

**Hornell City
School District**

**UNIVERSAL
PREKINDERGARTEN
PROGRAM**

REQUEST FOR PROPOSALS

Due: April 3, 2026

**120 Raider Road
Hornell, NY 14843
(607) 324-1302**

Section I: Introduction

Hornell City School District (the District) invites proposals from qualified agencies (the Agency) to provide UPK instructional services at their site for a specified number (to be determined) of Hornell CSD eligible students.

- Agencies shall be evaluated on the basis of experience and qualifications as set forth in Section II.
- The District reserves the right to consider the qualifications and experience of application agencies in reviewing the proposals and to reject any and all proposals at its discretion.

Required Services

The Agency will work in collaboration with and under the oversight of the District to provide prekindergarten instructional services and programming for a minimum of 5 hours/day, 5 days/week, for 180 days/year. The Agency will

- ensure programming adheres to all District policies and procedures;
- deliver curriculum and instruction aligned to the NYS Early Learning Guidelines and the District's curriculum;
- implement valid and reliable screening, progress monitoring, and assessment instruments as approved by the District;
- provide specially designed instruction/services to support students with special needs; and
- implement instructional strategies to support advancement of Emergent Multilingual Learners.

The Agency 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.

Supplement Not Supplant

UPK funding is governed by a Supplement not Supplant requirement. UPK grant funds cannot replace current sources of Agency funding (e.g., Head Start funding) or support agency mandated activities. UPK funds must be used to expand services and supplement existing programming.

Timeline

- All questions should be sent via email to Kyle Lambert at klambert@gstboces.org by Tuesday, March 17, 2026 at **3:00PM**.
- Completed RFPs should be emailed to Kyle Lambert at klambert@gstboces.org by Friday, April 3, 2026. at **3:00PM**.
- District officials will contact the Agency after all RFPs have been received and reviewed.

Evaluation Criteria

- **Rating of responses:** A rubric with a rating scale of 0 to 3 will be used to determine to what extent the responses indicated by the applicant meets the District's standards and/or expectations. The areas rated on the application include the following: (1) Program Quality; (2) Staffing Qualifications, Patterns, Performance, and Professional Learning; (3) Child Eligibility, Screening, Progress Monitoring, and Outcomes; (4) Nutrition, Health and Well-Being; (5) Learning Environment, Curriculum and Instruction; (6) Family Engagement and Support; (7) Oversight and Fiscal Management; and (8) Collaboration.
- Rubric points will be awarded for each section and totaled. Applicants must receive a minimum of 70 points out of 99 in order to advance in the selection process. See attached Rubric for details.

Section II: RFP Overview

The Hornell City School District is seeking collaborative partners for their Universal Prekindergarten program, as outlined in the chart below:

	3-Year-Old Program	4-Year-Old Program
Seeking Collaboration – Yes/No	Yes	Yes
Program Length	Full Day	Full Day
Number of Seats Available for Collaboration	4 seats	4 seats
Per Pupil Reimbursement Rate	\$11,145	\$9,064

The primary purpose of the District’s UPK program is to provide children access to high-quality programs that prepare them for future school success through the development of strong foundational skills in early learning and social/emotional development. The goal is to encourage and support student learning utilizing a student-centered approach based on strong instructional content that is tied directly to the New York State Common Early Learning Standards.

Evaluation Process

- **Rating of responses:** Submitted RFPs will be reviewed by the district’s UPK committee. The committee will score each submission utilizing the rubric and determine a final score. Applicants receiving a score of at least 70 out of 99 will continue to the next phase.
- **Past and present performance:** The district will assess each prospective applicant’s past history of collaboration to evaluate the credibility of the proposed partnership and the agency’s capacity for meeting and sustaining the requirements of the scope of services.
- **Site visit:** The District UPK liaison will conduct at least one site visit to the applicant. The site will be evaluated using criteria listed on the UPK Quality Assurance Protocol.
<https://www.p12.nysed.gov/funding/2023-24-statewide-universal-full-day-prek-expansion-grant/appendix-c-2023-2024-qap-guidance-document.pdf>
- **Additional review:** As part of the evaluation process, agencies may be asked to make oral presentations to the Board and/or provide additional clarifying information and documentation of insurance, references, fire inspection reports, proof of building ADA accessibility, teaching licenses, and other certification/policies as requested.
- **Final determination:** Successful collaborative partners will be announced at a meeting of the Board of Education.

Terms of Contract

The contract shall be in effect for the period of one year from **July 1, 2026, to June 30, 2027**.

Interested agencies must complete Sections III through XII.

Section III: Required Services	
Organization's Name:	
Address:	
Telephone:	Fax:
E-mail Address:	
Contact Person & Title:	
Type of Organization: ☐ Public Institution ☐ Private Non-Profit ☐ Private Profit <i>Please attach proof of organizational status (e.g. 501(c)(3) IRS letter)</i>	
Statement of the Organization's Mission:	
Chief Executive Officer:	
Signature of Chief Executive Officer:	
Date of Application Submission:	

Please check the boxes to indicate your agreement with the following terms:

- ☐ The CBO agrees to operate at least 2.5 hours/day for half-day programming or 5 hours/day for full-day programming, for 180 days/year.
- ☐ The CBO agrees to adhere to all district policies and procedures
- ☐ The CBO agrees to deliver developmentally appropriate curriculum and instruction aligned to the NYS Prekindergarten Learning Standards.
- ☐ The CBO agrees to provide specially designed instruction/services to support students with disabilities.
- ☐ The CBO agrees to implement instructional strategies to support advancement of Emergent Multilingual Learners.
- ☐ The CBO will 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 IV: Program Quality

- Indicate the maximum number of students to whom the CBO could potentially deliver prekindergarten instruction.
- **Describe** the Agency's history of providing innovative, creative, developmentally appropriate, culturally responsive prekindergarten program aligned to NYS Early Learning Standards. Include information that demonstrates the Agency's **experience, capacity, and effectiveness** in the following areas:
 - Providing **developmentally appropriate** programs.
 - Serving **children with disabilities**.
 - Serving **Emergent Multilingual Learners and their families**.
- **Provide evidence to support the effectiveness** of the eligible Agency's program. Include children's progress on **assessments**.
- Describe how the program is **accessible** to families.

Section V: Staffing Qualifications, Patterns, Performance, and Professional Learning

Teaching Staff Qualifications/Performance

- PreK teachers must meet one of the following criteria: NYS Early Childhood Teacher (birth to grade 2) certification, NYS Students with Disabilities (birth to grade 2) certification, or Bachelor of Arts in Early Childhood Education or related field and a 5-year plan to become certified.
 - *Teachers without the indicated credentials must meet the qualifications of their licensing agency and must also be supervised by an on-site education director who has NYS certification or who has, at minimum, a B.A. in Early Childhood Education and a 5-year plan for certification (submitted annually to the district).*

List the credentials of the teachers that will be delivering the PreK program, and explain the procedure that will be in place for supervising uncertified teachers.

- **Discuss** the Agency's stability of staff, rate of turnover, and ability to fill vacancies in a timely manner.
- **Explain** the Agency's policy that is in place for recruiting and retaining a prekindergarten workforce that considers the diversity and needs of the district's students and families.

Teacher Performance and Evaluation

- **Identify** the valid and reliable instrument that is used to measure and assess the student-teacher interactions. *(If chosen to be a collaborative partner, this instrument will be required to be aligned to or the same as that used by the district.)*
- **Describe** the current methods of evaluating instructional methods and quality of program implementation (who is responsible, number of classroom observations per year, instrument used, coaching/support provided as follow up, how evaluation data is used)
- **Explain** how observations/site visits from district staff will be accommodated.

Maximum Class Sizes and Minimum Staffing Levels

The maximum size for a prekindergarten class and the required staff to student ratio varies according to the type of provider.

Prekindergarten Provider Type	Maximum Class Size	Minimum Staffing Levels
Family Day Care	6	Refer to OCFS Child Care Regulations and Policies for minimum staffing levels*
Group Family Day Care	12	Refer to OCFS Child Care Regulations and Policies for minimum staffing levels*
Community Based Organization	18	1 Teacher and 1 Paraprofessional
	19-20	1 Teacher and 2 Paraprofessionals

- **Explain** the average number of students that the Provider typically serves.
- **Identify** the classroom configuration. (For example, are there different age groups in the same classroom? What is the current staffing ratio?)
- **If applicable - explain** how the 3-year old curriculum is different from the 4-year old curriculum

Professional Learning

- **Describe** 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.
- **Explain** how professional learning includes approaches that are grounded in research and the application of practice in real situations emphasizing a strengths-based approach.
- **Identify** who will participate in professional learning experiences provided by the district.

Section VI: Oversight and Fiscal Management

- **Explain** the Agency's records management and documentation procedures.
- **Explain** the Agency's fiscal system and procedures that are in place to track the use of UPK funds and generate fiscal reports for review by the district.
- **Demonstrate** the Agency's fiscal solvency by explaining the ability to continue future operations. Also, in **Section XII** complete the proposed expenditure section of the budget.
- **Include** documentation of the Provider's organizational chart, program licensure requirements, annual report, and recent health and safety inspection.

Section VII: Child Eligibility, Screening, Progress Monitoring, and Outcomes

Student Eligibility

- **Describe** the Agency's procedures for verifying each student's age and school district residency.

Child Screening & Assessment

- **Explain** the Agency's current practices for screening entering students to determine those that may need additional diagnostic assessments and to identify the needs of diverse learners, including those students with disabilities, those that may be gifted, and those that are language diverse.
- **Explain** the Agency's assessment process for establishing a developmental baseline and monitoring student progress. **Describe** the plans for sharing students' progress with the District.
- **Identify** the valid and reliable developmental screening tool that is used. *(If chosen to be a collaborative partner, this instrument will be required to be aligned to or the same as that used by the district.)*
- **Identify** the valid and reliable child development assessment tool that is used to track the developmental progress of each child two to three times yearly. *(If chosen to be a collaborative partner, this instrument will be required to be aligned to or the same as that used by the district.)*
- **Explain** how assessment information is used to inform classroom instruction, address the needs of individual children, and inform program practice.

Section VIII: Nutrition, Health and, Well-Being

- **Identify** how the Agency provides students with appropriate and sufficient meals and snacks.
- **Describe** opportunities that students have during the day to engage in developmentally appropriate activities, both indoors and outdoors, that are moderately to vigorously physically active and include both structured and unstructured activities.

Section IX: Learning Environment, Curriculum, and Instruction

Learning Environment

- **Describe** the location of the classrooms where PreK programming is or would be provided.
- **Explain** 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.)
- **Describe** how instructional materials and equipment are or will be arranged in clearly-defined learning centers that promote a balance of individual and small group activities and reflect diverse cultures and abilities. Learning centers include but are not limited to blocks and construction, creative arts, dramatic play, literacy, mathematics and manipulatives, media/technology, music/movement, sensory, and science and nature.
- **Identify** the valid and reliable instrument that is used to measure the program's environmental quality. *(If chosen to be a collaborative partner, this instrument will be required to be aligned to the classroom environment tool used by the district.)*

Curriculum Planning & Implementation

- **Identify** the written curriculum or framework currently implemented and how it is evidenced-based, developmentally appropriate, aligned with the NYS Prekindergarten Early Learning Standards, and incorporates the key domains of child development.
- **Explain** how the curriculum emphasizes language, emergent literacy, early mathematics skills, social and emotional development, physical abilities, and structured and unstructured play.
- **Identify** the evidence-based literacy and reading instruction practices used by the Agency that develop background knowledge, phonological awareness, receptive and expressive language, vocabulary development, and phonemic awareness.
- **Explain** how the curriculum will ensure transition/continuity with the district's Prekindergarten to Grade 3 curriculum.

Section X: Family Engagement and Support

- **Describe** 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.
- **Discuss** the methods by which parent/guardian utilization of the program and accessibility to services are facilitated for maximum ease.
- **Give examples** of opportunities for parents/families to engage with the UPK program
- **Identify** other agencies with whom you partner or collaborate to provide full support to children and their families.
- **Explain** how the Agency will collaborate with the District to administer an annual survey for parents and families.

Section XI: Collaboration

- **Explain** the reasons that your agency wishes to collaborate with the District for the provision of PreK services and programming.
- **Explain** your agency's capacity for long-term collaboration (beyond the 2026-2027 school year) with the District.
- **Describe** how long-term collaboration with the District for the provision of PreK services relates to your agency's strategic plan.
- **Explain** how your agency will sustain delivery of high-quality PreK programming throughout the year in the event of low enrollment, staffing changes, and/or fiscal challenges.

Section XII: Proposed Budget for 4-year-old Program (if applicable)

Per UPK regulations, the district is required to set aside a portion of UPK grant funds for the provision of the instructional program through collaborative efforts with eligible agencies who meet the requirements of Subpart 151-1.1 as well as the UPK quality standards.

Please use the chart below to list the expenditures associated with your proposed UPK program (column 1); funding from your organization that will support the expenditures associated with your proposed UPK program (column 2); and the amount of UPK funding that will be used to enhance and supplement what you are currently able to provide.

Generally, ten percent of the UPK allocation funds would be expected to serve approximately ten percent of the students. As an estimate for this budgeting exercise, use \$36,256 (10% of the total allocation) as the UPK funding amount. Please note, this is an estimate only using our minimum 10% set-aside per the UPK grant requirement. Actual total allotment payable to the selected CBO will be discussed prior to selection.

Item Description	CBO Funding	Potential UPK Funding
Professional Salaries		
Support Salaries		
Purchased Services		
Supplies and Materials		
Travel Expenses		
Employee Benefits		
Indirect Costs		
Equipment		
TOTAL		\$36,256

Section XII: Proposed Budget for 3-year-old Program (if applicable)

Per UPK regulations, the district is required to set aside a portion of UPK grant funds for the provision of the instructional program through collaborative efforts with eligible agencies who meet the requirements of Subpart 151-1.1 as well as the UPK quality standards.

Please use the chart below to list the expenditures associated with your proposed UPK program (column 1); funding from your organization that will support the expenditures associated with your proposed UPK program (column 2); and the amount of UPK funding that will be used to enhance and supplement what you are currently able to provide.

Generally, ten percent of the UPK allocation funds would be expected to serve approximately ten percent of the students. As an estimate for this budgeting exercise, use \$44,581 (10% of the total allocation) as the UPK funding amount. Please note, this is an estimate only using our minimum 10% set-aside per the UPK grant requirement. Actual total allotment payable to the selected CBO will be discussed prior to selection.

Item Description	CBO Funding	Potential UPK Funding
Professional Salaries		
Support Salaries		
Purchased Services		
Supplies and Materials		
Travel Expenses		
Employee Benefits		
Indirect Costs		
Equipment		
TOTAL		\$44,581