Ministry of Education (the “Ministry”)
Centres of Excellence for Early Years and Child Care
Guidelines and Call for Proposal (the “CFP”) Application

Issue Date: November 22, 2017
Notices of Intent Due Date: December 22, 2017
Proposal Closing Date: February 2, 2018

Submit Notices of Intent and Proposals to:

Ministry of Education
900 Bay St. 24th Floor, Mowat Block
Toronto, Ontario M7A 1L2
Attention: Julia Danos, Director
Early Years and Child Care Programs and Service Integration Branch

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All children and families have access to a range of high-quality, inclusive and affordable early years and child care programs and services that are child- and family-centred and contribute to children’s learning, development and well-being.

Ontario’s Vision for the Early Years and Child Care
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Section 1
Introduction

1.0 Purpose

In keeping with the government’s fiscal responsibility and accountability measures and its commitment to open, fair and transparent processes for all government funding agreements, the Ministry of Education (the Ministry) is releasing a Call for Proposals (CFP) for Centres of Excellence for Early Years and Child Care (“Centres of Excellence”) in Ontario.

In June 2017, Canada and Ontario signed the Early Learning and Child Care (ELCC) Agreement, as part of The National Early Learning and Child Care Multilateral Framework, which sets the foundation for governments to work towards a shared long-term vision where all children across Canada can experience the enriching environment of quality early learning and child care.

Under the Canada-Ontario ELCC Agreement, $3 million annually is dedicated to establishing new Centres of Excellence that will connect practitioners, education institutions, and employers through innovative networks in recognition of the importance that access to quality training experiences and professional development opportunities, have on children and families who access child care and early years programs.

Centres of Excellence is a new and innovative initiative that will support transformational change in the sector, and signal both the provincial and federal government commitment to long-term professional learning across the early years sector. These centres will take into account the diverse needs of the province, such as culture, language and geography through the development of specialized networks.

The Ministry will establish three Centres of Excellence to support the differentiated needs of the early years sector - a Provincial Centre of Excellence, a Francophone Centre of Excellence and an Indigenous Centre of Excellence. These three centres will each be led by a team of partners that represent the regional and geographic diversity within Ontario, and will be coordinated through a centralized Secretariat to ensure consistency, collaboration, and accountability.

Centres of Excellence will:

- Support alignment with How Does Learning Happen and promote cohesion in pedagogical approaches and practices across early years programs, including Full-Day Kindergarten;
- Build the pedagogical leadership capacity of program staff working in the early years sector through innovative models and/or strategies that are grounded in current research and result in positive, inclusive and culturally relevant early years experiences for all children and their families.

...
• Create linkages to and/or develop professional learning resources that are responsive to the needs of the sector and accessible online.

The Ministry of Education is seeking proposals from partners interested in leading a Centre of Excellence and that can demonstrate an innovative, sustainable and responsive approach to delivering on the key objectives of Centres of Excellence and the requirements outlined in this Call for Proposal.

The Ministry is accepting proposals for all three of the Centres of Excellence. For more information about the mandate and scope for the Centres of Excellence, please see section three of this Call for Proposal.

1.1 Eligibility

Proposals must be submitted by a team of at least two partner organizations, which must include at least one post-secondary institution (publicly funded Ontario college, university and/or Aboriginal Institute). Eligible partners include non-profit organizations, First Nations and post-secondary institutions (publicly funded Ontario college, university and/or Aboriginal Institute).

Individuals, Consolidated Municipal Service Managers (CMSMs)/District Social Service Administration Boards (DSSABs), District School Boards, for-profit organizations and non-legal entities are ineligible to be a lead for a Centre of Excellence. However, applicants may wish to include letters of support from any of these entities with their proposal submissions.

All applicants submitting a proposal for the Francophone Centre of Excellence must be Francophone organizations or organizations who have, as part of their current mandate, the responsibility to serve Ontario’s Francophone community.

All applicants submitting a proposal for the Indigenous Centre of Excellence must be a First Nation, Metis, Inuit (FNMI) or Indigenous organization or organizations who have, as part of their current mandate, the responsibility to serve Ontario’s Indigenous communities.

**Important Note:** Partnerships are encouraged to have organizations with regional representation from across the province. It is the Ministry’s expectation that Centres of Excellence collectively have representation and/or a presence in each of the six regions of the Ministry of Education. Click [here](#) for a list of these regions.

**Partnership Competencies**

Applicants must demonstrate the following competencies in their proposals:

• Knowledge of current research and best practices in adult learning and demonstrated understanding of pedagogical approaches described in How Does Learning Happen;
• Experience delivering professional learning for EarlyON Child and Family Centres and child care, including centre- and home-based child care;
• Capacity to support a broad range of programs and partners both provincially as well as regionally; and
• Ability to engage with sector partners.

Funding Approach with Partnerships

The Ministry will enter into a funding agreement with a lead organization within each partnership, responsible for signing the government Transfer Payment Agreement for Centres of Excellence. The lead organization will be responsible and accountable for ensuring completion of the requirements outlined in the agreement, including management of the funding and reporting to the Ministry. Please indicate in your proposal which organization in the partnership would assume this lead responsibility.

Partner organizations will offer a co-leadership, collaborative or supportive role in the delivery of Centres of Excellence as outlined in the Transfer Payment Agreement for Centres of Excellence. Partner organizations may have formal or informal agreements with each other and/or the lead organization that may be outlined in a Memorandum of Understanding (MOU) or other contract.

Working closely with the Ministry, successful applicants will be required to lead the establishment and delivery of Centres of Excellence, as well as administrative, communication and information management aspects of the initiative.

1.2 Budget and Term of the Funding Agreement

The provincial budget for Centres of Excellence is $3 million annually, which includes funding to support the Secretariat functions and online portal.

Each Centre of Excellence will receive approximately $750,000 on an annual basis.

The Secretariat function and online portal will be coordinated and managed by a lead organization of the Centres of Excellence. Funding will be available to lead organizations that take on these additional responsibilities. For additional information about the Secretariat and online Centre of Excellence portal, see section three of these guidelines.

The Secretariat function and online portal will be funded through the provincial budget for Centres of Excellence. The Ministry will negotiate budgets with lead organizations once successful applicants and roles/responsibilities are identified. Funding will be prorated in 2017-18 to support planning and implementation beginning in early 2018.

The first funding agreement between the Ministry of Education and the successful applicants will come into effect in early 2018. Centres of Excellence must be operational beginning April 1, 2018.
Section 2
Background

2.0 Origins of the Centres of Excellence

The National Early Learning and Child Care (ELCC) Framework was signed by Ministers’ Responsible for Early Learning and Child Care in June 2017. This Framework recognizes the importance that quality early learning and child care systems have in the development of young children, as well as the importance of supporting parents, families and communities in their efforts to ensure the best possible future for their children.

Under the National ELCC Framework, the Canada-Ontario Early Learning and Child Care Agreement was also signed in June 2017. Under this agreement, $3 million annually is dedicated to establishing Centres of Excellence to support the development of and access to consistent, high quality professional learning and capacity building activities.

The establishment of Centres of Excellence will support a number of the commitments in Ontario’s Renewed Early Years and Child Care Policy Framework, including establishing an early years workforce strategy and determining a provincial definition of quality.

2.1 Ontario’s Renewed Early Years and Child Care Policy Framework

In June 2017, the Ontario government released the Renewed Early Years and Child Care Policy Framework. The new framework sets out a vision for the early years and child care ensuring that all children and families have access to a range of high-quality, inclusive and affordable early years and child care programs and services that are child-and family-centred and contribute to children’s learning, development and well-being.

This framework identifies seven key priority areas for action, including:

- Increasing access to early years and child care programs and services
- Ensuring a more affordable early years and child care system
- Establishing an early years workforce strategy
- Determining a provincial definition of quality in the early years
- Developing an approach to promoting inclusion in early years and child care settings
- Creating an outcomes and measurement strategy
- Increasing public awareness of Ontario’s early years and child care system

To inform the framework, the Ministry engaged with families and early years partners around four important themes: affordability, access, quality and responsiveness. The framework reflects feedback the Ministry received during engagement sessions held in
20 communities across the province, 15 roundtables with the early years sector, and in over 6,000 responses to an online survey.

For more information about the framework, click here.

2.2 Early Years and Child Care Workforce Strategy

Under Ontario’s Renewed Early Years and Child Care Policy Framework, Ontario is developing a workforce strategy to support early childhood educators and other early years and child care professionals. The strategy will help to develop a long-term plan to grow the early childhood profession and address complex issues facing the sector.

Since July 2017, the Ministry of Education has been working collaboratively with representatives from the early years and child care sector through a Technical Advisory Group, and with an external consultant, R.A. Malatest & Associates Ltd., to solicit advice about ways to support early years and child care professionals.

Once completed, the workforce strategy will identify ways to improve hiring, retention, recruitment, recognition and professional development for early years and child care professionals (including registered Early Childhood Educators, other program staff, and supervisors) employed in child care (centre, school and home-based), child and family programs on reserve and EarlyON Child and Family Centres.

Additional supports for the early years and child care workforce included in Ontario’s Renewed Early Years and Child Care Policy Framework include providing two-provincially funded professional learning and leadership events a year for child care and early years staff, and finding ways to allow for release time so that staff can develop their expertise.

Updates on this work will be provided on the Ministry’s website as it becomes available.

2.3 The Child Care and Early Years System

Overview

On August 31, 2015, the Child Care and Early Years Act, 2014 came into effect, replacing the Day Nurseries Act (DNA). The new legislation strengthens quality and clearly defines which child care programs require a licence and which are exempt from a licence in order to support informed choices for parents about their child care options. The act also recognizes and articulates the role of the province, local service system managers, and First Nations and sets out the provincial interest in a child care and early years system.

The Child Care and Early Years Act, 2014 recognizes the essential role of the CMSM/DSSAB as the local service system manager in ensuring an increasingly integrated, high quality child care and early years system. The ability to strengthen the quality of child care and early years experiences and enhance system integration
requires the strategic leadership of CMSMs/DSSABs to initiate, sustain and monitor local planning and development to achieve Ontario's vision for the early years.

CMSMs/DSSABs are the designated child care service system managers responsible for planning and managing licensed child care services in their communities. Child care services are managed by CMSMs and DSSABs through a local service planning process that reflects current child care legislation, regulations and policies/directives as well as engagement with local licensees.

In addition to managing child care services, CMSMs/DSSABs will also be responsible for the local management of all ministry-funded EarlyON Child and Family Centres child and family programs as of January 1, 2018. This responsibility is part of the Ontario government’s plan to integrate existing child and family programs into a cohesive system of services and supports known as EarlyON Child and Family Centres. For more information about this transformation, click here.

Ontario recognizes the value of culturally appropriate early years and child care programs for Indigenous communities, and is committed to working closely with partners to support a strong early years and child care system for Indigenous children and families. Ontario provides funding for several child care centres and child and family programs on-reserve. As of April 1, 2017, the province provides funding to 74 First Nations and three transfer payment agencies to support the delivery of child care and child and family programs on reserve.

The Journey Together

On May 30th, 2016, Ontario released The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples. The Journey Together includes a commitment to invest up to $250M over the next three years in programs and actions focused on reconciliation, which will be developed and evaluated in close partnership with Indigenous partners.

As part of the action plan, Ontario will increase the number of licensed child care spaces and culturally relevant programming off-reserve. The province will also expand child and family programs on-reserve and, through Indigenous and federal partners, make supports available in more communities.

The Ministry of Education will invest up to $93.5M in new funding over the next two years for these Journey Together early years commitments including:

- Off reserve – Up to $70M over the next two years (including capital investments) for child care and child and family programs delivered by Indigenous-led organizations, with ongoing annual operating funding of up to $30M beginning in 2018-19; and
- On Reserve – Up to $23.5M over the next two years for new and enhanced child and family programs delivered by First Nations, with up to $12M in ongoing annual operating funding beginning in 2018-19.
2.4 How Does Learning Happen?

How Does Learning Happen? Ontario’s Pedagogy for the Early Years is Ontario’s pedagogy for the early years and intended to guide program development in all early years contexts across Ontario.

How Does Learning Happen? (HDLH) articulates a view of children, families and educators as competent and capable of complex thinking and builds on the foundational knowledge we have of children and is grounded in current research and leading-edge practice from around the world. The Kindergarten Program, 2016 includes the same view of the child, pedagogical approaches and four frames that align with HDLH foundations to support a continuum of learning.

HDLH includes goals for children, expectations for programs and questions for reflection that provide rich provocations to inspire critical reflection about the types of environments, experiences, and interactions that bring out the best in children, families and educators. It is helping to strengthen the quality of early years programs and services across Ontario.

Under the authority of the Child Care and Early Years Act, 2014, the Minister of Education issued a policy statement naming HDLH as the provincial framework to guide programming and pedagogy in licensed child care settings. Additional regulations under the CCEYA are also in place to help programs transfer the ideas and approaches of HDLH into practice, which includes the requirement to have a program statement that:

- is consistent with the Minister’s Policy Statement (HDLH);
- reflects a view of children as being competent, capable, curious and rich in potential; and,
- describes goals and approaches that will be implemented to support children’s learning, development, health and well-being (see O.Reg 137/15, Section 46(3)(a-k)).

The Ministry provides CMSMs/DSSABs with Capacity Building funding to support professional learning and development opportunities to support the provision of high quality early years programs in alignment with HDLH. This supports cohesion in pedagogical approaches and practises across early years programs, including EarlyON Child and Family Centres, which will also be guided by HDLH.

2.5 Aménagement linguistique

The Ministry is working to strengthen high-quality and culturally relevant early years programming for French Language children and families as well as educators. As highlighted in the Renewed Early Years and Child Care Policy Framework, this will include a resource document on aménagement linguistique for the early years, which will help to promote French language and Francophone culture in Ontario.
In Ontario, the term Aménagement linguistique means the implementation of strategies, initiatives or programs that ensure the preservation, transmission and enhancement of the French language and culture. The resource document will describe key areas of focus, such as the quality of French language child care and early years programs (e.g. pedagogy in Francophone minority settings, oral competency in French), the promotion and support of children’s Francophone identity building and the embrace of Francophone culture that is diverse and inclusive.

The Ministry is committed to working in collaboration with French language early years partners to strengthen the aménagement linguistique capacity across the province.
Section 3
Program Overview & Scope of Work

3.0 Program Mandate

Centres of Excellence will uphold the view that children, families and educators are competent, capable of complex thinking, curious, rich in potential and experience and will ensure professional learning strategies align with the pedagogical approaches articulated in How Does Learning Happen?, Ontario’s Pedagogy for the Early Years.

Centres of Excellence will:

- Support alignment with How Does Learning Happen? and cohesion in pedagogical approaches and practises across early years programs, including Full-Day Kindergarten;
- Build the pedagogical leadership capacity of program staff working in the early years sector through innovative models and/or strategies that are grounded in current research and result in positive, inclusive and culturally relevant early years experiences for all children and their families.
- Create linkages to and/or develop professional learning resources that are responsive to the needs of the sector and accessible online.

Centres of Excellence will inspire critical reflection and discussion among those who work with educators, children and their families in child care and early years programs.

3.1 Target Audience

Centres of Excellence are intended to benefit early years and child care program staff, including:

- Licensed Child Care Providers (serving children 0 – 12);
- Licensed Home Child Care Agencies and Providers;
- EarlyON Child and Family Centres;
- Authorized Recreation Providers; and
- Special Needs Resourcing Agencies.

3.2 Scope of Work

Centres of Excellence will be required to develop and implement service plans that will be submitted to the Ministry on an annual basis.

The three Centres of Excellence will support the diverse needs of the sector:

- The Provincial Centre will provide professional learning supports across the province through streams in all Ministry regions.
• The **Indigenous Centre** will provide professional learning supports across the province through streams in all Ministry regions to support culturally relevant programming that reflect local and diverse Indigenous, First Nation, Metis and Inuit cultures, languages, experiences, and/or Indigenous ways of knowing and being.

• The **Francophone Centre** will provide Francophone professional learning supports across the province through streams in all Ministry regions to support culturally relevant programming and the delivery of high-quality French-language child care and early years programs, in alignment with aménagement linguistique, which will help promote French language and Francophone culture in Ontario.

It is the Ministry’s expectation that Centres of Excellence collectively have representation and/or a presence in each of the six regions of the Ministry of Education. Click [here](#) for a list of these regions.

**Secretariat**

A Secretariat will be established to coordinate and lead province-wide planning amongst the three Centres of Excellence to ensure consistency and alignment in approaches, leverage knowledge and resources among and between Centres of Excellence, optimize efficiency, ensure sustainability and build on successes.

The Ministry will provide additional funding to one of the lead organizations of the Centres of Excellence to coordinate the functions of the Secretariat. Applicants interested in the coordination role should indicate this in their proposal, including their proposed approach for managing the Secretariat.

The Ministry may appoint additional members to the Secretariat to seek broader perspectives and engagement on Centre of Excellence initiatives.

**Online Centre of Excellence Portal**

Additional funding may be provided to a lead organization for the development and maintenance of an online portal to support the work of Centres of Excellence in 2018-19. Applicants interested hosting this portal should indicate this in their proposal, including any additional information on existing systems that could be leveraged to support this work.

Roles and responsibilities of Centres of Excellence will include:

• Collaborating with local service managers, school boards, First Nations and professional learning organizations to understand current professional learning supports and effectiveness, and plan complementary regional supports within the context of the existing services;

• Supporting consistency in professional learning resources and opportunities across the province by connecting with organizations with varying perspectives
(i.e., Francophone, Indigenous, Rural and Remote, Urban, Regional, Home-Based Child Care), addressing provincial gaps and opportunities;

- Consolidating, building on, and developing professional learning resources that reflect current research on adult learning and transferring this learning to practice, and complement and/or address gaps in existing resources;
- Creating and maintaining an online portal for Centres of Excellence that is an entry point for the sector, houses resources and supports connections across the province; and
- Working closely with the Ministry to implement the key objectives of Centres of Excellence, ensure alignment with Ministry priorities and monitor effectiveness.

As a new initiative for Ontario, Centres of Excellence will evolve with time. The list of roles and responsibilities is not intended to be an exhaustive list, but rather capture the functions of Centres of Excellence required to support implementation in year one.

Centres of Excellence are intended to build on the promising practices and systems already in place regarding professional learning across Ontario. Centres of Excellence will be required to:

- work closely with CMSMs/DSSABs, as service system managers, to identify regional professional learning needs, avoid duplication and alignment with existing opportunities and resources; connect with organizations that undertake professional learning for the Kindergarten – Grade 12 system to support alignment in pedagogical approaches and the continuum of learning for children 0 – 12 years old; and
- work with the College of Early Childhood Educators (CECE) to support alignment with the requirements for registered early childhood educators (RECEs), including the Continuous Professional Learning program.

3.3 Reporting to the Ministry

As Centres of Excellence are a commitment of the Canada-Ontario ELCC Agreement, reporting will be aligned with requirements that are outlined in the current agreement and may be integrated under subsequent agreements.

Centres of Excellence will submit an annual service plan to the Ministry to demonstrate accountability requirements are fulfilled.

In keeping with government transfer payment directives, funding is to be used prudently with a focus on accountability and transparency. Centres of Excellence will be required to prepare and provide the Ministry with at least two reports per year that will include financial and service data.

3.4 Quality Control

The Ministry will work with Centres of Excellence to determine a broader outcomes and monitoring strategy.
The Ministry will be in regular contact with Centres of Excellence and the Secretariat.

### 3.5 Key Deliverables

The key deliverables associated with launching Centres of Excellence include:

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Signed Service Agreement in Place with the Ministry</td>
<td>Winter 2018</td>
</tr>
<tr>
<td>Annual Service Plan Submitted</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Centres of Excellence Launch</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Engagement, Reporting and Monitoring</td>
<td>Ongoing</td>
</tr>
</tbody>
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Section 4
Call for Proposal Requirements and Evaluation Criteria

4.0 Notice of Intent (Step 1) – due December 22, 2017

Applicants must submit a brief letter to confirm their intention to submit a proposal through a Notice of Intent (NOI), which should not exceed 1200 words.

The purpose of the NOI is to ensure that three distinct Centres of Excellence will be established and that requirements outlined in this proposal will be met. Applicants that do not meet the eligibility criteria outlined in this guideline will not be considered for the Proposal Phase (Step 2) and will be informed by January 10, 2017.

NOIs should include the following information:

- Statement of Interest (applicants must indicate whether they are submitting a proposal for the Provincial, Francophone and/or Indigenous Centre of Excellence);
- View of the Child, Family, Educators and Philosophy of Adult Learning;
- Brief Overview of the Proposed Approach; and
- Brief Description of Organizations involved in the partnership submitting the proposal, including their contributions towards the proposed approach.

The Ministry may use the NOIs to identify opportunities for collaboration amongst partnerships that will strengthen approaches. The Ministry will contact organizations to obtain consent to share information with other potential applicants, if required.

Please note:
- Applicants that do not submit a Notice of Intent are not eligible to submit a Proposal; and
- Partnerships that can demonstrate their capacity to deliver on all components of the Centre of Excellence mandate and meet the criteria outlined in these guidelines are eligible to submit a proposal.

4.1 Call for Proposal Expectations (Step 2) – due February 2, 2018

Proposals submitted to the Ministry must include the following elements:

A. Proposed Approach/Delivery Model (45 Points)

Outline how the proposed approach is innovative, aligns with the mandate of Centres of Excellence, and includes a detailed description of the approach and how the program requirements will be managed and implemented:

- Statement of interest (applicants must indicate whether they are submitting a proposal for Provincial, Francophone and/or Indigenous Centre of Excellence);
• View of the children, families, educators and philosophy of adult learning;
• Detailed overview of proposed approach for delivering on the key objectives for Centres of Excellence, including key deliverables, and associated timelines;
• Describe how the approach reflects current research and best practices in adult learning and transferring this learning to practice;
• Describe a staffing model/approach that supports a broad range of programs and partners provincially as well as regionally (identify the regions);
• Engagement, outreach and relationship-building strategy once Centres of Excellence are established;
• Attach a detailed budget (using the attached budget template) that is within the maximum allowed funding for each Centre of Excellence and outlines:
  o any one-time start-up costs associated with establishing and gearing up the proposed Centre of Excellence in year one; and
  o ongoing regular program costs associated with delivering the Centre of Excellence.
• If applicable, specify interest and include proposed approach for managing the Secretariat for the Centres of Excellence.
• If applicable, specify interest in hosting the online portal and include any additional information on existing systems that could be leveraged to support this work.
• Approach for identifying outcomes and how these will be monitored and measured (e.g., what are the anticipated impacts of professional learning on the experiences for children, families, educators and how will they be measured? How will the impacts be monitored over time in early years settings? How will the data be used to inform further adjustments/refinements to the delivery model of the Centres of Excellence? What are the proposed timelines for monitoring the outcomes?)

B. Partnership Overview (35 Points)
Summarize the diversified expertise, experience and qualifications of partners proposed to lead the delivery of Centres of Excellence:

• List the partners that have committed to work towards designing and delivering the proposed approach to Centres of Excellence.
• Describe the regional representation and/or presence of the partners, where applicable.
• Please provide the following details about all the organizations involved in the partnership:
  • their mandate/vision; and
  • contextual background that is relevant to the proposal, including relationships with early years sector and/or community presence.
• Include the signature of all partners on the proposal.
C. Infrastructure and Existing Resources (10 Points)

Indicate any ability for the partnership to leverage existing resources and/or infrastructure that can support the implementation and/or delivery of Centres of Excellence. For example, applicants may wish to provide information on current professional development systems or information technology opportunities that align with the Centre of Excellence mandate.

D. Timelines (10 points)

The proposal must include a timeline for the proposed approach that meets the Ministry’s deliverables and associated timelines in section 3.5.

E. Additional Requirements

- Lead Organization Contact Information – provide organization name, contact person (first and last name), position, address, telephone number, email address, organization website (if available).
- Proposals must include a Table of Contents and all pages must be numbered.

Proposals will be evaluated based on the corresponding points system above. All decisions relative to the degree to which a proposal meets the evaluation criteria are the sole judgement of the Ministry.

4.2 Key Considerations

Applicants are encouraged to submit proposals that clearly indicate how their approach will be managed and administered in an innovative manner that promotes positive outcomes for children, families and the sector.

Applicants submitting a proposal for the Francophone Centre of Excellence must demonstrate their experience and knowledge of French Language learning and include in their proposed approach, a plan to support culturally relevant programming and the delivery of high-quality French-Language child care and early years programs.

Applicants submitting a proposal for the Indigenous Centre of Excellence must demonstrate their experience and knowledge of FNMI contexts, and include in their proposed approach, a plan to support culturally relevant programming that reflect local and diverse First Nation, Metis, Inuit and Indigenous cultures, languages, experiences, and/or ways of knowing and being.

4.3 Schedule of Events

The schedules of event provides an overview of the key timelines associated with the Call for Proposal process:
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call for Proposal Issued</td>
<td>November 22, 2017</td>
</tr>
<tr>
<td>Notices of Intent Due Date</td>
<td>December 22, 2017</td>
</tr>
<tr>
<td>Deadline to Submit Questions to Ministry</td>
<td>January 12, 2018</td>
</tr>
<tr>
<td>Call for Proposal Due Date</td>
<td>February 2, 2018</td>
</tr>
<tr>
<td>Selection Process Completed; Applicants Notified</td>
<td>March 2018</td>
</tr>
<tr>
<td>Funding Agreement Effective Date</td>
<td>Winter 2018</td>
</tr>
</tbody>
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Note: At its sole discretion, the Ministry reserves the right to modify or cancel any of the scheduled dates and the right to modify or cancel this proposal application process at any time for any reason. The Ministry is not responsible for any costs incurred by the applicant for the preparation of proposal applications.

The proposal application neither expresses nor implies any obligations on the part of the Ministry to enter into a funding agreement with an organization submitting a proposal. The Ministry reserves the right to accept or reject any or all proposals, in whole or in part, in its absolute discretion.

All Applicants will be contacted at the conclusion of the evaluation process.

### 4.4 Applicant Communications and Questions

In order to ensure consistent and accurate information is provided, formal responses to communications and questions will be issued. To receive a formal response, questions should be submitted to the attention of Kaysee McCracken at

**tpa.edu.earlylearning@ontario.ca.**

Applicants submitting questions about the Call for Proposal must do so before January 12, 2018. Responses to questions e-mailed will be issued electronically within three business days.

### 4.5 Submission Instructions

Notices of Intent and Proposals must be submitted to the Ministry by email or mail.

Applicants must submit either one electronic copy or two signed original hard copies of the Notice of Intent and Proposal to the address below.

**LOCATION:**

Ministry of Education  
900 Bay Street 20th Floor Mowat Block  
Toronto, ON   M7A 1L2
Any Notices of Intent or Proposals received after their deadline will not be considered.

Notices of Intent and Proposals submitted in any other manner than specified above will not be considered.

**Note:** applicants should receive a confirmation email within one business day of submitting their Notice of Intent and Proposal.

All applicants will be notified of the results of the evaluation process by phone and email no later than early March 2018.

**Note:** the Ministry is subject to the Freedom of Information and Protection of Privacy Act. Any information submitted in confidence should be clearly marked.

### 4.6 Additional Requirements

**Transfer Payment Agreements**

Applicants who are selected to receive funding will be required to enter into a Transfer Payment Agreement with the Ministry that will set out the terms and conditions for program delivery and funding. During the Transfer Payment Agreement negotiations, the Ministry will work with the selected applicants to determine appropriate reporting and evaluation requirements, including frequency of reporting and qualitative / quantitative measures to be tracked.

**Negotiation of Agreements**

The Ministry expects to begin negotiations for the specific services/activities to be detailed in the agreement in winter 2018. The funding agreement will be in a format provided by the Ministry.

**Reporting Requirements**

The Ministry will require successful applicants to collect required data/information in a prescribed timeframe and to submit it in a timely manner according to contractual deadlines. The Ministry will provide relevant instructions, forms and will detail the data/tracking requirements.

**Risk Requirements**

The Ministry may require information to conduct a risk assessment of a government funded organization. The Ministry will provide relevant instructions and templates to be completed in a timely manner.

**Audit Requirements**
The Ministry requires a yearly financial statement that has been independently audited. Detailed timeline will be provided by the Ministry.

**Freedom of Information and Protection of Privacy Act (FIPPA)**

FIPPA applies to information in the custody or under the control of the Ministry and any information provided by an applicant can be subject of an access request. An applicant should identify any information in its proposal or any accompanying documentation supplied in confidence for which confidentiality is to be maintained by the Ministry. The confidentiality of such information will be maintained by Ministry except as otherwise required by law or by order of a court or tribunal, including the Information and Privacy Commissioner. Applicants are advised that their proposals will, as necessary, be disclosed on a confidential basis, to the Ministry’s advisers retained for the purpose of evaluating or participating in the evaluation of their proposals.

**Conflict of Interest**

The applicant must disclose any information pertaining to any situation that may be a conflict of interest in submitting the proposal or, if selected, the contractual obligations.

**Comprehensive General Liability Insurance**

The applicant who will sign the agreement must secure comprehensive general liability insurance to an inclusive limit not less than two million dollars ($2,000,000) per occurrence on property damage, for third party bodily injury and personal injury prior to receiving the funds from the Ministry.

**Media Communications**

Organizations may not at any time directly or indirectly communicate with the media in relation to this proposal application or the awarding of the same or any resulting agreement(s) without the consent of the Ministry and then only in coordination with the Ministry.

**Communication, Marketing and Promotional Materials**

Full acknowledgement of Ontario and Canada government support must be provided in all marketing and promotional material.
## Estimated Budget - Centre of Excellence for Early Years and Child Care

**Lead Organization: insert name**

<table>
<thead>
<tr>
<th>Expenditure Type</th>
<th>Expenditure Description</th>
<th>2017/18</th>
<th>2018/19</th>
<th>2019/20</th>
<th>Explanatory Notes (Required)</th>
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<td>Program Design and Start-Up Costs (i.e. one-time costs)</td>
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<td>Program Delivery Costs (i.e. to deliver ongoing services as defined in the application)</td>
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<td><strong>TOTAL BUDGET</strong></td>
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