



Request for Proposals

For

Web Game Development: Essential Skills for Young Adults Project

Issue Date:
May 19, 2010

Closing Location:
The Centre for Skills Development & Training
860 Harrington Court
Burlington, Ontario L7N 3N4
Attention: Lorna Hart, Manager, Corporate Development & Special Projects

**Closing Date and Time:
(4:00 p.m., Friday, June 11, 2010) Eastern Standard Time**

Sealed submissions will be received at The Centre for Skills Development & Training located at the above address before the closing time at the main reception desk at 860 Harrington Court.

Late or facsimile submissions will not be accepted or considered.

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SECTION 1: GENERAL TERMS AND CONDITIONS

- 1.1 Definitions:** The following definitions shall apply throughout the Request for Proposals
- a. “Agreement”: means the agreement between The Centre and a Vendor, which shall incorporate the requirements outlined in this Request for Proposal, the successful proposal and any other documents that may apply in this circumstance.
 - b. “Award”: means the selection by The Centre of one or more successful Proposal(s) for the provision of services in this competitive bidding process.
 - c. “Closing Date”: means the deadline for submissions, being the date indicated in the Request for Proposal.
 - d. “Closing Time”: means 4:00 p.m. on the Closing Date.
 - e. “Respondent”: means any person or corporation participating in this competitive bidding process.
 - f. “The Centre”: means Fast Track – The Community Centre for Skills Development & Training.
 - g. “Centre representative”: means The Centre’s employee who has been designated to perform supervisory functions with respect to the Agreement.
 - h. “Vendor”: means the successful Respondent in respect of whose Proposal an Award is made.
- 1.2 Inspections:** The Centre reserves the right to inspect the products/equipment/services offered prior to award of the contract. The inspection of all commodities including where necessary, the conducting of chemical and physical tests to determine whether or not the specifications are being complied with, shall be made in the manner prescribed by The Centre.
- 1.3 Insurance:** The Vendor shall provide and maintain at its own expense, policies of insurance acceptable to The Centre, issued by an insurance company incorporated or licensed to conduct insurance business in the Province of Ontario during the entire period of the contract, for liability, for property damage and damages resulting from injuries or death caused by accident arising out of the contracting operation and vehicle liability coverage. Said policies of insurance shall be in a form satisfactory to The Centre and shall insure the vendor, their employees, agents or any persons employed by them or under their control. Insured in the amount of not less than two million dollars (\$2,000,000.) per occurrence against liability for property damage and damages resulting from injuries or death caused by accident arising out of the contracting operation and an amount of not less than \$2,000,000 per accident for motor vehicle liability coverage.
- 1.4 Indemnity:** Except for claims arising solely from the negligence of The Centre, the Vendor shall indemnify and save harmless The Centre for Skills Development & Training, its officers, employees, councillors, contractors and agents from and against any and all claims, all costs and expenses including legal fees arising in any way out of the performance or non-performance of the work. Without limiting the generality of the foregoing, such claims include:
- All claims for personal injury or death

- All claims in respect of damage to real or personal property, whether public or private, including but not limited to lands, buildings, structures, utilities, fences, trees, shrubs, sod, roads, ditches, drains, letter containers, waste or other containers/casters.
- All claims relating to any infringement of any right or privilege.
- All claims relating to inventions, copyrights, trademarks, patents and right thereto used in doing the work.

1.5 Payments: To ensure that payment is not deferred, the following information shall be on all invoices:

- Purchase Order Number, Name of Purchaser, Shipment Destination
- Complete Product Description
- Vendor's Name, Address and G.S.T. registration number
- Date of Invoice
- G.S.T. & P.S.T. where applicable

1.6 Terms: Vendors are encouraged to offer discounts for prompt payment. Discounts of 2% for 15 days or better shall be considered in the evaluation and may affect the award decision. Otherwise, payment shall be based on 30 days from the date of the invoice or the date of the receipt of the goods, whichever is later.

1.7 Dispute Resolution: Should any disputes arise regarding this contract, The Centre, while retaining the right to terminate the agreement at any time, will follow the dispute resolution formula as follows:

- The Centre will issue to the Vendor a verbal warning outlining the issues of non-compliance with respect to the contract specifications; The Centre reserves the right to hold back monies until the deficiencies have been addressed according to the standards specified.
- If problems persist, The Centre will issue a written notice to the Vendor, stating the deficiencies and the time period in which the Vendor has to correct the problem and a warning that the contract shall be cancelled should the problem not be resolved within the allotted time (a dollar value may be deducted from monies owing, representing any costs which The Centre has absorbed in its attempts to correct the problem(s)).
- Should the problem(s) remain outstanding, The Centre may issue a letter stating contract cancellation is final.

1.8 Defective/Inferior Goods/Services: The Centre reserves the right to accept or reject goods and services they deem inferior at any time. The Vendor will provide replacement or 100% refund of purchase price, including all associated costs of supply, and without penalty of any restocking charges. When commodities are rejected, they must be removed by the Vendor from The Centre premises within five (5) days after written or faxed notification, unless Public Health and Safety concerns require immediate destruction or other disposal of such rejected commodities, The Centre may take such actions as it deems necessary. Rejected items left longer than five (5) days will be considered as abandoned and The Centre shall have the right to dispose of them as its own property.

- 1.9 Conflict of Interest:** The Vendor ensures that advance disclosure before acceptance of a bid will be made if a member of The Centre's officer(s) and employee(s) will be a stakeholder in the performance of the said contract or in the supplies, work or business in connection with the said contract, or in any portion of the profits thereof.
- 1.10 Collusion:** The Vendor declares that the bid is not made in connection with any other Vendor submitting a bid for the same commodit(ies) and is, in all respects, fair and without collusion or fraud.
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SECTION 2: INSTRUCTIONS FOR RESPONDENTS

2.1 Submission Instructions

- 2.1.1 Delivery:** One original and three (3) copies of the Proposal shall be submitted in a sealed envelope and be clearly marked with the title of this Request for Proposals. Means of delivery of the bid document shall be at the risk of the Vendor. Bid documents must be delivered to The Centre contact, as stated. Bid documents are not accepted after the official Closing Time.
- 2.1.2 Proposal Costs:** The Centre will not be responsible for any costs incurred by a Respondent in preparing and submitting a Proposal, making a presentation, or providing a sample.
- 2.1.3 Proposal Irregularities:** Respondent document submissions, which are late, illegible, faxed, unsigned or which contain an insufficient deposit, uncertified cheque, appropriate deposit, bond or surety, or in the form requested, may be rejected.
- 2.1.4 Document Withdrawal or Revision:** A Respondent may request to withdraw or substitute all or part of their bid document submission at any time up to the official closing time. The latest bid received shall supersede and invalidate all those previously submitted. A written request for withdrawal of a bid document must be by letter, on Vendor's stationery, signed by an authorized signing officer and delivered in the same manner as a bid. Telephone, fax or verbal requests for withdrawal will not be considered.
- 2.1.5 Response Requirements:** The Respondent is responsible for clarification of any details with The Centre, via written request, before submitting their response and the Respondent shall carefully examine all components of the document to determine the extent of the work including information sessions to determine all existing conditions, limitations and difficulties that could be encountered. No additional payments will be made for any costs incurred through failure of the Respondent to correctly assess the site condition. Information sessions or presentations, if mandatory, will be detailed in the Terms of Reference. Verbal information should not be considered outside the document but based solely on the Respondent's own knowledge, field examination and judgment. The Respondent agrees by making their bid submission that they are willing to assume all risk of the work, even if it proves to be more onerous than was contemplated when the bid submission was signed.
- 2.1.6 Use of Bid Form:** Prices must be submitted on the supplied Bid Form in Section 4. Other required information may be provided per instructions in the Request for Proposal. The supplier must comply with all legislation when applicable.
- 2.1.7 Quantities and Deliveries:** Any quantities indicated are "best" estimates only. It is agreed that the quantities are approximate and may be increased or decreased, within reasonable limits, without affecting unit prices. Should there be a significant increase in volume, The Centre reserves the right to renegotiate the price. If negotiations do not

result in a mutually agreed upon price, The Centre reserves the right to return to the market. The delivery date must be adhered to. Failure to comply with the time schedule herein, in providing the goods and services may result in the board taking action to obtain an alternative supply. The Respondent will reimburse any cost incurred.

2.1.8 Evaluation of Proposals: The lowest bid is not necessarily the accepted bid. Consideration of the awarded bid is given to the Respondent's qualifications and reliability, ability to meet the delivery date, quality of goods and services offered, performance, serviceability, any special or extra costs involved therein, proposed enhancements to minimum specifications (provided all base specifications have been met). Further evaluation criteria are identified in the Terms of Reference.

2.1.9 Privilege Clause: The Centre shall have the right to reject any or all Proposals and the right to accept any portion of a Proposal or Proposals. The Manager, Corporate Development & Special Projects, may cancel the Request for Proposal at his/her sole discretion.

In addition to any other right expressed or implied in this Request for Proposals, The Centre reserves the right to:

- request written clarification of any element of any Proposal from any Respondent and incorporate a Respondent's response to that request into the Respondent's Proposal;
- clarify or verify with any Respondent or with a third party any information set out in a Proposal;
- check references other than those provided by any Respondent;
- disqualify or invalidate any Proposal that contains material misrepresentations or any other materially inaccurate or misleading information;
- make changes, including substantial changes, to this Request for Proposals provided that those changes are issued by way of addenda;
- if a single Proposal is received, reject the Proposal of the sole Respondent and cancel this Request for Proposals process or enter into direct negotiations with the sole Respondent.

2.1.10 Any Communications: Any communications regarding this Request for Proposal must be addressed in writing, by email or by fax, no later than **June 2, 2010** to the attention of:

Lorna Hart, Manager, Corporate Development & Special Projects
Email: hartl@thecentre.on.ca
Fax: 905-333-3499 x147

The Centre reserves the right to neither accept nor consider any questions received after 4:00 p.m. on the date specified above. Responses to questions submitted prior to this time will be sent in writing to all Respondents of record.

It will be the Respondent's responsibility to clarify with The Centre any questions arising from this Request for Proposal in accordance with this section before submitting their proposal.

2.1.11 Addenda: Through Addenda, the Manager, Corporate Development & Special Projects may: a) revise, delete, add to or substitute any part of the Request for Proposal; b) extend the Closing Date; or c) provide a written explanation or interpretation of the Request for Proposals. No oral explanation or interpretation by The Centre shall modify any of the requirements or provisions of the Request for Proposal.

2.1.12 Award and Irrevocability of Proposal: The Centre shall have sixty (60) days from the Closing Date to make an Award and the Proposal shall be irrevocable during this time. The Centre shall notify all Respondents of the award. No change in tender prices will be allowed due to fluctuations in foreign exchange.

2.1.13 Claims or Litigation: The Centre reserves the right not to accept a Proposal from or make an Award to any Respondent or Related Corporation, which has a claim or instituted a legal proceeding against The Centre or against whom The Centre has a claim or instituted a legal proceeding. The Centre shall not be liable for any expenses, costs, losses or damages incurred by a Respondent or any affiliate of a Respondent resulting from The Centre exercising any right in accordance with this Request for Proposals.

2.1.14 Intellectual Property: All reports, plans, designs, and other documents to be produced by the successful Respondent to this Request for Proposal shall, on submission to The Centre, become the property of The Centre.



SECTION 3: TERMS OF REFERENCE

3.1 General

The Centre for Skills Development & Training (The Centre) is an incorporated, not-for-profit affiliate of the Halton District School Board. The Centre is a leading provider of quality career and workforce development programs, products and services, which are currently offered at locations in Burlington, Georgetown, Milton, Mississauga and Oakville. A new location in Clarkson (Mississauga) will be opening in August 2010. For more information, visit www.thecentre.on.ca

The Centre, in partnership with the Halton Industry Education Council (HIEC), has received funding from Human Resources and Skills Development Canada (HRSDC) to develop and pilot online learning tools designed to increase the skills of young adult learners (ages 15-30) in three Essential Skills: Oral Communication, Working with Others, and Thinking Skills. For more information on Essential Skills, please visit:

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

Statement of Purpose

This project will seek to achieve the following objectives:

- To provide unemployed young adult learners with practical hands-on learning to increase their Essential Skills (ES) and thereby improve their success in finding a job or career advancement;
- To increase employability of young adult employees through improved ES; and
- To increase productivity and innovativeness while reducing human resource costs for employers.

Many companies today are re-evaluating their employee training and the way their employees learn. Young people are growing up in an increasingly technology-focused society. The way they consume information is altering traditional approaches companies have been using to train their youth employees. Following the examples of interactive training methods employed by companies like Hilton Hotels, IBM, UPS and McDonalds, The Centre wants to change the way young adults learn about Essential Skills and to set a precedent for the way organizations like ours will design online training in the future.

Deliverable

The successful respondent will provide the technical expertise to create three learning focused, web-based games, each dealing with one of the Essential Skills - Oral Communication, Thinking Skills or Working with Others. The objectives above will be accomplished when young adult learners enhance their knowledge and comfort level with the three Essential Skills through playing these on-line games.

Each interactive learning module must be available in-browser (e.g. Flash) and must contain the following components:

1. Pre-evaluation – young adult learners will be asked to complete a short survey to assess their current knowledge in each of the three Essential Skills areas
2. Background and Theory – definitions and overviews of each of the three Essential Skills
3. Demonstrations and Workplace Simulations – learners will see the importance of each Essential Skill in the workplace and witness best practices in action
4. Post-evaluation – young adult learners will complete a short evaluation after the learning has been completed to see their progress displayed in a meaningful way

Young adults are accustomed to sophisticated software and these learning modules should have a youth-focused design that engages and entertains the learner while educating them about each of the three Essential Skills. The four aforementioned requirements should all be achieved in the same way videogames engage the player and get him/her drawn in to the game world: through art, gameplay, narrative and established characters. These learning modules need to appeal to young adult learners between the ages of 15-30; design decisions should be made so that each module will appeal to this broad age range.

3.2 Proposed Design

The following are some initial thoughts and ideas about what the three games could look like. However, the project team is flexible and certainly willing to consider ideas and suggestions from the successful respondent (developer). The project team and developer(s) will work closely together throughout the process with the project coordinator having the authority to finalize the game design.

Introduction

The learning modules for Oral Communication, Working with Others and Thinking Skills will be instantly accessible from a customized website and they will be unique from each other. A learner can choose to do any, or all, of the learning modules in the order they desire. However, there should be elements, characters and themes in each module that will be a common thread throughout. These common characters and story elements will be a subtle nod to a learner that has completed any of the previous modules; a common narrative and characters will also serve as a point of interest and incentive for a learner to complete all three modules.

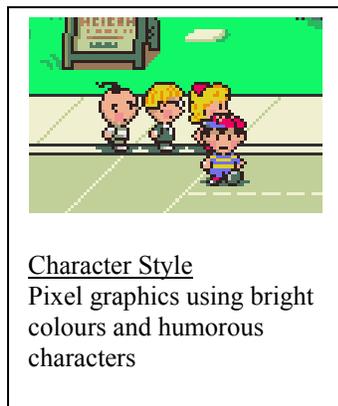
Platform

Each learning module should be available in-browser and accessible to any learner accessing the customized website. The learning modules should also be accessible to any learner no matter what browser they are using (Safari, Firefox, Internet Explorer, Netscape, Opera etc.).

Visual Style

The art-style of the learning modules should be pixilated, “16-bit” era visuals similar to Earthbound, Final Fantasy VI, Pokémon etc. This top-down, traditional Roll Playing Game (RPG) aesthetic would be instantly familiar to the older young adults (24+ years old) and is still

used in games today. For this reason, the art-style will be recognizable and make the gameplay of each module familiar to learners across the age range of this project.



Game Design

Each module will share the same characters and setting - a multi-screened workplace should be created to serve as the backdrop for each learning module. The base gameplay experience for each module will be similar to the experience a player might have in game while exploring and talking to non-playable characters (NPCs) in a typical RPG village. Although the modules will share a lot of the same elements, there will be unique gameplay variations for each to give them their own identity.

Each module should take the learner no longer than 30-45 minutes to complete. The following descriptions discuss the unique gameplay elements for each module and highlight how we would like the background and theory of each Essential Skill combined with demonstrations and workplace simulations.

Module 1: Oral Communication

The unique gameplay style of the Oral Communication (OC) module will be similar to an RPG with a turn-based battle system. The learner will control a character that has to learn effective communication skills in preparation for a big sale/event/opening at the workplace.

The player will navigate the character around the game map speaking to other NPCs. Each NPC will be a coworker to the main character and teach the player a valuable tip about Oral Communication. As the player progresses, more skills will be learned from coworkers in order to successfully please the customers in the store.

When a player approaches a customer, the game will switch from the standard top-down perspective to a battle screen (ex: Dragon Quest, Final Fantasy, Earthbound and Pokémon). The battle screen will depict a show-down between the player and a customer. To successfully “defeat” a customer, the player must select from all available actions (ex: Talk to Customer or Body Language). Once an action is selected, the player will be allowed to choose from a list of

skills. Each selection will correspond to a skill the player has learned from the NPCs in the world.

These “battles” will give the player a chance to see how the skills they’ve learned can be applied to a workplace. With each correct skill or phrase selection, the customer will gain something similar to hit-points so that the player can see the positive effects of their effective communication displayed on screen. Negative selections will result in the customer receiving negative hit-points and the “battle” will continue. Once the player has selected enough positive examples of OC to use on the customer the battle will be over and the player can move on to speak with more NPCs, gain more skills, and engage the next customer.



“Battle” System

Player character will “battle” with customers by selecting different learned OC skills

This learning module will culminate in the final boss “battle”; a run-in with a secret shopper. This will give the player a chance to use all of the skills he/she has learned up to this point and successfully “defeat” the secret shopper – becoming educated in Oral Communication at the same time.

Module 2: Working with Others

The module for Working with Others (WWO) will be a riff on the popular Tower Defense genre. The player would have done such a good job communicating with coworkers and customers in the OC module that their character would now be put in charge of the workplace while the manager is off on a meeting at the company’s head office. In this module the player will once again interact with NPC coworkers and attempt to get them organized at their work stations. These interactions will be similar to the conversations that occurred in the OC module because the player will be learning facts about WWO as they progressed through the module.

Once all of the NPC coworkers are at their stations (ex: in a kitchen or on a sales floor) the Tower Defense game would start. While all of the coworkers are working at their peak performance things will run smoothly. Periodically, as the player is in the room over seeing the work being done, NPC coworkers will stop working at their peak performance and the player will have to step in to make sure everyone is working their hardest again. Similar to the game PixelJunk Monsters (pictured right), the goods/customers will be moving along a predetermined path with the player able to move about the map to intervene and fix any problem areas (think of a Tower Defense game in reverse, the NPC



Tower Defense

Player character will move around the map and make sure all of the NPC coworkers (towers) are working properly. Fixing “problems” will be done by giving directions to NPCs based on WWO principles.

characters are the “weapons” but they occasionally have to be “repaired” to work properly).

The problems that the player must fix will include common WWO problems like: coworkers being distracting by talking to one another, losing the motivation to keep going and minor conflicts between NPC coworkers. Each time a coworker is distracted it will be like taking a cog out of the machine, and production will slowly start grinding to a halt. The player will have to step in and settle these issues to get everyone working quickly and make sure production stays above a certain level to complete the module.

This module will teach the player about the importance of WWO and also show them strategies that they can apply to their own workplace to make sure everyone is working together and staying motivated.

Module 3: Thinking Skills

The third module should deal with Thinking Skills (TS) like: solving typical workplace challenges, evaluating and choosing the best course of action from a list of possible solutions and prioritizing tasks without direct supervision. The player should be confronted with choices and problems in this module that will require thinking and exploration to find the best possible solutions.

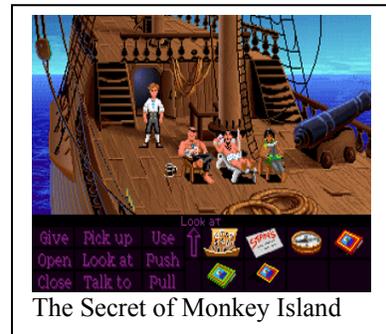
Three examples of unique gameplay ideas that can be included for this module include:

Option 1: “Dungeon” Crawl - Games in the Legend of Zelda series are famous for incorporating exploration and problem solving to give the player a sense of accomplishment. In every new dungeon new puzzles confront the player and new items are introduced; by the end of the game you are using a combination of these items to solve complex problem. A typical Zelda “dungeon” would be a good way to talk about Thinking Skills while maintaining the same map and visual design found in the first two modules.



The Legend of Zelda

Options 2: “Point-and-click” Adventure - Adventure games have seen a renaissance of sorts thanks to the reissue of old Lucasarts favourites (The Secret of Monkey Island) and new games like Sam & Max and Machinarium. This genre lends itself perfectly to the exploration and problem solving gameplay that would be required for this module. Typically, this genre’s art-style is much more detailed than the look we would want for these modules, but the gameplay of collecting and combing items, exploring the game world for solutions and interacting with others characters could be achieved in the same top-down 16-bit aesthetic.



The Secret of Monkey Island

Option 3: Problem Solving + Story - Although games like the Professor Layton series have done little more than include character and narrative on top of brain teasers, they have seen critical acclaim and sales success all over the world. This is another possible example that could work for this module. The player could still walk around the game map interacting with characters, but they would also be required to solve typical workplace challenges/problems along the way.

No matter what game-type ultimately works out the best for this module there is one thing that it must include: the player must be able to walk around the environment (independent of the tasks required to get to the end of the modules) and recognize/solve problems. This could be something as simple as moving a water bucket away from a power cord, but the player should be able to see problems in the environment and take the initiative with their character to find solutions. These can be optional and the player can receive a point boost or extra TS tips for finding, and completing these tasks.



Story

There will be an over-arching story that links each module together, but each module will also be written so that it has its own contained narrative. This will ensure that they can be played on their own without knowledge of the events in previous modules; learners that play all three will see continuity in events and conversation topics that carry over from module-to-module.

The player will always control the same character and interact with the same NPC coworkers. By the end of the third modules - Thinking Skills - the player's character will, for example, receive a promotion and pay raise by proving to their boss that they have learned valuable Oral Communication, Working with Others, and Thinking skills.

Characters

Several characters will populate the game world:

- the main character that the player will control
- several NPC coworkers with individual personalities, strengths and weaknesses
- a mentor-like character that will offer tips and coach the player through the game

Audio Style

Sound effects and background music should be included in each module.

3.3 Scope of Work Required

The successful Respondent will be responsible for the following:

Phase 1: Consultation/Design

- Work closely with the project staff and use knowledge of game design to finalize a structure for each module (game) that will meet our budget and include the four required components: pre-evaluation, background & theory, demonstrations and workplace simulations, post-evaluation.
- Discuss and collaborate with staff to finalize art style, characters, narrative, gameplay ideas etc.
- Incorporate the Essential Skills learning pieces written by project staff into each module so that they fit within the game world and its characters
- Create Design Document outlining each interactive module

Phase 2: Alpha - Programming/Milestones

- Program learning modules based on collaborative design
- Work closely with the project staff and provide regular samples/updates of each module throughout the project
- Meet with staff as required to ensure the project stays on track
- Use feedback from project staff throughout the iterative process to make alterations to each game

Phase 3: Beta - Piloting/Revisions

- Modules will be piloted by project staff with young adults to get their feedback; any necessary tweaks or changes will be made to the games before they are considered final and ready to be put online for regular use.

Phase 4: Web site

- Consult with project staff on the purchase of a domain name and website hosting
- Create a customized website for the project that encompasses the already established look and feel of the youth-focused learning modules

Phase 5: Final

- Provide The Centre with all necessary content

Post Project Support

- Be available to answer questions and assist with troubleshooting in order to ensure that the final modules are online, in working condition, on the project's newly created website, The Centre's website and any other online places deemed necessary by project funders.

The project process will be characterized by:

- Collaborative design process with project staff to create unique games that will enhance the learner’s experience through carefully designed gameplay (not just applying a superficial layer of Essential Skills learning on top of a popular game genre);
- Using experience and knowledge of game design to shape the design ideas written above;
- Incorporating “fun” into a game with the primary responsibility to educate the user;
- Mutual respect for experience and expertise.

The following staff/committees from The Centre will participate in the project:

- Manager, Corporate Development Services and Special Projects
- Project Coordinator – Essential Skills Learning for Young Adults (project manager)
- Communications Manager
- Graphic Designer
- Centre Admin Team (senior management)
- Other managers and staff as needed in advisory roles

3.2 Ownership of Work:

All materials comprising the final completed work will be the property of The Centre, and The Centre retains the right to alter, print, copy, distribute or otherwise use the materials in any way it chooses. Any electronic files that are provided by The Centre shall be returned in the same format as originally provided.

3.3 Technology Requirements

Samples of the modules and will be submitted for review to The Centre in a form that is compatible with our computers hardware and software. The final versions of each module will also be compatible across any browser a learner may use to access the materials.

3.4 Regarding General Terms and Conditions:

The General Terms and Conditions in Section 1 shall be binding on the Vendor upon Award of the contract. The Centre does not intend to accept alternatives or negotiate the General Terms and Conditions. Any alterations to the General Terms and Conditions may result in the submitted proposal being removed from consideration during the evaluation period.

3.5 Timeline:

The Respondent shall validate their ability to adhere to the following timeline:

Deadline for Proposal Submissions:	4:00 p.m., Friday, June 11, 2010
Short-list Respondents Contacted:	By 4:00 p.m., Friday, June 18, 2010
Presentations from Respondents:	Week of June 21 -25, 2010
Award of Contract:	By 4:00 p.m., Wednesday, June 30, 2010
Final Version of Learning Modules and Accompanying Website	No later than December 1, 2010 . The Centre will work with respondent to design a detailed work plan with key project goals and dates.

The Centre will be responsible for any further design, production and printing of its marketing materials for this project. The Centre reserves the right to alter this timeline.

3.6 Budget

The total cost of the game development project shall not exceed **\$30,000**

3.7 Short-listed Respondent Presentations

All short-listed Respondents will be asked to present their proposal to the Evaluation Committee. All presentations will take place at The Centre's facility at 860 Harrington Court in Burlington during the **week of June 21 – 25, 2010**. Each Respondent will have 45 minutes for their presentation. A laptop and projector will be available if needed.

3.8 Evaluation Committee and Criteria:

An Evaluation Committee will comprise Centre management and staff. The committee will jointly evaluate each Proposal according to the Proposal Submission Contents and participate in the Short-listed Respondent Presentations.

3.9 Proposal Submission Contents and Weighting:

The following requirements shall be included in the Proposal submission and evaluated as follows:

3.9.1 Mandatory Requirements:

- a) One (1) original and three (3) copies of the Proposal are to be submitted.
- b) All components of the Bid Form must be complete for the Proposal to be considered. Missing information will result in an incomplete bid.

3.9.2 Cost-Effectiveness (30% of evaluation):

- a) Identify your fees for this project according to the Pricing Summary in the Bid Form in Section 4.

3.9.3 Ability and Standards (25% of evaluation):

- a) Describe the process you will use to achieve the objective of this project;
- b) Using the RFP's proposed game designs (section 3.2) as a starting point; recommend new ideas or changes to existing ideas that might be:
 - i. Effective for achieving our goal for the project, or;
 - ii. Required to meet the proposed budget.
- b) Confirm that you will be able to complete the project according to the aforementioned specifications, no later than December 1, 2010.
- c) Demonstrate your commitment to providing responsive customer and value-added service to The Centre, and provide contact information for The Centre's account representative.

3.9.4 Experience (20% of evaluation):

- a) Provide three (3) references from previous clients for whom you have provided similar services (game/website design) in the past. All references will be checked as part of the evaluation process.

3.9.5 Samples (15% of evaluation):

- a) Provide samples of other games you have completed for other clients, at a similar scope if possible.

3.9.6 Presentation of Proposal (10% of evaluation)

SECTION 4: BID FORM

Pricing Summary

Given the description of the project, please submit timelines and costs associated with the following phases during the development period:

Phase 1: Consultation and Design	
Timeline to complete this phase (you will be working with project staff to create new, or modify existing, game ideas from Section 3.2)	
Professional fee:	
Other costs, if applicable:	
Phase 2: Programming/Milestones	
Timeline to complete this phase (working from collaborative design document, sending regular samples to project staff for evaluation)	
Professional fee:	
Other costs, if applicable:	
Phase 3: Revisions	
Timeline to complete this phase (project staff will pilot games and provide feedback on changes that should be made)	
Professional fee:	
Phase 4: Website	
Timeline to create website designed to house the learning modules and any additional project information	
Professional fee:	
Other costs required for the completion of the games and website:	
Total Project Cost:	

If you need additional room to describe your costs, please include them on a separate sheet labelled “Pricing Summary Continued,” and submit it with your Proposal.

I (We) _____ (name of Respondent)
have carefully examined all documents contained in the Request for Proposal, including
Addendum/Addenda No. ___ to ___* inclusive.

*The Respondent will insert here the numbers of any Addenda received during the bidding period and taken into
account in preparing the Proposal.

I (We) agree that we have reviewed and understand the Proposal documents and that I (We) are
capable and willing to perform the requirements of the Proposal.

Where the Proposal is submitted by a Corporation, it must be signed by an authorized officer of
the company.

Proposal submitted by:
(please type or print)

Name of Signing Officer

Date

Signature