



## **Watertown City School District Universal Prekindergarten Program Agency/Organization Application**

### **Request for Proposals (RFP) 2022-2023**

**Please return to:**

Stacey Eger-Converse  
Assistant Superintendent for Instruction  
Watertown City School District  
1351 Washington Street  
Watertown, New York 13601

#### **I. GENERAL INFORMATION**

Program Name:			
Address:			
Phone:	Fax:	Email:	
Name of person completing this application:			Email:
Name of Chief Executive Officer:		Phone:	Email:
Fiscal Agent:		Phone:	Email:
Name of Contact Person:	Title:	Phone:	Email:

**Directions:** Please complete the following form and return the original and three copies to the above address by **March 15, 2022**. If you have any questions concerning this application, please call Stacey Eger at 315-785-3708 or contact her by email at [seger@watertowncsd.org](mailto:seger@watertowncsd.org).

The application process will include a site visit to your agency by the Assistant Superintendent, Stacey Eger-Converse, or Program Administrator, Peg Drappo, and an interview with agency staff.

The Watertown City School District hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational educational opportunities, without regard to sex, race, color, national origin, creed or religion, marital status, age, gender preference, or disability. Inquiries regarding this non-discrimination policy may be directed to: Tina Lane, 1351 Washington Street, Watertown, New York 13601.



## Request for Proposals (RFP): 2022-2023 Universal Prekindergarten Program

### INTRODUCTION

The Watertown City School District issues this Request for Proposals to seek high-quality community-based providers that demonstrate best practices for three and four-year-old students (and, specifically, The Creative Curriculum) in prekindergarten to provide Prekindergarten Education services for the Watertown City School District. Funding for preschool service providers for the Watertown City School District is contingent upon the District receiving UPK funding from The New York State Education Department. Therefore, all applicants must agree to provide services aligned to the requirements placed up the Watertown City School District by the New York State Education Department, including aligning instruction to the [New York State Prekindergarten Learning Standards](#) for four-year-old students and the [New York State Early Learning Guidelines \(2012 edition\)](#) for three-year-old students. This RFP reflects other stipulations that the Watertown City Schools made to the NYS Department of Education when applying to serve both three and four-year-old students using these grant resources. Examples include fidelity to Creative Curriculum Gold, consistent participation in professional development provided by the District, family engagement, and use of resources (expenditures reflecting costs of operating the program and no other).

<b>ELIGIBILITY</b>	Community nursery schools and/or preschool special education agencies, including private schools, parochial schools, and schools in libraries and other public sites are eligible to apply.
<b>LENGTH OF CONTRACT</b>	September 1, 2022 – June 30, 2023 (Renewable depending on state funding and reapplication)
<b>DEADLINE</b>	Send one original and three hard copies of the application by <b>March 15, 2022</b>
<b>FUNDS</b>	Budgets must reflect actual program costs and will be screened and scored by an independent evaluator to reflect return-on-investment, assurances given to NYSED by WCSD, and program quality.
<b>CONTACT</b>	Stacey Eger-Converse Assistant Superintendent for Instruction Watertown City School District 1351 Washington Street Watertown, New York 13601 315-785-3708   <a href="mailto:seger@watertowncsd.org">seger@watertowncsd.org</a>
<b>TARGETED POPULATION</b>	To qualify for the Prekindergarten program, students must: <ol style="list-style-type: none"><li>1) Reside within the Watertown City School District</li><li>2) Be 3 years of age on or before December 1, 2022</li><li>3) Be 4 years of age on or before December 1, 2022</li></ol> The Watertown City School District reserves the right to certify the eligibility of all children in the prekindergarten program.

<b>GOALS</b>	<ol style="list-style-type: none"> <li>1. To implement with fidelity and in a robust manner <i>The Creative Curriculum®</i>, aligned with the New York State Early Learning Guidelines (2012 or newest edition) and New York State Prekindergarten Learning Standards, to ensure continuity with instruction in the early elementary grades and integration with the Watertown City School District's K-12 instructional program.</li> <li>2. To develop early literacy and emergent reading instruction based on effective, evidence-based practices. Essential components of this program shall include: <ul style="list-style-type: none"> <li>• Background knowledge</li> <li>• Phonological awareness</li> <li>• Expressive and receptive language</li> <li>• Vocabulary development</li> <li>• Phonemic awareness</li> </ul> </li> <li>3. To provide learner-centered activities designed and provided in a way that promotes the child's total growth and development, ensuring that: <ul style="list-style-type: none"> <li>• Children are encouraged to be self-assured and independent through a balanced schedule of teacher-initiated and child-initiated learning activities.</li> <li>• Instructional materials and equipment shall be arranged in learning centers that promote a balance of individual and small group activities.</li> <li>• Teachers shall use intentional planning to focus instruction to meet the differentiated learning styles of students.</li> </ul> </li> <li>4. To establish a process for assessing the developmental baseline and progress of all children participating in the program, documenting ongoing assessment of the development of language, cognitive, and social skills, and using the results to inform classroom instruction and professional development.</li> <li>5. To support the needs of all students and families, including students with disabilities and English language learners.</li> <li>6. To be stewards of these grant resources, ensuring they go to the needs of children served as aligned with the state statute and assurances to NYSED.</li> </ol>
<b>TIME FRAME</b>	<p>Applicants must agree to provide instruction for at least five hours per school day, 25 hours per week for full-day programs, and at least two and one-half hours per school day, 12.5 hours per week for half-day programs.</p> <p>Prekindergarten programs must operate 180 days per year, five days per week. Vacations will follow the Watertown City School District calendar.</p>
<b>EXPENDITURES</b>	<p>This funding from the Watertown City School District relies on NYSED UPK funding, which disallows charging the parent/guardian of a participating child any fee for the preschool education program provided. Therefore, the applicant will also not charge for the preschool education services provided in connection with their proposed program.</p>

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## II. CERTIFICATION

All prekindergarten teachers employed by applicants must meet requirements pursuant to Commissioner's Regulations Subpart 151-1.3(e)(iii) and paragraphs d-1 and 3-2 of subdivision 12 of Section 3602-e of Education Law, which require that teachers meet ONE of the following criteria:

- ☐ NYS Early Childhood Teacher (Birth-Grade 2) Certificate
- ☐ NYS Students with Disabilities (Birth-Grade 2) Certificate
- ☐ A bachelor's degree in ECE or a related field and have a written plan for becoming certified within five years of commencing employment as a prekindergarten teacher
- ☐ For Pre-K teachers employed by a community-based organization (CBO) that is regulated by another State agency, the qualifications established by the program's regulatory authority and have a written plan for becoming certified within five years of commencing employment as a prekindergarten teacher
- ☐ For Pre-K teachers employed by a community-based organization (CBO) that is not regulated by another State agency, meet the qualifications established by the program's administration, and have a written plan for becoming certified within five years of commencing employment as a prekindergarten teacher.

CBOs that employ teachers who are not certified must have a supervisor who is certified for service in the early childhood or childhood grades and who is on-site during the hours of prekindergarten operation.

Checking this box indicates that the Agency Executive Director or Owner of the applicant organization guarantees that:

- ☐ All teachers will meet the certification requirement as specified above for the duration of any funding received from the Watertown City School District through this application.
- ☐ The applicant will provide appropriate certification documentation for all teachers.

- ☐ **If the applicant fails to provide documentation satisfying one of the above approved certification criteria for each teacher by August 12, 2022, they will be in violation of the agreement with the Watertown City School District and subject to the cancellation of the Pre-Kindergarten contract between WCSD and the agency.**

### Certification

☐ I, , on behalf of ,

do agree to these above terms regarding teacher certification for preschool education services provided. I understand that if my agency cannot provide appropriate documentation for certification purposes, my agency's contract with WCSD will be null and void for the 2022-2023 school year.

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### III. ASSURANCES

Must be able to comply with the following:

- ☐ Applicants will use *The Creative Curriculum*® with fidelity for all prekindergarten education services provided to the Watertown City School District.
- ☐ Curriculum is evidence-based, developmentally appropriate, and addresses the key domains of child development. It emphasizes language, emergent literacy, early mathematics skills, social and emotional development, physical abilities, and structured and unstructured play.
- ☐ Curriculum aligns with the [New York State Next Generation Prekindergarten Learning Standards](#) for four-year-old students and the [New York State Early Learning Guidelines](#) (2012 edition or newer) for three-year-old students.
- ☐ Observations will occur in every classroom by the prekindergarten coach and administrator annually. The Teaching Strategies Fidelity Tool for Teachers will be used to guide the classroom teacher with environment, management, and developmentally appropriate curriculum and practices.
- ☐ The program and its teachers will participate consistently in professional development through opportunities provided through the Watertown City School District and statewide, including (but not limited to) professional development regarding Creative Curriculum, Pyramid Model, Second Step, and Professional Book Studies.

### IV. PROGRAM NARRATIVE

Program Narrative must be clear, readily legible, and conform to the following requirements: (1) not to exceed ten pages; (2) single line spacing; (3) Arial font 10 points or larger, or Times New Roman or Calibri at a font size of 11 points or larger; and (4) margins must be at least one inch on all sides. A font size of less than 10 points may be used for tables or captions. Please know that narratives are being scored by an independent evaluator working to support the District and these programs.

The program narrative must address how your organization will meet the following standards.

#### A. Curriculum:

Describe how YOUR:

- ☐ Program enacted the Creative Curriculum/Teaching Strategies Gold in 2021-2022 (specifically, which units of study were utilized with fidelity and which units of study your agency proposes to use in 2022-2023 with funding available).
- ☐ Program will ensure continuity with the Watertown City School District's Kindergarten to Grade 3 curriculum.
- ☐ Program provides accommodations, modifications, and supports to enable preschool children with disabilities or children with Individual Education Programs (IEPs) to be effectively included in the full range of the program's activities.
- ☐ Program implements modifications and supports to ensure that participating children who are English Language Learners or Emergent Multilingual Learners are provided equal access to the program and opportunities to achieve the same program goals and standards as other participating children.

## **B. Learning Environment, Materials, and Supplies**

Describe how YOUR:

- ☐ Program uses space, scheduling, and other environmental factors that will advance student learning and development (include a description of spaces used in 2021-2022 and plans for spaces in 2022-2023). Note that District provided spaces may change as the availability of such space is influenced by capital work, student enrollment, and state regulations.
- ☐ Program will maintain a schedule that allows for a balance of intentionally planned active and quiet play, indoor and outdoor gross motor activities, and individual and small group activities.
- ☐ Program uses classroom materials to advance student learning and development opportunities.
- ☐ Program uses activities that will advance student learning and development opportunities and will encourage students to be self-assured and independent through a balanced schedule of teacher-initiated and child-initiated learning activities.
- ☐ Proposed classroom is arranged with clearly defined, well-equipped learning centers including, but not limited to, dramatic play, blocks and construction, library, language arts, technology/media, science and nature, mathematics and manipulative materials, writing, creative arts, sand and water play, and music.
- ☐ Classroom environment (if proposing to serve three-year-olds) differs from that planned or appropriate for four-year-old students.

## **C. Participation in Professional Development**

Describe how YOUR:

- ☐ Program staff participated in professional development in 2021-2022 (actual performance – personnel, days attended, topics covered).
- ☐ Agency will prioritize consistent participation in 2022-2023, including your plan for staff coverage if required.
- ☐ Agency has a plan/strategies for ensuring what is covered in professional development is actualized in the targeted classrooms (who is responsible internally for such oversight and how that person will know it is happening and work with the District where follow-up support is needed).
- ☐ Agency provides professional development and training outside of the scope of this program (what you do above and beyond what the WCSD can provide).

## **D. Family Engagement**

Describe how YOUR:

- ☐ Program provides parents with programmatic information – what is shared, how, and when.
- ☐ Program provides opportunities for active engagement of parents and/or guardians in the education of their children and does so in a language they understand (as needed) or otherwise in user-friendly formats.
- ☐ Program plans to scale up or refine family engagement opportunities as the pandemic wanes (understanding that it has been difficult to engage families since March 2020) but looking toward a future when refined/expanded engagement is possible and expected.
- ☐ Program provides, directly or through referral, support services to children and their families necessary to support the child's participation in the prekindergarten program.

#### **E. Behavior/SEL - Alternatives to Suspension and Expulsion**

The New York State Education Department is committed to reducing and severely limiting expulsion and suspension practices, with the goal of eliminating these practices in all early childhood settings. To that end, the Watertown City School District requires that no preschool education providers funded through this application suspend or expel any student without first consulting with district administrators. Preschool children are not to be sent home without explicit approval from the District and a plan for that child's safety. Briefly describe how YOUR:

Describe how YOUR:

- ☐ Program will adopt and implement an approved research-based set of quality indicators including, but not limited to, valid and reliable measures of environmental quality, the quality of teacher-student interactions, and child outcomes. NYS-approved quality indicators can be found in the [New York State Pre-K Self-Assessment and Quality Improvement Action Plan](#).
- ☐ Program will implement behavioral and social-emotional supports to prevent suspensions and expulsions.
- ☐ Program will develop a communication plan for consulting the Watertown City School District regarding disciplinary measures for prekindergarten students.

#### **F. Budget**

Budget of Proposed Expenditures. Describe how YOUR

- ☐ Budget reflects the cost of program operation and no others (assurance provided by WCSD to NYSED).
- ☐ Use of funds is reasonable and aligned with market rates (space rental or support staff) and proportional with the numbers of students served.
- ☐ Budget includes a federally negotiated indirect cost rate OR a description of how the costs included are otherwise reasonable for the numbers of children being served by this grant and the nature of the program itself.
- ☐ Agency has considered environmental quality, the quality of teacher-student interactions, and child outcomes when developing the 2022-2023 budget. NYS-approved quality indicators can be found in the [New York State Pre-K Self-Assessment and Quality Improvement Action Plan](#). The budget might, for example, include supplies and materials necessary to further align with such an assessment.
- ☐ [FS-10 Budget Form for 2022-2023](#) attached and includes:
  - Salaries and benefits, staff development, parent involvement
  - Materials and supplies (examples include manipulatives, items to support imaginative play, books, art & music supplies, table toys, and outdoor supplies).
- ☐ [FS-10 Final Form for 2021-2022](#): for all Pre-K program expenditures for the 2021-2022 school year.

## V. CAPACITY

1. If selected, **how many children can you serve** in the Universal Prekindergarten Program?

# of three-year-olds \_\_\_\_\_

# of four-year-olds \_\_\_\_\_

2. Briefly describe the location(s) of your prekindergarten classrooms.

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3. Within the past two years, do you have any record of violation(s) of health and safety codes and/or licensure or registration requirements of collaborating non-profit organizations, community-based organizations, charter schools, and/or libraries and museums?

☐ Yes   ☐ No

*(If yes, please include any record of violation(s) within the past two years of health and safety codes and/or licensure or registration requirements, where applicable, with an assurance that any such violations have been corrected.)*

4. If your agency does not meet all the criteria needed to implement the Universal Prekindergarten Program, are you willing to work towards meeting those criteria?

☐ Yes   ☐ No

## VI. PROOF OF INSURANCE:

☐ Bidders must enclose proof of insurance.

## VII. SIGNATURE

Agency Executive Director/Owner Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**2022-2023  
WCSD UPK RFP  
Rubric**

The rubric outlines the **Program Narrative** requirements listed in the RFP.

Each section has the potential of earning from 0 - 4 points, unless otherwise outlined. No partial points will be awarded.

<b><u>Criteria/Scale</u></b>	<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>
<b>Description of provided accommodations, modifications and supports for children with disabilities.</b>	Not addressed at all in program narrative.	Acknowledges the need to provide supports for students with disabilities and their families and no other information is provided.	Acknowledges the need to provide support for students with disabilities and their families with minimal supporting information on what the student needs might be and the implementation of the supports in the classroom.	Acknowledges the need to provide support for students with disabilities and their families but does not provide sufficient detail about the range of student needs implementation of supports.	Acknowledges the need to provide specific supports and what those supports are for students with disabilities and their families (e.g., referrals, etc.). Understands the range of needs of students and how to implement classroom supports accordingly.
<b>Description of modifications and supports for ELLs.</b>	Not addressed at all in program narrative.	Acknowledges the need to provide supports for English Language Learners and no other information is provided.	Acknowledges the need to provide support for English Language Learners and their families with minimal supporting information on what the supports are or how they are implemented.	Acknowledges the need to provide supports for English Language Learners and their families but does not provide sufficient detail on how these supports are implemented.	Acknowledges the need to provide specific supports and what those supports are for English Language Learners and their families (e.g., translated materials, etc.).
<b>Description of continuity with WCSD K-3 curriculum</b>	Not addressed at all in program narrative.	States there is an alignment but does not provide detail on how the alignment functions.	States there is an alignment but provides only minimal detail on how the alignment functions.	Outlines the program alignment to standards and instruction but may lack detail in relation to the district's expectations.	Clearly references the Pre-K standards and how the program aligns with the K-3 standards and the district's expectations for K-3 instruction.
<b>Description of classroom environment (Learning Environment, Materials and Supplies)</b>	Not addressed at all in program narrative.	Minimal description and details of the components of the learning environment.	Provides description of the components of the learning environment but provides insufficient detail.	Provides a description and details of some of the components of the learning environment, but may fail to address all components	Adequately describes all aspects of the learning environment, materials, and supplies as requested in the RFP.

<b><u>Criteria/Scale</u></b>	<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>
				of space, scheduling, environmental factors, as requested.	Provides detailed descriptions of each facet of student learning.
<b>Description of classroom environment (Learning Environment, Materials and Supplies)</b>	Not addressed at all in program narrative.	Minimal description and details of the components of the learning environment.	Provides description of the components of the learning environment but provides insufficient detail.	Provides a description and details of some of the components of the learning environment, but may fail to address all components of space, scheduling, environmental factors, as requested.	Adequately describes all aspects of the learning environment, materials, and supplies as requested in the RFP. Provides detailed descriptions of each facet of student learning.
<b>Differentiation of 3 y/o vs. 4 y/o environments</b>	Not addressed at all in program narrative.	Descriptions of classrooms seem identical. There is no differentiation between the environments in the narrative with regard to developmental needs, play, or toys and tools.	Briefly references that the classrooms are different from one another but does not provide any detail.	Describes how classrooms are set up for both groups of students but lacks specificity in the description of how the environments differ from one another.	Describes how classrooms are set up for developmental needs of 3 vs. 4 y/o students with specific references to potty training, types of engagement with play, and developmentally-sequenced toys and tools.
<b>Participation in Professional Development</b>	Not addressed at all in program narrative.	No clear plan for participation in professional development is provided.	Professional development participation is planned but no specific outline or approach is provided.	An outline of some professional development is provided but detail on staff participation is lacking.	A clear plan for staff participation in professional development is delineated.
<b>Family Engagement</b>	Not addressed at all in program narrative.	Plan for family engagement and communication is generic and does not specifically reference strategies or tools.	Outlines a few strategies for engaging and communicating with families and may not have a full plan for implementation.	Outlines multiple strategies for engaging and communicating with families but does not have a full plan for implementation.	Outlines multiple, specific strategies for engaging and communicating with families and clearly delineates plan for implementation.

<b><u>Criteria/Scale</u></b>	<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>
<b>Behavioral/ Socio-Emotional Supports</b>	Not addressed at all in program narrative.	Plan is generic and does not specifically reference strategies, needs of students (detail is lacking).	Outlines a few strategies for supporting students and families and may not have a full plan for implementation and evaluation.	Outlines multiple strategies for supporting students and families but does not have a full plan for implementation and evaluation.	Outlines multiple, specific strategies for supporting students and families with behavioral or socio-emotional needs and clearly delineates plan for implementation and evaluation.
<b>Communication with WCSD</b>	Not addressed at all in program narrative.		A partial plan communicating but not all stakeholders are included or delivery of communication is missing.		Has a clear plan for communicating issues and needs with the Pre-K administrator and district.
<b>Accuracy of Budget</b>	Not provided.		Budget is acceptable but missing components related to capacity of students or supplies for staffing.		Budget reflects capacity of students and adequate supplies for staffing.
<b>OCFS Violations</b>	Not provided.	Severe violation <b>OR</b> 10 or more outstanding citations	No severe violations; between 8 and 10 outstanding citations	No severe violations; between 5 and 7 outstanding citations	No severe violations; fewer than 5 outstanding citations
<b>Certificate of Insurance &amp; Liability</b>	Not provided.				Provided