Fall 2020 NYCEEC Staffing Readiness Planning Tool and Survey

INTRODUCTION

The New York City Department of Education (DOE) Division of Early Childhood Education (DECE) is providing this staffing planning tool and survey to contracted early childhood programs in order to:
- Help you map out the learning models (full-time in-person learning, full-time remote learning, blended learning) your program will offer in Fall 2020 based on the needs of your children, families, and staff;
- Gather information about your needs related to maximizing full-time, in-person services for your contracted slots in Fall 2020; and
- Gather information about your ability to increase your capacity to provide newly contracted childhood services in Fall 2020.

The priority for our system continues to be maximizing the amount of in-person services that can be safely provided to children and families. We recognize that some, if not most, of you will be able to do this without needing to implement a blended learning model. For those who find yourselves needing to provide some form of blended learning, this planning tool might be especially useful.

You will not assign specific children and families to different learning models through this planning tool. DOE will be sharing guidance on which families should be prioritized for full-time in-person services if there are programs where there are not enough full-time slots to meet all families' needs. Unless you can accommodate all interested families for full-time in-person services, you should not assign children to available full-time in-person slots until DOE has given guidance on families that are prioritized for these slots.

The DECE recognizes that the needs of each family, program, and community are different. In times of stress and change, it is even more important that we support young children with safe, nurturing, and predictable environments. As such, we intend to provide as much flexibility to programs as possible to decide how services will be structured in a trauma-informed and equitable way, while implementing new health and safety standards. Lastly, we recognize the extraordinary challenges of this moment for all of you, as early childhood professionals, leaders, and people. Our goal is to work through these challenges together in the weeks and months to come.

After completing this planning tool, you are required to complete a short survey **where you will report some of the aggregated data from both sections of the tool. This survey must be completed by:**
- **Priority deadline of Friday, July 31:** We encourage you to submit your completed survey as quickly as possible, especially if you are interested in providing additional slots. We will review survey results and reach out to interested programs on a rolling basis.
- **Final deadline of Friday, August 7**

KEY PLANNING PARAMETERS

Carefully review the key planning parameters below as you complete this planning tool. For additional policy guidance on fall planning, please refer to the DECE's initial fall 2020 guidance released on July 10, 2020.

1. Contracted programs will be able to serve enrolled children and families* through three potential learning models this fall:
   - Full-time in-person learning
   - Full-time remote learning
   - Blended learning (a combination of in-person learning and remote learning, see here for DECE's considerations for blended learning with children ages 0-5)

   For the purposes of this document, we are defining "enrolled children and families" for 3-K and pre-K as those who have accepted an offer to your program for Fall 2020, either through an initial or waitlist offer.

2. **Programs are expected to provide enrolled children with as many in-person learning opportunities as possible.** This is because young children learn through play and in the context of relationships with caring adults, and are not yet independent users of technology. Additionally, in-person child care is a critical part of the City's phased re-opening strategy. In a survey of DOE-contracted NYCEECs, 73% indicated that all or most of their families would require child care to return to work.

3. We expect that many contracted early childhood programs will not need to offer all three learning models listed above. Specifically, it may be possible to serve all enrolled children through full-time in-person services and/or full-time remote services (if requested by families). In situations where a program cannot offer enough full-time in-person learning slots to all families who request them, due to staffing and classroom space, the program will need to offer blended learning services.

4. *[EarlyLearn programs with infant and toddler slots only]* If there are not enough full-time in-person slots to meet all enrolled families' needs, programs should prioritize providing full-time slots to infants and toddlers (before 3- and 4-year-olds).

5. Programs should plan to continue employing all staff currently on their DOE budgets in the fall. Programs should comply with federal and state requirements, if applicable, regarding the provision of medical accommodations for staff members who request them. Any staff who receive accommodations to work remotely should remain on the program's payroll and DOE budget.

6. For public health reasons and to support responsive caregiving, children should have as much consistency as possible in their in-person and remote-learning services. This means that to the extent possible, programs should:

   a. Organize children in learning groups that remain stable over time for all learning models;

   b. Keep the same staff members assigned to the same groups of children for all learning models; and

   c. Limit the number of in-person classrooms that are supported by any single staff member, including non-lead teachers.

7. In alignment with the NYS June 2020 guidance and DECE policy, maximum group size and staff-to-child ratios in any DOE-funded classrooms providing **in-person learning services** will be as follows, until further notice:

Group Size and Ratios for In-Person Learning		
Age	**Staff**	**Max. Group Size**
Infants (6 weeks to 12 months)	2	8
Younger toddlers (12-24 months)	2	10 (8 for Early Head Start classes)
Older toddlers (24-36 months)	2	12 (8 for Early Head Start classes)
3-year-olds	2	15 (12 for Group Family Day Care programs)
4-year-olds	2	15 (12 for Group Family Day Care programs)

8. Programs have flexibility in staffing groups of children whose families have requested **full-time remote learning services**:

   a. Programs offering full-time remote learning services must name a staff member who is qualified to serve as a lead teacher (e.g. certified, or has a bachelor's degree and is on a study plan for certification) to serve as a remote learning coordinator.

b. The remote learning coordinator responsibilities could be carried out by the education director, a qualified lead teacher who has received medical accommodations to work remotely, or a qualified lead teacher who also has responsibilities for providing in-person services. If any full-time remote learning group at the program has pre-K children, the remote learning program coordinator must meet NYSED lead teacher requirements.

c. The remote learning coordinator is responsible for supporting and coordinating the staff who are interacting with children and families remotely, and for managing the curriculum, learning activities, and family engagement for children in the fully-remote model. The remote learning program coordinator should be engaged in delivering remote services, but does not need to be solely responsible for delivering remote services to children.

d. Additional staff, including lead teachers, assistant teachers or paraprofessionals, and other staff (e.g., family service staff, administrative staff) may be assigned to support program activities for children receiving full-time remote learning services.

e. Programs should prioritize assigning remote learning roles to staff who receive medical accommodations to work remotely.

f. Programs are expected to promote cohesion and collaboration between their in-person teaching staff, remote learning teachers and support staff, and remote learning coordinator (if they are not already a part of the teaching team).

g. Programs have flexibility in determining appropriate groupings and ratios for fully-remote learning, keeping in mind reasonable workloads for staff members and how best to meet the developmental needs of children. Group sizes and staff-child ratios for in-person services do not apply to full-time remote learning.

h. Reference the DECE's previously shared Guidance for Remote Learning in 3-K and Pre-K for strategies and suggestions for planning full-time remote learning.

9. If a program is not able to serve all enrolled children through full-time in-person services and/or full-time remote services at this time, they will need to offer **blended learning services** to some groups of children. Programs have flexibility in the schedule and staffing plan for groups of children receiving blended learning services:

a. Each classroom teaching team (consisting at a minimum of a qualified lead teacher and assistant) offering blended learning services to 3-K and pre-K children can be assigned up to two cohorts of no more than 15 children each. This equates to a maximum combined total of 30 3-K and pre-K children assigned to a teaching team, with each cohort of children attending in-person on different days.

i. **Each teaching team can only serve one cohort of 15 3-K or pre-K children in-person on any given day.**

ii. If a teaching team is supporting two blended learning cohorts, they would need to rotate in-person services for these cohorts on an alternating schedule, **ensuring that children in each blended learning cohort receive an equal amount of in-person learning days.** See item c below for sample alternating blended learning schedules.

b. A teaching team offering blended learning would be responsible for providing both in-person learning services and remote learning services to the children in their cohort(s). Wherever possible, we strongly recommend that any teaching team providing blended learning services to more than one cohort be supplemented with additional staff member(s) who can support remote learning activities.

i. For example, an additional assistant teacher who has an accommodation to work remotely could be assigned to a blended learning group, and could assist with connecting with families and children on remote learning days in collaboration with the staff providing in-person services and under the supervision of the lead teacher.

c. Programs may create a schedule for blended learning based on staff and family preferences, including, but not limited to:

i. A split schedule with **alternating days** over the course of two weeks. For example, cohort A receives in-person learning on Tuesday and Thursday and remote learning on Monday, Wednesday, and Friday; cohort B receives in-person learning on Monday, Wednesday, and Friday and remote learning on Tuesday and Thursday. Cohorts should alternate schedules each week so each cohort receives five days of in-person learning and five days of remote learning every two weeks. See sample visual below.

Week 1					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A	Remote	In-Person	Remote	In-Person	Remote
Cohort B	In-Person	Remote	In-Person	Remote	In-Person
Week 2					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A	In-Person	Remote	In-Person	Remote	In-Person

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Cohort B	Remote	In-Person	Remote	In-Person	Remote

ii. A split schedule with **alternating weeks**. For example, cohort A receives in-person learning the first week and remote learning the second week, while cohort B receives remote learning the first week and in-person learning the second week. See sample visual below.

Week 1					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A	In-Person	In-Person	In-Person	In-Person	In-Person
Cohort B	Remote	Remote	Remote	Remote	Remote
Week 2					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A	Remote	Remote	Remote	Remote	Remote
Cohort B	In-Person	In-Person	In-Person	In-Person	In-Person

iii. A split schedule that assigns children to specific days a week, **with one day alternating.** For example, cohort A is in-person every Monday and Wednesday and remote every Tuesday and Thursday; cohort B is in-person every Tuesday and Thursday and remote every Monday and Wednesday. The cohorts alternate in-person and remote on Fridays). See sample visual below.

Week 1					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A	In-Person	Remote	In-Person	Remote	In-Person
Cohort B	Remote	In-Person	Remote	In-Person	Remote

Week 2					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A	In-Person	Remote	In-Person	Remote	Remote
Cohort B	Remote	In-Person	Remote	In-Person	In-Person

iv. A split schedule that assigns children to specific days a week for in-person learning, with one day per week to focus on remote learning services. For example, cohort A is in-person every Monday and Tuesday and remote every Wednesday-Friday, cohort B is remote every Monday-Wednesday and in-person every Thursday and Friday. Both cohorts are remote on Wednesdays and teaching teams use that day each week to focus on planning and delivering remote services to both cohorts. See sample visual below.

Week					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A	In-Person	In-Person	Remote	Remote	Remote
Cohort B	Remote	Remote	Remote	In-Person	In-Person

d. Some programs have inquired about the possibility of providing half-days of in-person instruction along with remote learning. However, this model does not meet the needs of most working families. Due to this concern, along with new health and safety requirements and funding limitations, the DOE is not able to allow learning models that include half-days of in-person instruction for programs that are currently contracted to provide full day services.

e. Note that in addition to the Blended Learning Considerations, the DECE plans to release visual sample daily schedules, flow of the day recommendations for in-person and remote learning, and additional blended learning implementation resources to support planning.

10. Programs may request approval from the DECE to provide in-person and remote services to 3-K and pre-K children in mixed-age groups, as long as they continue to comply with applicable City and State regulations.

SECTION I

After completing the first section of this planning tool, you will have an initial plan that lays out:

- How many classrooms you will operate with a full-time in-person learning model, and which staff will be supporting those rooms.
- How many children will receive a full-time remote learning model, and which staff will be supporting those services.
- How many classrooms you will operate with a blended learning model, and a schedule and staffing plan for those services.

BEFORE YOU BEGIN

- **Survey families:** Collect feedback from families using the Family Schedule Needs Sample Survey, or a similar tool.

- **Review personnel policies:** Review, and if necessary update, your program's personnel policies. Using your program's policies, determine which staff members will be approved for medical accommodations to work remotely.

- **Survey staff members:** Connect with staff members to better understand their anticipated needs for the fall, including any accommodations staff members are seeking to continue remote work and any anticipated staff vacancies.

- **Hiring**: If you have vacancies due to staff members who are not returning and are no longer employed with your program, you should begin hiring to replace these staff members immediately. Staff who receive medical accommodations to work remotely should remain on your payroll and DOE budget, and should be assigned remote learning responsibilities.

STEP 1: DETERMINE STAFFING NEEDS

- Use the **Staff Roster Forms** to list all current staff members on your DOE budget.

- Based on approved remote work accommodation requests, determine which staff members will be assigned to remote learning.

- Any other staff should be assigned to support in-person services.

STEP 2: DETERMINE FAMILY NEEDS

- Use the **Child Roster Form** to list all children by age group who have accepted an offer to your program for Fall 2020.

- Next to each child's name, note the family's preference for full-time in-person, full-time remote, or blended learning.

- After you have noted each family's preference, complete the summary table at the bottom of the **Child Roster Form** to show the number of children from each age group who have requested each learning model.

STEP 3: IDENTIFY SERVICE MODELS FOR LEARNING GROUPS

- Based on enrolled children's ages and families' learning model preferences, use the **Draft Learning Groups Form** (or a similar self-developed form) and the process below to define the learning groups you will need. For each learning group, you will include details on:

    - Assigned learning model (full-time in-person learning, full-time remote learning, or blended learning)
        - *If blended learning*, indicate the schedule for in-person learning (e.g., alternating days, weeks, etc.)
    - Group size (number of children)
    - Staffing (number and role)
    - *If full-time in-person or blended learning*, name the classroom space to be used (e.g., "Red Room", "Blue Jays Room")

- You should **not** create student rosters for the learning groups at this time; the DOE will provide further guidance on how to prioritize students for service models at a later date.

- First, identify as many **full-time in-person learning groups** as feasible given your available staff, maximum group size, and classroom space, prioritizing infants and toddlers (if applicable). Assign staff members (at least a lead teacher and assistant) and classroom spaces to these full-time in-person learning groups.

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- If you have families that have requested **full-time remote learning**, create groups for this learning model. Identify a qualified staff member to serve as remote learning program coordinator, and assign any staff who have received medical accommodations to work remotely to support these full-time remote learning groups.

- If you do not have enough staff members or classroom spaces to serve the number of 3-K or pre-K families who have requested full-time in-person learning services, identify **blended learning groups** consisting of up to two cohorts of no more than 15 3-K or pre-K children each. Assign staff members (at least a lead teacher and assistant, with additional staff whenever possible) and classroom spaces to these blended learning groups.

- If you do not have enough staff to create blended learning groups consisting of up to two cohorts of no more than 15 3-K or pre-K children each, reduce your number of full-time in-person learning groups, and create additional blended learning groups.

- Any staff who have received accommodations to work remotely and have not yet been assigned to full-time remote learning groups should be assigned as additional teaching team members to **blended learning groups**, focusing on supporting remote learning activities for children when they are not attending in-person.

    - For example, if you have a teaching team (lead teacher and paraprofessional) who will be supporting two blended learning cohorts of 15 children who are receiving in-person services on alternating days or weeks, and you have an available assistant teacher who is working remotely, the remote staff can join the teaching team to assist with delivering remote lessons, family engagement activities, etc. under the supervision of the lead teacher.

- Please see the next page for a sample completed Draft Learning Groups Form. Your completed form should resemble this, but will reflect the data and circumstances of your program.

SAMPLE of Completed Draft Learning Groups Form

Use this sample form as a model to create your own form through the process outlined above. Please note that the data is this form is just an example. Your program will develop learning groups based on the guidance above the particular circumstances of your program.

	Group 1	Group 2	Group 3	Group 4A	Group 4B
Age Group	3-year-olds	4-year-olds	3- and 4-year-olds	3-year-olds	4-year-olds
Learning Model	In-person	In-person	Fully remote	Blended ● In person Mondays, Wednesdays, and alternating Fridays ● Remote learning Tuesdays, Thursdays and alternating Fridays	Blended ● In person Tuesdays, Thursdays, and alternating Fridays ● Remote learning Mondays, Wednesdays and alternating Fridays
Group Size	15 children	15 children	15 children	15 children	15 children
Staffing	Ms. A (Lead Teacher), Mrs. B (Assistant)	Mr. C (Lead Teacher), Ms. D (Assistant)	Ms. E (Lead Teacher also serving as Remote Learning Coordinator)	Mrs. F (Lead Teacher), Mr. G (Assistant), Ms. H (Remote Support Only)	Mrs. F (Lead Teacher), Mr. G (Assistant), Ms. H (Remote Support Only)
Classroom Space *(if applicable)*	Red Room	Yellow Room	None needed	Blue Room	Blue Room

Step One: Staff Roster Forms

Use these charts to list all current staff members on your DOE budget. Based on approved remote work accommodation requests, determine which staff members will be assigned to remote learning. Any other staff should be assigned to support in-person services.

Teaching Staff

Staff Name	Role	Qualifications	Accommodations?	Security Clearance (check all that apply)	Notes/Rationale:
Example: Ms. Caring	Lead Teacher	❑ Certified ✓ Group Teacher ❑ Study Plan ❑ Assistant / Para	✓ Remote ❑ In-person	✓ PETS ❑ DOI/IdentoGO ✓ CBC	Medical accommodation; needs to work remotely.
	Education Director	Must be certified	**Note**: If the Education Director requires a remote work accommodation, another qualified staff member will need to serve as the full-time onsite Education Director.	❑ PETS ❑ DOI/IdentoGO ❑ CBC	
	Education Director designee	Must be certified; if there is not an additional certified staff member in your program, leave this blank.	**Note**: The Education Director designee responsibilities cannot be performed remotely.	❑ PETS ❑ DOI/IdentoGO ❑ CBC	(Note: Education Director designee role may be combined with other responsibilities)
	Remote Learning Coordinator (if needed)	❑ Certified ❑ Study Plan	❑ Remote ❑ In-person	❑ PETS ❑ DOI/IdentoGO ❑ CBC	(Note: Remote Learning Program Coordinator role may be combined with other responsibilities)
		❑ Certified ❑ Group Teacher ❑ Study Plan ❑ Assistant / Para	❑ Remote ❑ In-person	❑ PETS ❑ DOI/IdentoGO ❑ CBC	

		❏ Certified ❏ Group Teacher ❏ Study Plan ❏ Assistant / Para	❏ Remote ❏ In-person	❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ Certified ❏ Group Teacher ❏ Study Plan ❏ Assistant / Para	❏ Remote ❏ In-person	❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ Certified ❏ Group Teacher ❏ Study Plan ❏ Assistant / Para	❏ Remote ❏ In-person	❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ Certified ❏ Group Teacher ❏ Study Plan ❏ Assistant / Para	❏ Remote ❏ In-person	❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ Certified ❏ Group Teacher ❏ Study Plan ❏ Assistant / Para	❏ Remote ❏ In-person	❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ Certified ❏ Group Teacher ❏ Study Plan ❏ Assistant / Para	❏ Remote ❏ In-person	❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ Certified ❏ Group Teacher ❏ Study Plan ❏ Assistant / Para	❏ Remote ❏ In-person	❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ Certified ❏ Group Teacher ❏ Study Plan ❏ Assistant / Para	❏ Remote ❏ In-person	❏ PETS ❏ DOI/IdentoGO ❏ CBC	

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Other Staff

Use this chart to list all other non-teaching staff (administrative staff, family service staff, cooks, custodians, etc.). If any of these staff have been given accommodations to work remotely, indicate in the notes column.

Staff Name	Role	Clearances	Notes
		❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ PETS ❏ DOI/IdentoGO ❏ CBC	
		❏ PETS ❏ DOI/IdentoGO ❏ CBC	

Step Two: Child Roster Form

Use this chart to list all children by age group who have accepted an offer to your program for Fall 2020. Next to each child's name, note the family's preference for full-time in-person, full-time remote, or blended learning. Do not assign children to groups at this time.

Child Name	Age	Learning Model Preference	Notes
Example: John P.	3	❑ Full-time remote ✓ Full-time in-person ❑ Blended	
		❑ Full-time remote ❑ Full-time in-person ❑ Blended	
		❑ Full-time remote ❑ Full-time in-person ❑ Blended	
		❑ Full-time remote ❑ Full-time in-person ❑ Blended	
		❑ Full-time remote ❑ Full-time in-person ❑ Blended	
		❑ Full-time remote ❑ Full-time in-person ❑ Blended	

		❏ Full-time remote ❏ Full-time in-person ❏ Blended	
		❏ Full-time remote ❏ Full-time in-person ❏ Blended	
		❏ Full-time remote ❏ Full-time in-person ❏ Blended	
		❏ Full-time remote ❏ Full-time in-person ❏ Blended	
		❏ Full-time remote ❏ Full-time in-person ❏ Blended	
		❏ Full-time remote ❏ Full-time in-person ❏ Blended	
		❏ Full-time remote ❏ Full-time in-person ❏ Blended	
		❏ Full-time remote ❏ Full-time in-person ❏ Blended	

		❏ Full-time remote ❏ Full-time in-person ❏ Blended	
		❏ Full-time remote ❏ Full-time in-person ❏ Blended	
		❏ Full-time remote ❏ Full-time in-person ❏ Blended	

Summary

Use this chart to list the number of enrolled children from each age group who have requested each learning model.

Age Group (complete those applicable to your program)	Learning Model Requested		
	Full-Time In-Person	Full-Time Remote	Blended
Infants (6 weeks to 12 months)			
Younger toddlers (12-24 months)			

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Older toddlers (24-36 months)			
3-year-olds			
4-year-olds			

Step Three: Draft Learning Groups Form

Use this chart to create initial groupings of enrolled children based on children's ages and families' learning model preferences. Use additional sheets or create your own template, as needed. Note: depending on the size of your program, you may have a different number of learning groups than shown in the chart below.

	Group 1	Group 2	Group 3	Group 4	Group 5
Age Group					
Learning Model					
Group Size					
Staffing					
Classroom Space *(if applicable)*					

SECTION II

Mayor de Blasio has announced that the City is planning to ensure that a combination of school and full-time care is available to as many families as possible this fall. Knowing that many families will need full-time child care, the DOE is seeking to maximize the number of preschool aged children served in 3-K and pre-K in-person full-time, and also to gauge interest from current contracted providers in partnering with the DOE to provide additional funded opportunities for child care at their existing sites.

After completing the second section of this planning tool, you will have considered:

- If your program could use additional funded staff to maximize the number of children receiving full-time in-person services based on your current enrollment.
- If your program could use additional funded rooms (and staff) to maximize the number of children receiving full-time in-person services based on your current enrollment.
- If your program could use additional funded rooms (and staff) to offer additional contracted full-time in-person 3-K/pre-K slots, and/or to offer additional contracted part-time in-person child care services for 3- and 4-year-olds.
- If your organization could use additional funded site locations, if applicable, to offer additional contracted full-time in-person 3-K/pre-K slots, and/or to offer additional contracted part-time in-person child care services for 3- and 4-year-olds.

STEP 1: ADDITIONAL STAFFING TO MAXIMIZE FULL-TIME IN-PERSON SLOTS

- Review your data from the planning exercise in Section I (*Note: You may skip this step if you are able to provide full-time in-person services to all families who requested them based on the planning exercise*).

  - Identify how many full-time in-person slots have been requested by families who have accepted offers to your program for Fall 2020 in DOE-funded classrooms that you do **not** anticipate being able to provide given your current staffing.

  - Identify the total number of **existing DOE-funded classroom spaces** you currently plan to use for in-person services (based on the planning exercise in Section 1).

  - Using only your existing DOE-funded classroom spaces, consider if you could provide any additional full-time in-person slots (and how many) to families who have accepted offers for Fall 2020, **if you were funded to hire additional staff**.

○ Using only your existing DOE-funded classroom spaces, consider if you could provide any additional full-time in-person 3-K or pre-K slots (and how many) to new families (not currently enrolled in your DOE-funded classrooms), **if you were funded to hire additional staff**.

○ Please identify the **number of additional staff members you would need to hire** to maximize the number of full-time in-person slots you could provide to currently-enrolled families and/or new 3-K or pre-K families, still using only your existing DOE-funded classroom spaces.
- Lead teachers
- Non-lead teachers (e.g., assistants, paraprofessionals)
- Other staff

STEP 2: ADDITIONAL ROOMS TO MAXIMIZE IN-PERSON SLOTS

- Identify whether you have any extra spaces in your facility, including classrooms or other usable rooms, **which you have not been using for DOE-contracted services to date,** that you could use to maximize the number of full-time in-person slots (3-K or pre-K only) available at your program in Fall 2020. If you have extra space(s), consider the following:

  ○ How many spaces (that you have not been using for DOE-contracted services to date) do you have that you could likely make available as classroom spaces for DOE-contracted services?

  ○ Are these extra space(s) already permitted by the NYC Department of Health and Mental Hygiene (DOHMH)?

- Based on the square footage of the extra space(s) and available capacity of nearby sinks and toilets, consider the following:

  ○ How many additional full-time in-person slots would the extra space(s) allow you to provide to **families who have accepted offers to your program for Fall 2020** and have requested full-time in-person services (assuming that you were funded to staff these rooms)?

  ○ How many additional **full-time in-person slots (3-K or Pre-K only)** would the extra space(s) allow you to provide to new families not currently enrolled in your DOE-funded classrooms (assuming that you were funded to staff these rooms)?

○ How many additional **part-time in-person child care slots for 3- and 4-year-olds** would the extra space(s) allow you to provide to new families not currently enrolled in your DOE-funded classrooms (assuming that you were funded to staff these rooms)?

STEP 3: ADDITIONAL SITE LOCATIONS TO MAXIMIZE IN-PERSON SLOTS

● Identify whether your organization has one or more **additional child care sites that you have not been using for DOE-contracted services to date** that you could use to provide early childhood services in Fall 2020. If you have extra site(s), consider the following:

   ○ How many additional potentially-usable sites do you have?

   ○ Is this site(s) already permitted by the NYC Department of Health and Mental Hygiene (DOHMH)?

   ○ How many additional full-time in-person slots (3-K or Pre-K only) would this extra site(s) allow you to provide?

   ○ How many additional part-time in-person child care slots for 3- and 4-year-olds would this extra site(s) allow you to provide?

After completing this planning tool, you are required to complete a short survey **where you will report some of the aggregated data from both sections of the tool. This survey must be completed by:**

● **Priority deadline of Friday, July 31:** We encourage you to submit your completed survey as quickly as possible, especially if you are interested in providing additional slots. We will review survey results and reach out to interested programs on a rolling basis.

● **Final deadline of Friday, August 7**