



## Office of Early Learning

# SCHOOL DISTRICT RFP GUIDANCE

Education Law 3602-e(5)(e) requires school districts to set aside, at a minimum, 10% of their allocation to collaborate with eligible agencies to assist in running a UPK program. This guidance document is intended to help school districts develop a process that ensures fair and open competition when seeking eligible agencies to collaborate with for prekindergarten programming. Using a Request for Proposal (RFP), the district should detail every aspect of the requirements of a proposed prekindergarten program. Districts can refer to [8 CRR-NY 151-1.6](#) for a detailed description of the Regulations of the Commissioner regarding the competitive process requirements.

Before beginning the RFP process, the district should identify approved licensed and/or registered prekindergarten providers using a variety of community asset mapping methods, strategies, and resources, including, but not limited to the New York State Office of Children and Families' ([OCFS](#)) [Find Child Care search tool](#), and the New York State Council on Children and Families' (CCF) [Kids' Indicator Well-being Clearinghouse \(KWIC\)](#) [Interactive Map Builder](#).

The district should ensure all eligible agencies within the school district community are made aware of the annual RFP announcement for collaborative prekindergarten programming and that communication regarding the RFP is transparent and transmitted multimodally.

Districts are encouraged to consult with their business officials and counsel in the creation of their RFP in accordance with General Municipal Law. Districts should ensure it is aligned with the specific needs or unique characteristics of the individual community. For more information, see the Office of Early Learning's [Collaboration with Community Based Organizations: Best Practices and the Request for Proposal \(RFP\) Process](#). The following is a sample of how an RFP may be structured.

## Section 1: RFP Cover Page

### **Districts should include:**

- District location
- Name and title of district contact person
- Submission deadline and instructions
- RFP timeline, rubric and criteria for scoring

## Section 2: RFP Overview

### **Districts should inform eligible agencies of the following:**

- How the Community Based Organization (CBO) will be evaluated.
- Before being awarded, at least one site visit will occur.
- The competitive process and awards shall be made public at a regular meeting of the board of education.
- The number of prekindergarten seats available for collaboration.
- Student age to be served (three-year-olds, and/or four-year-olds).
- Desired program type (half-day or full day).
- The per pupil reimbursement rate.
- District goals and expectations for prekindergarten.

## Section 3: Required Services

### **Districts should request the CBO to provide information regarding their ability to:**

- Operate for at least 2.5 hours/day for half-day programming or 5 hours/day for full-day programming, 5 days/week, for 180 days/year.
- Ensure programming adheres to all district policies and procedures.
- Deliver developmentally appropriate curriculum and instruction aligned to the NYS Prekindergarten Learning Standards.
- Provide specially designed instruction/services to support students with disabilities.
- Implement instructional strategies to support advancement of Emergent Multilingual Learners.

### **Districts should inform eligible agencies:**

- CBOs will be expected to comply with all required state, local, and district safety and security regulations, provide data and other information to the district as requested, and facilitate district oversight of the program.

## Section 4: Description of Services to be Provided by the CBO

### Districts should request the CBO provide a detailed narrative to address the following:

- Capacity to provide needed services effectively and efficiently. Include the maximum number of students to whom the CBO could potentially deliver prekindergarten instruction.
- Current program design and experience in providing developmentally appropriate programs.
- Capacity and experience in serving children with disabilities.
- Capacity and experience in serving Emergent Multilingual Learners and their families.
- Children's progress as demonstrated by assessments.
- Demonstrated effectiveness of the eligible CBO's program; and
- Accessibility of the program to families.

## Section 5: Staffing Qualifications, Patterns, Performance, and Professional Learning

### Districts should request the CBO provide a detailed narrative to address the following:

- The credentials of the teachers that will be delivering UPK program instruction;
  - **Note: If uncertified**, teachers must meet the minimum qualifications of their licensing agency. Explain the procedure that will be in place for supervising uncertified teachers. **Additionally**, uncertified teachers must be supervised by an **On-Site** director **who is certified** in early childhood education. If the On-Site director is not properly certified, the CBO must be willing to submit a 5-year written plan to obtain certification.
- Stability of staff, turnover rate, and ability to fill vacancies promptly.
- The valid and reliable instruments used to measure and assess the student-teacher interactions and the quality of the learning environment.
- The on-going professional learning opportunities for the agency's UPK staff that are or will be provided based on the instructional needs of the students.
- How the CBO will meet the child-staff ratio as outlined below.

# Child-Staff Ratios

Prekindergarten Provider Type	Maximum Class Size (Four-year-old Students)	Minimum Staffing Levels
Family Day Care	6	Refer to <a href="#">OCFS Child Care Regulations and Policies</a> for minimum staffing levels*
Group Family Day Care	12	Refer to <a href="#">OCFS Child Care Regulations and Policies</a> for minimum staffing levels*
Community Based Organization	18	1 Teacher and 1 Paraprofessional
	19-20	1 Teacher and 2 Paraprofessionals

## Section 6: Oversight and Fiscal Management

### Districts should request the CBO provide a detailed narrative to address the following:

- A spreadsheet detailing all program costs including professional salaries, support staff salaries, purchased services, supplies and materials, travel expenses, employee benefits, indirect costs, and equipment.
- Fiscal solvency of the agency and ability to continue future operation.
- Record management and documentation procedures followed by the CBO.
- Administrative structure of the CBO; and
- Documentation that all applicable health and safety codes and licensure or registration requirements are met.

*Please Note: Section 151-1.2(a) of the Regulations of the Commissioner of Education provides that "Pursuant to section 3202 of the Education Law, no parent and/or guardian of a child participating in a universal prekindergarten program should be subjected to a fee/charge for the instructional program."*

## Section 7: Child Eligibility, Screening, Progress Monitoring, and Outcomes

**Districts should request the CBO provide a detailed narrative to address the following:**

- Procedures for verifying each student's age and school district residency.
- Current practices for screening all new students
- Assessment process for monitoring student progress and sharing with families.
- How assessment information is used to inform classroom instruction, address the needs of individual children, and inform program practice.

## Section 8: Nutrition, Health, and Well-Being

**Districts should request the CBO provide a detailed narrative to address the following:**

- Policy on the provision of appropriate and sufficient meals and snacks; and
- Information regarding how the CBO promotes physical activity.

## Section 9: Learning Environment, Curriculum, and Instruction

**Districts should request the CBO provide a detailed narrative to address the following:**

- How the daily schedule allows for a balance of intentionally planned active and quiet play; indoor and outdoor gross motor activities; and individual and small group activities. Approximately one-third of the daily schedule should be designated for children to engage in self-initiated activities.
- How instructional materials and equipment are or will be arranged in learning centers that promote a balance of individual and small group activities; and
- How the curriculum will ensure transition/continuity with the district's Prekindergarten to Grade 3 curriculum.

## Section 10: Family Engagement and Support

### Districts should request the CBO provide a detailed narrative to address the following:

- How support services to children and families, such as social, nutritional, and health related services, necessary to support the child's participation in the prekindergarten program, are provided and coordinated; and
- How family involvement in the prekindergarten program is encouraged.
- The RFP is a requirement; however, districts can decide how to organize and structure the RFP and competitive process. The elements outlined here are important, but districts should develop their RFP as they need to under local guidance and advisement. Refer to 8 CRR-NY 151-1.6 for a detailed description of the Regulations of the Commissioner regarding the competitive process requirements.



518-474-5807



[OEL@nysed.gov](mailto:OEL@nysed.gov)



[nysed.gov/earlylearning](https://nysed.gov/earlylearning)



89 Washington Ave  
Albany, NY 12234



Office of  
Early  
Learning

