



Collaborating with Community Based Organizations:

Best Practices and the Request for Proposal (RFP) Process


Community Based Organization (CBO) – agencies in the community that provide prekindergarten instructional services (day care centers, nursery schools, Head Start programs, etc.)

Request for Proposal (RFP) – announcement and process to solicit bids for collaboration between a district and Community Based Organization (CBO) for prekindergarten instructional services

Collaboration – relationship between school districts and Community Based Organizations (CBOs) to provide prekindergarten instructional services

State-Administered Prekindergarten – any prekindergarten program paid for with State or Federal allocations and grants



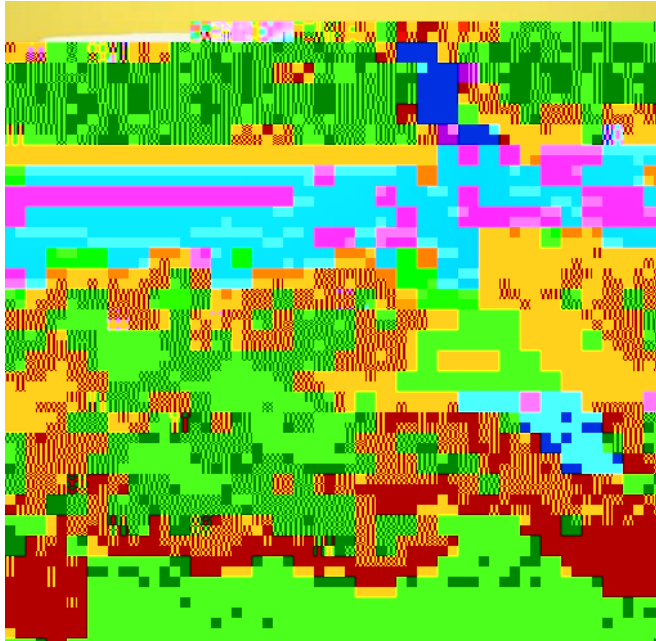
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The 10% Collaboration Requirement

Education Law 3602-e(5)(e) states that, “Not less than ten percent of the total grant award to the school district shall be set aside for collaborative efforts with eligible agencies”.

This is 10% of the district's total UPK funding (allocations **and** grants), regardless of whether or not the district plans to access all funds.

If the district will not meet the 10% minimum, a full or partial variance request is submitted with the State-Administered Prekindergarten Application.



Collaboration refers to a school district partnering with a Community Based Organization (CBO) to administer

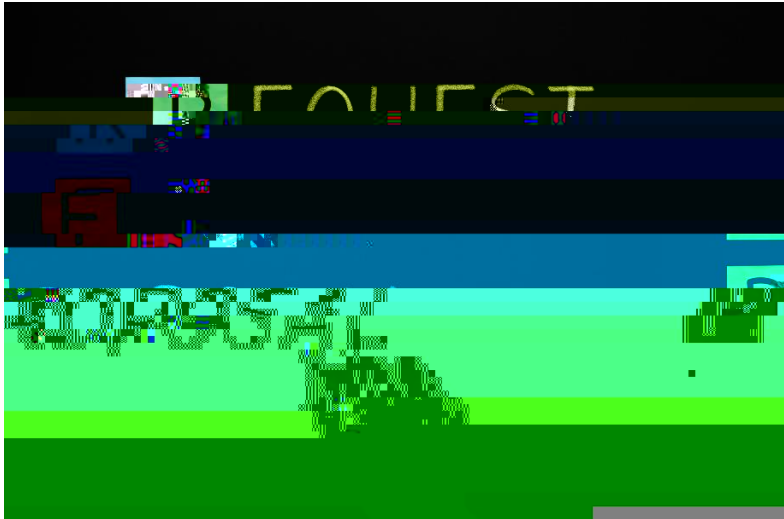


Additional space

Serve more students



Request for Proposal (RFP) Process



How to draft an RFP

When to issue an RFP

How to find potential partners

Where to post/send the RFP

How to Draft an RFP



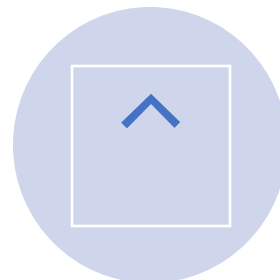
Outline expectations, requirements and criteria.



Utilize Commissioner's Regulations 151-1.6.



Include a timeline for submission and selection process.



Ask OEL or neighboring school districts for an RFP example.

A description of the services to be provided.

A description of how the agency proposes to meet the goals and objectives of the district's prekindergarten program.

A description of the agency's staff qualifications, child-staff ratio, and administrative structure.

When to Issue an RFP

Must be issued if a district is not collaborating at 10%, or if new funding is received.

Ideally an RFP is issued in January/February.

This gives potential agencies time to respond thoughtfully.

Allows the district time to review proposals, visit locations, make selections, and draft contracts prior to prekindergarten registration.



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Selection and Establishing Partnership





Full Waiver

The district will not be collaborating at all.

Partial Waiver

The district is collaborating but will not meet the 10% requirement.

Teachers at collaborating agencies **do not** need to be certified.

If teachers are not certified, the director of the agency should be certified.

If the director is not certified, they must submit a 5-year plan to achieve appropriate certification to the district.

If the director is not certified, a District Oversight Plan must also be submitted with the State-Administered Prekindergarten Application.



Districts with SUFDPK grants should remember the grant pays out at \$10,000 per student with a certified teacher and \$7,000 per student with an uncertified teacher.

Districts should keep track of this throughout the year to be aware of funding they are eligible to receive.

All students enrolled in State-Administered Prekindergarten are district students, regardless of location.

The district should ensure that students at all locations have access to the same resources and education as students in a district classroom.





Best Practices for Collaboration





Roles and responsibilities of district and CBO staff should be clearly defined

Open and regular communication to discuss curriculum, assessment, student progress, and any challenges that arise

Weekly/monthly meetings between CBO & district teachers/administration

The district's UPK coordinator leads weekly meetings with an appointed UPK Chair (district teacher).

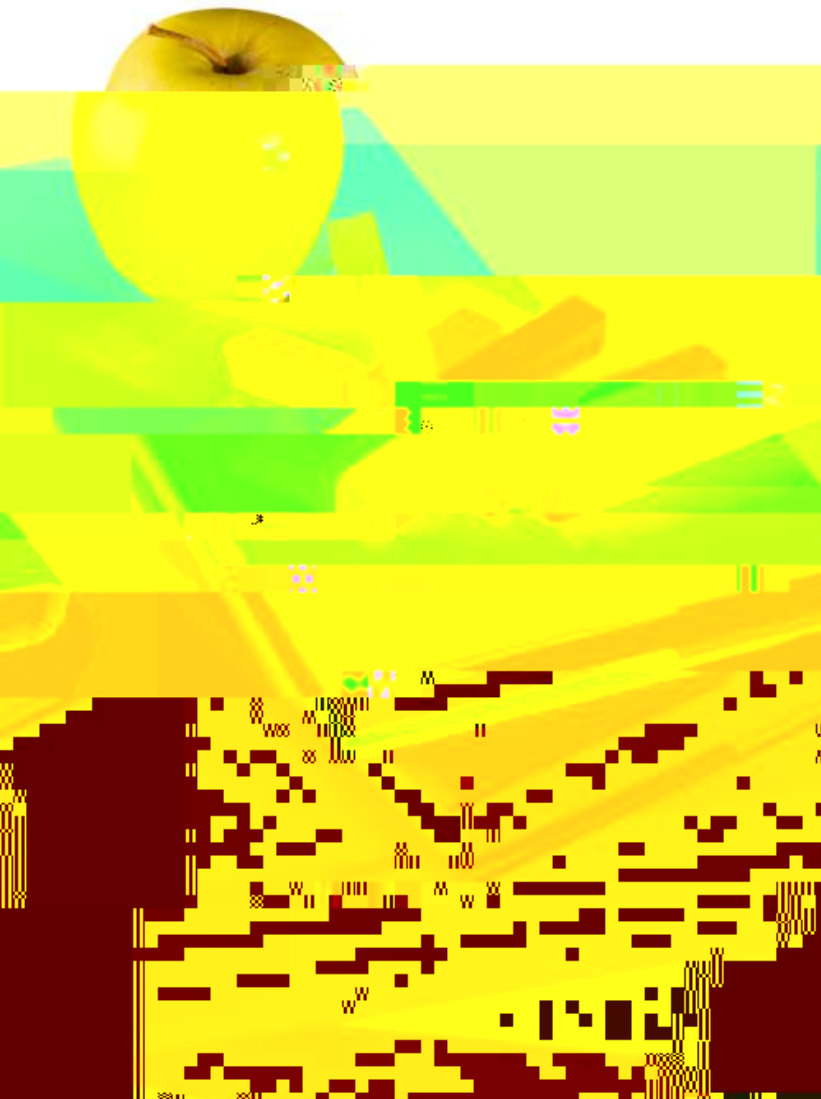
Weekly virtual planning meetings attended by all CBO and district teachers.

ECERS and CLASS evaluations on each teacher completed by district UPK coordinator.

Professional development based on these results.

Peer observations between buildings.






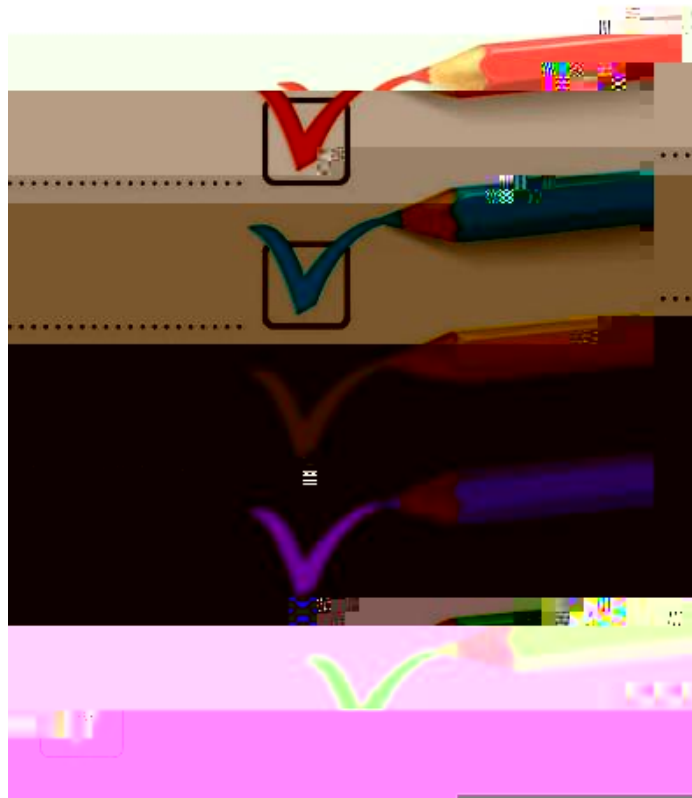
Curriculum at each site should be aligned to ensure consistent and developmentally appropriate learning experiences.

Curriculum do not need to be the same across each site, but it is recommended.

Google Drive or common location where all teachers can access resources, weekly plans, and theme ideas and materials.



The Port Chester-Rye Union Free School District shares 100% of its funding with two private schools inside its district boundaries.



Instructional coach provides professional development to all staff regardless of setting, at the district's training center.

PreK checklist that clearly sets the expectations of the PreK program across all classrooms.





Districts are responsible for the health and safety of all prekindergarten students, regardless of location.

The Office of Early Learning has created the Health and Safety Checklist for districts to use as a tool when conducting site visits of community-based organizations.



