Request for Proposals

Rhode Island Pre-Kindergarten Programs
2020-2021

RFP Cover Page

Rhode Island Pre-K Program 2020-2021

Contact Information

Program Name: _____

City/Town: _____

Primary contact: _____

Title: _____

Phone: _____

Email: _____

Proposal Information

Number of proposed Pre-K classrooms: _____

Total # of Pre-K students: _____

BrightStars rating: _____

Percentage of CCAP served: _____

Curriculum Used: _____

Total Budget Request: _____

Photo Documentation

Please include photos of the site in which you are applying for a RI Pre-K, include the front and back of the outside of the building, the office, hall, intended classroom site, bathrooms and playground.

I certify that I have read the application in its entirety and certify that all parties are committed to the successful completion of this work within the allotted timeframe.

Signature: _____

Date: _____

Proposal Checklist

Complete all sections thoroughly provide evidence and documentation to support all 5 sections of the proposal. Please note that any section that is not fully completed or not on the required RIDE template will result in a loss of points or no points awarded.

Pre-work

- ☐ Read through proposal and Pre-K expectations
- ☐ Review the CECE regulations
- ☐ Review Pre-K deliverables (Scope of Work)
- ☐ Complete CECE self-assessment
- ☐ Take photographs of the proposed site
- ☐ Contact LISC for a facility visit if needed
- ☐ Review State grant reimbursement procedures

Proposal Submission

- ☐ Completed cover page
- ☐ Completed Technical Proposal (Sections 1-5)
    - Section 1 – Experience and Capacity in High Quality ECE
    - Section 2 – Classroom Space and Education Program Structure
    - Section 3 – Staffing Qualifications
    - Section 4 – Continuous Quality Improvement System
    - Section 5 – Budget Proposal and Narrative
- ☐ Current operating budget
- ☐ Completed RIDE Budget Forms (Must use attached RIDE forms)
- ☐ Complete W-9
- ☐ Attachments
    - Staff resumes
    - Teaching certifications
    - Job descriptions
    - CECE self-assessment
    - Site photographs
    - Curriculum and assessment information
    - Quality Indicators
    - DHS Child Care License

The Rhode Island Department of Education (RIDE), in collaboration with the RI Department of Human Services (DHS), the RI Department of Health (DOH) and the Executive Office of Health and Human Services (EOHHS) is requesting proposals from qualified vendors to expand the RI Pre-K Program, in accordance with the terms of this solicitation.

Introduction

This notification is to announce the potential availability of funds and request proposals for the continuation and expansion of RI Pre-K, with the goal of building and sustaining a diverse delivery system of high-quality, state and federally funded Pre-K programs across the state.

Rhode Island is committed to ensuring that all children begin school ready to learn and succeed in their educational journey, as life-long learners, and productive citizens. Research shows that attending high quality early childhood education programs helps children develop important skills and knowledge that prepares them to succeed in school and life.

Staying true to the Governor's goal for RI Pre-K expansion, RI intends to provide access to an additional 750 high quality RI Pre-K seats in FY21, bringing the total RI Pre-K seats to 2,170 statewide.

The key strategies to achieving the Governor's goal for RI Pre-K are to strengthen and enhance our state's comprehensive Birth-5 early childhood system, preserve the mixed delivery model for the expansion, while maintaining the high quality currently achieved in our RI Pre-K model.

****The award of grant funds is contingent upon the inclusion of the anticipated RI Pre-K Program dollars in the FY 2021 State budget.** Awards may not be finalized until the passage of the FY 2021 budget. The number of awards is contingent upon the inclusion of new funds within the final FY2021 budget.

All actions taken and costs incurred by potential applicants in meeting the conditions of the grant, prior to the passage of the budget and state approval are incurred solely by the applicant.

Eligible Applicants

RI Pre-K funding will be offered to programs in a variety of settings in recognition of our diverse early childhood delivery system. Eligible organizations include **licensed childcare programs, Head Start organizations, public schools, and non-public schools** that are able to operate an RI Pre-K classroom within the proposed guidelines and Pre-K policies. Applications will be accepted for RI Pre-K classrooms statewide, with prioritization of classrooms in **high need communities** serving children enrolled in the Child Care Assistance Program (CCAP).

RI Pre-K grantees are to be enrolled at a minimum of 18 children and shall not exceed 20 children per classroom. Programs proposing to enroll at the minimum of 18 children should clearly outline that plan within the proposal.

Funding decisions will be made based on the completion of all proposal sections and the quality of applications received across all communities. Programs proposed must be non-denominational.

RI Pre-K
Policy Guidance

RI Pre-K Policy Guidance

Participation in RI Pre-K includes many grantee obligations that support program quality and continuous improvement with the goal of improved child outcomes. Below is a summarized list of the RI Pre-K Policies. Selected grantees are provided a Pre-K Policies guidance document upon award of the grant, which will provide further policy details. Programs and districts considering applications for funding should be prepared to meet the following Pre-K Policy Requirements as of September 8, 2020.

Staff Requirements

Compensation

All RI Pre-K Teachers and Teacher Assistants are compensated with a competitive salary and benefits based on their credentials, experience, and past performance. Salaries and benefits should support pay parity with salaries received in comparable education positions, for example those given in public schools, and among K-12 educators.

Education Coordinator

Have identified, at the time of application, an individual that will serve as the Education Coordinator for the RI Pre-K classroom(s). This person must meet the qualifications for Education Coordinator as specified in Standard 4.1 in the RIDE Comprehensive Early Childhood Education Programs Standards for Approval and commit to working the entire 44-week Pre-K program year. Preference is given to applicants that identify an Education Coordinator that meets CECE Regulations prior to the start of school (RIELDS, Mentoring, Supervision and Leadership). One Education Coordinator may not oversee more than nine classrooms. When supervising nine RI Pre-K classrooms, the Education Coordinator may not serve any additional role within the school or organization. Grantees will be required to submit staff job descriptions to RIDE for approval.

Pre-K Education Coordinators provide teaching staff with regular and ongoing supportive supervision and feedback, promoting professional reflection, growth and guidance on instructional cycle and classroom practices on at least a bi-monthly basis. Pre-K Education Coordinators participate actively in monthly PD/TA and Community of Practice opportunities.

Teacher Qualifications

Staff each RI Pre-K classroom with a Teacher who meets the qualifications for early childhood teachers as specified in Standard 4.2 of the RIDE CECE Regulations. Pre-K Teachers in public schools must possess a Preschool-2nd grade certification. Grantees will be required to submit staff job descriptions to RIDE for approval. Pre-K Teachers are required to participate actively in monthly PD/TA and Community of Practice opportunities.

Teacher Assistant Qualifications

Staff each RI Pre-K class with a Teacher Assistant, who meets the qualifications for teacher assistants as specified in Standard 4.3 of the RIDE CECE Regulations. Grantees will be required to submit staff job descriptions to RIDE for approval. Pre-K Teacher Assistants are required to participate actively in ongoing PD/TA and Community of Practice opportunities.

Staff Attendance
Grantees are responsible for ensuring that RI Pre-K teaching staff are present, other than for illness or personal reasons (maternity or family leave) while the Pre-K school year is in session. Pre-K teachers are not expected to access vacation time, outside of the pre-determined calendar vacations, during the school year.

Staffing Changes
Grantees are responsible for notifying RIDE Pre-K Administrators of any educational staff (Education Coordinator, Teacher, and Teacher Assistant) changes, extended absences due to illness, resignations, or maternity leaves, when they occur during the Pre-K school year or while under grant. When staffing changes occur throughout the year grantees will provide a written plan, which addresses these changes and maintains required staffing expectations.

Data Tracking
The program and all Pre-K instructional staff will register and maintain their profiles in the ECEDS early childhood workforce registry to track staff qualifications, professional development plans and professional development hours.

Participation in PD/TA
The Administrator, Education Coordinator, Teacher and Teacher Assistant are required to participate in state approved professional development and technical assistance activities. This includes mandatory participation at a Pre-K orientation in August, and an End of the Year Education Coordinator Meeting in June. Staff are required to meet a minimum of one time per month with their assigned Technical Assistance Specialist on site. Pre-K Teacher Assistants, Teachers, and Education Coordinators are expected to participate in monthly Professional Development offerings, for a minimum of 20 hours of required attendance. Budgets should include adequate sub coverage in order to meet this requirement. Special educators supporting RI Pre-K classrooms will regularly participate in PD and Community of Practices. This will better support children with disabilities and the general education teacher in embedding instruction within the classroom.

RIELDS
All Pre-K staff must complete RIELDS professional development coursework appropriate to their role within the first granted school year. The number of hours depends on one's role. Preference will be given to applicants that propose staff who have completed RIELDS training, appropriate to their position, prior to the start of school. RIELDS

Recruitment, Lottery, Enrollment

Recruitment Plan
Grantees are responsible for developing a RIDE approved Pre- K recruitment plan and completing all activities related to recruitment. Recruitment efforts are to begin immediately following award notification. Grantees are to assist families with submitting applications to the RI Pre-K lottery.

Selected grantees will begin implementation of their RIDE approved recruitment plan, in partnership with RIDE, and will ensure that the outreach and recruitment focus on children of high need including; children of low and moderate income families, differently abled, multi-language learners and children within the welfare system and experiencing homelessness.

Recruitment efforts shall include: making applications available to all families, disseminating RI Pre-K lottery information to interested parties in their communities, sharing lottery information on their website, using the organization's social media pages, participating in local community events, communicating with interested families' in-person, or via phone or e-mail, entering application information into the online lottery system for families who are eligible and who completed paper applications, and providing families tours of the program during the recruitment and application period.

Lottery Expectations

Children are randomly selected for participation in the program using a RIDE supervised lottery system. The computerized RI Pre-K lottery is held prior to the start of the school year. On the day of the lottery selection the RIDE Pre-K Administrator will electronically share the list of children who were selected, as well as children placed on a waiting list. These lists are systematically ranked to determine eligibility and should be retained in the selected order.

Enrollment and Eligibility

The grantee will ensure that all required documentation of child eligibility is valid and accurate. All eligibility documents will be maintained at the program site and available for review during the monitoring process. This documentation must be kept at the program for five years, and then destroyed.

Pre-K grantees must work with RIDE to ensure that all RI Pre-K seats remain full at 20 children. When vacancies arise, grantees must notify RIDE, select the next eligible child on the waitlist, or continue recruitment efforts until the seat is full.

Orientation Session

Grantees are required to host an Orientation Session for families prior to the start of the program school year. Grantees must provide RIDE with documentation of the event, including date, attendance and event content.

Curriculum and Assessment

High-Quality ECE Curriculum

To promote learning across all domains of the RI Early Learning and Development Standards all RI Pre-K programs will implement a high quality early childhood education curriculum from a RIDE endorsed list of ECE curriculums.

Curriculums will be used with, fidelity to ensure a variety of rigorous learning experiences are provided that are responsive to a child's developmental and individual needs. The curriculum is planned and refined using authentic assessment data that enables an understanding of individual student learning.

All approved curriculums build on students' interests, explore topics that are relevant to the school community, embraces student's home culture, meets the needs of linguistically diverse learners, and are designed to support individualized instruction for children with a disability.

Currently, this list includes:

- Creative Curriculum for Preschoolers 5th and 6th editions
- High Scope for Preschoolers
- Boston Public Schools with additional Math supplements

RIDE will continue to review current trends in ECE curriculums and amend the endorsed curriculum list as needed. Programs interested in using a locally developed curriculum in lieu of a RIDE endorsed curriculum should contact RIDE to discuss an alternative curriculum approval process.

Social and Emotional Learning

All instruction within RI Pre-K programs should be supportive of children's social and emotional needs. The classroom climate should be safe, respectful, welcoming, and promote positive peer relationships and self-confidence. All Pre-K classroom staff are expected to consistently model expected learning and behavioral skills for students, promoting classroom management practices that are positive and supportive, helping children develop and manage appropriate behavior and social skills. Pre-K classrooms will provide additional or supplemental supports for children requiring targeted social and emotional strategies as needed.

Presently, RI Pre-K programs are using Conscious Discipline (CD) to support social and emotional learning within the classrooms. Education Coordinators, classroom teaching staff, supplemental and support staff are all receiving professional development and technical assistance as they work to design the classrooms and embed CD techniques and supports into teaching practices.

Formative Assessment Practices

Authentic assessment relies on teachers' observations of children's behavior during everyday activities and collections of student work to provide evidence about children's knowledge and abilities, to continuously monitor and support children's learning across all domains of development.

Pre-K grantees are required to use Teaching Strategies Gold, which is paid for and supported by RIDE. Grantees will be required to conduct on-going progress monitoring and an analysis of student work and observations continuously throughout the year. TSG checkpoints are identified three times a year during fall, winter and spring dates when assessment data is formally reviewed by RIDE and shared with families during conferences.

All programs must have an assessment plan, which outlines how assessment is supported and utilized within the classrooms, when teachers have time for reviewing, entering and reflecting on assessment data, how the data supports and informs the instructional cycle and teaching practices. TSG requires ongoing documentation and review from teachers and Education Coordinators, which speaks to their analysis and use of data in curriculum planning.

Teaching staff use information from the authentic assessment system to differentiate instruction for each child, including linguistically diverse learners, to monitor progress toward mastery of IEP goals for children with a disability and to help families understand and support all children's learning.

CECE Approval

CECE Approval Process

The program or school that houses the RI Pre-K classroom(s) must apply for and achieve Comprehensive Early Childhood Education (CECE) program approval for each RI Pre-K classroom(s) within the first fiscal year of the grant. The RIDE CECE Standards represent the highest bar in the quality continuum for RI preschool and kindergarten programs. CECE Program Standards articulate the state's highest expectations for physical facilities, health, safety, nutrition, enrollment, staffing, staff qualifications, professional development, program administration, curriculum, child assessment and family engagement, the instructional cycle and weekly lesson planning. The CECE Standards may be accessed here: RIDE CECE Regulations

All applicants must assure and submit evidence that they completed the CECE RIDE Comprehensive Early Childhood Education Standards Self-Assessment and that they have the intent and capacity to meet all CECE standards within the first year. The CECE Self-Assessment may be accessed here: CECE Program Self-Assessment

Program Facilities and Classroom Space

Programs must identify and maintain program facilities and classrooms space that meet CECE requirements. Proposed classrooms must not displace children across any age level.

Programs must review the CECE Facilities Visit Classroom Checklist and CECE Facilities Visit Program Checklist and provide an assurance that they have identified site, classroom and outdoor space that presently meets core facilities-related standards, or that the program has the intent and capacity to ensure program and classroom space that will meets CECE standards prior to the beginning of the school year. This will be verified using the submitted photographs and by site visits from RIDE or LISC consultants.

Programs that do not believe they can meet all standards by the start of the school year and can demonstrate that standards not met do not prevent a safe environment may submit a timeline and a plan to meet remaining standards with their proposal submission.

In addition to these initial self-assessments, programs must in an ongoing way review feedback received as a result of CECE monitoring for continuous quality improvement.

Special Education and Screening

Special Education Services

Across all RI Pre-K classrooms, instructional strategies are grounded in knowledge of child development and the sequences through which children learn new concepts and skills. All

strategies and activities ensure rigorous instruction and are differentiated to meet the needs of diverse learners.

Programs are expected to support the identification, provision and implementation of special education services within classrooms. RI Pre-K programs are expected to engage, communicate, and work with families and the local special education teams to support the referral process, the development of IEP goals and the implementation of IEP goals within the classroom.

Communication is two way and occurs often between the special education team and RI Pre-K staff to assure that Individualized Education Program (IEP) goals and accommodations, modifications, and supplementary supports are fully integrated into all planned learning activities for children with a disability.

Developmental Screening
All children enrolled in RI Pre-K must be screened by the LEA's Child Outreach office within **45** days of their first day of attendance. Screening is conducted in the student's native language. Results of the development screening are provided to families; program staff support families to identify needed resources in order to follow up appropriately on the results of the screening.

Family Supports

Pre-K Attendance
Enrolled children are required to regularly attend the full school day program in order to maintain their enrollment seat. Programs are expected to communicate attendance policies and procedures during enrollment and at orientation. Programs are expected to provide RIDE with information monthly on children's attendance and to maintain detailed notes about causes for children's absences and the ways in which families have been communicated with regarding the absences.

Before and After-School Care
Grantees are responsible for providing wrap-around childcare OR have a very strong connection with and transportation to and from at least one childcare or family childcare provider for families. Grantees will be required to submit documentation of before and after-school opportunities, which speaks to the availability of these services for families, how this information is shared with families and how families access this service.

Identified providers must be an approved Child Care Assistance Provider (CCAP). Pre-K partners need to be actively serving CCAP children and demonstrate a commitment to preserving their participation within the CCAP system.

Comprehensive Services
RI Pre-K grantees are required to support families in accessing outside needed services. These include access to housing and food assistance, health and mental health coverage, transportation assistance, etc. Programs must have a mechanism for helping families assess any potential needs and for making referrals. Grantees are required to provide a Comprehensive Services Plan for how this is managed as part of their application for CECE approval. Strategies may include home visits, the use of family assessments, individual parent conferences etc. RIDE is in the process of

working with the Department of Health to build a Comprehensive E-Referral System, once operational, grantees will be required to use this system.

Suspension and Expulsion
Implement and abide by the US Department of Health and Human Services and US Department of Education's joint policy statement on suspensions and expulsions in early childhood settings. Suspension and expulsion are generally not considered to be in the best interest of children and families and therefore, are practices which are not supported in RI Pre-K classrooms. When RI Pre-K grantees have a child they are concerned about, they will work with the family, teacher, local school district and community supports, such as SUCCESS, in order to formulate a plan for supporting the child in the classroom. During this time the program should maintain communication with RIDE and their TA provider. If all other options have been exhausted and removal is a final consideration approval must be obtained by RIDE.

Kindergarten Transition

RI Pre-K programs support families and children as they transition into and out of programs. Programs are required to develop and implement a Kindergarten Transition plan, which includes a variety of strategies for supporting children and families during the transition time. Teaching staff plan intentional, developmentally-appropriate learning experiences that support children to transition smoothly into and out of the program.

RI Pre-K programs collaborate with their local elementary schools to share child level data and outcome information and support families in learning about kindergarten options and enrollment. The program provides information to families about what children will learn in kindergarten and how families can continue supporting children's learning during the transition.

Quality, Monitoring and Reporting

BrightStars Participation
RI Pre-K programs must participate in the state's Quality Rating and Improvement System. Programs not presently BrightStars rated must apply for a rating within the first year of receiving their initial RI Pre-K grant award.

Program Evaluation
Grantees are required to participate in any and all RIDE funded evaluation of the RI Pre-K program. This includes meeting all RI Pre-K deliverables, providing information to evaluators and RIDE Administrators as requested, ensuring staff are available to meet with and respond to evaluators' requests and maintaining accurate and up to date records in the state's workforce registry system.

Administrative and Fiscal Reporting
Grantees assume all administrative responsibilities associated with participation in this program and its evaluation, including providing RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and other informational requests.

Scope of Work

2020-2021 RI Pre-K Tasks and Deliverables

Task	Deliverables	Schedule
1	Operate for a minimum of 6 hours per day and 180 days per year. Begin Pre-K services no later than September 8, 2020. All applicants must demonstrate their ability and intention to open by this date and operate a full day program for 180 days. Provide a school year calendar.	By September 8, 2020 Ongoing from September - June 30, 2021
2	Meet staffing requirements related to pay parity, benefits and compensation, as well as all CECE requirements for staff qualifications.	By September 8, 2020 Ongoing from September - June 30, 2021
3	Prior to the grant start date, have the capacity and be prepared to meet recruitment and eligibility requirements. Including but not limited to: • respond to requests for visits/information about Pre-K • manage the application process • contact selected families after they receive an initial email notification from RIDE regarding lottery results • ensure applicants meet state specified requirements regarding age and primary residence • complete state-required income verification documentation	April 2020 – August 2021
4	Maintain an active enrollment of 18-20 children per classroom. Work with RIDE to manage wait lists to ensure that any vacancies are filled in a timely manner.	September 2020 - June 2021
5	Conduct an Orientation Session for families prior to the start of school and provide documentation of the orientation(s).	August 2020 - September 2021
6	Implement a RIDE approved early childhood education curriculum with fidelity.	July 2020 - June 2021
7	Apply for and achieve CECE approval for each Pre-K classroom within the first grant year.	Immediately upon start of school and ongoing from September 2020 - June 2021
8	Arrange and provide evidence of an annual Playground Inspection. (CPSI)	September 2020 – June 2021
9	Maintain monthly Attendance records and submit tracker by the fifth of the month through ECEDS.	Immediately upon start of school and ongoing from September 2020 - June 2021
10	Develop and implement a Before and After-School Plan, which includes partnerships and transportation options.	Immediately upon start of school and ongoing from September 2020 - June 2021

11	Attend USDA Child and Adult Care Food Program (CACFP) training, enroll and manage program implementation.	Immediately upon start of school and ongoing from September 2020 - June 2021
12	Participate actively in all program and child level evaluation events.	Immediately upon start of school and ongoing from September 2020 - June 2021
13	Implement and abide by the US Department of Health and Human Services and US Department of Education's joint policy statement on suspensions and expulsions in early childhood settings.	Immediately upon start of school and ongoing from September 2020 - June 2021
14	Programs agree not to collect parent fees for any part of the RI Pre-K program (6 hours, 180 days).	Immediately upon start of school and ongoing from September 2020 - June 2021
15	Collect and provide RIDE with child level demographics data as requested.	October 2020
16	Be fully staffed and prepared to participate regularly in required Pre-K professional development and technical assistance.	July 2020 - June 2021
17	Develop and maintain collaborative relationships with community partners and seek resources to ensure full support of children and families experiencing crisis and to fully include children with disabilities and/or special health care needs.	Immediately upon start of school and ongoing from September 2020 - June 2021
18	Implement Teaching Strategies GOLD and provide RIDE access to student data and program reports for monitoring and evaluation purposes.	Immediately upon start of school and ongoing from September 2020 - June 2021
19	Work with LEAs Child Outreach program to screen each child within the first 45 days of school.	Immediately upon start of school and ongoing from September 2020–November 2020
20	Follow up and coordinate with LEAs and families regarding developmental rescreens, referrals and services.	August 2020 – June 2021
21	Submit a program application for BrightStars within the year.	August 2020 – June 2021
22	Collaborate with families and local schools to facilitate and support special education services for enrolled children within the classroom environment.	August 2020 – June 2021
23	Collaborate with families and local schools to facilitate the registration process and transition to kindergarten.	September 2020 – June 2021
24	Assume administrative responsibilities associated with the RI Pre-K program, its evaluations, provide RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and all other informational requests, as needed.	Immediately upon start of school and ongoing from September 2020 - June 2021

Terms of the Grant

The Grant will begin **July 1, 2020 pending fund availability**. The scope of the work may be modified by RIDE prior to beginning work on a given task. Subsequent years' activities may be modified by mutual consent, depending on the availability of state funding and the successful completion of the grant deliverables, while maintaining RIDE CECE approval.

Applicants should be aware that they must comply with State Funded Grant Requirements which can be accessed here: Grant Award Funding

Proposal Timeline

Questions: Questions concerning this solicitation may be emailed to RIDE at RIPre-K@ride.ri.gov no later than noon on March 4, 2020. **Send your questions in Microsoft Word format**. Please reference the RFP and Program title on all correspondence. Questions received will be posted and answered on the RIDE website as an addendum to this solicitation by March 9, 2020. It is the responsibility of all interested parties to download this information. All information pertaining to the Pre-K can be found on the RIDE RI Pre-K page located here: RIDE RI Pre-K Page

*****Final proposals are due and must be received by 4:00 PM on Tuesday, March 31, 2020**.

Application Timeline:

February 26, 2020	Request for Proposals Posted
March 4, 2020	Questions due by noon
March 9, 2020	Questions and answers posted on the RIDE website
March 10, 2020	Informational Webinar hosted by RIDE
March 31, 2020	Paper and Email Applications due by 4:00
April 28, 2020	Tentative announcement of selected programs

Proposal Instructions

Complete all sections thoroughly, provide evidence and documentation to support the proposal. Please note that any section not fully completed or not on a RIDE template will result in a loss of points or no points awarded. Refer to the detailed checklist at the beginning of the application.

Submit an original and an electronic version to RIPre-K@ride.ri.gov by 4:00 on March 31, 2020.

Proposals should include all of the following:

1. A detailed Technical Proposal addressing the 5 identified sections:
   - Section 1 Experience and Capacity in High Quality ECE
   - Section 2 Classroom Space and Education Program Structure
   - Section 3 Staff Qualifications
   - Section 4 Continuous Quality Improvement System
   - Section 5 Budget Proposal and Narrative

2. The current fiscal year agency/school operating budget, which breaks out the various sources of revenue to the center or organization. For multi-purpose organizations, please provide an operating budget for the childcare center and overall organization.

3. A completed and signed W-9 (taxpayer identification number and certification). Form is available at www.purchasing.ri.gov.

4. Required Attachments:

	Completed Cover Page
	Resume and teaching certification for the Pre-K Education Coordinator
	Resumes and teaching certifications for the Pre-K Teacher & Teacher Assistant
	Job descriptions for all positions working under this grant
	CECE Self-Assessment Results
	Budget proposal on RIDE Templates
	Site photographs
	Curriculum and assessment information
	Other Quality Indicators
	DHS Child Care License

Deliver Original to: RI Department of Education
Office of Instruction, Assessment, and Curriculum
Attn: Zoe McGrath
255 Westminster Street
Providence, Rhode Island 02903

Email Proposal to: RIPre-K@ride.ri.gov subject line (Program Name) RI Pre-K Proposal

Grantor assumes all responsibilities for proposals submitted by mail or commercial delivery service. Proposals misdirected to other locations or which are otherwise not present at the time of opening, for any cause, will be determined to be late and will not be considered.

RI Pre-K
Technical Proposal

Technical Proposal Required Elements

Assemble your technical proposal as outlined in the 5 sections below. The technical proposal may be no longer than 10 single-spaced pages. Margins must be at least 1 inch on all sides. Any requested documents should be included as attachments. Attachments do not count against the 10 page count.

Section 1 – Experience in and Capacity to Provide High-Quality ECE

Provide a narrative summary, which describes your organization/school's experience in and capacity to provide high-quality early childhood education as an RI Pre-K. Address your leadership structure, early childhood philosophy, educational approach, systems of support and plan for RI Pre-K within your organization.

Within your narrative, briefly address ***each*** of the following bulleted indicators.

- Experience serving children with risk factors, such as homelessness, low socio-economic status, or in the welfare system.
- Geographic location within the community providing access to Pre-K for families not already in vicinity of existing Pre-K programs.
- Innovative approaches that meet specific needs of children and families in the community.
- Existing community partnerships which enhance services provided to Pre-K children and families (reduced or no cost facilities, access to mental health consultation, etc.)
- Experience and proven capacity supporting children of all abilities
- Experience working successfully with multilingual learners
- Classroom quality demonstrated by recent results of classroom quality assessments including, but not limited to:
    - ECERS
    - CLASS
- Description of and experience implementing, a high-quality instructional system, including formative assessment and quality curricular practices, and staff and child assessment information demonstrating improved developmental and learning outcomes (include weekly lesson plans, assessment data and documentation of fidelity with high quality curriculum)
- Explain the availability of before and after school services, describe the plan for implementation, how do families access services, identify your community partners and describe the transportation plan to/from at least one childcare provider.
- Participation in initiatives designed to improve program quality (program improvement plan through BrightStars, relevant Professional Development and/or Technical Assistance, Center for Early Learning Professionals opportunities, RIDE CECE Approval, RIELDS, NAEYC Accreditation, SUCCESS, TEACH participation)
- Provide additional information demonstrating the quality of your educational program

Section 2 – Classroom Space and Education Program Structure

It is expected that RI Pre-K classrooms and the educational program it is a part of comply with either DHS Child Care Licensing or, if the program is located in a public or private PK-12 school, with RIDE Basic Education Program Regulations, G-14-4 Ensuring a Safe and Healthy Physical Environment.

- Using your CECE Self-Assessment, identify the location of the facility/facilities housing the proposed RI Pre-K classroom(s) and briefly describe how the facility/facilities and classrooms meet BEP regulations or DHS licensing OR describe in detail how your organization will ensure all applicable regulations are met (work completed) by September 8, 2020. Programs that do not believe they can meet all standards by the start of the school year and can demonstrate that standards not met do not prevent a safe environment may submit a timeline and a plan to meet remaining standards with their proposal submission.

- Provide details explaining how the facility and classrooms meet basic safety requirements, provide access to natural light, the required amount of usable floor space for each child, identify the maximum number of children expected in each classroom (18-20), the accessibility to child sized bathrooms, and the provision of a safe, fenced playground space.

- Provide information explaining how the proposed facilities are accessible to staff, children and families during the RI Pre-K school year, including the specific months, days and hours that the facility is available for use by the program.

- Describe your ability to secure classroom space to open a new RI Pre-K classroom ***without*** displacing current children and families within the program. For example, do you have an empty classroom, have you partnered with another program for space, do you have the ability to shift classrooms while maintaining your current enrollment in infant/toddler/preschool classrooms. Explain the plan in detail.

Section 3 – Staff Qualifications

- Summarize the background, qualifications and work experience of the proposed RI Pre-K Program staff, including the Education Coordinator, Pre-K Teacher and Teacher Assistant. Explain how the proposed staff's education and experience will support the Pre-K classroom(s), high quality ECE, child outcomes and the Pre-K community.

- For positions not yet filled, include a detailed description of the hiring process that will result in highly qualified Pre-K staff. Please note that evidence that all staff meet the specified qualifications will be required prior to final funding approval.

- Attach job descriptions for all RI Pre-K positions (Education Coordinator, Lead Teacher, and Teacher Assistant), resumes and any appropriate teaching certificates for individuals' already on staff and describe their qualifications.

- Using the table format outlined below, attach a list and description of the titles and roles of all full-time and part-time staff, irrespective of funding source, who will regularly be present in the Pre-K Classroom and specify their role.

Position Title	**FTE**	**Name of Staff**	**List Relevant Credentials** Teacher Certification, Number of ECE College credits	**ECERS and/or CLASS scores**	**Years Teaching in ECE**
Education Coordinator					
Pre-K Lead Teacher					
Pre-K Teacher Assistant					

Section 4 – Continuous Quality Improvement System

- Explain the plan for ensuring the RI Pre-K classroom staff will have adequate time, a minimum of 2 hours a week, to plan and prepare for program implementation and to document and review child assessment information in consultation with others; include the weekly planning schedule with times and roles. Planning and meeting times should occur when children are not present as to minimize disruptions. If planning does occur when children are present, provide a classroom coverage plan for minimizing classroom disruptions.

- Identify the individual(s) who will be responsible for the RI Pre-K Program Instructional leadership. Describe your organizations supervision philosophy and approach to reflective supervision. Summarize the proposed system of staff support provided by the Education Coordinator in relation to the Pre-K teaching staff, deliverables and expectations. Include an organizational chart referencing the leadership structure. Explain how the supportive supervision plan will support teacher development, instructional practices, curriculum development, assessment gathering, data reflection, and family engagement opportunities. Provide details on how you intend to sustain the system of staff support in an ongoing and reflective manner to support the Pre-K teaching staff, create a safe and healthy climate for all and improve student outcomes.

- Discuss the plan for ensuring program staff is available for professional development opportunities (including trainings and on-site technical assistance) as planned throughout the year (including summer months) by RIDE.

Section 5 – Budget Proposal and Narrative

Based on recommendations from a national early childhood fiscal expert, RIDE has determined that a reasonable estimate of the state share for operating a RI Pre-K classroom (the cost of operating a 6 hour full-day, high quality program for 20 children for a minimum of 180 days per year, with a 40 hour week teacher) that meets RIDE CECE Standards Approval, is approximately $170,000-$190,000.

This estimate reflects the following cost categories required to successfully operate a RI Pre-K classroom: the cost of hiring and paying a competitive salary and benefits for a beginning teacher and a teacher assistant, the cost of supporting 20 children, classroom supplies and materials, equipment, facilities costs for one classroom, administrative expenses for one classroom, and includes anticipated reimbursement for meals through the USDA CACFP program.

Budget Proposal

Prepare a preliminary budget proposal based on the anticipated costs to operate a Pre-K classroom(s) in the cost categories outlined below. Please note that funds may only be used to cover the costs to operate the RI Pre-K classroom(s). While this can include an appropriate allocation of shared expenses such as facilities costs and administrative costs, programs may not use Pre-K funds to cover costs that are not directly related to the RI Pre-K classroom.

Budget Narrative

For each cost category within the proposed budget, provide a detailed explanation of how Pre-K grant funds and any other local or federal funds will be used; include a rationale for how the funds are reasonable and sufficient to achieve RI Pre-K outcomes. For cost categories that exceed the State's estimated percentages, a detailed justification must be provided; clearly explaining the need for those costs and describing the positive impact that these additional costs will have in supporting improved children's learning and development. RI is interested in identifying opportunities to leverage other funding sources as we expand high quality Pre-K. Based on program type address the specific components regarding leveraging other state, federal, or local funding.

- **Child Care Providers**- Speak to how you currently support CCAP children and families, including the percentage of CCAP children served within the program, and how adding RI Pre-K will enhance current services, workforce and community.

- **Head Start Providers**- Speak to your ability to braid federal and state funding to support a mixed delivery seat model, while maintaining compliance with all Head Start requirements and the benefits of that model for children, families and the workforce.

- **Public Schools**- RI is currently developing a plan for transitioning to funding formula perhaps as early as FY22, following the first year of grant funding. Speak directly to the in-kind contributions and include plans for sustainability and a commitment to transitioning to the funding formula.

When creating your budget proposal and narrative please refer to the following estimated percentages for Pre-K budgetary allocations.

Pre-K Budget Categories	**% of total proposed Pre-K Budget**
Salaries • Teacher and Teacher Assistant (100%) • Education Coordinator (estimated 20%) • Administrator (estimated 10%) • Substitutes (350 hours)	56%
Fringe Benefits • mandatory state benefits • health insurance for Teacher and Teacher Assistant, Administrator and Education Coordinator	21%
Supplies and Materials, Equipment, and Professional/Technical Services • educational materials • program supplies • equipment • furniture and fixtures • family engagement activities • food (supplemented by USDA CACFP revenue) • utilities (gas, oil, electricity)	23% • 9 - 11% for supplies, materials, equipment and technical services • 10 - 12% for property services • 2% for indirect costs and other purchased services
Property Services • rent/lease/mortgage • telephone and internet • maintenance	
Indirect Costs/Other Purchased Services • office expense (i.e. payroll costs for Pre-K staff) • property insurance • printing and copying	

Evaluation Review Criteria

A review team convened by RIDE will review each *complete* application using the following criteria. Applications with a minimum of 60 points will move into the selection round. Final selections will prioritize high-need communities and communities with limited access to high-quality Pre-K programs.

Proposal Section	Category	Possible Points	Section Breakdown
Section 1	Experience and Capacity in High Quality ECE	25	• Demonstrates a clear, reasonable plan for Pre-K classroom(s) • Provides evidence of high quality EC programs • Demonstrate knowledge and capacity to serve population • Serves CCAP children and provides % served
Section 2	Classroom Space and Education Program Structure	20	• CECE self-assessment is complete and provided • Detailed description of how space meets regulations (toilets, sinks, outdoor space, natural light) or will by start date • Clear plan for accessibility for staff & families • Appropriate rationale for not displacing current children
Section 3	Staffing Qualifications	15	• Key staff are identified, job descriptions and resumes are provided and meet all necessary qualifications • Concrete examples are provided to demonstrate staff capacity and quality • Selection process is clearly described to attract high quality staff
Section 4	Continuous Quality Improvement System	25	• Detailed and appropriate plan for meeting minimum planning time is provided • Instructional leadership plan is clearly explained and demonstrates an understanding of the importance to successful student outcomes • Clear plan for full participation in PD/TA
Section 5	Budget Proposal and Narrative	15	• Proposed budget and narrative provide a clear description of how grant funds will be used. • Funds are reasonable and sufficient to achieve the grant outcomes. • Opportunities to leverage additional funds are identified and thoroughly explained. • Budget is submitted on RIDE forms
Total		**100**	

RI Pre-K Leadership Commitment and Program Assurances

_____ hereby provides the following assurances:
(Pre-K Program Name)

Program Operations
Operate RI Pre-K classroom(s) for a minimum of 6 hours per day and 180 days per year. It is the intention of RIDE that awarded programs begin implementing Pre-K services no later than September 8, 2020. All applicants must demonstrate their ability to open by this date.

USDA Child and Adult Care Food Program
Grantees are responsible for the enrollment and management of the USDA Child and Adult Care Food Program for eligible children and families. Federal funds accessed through this program should be applied to the cost of providing meals and snacks for eligible children. Prior to the school year start date, the program Administrator is required to attend USDA training in order to enroll in the program.

Planning Time
RI Pre-K teaching staff are provided a minimum of 2 hours of weekly time to support curriculum planning, authentic assessments, reflective supervision and family engagement opportunities.

Suspension and Expulsion
No child shall be expelled or suspended from any RI Pre-K classroom. When programs have concerns about a child, they will refer to their comprehensive services plan and all available community and educational supports, maintain the child's enrollment and work with RIDE.

Parent and Family Fees
Families in RI Pre-K classroom(s) will not be charged for any portion of the Pre-K Program. There will be no co-payments, field trips fees or cost to any family for snacks or meals, whether or not the family is eligible for USDA funds. These costs and activities are expected to be built into the proposed RI Pre-K budget.

Displacement
The opening of RI Pre-K classroom(s) will occur without displacing current children and families.

Demographics Reporting
Pre-K grantees are required to submit child level demographics data to RIDE using a RIDE developed reporting mechanism.

Pay Parity
Pre-K salaries and benefits should support pay parity with salaries received in comparable education positions.

Leadership Commitment
Administrators acknowledge the expectations and supports needed and are committed to achieving successful outcomes for all children through the life of the grant.

Authorized Signature _____ Date _____

APPENDIX A **Budget Forms**

The Grantor estimates that its budget for work to be performed under this Agreement is as follows:

Expense Category	**Year 1** Pre-K Grant	**Year 1** Local/ Federal	**Year 2** Pre-K Grant	**Year 2** Local/ Federal	**Year 3** Pre-K Grant	**Year 3** Local/ Federal
Salaries (51000)						
Fringe Benefits (52000)						
Professional &Technical Services (53000)						
Property Services (Facility Rental/ Maintenance) (54000)						
Other Purchased Services (55000)						
Supplies and Materials (56000)						
Property and Equipment (57000)						
Subtotal						
Indirect Cost (60000)						
Total						

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Grantor on behalf of this Agreement and to be claimed by the Grantor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Grantor shall notify the grant officer of the variance and obtain pre-approval, in writing; and provided further that unless permission of the grant officer shall have been obtained in advance, no expenditure shall be claimed by the Grantor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds between categories requires prior written approval by RIDE. In no event shall the total amount of reimbursement claimed by the vendor under this agreement exceed the total approved grant amount.

RI PRE-K GRANT FUNDS

BUDGET DETAIL SHEET * FISCAL YEAR 2021

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator			
Education Coordinator			
Teacher			
Teacher Assistant			
Substitutes			
TOTAL		**$**	**$**

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Catering/Purchased Food Services *		
TOTAL		**$**

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		**$**

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Printing/Copying		
Property Insurance		
TOTAL		**$**

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Food/Snacks **		
Educational Materials		
Program Supplies		
Family Engagement Activities		
Utilities (Gas, Oil, Electricity)		
TOTAL		**$**

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Furniture and Fixtures		
Equipment		
TOTAL		**$**

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Office expenses		
TOTAL		**$**

Classroom Budget Request _____

TOTAL Budget Request _____

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP

LOCAL OR FEDERAL FUNDS

BUDGET DETAIL SHEET * FISCAL YEAR 2021

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator			
Education Coordinator			
Teacher			
Teacher Assistant			
Substitutes			
TOTAL		**$**	**$**

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Catering/Purchased Food Services *		
TOTAL		**$**

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		**$**

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Printing/Copying		
Property Insurance		
TOTAL		**$**

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL $
Food/Snacks **		
Educational Materials		
Program Supplies		

Family Engagement Activities		
Subscriptions and Dues		
Utilities (Gas, Oil, Electricity)		
TOTAL		**$**

PROPERTY AND EQUIPMENT (57000)

CATEGORY	**ITEM DESCRIPTION**	**TOTAL $**
Furniture and Fixtures		
Equipment		
TOTAL		**$**

INDIRECT COSTS (60000)

CATEGORY	**ITEM DESCRIPTION**	**TOTAL $**
Office expenses		
TOTAL		**$**

Classroom Budget Request _____

TOTAL Budget Request _____

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP

APPENDIX B

Classroom Staff Roles

Position Title	**FTE**	**Name of Staff**	**List Relevant Credentials** Teacher Certification, Number of ECE College credits	**ECERS and/or CLASS scores**	**Years Teaching in ECE**
Administrator					
Education Coordinator					
Pre-K Lead Teacher					
Pre-K Teacher Assistant					
Supplemental Staff					
Additional Classroom Roles					