



**Watertown City School District  
Universal Prekindergarten Program  
Community-Based Organization  
Application**

**Request for Proposals (RFP)  
2024-2025**

**Please return to**

Lynn Gaffney  
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 21, 2024**. If you have any questions concerning this application, please call Lynn Gaffney at 315-785-3708 or contact her by email at [lgaffney@watertowncsd.org](mailto:lgaffney@watertowncsd.org).

The application process will include a site visit to your agency by the Assistant Superintendent for Instruction, Lynn Gaffney, or PreK Administrator, Elizabeth Maurer, 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 Assistant Superintendent Tina Lane, 1351 Washington Street, Watertown, New York 13601.

# Request for Proposals (RFP): 2024-2025 Universal Prekindergarten Program

## INTRODUCTION

The Watertown City School District (WCSD) issues this Request for Proposals to seek high-quality community-based providers that demonstrate best practices for three and four-year-old students in prekindergarten to provide Prekindergarten Education services for the WCSD.

Funding for preschool service providers for the WCSD is contingent upon the District receiving UPK funding via the New York State Education Department (NYSED). Therefore, all applicants must agree to provide services aligned to the requirements placed upon the WCSD by NYSED, including aligning instruction to the [New York State Prekindergarten Learning Standards](#) for four-year-old students and the [New York State Early Learning Guidelines \(2020 edition\)](#) for three-year-old students.

This RFP reflects other stipulations that the WCSD made to NYSED when applying to serve both three- and four-year-old students and in annual reviews of its grant's performance. These include:

- Fidelity to *Creative Curriculum Gold* and robust support of instructional staff to this end.
- Commitment to "supporting children's natural dispositions for empathy, compassion, and fairness to foster a more equitable world." - Rekia Rogers
- Consistent participation in District-provided professional development (including Directors and Curriculum Support Staff as relevant in 2024-2025).
- Family engagement – expanding on lessons learned in the pandemic and returning to face-to-face events/celebrations as possible.
- Effective use of resources (expenditures reflect costs of operating the program and no other).
- Developing a workforce that reflects the diversity and needs of the school district's preschool students and families.

Additionally, modifications to this RFP reflect the District's Smart Goals for its three and four-year-old programs based directly on feedback from the NYSED. The District utilizes this RFP process both to identify and approve providers and also to gather detailed information that will be used to plan professional development in 2024-2025 and refine other practices that support providers and, ultimately, families and children.

The information you provide will be summarized for WCSD leaders by an independent evaluation firm to plan for program operations and improvement in 2024-2025.

<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.
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<b>LENGTH OF CONTRACT</b>	September 1, 2024 – June 30, 2025 (Renewable depending on state funding and reapplication)
<b>DEADLINE</b>	Send one original and three hard copies of the application by <b>March 21, 2024.</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. <i>Proposals receiving an inadequate score (based on a cut point determined by the District) may be returned for revisions.</i>
<b>CONTACT</b>	Lynn Gaffney Assistant Superintendent for Instruction Watertown City School District 1351 Washington Street Watertown, New York 13601 315-785-3708   <a href="mailto:lgaffney@watertowncsd.org">lgaffney@watertowncsd.org</a>
<b>TARGETED POPULATION</b>	To qualify for the Prekindergarten program, students must: Reside within the Watertown City School District Be 3 years of age on or before December 1, 2024 Be 4 years of age on or before December 1, 2024  The Watertown City School District reserves the right to certify the eligibility of all children in the prekindergarten program.

<b>GOALS</b>	<ul style="list-style-type: none"> <li>• To implement with fidelity <i>The Creative Curriculum</i>®, aligned with the New York State Early Learning Guidelines and New York State Prekindergarten Learning Standards, to ensure continuity with instruction in the early elementary grades and integration with the WCSD's K-12 instructional program.</li> <li>• To develop early literacy and emergent reading instruction based on effective, evidence-based practices. Essential components of this program shall include Background knowledge, Phonological awareness, Expressive and receptive language, Vocabulary development, and Phonemic awareness.</li> <li>• To provide learner-centered activities designed in a way that facilitates a child's total growth and development, ensuring that 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 and individual needs of students by "supporting children's natural dispositions for empathy, compassion, and fairness."</li> <li>• Required data points and resources include the Ages and Stages Questionnaire or DIAL 4, the Creative Curriculum, Teacher Child Rating Scale 2.1 (T-CRS), Teaching Strategies Gold, attendance, and parent surveys.</li> <li>• 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, social skills, and related behavior, and using the results to inform classroom instruction and professional development. Data reflecting these processes should utilize data from the Ages and Stages Questionnaire, Teaching Strategies Gold, and Creative Curriculum.</li> <li>• To support the needs of all students and families, including students with disabilities and English language learners.</li> <li>• To engage families effectively in support of their child's learning and growth.</li> <li>• To maintain robust and timely communications with WCSD and its Early Learning Office about issues regarding staffing constraints, early closure, or other issues that impact service delivery to WCSD students, acknowledging that 180 days of service are required.</li> <li>• 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> </ul>
<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 Watertown City School District funding 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>

<b>SERVICES FOR STUDENTS WITH DISABILITIES</b>	<p><b>1. Identification, Inclusion, and Support of Students with Special Needs:</b></p> <p>The CBO will implement adequate and appropriate accommodations, modifications, and supports to enable preschool students with disabilities to have effective and equitable access, inclusion, and integration in the full range of the program’s curriculum, instruction, activities, goals, and objectives. The CBO will use the results of the screening tool, classroom observations, and teacher or parental concerns to identify children who may require a referral to the CPSE. The CBO will work with parents and the District to make referrals for testing and services.</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 or a NYSED-approved equivalent certification:

- 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
- Pre-K teachers employed by a community-based organization (CBO) regulated by another state agency meet 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.
- 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 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 23, 2024, 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 2024-2025 school year.

### 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. Fidelity will be assessed using the Fidelity Checklist, with support for improvement from both the WCSD and the CBO. If your agency is new to our process and needs a copy of the booklet, which includes these checklists, please email or call Elizabeth Maurer at [emaurer@watertowncsd.org](mailto:emaurer@watertowncsd.org) or 315-786-5071.
- The agency will follow the District's pacing guide for three and four-year-old students provided by WCSD. The Agency is committed to the curriculum as it is evidence-based, developmentally appropriate, and addresses the key domains of child development. It emphasizes oral language, emergent literacy, early mathematics skills, social and emotional development, physical abilities, and structured and unstructured play. The pacing calendars are found in Appendix 1.0.
- Formal observations will occur in every classroom by the prekindergarten coach and administrator annually. Observations and feedback will be ongoing. 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 and Director and Curriculum Support Staff, as relevant, 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, Socio-Emotional Learning generally, Second Step, Phonological Awareness, and other Professional Book Studies.
- The agency will provide monthly (or as soon as available) updates regarding OCFS inspections so that the District can support any areas for improvement immediately.
- The agency will share calendars for special events and family engagement activities so the District is aware. Likewise, the agency will immediately communicate closures to the District.

### 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. Narratives are being scored by an independent evaluator working to support the District. *Proposals receiving an inadequate score (based on a cut point determined by the District) may be returned for revisions.*

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

#### **Curriculum (12 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2024-2025** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- ☐ Supporting fidelity to *Creative Curriculum Gold* internally – for new hires and veteran staff.
- ☐ Identifying where and which studies have gone well (what data tells you that) and where improvements are needed (and in which studies).



- ☐ Establishing expectations for each teacher prior to checkpoints (fall/winter/spring). What are those expectations, how are they communicated, who communicates the expectations, and when?
- ☐ Providing accommodations, modifications, and supports to enable preschool children with disabilities or children with Individual Education Programs (IEPs) and children who are English Language Learners or Emergent Multilingual Learners.

### **Socio-Emotional Learning/Behavior Support (9 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2023-2024** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- Utilizing individual, small group, and large group activities to improve Socio-Emotional Learning/Behavior with the intent of "supporting children's natural dispositions for empathy, compassion, and fairness to foster a more equitable world."
- Working with the WCSD in situations that are particularly challenging, ensuring that the program limits expulsion/suspension practices. CBOs must seek and utilize input from the Watertown PreK administrator to resolve any and all concerns around attendance or behavior.
- Utilizing Family-style mealtime practices as noted in March 2021 guidance regarding mealtimes to the best of the agency's ability.

**The CBO must maintain the following discipline standards:**

- Notwithstanding any provision to the contrary, the CBO may not suspend any student for any reason without the prior written approval of the Watertown Pre-K Administrator.

### **Learning Environment, Materials, and Supplies (12 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2023-2024** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- Maintaining program space and environmental factors that will advance student learning and development (includes a description of spaces used in 2023-2024 and plans for spaces in 2024-2025). Note that District-provided spaces may change as the availability of such space is influenced by capital work, student enrolment, and state regulations.
- Following a schedule that balances intentionally planned activity and quiet play, indoor and outdoor gross motor activities, and individual and small group activities.
- Inventorying and rotating classroom materials to advance student opportunities and related equity.
- Arranging classrooms with clearly defined, well-equipped learning centers and ensuring that the classroom environment (if proposing to serve three-year-olds) differs from that planned or appropriate for four-year-old students.

### **Professional Development (12 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2024-2025** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- Realizing full (100%) participation in 2024-2025 professional development (actual performance – personnel, days attended, topics covered).
- Including Directors and Curriculum Support Staff as relevant in PD in 2024-2025 [Participation in Director Meetings and Data Days] so they can provide follow-up instructional support.
- Providing professional development and training outside the scope of this program (what you do above and beyond what WCSD can support).
- Recruiting and retaining personnel from diverse backgrounds.

### **Family Engagement (12 points).**

Describe YOUR agency's **current practices or performance** in these areas and **areas for improvement in the 2024-2025** program year. Please give specific examples of what your agency has done and where your agency would like to develop further capacity.

- Providing parents with programmatic information – what is shared, how, and when, including sharing the information found at the updated WCSD Preschool website <https://www.watertowncsd.org/about-us/departments/pre-k>. Additionally, describe how communication will flow to Elizabeth Maurer in a timely manner to ensure the latest and most accurate information can be posted on the website above.
- Refining opportunities for active engagement of parents and/or guardians in the education of their children (e.g., study or other celebrations) and doing so in a language they understand (as needed) or otherwise in user-friendly formats (if communication is written, for example).
- Supporting the WCSD District goal of 100% participation in parent/teacher conferences.
- Providing, directly or through referral, support services to children and their families necessary to support the child's participation in the prekindergarten program.

### **Budget of Proposed Expenditures (12 points).**

Please start drafting your budget proposal with your approved final budget from the previous year, where applicable.

Describe how YOUR...

- Budget reflects the cost of program operation and no others.
- Use of funds is reasonable and aligned with market rates (space rental or support staff) and proportional to the number of students served.
- The CBO has considered environmental quality, the quality of teacher-student interactions, and child outcomes when developing the 2024-2025 budget. In other words, the proposed budget reflects what is needed to get strong outcomes for children.

**FS-10 Budget Form for 2024-2025** is 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).

## 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. **Transition to Kindergarten Support Statement** (1 point in RFP).

The CBO will help Prekindergarten students transition to Kindergarten by providing the following services:

- a. Strengthening their cognitive skills.
- b. Increasing early literacy skills (reading, writing, speaking, listening, and information processing).
- c. Increasing their creative and artistic abilities.
- d. Improving inter and intra-personal skills, feelings of self-worth, and becoming independent at a developmentally appropriate level.
- e. Increasing appreciation of diversity and improving understanding of their own heritage and its relationship to self-image and interactions with others.
- f. Enhancing personal, physical, and emotional wellness following the components of NYSED Social Emotional Learning Benchmarks. <http://www.p12.nysed.gov/sss/sel.html>
- g. Increasing physical skills, including fine and gross motor movement, kinesthetic, and spatial relationships.
- h. Encouraging parental involvement in their child's education.
- i. Ensuring parents have easy use and access to program and program services.
- j. Integrating preschool children with disabilities.

☐ Yes   ☐ No

4. **Collaboration and Intent to Support Code of Conduct Development** [1 point in RFP.]

The CBO must be willing to create, refine, and update a code of conduct in collaboration with WCSD and the Watertown Pre-K Administrator. A draft code of conduct will be developed and implemented in 2024-2025 through collaboration between the CBOs and WCSD. WCSD will seek input from CBOs regarding further revisions in the following years.

☐ Yes   ☐ No

5. **Intent to Support Assessment Protocols** [1 point in RFP.]

The CBO must collaborate with WCSD to fully operationalize required assessment protocols.

☐ Yes   ☐ No

6. **Inactive Student Inactivation Forms** [1 point in RFP.]

The CBO agrees it will notify the Watertown Pre-K Administrator by submitting an Inactivation Form within 30 days of a student unenrolling from the program before the full year duration. CBOs will only receive prorated payment for services provided to such students for the months they attend the program.

☐ Yes   ☐ No

7. 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 {3 points in RFP}.]*

8. 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 {3 points in RFP}.

## VII. SIGNATURE

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

**2024-2025  
WCSD UPK  
RFP Rubric**

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

Each section has the potential of earning from 0 - 3 points unless otherwise outlined. No partial points will be awarded.

There are 79 Points Possible.

<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>CURRICULUM</b>	<b>Supporting fidelity to Creative Curriculum internally (new hires/veteran staff)</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific and adequate description of current practices and plans for improvement given.
	<b>Identifying where and which studies have gone well (what data tells you that) and where improvements are needed (and within which studies).</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Establishing expectations for each teacher prior to check-ins.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Providing accommodations/ supports for SWDs and ELLs/MLLs.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.

<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>SOCIAL-EMOTIONAL LEARNING/BEHAVIOR SUPPORT</b>	<b>Utilizing individual, small group, and large group activities to improve Socio-Emotional Learning/Behavior</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Working with the WCSD in situations that are particularly challenging, ensuring that the program limits expulsion/suspension practices.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Utilizing Family-style mealtime practices as noted in March 2021 guidance regarding mealtimes to the best of the agency's ability.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.

<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>LEARNING ENVIRONMENT, MATERIALS, AND SUPPLIES</b>	<b>Maintaining a program space that will advance student learning.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Following a schedule that allows for a balance of activities (active/quiet play), indoor/outdoor activities, individual and small group).</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Inventorying/rotating classroom materials to balance teacher-initiated and child-initiated learning activities and related equity.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Arranging classrooms with clearly defined, well-equipped centers and ensuring environments (if proposing three-year-olds) different from that planned or appropriate for four-year-olds.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.

<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>PARTICIPATION IN PROFESSIONAL DEVELOPMENT</b>	<b>Realizing full (100%) participation in professional development.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Including Directors and Curriculum Support Staff in professional development (plan for this) in 2023-2024.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Providing professional development and training outside the scope of this program.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Recruiting and retaining personnel from diverse backgrounds.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.



<b>FAMILY ENGAGEMENT</b>	<b>Providing parents with programmatic information – what is shared, how and when, including new District website.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Refining opportunities for active engagement of parents/guardians and ensuring access (language, as appropriate) and user-friendly formats.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Supporting the WCSD goal of 100% participation in parent/teacher conferences.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.
	<b>Providing, directly or through referral, support services to children and families.</b>	Not addressed at all in program narrative.	Provides general description of current practices.	Provides specific description of current practices but no plans for improvement.	Specific description of current practices and plans for improvement given.

<b>BUDGET OF PROPOSED EXPENDITURES AND NECESSARY GUARANTEES</b>	<b>Budget reflects cost of program operation and no others.</b>	Serious deficiencies noted.	Some deficiencies noted.	Budget mostly reflects cost of program operation.	Budget reflects cost of program operation and no others.
	<b>Use of funds is reasonable and aligned with market rates (space/support staff/other) and proportional with the numbers of students served.</b>	Serious deficiencies noted.	Some deficiencies noted.	Most funds requested are reasonable and aligned with market rates and proposal with numbers of students served.	All funds requested are reasonable and aligned with market rates and proportional with numbers of students served.
	<b>Agency has considered the environmental quality, the quality of teacher-student interactions, and child outcomes when developing the budget.</b>	Serious deficiencies noted.	Some deficiencies noted.	Budget mostly reflects need to support environmental quality, quality of teacher-student interactions, and child outcomes.	Budget clearly reflects need to support environment quality, quality of teacher-student interactions, and child outcomes.
	<b>Indirect cost rate used, or description of indirect charges provided but NOT both.</b>	Serious deficiencies noted in the way indirect costs are captured or both indirect cost rate and additional indirect charges noted.		Indirect costs mostly justified.	Indirect costs sufficiently justified.
	<b>OCFS Violations</b>	Not provided.	Severe violation OR 10 or more outstanding citations	No severe violations; between 8 and 10 outstanding citations	No severe violations; fewer than 5 outstanding citations
	<b>Certificate of Insurance &amp; Liability</b>	Not provided.			Provided.
	<b>Transition to Kindergarten Support Statement</b>	Not provided.	Provided.		
	<b>Collaboration and Intent to Support Code of Conduct Development</b>	Not provided.	Provided.		
	<b>Intent to Support Assessment Protocols</b>	Not provided.	Provided.		
	<b>Inactive Student Inactivation Forms</b>	Not provided.	Provided.		

## **Appendix 1.0**

Please note that the following pacing calendars are provided as examples only, and reflect the 2023-2024 schedule. The District will provide the 2024-2025 pacing calendars to all applicants once the dates have been confirmed.

Updated September 29, 2023

Study 1 - Beginning of the Year

Study 2 -Trees and Water

Study 3 - Clothes

Study 4 - Pets

Study 5-Buildings

Study 6 - Recycle

Study 7- Paints and Water

Study 8 -Balls

VACATION DAY

STAFF DEVELOPMENT DAY HALF DAY

STAFF DEVELOPMENT DAY - FULL DAY

Parent Teacher Conferences 1/2 days

**Ages and Stages (ASQ) should**  
be completed within the  
**first 45 days. (November 20, 2023)**  
(please have the available)

**Parent Teacher Conferences**

December 7 and 8, 2023

## CITY SCHOOL DISTRICT OF WATERTOWN 2023-2024 Prekindergarten Pacing (Guideline) Calendar ( 3 year old)

SEPTEMBER 2023 (17 DAYS)				
M	TU	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER 2023 (15 DAYS)				
M	TU	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER 2023 (18 DAYS)				
M	TU	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER 2023 (13 DAYS)				
M	TU	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY 2024 (20 DAYS)				
M	TU	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY 2024 (16 DAYS)				
M	TU	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

MARCH 2024 (20 DAYS)				
M	TU	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL 2024 (17 DAYS)				
M	TU	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY 2024 (21 DAYS)				
M	TU	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE 2024 (18 Days)				
M	TU	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

### Teaching Strategies Gold Checkpoints

Term	Attendance Dates	Checkpoint Date
1st	September 7, 2023 - October 19, 2023	10/27/2023
2nd	October 20, 2023 - Feb. 16, 2024	2/2/2024
3rd	February 17, 2023 - May 2, 2024	5/3/2023
24-Jun-23		Teaching Strategies Gold Final Report Due

**Dates are subject to change based on children's interests!**

# **CITY SCHOOL DISTRICT OF WATERTOWN** **2023-2024 Prekindergarten Pacing Calendar ( 4 year old)**

Updated September 29, 2023

Unit of Study
Study 1 - Beginning of the Year
Study 2 - Signs
Study 3 - Water and Sand
Study 4 - Animals Around Us
Study 5- Tubes and Tunnels
Study 5- Simple Machines
Study 6 - Plants
Study 7 -Insects

<b>STAFF DEVELOPMENT DAY</b>	<b>HALF DAY</b>
<b>STAFF DEVELOPMENT FULL DAY - FULL DAY</b>	
Parent Teacher Conferences 1/2 days	
<b>Holiday</b>	

**Ages and Stages (ASQ)** should be completed within the first 45 days. (November 20, 2023)  
 (please have the available)

**Parent Teacher Conferences**  
 December 7 and 8

SEPTEMBER 2023 (17 DAYS)				
M	TU	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER 2023 (13 DAYS)				
M	TU	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MARCH 2024 (20 DAYS)				
M	TU	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE 2024 (18 Days)				
M	TU	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
27	28	29	30	

OCTOBER 2023 (15 DAYS)				
M	TU	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2024 (20 DAYS)				
M	TU	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 2024 (17 DAYS)				
M	TU	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

NOVEMBER 2023 (18 DAYS)				
M	TU	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

FEBRUARY 2024 (16 DAYS)				
M	TU	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

MAY 2024 (21 DAYS)				
M	TU	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Teaching Strategies Gold Checkpoints		
Term	Attendance Dates	Checkpoint Date
1st	September 7, 2023 - October 19, 2023	10/27/2023
2nd	October 20, 2023 - Feb. 1, 2024	2/2/2024
3rd	February 2, 2023 - May 2, 2024	5/3/2023
27-Jun-24		Teaching Strategies Gold Final Report Due

**Dates are subject to change based on children's interests!**

**PROPOSED BUDGET FOR A  
FEDERAL OR STATE PROJECT  
FS-10 (03/15)**

## Local Agency Information

Funding Source: \_\_\_\_\_

Report Prepared By:	
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Agency Name:	
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Mailing Address:	
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Street

City

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State

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Zip Code

Telephone #: \_\_\_\_\_ County: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Project Operation Dates:      /        /                  /        /

Start    End

**SALARIES FOR PROFESSIONAL STAFF: Code 15**

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Subtotal - Code 15			

**SALARIES FOR SUPPORT STAFF: Code 16**

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Subtotal - Code 16			

**PURCHASED SERVICES: Code 40**

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Subtotal - Code 40			

**SUPPLIES AND MATERIALS: Code 45**

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal - Code 45			



**TRAVEL EXPENSES: Code 46**

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Subtotal - Code 46			

## **EMPLOYEE BENEFITS: Code 80**

Rates used for project personnel must be the same as those used for other agency personnel.

Benefit		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
	Other	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other (Identify)		
Subtotal – Code 80		

**INDIRECT COST: Code 90**

- A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

\$

(A)

- ### B. Approved Restricted Indirect Cost Rate

%

(B)

- C. (A) x (B) = Total Indirect Cost

Subtotal – Code 90

\$

(C)

### **PURCHASED SERVICES WITH BOCES: Code 49**

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			

### **MINOR REMODELING: Code 30**

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		

**EQUIPMENT: Code 20**

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal – Code 20			

## BUDGET SUMMARY

**FS-10 Page 8**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		

## CHIEF ADMINISTRATOR'S CERTIFICATION

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**Name and Title of Chief Administrative Officer**

**Agency  
Code:**

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**Project #:**  
(If pre-assigned)

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**Contract #:**

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**Federal Employer ID #:**  
(New non-municipal agencies only)

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**Agency Name:**

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
From To

Program \_\_\_\_\_  
Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**Fiscal Year**

**Amount Budgeted**

### First Payment


**Voucher #**

### First Payment

**Finance:**

11/11/2019

Log

\_\_\_\_\_

**Approved**

MIR