

## UNIVERSAL PREKINDERGARTEN PROGRAM EXPECTATIONS

Research indicates that high-quality programs provide learning experiences that are grounded in children's interests and that are developed around learning in several disciplines. High quality teaching reflects the knowledge that young children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their understanding of the world around them.

Contracted UPK vendors shall be required to perform the following services that will deliver the high-quality standards-based prekindergarten program required to support the Chancellor's goals and objectives.

Specifically, these services should be designed so that prekindergarten capacity is expanded and enhanced to meet high standards with a particular emphasis on having all students achieve success. Services should:

- Involve the entire educational community of children, families and staff.
- Provide family members with information and concrete strategies necessary to foster optimal early childhood education.
- Employ the resources of the school system in strategic ways.

### **Vendors should be familiar with the:**

1. Prekindergarten Performance Standards of the New York City Department of Education, 2003. Applicants may purchase copies by contacting the Office of Instructional Publications at 131 Livingston Street, Brooklyn, NY 11201, Christopher Sgarro, Director
2. Eight Essential Elements of Effective Early Childhood Education and the Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years of the New York State Education Department.
3. Creating Social-Emotional Responsive Instructional Practices
4. Developmentally Appropriate Practice in Early Childhood Programs and Learning to Read and Write by the National Association for the Education of Young Children
5. Speaking and Listening for Preschool Through Third Grade, New Standards by the National Center on Education and the Economy and the University of Pittsburgh

The goal of the Universal Prekindergarten Program is to significantly improve learning in prekindergarten using high-quality standards-based developmentally appropriate practices. **The successful Proposer shall be required to perform all of the following services:**

Implement all aspects of a high-quality standards-based developmentally appropriate program including curriculum and instruction, environment, family involvement, professional development, assessment, comprehensive services, transition and continuity, group size and adult-child ratio, staff qualifications, leadership and supervision, and space.

Evaluate the year's work based on evidence of:

- Growth in student progress
- Increase in parent involvement
- Increase staff knowledge and implementation of effective standards- based developmentally appropriate practices.

**Vendors will:**

- Provide a high-quality standards-based developmentally appropriate instructional program for prekindergarten children. The instructional program integrates all curriculum areas such as the arts, social studies, literacy, science, social-emotional education, physical education, and mathematics.
- Provide an instructional program that is emotionally responsive to children--helping children to make bridges between the world of home and the world of school and community.
- Provide an instructional program that incorporates gross motor, fine motor and spatial orientation development through daily physical activity to ensure health and well-being.
- Demonstrate the ability to assess and support the various needs of all students including English language learners, students with disabilities and their non-disabled peers.
- Provide a carefully planned prekindergarten learning environment that validates children's play and provides opportunities for a broad range of activities and open-ended materials highlighted by opportunities for talking, verbal exchanges, thinking, listening, read alouds, story telling, painting, drawing, writing, dramatic play, block building, outdoor play, cooking experiences, instructional field trips, and small/whole group discussions.
- Provide instructional practices that demonstrate:
  - ◆ High and clear expectations for all students
  - ◆ Active student involvement
  - ◆ Accountable talk by teachers and students
  - ◆ Students making choices
  - ◆ Recognition of individual student accomplishment
  - ◆ Student self-monitoring and managing their learning
  - ◆ Recognition of authentic student's work
- Provide an integrated curriculum that includes language and literacy, math, science, social studies, art and music. The classroom promotes:
  - ◆ Print rich environment with posted job, attendance and name
  - ◆ charts, daily schedules, recipes, pictures, posters, graphs, labels and children's work
  - ◆ Teacher modeling speaking, listening, reading and writing
  - ◆ standards-based strategies throughout the day
  - ◆ Multiple opportunities for students to practice and apply skills taught within various settings throughout the day
  - ◆ Daily read alouds by adults to promote interactive discussions and activities in all learning centers
  - ◆ Shared reading opportunities for children to respond to predictable books and model retelling of story

- ◆ Evidence of reading a variety of literary genres such as nursery rhymes, poetry, song, picture, concept, story books, etc.
  - ◆ Evidence of beginning independent reading of wordless books
  - ◆ Evidence of language experience and shared writing by teacher
  - ◆ Evidence of dictated writing of children's thoughts, feelings, and needs
  - ◆ Evidence of drawing, painting, and beginning writing by children
  - ◆ Evidence of phonemic awareness, beginning phonics instruction by reciting nursery rhymes, poems and singing songs
  - ◆ Evidence of language and vocabulary development of children through their social conversation, imaginative discourse, play dialogues and retelling of stories
  - ◆ Evidence of children's development of alphabetic knowledge using alphabet puzzles, making play dough and sandpaper letters, finger painting
  - ◆ Evidence of children's development of book and print concepts
  - ◆ Evidence of discourse skills development, (turn-taking and social interaction), through meaningful learning conversations with peers and adults
  - ◆ Multiple opportunities for students to use appropriate mathematical, scientific, artistic and musical language
  - ◆ Engaging math, science, social studies, art and musical activities occur daily
  - ◆ Evidence that the teacher facilitates mathematic and scientific activities with individual students and in small groups to build community
  - ◆ Mathematics, scientific, social studies, art and musical centers that are clearly defined, labeled, and accessible to students and contains appropriate manipulatives and materials, such as table blocks, related literature, measuring equipment, magnifying glasses, etc.
  - ◆ Teacher and student generated inquiries, real life situations and problem solving activities to promote opportunities to explore, discover and foster discussion
  - ◆ Evidence that the culture and language of children are appreciated and reflected in the displays of artifacts in learning centers
  - ◆ Classroom arrangements that facilitate small group and large group work to promote community
- Provide in collaboration with the Region, professional development activities that are aligned with the Chancellor's goals and objectives and focused on all learning domains as indicated in the Prekindergarten Performance Standards. A minimum of four (4) professional development days for staff must be provided each year.
  - Provide a school year program calendar that is the equivalent of one hundred eighty (180) days for each school year. A minimum of four (4) days shall be for professional development day for staff. The four (4) professional development days may be non-attendance days for students. Providers will not be reimbursed for services provided on Saturday, Sunday and on the following legal school district holidays: Independence Day, Labor Day, Columbus Day, Veterans' Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, Presidents' Day and Memorial Day.

- Provide a schedule of the UPK program hours. Funding for the Universal Prekindergarten Program supports at a minimum a two and one-half hours of instructional services per day, five days per week—Monday through Friday.
- Provide (a) meals in a family style environment conducive to interaction between staff and children (b) post and distribute menus to families, and (c) print menus in the primary language of the families. A Universal Prekindergarten Program that operates for less than three hours must provide at least one nutritional meal and/or snack per day. In accordance with the regulations of the Child and Adult Care Food Program, meal time is to be scheduled to meet the needs of the children.
- Provide a safety plan that is maintained on site. Upon award of a Universal Prekindergarten contract, provider must complete the New York City Department of Education's Safety Plan; listed on website:  
<http://schools.nyc.gov/NR/ronlyres/6E430D1B-7F0A-4F40-8693-3726EA6E0436/11237/QualityEarlyChildhoodEducationPrograms1.doc>
- Program leadership, the Director, the Education Director and/or Supervisor-in-Charge are to regularly review the Safety Plan, the evacuation procedures, notification of parents/emergency contacts, medication handling and administration, issuance of first aid kits, fire safety and emergency communication equipment. In addition, well defined policies are to be established regarding the supervision of children beyond the program's regular hours of operation or the release of children to designated emergency caregivers when parents are late. These policies and all previously identified areas are to be regularly reviewed and annually communicated in writing to both families and staff.
- Demonstrate the ability to document and maintain student records. Upon award of a UPK contract, the provider as required will document and maintain during the school year the Department of Education's Cumulative Record Card. At the end of the school year provider will transfer completed records to the receiving school, as appropriate. The document must contain at a minimum:
  - ◆ Home address and telephone number
  - ◆ Work address and telephone number of parent/guardian
  - ◆ Emergency contact person(s)
  - ◆ Attendance
  - ◆ Parent-teacher conference(s)
  - ◆ Immunization status
  - ◆ Medical exam status
  - ◆ Referrals
  - ◆ Home Language Survey
  - ◆ Dated samples of children's work
  - ◆ Other pertinent information about the child's history
- Demonstrate the ability to assess and determine the developmental baseline and progress of children participating in the program. The assessment of student learning must include:
  - ◆ Evidence that there is ongoing observation and assessment to determine student abilities, interests and growth that benchmark their progress
  - ◆ Evidence that observation results inform instruction

- ◆ Evidence of teacher conferencing with children and families.
  - ◆ Evidence of collections of student's work that contain standards-based materials
  - ◆ Evidence of teachers using checklists
  - ◆ Evidence of teacher-made assessments
- Demonstrate the ability to maintain an e-mail account. Upon award of a UPK contract, every vendor must maintain an Internet connection; a high-speed modem with no less than a minimum of 56 gigabytes. All providers are required to (a) maintain an accessible email account that is reviewed daily and to (b) provide their email address to the Region's Office of Early Childhood Education, the Region's Contract Administration Officer and to the NYCDOE Attorney. If provider changes their email address they must notify the Region's Office of Early Childhood Education, the Region's Contract Administration Officer and the NYCDOE Attorney of said change.
  - Demonstrate the ability to provide an early childhood classroom that is a minimum of 30 square feet per child (540 square feet for 18 children) of wall to wall useable space. Bathroom child-sized facilities are within the room or readily accessible for young children. Outdoor play area of at least 75 square feet per child or a play area within walking distance of the site is provided. Space, equipment and furniture shall be provided and maintained in a state of good repair and sanitation.
  - Demonstrate an ability to employ staff that has an in-depth knowledge of child development and how young children learn.
  - Security Clearance: The New York City Department of Education (NYCDOE) prohibits a provider from hiring a person or retaining a consultant with a disqualifying criminal or social services background that would prohibit their contact with students. In accordance with the terms of the agreement between the Provider and the NYCDOE, employees must undergo fingerprint background checks. Please note the following:
    - If a staff person has been fingerprinted by the Department of Education after July 1, 1990, there is no need for the employee to be fingerprinted again.
    - By the same token, if a provider has an existing contract with the Region and the employee has been fingerprinted by the Department of Education after July 1, 1990 there is no need for the employee to be fingerprinted again.
    - If the employee has been fingerprinted prior to March, 1999 by a city agency other than the Department of Education, as a result of a contract with a New York City child care provider, this employee must be re-fingerprinted by the Department of Investigation. Please note there is no cost charged to the employee or the provider for this re-fingerprinting service.

**All personnel hired after March, 1999 must be fingerprinted by the Department of Investigation at their own expense or at the provider's expense.**

- Demonstrate an ability to maintain on file appropriate personnel and fiscal documentation. Upon award of a UPK contract, Provider must document and maintain on file:
  - ◆ Medical information

- ◆ Department of Investigation information
  - ◆ Prekindergarten Instructional Review
  - ◆ Mid-Year and End-of-Year Fiscal Reports and a yearly fiscal audit
- Demonstrate the ability to adhere to all regulations regarding program implementation. Upon award of a UPK contract, Provider must adhere to monitoring by the State, the Central NYCDOE and the Region. Monitoring includes the responsibility for ensuring that funds are appropriately spent and children are receiving quality instructional services. Program monitoring will include, but is not limited to, the following:
    - ◆ Site visits
    - ◆ Staff interviews
    - ◆ Parent interviews
    - ◆ Prekindergarten Instructional Review
    - ◆ Review of the Mid-Year and End-of-Year Fiscal Reports
    - ◆ Yearly fiscal audit