tutor;
f) Is accessible from a computer at work or at home;
g) Is accessible from a computer compatible with the following technical requirements and the more recent versions of these software:
    i.   Microsoft Windows 10;

   ii. Mac OS 10.X

   iii. Internet Explorer 11; and

   iv. Adobe Shockwave Player

h) Is accessible from a tablet and a smartphone compatible with an IOS, Android, Windows, Blackberry or other operating system.

i) Includes maintenance (updates) and telephone and/or online technical support services throughout the learner's training, in both official languages, Monday to Friday from 7 a.m. to 10 p.m. (Eastern Time), except federal statutory holidays (see Appendix 2);

j) Answers to technical support requests within 24 hours (on working days);

k) Offers an individually assigned protected password for each user. The passwords must have the following features:

  i. generated automatically and/or chosen by the learner;

  ii. is longer than 8 characters and contains at least :

    a. 1 uppercase

    b. 1 lowercase

    c. 1 number or 1 symbol

  iii. In case a learner forgets his / her password, they can reset their password from their Portal login page.

The Offeror's program must also provide functionality and content that meets the following requirements:

a) Allows the learner to choose English or French as the interface language, according to his/her preference;

b) Provides the learner with translations in their first official language (French or English) of explanations and new vocabulary;

c) Offers an automated, online language assessment (placement test) to determine the learner's initial module;

d) Measures the knowledge acquired by the learner during training. The Offeror must indicate where to find, in the online program, the activities that make it possible to verify what has been learned for each of levels A, B and C, for the following four essential skills: oral comprehension, written comprehension, oral expression and written expression;

e) Enables the learner to review or redo an exercise (go back) as often as needed in order to respect his/her learning style and speed;

f) Enables the learner to print vocabulary and grammar sections;

g) Has full tracking capabilities enabling learners to pick-up their online learning exactly where they left off during their previous self-study session;

h) Stores learners end-of-module online assessment result

i) Provides audio activities, activities with visual aids and interactive activities at all language levels (A, B and C);

j) Includes a help and a search function or a guide to help the learner use the program

k) Uses professional language and a presentation appropriate for adults;

l) Respects Canadian values such as, but not limited to, respect for human rights, gender equality, respect for the rule of law, tolerance, respect for cultural diversity, linguistic duality and respect for Indigenous peoples. All texts, scenarios, videos and audio documents must be free from any sexist, racist or offensive material, as well as any social or symbolic violence with a negative or pejorative bias toward a cultural or linguistic group; and

m) Adheres to adult education principles.

4.1 Online Training Program – Optional Services

In addition, the program should be:

- Sharable Content Object Reference Model (SCORM) compliant;

The program should also offer:

- A discussion forum (chat), blogs, Wikis or Web conferences (Buddy System) between users to practice what they have learned;
- Prognostic online written tests based on government proficiency level;
- An error recognition and correction system;
- A glossary, a dictionary and a grammar reference, conjunction tables;
- Phonetic exercises;
- A progress bar, motivational and encouragement emails or notifications, or any other means to inform the learner of the good results he/she is achieving;
- Offers a monthly per learner self-study and tutoring time summary;
- A mandatory passing mark or a minimum result needed after each section/module before being able to access the next section/module.

5.0   Learning Management System

The Offeror must ensure that the online training program includes a learning management system that:

1. Is accessible 24 hours a day, 7 days a week;

2. Provides a secure automated environment for registration, creation of personal profiles, timesheets, tracking the learner's training and progress and, learner's training hours information (total of hours authorized, total of hours charged and, total of hours available);

3. Offers:
   a. for each learner, online access to his/her personal profile, progress reports, self- study progress, and his/her training schedule (number of hours per week of training, and tutoring schedule);
   b. for Identified Users, online access with different access rights, such as the ability to consult the learner's profile assigned to them, tracking his/her progress, downloading / printing various usage reports, online timesheets to balance invoices received;
   c. for the learner's manager, online access to the learner's personal profile, progress reports, self-study progress and training schedule (number of hours per week of training, and tutoring schedule).
   d. for each learner file, learning management system, reports that are downloadable, printable, and accessible online and that provide:
      i. online placement test results, including the number of hours of training and the initial module recommended to achieve the target level;
      ii. the results of the oral assessment (if applicable);
      iii. the training activities and the modules completed by the learner in self-study;
      iv. the tutoring sessions completed by the learner, presented in the form of an attendance report (noting if present or absent for tutoring);
      v. the type of training authorized by the Identified User (full-time, part-time, self-study only, self-study with tutoring);
      vi. the learner's progress, such as the Teaching Resources' notes and/or the results of the online program progress tests, throughout the training and according to the training type (tutoring, one-on-one, group); and
      vii. the initial end date of the tutoring period.

The system data must be up to date and accessible at all times throughout the training to allow the learner to review it and the Identified User and the Standing Offer Authority to obtain information and generate reports.

5.1   Learning Management System - Optional Service

In addition, the program should offer:

1. Filtering options to group the learners by department, branch, directorate and region;

2. Custom-made on-demand reports, in case an emerging need is identified; and,
3. Online access for the Standing Offer Authority to download and print various reports on the total usage of the Offeror's services.

6.0   Learner Registration and Training Conditions

The Offeror must ensure that the registration procedures and conditions related to training are followed at all times.

The Offeror must ensure that the registration procedures for the learners are automated following a call-up. These procedures must include:

a) A dedicated registration link;
b) An online registration form allowing to choose a given methodology (for example, self-directed training or self-directed training with tutoring);
c) An automated registration email to the learner's manager;

6.1   Acquisition of License(s)

6.1.1   Acquisition of an Unlimited Annual License

After receiving the call-up, the Offeror must provide the Identified User with a dedicated registration link or a user code for the department in question. The Offeror must also post a contact for that department on its site at the Identified User's request. When a call-up is made for an unlimited annual license, the Offeror must inform the Standing Offer Authority, providing the name of the department and the name of the Identified User.

6.1.2   Acquisition of a Limited Annual License

After receiving the call-up, the Offeror must provide the Identified User with one or more dedicated registration links or a valid user code for the number of licenses purchased.

6.2   Subscription for Self-study without Tutoring

For self-study without tutoring, the learner completes on the Offeror's website. The request must contain the following relevant information:
a) The learner's name;
b) The learner's work email address;
c) The learner's work phone number;
d) The name of the department, branch, the directorate and the region;
e) The name of the learner's manager;
f) The manager's work email address;
g) The target language; and
h) The target levels.

After receiving the learner's request, the Offeror must create the learner's account and profile. The Offeror will confirm the learner's registration within two business days by sending an email to the learner and the manager, and guide the learner through the process of taking the online placement test to determine where to start in the program and how to begin the training.

6.3   Subscription for Self-study with Tutoring

For self-study with tutoring, the learner will request training on the Offeror's website.

The Offeror will send an automated email request for authorization to the Identified User and/or the learner's manager. Tutoring services will begin only once the learner's call-up is received by the Offeror.

The registration form must contain the following information:

a) The learner's name;
b) The learner's work email address;
c) The learner's work phone number;
d) The name of the department, branch, the directorate and the region;
e) The name of the learner's manager;
f) The manager's work email address;
g) The target language;
h) The target levels;
i) The number of hours of tutoring authorized per week;
j) The desired training type (full-time, part-time, group, individual) and any other information considered relevant by the learner or the Department.

7.0   Tutoring Services

The Teaching Resources must be able to start the sessions at the time stipulated in the Call-up and must take into consideration the necessary connection time before the courses begin.

7.1   Tutoring in Support of Online Training

The Offeror must ensure that the tutoring services:

a) Last at least one hour per tutoring session;
b) Are available Monday to Friday between 7 a.m. and 10 p.m. (Eastern Time), except federal statutory holidays (see Appendix 2) and from December 25 to January 1st;
c) Are delivered in Canadian context (using English and French used in Canada) and are in compliance with the Qualification Standards in Relation to Official Languages of the Government of Canada;
d) Include an end of module oral test conducted by a Teaching Resource or a Pedagogical Advisor;
e) Include interactive activities related to the work world;
f) Aim to obtain language functions (see Appendix A) evaluated by the Public Service Commission for levels A, B and C;
g) Include tracking of the learner's progress, accessible in the learning management system, which must specify at least the following information for the current module/stage/lesson/session:

1. The learner's achievement of the learning objectives and the extent to which they were met during the learning period;
2. The elements to review or strengthen;
3. The recommended learning activities and comments from the Teaching Resource and/or the Pedagogical Advisor;
4. the date of the follow-up session;
5. the date of the next follow-up session;
6. the name of the Teaching Resource or Pedagogical Advisor who provided the follow-up session.

h) Are offered by phone or online (WebEx or any other method used or determined by the Identified User); and
i) Include all the expenses related to the means of communication used by the Offeror.

7.2   One-on-one Tutoring

For placement purposes, the Offeror must assess each learner enrolling in self-study with tutoring. This assessment must include the following two parts: oral skills and an online placement test (see sections 7.2.1 and 7.2.2 below).

The teaching resource and the learner will have to establish the training schedule according to the information contained in the call-up. They will also have to agree on the communication method that will best meet the learner's needs (by phone or online).

The training must be completed as approved by the Identified User. Any change in the number of training hours must be reported to, and is subject to the approval of, the Identified User.

7.2.1   Assessment of Oral Skills
The interview (oral interaction) must be of sufficient length to assess the learner's first lesson in the online learning program. The interview must be conducted via videoconference or by telephone (depending on the learner's choice) by a pedagogical adviser or a teaching resource.

7.2.2   Online Placement Test
The online placement test must assess the learner's first lesson in the online training program. The placement test must include a written test to assess the learner's written expression and comprehension of the second language. It may also include an assessment of oral comprehension.

7.2.3 Placement Test Report
Based on the results of the placement tests, a placement test report must be available to the Identified User in the Learning Management System within 5 working days of the last test being administered and must include any recommendations that affect the learner's placement.

The placement test reports must contain the following:

 a) the learner's name;
 b) the date of the evaluation;
 c) the target language levels;
 d) the learner's strengths;
 e) the skills needing work;
 f) the pedagogical advisor's or teaching resource's specific comments;
 g) the initial module/stage/lesson/session recommended;
 h) the total number of hours and weeks of training recommended depending of the type of tutoring requested;
 i) language training cost, as per the recommendation mentioned in h);
 j) once language training is approved, tentative end date to obtain targeted language proficiency level; and

7.3   Group Tutoring
When creating the groups, the Offeror must take into account a number of factors, including the learners' time zone and proficiency level. The Offeror must make available to Identified Users a calendar of part time group tutoring (web-based or other). If the demand for part time group tutoring is high, the Offeror may add group sessions to its training calendar. A sample training calendar is provided in Appendix 3.

The Offeror will ensure that same-level groups are formed based on the results of the initial assessment (the online placement test). The teaching resource providing the tutoring will monitor the group and each learner in the group by recording notes and recommendations for each learner in the learning management system. Group progress and attendance reports will be made available to the Identified User through the learning management system. Learners will be able to view their individual progress reports in their learning management system profile.

7.3.1   Part Time Regular Group Tutoring
The Offeror must create the groups. A group must consist of a minimum of three learners and a maximum of five learners. These group tutoring sessions will be conducted by telephone or online. Each group tutoring session must run for 12 weeks and include one or two three-hour courses per week, as per the call-up.

The Offeror must provide, as a minimum, if enough learners have registered, part time regular group tutoring sessions starting in the week of the first Monday of each month.

7.3.2   Part Time Intensive Group Tutoring

The Offeror must create the groups. A group must consist of a minimum of three learners and a maximum of five learners. These group tutoring sessions will be conducted by telephone or online. Each group tutoring session must run for 12 weeks and include three hours of tutoring per day, Monday to Friday (excluding holidays). Tutoring hours may be divided into one or more sessions per day, depending on the Offeror's schedule, but the daily total must be three hours.

The Offeror must provide, as a minimum, if enough learners are registered, part time intensive group tutoring sessions starting every three months. Part time intensive group tutoring must be scheduled so as to allow learners to register for one training session and move on to the next without a week's interruption (no gaps in the calendar).

The Offeror will be required to provide self-study exercises/modules for learners to complete prior to the next scheduled tutoring session. It is understood that learners registered for this type of training will dedicate a total of six to seven and a half hours per day to their language training.

7.4   Pedagogical Adviser Services

The Offeror must provide pedagogical adviser services. The pedagogical adviser is responsible for coaching a team of teaching resources.

7.4.1   Training and Support for New Teaching Resources

The pedagogical adviser must ensure that teaching resources have adequate training in second language teaching approaches and techniques for adults. To do this, the pedagogical adviser should offer one or more training sessions, as well as tools and pedagogical references to teaching resources. The pedagogical adviser should also offer coaching in the form of meetings, workshops, sharing of teaching material, teaching observations, job shadowing with experienced teaching resources and any other method chosen to guide and train teaching resources.

7.4.2   Advice and Supervision of Teaching Resources

The pedagogical adviser must act as an educational consultant. He or she must provide the teaching resources under their responsibility with advice and information on the use of the material and the best teaching practices to adopt. He or she must also provide training on how to use the online program and the WebEx platform (or any other platform used by the Offeror for tutoring).

The pedagogical adviser must ensure that the activities led by teaching resources are appropriate, relevant, varied and provided effectively, so as to enable learners to meet their objectives. The pedagogical adviser must review and approve their full-time teaching resources' weekly planning to ensure that they are meeting learners' needs. If this is not happening, the adviser must monitor the teaching resource and provide additional tools (training, coaching, additional materials, etc.).

In addition, the pedagogical adviser must ensure that teaching resources are prepared and begin class on time. Preparation and organization of the material and equipment essential to the learner's training must be carried out before class begins.

7.5 Training Coordinator

The Training Coordinator acts as a liaison between the Offeror and the Identified User or the Standing Offer Authority on training matters. This role may be performed by the pedagogical adviser or by another person.

The Training Coordinator must also give the Standing Offer Authority, at the time the Standing Offer is awarded, a virtual orientation session for the use of the training program. He/she might also be called on to provide additional sessions, as requested by the Standing Offer Authority.

7.5.1 Intervention in the Case of a Complaint

The Training Coordinator must intervene with learners and/or teaching resources at the request of a learner, teaching resource, Standing Offer Authority or Identified User. In the event of a request for intervention, the Training Coordinator must provide the Identified User with an intervention report on the next business day following the request.

In addition, the Training Coordinator must intervene in the case of a problematic situation that could impede training (e.g. absences, late arrivals, early departures, conflicts between learners, poor communication or lack of respect between a teaching resource and a learner or learners). He or she must propose solutions to resolve the situation and ensure that classroom teaching practices are tailored to the needs of the learners. They must also follow up with the parties involved.

7.5.2 Communications

The Training Coordinator must respond to requests from the Identified User or Standing Offer Authority within 2 business days and follow up with them.

7.6 Teaching Resources

7.6.1 Course Preparation

The teaching resource is responsible for course preparation, including course planning and the preparation of materials that will be used. Planning must be developed to meet the qualifications standards (Appendix A).

7.6.2 Teaching

The teaching resource must deliver tutoring training sessions by carrying out teaching activities that meet the needs of learners. The teaching resource must manage the class so as to comply with class start and end times. The teaching resource must direct learners in their self-study.

7.6.3 Learners' Needs Assessment and Follow-up

The teaching resource must regularly assess the needs of learners and adapt their teaching accordingly. The teaching resource must assess learner progress and update the learning management system.

The teaching resource must ensure adequate follow-up for learners. With the support of the pedagogical adviser, they must identify and analyze learner needs and difficulties and provide advice and personalized support.

7.6.4 Replacing a Teaching Resource

7.6.4.1 Group Tutoring

In the event that a teaching resource is absent, the Offeror must ensure a replacement immediately. Only teaching resources approved by the Standing Offer Authority who meet the requirements outlined in section 8.2 may act as substitute teaching resources. If a replacement cannot be found, the Offeror must inform the Identified User and the learners at least 30 minutes before the start of the tutoring.

If, for reasons beyond the Offeror's control, the teaching resource cannot be replaced before the start of the course, the Offeror could postpone the tutoring to a period within the term of the call-up, depending on the learners availability. If training cannot be postponed within the call-up period, the call-ups will be amended to reflect this change in the service provided.

If a teaching resource must be permanently replaced, the Offeror must inform the learners and the Identified Users as soon as possible.

7.6.4.2 Individual Tutoring

In the event that a teaching resource is absent, the Offeror must inform the Identified User and the learner at least 30 minutes before the start of the tutoring.

The Offeror could postpone the tutoring to a period within the term of the call-up, depending on the learner availability. If training cannot be postponed within the call-up period, the call-up will be amended to reflect this change in the service provided.

If a teaching resource must be permanently replaced, the Offeror must inform the learner and the Identified User as soon as possible.

7.6.5 Teaching Observation in the Virtual Classroom

The Standing Offer Authority or its authorized representative reserves the right to make observations in the virtual classroom upon 24 hours notice in order to ensure that training meets the requirements of this Standing Offer. If the teaching observed does not meet these requirements, a follow-up must be carried out by the Offeror. If the teaching is still not consistent with the requirements at a second evaluation by Canada, the teaching resource will no longer be able to teach under the Standing Offers.

8.0 Pedagogical Advisers and Teaching Resources

8.1 Code of Conduct

The Offeror and all its personnel must:
- avoid any conduct involving deceit, dishonesty, misrepresentation, unprofessional communication, harassment, discrimination, or other actions which may cause physical, emotional or moral injury.
- create, through their attitude, a positive learning and working environment and encourage the learner(s) to follow their lead by always displaying positive and professional behaviour.
- treat learners with respect and tolerance for different cultural values in a multicultural environment.
- display patience and an open-minded attitude when receiving feedback.
- aim to foster an atmosphere of mutual trust among learners.
- work openly, honestly, and transparently to promote engagement, collaboration and respectful communication.

8.2 Requirements for Pedagogical Advisers and Teaching Resources

All resources proposed by the Offeror must be proficient in the language being taught. Proposed resources must also be sufficiently proficient in the other official language to explain basic concepts related to the language being taught. The pedagogical adviser must be able to discuss matters with learners related to the training in the learner's first official language. Canada reserves the right to verify that the language proficiency level is sufficient enough to meet the requirements of the work to be performed.

All resources must also be comfortable with computer-based tools (cameras, videos, audio documents, Web browsing, WebEx, etc.), be trained in the supplier methodology and attend regular development sessions.

All proposed resources must be accepted by the Standing Offer Authority prior to commencing their duties. To do this, the Offeror must submit all necessary documents to the Standing Offer Authority at least 10 business days before the start of the resource's duties.

When teaching resources are suggested for the first time, the Offeror must provide the Standing Offer Authority with proof of education in the form of a document confirming the educational level of the resource. The Standing Offer Authority may, at any time, require an original document or certified copy of the original. In cases where the education was completed at an institution outside of Canada, only a comparative evaluation by an accredited institution will be accepted. These institutions include federal and provincial government credential assessment agencies and the International Credential Assessment Service of Canada, as well as some other assessment services that are recognized for comparing certificates and credentials to standards identified on the Canadian Information Centre for International Credentials website at the following address:

https://www.cicic.ca/927/identify_the_organization_responsible_for_recognition.canada

The Offeror must also provide a certificate confirming each resource's experience. The certificate must provide the following information: number of hours of experience, type of experience (teaching or supervision), start and end dates of the experience and the organization in which the experience was acquired. Only experience obtained in a professional context will be accepted, experience acquired in an academic context will not be accepted. The Standing Offer Authority may, at any time, verify the accuracy of the information provided by the Offeror. Canada reserves the right to conduct any investigations necessary to evaluate the proposed resources.

8.2.1 Pedagigical Advisors Education and Experience Requirements

All pedagogical advisers must have the following education and experience described in the following table:

1.   Education
A bachelor's degree, a master or a doctorate from a recognized Canadian university

AND

2.   Supervisory experience
a)   A minimum of 2400 hours of experience since January 2010 supervising at least 5 teaching resources at the same time.

AND

3. Teaching experience: One of the three following options (a b) or c)):		
a) At least 4800 hours of experience since January 2010 teaching English and/or French as a second language to adults.	b) At least 7200 hours of experience since January 2000 teaching English and/or French as a second language to adults.	c) At least 9600 hours of experience teaching English and/or French as a second language to adults.

8.2.2 Teaching Resources Education and Experience Requirements

All teaching resources must have the education and experience described in the following table:

1.   Education
A bachelor's degree, master or doctorate from a recognized Canadian university

AND

2. Teaching experience: One of the three following options (a b) or c)):		
a) At least 1200 hours of experience since January 2010 teaching English or French as a second language to adults;	b) At least 2400 hours of teaching experience in a school setting since January 2010;	c) At least 4800 hours of experience since January 2005 teaching English and/or French as a second language to adults.

9.0   QUALITY ASSURANCE

The services provided may be evaluated by the Identified User or the Standing Offer Authority (or it's representative) through the following means to ensure service quality:

   a) An online evaluation;
   b) Verification of the tracking notes entered by the Teaching Resources in the learning management system;
   c) Tutoring session observations;
   d) Validation of the qualifications required for the Offeror's resources; and/or
   e) Any other verification the Identified User or the Standing Offer Authority considers necessary.

In the event the services provided by the Offeror do not meet the requirements of this Statement of Work, the Standing Offer Authority will notify the Offeror. The Offeror must provide a corrective action plan addressing the deficiencies and detailing the actions taken and/or to be taken within the deadline prescribed by the Standing Offer Authority.

If certain program activities are considered inadequate by the Standing Offer Authority, adjustments must be proposed by the Offeror, at the Offeror's expense. For example, inappropriate images or comments.

APPENDIX 1 of Annex A – Statement of Work

Qualification Standards in Relation to Official Languages

http://www.tbs-sct.gc.ca/psm-fpfm/staffing-dotation/rqs-qcr/oqs-anq-eng.asp

Introduction

These qualification standards apply to positions requiring the use of both official languages—English and French. They define the levels of proficiency for each of the three language skills:

- Written Comprehension in the Second Official Language
- Written Expression in the Second Official Language
- Oral Proficiency in the Second Official Language

There are two types of language qualifications for bilingual positions:

- General second official language qualifications – A, B and C
- Specific language qualifications requiring Code P

Official language qualifications are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work.

The web-based tool, Determining the Linguistic Profile of Bilingual Positions, is available to help managers establish the linguistic profile of positions. A printable final report presents the profile and the functions associated with a particular position.

Application

These standards apply to all institutions subject to Schedules I and IV of the *Financial Administration Act*.

Related Requirements

Institutions also apply the following requirements:

- *Policy on Official Languages for Human Resources Management* – for institutions subject to Parts IV, V and VI as well as section 91 of the *Official Languages Act*

- *Directive on the Staffing of Bilingual Positions* – for institutions subject to the *Public Service Employment Act*

- *Directive on the Linguistic Identification of Positions or Functions* – for institutions subject to Schedules I and IV of the *Financial Administration Act*

General Second Official Language Qualifications

Second official language qualifications and proficiency levels are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work.

Tests used to assess proficiency levels for general second language qualifications—A, B or C—in written comprehension, written expression and oral proficiency are prescribed by the Public Service Commission.

These tests and standards apply to all occupational groups.

There are three levels of proficiency for general second official language qualifications:

- A (lowest)
- B
- C (highest)

They are cumulative:

Level	A	B	C
Can accomplish:	Tasks at level A	Tasks at level A Tasks at level B	Tasks at level A Tasks at level B Tasks at level C

When a skill is not required, a dash ("-") is used in the linguistic profile instead of a proficiency level.

There are also two additional possible language test results: X and E.

Individuals obtaining an X are demonstrating that their performance does not meet the minimum requirements for Level A for this ability.

Individuals obtaining an E are exempted, indefinitely, from further language testing for this ability. It is granted to persons whose second language test performance indicates that they can be expected to maintain their second language proficiency at Level C indefinitely.

An exemption is not a proficiency level and is not listed in the linguistic profile of bilingual positions.

Written Comprehension in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written comprehension for positions that require comprehension of texts on topics of limited scope.

A person reading at this level can:

- fully understand very simple texts;
- grasp the main idea of texts about familiar topics; and
- read and understand elementary points of information such as dates, numbers or names from relatively more complex texts to perform routine job-related tasks.

A person at this level would not be expected to read and understand detailed information.

Examples

A person at this level can read:	- internal communications - letters - email messages - routine forms (e.g., requisitions, invoices) - very simple texts

In order to:	- file - distribute - pick out specific units of information (e.g., dates, numbers, names) - process routine requests (e.g., requisitions, work orders, invoices) - fully understand very simple texts - understand the general idea regarding familiar, work-related topics carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)

Written Comprehension in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written comprehension for positions that require comprehension of most descriptive or factual material on work-related topics.

A person reading at this level can:

- grasp the main idea of most work-related texts;
- identify specific details; and
- distinguish main from subsidiary ideas.

A person at this level will have difficulty reading texts using complex grammar and less common vocabulary.

Examples

A person at this level can carry out the activities of level A and can also read work-related:	- reference materials - reports - articles - notices
In order to:	- extract information or specific details required for the job - understand the general idea of the content - verify that the content is factually correct when the text was prepared by others

Written Comprehension in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written comprehension for positions that require comprehension of texts dealing with a wide variety of work-related topics.

A person reading at this level can:

- understand most complex details, inferences and fine points of meaning; and
- have a good comprehension of specialized or less familiar material.

A person at this level may miss some seldom-used expressions and have some difficulty with very complex grammatical structures.

Examples

A person at this level can carry out the activities at levels A and B and can also read work-related:	- policy papers - research papers - technical reports - books - complex contracts or specifications legislation or regulations
In order to:	- ensure completeness and accuracy - extract details for action or interpretation - review for meaning and tone when it was prepared by others - obtain an in-depth understanding of the content - assess implications - provide comments - make recommendations

Written Expression in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written expression for positions that require writing simple units of information in the second language.

A person writing at this level can:

- write isolated words, phrases, simple statements or questions on very familiar topics using words of time, place or person.

A person at this level is expected to make errors of grammar, vocabulary and spelling. These errors are acceptable as long as the message is understandable.

Examples

A person at this level can write:	- isolated words - simple phrases - simple messages - lists (e.g., items, names, activities) - titles or subject headings - brief notes
In order to:	- fill out a form or report related to one's duties - note simple point-form messages - complete an index or table of contents - request and provide simple information

	• use templates in familiar situations

Written Expression in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written expression for positions that require writing short descriptive or factual texts in the second language.

A person writing at this level can:

- deal with explicit information on work-related topics since they have sufficient mastery of grammar and vocabulary.

A person at this level will communicate the basic information, but the text will require some corrections in grammar and vocabulary as well as revision for style.

Examples

A person at this level can carry out the activities of level A and can also write work-related:	• short, routine messages • short texts • short descriptions • brief comments • simple, factual correspondence or directives
In order to:	• adapt templates by adding a few words or slightly modifying the content • request or provide information, explanations or instructions • explain or request that action be taken • formulate observations • present conclusions • summarize a text or meeting in point or note form

Written Expression in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written expression for positions that require writing explanations or descriptions in a variety of informal and formal work-related situations.

A person writing at this level can:

- write texts where ideas are developed and presented in a coherent manner.

A person at this level will use vocabulary, grammar and spelling that are generally appropriate and require few corrections. A person at this level can also modify or correct texts to improve meaning, tone, clarity and conciseness.

Examples

A person at this level can carry out the activities at levels A and B and can also write work-related:	- correspondence - briefing notes - memoranda - reports - recommendations - research papers - comprehensive summaries - detailed presentations
In order to:	- provide or request detailed facts and reasons - provide information or comment on contentious issues

Oral Proficiency in the Second Official Language – Level A

Standard Description

Level A is the minimum level of second language ability in oral proficiency for positions that require simple and repetitive use of the second language in routine work situations.

A person speaking at this level can:

- ask and answer simple questions;
- give simple instructions;
- give uncomplicated directions relating to routine work situations.

Persons at this level make many errors and have deficiencies in grammar, pronunciation, vocabulary and fluency, which may interfere with the clarity of the message. Since they may have problems understanding speech spoken at a normal rate, repetitions by others may be required for them to understand what is being said.

Examples

A person at this level can carry out the following activities:
- ask and answer simple questions about names, addresses, dates, times or numbers
- make requests to colleagues or other employees and respond to such requests about simple and uncomplicated matters
- give and follow simple directions and instructions
- provide short, repetitive answers or information
- exchange common courtesies (e.g., thank you, you're welcome, have a nice day)

Oral Proficiency in the Second Official Language – Level B

Standard Description

Level B is the minimum level of second language oral proficiency for positions that require departure from routine use of the second language.

A person speaking at this level can:

- sustain a conversation on concrete topics;
- report on actions taken;
- give straightforward instructions to employees;
- provide factual descriptions and explanations.

A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication.

A person at this level would have a limited ability to deal with situations involving hypothetical ideas.

A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

Examples

> **A person at this level can carry out the activities of level A and can also:**
> - give and follow straightforward instructions or explanations about how work is to be done, what information is needed and what steps or alternatives are to be followed
> - give factual accounts of actions taken or events that have occurred
> - handle requests for routine information from other employees or members of the public, either by telephone or in face-to-face conversations (e.g., about such things as services, publications or staffing actions)
> - take part in departmental or interdepartmental meetings regarding factual, concrete and non-routine topics, and/or informal meetings or work sessions
> - deliver presentations on concrete topics, and answer factual follow-up questions
> - answer the telephone, understand simple requests, redirect calls as appropriate, and/or explain to others how to complete a form

Oral Proficiency in the Second Official Language – Level C

Standard Description

Level C is the level of second language oral proficiency for positions that require handling sensitive situations where the understanding and expression of subtle, abstract or complicated ideas are required or where unfamiliar work-related topics must be dealt with.

A person speaking at this level can:

- support opinions; and
- understand and express hypothetical and conditional ideas.

A person at this level will not have the ease and fluency of a native speaker and may have deficiencies in pronunciation, grammar and vocabulary. These deficiencies rarely interfere with communication.

Examples

A person at this level can carry out the activities at levels A and B and can also:

> - give and understand explanations and descriptions involving complicated details, hypothetical   questions, or complex and abstract ideas
> - give and understand detailed accounts of events, actions taken or procedures to be followed
> - discuss or explain policies, procedures, regulations, programs and services relating to an area   of work
> - deal with situations requiring persuasion/negotiation and complex arguments, and/or the seamless exchange of ideas in both official languages
> - deliver presentations on complex topics, and answer follow-up questions and/or conduct training sessions
> - counsel and give advice to employees or clients on sensitive or complex issues
> - participate as a member of a selection board, interview board or assessment team as an integral part of the job functions

ANNEX A – APPENDIX 2

STATUTORY HOLIDAYS

The following days are designated holidays for learners. When a holiday falls on a weekend, it is moved to the next business day:

a) New Year's (January 1)
b) Good Friday
c) Easter Monday
d) Victoria Day
e) June 24 (for services offered in Quebec)
f) Canada Day (July 1)
g) Provincial Civic Holiday (first Monday in August, except for services offered in Quebec)
h) Labour Day (first Monday in September)
i) Thanksgiving (second Monday in October)
j) Remembrance Day (November 11)
k) Christmas Day (December 25)
l) Boxing Day (December 26)

TUTORING CALENDAR FOR ONLINE GROUP PART TIME - EXAMPLE

Légende :

Start of a regular part time tutoring session
Start of an intensive part time tutoring session
End of a session
Statutoty holiday and/or no online tutoring
Statutory holiday, except in Québec
Statutory holiday, Québec only

RS 1 = Regular part time tutoring session 1
IS 1 = Intensive part time tutoring session 1

Year 2020

January

S	M	W	W	T	F	S
			1	2	3	4
5	6 Start RS1	7	8	9	10	11
12	13	14	15	16	17	18
19	20 Start IS1	21	22	23	24	25
26	27	28	29	30	31	

February

S	M	W	W	T	F	S
						1
2	3 Start RS2	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March

S	M	W	W	T	F	S
1	2 Start RS3	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 End RS1	24	25	26	27	28
29	30	31				

April

S	M	W	W	T	F	S
		1	2	3	4	
5	6 Start RS4 End IS1	7	8	9	10	11
12	13 Start IS2	14	15	16	17	18
19	20 End RS2	21	22	23	24	25
26	27	28	29	30		

May

S	M	W	W	T	F	S
					1	2
3	4 Start RS5	5	6	7	8	9
10	11	12	13	14	15	16
17	18 End RS3	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	W	W	T	F	S
	1 Start RS6	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 End RS4	23	24	25	26	27
28	29 End IS2	30				

July

S	M	W	W	T	F	S
			1	2	3	4
5	6 Start RS7 Start IS3	7	8	9	10	11
12	13	14	15	16	17	18
19	20 End SN5	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	W	W	T	F	S
						1
2	3 Start RS8	4	5	6	7	8
9	10	11	12	13	14	15
16	17 End RS6	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	W	W	T	F	S
		1	2	3	4	5
6	7 Start RS9	8	9	10	11	12
13	14	15	16	17	18	19
20	21 End RS7 End IS3	22	23	24	25	26
27	28 Start IS4	29	30			

October

S	M	W	W	T	F	S
				1	2	3
4	5 Start RS10	6	7	8	9	10
11	12	13	14	15	16	17
18	19 End RS8	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	W	W	T	F	S
1	2 Start RS11	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 End RS9	24	25	26	27	28
29	30					

December

S	M	W	W	T	F	S
		1	2	3	4	5
6	7 Start RS12	8	9	10	11	12
13	14 End IS4	15	16	17	18	19
20	21 End RS10	22	23	24	25	26
27	28	29	30	31		

Solicitation No. - N° de l'invitation
EN578-202723/A

Amd. No. - N° de la modif.
000

Buyer ID - Id de l'acheteur
521ZF

ANNEX B

QUESTIONS FOR THE INDUSTRY

As the purpose of this RFI is to solicit industry feedback with respect to this GoC-wide requirements, the industry is invited to submit answers in response to the questions below. Respondents are encouraged to submit answers to as many questions as possible; however, you may choose to only answer certain questions. The draft Statement of Work (see Annex A) should be taken into consideration when responding to questions.

General

5.1   Please state any questions you may have about the draft Statement of Work.

5.2   Please include any other information that, in your opinion, would be useful in the preparation of a RFSO for services as describe in this RFI.

5.3   For how long has your firm been offering online language training services in French?
☐ We never offered that service
☐ Less than 1 year
☐ 1 to 3 years
☐ 4 to 6 years
☐ 7 to 9 years
☐ More than 9 years

5.4   For how long has your firm been offering online language training services in English?
☐ We never offered that service
☐ Less than 1 year
☐ 1 to 3 years
☐ 4 to 6 years
☐ 7 to 9 years
☐ More than 9 years

5.5   Would your firm's proposed solution already include learning modules for Canadian French and Canadian English, or would these need to be developed between now and the potential bid submission period? Please note that an eventual Standing Offer would not include the development of a custom-based solution and would rather be subscription or license-based.

☐ Canadian French modules already exist
☐ Canadian English modules already exist
☐ Canadian French modules would need to be developed
☐ Canadian English modules would need to be developed

5.6   Canada might decide to issue more than one Standing Offer by dividing its requirement in two streams:
Work Stream 1 – Canadian French Online Language Training for Anglophone learners
Work Stream 2 – Canadian English Online Language Training for Francophone learners

5.6.1   Would your firm be more or less interested if the requirement if divided in two streams?
☐ More interested
☐ Interest remain the same
☐ Less interested

5.6.2   Please explain why.

Tutoring

5.7   Would your firm's proposed solution include a built-in video chat system to enable long distance tutoring?
○ Yes   ○ No

5.8   Would your firm be able to recruit enough pedagogical advisor and teaching resources for this requirement based on the qualifications defined in Annex A?
○ Yes   ○ No

If not, what would be your recruitment challenges?

5.9   Considering that the Standing Offer would be used by most Federal Department across Canada, how would you recommend the groups, for group tutoring, should be created?
☐ Groups created by the federal departments
☐ Groups created by your firm without a determined training calendar
☐ Groups created based on a group tutoring calendar created by the Federal Government
☐ Groups created based on a group tutoring calendar created and managed by your firm
☐ Other, please explain: _____

Your solution

5.10   Would your proposed solution include a "sandbox" mode that could be used for the demonstration of your solution during the evaluation period?
○ Yes   ○ No

5.11   Does your server is located in Canada?
○ Yes   ○ No

5.12
a) Would your firm's proposed solution have an upper limit in the number of subscribers that could be using it at the same time?
○ Yes   ○ No

b) If so, would your firm have a solution in place for a larger-than-expected volume of users?
○ Yes   ○ No

c) What is the upper limit of subscribers that could be using your solution at the same time?
_____

Accessibility

5.13   Would your firm be in a position to propose a solution that will accommodate individuals with learning disabilities?

⊙ Yes   ⊙ No

If no, why?

5.14   Would your firm be in a position to propose a solution that will accommodate individuals with visual and/or auditory impairments?

⊙ Yes   ⊙ No

If no, why?

5.15   A) Would your firm's proposed solution presently meet the requirements of the Web Content Accessibility Guidelines (WCAG 2.0), Level A?

⊙ Yes   ⊙ No

B) If no, will your firm considered meeting those guidelines in the future?

⊙ Yes   ⊙ No

If yes, when?

C) Does your firm's proposed solution presently meet another accessibility standard?

⊙ Yes   ⊙ No

If yes, which one?