Ministry of Children and Youth Services
Ministry of Education
Ministry of Health and Long-Term Care

Expression of Interest
For
Demonstration Sites to Integrate Speech and Language Services

Issued: June 13, 2011
Submission Deadline: July 8, 2011
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PART 1 – INTRODUCTION

1.1 Invitation to Applicants
This Expression of Interest ("EOI") is an invitation to prospective applicants to submit applications for the provision of **integrated speech and language services for children/students from birth to the end of Grade 3**, as further described in Part 2 - The Services (the "Services"). This EOI is issued by Her Majesty the Queen in right of Ontario as represented by the Minister of Children and Youth Services, the Minister of Education and the Minister of Health and Long-Term Care ("the ministries").

1.2 Type of Agreement
The selected applicants will be required to enter into an agreement with one of the three ministries [Ministry of Children and Youth Services or the Ministry of Education or the Ministry of Health and Long-Term Care] for the provision of the demonstration site activities outlined in this EOI. It is the ministries’ intention to enter into an agreement with up to eight (8) legal entities. The term of the agreement is to be for a period of 12 months. It is anticipated that the agreement will be executed on or around **August 2, 2011**.

1.3 Definitions
Unless otherwise specified in this EOI, capitalized words and phrases have the meaning set out in Appendix A of this EOI.

1.4 Ministry Contacts
The Ministry Contacts are:

- Claire MacLean, Senior Program Consultant, Early Learning and Child Development Branch, Ministry of Children and Youth Services, 416-327-7408 or Claire.Maclean@ontario.ca
- Mary Iannuzziello, Senior Policy Advisor, Health Program Policy and Standards Branch, Ministry of Health and Long-Term Care, 416-326-8911 or Mary.Iannuzziello@ontario.ca
- Crawford Dedman, Senior Policy Advisor, Special Education Policy and Programs Branch, Ministry of Education, 416-314-8782 or Crawford.Dedman@ontario.ca
2 PART 2 - THE SERVICES

2.1 Background
Speech and language delays/disorders in children are common and can lead to decreased academic achievement and life outcomes. If unresolved, children with speech and language difficulties may go on to require more services from a variety of sectors, including special education, core rehabilitation services and mental health services.

Evidence shows that there are windows of opportunity for language and literacy learning during which children/students can develop optimal abilities in these two areas and after which successful remediation of delays becomes more challenging. These windows are:

- Birth to 30 months for early language development; and
- Kindergarten to Grade 3 for literacy development.

Speech and/or language services are provided through three ministries (Children and Youth Services, Education, and Health and Long-Term Care). This fragmented service provision can lead to service gaps for children, confusion for families, duplicate assessments and delay in receiving services.

Integrating fragmented provincial speech and language services is pivotal for improving early learning and literacy outcomes for Ontario's children. This direction is consistent with the current context of Best Start Child and Family Centres (BSCFCs) and feedback from local engagement sessions. This feedback highlights an opportunity to consider integration of speech and language services as an approach to child and family-centered care and integrated services consistent with the principles of BSCFCs.

This approach is also consistent with findings from the review of School Health Professional Services (SHPS) which identified opportunities for program service delivery improvements at the provincial level. One of the sub-recommendations from the review was that government develop a consolidated approach to the delivery of speech and language services.

2.2 Vision
The shared vision across the Ministry of Children and Youth Services (MCYS), Ministry of Education (EDU) and Ministry of Health and Long-Term Care (MOHLTC) is for integrated speech and language services for children/students from birth to Grade 12 that are:

- Based on the needs of the whole child/student;
- Evidence-based and provided within the context of key developmental milestones;
- Seamless for families and children/students;
- Accessed in a timely and equitable fashion; and
- Supportive of key transitions experienced by children/students.

2.3 Demonstration Sites:
To inform this vision, the ministries are seeking proposals to implement up to eight speech and language demonstration sites in order to achieve the following intended outcomes:

- Improve the continuity of speech and language services and supports for children/students from birth through Grade 3;
- Reduce the number of children/students waiting for speech and language services;
- Reduce the wait times for speech and language services;
- Improve the speech, language and literacy outcomes for children/students;
- Improve transitions for children/students with speech and language disorders and their families; and
- Improve the cost-effectiveness of speech and language services and supports.
To inform the future implementation of the provincial vision for speech and language services, the three ministries will implement and evaluate up to eight demonstration sites to test different speech and language service delivery models and approaches for children/students from birth to the end of Grade 3 (minimum).

Demonstration site activities may start at any point between August 2, 2011 and October 1, 2011. The ministries will support an external evaluation of the demonstration sites throughout this same period.

In each site speech and language services will be delivered in an integrated manner for children from birth through Grade 3 (minimum). Sites will be responsible for implementing coordinated and seamless service delivery models that address the speech and language needs of children in the community. Selected sites will demonstrate improved children/student’s access to speech and language services as well as the quality and value of those speech and language services provided. The outcomes and requirements outlined below describe the government’s service expectations for the demonstration sites:

<table>
<thead>
<tr>
<th>Intended Child/Student Outcome</th>
<th>Minimum Required Activities</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **Continuity of speech and language services and supports for children/students from birth through Grade 3** | • Gaps in speech and language services (e.g., for kindergarten children/students, address the divide between school-aged speech services and language services) will be eliminated  
• All children/students with speech and language disorders, regardless of the severity of their delay and the presence/absence of other delays are eligible to receive speech and language services/supports | • Eligibility criteria among demonstration site service providers  
• Number of children/students in each age cohort receiving speech and language services/supports relative to the incidence/prevalence of speech and language disorders  
• Number of children/students receiving speech and language services  
• Site’s referral and assessment protocols |
| **Reduced number of children/students waiting for service and reduced wait times for service** | • Streamlined and efficient service delivery including referral, intake, assessment, intervention and transition/discharge processes  
• Staffing models reflect the demographics and needs of children/students in the local site | • Staff caseloads  
• Site’s referral and assessment protocols  
• Wait time for service  
• Number of children/students waiting for service |
### QUALITY

<table>
<thead>
<tr>
<th>Intended Child/Student Outcome</th>
<th>Minimum Required Activities</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Improved speech, language and literacy outcomes for children/students | • Provision of a range of services and supports personalized to the child/student’s needs and strengths  
• Supports for parents and professionals | • Number and type interventions provided  
• Satisfaction of professionals for support in identifying and serving children/students with speech, language and literacy disorders  
• Parents’ confidence in supporting their child’s speech, language and literacy development  
• Individual child/student speech, language and literacy skills and participation |
| Improved transitions for children/students and their families with speech and language disorders | • Implementation of individual service plans for children/students with speech, language and literacy disorders  
• Streamlined service delivery models (e.g. from referral to transition/discharge)  
• Collaborative transition planning process involving parents, community-based professionals and school personnel | • Percentage of completed individual service plans at the time of transition  
• Time between development of plan and implementation of services/supports outlined in the plan  
• Participation of parents, community professionals and school personnel in children/student’s transition planning (e.g., attendance at individual family service plan meetings)  
• Parent/family understanding of and satisfaction with the transition processes |

### VALUE

<table>
<thead>
<tr>
<th>Intended System Outcome</th>
<th>Minimum Required Activities</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Improved cost-effectiveness of services and supports | • Increased use of cost-effective treatment models (e.g., group versus individual therapy)  
• Streamlined service delivery models (e.g. from referral to transition/discharge) | • Range of service delivery approaches  
• Cost of services (per child/student, per type of intervention) |
2.4 Service Delivery Model
Communities will enter into innovative and collaborative partnerships in order to achieve the aforementioned outcomes. Demonstration sites will determine locally what type of service delivery model will best meet these required components. Possibilities include a collaborative service delivery model among existing service providers or an expanded responsibility/service mandate for particular service providers (e.g., Preschool Speech and Language Program or District School Boards).

2.5 Limitations
All participating agencies and District School Boards must continue to adhere to their existing legislative and regulatory requirements. Specifically, District School Boards must continue to spend special education funding received pursuant to the Grant for Student Needs exclusively to meet the needs of students of the board with special education needs. Community Care Access Centres (CCACs) must comply with the requirements under the Home Care and Community Services Act, 1994 and Regulation 386/99 under that legislation.

School-aged and school-based services in the demonstration sites are to be provided only to pupils in publicly-funded schools. No services shall be provided to persons who are enrolled as pupils at private schools or who are being home-schooled.

Special education funding provided through the Ministry of Education cannot be used to provide services for non-pupils.

School Health Professional Services funding provided through the Ministry of Health and Long-Term Care can only be used to provide services to pupils in publicly-funded schools.

2.6 Catchment Area
A “site” will be defined in the proposal with the following considerations:

- A rationale will be provided for the catchment area identified in the proposal.
- Recognizing that the boundaries of Children’s Treatment Centres (CTCs), CCACs and local Preschool Speech and Language (PSL) programs do not align directly with those of school boards, communities will be given flexibility regarding the involvement of each school within a given board. The demonstration sites need not extend to the full service area or boundaries of any of the participating agencies or School Boards.
- In addition, PSL agencies and CTCs will be given flexibility to extend beyond their existing catchment areas in order to support services within a particular demonstration site.
- Service delivery within a given demonstration site can take place in multiple community and school locations.
- Inclusion of schools providing the Full-Day Early Learning Kindergarten Program in the catchment area.

2.7 Site Manager
Each site should assign a single agency or District School Board as the site manager. Individuals within that agency will be responsible for the following activities specific to the demonstration:

- Financial accountability for demonstration site funding (see section below);
- Acting as a key point of contact with the ministries;
- Acting as a key point of contact with the external evaluator;
• Coordinating the development of the implementation plan;
• Overseeing the execution of the implementation plan;
• Coordinating data collection among the service providers within the demonstration site;
• Coordinating the site’s participation in the external evaluation process, including the provision of required data and financial information to the ministries and the evaluator; and
• Providing regular feedback to the ministries and the external evaluator on the status, challenges and successes of implementation.

2.8 Data Collection and Reporting
Demonstration sites will be expected to report each month to the ministries and an external evaluator for the duration of the demonstration period. Sites will be expected to collect qualitative and quantitative data outlining progress towards achieving the intended system outcomes and implementation of the minimum required actions (see the chart in section 2.3 above). The indicators outlined in section 2.3 represent some, but not necessarily all, of the data elements sites will be expected to collect.

Sites will also be expected to document the experience of integrating speech and language services in their catchment areas. Specifically the ministries and the evaluator will be seeking information on local barriers to integrating, facilitators for success and processes undertaken during implementation.

2.9 Funding
Demonstration site funding will support new activities to implement the required actions and achieve the intended outcomes outlined in the sections above. The funds will support project management, delivery of services, collaboration, data collection and reporting in each of the demonstration sites and may also be used to support a demonstration site manager/leader to coordinate the implementation of service improvements (e.g., participating in additional committee meetings, attending provincial planning sessions, liaising with staff in multiple community locations).

These funds are in addition to, and do not replace the existing funding to agencies within the site boundaries, received from the three ministries for the provision of speech and language services and supports.

Funds will be allocated at a maximum amount of **$150,000 per demonstration site for the period of August 2011 to August 2012**.

A breakdown of spending for the demonstration site funding based on salary/contract expenses and operational expenses is required. See Appendix B for more details.

Funds for each demonstration site will be flowed to the lead agency by the ministry which has an existing contractual relationship with that agency (e.g., if the lead agency is a District School Board, the funds will be flowed through the Ministry of Education). The lead agency will be able to sub-contract with other speech and language service partners as described in the applicant’s proposal.

Funds will be flowed as one-time grants as two lump sum payments in August 2011 and in April 2012.
2.10 Proposals

Proposals to become a demonstration site must include:

1. Overview of the demonstration site, including the geographic boundaries and population to be served;
2. Description of the proposed service delivery model, including:
   a. The roles and responsibilities of all existing speech and language service providers for children from birth through Grade 3
3. Assignment and description of the site manager;
4. Detailed implementation plan that outlines how the proposed model will achieve the intended outcomes and minimum required activities;
5. Description of projected expenditures for the demonstration site funding (Appendix B);
6. Details of how existing speech and language funding (e.g., from the Preschool Speech and Language Program, School Health Professional Services, special education services and supports and/or Children’s Treatment Centre core rehabilitation services) will be leveraged within the site to achieve the intended outcomes; and
7. Letters of support from community partners.
3 PART 3 - EVALUATION OF SUBMISSIONS

Stages of Submission Evaluation
The ministries will conduct the evaluation of EOI submissions in the following two (2) stages:

3.1 Stage I
Stage I will consist of a review to identify the submissions which comply with all of the requirements. Submissions which do not comply with all of the requirements, may, subject to the expressed and implied rights of the three ministries, be disqualified and not evaluated further. Mandatory requirements include:

- Signed budget form
- Implementation plan
- A minimum of two (2) community letters of support

3.2 Stage II
Stage II will consist of scoring by the ministries of each qualified submission on the basis of the rated criteria and subject to the considerations below and the expressed and implied rights of the ministries. At the conclusion of Stage II a maximum of eight demonstration sites will be selected.

Considerations include:
- Represent the population density, cultural, linguistic, ethnic and geographic diversity of the province;
- Involve a range of District School Boards (e.g. Public, Catholic, French and English);
- Involve schools providing the Full-Day Early Learning Kindergarten Program; and
- Involve a variety of existing speech and language service providers in the role of site manager including different Preschool Speech and Language Program lead agency types (e.g. developmental service agencies, hospitals, public health units), District School Boards, Community Care Access Centres and Children’s Treatment Centres.

3.3 Budget (Appendix B)
Each Applicant must include a projected budget (Appendix B) for the $150,000 specifying total expenditures related to staff and operating costs.

3.4 Community Letters of Support
Each Applicant must submit evidence of support from community partners for the demonstration site proposal. Letters should provide support for the selection of the site manager, the roles of existing speech and language service providers and the site’s implementation plan.
3.5 Stage II – Evaluation of Rated Criteria

Rated Criteria

The following is an overview of the categories and weighting for the rated criteria of the EOI:

<table>
<thead>
<tr>
<th>Rated Criteria Category</th>
<th>Weighting (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation plan for achieving intended outcomes and minimum required activities</td>
<td>Access: 15 points</td>
</tr>
<tr>
<td>(according to the categories listed on pages 5-6)</td>
<td>Quality: 15 points</td>
</tr>
<tr>
<td></td>
<td>Value: 15 points</td>
</tr>
<tr>
<td></td>
<td>Total: 45 points</td>
</tr>
<tr>
<td>Estimated impact of submission on children/students and families</td>
<td>20</td>
</tr>
<tr>
<td>Letters of support from community partners</td>
<td>10</td>
</tr>
<tr>
<td>Clarity of submission</td>
<td>5</td>
</tr>
<tr>
<td>Feasibility of submission</td>
<td>10</td>
</tr>
<tr>
<td>Evaluation of site manager</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

The following outlines the expectations within each rated criteria category:

**Implementation Plan for Achieving Intended Outcomes and Required Actions (45 points)**

Each Applicant should provide in its submission a detailed implementation plan that outlines how their site will improve access to speech and language services as well as the quality and value of those services provided to children/students from birth through Grade 3 and their families. The following objectives will be achieved in each site:

- **Access:**
  - Improve the continuity of speech and language services and supports for children/students from birth through Grade 3 (minimum);
  - Reduce the number of children/students waiting for speech and language services;
  - Reduce the wait times for those services;

- **Quality:**
  - Improve the speech, language and literacy outcomes for children/students;
  - Improve transitions for children/students with speech and language disorders and their families; and

- **Value:**
  - Improve the cost-effectiveness of speech and language services and supports.

In addition, Applicants should be specific about how their site will implement the required actions, including:

- Gaps in service will be eliminated (e.g., for kindergarten children/students, the divide between speech services and language services)
- All children/students with speech and language disorders, regardless of the severity of their delay and the presence/absence of other delays will be eligible for services/supports
- Streamlined service delivery model from referral to transition/discharge will be implemented
- Staffing models reflect the demographics and needs of children/students in the demonstration site
• Provision of a range of services and supports personalized to the child/student’s needs and strengths
• Supports for parents and professionals
• Implementation of individual service plans for children/students with speech, language and literacy disorders
• Collaborative transition planning process involving parents, community-based professionals and school personnel
• Increased use of cost-effective service models

Applicants must detail the roles and responsibilities of all service delivery agencies and partners involved in their demonstration site’s implementation plan.

Applicants can include additional elements in their implementation plans, including plans to extend beyond these minimum requirements (e.g., inclusion of children/students with speech and language disorders in Grade 4 and beyond), however this is optional.

**Estimated impact of proposal on children/students and families (20 points)**
Applicants must demonstrate how the proposed implementation plan will positively impact children/students with speech and language disorders and their families. The impacts should be in addition to those positive impacts currently being achieved in the demonstration site through existing speech and language services and supports. The scope of those impacts (e.g., the number of children/students affected, the magnitude of those impacts) should be described both quantitatively and qualitatively.

**Letters of support from community partners (10 points)**
Applicants must provide letters from relevant community partners demonstrating support within the demonstration site for the proposed implementation plan. Partners should comment on the:

- Capacity of the lead agency/site manager to successfully implement the proposed plan;
- Feasibility of the proposed plan;
- Anticipated speech and language service impact on children/students and their families;
- Anticipated impact on professionals; and
- Anticipated impact on the local service system (i.e. other child service agencies, schools).

Each Applicant must provide a minimum of two (2) letters of support for their site.

**Clarity of proposal (5 points)**
Proposals should be well organized, include the requirements outlined in this EOI and make clear linkages between the implementation plan and the ministries’ intended outcomes. Applicants should provide background information regarding their demonstration site and participating agencies, rather than assuming a level of familiarity on the part of the ministries.

**Feasibility of proposal (10 points)**
Proposals will be evaluated as to whether they can be implemented in the fall of 2011 and delivered until August 2012. The likelihood that the implementation plan will result in the intended outcomes will also be evaluated.
Applicants should clearly state how they will achieve a fall 2011 launch date for improved speech and language services and supports. Topics such as acquiring staffing capacity, communicating with families and professionals, building and leveraging community partnerships and implementing any necessary infrastructure changes should be included.

**Evaluation of site manager (10 points)**
The ability of the site manager to successfully implement the proposal should be demonstrated (see section 2.6 for a description of the site manager). Applicants should detail that agency/District School Board’s abilities in the following areas:

- Transfer payment accountability;
- Service coordination;
- Collaboration with service partners; and
- Responsiveness to the needs of children/students, parents and professionals.

**Total Score and Selection of Highest Scoring Applicant**
At the conclusion of Stage II, all scores from Stage II will be added and, subject to the implied rights of the ministries, up to eight of the highest scoring Applicants will be selected to enter into an agreement with the ministries.
4 PART 4 - TERMS AND CONDITIONS OF THE EOI PROCESS

General Information and Instructions

Timetable

The following is the schedule for this EOI:

- Issue Date of EOI: June 13, 2011
- Applicant's Deadline for Questions: June 24, 2011
- Deadline for Issuing Addenda: June 29, 2011
- Submission Deadline: 12:00pm July 8, 2011 (Eastern Standard Time)

Period for Which Submissions are Irrevocable after Submission Deadline is 120 days.

The EOI timetable is tentative only and may be changed by the ministries at their sole discretion at any time prior to the Submission Deadline.

Applicants Shall Bear Their Own Costs

The Applicant shall bear all costs associated with or incurred in the preparation and presentation of its submission.

Communication After Issuance of EOI

Applicants to Review EOI

Applicants shall promptly examine all of the documents comprising this EOI and:

(a) shall report any errors, omissions or ambiguities; and
(b) may direct questions or seek additional information

in writing by e-mail on or before the Applicant’s Deadline for Questions to the Ministry Contacts set out at Section 1.4 of this EOI. All questions submitted by Applicants by e-mail to the Ministry Contacts shall be deemed to be received once the e-mail has entered into the Ministry Contacts’ e-mail inbox. No such communications are to be directed to anyone other than the Ministry Contacts. The ministries are under no obligation to provide additional information but may do so at their sole discretion.

It is the responsibility of the applicant to seek clarification from the Ministry Contacts on any matter it considers to be unclear. The ministries shall not be responsible for any misunderstanding on the part of the Applicant concerning this EOI or its process.

Post-Deadline Addenda and Extension of Submission Deadline

If any addendum is issued after the Deadline for Issuing Addenda, the ministries may at their discretion extend the Submission Deadline for a reasonable amount of time.
Submission of Submissions

Submissions Submitted Only in Prescribed Manner

Submissions must be submitted by the following method:

(a) An Applicant must submit one (1) original signed by an authorized representative (prominently marked “Original”) and four (4) additional hard copies of its submission in a sealed package with the Submission Return Label affixed to the outside of the sealed package. Submissions are to be prominently marked with the EOI title and number (see EOI cover), with the full legal name and return address of the applicant, and with the Submission Deadline date and time;

(b) Submissions must be submitted to the address set out on the Submission Return Label.

Submissions Must Be Submitted On Time at Prescribed Location

Submissions must be submitted at the location set out above on the submission return label on or before the Submission Deadline. Submissions submitted after this point in time will be deemed late, disqualified and returned to the Applicant. For the purpose of calculating time, the Ministry clock at the prescribed location for submission shall govern.

Amending or Withdrawing Submissions Prior to Submission Deadline

At any time prior to the Submission Deadline, an Applicant may amend or withdraw a submitted submission. The right of Applicants to amend or withdraw includes amendments or withdrawals wholly initiated by Applicants and amendments or withdrawals in response to subsequent information provided by addenda.

Any amendment should clearly indicate what part of the submission the amendment is intending to replace.

A notice of amendment or withdrawal must be sent to the address set out on the Submission Return Label prior to the Submission Deadline and must be signed by an authorized representative. The Ministries are under no obligation to return amended or withdrawn submissions.

Submission Irrevocable after Submission Deadline

Submissions shall remain irrevocable in the form submitted by the Applicant for a period of one hundred and twenty (120) days running from the moment that the Submission Deadline has lapsed.

Ministries May Seek Clarification and Incorporate Response into Submission

The Ministries reserve the right to seek clarification and supplementary information relating to the clarification from Applicants after the Submission Deadline. The response received by the Ministries from an Applicant shall, if accepted by the Ministries, form an integral part of that Applicant’s submission. The Ministries reserve the right to interview any or all Applicants to obtain information about or clarification of their submissions. In the event that the Ministries receive information at any stage of the evaluation process which results in earlier information provided by the Applicant being deemed by the Ministries to be inaccurate, incomplete or misleading, the Ministries reserve the right to revisit the Applicant’s compliance with the mandatory requirements and/or adjust the scoring of rated criteria.
EOI Incorporated into Submission
All of the provisions of this EOI are deemed to be accepted by each Applicant and incorporated into each Applicant’s submission.

No Incorporation by Reference by Applicant
The entire content of the Applicant’s submission should be submitted in a fixed form and the content of web sites or other external documents referred to in the Applicant’s submission will not be considered to form part of its submission.

Submission to be Retained by the Ministries
The ministries will not return the submission or any accompanying documentation submitted by an applicant.

Execution of Agreement, Notification and Debriefing

Selection of Applicant
The ministries anticipate that the ministries will select applicants within thirty (30) days of the Submission Deadline. Notice of selection by the ministries to the selected applicants will be in writing.

Notification to Other Applicants of Outcome of the Request for Qualifications Process
Once the selected Applicants are determined, the other Applicants will be notified by the ministries in writing of the outcome of the procurement process, including the name of the selected Applicants.

Debriefing
Applicants may request a debriefing after receipt of a notification of award. All requests must be in writing to the Ministry Contacts and must be made within sixty (60) days of notification of award. The intent of the debriefing information session is to aid the Applicant in presenting a better submission in subsequent EOI opportunities. Any debriefing provided is not for the purpose of providing an opportunity to challenge the EOI process.

Prohibited Communications, Confidential Information and FIPPA

Prohibited Applicant Communications
The Applicant shall not engage in any Conflict of Interest communications.

Applicant Not to Communicate With Media
An Applicant may not at any time directly or indirectly communicate with the media in relation to this EOI or any agreement entered into pursuant to this EOI without first obtaining the written permission of the ministries.

Confidential Information of Ministries
All information provided by or obtained from the ministries in any form in connection with this EOI either before or after the issuance of this EOI:

(a) is the sole property of the ministries and must be treated as confidential;
(b) is not to be used for any purpose other than replying to this EOI and the performance of any subsequent agreement;
must not be disclosed without prior written authorization from the ministries; and

shall be returned by the applicants to the ministries immediately upon the request of the ministries.

**Freedom of Information and Protection of Privacy Act**

The Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.F.31, as amended, applies to information provided to the ministries by an Applicant. An Applicant should identify any information in its submission or any accompanying documentation supplied in confidence for which confidentiality is to be maintained by the ministries. The confidentiality of such information will be maintained by the ministries, except as otherwise required by law or by order of a court or tribunal. Applicants are advised that their submissions will, as necessary, be disclosed on a confidential basis, to the ministries' advisers retained for the purpose of evaluating or participating in the evaluation of their submissions.

By submitting any Personal Information requested in this EOI, Applicants are agreeing to the use of such information as part of the evaluation process, for any audit of this EOI process and for contract management purposes. If an Applicant has any questions about the collection and use of Personal Information pursuant to this EOI, questions are to be submitted to the Ministry Contact in accordance with the Applicants to Review EOI section.

**Reserved Rights and Governing Law**

**Reserved Rights of the Ministries**

The ministries reserve the right to:

(a) make public the names of any or all Applicants;

(b) request written clarification or the submission of supplementary written information in relation to the clarification request from any Applicant and incorporate an Applicant’s response to that request for clarification into the Applicant’s submission;

(c) assess an Applicant’s submission on the basis of:

i. a financial analysis determining the actual cost of the submission when considering factors including transition costs arising from the replacement of existing goods, services, practices, methodologies and infrastructure (howsoever originally established);

ii. information provided by the letters of support;

iii. the Applicant’s past performance on previous contracts awarded by the Government of Ontario;

iv. the information provided by an Applicant pursuant to the ministries exercising its clarification rights under this EOI process; or

v. other relevant information that arises during this EOI process;

(d) waive formalities and accept submissions which substantially comply with the requirements of this EOI;

(e) verify with any applicant or with a third party any information set out in a submission;
(f) check support of agencies/stakeholders other than those provided by any Applicant;

(g) disqualify any Applicant whose submission contains misrepresentations or any other inaccurate or misleading information;

(h) disqualify any Applicant or the submission of any Applicant who has engaged in conduct prohibited by this EOI;

(i) make changes, including substantial changes, to this EOI provided that those changes are issued by way of addenda in the manner set out in this EOI;

(j) select any Applicant other than the Applicant whose submission reflects the lowest cost to the ministries or the highest score;

(k) cancel this EOI process at any stage;

(l) cancel this EOI process at any stage and issue a new EOI for the same or similar services;

(m) accept any submission in whole or in part; or

(n) reject any or all submissions;

and these reserved rights are in addition to any other express rights or any other rights which may be implied in the circumstances and the ministries shall not be liable for any expenses, costs, losses or any direct or indirect damages incurred or suffered by any Applicant or any third party resulting from the ministries exercising any of their express or implied rights under this EOI.

By submitting its submission, the applicant authorizes the collection by the ministries of the information set out under (e) and (f) in the manner contemplated in those subparagraphs.

**Governing Law of EOI Process**

This EOI process shall be governed by and construed in accordance with the laws of the Province of Ontario and the federal laws of Canada applicable therein.
APPENDIX A – DEFINITIONS

EOI: Expression of Interest
MCYS: Ministry of Children and Youth Services
EDU: Ministry of Education
MOHLTC: Ministry of Health and Long-Term Care
BSCFCs: Best Start Child and Family Centres
Grade 3: Grade Three
Grade 4: Grade Four
CTCs: Children’s Treatment Centres
CCACs: Community Care Access Centres
PSL: Preschool Speech and Language Program
SHPS: School Health Professional Services
**APPENDIX B – BUDGET FORM**

Demonstration Site  
Integrating Speech and Language Services  
Projected Budget  
August 2011 - August 2012

Site Manager:_______________________

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Projected Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Salaries, Wages, Benefits &amp; Contract Services</strong></td>
<td></td>
</tr>
<tr>
<td>Clinical service delivery staff</td>
<td></td>
</tr>
<tr>
<td>Clerical and Administrative staff</td>
<td></td>
</tr>
<tr>
<td>Managerial staff</td>
<td></td>
</tr>
<tr>
<td>Other staff (specify)</td>
<td></td>
</tr>
<tr>
<td>Other staff (specify)</td>
<td></td>
</tr>
<tr>
<td>Other staff (specify)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Salaries, Wages, Benefits &amp; Contract Services</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>2. Operating Costs</strong></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>Office Equipment &amp; Supplies</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Operating Costs</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Request (should total no more than $150,000)</strong></td>
<td>-</td>
</tr>
</tbody>
</table>

Signature of Site Manager  
Signature of Site Signing Authority
SUBMISSION RETURN LABEL
AFFIX THIS LABEL TO YOUR SUBMISSION PACKAGE ENVELOPE

Applicant to complete the following:
(Full Legal Name and Address)

NAME: ______________________________

ADDRESS:

________________________________________

________________________________________

CONTACT: ______________________________

PHONE: ______________________________

EOI Title: Demonstration Sites to Integrate Speech and Language Services

SUBMISSION DEADLINE:
Date: July 8, 2011
Time: 12:00:00 p.m. (Eastern Standard Time)

TO:
Ministry of Children and Youth Services
Early Learning and Child Development Branch
101 Bloor Street West, 3rd Floor, Toronto, ON, M5S2Z7
ATTENTION: CLAIRE MACLEAN

The Postal Code is to aid in identifying the building only. The onus remains solely with applicants to instruct courier/delivery personnel to deliver submissions to the exact floor location specified above by the Submission Deadline. Applicants assume sole responsibility for late deliveries if these instructions are not strictly adhered to.

IMPORTANT INSTRUCTIONS:

Submissions must be submitted in a sealed package(s) to the address indicated on the Submission Return Label between the hours of 9:30 a.m. and 4:00 p.m. (Eastern Standard Time), Monday through Friday (excluding Statutory Holidays), AND NO LATER THAN THE SUBMISSION DEADLINE NOTED ABOVE.

The ministries do not accept responsibility for submissions directed to any location other than the address indicated on the label above. The Postal Code is to aid in identifying the building only. The onus remains solely with applicants to instruct courier/delivery personnel to deliver submission submissions to the EXACT FLOOR location specified above. Submissions that are delivered to another Ontario Government address before the deadline but arrive at the Tender Administration Office after the deadline will be disqualified.

Applicants assume sole responsibility for late deliveries if these instructions are not strictly adhered to.

Failure to affix this Label to your submission envelope/package may also result in submissions not being recognized as submissions. This could result in your submission arriving late at the Ministry Office and will be deemed late, disqualified and returned to the Applicant.

Submissions received by Fax or any other kind of electronic transmission will be rejected.