

CHAZY CENTRAL RURAL SCHOOL

Pre K Proposal Scoring Rubric

Student Programs (45 Points)		
36-45 points	21-35 points	0 – 20 points
<ul style="list-style-type: none"> ● Program offers high-quality instruction to 4-year-old children at no cost to district families (based on grant funded collaboration with the District). ● Curriculum is aligned with New York State Early Learning Guidelines, inclusive of specific instructional practices, aligned with the Science of Reading ● Program is in compliance with New York State Education Department Pre Kindergarten regulations. ● Instructional day operates for a minimum of six hours/per day for a minimum of 180 days a year. ● Annual calendar is aligned with the district calendar. ● Program is designed to meet the needs of all types of learners, including students with disabilities and English Language Learners. ● Provider has a clear plan for providing meals for students, should the need arise. ● A highly efficient process is in place for the collection and analysis of student data to ensure service and/or instruction follows student need <ul style="list-style-type: none"> ● Strong instructional practices, aligned with the Science of Reading are utilized ● Has a clear, outlined plan for social emotional learning and addressing behavior ● There is a good deal of evidence of a welcoming, relevant environment being planned for and present 	<ul style="list-style-type: none"> ● Program offers instruction to 4-year old children at no cost to district families (based on grant funded collaboration with the District). ● Curriculum is mostly aligned with New York State Early Learning Guidelines. ● Program is mostly in compliance with New York State Education Department Pre-Kindergarten regulations, inclusive of some specific instructional practices, aligned with the Science of Reading ● Instructional day operates for a minimum of six hours /per day for a minimum of 180 days a year. ● Annual calendar is aligned with the district calendar. ● Program is mostly designed to meet the needs of all types of learners, including students with disabilities and English Language Learners. ● Provider has a plan for providing meals for students, some information is incomplete or missing. ● A process is in place for the collection and analysis of student data to ensure service and/or instruction follows student need ● Instructional practices, aligned with the Science of Reading are utilized ● There is some evidence of a welcoming and relevant environment being planned for and present 	<ul style="list-style-type: none"> ● Program offers instruction to 4-year-old children at no cost to district families (based on grant funded collaboration with the District). ● Curriculum shows little alignment with New York State Early Learning Guidelines. ● Program shows little compliance with New York State Education Department Pre-Kindergarten regulations, and little evidence of specific instructional practices, aligned with the Science of Reading ● Instructional day operates for less than six hours/per day for less than 180 days a year. ● Annual calendar is not aligned with the district calendar. ● Program does little to meet the needs of all types of learners, including students with disabilities and English Language Learners. ● Provider doesn't have a plan for providing meals for students or the plan is limited. ● No process is in place for the collection and analysis of student data to ensure service and/or instruction follows student need ● Little to no instructional practices, aligned with the Science of Reading are utilized ● There is little to no evidence of a welcoming and relevant environment being planned for and present

Parents / Guardians and Families (10 Points)		
9-10 points	5-8 points	0 – 4 points
<ul style="list-style-type: none"> ● Activities and events are planned throughout the year to engage the families of students. ● There is a clear plan to communicate with and engage families throughout the school year; two-way communication is valued. ● Expectations for parents/guardians and families are clearly articulated and proactively shared 	<ul style="list-style-type: none"> ● Activities and events that include the families of students are held periodically. ● There is a clear plan to communicate with families with tactics that are predominately one-way. ● Expectations for parents/guardians and families are somewhat articulated and shared 	<ul style="list-style-type: none"> ● Few activities and events that include families of students are held. ● A clear communications plan doesn't exist or is limited. ● Expectations for parents/guardians and families are not clearly articulated and shared

Staff and Professional Learning (15 Points)		
11-15 points	6-10 points	0 – 5 points
<ul style="list-style-type: none"> ● Each classroom has a Pre Kindergarten teacher with a background in early childhood education. Maximum points given for teachers with a bachelor's degree and valid New York State Teacher Certification in Early Childhood Education (birth-grade 2) or Students with Disabilities (birth-grade2), or a bachelor's degree in Early Childhood Education. ● Each classroom has a full-time teacher and one teacher aide (maximum points awarded for programs that have certified teaching assistants). ● Staffing is based on ratios of 18-20 children to one teacher and two teacher aides. ● Substitutes are adequately provided for both teachers and teacher aides. ● A certified site director or assistant director manages all staff and program needs. ● Clear, high-quality procedures exist for evaluating staff. ● High-quality policies and procedures are outlined for staff. ● There is a high-quality staff development plan. ● There are clear, high-quality hiring procedures. ● There is a clear, high quality plan for managing volunteers 	<ul style="list-style-type: none"> ● Each classroom has a Pre Kindergarten teacher with a background in early childhood education. ● Each classroom has a full-time teacher and one teacher aide. ● Staffing is based on ratios of 18-20 children to one teacher and two teacher aides. ● Substitutes are provided for both teachers and teacher aides. ● A site director or assistant director manages all staff and program needs. ● Plan for evaluating staff exists and is clearly articulated. ● Policies and procedures for staff to follow exist and are clearly articulated. ● A staff development plan exists and is clearly articulated. ● Hiring procedures exist and are clearly articulated. ● As applicable, a plan for managing volunteers exists and is clearly articulated. 	<ul style="list-style-type: none"> ● Each classroom has a Pre Kindergarten teacher with a background in early childhood education. ● Each classroom has a full-time teacher and one teacher aide. ● Staffing is based on ratios of 18-20 children to one teacher and two teacher aide. ● Plan for providing substitutes is unclear or incomplete. ● Role of a site director or assistant director to manage all staff and program needs is unclear. ● Plan for evaluating staff is unclear or incomplete. ● Policies and procedures for staff to follow are incomplete or do not exist. ● A staff development plan does not exist or is incomplete. ● Hiring procedures are not clearly outlined. ● As applicable, a plan for managing volunteers does not exist or is incomplete.

Budget Narrative (10 Points)		
9-10 points	5-8 points	0 – 4 points
<ul style="list-style-type: none"> ● Budget narrative clearly and effectively outlines the total cost of the program, including per student and per classroom costs. ● Staffing costs clearly and effectively include a qualified Pre-Kindergarten teacher and a full-time teacher aide for each classroom. ● Staffing costs include a site director or assistant director. ● Budget narrative clearly and effectively outlines how the program would support students with varying needs, including ELLs and students with disabilities. 	<ul style="list-style-type: none"> ● Budget narrative outlines the total cost of the program, including per student and per classroom costs. Some aspects are left unclear or undefined. ● Staffing costs include a qualified Pre-Kindergarten teacher for each classroom and a full-time teacher aide for each classroom. ● Staffing costs include a site director or assistant director. ● Budget outlines how the program would support students with varying needs, including ELLs and students with disabilities. Some aspects are left unclear or undefined. 	<ul style="list-style-type: none"> ● Description of total cost of the program, including per student and per classroom costs, is limited or incomplete. ● Staffing costs for a qualified Pre-Kindergarten teacher and a full time teacher aide for each classroom are limited or incomplete. ● Staffing costs for a site director or assistant director are limited or incomplete. ● Budget support for students with varying needs, including ELLs and students with disabilities is limited or incomplete.

Detailed Budget Spreadsheet (20 Points)		
15-20 points	8-14 points	0 – 7 points
<ul style="list-style-type: none"> ● Detailed spreadsheet clearly and effectively outlines the cost proposal for each classroom, as well as the total program cost (as applicable). ● Detailed spreadsheet clearly and effectively shows per pupil costs. ● Detailed spreadsheet matches budget narrative. ● Detailed spreadsheet adequately shows all staff salaries and benefits. 	<ul style="list-style-type: none"> ● Detailed spreadsheet outlines the cost proposal for each classroom, as well as the total program cost (as applicable). Some aspects are left unclear or undefined. ● Detailed spreadsheet shows per pupil costs. Some aspects are left unclear or undefined. ● Detailed spreadsheet matches budget narrative. Some aspects are left unclear or undefined. ● Detailed spreadsheet adequately shows all staff salaries and benefits. Some aspects are left unclear or undefined. 	<ul style="list-style-type: none"> ● Cost proposal outlined in the spreadsheet doesn't adequately represent total program costs and/or some information is limited or missing. ● Per pupil costs outlined in the spreadsheet are limited or information is missing. ● Spreadsheet does not match the budget narrative and/or some information is missing. ● Detailed spreadsheet does not adequately show all staff salaries and benefits.