

Pre-Proposal Conference Questions and Answers

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RFP Documents and HHS Accelerator		
#	Question	Answer
1	Can providers access previous proposals, business applications, or service applications?	Yes. To view past proposals, you can go into your Document Vault, use the “Document Type” drop down and select “Proposals”. You can click on them to open or download. Copies of all documents attached to a completed action in the system, such as a Proposal, Business Application, or Service Application, are automatically saved to your organization’s Document Vault. While you may like to view your last proposal before crafting your response to the current RFP(s), please note that you should NOT upload previous proposal documents if you are proposing to the Birth-to Five Services RFP and/or Head Start/Early Head Start Services RFP. Your current proposal(s) should be unique to the new RFP(s) and the different requirements and questions.
2	What is an RFP?	“RFP” stands for “Request for Proposals,” and refers to the process through which the City invites community based organizations to submit proposals to provide City-contracted services.
3	Does the DOE procurement process comply with all relevant procurement guidelines regarding public feedback and responses?	Yes. All questions received at each of the five Pre-Proposal Conferences have been recorded and are answered in this official addendum released to providers through HHS Accelerator. The Mayor’s Office of Contract Services (MOCS) and the DOE’s Division of Contracts and Purchasing (DCP) were present at each Pre-Proposal Conference to monitor and verify the integrity of the procurement process.
4	How will my proposal be scored?	Award recommendations will be made based on the following considerations:

		<ul style="list-style-type: none"> ● Proposal Quality and Demonstrated Effectiveness ● Site Viability ● Service Need in Geographic Area ● Proposed Services: Socioeconomic Integration and Continuity of Care <p>These considerations are described in more detail in Section 5 - “Basis for Contract Award and Evaluation Procedures” of both RFPs.</p> <p>Proposals will be assigned a score between 0 and 100, which will be determined based on consideration of:</p> <ul style="list-style-type: none"> ● Written answers provided throughout the Structured Proposal Form (SPF); ● Evidence of demonstrated quality; and, if necessary, ● Additional evidence gathered during the evaluation process, such as through site visits and/or interviews with program leadership. <p>Scoring sections include:</p> <ol style="list-style-type: none"> 1. Program Overview & Demonstrated Effectiveness [65 total points; SPF Questions 1-4] 2. Early Childhood Framework for Quality (EFQ) Elements [35 total points; Birth-to-Five SPF Questions 5-14 or HS/EHS SPF Questions 5-16] <p>The criteria in each section, as well as the percentage of points allocated to each criterion, are further in Section 5 - “Basis for Contract Award and Evaluation Procedures” of both RFPs.</p>
5	<p>What is required to complete a proposal? Can my proposal be reviewed by the Department of Education (DOE) before submission?</p>	<p>You are strongly advised to thoroughly read all parts of either the Birth-to-Five Services RFP, or the Head Start/Early Head Start Services RFP before beginning your proposal, including all relevant attachments, appendices, and/or addenda. Taken together, these documents will provide guidance to you as you plan your early education program and compose answers to the questions in the Structured Proposal Form, Budget Form, and other required RFP documents. In addition to thoroughly reviewing all sections of this RFP and related documents, you are also encouraged to review <i>Attachment I – Essential Steps for Proposal Submission</i>, which includes guiding questions and a submission checklist that can aid programs in understanding different RFP elements.</p> <p>Please carefully review Section 4D - “Instructions on Completing the ‘Proposal Details’ Tab in HHS Accelerator” and Section 4E - “Summary of Required and Optional Documents” of both RFPs for additional information.</p> <p>To ensure a fair and equitable bidding process, the DOE cannot review proposals in advance of submission.</p>
6	<p>SPF Question 8c does not have enough rows for a full day schedule. What should I do to fully respond to this question?</p>	<p>In the Birth-to-Five Services RFP, the table for SPF Question 8c has been amended to include additional rows. Attachment A – Revised Structured Proposal Form has been replaced with <i>Attachment A – Revised Structured Proposal Form 2</i>. In the Head Start/Early Head Start Services RFP, it has been replaced with <i>Attachment A - Revised ES-EHS Structured Proposal</i></p>

		<p>Form. Please see Addendum 2 released through HHS Accelerator on April 16, 2019 for additional information.</p>
7	Can providers submit one Budget Form for all sites?	<p>No, you are required to submit one Budget Form per proposal (i.e. one budget per proposed site). The Budget Form is where you will indicate which ages, service models and the number of slots that you are proposing to offer at your site.</p> <p>Please carefully review Section 4F(b) - "Budget Form" of both RFPs for additional guidance on completing your budget.</p>
8	Can providers submit one budget form for all ages?	<p>Yes, proposers may choose from several options for age range of children served, length of the service day, and number of operational days per year in "Tab 1: Service Model Proposal" of the Budget Form. This section of the Budget Form will ask you to indicate which of these service model options you are proposing. Please be reminded that you are required to submit one Budget Form per proposal (i.e. one budget per proposed site).</p> <p>Please carefully review Section 4F(b) - "Budget Form" of both RFPs for additional guidance on completing your budget. If you have questions about the available service models, please refer back to Section 1B - "Overview of Solicited Services" of this RFP.</p>
9	If a provider has multiple sites, are they required to submit multiple Structured Proposal Forms?	<p>Yes. You are required to submit one SPF per proposal, and you must submit one completed proposal, including all required documents, for each site you are proposing.</p> <p>Please carefully review Section 4F(a) - "Structured Proposal Form" for additional guidance.</p>
10	Some of the response fields in the Structured Proposal Forms (SPF) have character counts that are fewer than the counts detailed in the question. How should I respond?	<p>Response box character limits have been corrected. Attachment A – Structured Proposal Form has been replaced with <i>Attachment A – Revised Structured Proposal Form 2</i> in the Birth-to-Five Services RFP. In the Head Start/Early Head Start Services RFP, please see <i>Attachment A - Revised ES-EHS Structured Proposal Form</i>. Please see Addendum #1 released through HHS Accelerator for additional information.</p>
11	Will a site visit be part of my proposal evaluation? If so, am I able to schedule this visit in advance?	<p>During the evaluation period, the DOE and/or partner agencies may reach out to the Provider Contact listed in HHS Accelerator to request site visits, interviews, phone calls, or documentation in order to gather additional information about a proposed program, proposal submission, or the viability of a proposed site. If required, <u>site visits may occur without advance notice</u>, but within a range of time specified to the Provider Contact after the proposal due date. A proposal may be deemed ineligible for award if a proposer does not respond to requests or demonstrates an unwillingness or inability to let the DOE and/or partner agencies conduct a site visit.</p> <p>While the DOE may consider information gathered through site visits, interviews, demonstrations, and/or consideration of evidence related to a provider's history of demonstrated effectiveness when making award recommendations, the DOE reserves the right to advance or non-advance proposals to later stages of award consideration solely on the basis of a written proposal. Therefore, initial written proposals should contain a program's best programmatic and price terms.</p> <p>Please carefully review Section 5A(b) - "Evaluation Next Steps" of both</p>

		RFPs for additional information on site visits.
12	Do spaces count as characters in my SPF responses?	Yes, one space is counted as one character.
13	What role do ECERS scores play in my proposal evaluation?	<p>ECERS evaluations may be considered in scoring SPF Question 3 on “Demonstrated Effectiveness - Instructional Quality.”</p> <p>If you have previously contracted with the DOE or ACS to provide pre-K services between July 2016 and December 2018 (at either this site or others): in addition to your response to this question, the DOE will also take into account your history of instructional quality and emotional responsiveness, including consideration of DOE-administered CLASS and ECERS-R evaluations.</p> <p>If you have <u>NOT</u> contracted with the DOE or ACS to provide pre-K services between July 2016 and December 2018 (at either this site or others): in addition to answering this question, you should also submit documentation that supports the history of instructional quality and emotional responsiveness you described in your response to this question. When considering what to submit, please note that preference will be given to recent (within the past 3 years), objective data collected by third parties. For this submission, you may want to consider things such as: Program Quality Assessment scores (e.g. CLASS & ERS), improvement of program quality over time, and child or family outcome data. This might also include plans about how this data was used to inform coaching and classroom practices.</p> <p>For more information on SPF Question 3, or the consideration of ECERS evaluations, please review Section 4F(a) - “Structured Proposal Form (SPF) and Program Quality, Instructional Quality, and Safety and Supervision Documentation” of both RFPs.</p>
14	How can interested proposers view previous presentations, Frequently Asked Questions (FAQs), and RFP documents?	<p>All RFP related documents, including attachments, addenda, and Pre-Proposal Conference presentations and FAQs can be accessed directly through the Health and Human Services (HHS) Accelerator online system. For assistance creating an HHS Accelerator account and accessing RFP documents within the system, please reach out to the Mayor’s Office of Contract Services at help@mocs.nyc.gov.</p>
15	In the Birth-to-Five Services Structured Proposal Form (SPF), questions 12a and 12b refer to “continuous quality improvement.” How can providers answer this question?	<p>“Continuous quality improvement” refers to how program staff work collaboratively toward improving the quality of their program. This means they have systems in place to gather and respond to information from different stakeholders (staff, families, community, other partners). They use this data to improve program and classroom quality in partnership with families and the community.</p> <p>Question 12a of the SPF asks providers to describe systems and plans they have for continuous quality improvement. Question 12b asks how programs would respond to scenarios that relate to program quality. Question 12c asks how your program would leverage DECE resources to support and improve quality.</p> <p>Please note that for SPF Question 12, your responses to 12a and 12b should be answered in the tables provided.</p>

16	Are Birth-to-Five Services Structured Proposal Form (SPF) questions 10 and 11 the same question?	<p>No. Question 10 is about how programs will communicate with families to support children’s progress and development in the classroom through ongoing two-way communication. Question 11 asks more about how programs will explicitly work with families to promote their role as their child’s primary caregiver and teacher.</p> <p>Please review <i>Attachment A - Revised Structured Proposal Form 2</i> for additional information on these questions.</p>
17	Does Procurement and Sourcing Solutions Portal (PASSPort) filing need to be completed before the RFP due date and time?	<p>No. PASSPort filing does not need to be completed before the proposal submission deadline. However, you are encouraged to complete the filing process as soon as possible, as your organization must enroll and file disclosures in the PASSPort system to be eligible for contract award through these RFPs. In advance of the award process, all providers should ensure that PASSPort disclosures are in “Filed” status and all information is up-to-date. You will be able to access PASSPort using the login credentials you use to access HHS Accelerator. For more information about PASSPort, please visit www.nyc.gov/passport.</p>
18	Can providers with existing sites use HHS Accelerator to submit new proposals?	<p>Yes, proposers with existing sites can use their existing HHS Accelerator account to submit new proposals, as long as the EIN (Employer Identification Number / Tax ID) associated with the newly proposed sites is the same as the EIN for the current sites.</p>
19	If I am planning to submit proposals for multiple sites with different program names but that have the same owner and EIN, do I need to create multiple HHS Accelerator accounts?	<p>No, you do not need create a new HHS Accelerator account for multiple sites, as long as the vendor information (EIN, vendor legal name) is consistent across sites.</p>
20	How can providers correct an EIN in HHS Accelerator?	<p>Once an EIN is linked to an organization in HHS Accelerator, the EIN cannot be changed. If an organization now has an additional EIN, the provider must begin the prequalification process from the beginning for that affiliate organization. Please email help@mocs.nyc.gov for further assistance.</p>
21	Does the DOE prefer to contract with a specific entity type? Will providers be allowed to change entity type during the procurement process?	<p>No, all entities are evaluated equally and all entity types are encouraged to submit a proposal. Providers are not allowed to change their entity type during the procurement process.</p>
22	Are award recommendations based on a provider’s proposed budget?	<p>No, award recommendations are not made on the basis of proposed budgets. However, if found eligible for award, proposers will be required to participate in the DOE budget development process to determine the annual contract value and one-time start-up funding awarded. Proposers must successfully complete the budget development process and have their budget approved by DOE for their contract to be registered.</p> <p>Award recommendations <i>will</i> be made based on the following considerations:</p> <ul style="list-style-type: none"> ● Proposal Quality and Demonstrated Effectiveness ● Site Viability ● Service Need in Geographic Area ● Proposed Services: Socioeconomic Integration and Continuity of Care

		<p>These considerations are described in more detail in Section 5 - “Basis for Contract Award and Evaluation Procedures” of both RFPs.</p> <p>Please note that recommendation for award for any service model(s) and slots solicited through these RFPs is dependent on funding availability, including from City, State, and Federal entities including the New York State Office of Children and Family Services (OCFS), the New York State Education Department (NYSED), the New York City Law Department, and the New York City Office of Management and Budget, and the U.S. Department of Housing and Urban Development.</p>
23	<p>Can providers use current DOE contracted experience as demonstrated effectiveness for newly proposed sites on SPF questions 2, 3, and 4?</p>	<p>Yes. For SPF Questions 2, 3, and 4, proposers who have contracted with the DOE to provide 3-K or pre-K services for their proposed site or another site location will have their experience with the DOE considered. ACS contractors or providers who have operated early childhood programs in New York City may also have their experience considered. Please review the additional details below for each of these three SPF questions.</p> <p><u>For SPF Question 2: Demonstrated Effectiveness - Program Quality:</u> If you have previously contracted with the DOE to provide 3-K and/or Pre-K for All services between September 2015 and December 2018 (at either this site or others): in addition to your response to this question, the DOE will take into account your history of good standing with the DOE. You should not submit the additional documentation on program quality, which applies only to proposers who have not contracted with the DOE during this time period.</p> <p><u>For SPF Question 3: Demonstrated Effectiveness - Instructional Quality:</u> If you have previously contracted with the DOE or ACS to provide pre-K services between July 2016 and December 2018 (at either this site or others): in addition to your response to this question, the DOE will also take into account your history of instructional quality and emotional responsiveness, including consideration of DOE-administered CLASS and ECERS-R evaluations. You should not submit the additional documentation on instructional quality, which applies only to proposers who have not contracted with the DOE or ACS during this time period.</p> <p><u>For SPF Question 4: Demonstrated Effectiveness - Safety and Supervision:</u> For proposers who have operated licensed early childhood programs in the City of New York between July 2016 and January 2019 (at either this site location or others): in addition to your response to this question, the DOE will take into account your most recent history of implementing effective safety and supervision practices (within the past three years), including the consideration of DOHMH data. You should not submit the additional documentation on safety and supervision, which applies only to proposers who have not operated licensed early childhood programs in the City of New York during this time period.</p>
24	<p>What are Demonstrated Effectiveness documentation examples?</p>	<p>The parameters for documentation submission are outlined in the “Optional Documents” table in Section 4F(a) - “Structured Proposal Form [Required Document] and Program Quality, Instructional Quality, and Safety and Supervision Documentation [Optional Documents]”, detailed in the following sections, and detailed again in Questions 2, 3, and 4 of</p>

		<p>the SPF. Please review the parameters to determine if you must submit additional documentation. If you determine you must submit additional documentation, examples for each question are outlined below.</p> <p>For SPF Question 2: Demonstrated Effectiveness - Program Quality: You may wish to consider including submissions such as: demonstrated success running a program in New York City, scores from City agencies (e.g. VENDEX), quality accreditation, QUALITYstars, accolades from outside organizations and agencies, expansion of operations or responsibilities over time, consistent full enrollment, clean audit, and/or staff retention and qualifications.</p> <p>For SPF Question 3: Demonstrated Effectiveness - Instructional Quality: You may wish to consider submissions such as: Program Quality Assessment scores (e.g. CLASS & ERS), improvement of program quality over time, and child or family outcome data. This might also include plans about how this data was used to inform coaching and classroom practices.</p> <p>For SPF Question 4: Demonstrated Effectiveness - Safety and Supervision: You may wish to consider submissions such as: program records from a governmental or regulatory agency outside of New York City (e.g., documentation from another municipality or state, Federal Head Start Environmental Health and Safety review reports, or Focus Area 2 review reports), program records from a non-governmental agency, and records from a program where key personnel have previously worked in the City of New York.</p>
25	How can providers get prequalified in HHS Accelerator?	<p>Providers who are interested in partnering with the DOE must become prequalified on HHS Accelerator, the online platform through which proposals are submitted. These “HHS Accelerator Prequalification Application” and the “Account Creation and Adding Users Quick Start” can help guide you through the process.</p> <p>To prequalify, the Mayor’s Office of Contract Services (MOCS) must approve the submission of your Business Application and Service Application through HHS Accelerator. Once you have created your HHS Accelerator account and are prequalified, at that time you will have access to download documents related to this RFP and will be able to begin the process for submitting a proposal.</p> <p>Please contact the HHS Accelerator helpdesk at help@mocs.nyc.gov if you have any questions or would like more information about creating an account and becoming prequalified on HHS Accelerator.</p>
26	Our centers work in a system of six centers across the city. Could the DOE please clarify if the Birth-to-Five Services Structured Proposal Form (SPF) question 13 needs to be discussed in context of only the center’s staff members, or tailored to an overall agency context, including	<p>In filling out the Structured Proposal Form, please include any relevant staff members related to the site that you are proposing. If there are essential central support staff that help that site be successful in its work, you should include those.</p> <p>For programs with multiple sites, you can identify key roles at each location (ex: education director, head teacher, etc.) that may be at each site a. You are not required to name the specific people in each role.</p>

	leadership team members who oversee work in each center?	
27	What tool will be used to assess program quality by the DOE?	The Early Childhood Framework for Quality (EFQ) describes key practices and structures that are essential in high-quality Pre-K for All programs to prepare children for success, many of which are related to Pre-K for All learning environments at a program and the interactions between teaching staff and children. The NYCDOE currently uses the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environmental Ratings Scale – Revised (ECERS-R) tools to understand the extent to which Pre-K for All programs are successful at reaching those high-quality standards that support student development and learning across all five domains of the New York State Prekindergarten Foundation for the Common Core (PKFCC) . Both tools are grounded in research about the essential supports for promoting children’s achievement. With the expansion of ages and services and a desire to more comprehensively measure program quality, the DECE continues to look at tools that best measure quality across all elements of the EFQ.
28	Who reads and evaluates the proposals?	If a proposer is found to be responsive to the basic requirements of these RFPs, a team of DOE evaluators will assess the quality of a proposer’s written proposal and demonstrated history of providing high-quality early childhood services. Evaluators for these RFPs are trained specialists in early childhood education.
29	How can an applicant who does not currently operate a site answer the SPF questions?	Proposers should answer questions based on how they intend to operate their proposed program and are encouraged to provide any relevant information regarding experience or community relations.
30	Should the SPF reflect all of a proposer’s early childhood programs or just the programs they are proposing funding for in this RFP?	SPF responses should reflect the specific program and site that is being proposed for funding through this RFP.
31	The SPF is geared towards preschool age children. If a provider wants to serve infants, should their SPF reflect this or should the questions be answered according to how it is written?	SPF responses should accurately reflect how the proposed program will be run. Proposers should speak to all age groups that they plan to serve.
32	Can providers propose to these RFPs before identifying a potential site?	No, proposers must identify a proposed site that is physically located in New York City in their application. All proposers are asked to submit the address of their proposed site in their Proposal Details (see Section 4D - “Instructions on Completing the “Proposal Details” Tab in HHS Accelerator” for more information). Proposers to this RFP may submit a proposal with: <ul style="list-style-type: none"> ● A proposed privately owned or leased facility (either permitted or non-permitted; includes New York City Housing Authority (NYCHA) facilities); or ● A proposed City owned or leased facility (available facilities are outlined in <i>Attachment E - Revised City Owned or Leased Facilities List 2</i>).

		<p>Proposers planning to locate their program at a privately owned or leased non-permitted site are not required to currently occupy the site but must submit Evidence of Site Control. Please see Section 4F(d)ii - “Evidence of Site Control for Non-Permitted Sites, City Owned or Leased Facilities Questions, and General Permitting Considerations for All Providers: Additional Information on Evidence of Site Control for Non-Permitted, Privately Owned or Leased Sites” for detailed requirements regarding this document submission.</p> <p>Providers proposing services located in a City owned or leased facility will need to submit a completed <i>Attachment D - City Owned or Leased Facilities Questions</i>. Please see Section 4F(d)j - “Evidence of Site Control for Non-Permitted Sites, City Owned or Leased Facilities Questions, and General Permitting Considerations for All Providers: Additional Information on City Owned or Leased Facilities Questions” as well as <i>Attachment E - Revised City Owned or Leased Facilities List 2</i> for more information.</p>
33	<p>What do you mean by “Programmatic Consultant” on row 146 in the “Program Costs Proposal” tab of the Budget Form? Would my fire alarm vendor count as a programmatic consultant?</p>	<p>No. A fire alarm vendor would not be considered a programmatic consultant. Because a fire alarm is a facility-related cost, these costs would be included in the “Occupancy Costs” section of the Budget Form, rather than in the Programmatic and Operational Support OTPS section.</p> <p>For consultants whose work does not fall under the “Occupancy Costs” category, the Budget Form allows programs to budget for two types of consultants under the Programmatic and Operational Support OTPS section. Cost categories in this section represent non-personnel, non-occupancy costs for operating the program, such as administration, family and community engagement, staff development, and consultant fees.</p> <p>The first type, programmatic consultants, are those consultants whose work relates directly to the development of a strong instructional program, such as vendors that provide services for professional development, family engagement, and special curriculums like music.</p> <p>The second type of consultants allowed in the budget form are administrative/operational consultants. These are consultants who provide services that relate to the administration and operations side of your program and are not concerned with instruction. These include vendors who provide services relating to accounting, janitorial services, or tech support.</p> <p>Please refer to Section 4F(b)iv - “Tab 2: Program Costs Proposal” in the RFP for more information.</p>

Budget and Funding		
	Question	Answer
34	<p>How will the service model programs select impact staff salaries?</p>	<p>Proposers should budget for the staffing plan and staff salaries that they believe to be necessary to operate a high-quality program. Proposers should take into consideration the required staffing ratios and qualifications for each service model. Please carefully review Section 2B -</p>

		<p>“Service Model Expectations and Requirements” for detailed information about these requirements.</p> <p>All programs are subject to any collective bargaining agreements to which they are already committed and which they may enter into in the future. Salaries for unionized lead teachers are governed by the applicable collective bargaining agreements. For the core day and year, the DOE recommends that proposers budget to pay certified lead teachers in 3-year-old and 4-year-old classrooms an annual salary of:</p> <ul style="list-style-type: none"> • \$44,000 for teachers with a BA • \$50,000 for teachers with an MA <p>We understand that compensation is a top priority for CBO providers. We are committed to continuing the progress we’ve already made to ensure an effective compensation structure for early childhood providers as we build a stronger early childhood care and education system at the DOE. Providers should propose a budget that reflects what they need to run a high- quality program.</p>
35	Are the described payment options subject to negotiation with the program or at the sole discretion of the DOE?	All proposers will be required to participate in the payment model and schedule as outlined in Section 3F - “Payment Model” and Section 3G - “Payment Schedule” of both RFPs.
36	Are suggested rates of pay available for assistant teachers?	No, programs should budget for the assistant teachers’ salaries that they believe to be necessary to operate a high-quality program. All programs are subject to any collective bargaining agreements to which they are already committed and which their staff may enter into in the future.
37	How should programs budget for food?	<p>Programs will be required to participate in the Child and Adult Care Food Program (CACFP) unless they receive a waiver from the DOE. Programs should budget for food-related costs that will not be covered by CACFP in the budget form under the classroom OTPS cost category.</p> <p>Programs that plan on not participating in the CACFP should budget for all food costs as an Other than Personnel Services (OTPS). The DOE has created a webinar as an additional resource to support providers in completing their proposed Budget Form. The webinar can be accessed using the following link: https://vimeo.com/330077815.</p> <p>Note: CACFP has eligibility guidelines for children who are eligible to receive full or partial reimbursement. Programs should develop their proposed budget based on estimated community need. For additional information on CACFP, please see https://www.health.ny.gov/prevention/nutrition/cacfp/index.htm.</p>
38	Can I be reimbursed once I receive an award for construction completed now?	<p>No. To be reimbursed for construction or renovation work, the work must be completed after award notification and prior to the start of services. Any work done before an award letter is received does not qualify for reimbursement.</p> <p>The amount payable for start-up will be determined at the discretion of the DOE. Start-up funding is not guaranteed and start-up funds requested will be carefully scrutinized to ensure they are fair and reasonable, and align with the needs of the program.</p>

		For additional information, please see Section 3(E) - "Start Up Funding" of the Birth-to-Five Services RFP and the Head Start/Early Head Start Services RFP .
39	Will the DOE offer a prompt payment process through which providers can receive funding on an expedited timeline by paying a fee?	<p>No. With the exception of start-up funding, awarded programs will be paid monthly on an annual schedule for the duration of the contract, based on the DOE's fiscal year that runs from July 1 to June 30. Subject to contract registration, the monthly payment schedule will begin in July for extended day and year slots and in September for school day and year slots. The payment schedule will end in June for all programs.</p> <p>In order to receive payment, awarded programs will be required to submit budgets, reports, invoices, and other forms of documentation to the DOE. Programs will receive specific guidance on this process once they have completed the contracting process. Programs will also be required to provide regular expenditure reports to account for their utilization of the contract funds.</p> <p>For more information please refer to Section 3(G) - 'Payment Schedule' of the Birth to Five RFP and the Head Start/Early Head Start Services RFP.</p>
40	The Birth to Five Services RFP states that sites awarded multiple service models will be supported or required to enroll children from both service models in the same classrooms. How will this impact my per-child rates?	The DOE will work closely with providers during the budget negotiation process to specify further information regarding rates and seat types. Children will be funded at the rate that correlates to the services that they will receive regardless of what other services are being offered in the classroom they are in.
41	Will a program's budget be adjusted if a teacher's qualifications change mid-year?	<p>Budget adjustments may be considered when a teacher's qualifications change mid-contract. For example, if a teacher on a study plan leaves mid-contract and a certified teacher with an MA is hired to cover the vacancy, the funding will reflect the level of the new teacher. Providers will not be allowed to re-purpose additional funds from teacher qualification changes to other costs.</p> <p>There are some stipulations for mid-year budget adjustments. Programs will generally have to submit documentation of changes in teacher qualifications by late fall in order or budget adjustments to be considered.</p>
42	Are there funds to support classroom teachers becoming NYS certified in Early Childhood Education (ECE)?	Currently, the DOE supports a select number of teachers in obtaining NYS certification in ECE. Providers and teachers will be made aware should future opportunities become available.
43	What documentation can be used as evidence that families are receiving cash assistance, protective services, or experiencing homelessness so that they do not pay a family share for extended day and year services?	The DOE will follow all eligibility and documentation requirements as required by the Child Care Block Grant. Additional information about how programs can support families with inquiries regarding the family share will be forthcoming, so that families can be referred to the appropriate agencies (e.g. ACS or HRA).

44	Is there a recommended per-child rate for infants and toddlers?	<p>The DOE is committed to funding infant and toddler slots at rates that meet or exceed the average amounts currently provided to ACS-contracted programs offering similar days and hours of service.</p> <p>Proposers should budget for the staffing plan and salaries that they think is necessary to provide high-quality services for infants and toddlers. Proposers should take into consideration the required staffing ratios and qualifications for each service model. Please carefully review Section 2B - "Service Model Expectations and Requirements" of the Birth-to-Five Services RFP for detailed information about these requirements.</p>
45	If the program currently has employees covered by a collective bargaining agreement (CBA), and the CBA increases salaries during the term of the contract, will the DOE increase the per-child rate to reflect the CBA increase?	<p>All programs are subject to any collective bargaining agreements to which they are already committed and which their staff may enter into in the future. Providers should propose budgets accordingly.</p> <p>Providers will be paid based on the per-child rate in their contract. The DOE has discretion in setting and/or changing provider payment rates.</p>
46	How do I apply for additional funding if I am starting a new program or proposing at a new location that needs renovation work?	<p>Providers can apply for Start-Up Funding by completing tab 3 "Start-Up Proposal" of the Budget Form (Attachment B).</p> <p>The amount payable for start-up will be determined at the sole discretion of the DOE. Start-up funding is not guaranteed and start-up funds requested will be carefully scrutinized to ensure they are fair and reasonable, and align with the needs of the program.</p> <p>For additional information, please see Section 3(E) - "Start Up Funding" of the Birth-to-Five Services RFP and the Head Start/Early Head Start Services RFP.</p>
47	Is the DOE's Budget Form different from the Early Learn Budget?	<p>Yes, the DOE will use a unique Budget Form that is accessible in HHS Accelerator. The DOE has created a webinar as an additional resource to support providers in completing their proposed Budget Form. The webinar and an annotated script were released in Addendum #2 to the Birth-to-Five Services RFP and can be accessed using the following link: https://vimeo.com/330077815.</p>
48	What is the deadline for lead teachers without a license to complete their study plan?	<p>The requirements related to lead teacher qualifications vary by age group. For a detailed breakdown of the specific requirements for lead teachers, please refer to <i>Attachment H – Revised Birth-to-Five Policy Appendix</i> of the Birth-to-Five Services RFP and <i>Attachment H – Revised Head Start and Early Head Start Policy Appendix</i> of the Head Start/Early Head Start Services RFP.</p> <p>Note: The deadline for lead teachers teaching in a Pre-K for All classroom are set by the State regulations for Universal Pre-Kindergarten programs, which have been recently updated. Pre-K for All lead teachers on a study plan must obtain the necessary early childhood certification as follows - whichever is later.</p> <ol style="list-style-type: none"> a. By June 30, 2020; OR b. By three years from the date of hire as a lead teacher in a City-contracted pre-K classroom.

49	Can I propose for repairs and general maintenance of the facility within the budget?	<p>Yes, the DOE will provide funding to programs to cover rent/mortgage payments, utilities, minor maintenance and repairs, licenses, permits, facility inspections, and property taxes (if applicable). Because occupancy costs vary widely from site to site and may increase over time, funding will be determined by the program’s actual documented need and other factors.</p> <p>Programs will not be allowed to re-purpose funds awarded for occupancy costs. DOE will reimburse based on actual expenses subject to the provision of sufficient proof of cost.</p>
50	Which projects are eligible for Start-Up Funding consideration?	<p>Providers may propose limited start-up funding in one or more of the following three areas: (1) renovations, construction, and required facility upgrades; (2) repairs and maintenance; and (3) furniture and equipment. Proposers requesting start-up funding will be required to complete Tab 3 - “Start-up Proposal” of the Budget Form (see Section 4F(b)v - “Tab 3: Start-up Proposal” for more information). Proposers should be prepared to provide details about their planned use of any proposed start-up funds. If awarded, programs will negotiate their start-up costs during the budget development process. The amount payable for start-up will be determined at the discretion of the DOE. Start-up funding is not guaranteed and start-up funds requested will be carefully scrutinized to ensure they are fair and reasonable, and align with the needs of the program. Programs proposing for funding to make facility upgrades may utilize this funding for fire alarms, sprinklers, and any other upgrades required for DOHMH compliance.</p> <p>Please see Section 3E- “Start-Up Funding” of both RFPs for more information.</p>
51	Can I propose for per-child rates that are different from those listed in the RFPs?	<p>Yes, the per child rates listed in the RFP are averages awarded from the most recent RFPs and are for general guidance. Providers should propose a budget that they believe to be necessary to operate a high-quality program.</p>
52	Should providers base their budget and program model on union holidays, staffing requirements, and payment structure?	<p>All programs are subject to any collective bargaining agreements to which they are already committed and which they may enter into in the future.</p>
53	What is the average amount of funding received by programs contracted by ACS?	<p>Funding received by ACS early childhood vendors varies by program model and age. Providers should propose budgets that support delivery of high-quality services through their proposed service model.</p>
54	Will DOE fund fingerprinting and security clearances for program staff members, or is this something to include in the budget?	<p>No, providers or their prospective staff members are responsible to pay for all fingerprinting and security clearance costs. For more information on security clearance requirements for staff and volunteers, see Section 2 of the RFP.</p> <p>If providers plan to pay for staff fingerprinting and security clearance costs (rather than having staff members pay for their own costs), they should include these anticipated expenses, as well as any other costs related to Program and Operational Supports (OTPS), on Tab 2 - “Program Costs Proposal” on their proposed Budget Form.</p>

55	Will I receive more funding for children with special needs?	Providers should propose the costs they will incur to deliver services to all children that enroll in their program. Children whose IEP/IFSP specifies a need for additional support (such as related services) will receive those resources through the Committee on Preschool Special Education or Early Intervention and those costs do not need to be accounted for in the proposed budget.
56	How should programs budget for rent expenses during the summer?	<p>If the services in your proposal are the only services provided in this space, you may include total annual occupancy costs in your Budget Form.</p> <p>If there are items, staff members, or services that will also benefit from services at your site that are not solicited through this RFP, the occupancy cost for that service must be split fairly between the two programs. For example, if your proposal is for school day and year services only but your site will be open during the summer months to children whose parents pay an additional fee, then 3 of the 12 months of your rent are used exclusively for a private-pay program and cannot be allocated to your proposal budget.</p> <p>Please review Section 3H - "Cost Allocation" of the Birth-to-Five Services RFP for details.</p>
57	How can the enrollment and payment systems assist programs in serving homeless populations?	The DOE conducts targeted outreach to recruit families experiencing homelessness. Through dozens of Days of Action at homeless shelters each year, the Office of Student Enrollment empowers families to learn about program options and connect directly with programs in their community. DOE staff meet with families at shelters on a drop-in basis and provide one-on-one counseling. Program staff are invited to accompany DOE staff to connect directly with families about the services they provide and how to enroll.
58	Will the DOE fund fringe benefits for my staff (providing health care insurance, retirement plans)? Is there a maximum fringe rate the DOE will fund?	<p>Yes, fringe costs are an allowable program expense. Proposers must budget to provide legally required fringe and cover all required payroll taxes. In addition, proposers should consider providing health insurance, retirement plans, and other fringe benefits for staff.</p> <p>The DOE does not place limits on the fringe benefits the providers can propose for staff members. Unlike in previous RFPs, fringe rates may vary between roles. At a minimum, you must ensure that you account for all federal, state, and local required payroll taxes. All programs are subject to any collective bargaining agreements to which they are already committed and which they may enter into in the future. For more information, please see Section 3 - "Financing and Budgets" of the RFP.</p>

59	How does the DOE address pay parity concerns?	<p>The DOE greatly values our early educators and the important work they do, and remains committed to helping all providers recruit, retain, and grow a talented workforce.</p> <p>We understand that compensation is a top priority for CBO providers. We are committed to continuing the progress we've already made to ensure an effective compensation structure for early childhood providers as we build a stronger early childhood care and education system at the DOE. Providers should propose a budget that reflects what they need to run a high-quality program.</p>
60	Can programs provide services through both the Birth-to-Five Services RFP and the Head Start/Early Head Start Services RFP at the same site?	Yes. Providers will need to submit a completed proposal to each RFP for each site for which they would like to propose both Birth-to-Five services and Head Start/Early Head Start services. Providers that are awarded through both RFPs will be supported to create economically integrated classrooms that include children funded through the Head Start/Early Head Start Services RFP and children funded through the Birth-to-Five Services RFP (school day and year and extended day and year).
61	Can providers awarded through these RFPs continue to serve families who receive Human Resources Administration (HRA) vouchers?	<p>These RFPs do not replace the HRA voucher system.</p> <p>If families who receive HRA vouchers are interested in enrolling children in a city-contracted program, the DOE and HRA will support families in navigating the process to switch their vouchers to a city-contracted slot. Further guidance will be provided on this process to awarded programs.</p>
62	Is the DOE providing any additional training related to the Budget Form?	<p>The DOE cannot provide personal assistance with completing the Budget Form. However, the DOE has created a webinar as an additional resource to support providers in completing their proposed Budget Form. The webinar and an annotated script were released in Addendum #2 to the Birth-to-Five Services RFP and can be accessed using the following link:</p> <p>https://vimeo.com/330077815.</p>
63	What happens if I am dissatisfied with the outcome of my budget negotiation?	<p>Contract awards are subject to successful budget negotiations between the DOE and the proposer based on a fair and reasonable cost-per-child. Proposers recommended for award through these RFPs are under no obligation to accept a contract award offer from the DOE, should they be dissatisfied with the outcome of their budget planning conversations with DOE staff. However, once a provider enters into a contract agreement with the DOE, they are expected to provide the agreed upon services for the length of the contract term.</p>
64	We currently offer our staff a retirement plan. How should we indicate that in our Budget Form?	<p>All fringe benefits, including retirement benefits, should be included in the fringe benefits percentage in the Classroom Personnel Services (PS) and Operational and Program Support PS section of the Budget Form (Attachment B).</p> <p>Please review Section 4F(b) - "Budget Form" of both RFPs for detailed instructions on completing your budget form. Additionally, the DOE has created a webinar as an additional resource to support providers in completing their proposed Budget Form. The webinar and an annotated</p>

		script were released in Addendum #2 to the Birth-to-Five Services RFP and can be accessed using the following link: https://vimeo.com/330077815 .
65	Are the recommended teachers salaries listed in the Birth-to-Five Services RFP for extended day and year teachers?	<p>No, the sample annual salaries listed in the Birth-to-Five Services RFP are for non-unionized certified lead teachers in 3-year-old and 4-year-old classroom during the <u>core day and year</u> (6 hours and 20 minutes, 180 days). Salaries for unionized lead teachers are governed by the applicable collective bargaining agreements.</p> <p>Programs may choose, but are not required, to staff classrooms with different staff members during additional hours and days than the staff for the core hours and days. The DOE strongly recommends that programs offering Pre-K for All continue to meet core day group size and staff qualification requirements during additional hours and days. The DOE is committed to providing additional funding for additional hours and days of service beyond the core day and year, and will fund programs to meet the minimum classroom staffing requirements for additional hours and days. Staffing for all proposed days and hours should be reflected in the budget form.</p> <p>Please carefully review Section 4F(b) - "Budget Form" for detailed instructions on completing your budget form.</p>
66	Is there a per square foot allowance for rent? Are the allowances and square footage requirements different for different service models?	<p>Occupancy costs include mortgage/rent payments and other facilities-related costs. Because occupancy costs vary widely from site to site and over time, funding will be determined based on the program's actual documented need and other factors. All amounts budgeted in this category must be supported by proof of cost (e.g. lease agreements, professionally prepared estimates, previous year's expenses, etc.) which will be assessed for reasonableness and fairness during the budget development process.</p> <p>Head Start programs are required to meet Head Start Program Performance Standards that require at least 35 square feet of usable indoor space per child available for the care and use of children (exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and at least 75 square feet of usable outdoor play space per child (1302.21). Other programs providing services under DOHMH Article 47 must provide at least 30 square feet per child (§47.39).</p>
67	For occupancy costs, what is the expected documentation for determining a "program's actual documented need and other factors"? What does "other factors" consist of?	Programs will be asked to provide formal documentation of their expected costs. This may include lease agreements, mortgage payment documentation, utility bills, etc. Documentation will be assessed for reasonableness and fairness during the budget development process.
68	Will providers be guaranteed reimbursement regardless of whether the funding the City received via the Child Care Block Grant is the same as that claimed by the City?	<p>Programs will receive payment based on the terms of their contract with the NYCDOE. For additional information about payments, please see the RFP Section F - Payment Model.</p> <p>Note: All funding is subject to revision and to approvals by and funding appropriation from City, State, and Federal entities including the New York State Office of Children and Family Services (OCFS), the New York State Education Department (NYSED), the New York City Law Department, and the New York City Office of Management and Budget (OMB).</p>

69	If the Child Care Block Grant Market Rates increase in future years, will the amounts that DOE pays to providers increase by a proportional amount?	Providers will be paid based on the per-child rate in their contract. The DOE has discretion in setting and/or changing provider payment rates.
70	There is information available about Child Care rates from OCFS - can I use this as a basis to estimate the per-child rate for extended day/year services?	Providers should propose a budget that that would support delivery of high-quality services through their proposed service model. The DOE has discretion in setting and/or changing provider payment rates.
71	Can providers fill unenrolled slots with private paying children? How can providers indicate they are serving private pay children in their budget?	<p>Providers are not permitted to place children paying tuition in slots that are contracted by the DOE to serve publicly funded children. Programs must either be serving or have space available for all DOE funded slots.</p> <p>Children funded directly by the NYCDOE and private pay funded children may be served in the same classroom, pending the approval of your DECE Borough Office.</p> <p>Programs proposing to serve both private pay and DOE funded children should submit a budget that reflects the cost of serving DOE funded children by cost allocating accordingly.</p> <p>Please review Section 3F - "Payment Model" of both RFPs for more information. Please review Section F(b) - "Budget Form," for guidance on how to appropriately allocate funding for programs that serve both DOE funded and private pay children.</p>
72	Will the DOE consider increasing rates over the course of the contract?	When proposing to these RFPs, programs should submit an annual budget that reflects what they need to run a high-quality program for the entire contract period. Programs should not anticipate rate increases over the course of the contract when developing their budget. The DOE has discretion in setting and/or changing provider payment rates.
73	Can providers scaffold annual Cost of Living Allowances (COLAs) into their overall budget?	Programs are encouraged to submit a budget that reflects the anticipated need of the program for the entire contract period. Programs should not anticipate a Cost of Living Allowance (COLA) when developing their budget. The DOE has discretion in setting and/or changing provider payment rates.

Enrollment		
#	Question	Answer

74	Is a portion of my monthly funding guaranteed regardless of enrollment?	<p>Yes, a portion of your funding will be guaranteed.</p> <p>For each service option and age group, awarded programs will report their enrollment on a monthly basis to the DOE (extended day and year programs will also track attendance on an ongoing basis). Attendance captures the number of children who come to the program on a given day, while enrollment is a snapshot of how many children are registered in the program on a given month. For each service option and age group, programs with enrollment rates at 58% or less will receive 65% of the monthly contract value, programs with an enrollment rate between 58% and 93% will receive funding for their monthly enrollment rate plus 7% (e.g. if enrolled at 75% of capacity, programs will receive 82% of the monthly contract value), and programs enrolled at 93% or higher will receive 100% of their monthly contract value.</p> <p>Please carefully review Section 3F - "Payment Model" of both RFPs for additional information.</p>
75	At what point in the month will my enrollment rate be confirmed? What rate will my program be compensated at if a child drops out late in the month, moving our monthly enrollment rate from one category to another?	<p>The monthly enrollment rate will be based on a monthly snapshot. Further information about the schedule and process of calculating monthly enrollment rates will be provided at a later time.</p>
76	Can programs who serve particular populations set their catchment area for a larger area than a zip code or a school district?	<p>All programs will be part of a streamlined enrollment system managed by the DOE. Families living anywhere in New York City will be able to apply to any program based on the family's preference through this enrollment system, so programs are free to market themselves accordingly. Programs are not limited to serving students who live within a specific zip code or school district.</p> <p>However, programs must apply within the competition pools appropriate for their zip codes. In determining which proposers will be recommended for award through these RFPs, the DOE considers service need by geographic area.</p>
77	How does the DOE advise programs to consider family need, the local zip code area, and the way the competition is framed with slot need by zip code? This is not always how families make child care decisions.	<p>Programs are encouraged to consider their community's need for services when determining which services and how many slots they are proposing.</p> <p>The DOE encourages providers to use both the Map of Estimated Service Need and <i>Attachment G - Estimated Service Need by Zip Code and School District</i> to inform the proposed service types and slot numbers for their site. These are meant to be helpful resources but do not capture all the complexities of neighborhoods and family decision-making. Therefore, in making decisions about which services and how many slots to propose, programs should also consider their own knowledge of the community, experience serving families, and the capacity of their organization.</p>

78	Is dual enrollment still an option?	<p>No service model will require a child to be eligible for both Head Start and Child Care. Instead, programs have the opportunity to provide multiple service models in the same site or classroom. Families previously eligible for Child Care and Head Start will be able to enroll in any slot type (Birth to Five or Head Start).</p> <p>Please carefully consider which service model is best suited for your program. You can find additional information in Section 1B - “Overview of Solicited Services” of both RFPs.</p>
79	Previously, Early Learn has given a waiver for children coming from the 3-year-old class to move directly to a 4-year-old class. Will this waiver still exist? If so, what is the child capacity for it?	<p>Starting in July 2020, EarlyLearn programs will be operated by DOE. If you are awarded for a classroom of 3s and a classroom of 4s, the children in your classroom of 3s will have first priority to graduate into your classroom of 4s in the following year. They will not need a waiver, the centralized enrollment system will prioritize seats to these children who are already attending a program at your site.</p> <p>The DOE aims to maximize opportunities for children to be served at the same site for more than one year. Please carefully review Section 1B(c) - “Continuity of Services” of both RFPs for additional guidance on serving multiple age groups.</p>
80	Can a 3 year old Head Start child be placed in a 4 year old UPK class the following year?	<p>Once a child is deemed eligible for Head Start, they remain eligible for Head Start until they begin Kindergarten. Programs should prioritize continuity of services for children and families in determine how to align slots to children. If it aligns to the needs and wishes of the family, there will be some operational flexibility to move children from one type of slot to another within a program.</p>
81	<p>Can providers adjust the amount of slots per service model if they are facing enrollment challenges? For example, if I am unable to enroll children in extended day and year slots will I be able to enroll school day and year slots instead?</p> <p>Can providers adjust the balance of school day and year slots and extended day and year slots available at their program over the length of the contract term?</p>	<p>Proposers will be expected to provide the slots for which they were initially contracted throughout the length of the contract term. The DOE will work to support programs facing challenges with enrollment.</p> <p>In limited cases, it may be possible to make changes to the number of slots and service types offered by a program during the contract term. However, these decisions would be made at the discretion of the DOE, with approval from funding agencies. Therefore, the DOE encourages proposers to carefully consider the potential demand for certain slot types within their community when proposing, and to utilize the demand analysis provided within the RFPs in making such determinations.</p> <p>In the event that a program’s enrollment (within each service model and age group) is less than its contracted capacity, the DOE is committed to paying an additional portion of the annual maximum contract value. The details of this payment model is outlined in Section 3F - “Payment Model” of both RFPs.</p>
82	Since enrollment is reported every month, will our funding change every month if children come and go from our program?	<p>Yes, since payment will determined by monthly enrollment, your monthly payments may change. Please review Section 3F - “Payment Model” of both RFPs for more information.</p>

83	<p>Are programs required to use the DOE streamlined enrollment system? How will this streamlined enrollment system impact children? Will children currently enrolled at my program have to reapply to continue to receive services?</p>	<p>Yes, awarded programs will be required to participate in an enrollment system run and managed by the DOE. All children must apply for programs through this streamlined enrollment process, including children currently enrolled in DOE-contracted and EarlyLearn-contracted programs. More information about enrollment timelines for specific age groups and service models will be forthcoming.</p> <p>Through the DOE’s streamlined enrollment system, children are matched to programs based on slot availability, family preference, and a set of priority group criteria. Currently, priority for admission is given to child applicant groups in the following order (this structure is subject to change):</p> <ul style="list-style-type: none"> ● Currently-enrolled children (those enrolled in programming for younger children who wish to enroll in a DOE-contracted program) ● Siblings of currently-enrolled children ● Current recipients of other free or subsidized services provided by the organization ● Native speakers of languages that the program specializes in serving (applicable to designated Dual Language programs) <p>Families may apply to up to 12 programs through the enrollment system, ranked in order of preference. They are matched to their highest ranked program that can take children from their priority group. It is up to each family to decide whether or not to apply to a program where their child is currently or was previously enrolled, and to decide how to rank the programs on their application. For that reason, the DOE cannot guarantee that children will receive offers to the program they currently attend or previously attended.</p> <p>The DOE finds that streamlined enrollment is favored by families, fosters equity and access, and results in the vast majority of families receiving a top choice program, while also allowing the DOE to work with programs to maximize enrollment for all programs.</p> <p>Ensuring successful enrollment is a shared responsibility between the DOE and programs. In order to develop family interest and maintain enrollment, programs are responsible for recruiting families and informing them of the services offered. Programs should continuously communicate with families in their community about the benefits and features of their programs, in addition to partnering with the DOE in outreach efforts and adhering to all DOE enrollment processes and deadlines.</p> <p>The DOE expects to update its existing enrollment system to better meet the needs of programs offering the extended day and year service model by:</p> <ul style="list-style-type: none"> ● Ensuring that only children who meet the eligibility requirements for extended day and year will be matched to those slots; and ● Creating simpler ways for children to enroll on a rolling basis at any point during the year.
84	<p>Can programs determine who to accept based on demographic or language, etc.?</p>	<p>No. Programs may not select which children are matched to their programs. Through the streamlined enrollment system, children are matched to programs based on slot availability, family preference, and a set of priority group criteria. Currently, priority for admission is given to the following student applicant groups in the following order (this structure is subject to change):</p> <ul style="list-style-type: none"> ● Currently-enrolled children (those enrolled in programming for younger children who wish to enroll in a DOE-contracted program) ● Siblings of currently-enrolled children

		<ul style="list-style-type: none"> ● Current recipients of other free or subsidized services provided by the organization ● Native speakers of languages that the program specializes in serving (applicable to designated Dual Language programs) <p>The DOE’s streamlined enrollment system is centered on family preference. Families may apply to up to 12 programs through the enrollment system, ranked in order of preference. They are matched to their highest ranked program that can take children from their priority group.</p> <p>Providers may not discourage families from applying to other programs, implement any outreach or enrollment practices that discriminate against any child or family, or offer financial incentives to encourage families to apply for a slot.</p>
85	Will the DOE recruit children to attend DOE-operated programs (such as district schools) even if the parent expressed a preference for a community-based site?	No. The DOE’s streamlined enrollment system, which includes all District Schools, New York City Early Education Centers (NYCEECs), and Pre-K Centers, is centered on family preference. Families may apply to up to 12 programs through the enrollment system, ranked in order of preference. They are matched to their highest ranked program that can take children from their priority group. It is up to each family to decide whether or not to apply to a program where their child is currently or was previously enrolled, and to decide how to rank the programs on their application.
86	Can families participate for free if they are higher income?	<p>Every New York City family with a child who will turn four-years-old during the school year for which they are applying, is eligible for free Pre-K for All services. There are no income requirements for Pre-K for All school day and year services (6 hours and 20 minutes per day, 180 days per year).</p> <p>The Mayor and Chancellor have announced that it is the City’s goal to provide free 3-K for All school day and year services throughout the City; however, currently funding is only included in the City budget for 14 community school districts at this time (referred to as “Budgeted 3-K for All Districts” - community school districts 4, 5, 6, 7, 8, 9, 12, 16, 19, 23, 27, 29, 31, and 32). Funding may not become available for 3-K for All school day and year slots in districts other than the budgeted districts before the time of award through this RFP. The DOE welcomes proposals for school day and year 3-K slots in all districts in case funding for additional districts should become available.</p> <p>DOE-funded extended day and year services are available to children ages birth to five whose families meet income and other eligibility requirements based on Federal and State guidelines. See Section 2 of the Birth-to-Five and Head Start RFPs for more information on child eligibility requirements for different service models.</p> <p>Programs are permitted to offer fee-based services outside of DOE-funded hours; however, participation in these fee-based services is completely voluntary for families attending 3-K for All and Pre-K for All. Programs may not require families to participate in any fee-based service as a condition of their child’s enrollment in 3-K for All or Pre-K for All.</p>
87	Can families enroll at programs outside of their zip code?	<p>Yes, families can apply to and enroll in any program, including programs outside of their zip code. However, all families must apply for programs through the DOE’s streamlined enrollment process.</p> <p>Through this enrollment system, children are matched to programs based on slot availability, family preference, and a set of priority group criteria. Programs may not select which children are matched to their programs. Currently, priority for</p>

		<p>admission is given to the following student applicant groups in the following order (this structure is subject to change):</p> <ul style="list-style-type: none"> ● Currently-enrolled children (those enrolled in programming for younger children who wish to enroll in a DOE-contracted program) ● Siblings of currently-enrolled children ● Current recipients of other free or subsidized services provided by the organization ● Native speakers of languages that the program specializes in serving (applicable to designated Dual Language programs) <p>Please note that while families from all New York City districts and boroughs are eligible to apply to 3-K for All school day and year services, children living in the 14 community school districts for which funding for 3-K school day and year services has been included in the City budget at this time (referred to as “Budgeted 3-K for All Districts” - community school districts 4, 5, 6, 7, 8, 9, 12, 16, 19, 23, 27, 29, 31, and 32), will have priority at most programs.</p>
88	Once a child has been deemed eligible for child care, for how long will their eligibility be granted and at what point in time would they need to go through the recertification process?	The eligibility recertification timeline, including the length of the initial eligibility period, will depend on individual children’s reason for care (e.g. looking for work, experiencing homelessness, employment, etc.) and is subject to OCFS regulations. Typically, children’s eligibility is granted for a year, but the time period may be shorter depending on the individual children’s reason for care.
89	If a child loses their eligibility for child care in the middle of the school year, how will continuity of care be addressed?	In instances when a family loses their ability to stay enrolled in extended day and year services, the program and the DOE will work together to support the family in determining their options. Additional policy and guidance on this topic will be provided to awarded programs.
90	Can you please confirm the citizenship requirements for 3-K for All, Pre-K for All and extended day and year services?	<p>All children receiving care in any service model offered through this RFP must be residents of New York City.</p> <p>Children receiving extended day and year services need to have documented proof of citizenship or legal immigration status. Citizenship eligibility for the extended day and year service model is dictated by the Child Care Block Grant (CCBG) funding stream.</p> <p>Children participating in school day and year 3-K and Pre-K for All service model <u>do not</u> need to have documented proof of citizenship or legal immigration status. 3- and 4-year olds participating in Head Start and Early Head Start services also <u>do not</u> need to have documented proof of citizenship or legal immigration status.</p> <p>Please review Section 2B(a)ii - “Child Eligibility and Section 2B(b)ii - “Child Eligibility” of the Birth-to-Five Services RFP for additional information.</p>
91	In the past under EarlyLearn, most centers strove to serve at least 10% children with disabilities. Under this RFP, is there a minimum number or percentage of	<p>There is no minimum number or percentage of children with disabilities that are required to be served by programs proposing through the Birth to Five RFP. Head Start program performance standards require that programs serve a minimum of 10% children with disabilities or apply for a waiver if they are unable to meet the requirement.</p> <p>Every child with an admissions offer must be welcomed and allowed to register.</p>

<p>children with disabilities that are required to be served by each program?</p>	<p>Children with offers may not be turned away, regardless of whether the child has a disability (stated or perceived) or if the child has an Individualized Education Program (IEP). All DOE-contracted programs are expected to use DOE guidance and best practices to support children and families with specialized needs, including children with disabilities, children with medical needs, children who are emergent multilingual learners, and children living in temporary housing.</p> <p>Please note that these RFPs are not intended to fund full-day services to preschool children with special needs in special classes that are already receiving 4410 funding. See Section 1C for more information.</p>
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<h3 style="text-align: center;">Program Models</h3>		
#	Question	Answer
92	<p>Which RFP should programs with multiple sites propose to?</p>	<p>Proposers with multiple sites may choose to submit proposals to either or both of these RFPs. Proposers are encouraged to carefully review Section 1B - “Overview of Solicited Services” of both RFPs to learn more about what service models are offered through each RFP in making decisions regarding which RFP they would like to submit a proposal to.</p> <p>The DOE also encourages providers to carefully consider their community’s need for services when determining which services and how many slots they are proposing. In order to help proposers better understand the current need for specific services in their proposed site, the DOE has created the following two resources:</p> <ol style="list-style-type: none"> 1. The Map of Estimated Service Need; and 2. Attachment G - Estimated Service Need by Zip Code and School District <p>Please be reminded that that a separate and complete proposal, including all required documents, must be submitted for EACH PROPOSED PROGRAM SITE, regardless of zip code or proximity of proposed locations. If you are submitting proposals for multiple sites, Questions 5-14 in the Birth-to-Five SPF or Questions 5-16 in the Head Start/Early Head Start SPF may be consistent and copied across all your proposals, but you are advised to individualize your responses to Questions 1-4 based on information specific to each site. The required <i>Attachment B - Budget Form</i> is unique to each site and should be completed individually and submitted separately for each proposal. Proposers submitting more than one proposal are encouraged to link common documents, such as the required <i>Attachment C - Doing Business Data Form</i>, from their HHS Accelerator Document Vault to multiple proposals where applicable.</p>
93	<p>Can programs continue to provide other wraparound services?</p>	<p>Programs can continue to provide wraparound services, and are allowed to offer services before and after contracted service hours. However, a family’s participation in additional services, including those provided before and after contracted service hours, is always voluntary. Programs may not require families to participate in any fee-based service as a condition of their child’s enrollment in 3-K for All or Pre-K for All.</p>
94	<p>My current full-day contract runs past 2020. Will a new contract replace my current contract? Do I need to apply to either RFP?</p>	<p>If you are a Pre-K or 3-K for All provider with a full-day contract expiring in June 2021 or later, and you are awarded through these RFPs, your new contract will replace your previous contract.</p> <p>Pre-K for All and 3-K for All providers with full-day contracts expiring in June 2021 or later are strongly encouraged to submit a proposal to these RFPs if they wish to</p>

		<p>continue services beyond the end date in their current contract. Current contract end dates will be honored as long as the program is in good standing. However, the DOE does not intend to renew current contracts beyond the end date. If providers wish to continue their current services only through the end of their current contract, they do not need to propose to this RFP.</p> <p>Carefully review Section 1C - "RFP Eligibility Requirements," Section 5C - "Contract Award," and Section 5D - "Contract Term" of both RFPs for more information.</p>
95	<p>Can I propose to both the Head Start/Early Head Start Services RFP and the Birth-to-Five Services RFP, and if awarded, can I mix funds and children?</p>	<p>Yes. Proposers wishing to provide both Head Start/Early Head Start services and Birth-to-Five services should propose to both RFPs. The DOE reserves the right to recommend awarding proposers for either one or both of these service models at a single program, should the proposer be found eligible for award by the individual requirements of each RFP.</p> <p>Programs awarded through both RFPs (Birth-to-Five and Head Start/Early Head Start) may request to combine same-aged children who are eligible for each service model in each classroom in order to foster socioeconomic integration at the classroom level.</p> <p>The DOE expects that effectively and seamlessly combining Birth-to-Five services with Head Start/Early Head Start services may come with significant programmatic complexity, additional costs, administrative and reporting requirements, and complex cost allocation requirements. Proposers are advised to consider their organizational and staffing capacity before deciding to pursue this option. Based on a program's request and demonstrated capacity, the DOE will approve blending Birth-to-Five services with Head Start/Early Head Start services in classrooms on a case by case basis.</p> <p>Please review Section 2B(f) - "Combining Birth-to-Five Slots and Head Start/Early Head Start Slots" of the Head Start/Early Head Start Services RFP.</p>
96	<p>What age groups are eligible for extended day and year services through the Birth-to-Five Services RFP?</p>	<p>Children between the ages of 6 weeks and 5 years old that meet all applicable Federal and State eligibility requirements are eligible to participate in the extended day and year service model through the Birth-to-Five Services RFP. Federal and State eligibility requirements include Residency, Family Income and Work Requirements, and Family Share requirements as outlined in Section 2B(b)ii - "Child Eligibility" in the Birth-to-Five Services RFP.</p> <p>Please review Section 1B(b) - "Options Within This RFP" and Section 1B(c) - "Age Definitions" of the Birth-to-Five Services RFP for additional information about the extended day and year service model.</p>
97	<p>Can we apply for income-eligible extended day and year slots for Pre-K children only?</p>	<p>Providers may propose to offer: (1) school day and year services only, (2) extended day and year services only, or (3) both school day and year services AND extended day and year services. Proposers are encouraged to propose school day and year slots as well as extended day and year slots to foster socioeconomic integration at the classroom level.</p> <p>Please refer to Section 1B(b) - "Options Within This RFP" of the Birth-to-Five Service RFP for more information.</p>
98	<p>Which regulations and expectations will my program be held to if I am proposing to offer both Birth-to-Five services and</p>	<p>All programs will be required to comply with all policies described in the DECE Policy Handbooks and contracts, as well as the Early Childhood Framework for Quality (EFQ). These resources are expected to be updated for July 2020.</p> <p>Additionally, the Department of Health and Mental Hygiene (DOHMH) and the</p>

	<p>Head Start services?</p>	<p>Office of Family and Children’s Services (OCFS) are the regulatory agencies governing child care in New York City, and as such, ALL programs are subject to and expected to comply with all aspects of the relevant section(s) of the New York City Health Code (for Article 43 or Article 47 programs) or NYS OCFS regulations (for Group Family Day Cares).</p> <p>All programs providing Head Start or Early Head Start Services will be subject to the expectations defined in the Head Start Program Performance Standards (HSPPS) in their Head Start/Early Head Start classrooms. If you are blending Head Start or Early Head Start services and Birth-to-Five services in the same classroom, ALL children must meet requirements set by HSPPS.</p> <p>The DOE expects that effectively and seamlessly combining Birth-to-Five services with Head Start/Early Head Start services may come with significant programmatic complexity, additional costs, administrative and reporting requirements, and complex cost allocation requirements. Proposers are advised to consider their organizational and staffing capacity before deciding to pursue this option. Based on a program’s request and demonstrated capacity, the DOE will approve blending Birth-to-Five services with Head Start/Early Head Start services in classrooms on a case by case basis.</p> <p>For additional information on Policy guidelines and expectations, please carefully review <i>Attachment H – Revised Birth-to-Five Policy Appendix</i> of the Birth-to-Five Services RFP and <i>Attachment H – Revised Head Start and Early Head Start Policy Appendix</i> of the Head Start/Early Head Start Services RFP as well as Section 2 - “Service Expectations and Requirements” of both RFPs.</p>
99	<p>The RFP states that the DOE may recommend to award a different configuration (or number) of slots across services than what I am proposing. Why? What could this look like?</p>	<p>The DOE may award different combinations of ages and program types than a program proposes. For example, if a program proposes to serve four pre-K classes and no 3-K classes, the DOE may award two pre-K classes and two 3-K classes. Or, if a program proposes to serve two 3-K classes, the DOE may award two pre-K classes instead. However, the DOE will not award infant and toddler slots if a program has not proposed to serve either of those age groups, and will not award 3-K nor pre-K slots if a program has not proposed to serve either of those age groups. If a provider proposes more than one site, the DOE also reserves the right to determine the number of program sites and the number of slots at each site to recommend for award.</p> <p>The DOE aims to award slots that align to the needs of each community and considers service need by geographic area when determining which proposers will be recommended for award. Providers are encouraged to consider their community’s overall need for services. The DOE will recommend awarding only the number and type of slots necessary to address the service need identified in each geographic area.</p> <p>Awards will be based on updated community need projections at the time of award and are all contingent on the availability of funding. Section 5B(c) - “Service Need in Geographic Area” of both RFPs outlines additional details about the basis for contract award.</p>
100	<p>Is there flexibility for a program to implement services that differ from those included in the</p>	<p>Providers will be expected to provide the slots for which they were initially contracted throughout the length of the contract term. Any potential alteration of slot allocation during the length of the contract term would be made at the discretion of the DOE. Therefore, the DOE encourages providers to carefully</p>

	<p>program’s initial proposal?</p>	<p>consider the potential demand for certain slot types within their community when applying, and to utilize the demand analysis provided within the RFPs in making such determinations.</p> <p>For more information please review Section 5 - “Basis for Contract Award and Evaluation Procedures” of the Birth to Five Services RFP.</p>
101	<p>Why does a distinction between core and additional hours exist when extended day is supposed to be a holistic, all-day model? What are the reasons why the DOE has chosen to divide the day up this way?</p> <p>How do core and extended day teachers’ different teaching requirements ensure all-day instructional quality?</p>	<p>Providers must designate “core” and “additional” hours and days within the Extended Day/Year service model because of the monitoring, staffing, and assessment requirements of the DOE’s State UPK grant. We do not expect this requirement to prevent programs from operating a holistic program model. The DOE expects programs to provide high-quality early childhood services during all hours of operation. The DOE is providing some flexibility on staff qualifications for different parts of the day in alignment with local, state, and federal requirements, and in response to program feedback on the difficulty of staffing long days. This flexibility may allow programs to identify a wider range of staffing and scheduling solutions; however, programs may also choose to maintain the same staffing patterns throughout the duration of their service day.</p>
102	<p>Are education days and school days the same? How is it different and is it separated by class and slots?</p>	<p>“Education day” is a term and concept used by EarlyLearn that will no longer be used in the Birth-to-Five or Head Start/Early Head Start model. Instead, the DOE has defined “core days” and “additional days.”</p> <p>The Birth-to-Five Services RFP defines “core days” and “additional days” as follows:</p> <ul style="list-style-type: none"> ● <u>Core Days</u>: Programs offering the extended day and year model for 3-K for All and Pre-K for All children must designate 180 days of the year that will constitute their “core days” at the beginning of the contract period, within parameters established by DOE. On core days: <ul style="list-style-type: none"> ○ Teaching staff must be consistent. ○ Programs offering Pre-K for All must meet the group size and staff qualification requirements set by the New York State Education Department (NYSED) for UPK programs. ○ Programs must follow DOE-provided daily scheduling guidelines. ● <u>Additional Days</u>: “Additional days” refers to days that programs offer to CCBG-eligible 3-K for All and Pre-K for All children outside of the core 180 days. On additional days: <ul style="list-style-type: none"> ○ Staff members may differ from teaching staff who are staffing the classroom on core days. The DOE strongly recommends that programs offering Pre-K for All continue to meet core day group size and staff qualification requirements on additional days. ○ Programs must continue to follow DOE-provided daily scheduling guidelines. <p>The Head Start/Early Head Start Services RFP define “core days” and “additional days” as follows:</p> <ul style="list-style-type: none"> ● <u>Core Days</u>: Programs offering Head Start services must designate 180 days of the year that will constitute their “core days” at the beginning of the

		<p>contract period, within parameters established by DOE. On core days:</p> <ul style="list-style-type: none"> o Teaching staff must be consistent. o Programs offering Head Start Pre-K for All (services for 4-year-olds) must meet the group size and staff qualification requirements set by the New York State Education Department (NYSED) for UPK programs. o Programs must follow DOE-provided daily scheduling guidelines. <ul style="list-style-type: none"> ● <u>Additional Days</u>: “Additional days” refers to days that Head Start programs offer services outside of the core 180 days. On additional days: <ul style="list-style-type: none"> o Staff members may differ from teaching staff who are staffing the classroom on core days. The DOE strongly recommends that programs offering Head Start Pre-K for All continue to meet core day group size and staff qualification requirements on additional days. o Programs must continue to follow DOE-provided daily scheduling guidelines. 						
103	<p>What supports will be available for integrated 4410 classrooms providing Birth-to-Five services?</p>	<p>The DOE believes in a mixed delivery model, and 4410 programs proposing to serve a portion of general education children alongside children with special needs may submit a proposal to the RFP for these general education students. We have heard feedback from many partners who provide 4410 services and we look forward to continuing to improve the ways in which we can support them better.</p> <p>Please note that this RFP is not intended to fund full-day services to preschool children with special needs in special classes that are already receiving 4410 funding and this RFP process does not affect existing 4410 contracts with the DOE Special Education Office. We have a longstanding City and State partnership to fund neighborhood based programs. We are working with the State to ensure there are available programs for all preschool children with disabilities.</p>						
104	<p>Can we propose to continue offering the same services we currently offer?</p>	<p>Yes, programs may propose to continue to offer services that are the same or similar to services offered at their program now. Or, programs may wish to change or expand the range of services offered.</p> <p>The table below outlines which service(s) proposers may wish to consider if they are interested in continuing to provide services similar to those they currently offer. This table is intended to provide clarity on the different service models available through each RFP and how they align to existing service models, but all programs are also welcome to propose services that are different from those that they currently offer. New providers may propose to offer any of the below service models. No provider is limited to the RFPs or services referenced in the table below, as this table is only intended to be used as a helpful reference point.</p> <table border="1" data-bbox="553 1556 1459 1869"> <thead> <tr> <th data-bbox="553 1556 1008 1650">If you are a...</th> <th data-bbox="1008 1556 1459 1650">RFP(s) and Model(s) Most Aligned to Current Services:</th> </tr> </thead> <tbody> <tr> <td data-bbox="553 1650 1008 1776">Current EarlyLearn Program</td> <td data-bbox="1008 1650 1459 1776">Birth-to-Five Services RFP (Extended day and year services) and/or Head Start/Early Head Start Services RFP</td> </tr> <tr> <td data-bbox="553 1776 1008 1869">Current DOE Pre-K or 3-K for All Program</td> <td data-bbox="1008 1776 1459 1869">Birth-to-Five Services RFP (School day and year services)</td> </tr> </tbody> </table>	If you are a...	RFP(s) and Model(s) Most Aligned to Current Services:	Current EarlyLearn Program	Birth-to-Five Services RFP (Extended day and year services) and/or Head Start/Early Head Start Services RFP	Current DOE Pre-K or 3-K for All Program	Birth-to-Five Services RFP (School day and year services)
If you are a...	RFP(s) and Model(s) Most Aligned to Current Services:							
Current EarlyLearn Program	Birth-to-Five Services RFP (Extended day and year services) and/or Head Start/Early Head Start Services RFP							
Current DOE Pre-K or 3-K for All Program	Birth-to-Five Services RFP (School day and year services)							

		Current FCC Network Program	FCC Network RFP (more information forthcoming)
		Please carefully review Section 1B - "Overview of Solicited Services" of both RFPs for additional details.	
105	How does a Group Family Day Care (GFDC) propose to serve children and mixed ages?	<p>GFDC programs licensed by NYS OCFS have two options.</p> <ol style="list-style-type: none"> 1. GFDC programs may offer mixed-age services by affiliating with a Family Child Care Network (FCCN). GFDC programs do <u>not</u> need to submit a proposal to these RFPs if they would like to affiliate with a Family Child Care Network. 2. GFDC programs may propose to contract directly with the DOE to offer school day and year services and extended day and year services for 3- and 4-year olds through the Birth-to-Five Services RFP. GFDC programs submitting proposals to the Birth-to-Five Services RFP should only propose to serve one age group within that room. Single-room programs are encouraged to consider serving older age groups (4-year-olds instead of 3-year-olds, for example) in order to minimize transitions for children and families. Please carefully review Section 1B(d)- "Continuity of Services" for additional information about mixed classrooms. 	
106	Can programs provide a mixed classroom of 2 and 3 year olds?	<p>Providers are not encouraged to propose for mixed-age classrooms for 3-K for All and Pre-K for All. Providers are allowed to propose for mixed-age classrooms for toddlers (younger toddlers and older toddlers) only if the proposed age ranges are permissible according to their relevant permit(s). Providers who propose for mixed-age classrooms must provide clear, compelling evidence of the program's demonstrated effectiveness with and ongoing need for mixed-age classrooms in their response to Question 1 on the SPF of the Birth-to-Five Services RFP.</p> <p>Please review Section 1B(d) - "Continuity of Services" and Section 5B(d)ii - "Proposing to Offer Services to More than One Age Group" of the Birth-to-Five Services RFP for more details about mixed-age classrooms.</p>	
107	I am planning on submitting a proposal to both the Birth-to-Five Services RFP and the Head Start/Early Head Start Services RFP. Can I propose to serve my entire permitted capacity in both proposals?	<p>You should propose for the services that you intend to offer through both RFPs. For example, if you have two classrooms, and you intend provide one classroom of Birth-to-Five services and one classroom of Head Start services, you should propose one classroom through each RFP. Please note that providers who are awarded through both RFPs will be supported to create economically integrated classrooms that include children funded through the Head Start/Early Head Start Services RFP and children funded through the Birth-to-Five Services RFP (school day and year and extended day and year).</p> <p>Furthermore, the DOE reserves the right to recommend awarding proposers for either one or both of these service models at a single program, should the proposer be found eligible for award by the individual requirements of each RFP. Should the proposer be found eligible for award through both RFPs, the DOE will ensure that the total number of slots awarded does not exceed their current or proposed permitted capacity.</p>	
108	I am proposing to offer	No, classrooms may not be separated by slot type. Children in extended day and	

	<p>both school day and year and extended day and year services at my site. Are all of the extended day and year children required to be in the same class?</p>	<p>year slots who are in different classrooms during core hours and days may be combined into a single classroom during additional hours and days. Programs may also choose to allow children in school day and year slots to stay for additional hours and days (beyond the core 6 hours and 20 minutes and 180 days), and may charge families a fee (via tuition) for those additional services. The DOE is not responsible for the collection of any tuition from families in school day and year slots who choose to pay for additional services, and these families are not subject to any agreement with the DOE for such additional services.</p> <p>The DOE expects that programs offering both school day and year and extended day and year services will work to ensure all children and families participating in the program have shared and aligned experiences. The DOE will provide resources and support to programs to implement this expectation. See <i>Attachment H – Revised Birth-to-Five Policy Appendix</i> for sample daily schedules, including guidance on how to create smooth transitions between core and additional hours in 3-K for All and Pre-K for All classrooms.</p> <p>While combining these service models offers an exciting opportunity to foster socioeconomic and racial integration at the classroom level, the DOE expects that effectively and seamlessly combining these models may come with additional administrative requirements, including cost allocation. Proposers are advised to consider their organizational and staffing capacity before deciding to pursue this option.</p> <p>Please carefully review Section 2B(b)c - “Offering Multiple Service Models at the Same Site” of the Birth-to-Five Services RFP for more information.</p>
109	<p>If a program applies to provide school day/school year 3-K and services for school year-school day 4 year olds and do NOT receive an award for 3s, can the seats originally set aside for 3s be used for 4s?</p>	<p>Yes, the DOE may adjust awards between 3s and 4s. Providers should propose for the age groups they would like to serve. The DOE welcomes proposals for school day and year 3-K slots in all districts, however proposers should be aware that the DOE may choose not to award proposed 3-K services in districts other than the Budgeted 3-K for All Districts outlined in Section 1C(a) in the Birth-to-Five Services RFP.</p> <p>At any proposed site, the DOE reserves the right to determine the number of slots awarded and may recommend to award a different configuration of slots across services than proposed. The DOE may choose to award different combinations of pre-K and 3-K slots, or different combinations of infant and toddler slots, than a program proposes. For example, if a program proposes to serve two 3-K classes, the DOE may award two pre-K classes instead.</p> <p>See Section 1 and Section 5 of both RFPs for more information.</p>
110	<p>If a program proposes to both the Head Start/Early Head Start Services RFP and the Birth-to-Five Services RFPs and only receives one award, how many seats will they be awarded?</p>	<p>Total capacity for slots and services will be considered across all proposals submitted for the same location, including proposals to both the Birth-to-Five Services RFP and the Head Start/Early Head Start Services RFP. Proposers will only be recommended for award within their current or proposed permit allowances across all proposals.</p> <p>If a proposer submits a proposal to both RFPs, and is only recommended for award through one RFP, the DOE will consider the total permitted capacity of the site and may choose to award more slots than originally proposed to the awarded proposal. Awarded programs will have the opportunity to discuss final slot numbers during</p>

		budget planning conversations with DOE staff after award recommendations are made.
111	Can providers operate a private pay aftercare at their DOE funded sites?	Yes, programs are able to provide fee-based services outside of DOE-funded hours, including private pay aftercare. However, participation in these fee-based services outside of contracted hours is completely voluntary for families, and programs may not require families to participate as a condition of their child’s enrollment in DOE-funded services.

Facilities and Permitting		
#	Question	Answer
112	Can providers view the available City Owned or Leased facilities in person?	No. Unlike previous procurements we are unable to tour these facilities since they are currently operating schools. We have listed site details and information in the RFP for guidance as a support for providers who would like to propose to offer services in these facilities. The seats listed are recommendations based in part on permitting information and can be used as a basis for providers who are interested in serving children at these sites.
113	If a program is proposing to offer services at a privately leased site, are there requirements for the length of the lease?	If a program is proposing to operate at a private site, the lease requirement should reflect an option of extension or renewal to show sustainability for the length of the contract with the DOE.
114	Do we need a certificate of occupancy if we are a NYCHA facility?	We want to work with providers who offer services in NYCHA facilities and understand that these providers might not have access to some of the documents listed as examples for Evidence of Site Control. If you have questions regarding your use of a NYCHA facility to house your program, please email prekrfp@schools.nyc.gov including your address and details regarding your NYCHA facility siting so that we can provide support in determining the permitting and site control requirements specific to your facility.
115	Will providers be able to offer services for private pay children in a City Owned or Leased Facility?	In general, no. The DOE expects providers to use all classrooms in a public space for publicly funded, contracted services. There may be very limited opportunities for a blended model in a few buildings, but we recommend proposing to fill the buildings with the publicly funded services offered through these RFPs.
116	Are NYCHA sites considered City owned or leased facilities?	No. Programs with NYCHA leases will not be procured as City owned or leased facilities because programs occupy those spaces through privately negotiated leases with NYCHA. Programs with NYCHA leases are encouraged to apply to these RFPs with their current address. If an organization is not yet permitted to occupy their proposed space (either NYCHA or otherwise privately owned or leased), they will also be required to submit evidence of site control (lease or other agreement with NYCHA). Please carefully review Section 1C - “RFP Eligibility Requirements” and Section 1C(c) - “Locations and Facilities” of both RFPs in full to confirm your eligibility to submit a proposal. For more information on “Evidence of Site Control” and permitting requirements, please see RFP section 4F(d) - “Evidence of Site Control for Non-Permitted Sites, City Owned or Leased Facilities Questions, and General Permitting Considerations for All Programs.” Additional information on facilities considerations can be found in RFP Section 4F(d)

		- "Evidence of Site Control for Non-Permitted Sites, City Owned or Leased Facilities Questions, and General Permitting Considerations for All Programs."
117	Can programs propose to provide any service model and age groups if proposing to provide services in one of the properties listed on the City owned or leased facilities list (Attachment E)? Are programs required to propose the exact number of seats listed?	<p>Proposers should use the information in the "Anticipated Classes by Age Group" column (N) in the <i>Attachment E - Revised City Owned or Leased Facilities List 2</i> of the RFP as the basis of their proposal. This is the recommended configuration based on available information about the facility.</p> <p>Additionally, proposers to the Birth-to-Five Services RFP proposing to provide services in City owned or leased facilities are required to propose both school day and year slots <u>and</u> extended day and year slots. However, each facility must provide a minimum of 6 extended day and year slots.</p> <p>Proposers to the Head Start/Early Head Start Services RFP are also encouraged to closely review Head Start/Early Head Start Addendum #3 for additional guidance about proposing Birth-to-Five services in Head Start/Early Head Start City owned or leased facilities.</p>
118	What should providers who own their buildings budget for facilities costs?	Programs should propose for the costs required to own the building and run the facility in which you are proposing to serve children (e.g. mortgage payments, loans, etc.).
119	How can providers propose a budget for a City owned or leased facility without detailed site information?	<p>If you are proposing for a City owned or leased facility, do not budget for any occupancy costs. If awarded, the DOE will provide additional information about the cost of utilities (if they are not paid for by the DOE) during the budget development process.</p> <p>Pending availability of funds, the DOE may provide custodial and maintenance support and pay for utilities for City owned or leased facilities, as applicable for the facility type and/or lease agreement. If these services are not provided through the DOE, programs will be funded to provide custodial and maintenance support and for utilities accordingly.</p>
120	I occupy a building that I believe is a City owned or leased facilities were not listed in these RFPs. Why might this be the case? For the facilities that are included, why might a building appear in one RFP and not the other?	<p>The City owned and leased facilities were listed in the Birth-to-Five or Head Start/Early Head Start RFP based on the DOE's analysis of demand, need for Head Start/Early Head Start services, and past enrollment trends. Please review the list of sites included as Attachment E in each RFP to confirm which RFP includes each City owned or leased facility.</p> <p>In addition, an addendum was released on 4/25/19 with the most updated information for City owned or leased facilities. Please refer to Addendum 3 in HHS Accelerator for more information. Certain facilities are not listed in the RFPs because the city's lease will not be renewed beyond the current agreement. If you have concerns about your current program at the site, please contact PreKRFP@schools.nyc.gov.</p>
121	I would like to submit a proposal with a facility listed in the Head Start/Early Head Start Services RFP, but would also like to propose Birth-to-Five services in this facility. Is there a way to do this?	Yes. Proposers interested in proposing to site their program in a City owned or leased facility listed in the Head Start/Early Head Start Services RFP are encouraged to closely review Head Start/Early Head Start Addendum #3 for additional guidance about proposing Birth-to-Five services in Head Start/Early Head Start City owned or leased facilities.
122	Are there square footage	Programs proposing to the Birth-to-Five Services RFP must provide sufficient space

	requirements for each RFP?	<p>for children, adults, and furnishings. A minimum of 30 square feet per child of usable indoor space must be available in the classroom. For example, if 18 children are enrolled in a class, at least 540 square feet of usable indoor space must be available.</p> <p>For the Head Start/Early Head Start Services RFP, programs are subject to and required to comply with the more stringent requirements set forth by the Head Start Program Performance Standards. Head Start performance standards require that a classroom have at least 35 square feet of usable indoor space per child available for the care and use of children.</p>
123	How will a pending DOHMH permit impact a program's proposal?	<p>Providers are able to submit a proposal through these RFPs regardless of their permitting status. However, please note that City agencies may conduct site visits and/or interviews in order to verify your site control, and/or to assess cost, timeline, and overall scope of work needed to complete the permitting, buildout, and/or renovation of the site, if applicable. The results of these assessments will be considered in award recommendation decisions.</p>
124	How are permits connected to specific classrooms? If we want to serve a new age group, will we need a new permit? Can Article 43 providers serve infants or toddlers through these RFPs?	<p>Sites will need to follow permitting policies for each age group and classroom, and if you would like to serve an age group that you are not already permitted to serve, you will need to apply for a new permit for the applicable age group. Please see Section 1C(b) - "Licenses and Permits" of these RFPs for more information.</p> <p>Programs interested in providing infant and toddler services must obtain an Article 47 Child Care Services Permit before the start of these services. If you are a current Article 43 provider, you will need to become permitted as an Article 47 provider in order to provide infant and toddler services.</p> <p>Please note that programs do not need to be permitted or licensed at the time of proposal, but must be permitted/licensed by:</p> <ul style="list-style-type: none"> ● April 1, 2020 for programs beginning services in July 2020; or ● June 1, 2020 for programs beginning services in September 2020. <p>See 4F(d) - "Evidence of Site Control for Non-Permitted Sites, City Owned or Leased Facilities Questions, and General Permitting Considerations for All Providers" for more information on licensing and facilities requirements.</p> <p>Please note that you must consider your site "non-permitted" and submit requisite documentation accordingly if any of the following are true:</p> <ol style="list-style-type: none"> 1. Your program is not yet permitted to provide child care services in your proposed space (even if the space is already permitted for another organization); 2. Your proposed site is permitted in your name with an Article 43 permit, and you are proposing extended day and year services; and/or 3. Your proposed site is permitted in your name, but you are proposing to serve an age group that you are not currently permitted for (e.g. you are permitted to serve preschoolers, but you are proposing to serve infants and toddlers).
125	What is the process for procuring a facility formerly owned by ACS?	<p>City owned and leased facilities, some of which were formerly owned by ACS, are outlined in Attachment E of these RFPs. Proposers interested in proposing to site their program in a City owned or leased facility are encouraged to closely review this attachment, as well as RFP Sections 4F(b) and 4F(d) of both RFPs for additional guidance and details on required documents for proposals for City owned or leased facilities.</p>
126	Are providers able to	<p>Programs may propose for up to \$200,000 per classroom <u>or</u> facility in start-up</p>

	propose \$200,000 of new construction costs per classroom or per facility?	<p>funds for facility renovations, new construction, or facility upgrades, depending on needed work within this category.</p> <p>Funding in this category must be used to either add to a program’s permitted capacity or maintain the same level of permitted capacity (in cases where a program is at risk of a reduction due to health or building code non-compliance). Changes that will not affect permitted capacity or that would decrease permitted capacity are not eligible for this type of funding.</p> <p>The amount payable for start-up will be determined at the sole discretion of the DOE. Start-up funding is not guaranteed and start-up funds requested will be carefully scrutinized to ensure they are fair and reasonable, and align with the needs of the program. For more information on start-up funding, please see Section 3 of either RFP.</p>
127	<p>What specific NYC DOHMH data should programs include in the additional Safety and Supervision Documentation?</p> <p>How can providers determine the maximum capacity for children in a 4-year-old class?</p>	<p>This question will take into account a proposer’s demonstrated ability to ensure children’s health and safety in an early childhood program. Any documentation to support this question can be submitted, including relevant NYC DOHMH data. Such DOHMH data may include, but is not limited to, evidence of effective child supervision practices, adherence to staff qualification and clearance requirements, and proactive and reactive on-site monitoring systems.</p> <p>Please carefully review Section 4F(a) - “Structured Proposal Form...and Safety and Supervision Documentation” of both RFPs for additional guidance.</p> <p>Your DOHMH license or permit dictates your site’s overall capacity and classroom capacity for children based on the size of your classrooms and facility.</p> <p>Additionally, programs are expected to abide by the maximum group size and the staffing requirements for each age group as defined by the New York City Health Code (Article 47), New York State Universal Pre-Kindergarten (UPK) requirements, and OCFS regulations (for GFDCs only). The maximum group size for four-year-olds is 20 children. In classrooms of 18 children or less, one lead teacher and one assistant teacher are required.</p> <p>In classrooms of 19 or 20 (with DOE permission), one lead teacher and two assistant teachers are required.</p> <p>Please carefully review Section 2B(a)iv - “Group Size/Ratio” of the Birth-to-Five Services RFP and Section 2B(d) - “Group Size/Ratio” of the Head Start/Early Head Start Services RFP for more information.</p>
128	Can I propose to serve 20 slots in one classroom? What is the process for obtaining permission from the DOE if your program wants to have more than 18 children in a 4 year old room?	<p>Child Care (Article 47) and School Based (Article 43) providers may propose for 20 pre-K slots in a classroom through this RFP as long as your DOHMH license allows it (based on the size of your classrooms and/or facility). Please ensure that you are considering your classroom permitted capacity and staffing ratios when submitting your proposal. In classes of 20, one lead teacher and two paraprofessionals are required.</p> <p>Please carefully review Section 2B(a)iv - “Group Size/Ratio” of the Birth-to-Five Services RFP and Section 2B(d) - “Group Size/Ratio” of the Head Start/Early Head Start Services RFP for more information.</p>
129	Can programs have	Classrooms may be located on the basement level (with windows to allow for

classrooms located in the basement?	natural daylight), first floor, second floor, or third floor of the building. These spaces must have at least two separate means of egress. A program cannot operate in a cellar, defined as more than 1 level below the ground floor.
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Policy		
#	Question	Answer
130	Is there a minimum class size?	<p>While there are no minimum class sizes specified, the DOE has found that providers find it difficult to sustain operations with child-to-staff ratios that are substantially below those specified for different age groups in these RFPs.</p> <p>For more information on maximum group sizes and staffing requirements for each age group, see Section 2 of either RFPs.</p>
131	Does the DOE mandate which holidays program must observe?	No. In determining whether to close, programs should take into consideration the cultural and religious backgrounds of the families that they serve. Programs operating under collective bargaining agreements should continue to adhere to the holiday policies of those contracts. Programs operating the 260 day extended day and year model may be credited for up to 10 holidays. There is no minimum number of holidays required. Programs will submit a tentative calendar to DOE at the beginning of the school year. Programs' selected days and hours of service must be communicated in advance to the DOE and to all prospective and enrolled families.
132	Will a provider's proposal be penalized if the program serves a speakers of a particular language or a particular ethnic group?	No, providers will not be evaluated based on the linguistic or ethnic makeup of the children and families served by their program. However, please note that all programs are expected to enroll and serve children from all backgrounds.
133	How does the DOE support the programs and families that operate and rely on dual language services?	<p>The Division of Early Childhood Education (DECE) aims to place students in Dual Language classrooms appropriately based on a number of different factors and priorities, including a student's home language. During the pre-K application process, families may select a Dual Language (DL) pre-K classroom for their child. If they choose a program providing DL, they are asked the following three questions about their child's home language: 1. What is your child's home language? 2. How well does your child speak and understand English? 3. How well does your child speak and understand [the target language]? This information, along with the additional admissions priorities, is considered when placing students in a DL classroom. Additional information on DL admissions priorities can be found in the Enrollment section of the Handbook.</p> <p>Enhanced Language Support (ELS) programs are only available in full-day Pre-K for All NYCEEC programs. ELS programs offer additional supports for students in English and whose home language is a language other than English and their families. These programs support development of the language other than English, known as the target language, most commonly spoken by students and families.</p> <p>For more information please review Section VI. - 'Special Populations' of the 3-K for All and Pre-K for All Policy Handbook.</p>

134	How can providers know how many slots the DOE intends to award for each service model?	<p>Pending available funding, the DOE hopes to award the same number of extended day and year slots throughout the city as currently exist in EarlyLearn programs city-wide. Final awards will be based on community need and proposals received.</p> <p>Please carefully review Section 1C(d)- “Geographic Considerations: Need for Services and Competition Pools” and Section 5B(c)- “Service Need in Geographic Area” of both RFPs for more information.</p>						
135	What type of safety plan should programs adopt?	<p>Programs must ensure a safe learning environment for both students and staff by having comprehensive safety and security policies, procedures, and staff trainings.</p> <p>For an extensive description of DOE’s guidance on this topic, please refer to Section I(b) - ‘Safety and Security: Plans and Procedures’ of the 3-K for All and Pre-K for All Policy Handbook.</p>						
136	What are the DOE’s requirements regarding onsite coverage by Educational Directors?	<p>Education directors are responsible for the daily supervision of all staff within their program. Education directors are required to be present on site during program hours. If your program is co-located with another DOHMH-licensed child care program (e.g., a single organization with both an infant/toddler and a preschool in the same facility), your education director may oversee both programs (a single education director may oversee a maximum of two co-located programs).</p> <p>Education directors may occasionally be off-site during program hours for professional or personal reasons (e.g., to attend a meeting or to care for a sick family member). For this reason, all programs should appoint a staff member to act as the interim education director when the education director is absent. The staff member appointed must meet the education, experience, and certification qualifications of a certified lead teacher or lead teacher whose application for certification is fully submitted to the State Education Department and pending approval.</p> <p>For additional guidance on this topic, please review Section III(c) - ‘Program Staffing and Class Management’ of the 3-K for All and Pre-K for All Policy Handbook.</p>						
137	Do clerical days and/or holidays count toward the 225 or 260 day totals?	<p>For full information regarding the role of clerical days and holidays in the Extended Day and Year model, please refer to Section 2B(iii) - “Days and Hours of Service” of the Birth-to-Five Services RFP.</p> <p>The following table summarizes the types and number of service days required under the extended day and year service model.</p> <table border="1" data-bbox="557 1430 1419 1793"> <thead> <tr> <th data-bbox="557 1430 1019 1570">Types of Service Days</th> <th data-bbox="1019 1430 1206 1570">225-day option</th> <th data-bbox="1206 1430 1419 1570">260-day option</th> </tr> </thead> <tbody> <tr> <td data-bbox="557 1570 1019 1793"> Program Days <i>On program days, the program is open for children to receive care and instruction.</i> </td> <td data-bbox="1019 1570 1206 1793">A minimum of 217 program days are required under this option.</td> <td data-bbox="1206 1570 1419 1793">A minimum of 238 program days are required under this option.</td> </tr> </tbody> </table>	Types of Service Days	225-day option	260-day option	Program Days <i>On program days, the program is open for children to receive care and instruction.</i>	A minimum of 217 program days are required under this option.	A minimum of 238 program days are required under this option.
Types of Service Days	225-day option	260-day option						
Program Days <i>On program days, the program is open for children to receive care and instruction.</i>	A minimum of 217 program days are required under this option.	A minimum of 238 program days are required under this option.						

		<p>Professional Learning Days <i>On professional learning days, teaching staff may participate in professional learning activities offered by the DOE, another City agency (e.g. DOHMH), or planned by the program leader. DOE staff will work with programs to determine the program’s professional learning plan each year. Programs are not required to provide care and instruction to children on professional learning days, but may choose to offer care and instruction by providing qualified substitute teachers.</i></p> <p><u>Note:</u> Programs may offer teaching staff an hourly equivalent of the 4 professional learning days if it is not feasible for the program to offer a full day of professional learning activities. For programs who select this option, a minimum of 25 hours of professional learning activities must be offered to teaching staff annually. The program will still be responsible for offering the total number of required service days.</p>	<p>A minimum of 4 professional learning days (or 25 hours of professional learning activities) and a maximum of 8 professional learning days are required under this option.</p>	<p>A minimum of 4 professional learning days (or 25 hours of professional learning activities) and a maximum of 12 professional learning days are required under this option.</p>	
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		<p>Holidays <i>Programs operating the 260-day option may be credited for up to 10 holidays annually. Programs are not required to provide care and instruction to children on holidays, but may choose to offer care and instruction by providing qualified substitute teachers.</i></p>	<p>None (holidays are not credited toward the 225-day minimum)</p>	<p>No minimum number required; programs may be credited for up to 10 holidays under this option.</p>
		<p>Total Service Days</p>	<p>225</p>	<p>260</p>
<p>138</p>	<p>How will holidays work for programs offering extended day and year services vs. school day and year services? Will CBOs have flexibility in the way they identify holidays and service days?</p>	<p>Through the school day and year service model, programs must provide a minimum of 180 total service days per year. It is expected that most programs offering this service model will align their start and end dates with the DOE district school year (August/September to June), and will follow the DOE district school holiday schedule.</p> <p>Through the extended day and year model and the Head Start model, programs may choose to offer either 225 <u>or</u> 260 days of service between July 1 and June 30. Programs should propose to offer the days of service that best meet the needs of the communities they serve. Programs offering the extended day and year model and the Head Start model are <u>not</u> expected to follow the DOE district school schedule, including holidays.</p> <ul style="list-style-type: none"> • If a program chooses the 225-day option, holidays are not credited, but the program can opt to schedule up to 4 service days as clerical days. Programs are not required to provide care and instruction to children on clerical days, but may choose to offer care and instruction by providing qualified substitute teachers. 		

		<ul style="list-style-type: none"> If providers choose to provide the 260-day option, up to 10 holidays and up to 8 clerical days may be credited. Programs are not required to provide care and instruction to children on holidays or clerical days, but may choose to offer care and instruction by providing qualified substitute teachers. <p>All programs may request flexibility to meet the requirements for hours and days of service. This process occurs on an annual basis and takes place after RFP award decisions are made; additional information will be made available to programs who are found eligible for an award. For more information regarding program scheduling requirements, please refer to Section 2 of the Birth-to-Five Services and the Head Start/Early Head Start Services RFPs.</p>
139	How much flexibility exists regarding daily schedules?	<p>Daily schedules must include a variety of both child and adult-initiated activities that advance child learning and development across all domains of learning and development. While the DOE does not mandate that any program follow a specific schedule, programs offering 3-K for All and Pre-K for All must offer each of the required daily activities outlined in the sample schedules included in <i>Attachment H – Revised Birth-to-Five Policy Appendix</i> and <i>Attachment H – Revised Head Start and Early Head Start Policy Appendix</i> during the 6 hours and 20 minutes designated as their core hours. Additional hours for 3-K for All and Pre-K for All classrooms should include opportunities for children to engage in play-based centers, gross motor activities, outdoor play, and quiet activities in alignment with the ELOF for 3-year-olds and/or the PKFCC for 4-year-olds (updated New York State learning standards for 4-year-olds are expected to be released in 2019). It is required that a meal or snack is provided during additional hours.</p> <p>Proposers can use the guidance and sample schedules for different service models and age groups, including infants and toddlers, in <i>Attachment H – Revised Birth-to-Five Policy Appendix</i> and <i>Attachment H - Revised Head Start and Early Head Start Policy Appendix</i> to better understand DOE expectations related to daily scheduling and to aid in their program planning.</p>
140	Can programs serve private pay children in the same classroom as DOE funded children?	<p>Children funded directly by the NYCDOE and private pay funded children may be served in the same classroom, pending the approval of your DECE Field Office Operations Director. For additional information regarding programs with private pay children and mixed age classrooms, please review Section III (c) - “Program Staffing and Class Management” of the 3-K for All & Pre-K for All Policy Handbook.</p>
141	Do the high quality instruction requirements still apply in the summer - or can programs operate more akin to a ‘summer camp’ during those months?	<p>Programs are expected to provide the same high-quality instruction described in the <i>Early Childhood Framework for Quality (EFQ)</i> throughout the year, including during the summer months. Daily schedules must always include a variety of both child and adult-initiated activities that advance child learning and development across all domains of learning and development.</p> <p>Staff members during additional days (beyond the 180 core days) may differ from teaching staff who are staffing the classroom on core days. The DOE strongly recommends that programs offering Pre-K for All continue to meet core day group size and staff qualification requirements on additional days.</p>

142	Can programs operate in an apartment setting?	<p>Programs proposing to the Birth-to-Five RFP that possess a Group Family Day Care (GFDC) license may be able to serve children in certain apartment settings as stipulated by the licensing requirements set by the NYS Office of Children and Family Services (OCFS).</p> <p>Additional information can be found in Section 1C(b) - "Licenses and Permits" of the Birth-to-Five RFP.</p>
143	What is the difference between a teacher assistant and a teacher aide? What are the staff qualification requirements for teachers and paraprofessionals in a 2 year old classroom?	<p>For the purposes of these RFPs, "Assistant Teacher" refers to an individual who is part of the classroom teaching staff and works under the supervision of a lead teacher (inclusive of "assistant teachers" and "teacher's aides"). See <i>Attachment H – Revised Birth-to-Five Policy Appendix</i> for staff qualification requirements for each service model and age group, in accordance with the NYC Department of Health and Mental Hygiene (DOHMH) for infant, toddler, and 3-K for All programs and New York State for Pre-K for All programs.</p>
144	Why are the staff qualifications for 3-K for All different from the qualifications for Pre-K for All? How can paraprofessionals support my classes and what qualifications must they meet?	<p>For Pre-K for All, programs must follow the staff qualification requirements set by the New York State Education Department (NYSED) for UPK programs, regardless of permit/license type (including Article 43 Providers and Group Family Day Cares).</p> <p>For 3-K for All, programs must follow the staff qualification requirements for Lead Teachers set by the NYC Health Code Article 47 for this age group, regardless of permit/license type (including Article 43 Providers and Group Family Day Cares).</p> <p>In full-day NYCEEC 3-K and pre-K programs, there are two kinds of paraprofessionals that may support classrooms: assistant teachers (also called teaching assistants), and teacher aides. Paraprofessionals play an integral role in the classroom by promoting positive interactions with children and families, implementing health and safety procedures, facilitating smooth transitions between activities, and planning collaboratively with lead teachers. Paraprofessionals often provide direct instructional support to children by facilitating whole and small group lessons and activities.</p> <p>All Assistant Teachers must:</p> <ul style="list-style-type: none"> • Be at least 18 years old. • Have a high school diploma or equivalent (GED). • Hold a valid Level I or higher NYS Teaching Assistant certification. — More information on teaching assistant certification can be found on the NYSED website. • Complete the mandatory 2 hours of training in child abuse and maltreatment identification, reporting, and prevention as well as the requirements of applicable statutes and regulations. • Complete 15 hours of training every 24 months, including the mandatory child abuse prevention and other subjects related to child health, safety, and early childhood development (Child Care Article 47 providers only). <p>See the 3-K for All & Pre-K for All Policy Handbook and the NYSED website for more information.</p>
145	How are "lead teachers" and "assistant teachers"	<p>For the purposes of these RFPs, "Lead Teacher" refers to the qualified individual who holds primary responsibility for children's care and education in a classroom.</p>

	defined in this RFP? Are “assistant teachers” direct reports of “lead teachers”? According to federal labor laws, supervisors cannot be in the same union as their direct reports, so I’m not sure how this would work for the reporting structure of my teachers.	<p>“Assistant Teacher” refers to an individual who is part of the classroom teaching staff and works under the supervision of a lead teacher (inclusive of “assistant teachers” and “teacher’s aides”). This does not mean that the assistant teacher must be a direct report of the lead teacher.</p> <p>For a more detailed explanation of teaching staff roles and required qualifications please visit the “Staff Qualifications, Hiring, and Substitutes” section of the 3-K for All and Pre-K for All Policy Handbook.</p>
146	Can programs expel children?	Children may not be expelled or suspended. In addition, children may not be sent home early as a form of discipline or as a strategy to manage disruptive behavior in the classroom. For more information regarding managing children behavior please refer to Section IV (d) - ‘Student Behavior’ of the 3-K for All & Pre-K for All Policy Handbook .
147	What is the DOE’s policy regarding IEPs?	<p>Every family with an offer must be welcomed and allowed to register. A child with an offer may not be turned away if the child has an Individualized Education Program (IEP), regardless of IEP recommendation.</p> <p>The Committee on Preschool Special Education (CPSEs) will assign children with an IEP recommendation for a SCIS class seats throughout the school year. General education children will be offered seats in the SCIS classes through the pre-K admissions process.</p> <ul style="list-style-type: none"> ● If a child with any IEP recommendation receives an offer for a general education seat in a SCIS classroom, please welcome the family and contact OSE at ESEnrollment@schools.nyc.gov. ● Even if all seats are not filled by the first day of school, please do not make offers for seats reserved for children with an IEP recommendation for a SCIS class. NYCEECs without SC or SCIS Programs If a child with an IEP recommendation for a SC or SCIS receives an offer to your program and you do not offer the program recommended on the IEP, please welcome the family and contact OSE at ESEnrollment@schools.nyc.gov. <p>For more information regarding this topic please refer to the 3-K for All and Pre-K for All Policy Handbook.</p>
148	<p>Will preschools now get clear assignment to a CPSE district and contact?</p> <p>Will the DOE or CPSE be responsible for providing related services to children at the site and/or home? This includes speech, OT, PT, counseling, or SEIT.</p>	<p>Preschool special education services are available for children age 3 to 5 who have disabilities or delays in development that affect learning. These services are provided free of charge to eligible children by the NYC Department of Education (NYCDOE).</p> <p>The Committee on Preschool Special Education (CPSE) is responsible for creating IEPs and arranging services for preschool children. There are 10 CPSE offices in different areas of the city; the CPSE is assigned to each case based on the child’s home address, not the address of the program the child attends. The CPSE is responsible for arranging related services for children, however, programs are expected to partner and cooperate with CPSEs, families, and clinicians to help ensure that children’s needs are met and that services can be provided at the program, if appropriate.</p> <p>For CPSE contact information, please visit https://www.schools.nyc.gov/special-</p>

		education/preschool-to-age-21/moving-to-preschool.
149	Can school day and year and extended day and year children be served in the same classroom? How do providers indicate this in the budget?	<p>Programs offering both school day and year and extended day and year services for 3-K for All and Pre-K for All children will be required to provide a minimum of 6 extended day and year slots. In order to foster socioeconomic integration at the classroom level, these programs will also be required to include same-aged children who are eligible for each service model in each classroom. For example, if a program is offering 36 Pre-K for All slots, of which 18 are school day and year slots and 18 are extended day and year slots, each classroom must contain children from both types of slots. Classrooms may not be separated by slot type.</p> <p>For more information on this topic please refer to Section 2B(c) - “Offering Multiple Service Models at the Same Site” of the Birth-to-Five Services RFP.</p> <p>You are required to submit one Budget Form per proposal (i.e. one budget per proposed site). The Budget Form is where you will indicate which birth-to-five service models and the number of slots that you are proposing to offer at your site. You must transfer required information from your Budget Form to the respective question in the “Proposal Details” tab of HHS Accelerator (see Section 4D - “Instructions on Completing the “Proposal Details” Tab in HHS Accelerator” for additional details in the RFP).</p> <p>Providers should propose a budget that represents what they need to run a high-quality early childhood program. We believe that programs understand their communities, their needs, and what is required to operate successfully. In both RFPs, the DOE has provided guidance and a structure to support programs with the development of their proposal and budget.</p> <p>For the purposes of filling out the budget form, providers are only asked to identify the percent of costs allocated to services proposed in the RFP. At this time, providers are not required to cost allocate between school day and year slots and extended day and year slots. Further guidance on allocation between service model types will be provided during the budget development process if providers are awarded.</p>
150	What frequency of support can programs expect from Instructional Coordinators and Social Workers?	All programs will have access to a system of coordinated supports from DOE staff, including supports in the areas of instruction, mental health and wellness, family and community engagement, program operations, policy compliance, contracting, and enrollment. Program-specific supports, including Instructional Coordinators and Social Workers, will be determined based on need and availability.
151	I work for the DOE. Am I allowed to submit a proposal to these RFPs?	Because each situation is different, DOE employees should submit inquiries relating to conflict of interest to the Conflicts of Interest Board for clarification.
152	Does the 10 hour day requirement in the extended day and year model include time for teacher prep, or must children be present in the classroom for all 10 hours?	Programs may choose to offer either 8 or 10 hours of care and instruction on each program day. Programs offering services for infants and toddlers must meet the same service expectations for all hours of the program day (8 or 10 hours). Programs offering extended day services must designate 6 hours and 20 minutes of each day that will constitute their “core hours” at the beginning of the contract period, within parameters established by the DOE. During core hours teaching staff must be consistent. Programs must follow DOE-provided daily scheduling guidelines. It is expected that program assessment (such as CLASS and ERS) will be conducted during core hours.

		<p>“Additional hours” refers to hours that programs offer services outside of the core 6 hours and 20 minutes. During additional hours: Staff members may differ from teaching staff who are staffing the classroom during core hours. Children should have opportunities to engage in additional play-based centers, gross motor activities, outdoor play, and quiet activities in alignment with the ELOF for 3-year-olds and/or the PKFCC for 4-year-olds (updated New York State learning standards for 4-year-olds are expected to be released in 2019). A meal or snack must be provided to children.</p> <p>See <i>Attachment H – Revised Birth-to-Five Policy Appendix</i> of the Birth-to-Five Services RFP and <i>Attachment H – Revised Head Start and Early Head Start Policy Appendix</i> of the Head Start/Early Head Start Services RFP for sample daily schedules for different service models and age groups.</p>
153	Are centers allowed to open from 9am-5pm if proposing an 8 hour schedule?	Yes, programs have the flexibility to set their own hours and submit them after awarded. Programs’ selected days and hours of service must be communicated in advance to the DOE and to all prospective and enrolled families.
154	How should programs address parents who repeatedly pick up children late?	<p>Programs should establish clear expectations for families regarding drop-off and pick-up times. DOE support staff can assist in this, and can also support programs in handling individual situations with families.</p> <p>The DOE encourages programs to take a proactive approach and work with families who frequently pick-up children late. In these cases, programs should discuss the following with the family:</p> <ul style="list-style-type: none"> ● The reasons for the family’s irregular pick-up ● Possible supports needed by the family, from the program or others ● Next steps ● The time of the next meeting to follow-up
155	How should programs manage staffing ratios during Extended Day hours?	<p>There are a variety of different staffing models that could potentially accommodate the extended day hours (8 or 10 hours). Note that labor laws prevent a single lead or assistant teacher from covering all 10 hours, so programs choosing the 10-hour option will need to split those hours between multiple staff members.</p> <p>For additional information regarding the extended day and year service model, please refer to Section 2(B) - “Service Model Expectations and Requirements” of the Birth-to-Five Services RFP.</p>
156	What are the required teacher staffing requirements for a GFDC with a mixed classroom of 3-K and pre-K children?	<p>Programs proposing to directly contract for services in a Group Family Day Care (GFDC) setting should only propose to serve one age group within that room. Single-room programs are encouraged to consider serving older age groups (4-year-olds instead of 3-year-olds, for example) in order to minimize transitions for children and families.</p> <p>All GFDC programs must abide by the teacher requirements for the age group being served in the space. You can find detailed guidance on teacher qualifications in <i>Attachment H – Revised Birth-to-Five Policy Appendix</i>.</p>
157	Are floating staff in direct proportion to classroom number, for example is a 5-classroom program eligible for 1.6 or should	Proposers should budget for the staffing plan that they believe to be necessary to operate a high-quality program. The DOE recommends that proposers include funding for up to one floating staff member for every three classrooms in their proposed budget.

	propose for 2 floating staff?	
158	If a program reserves some seats in a classroom for private pay children and/or 4410 children in an integrated classroom, are there age restrictions that apply to those seats?	<p>Providers serving 4410 children and DOE children may serve both three and four year olds in the same classroom. However, programs should notify their DECE Borough Field Office in advance.</p> <p>Providers are not encouraged to propose for mixed-age classrooms that include private pay children. Providers who propose for mixed-age classrooms must provide clear, compelling evidence of the program’s demonstrated effectiveness with and ongoing need for mixed-age classrooms in their response to Question 1 on the SPF of the RFP. Children funded directly by the NYCDOE and private pay funded students may only be served in the same classroom pending the approval of your DECE Borough Office.</p> <p>Please review Section 1B(d) - “Continuity of Services” and Section 5B(d)ii - “Proposing to Offer Services to More than One Age Group” of the Birth-to-Five Services RFP for more details about mixed-age classrooms.</p>
159	Is Question 14 of the Proposal Details restricted to the site being operated by the same agency/entity and having another name or must it include other agencies which may have operated at that site (and may not be known to the current site holder)?	<p>Programs should only enter the site names affiliated with their agency/entity, not site names related to other agencies/entities who may have operated in the same site. For example, your program goes by the name “ABC Daycare,” but you used to operate under the name “Don’s Daycare.” You would list both of these names in response to this question. Alternatively, your program “ABC Daycare” currently operates at this address, but the last program to operate at this site before you was operated by a separate entity and was called “Children’s Zone.” In this scenario, you would only list “ABC Daycare” in response to this question, as only “ABC Daycare” is affiliated with your entity.</p>
160	Can the DOE provide a list of approved vendors for third party custodial staff and other staffing needs?	No, unfortunately the DOE cannot provide lists of outside vendors.
161	<p>Will there be a clear process and contact for referrals for special education services?</p> <p>How does enrollment work for families with children requiring special education services?</p>	<p>Yes, there is a clear process for referrals for special education services. The Committee on Preschool Special Education (CPSE) process consists of five steps: 1. Referral 2. Evaluation 3. CPSE Meeting 4. Implementation of Individualized Education Program (IEP) 5. Annual Review. Special education services are available for children ages 3-5 who have disabilities or developmental delays that impact their ability to learn; these services are provided free of charge by the NYCDOE. Special education services include:</p> <ul style="list-style-type: none"> ● Related services (e.g., physical therapy, speech-language therapy, etc.) – available to students in any District School, Pre-K Center, or NYCEEC pre-K program ● Special Education Itinerant Teacher (SEIT) – available to students in any District School, Pre-K Center, or NYCEEC pre-K program ● Special Class in an Integrated Setting (SCIS) – serves general education and special education students ● Special Class (SC) – solely special education students

		All families, including those with children with disabilities, may apply to DECE-contracted early education programs. Special education services are available for children with disabilities or delays in development that affect learning. These services are provided free of charge for eligible children, and many students can get their special education services at a general education program.
162	If awarded through the RFP, will the hire date for our current staff change to the start date of the new contract?	The status of a provider’s contract with the DOE is not linked to the employment agreements that provider makes with their staff. The hire date for staff should be contingent on when they began employment with the program, and not the start date of a new contract. Staff employed by an agency proposing services for this RFP remain an employee of that agency until that agency ends their employment agreement with staff.

Demand		
#	Question	Answer
163	How does the DOE determine demand? What is demand?	<p>The DOE often uses the word “demand” to refer to the number of families we expect to apply for early childhood services in a specific area. DOE uses many data sources to help understand the needs of each community and the estimated demand for various service models.</p> <p>Programs are encouraged to consider their community’s need for services when determining which services and how many slots they are proposing. The DOE encourages programs to use both the Map of Estimated Service Need and <i>Attachment G - Estimated Service Need by Zip Code and School District</i> as resources to inform these decisions.</p> <p>These documents are meant to be helpful resources but do not capture all the complexities of neighborhoods and family behavior. Therefore, in making decisions about which services and how many slots to propose, programs should also consider their own knowledge of the community, experience serving families, and the capacity of their organization.</p> <p>Please also note that while these resources are meant to support programs as they develop their proposal; the specific number of slots ultimately awarded in each area of the city may differ from what’s reflected. Awards will be made based on the most up to date information at the time of award and funding available.</p> <p>Section 1C(d) - “Geographic Considerations: Need for Services and Competition Pools” of both RFPs includes additional details on rankings of need throughout the city, as well as for the demand for services..</p>
164	How should a program determine which services to propose?	<p>Programs should apply for what services they believe are most needed in their community and what their organization is able offer.</p> <p>Please carefully review Section 1C - “RFP Eligibility Requirements” for additional details on proposer eligibility and geographic need for services.</p>
165	How can we get a better understanding of the	Please carefully review <i>Attachment G- Estimated Service Need by Zip Code and School District</i> , which includes a Map of Estimated Service Need. These resources

	need for certain service types in our area?	<p>will help further assist proposers in understanding how the need for service types varies across the City. This information is intended to provide guidance for providers in considering which services to offer; however, in making awards, the DOE relies on the most up-to-date data regarding geographically-based service need at the time of award recommendations. Please note that the slot ranges outlined in these tools do not represent the exact number of slots the DOE will ultimately award. Awards will be based on the most up-to-date community need projections and are all contingent on the availability of funding.</p> <p>For more information, please see Section 1C(d)- “Geographic Considerations: Need for Services and Competition Pools” and Section 5B(c)- “Service Need in Geographic Area” of both RFPs.</p>
166	Our program tends to serve families living in a neighboring zip-code. The need of these families is not affiliated with our site because the analysis is broken down by zip-code. Can we be considered as competing in a "most need" area	<p>The indications of ‘some,’ ‘more,’ and ‘most’ need are intended to represent the quantity of slots estimated to be needed in a given geography and offer guidance to proposers. They are not meant to discourage providers from proposing the services they believe to be most needed in their surrounding communities. Zip codes labeled with ‘some’ need for extended day and year services are still eligible to be awarded for these services. The DOE also understands that families may seek out services outside of their home zip code and aims to offer the types of services most needed by families in close proximity to their homes.</p> <p>Providers should include information about the families they serve, where they live and their need for extended day and year services in their responses to Question 1 on the SPF.</p>
167	How many seats should a program propose for if they have the ability and desire to serve more seats than there is likely need for in their community?	<p>The DOE strongly encourages programs to propose for the amount and type of seats that they want to serve - based on both their capacity, and the needs of the local community. Demand is a key metric in award decisions, and the DOE reserves the right to award programs for less seats than they initially proposed for. However, a program’s proposal will not be penalized for proposing more seats than are needed in their area.</p>
168	We are licensed to serve more children than we plan to serve through the DOE. Can we still serve these additional children?	<p>Yes, you may be able to serve additional children through additional funding streams, including private tuition. Students funded directly by the NYCDOE and private pay funded students may be served in the same classroom, pending the approval of your DECE Field Office Operations Director.</p>

Head Start/Early Head Start Services		
#	Question	Answer
169	Should providers who already receive Head Start funding directly from the Office of Head Start use that per child amount as their proposed contract amount for the proposed per child rate for the DOE RFPs?	<p>Providers should budget for the staffing plan and salaries that they think is necessary to operate a high quality proposed program. Proposers should take into consideration the required staffing ratios and qualifications for each service mode</p> <p>Providers that receive funding directly from the Office of Head Start may not apply to these RFPs to serve the same children. The DOE will release an RFP for Direct Head Start programs to apply for enhancement funding at a later date.</p>

170	How many slots will the Office of Head Start (OHS) award the DOE?	The DOE is awaiting an award from the Office of Head Start.
171	What is direct Head Start?	Direct Head Start providers have a Head Start grant and receive funding directly from the Federal Office of Head Start.
172	<p>If a Federal Office of Head Start (OHS) decision is made about new direct funded grantees, are those programs ineligible to propose for the current Birth-to-Five Services or Head Start/Early Head Start Services RFPs?</p> <p>These RFPs also stated that opportunities would be made available at a later date for OHS direct funded programs. Will that opportunity be made by September 2019 in the event a program is awarded a direct grant from the OHS?</p>	<p>Direct Head Start grantees are eligible to propose for the RFPs with classrooms that are <u>not</u> funded directly through the Federal Office of Head Start, including spaces that are not currently permitted by the DOHMH.</p> <p>The DOE plans to release a separate RFP later in 2019 for Direct Head Start grantees to propose funding to supplement the grants they receive from the Federal Office of Head Start. The timeline, funding parameters, and funding amount for this procurement have not yet been released.</p> <p>We encourage providers interested in learning more about current and future RFPs to become prequalified in HHS Accelerator (nyc.gov/hhsaccelerator). Once prequalified, you will have access to information regarding all RFPs released by the Division of Early Childhood Education, including any updates about anticipated release dates.</p>
173	Are programs awarded Early Head Start contracts through these RFPs required to provide services for pregnant women?	No, the Early Head Start services available in this procurement are center-based services for infants and toddlers.
174	Will Head Start enrollment be streamlined?	<p>All programs will be required to participate in streamlined enrollment. The DOE finds that streamlined enrollment is favored by families, fosters equity and access, and results in the vast majority of families receiving a top choice program, while also allowing the DOE to work with programs to maximize enrollment for all programs.</p> <p>The DOE does intend to make changes to the enrollment system to better meet the needs of Head Start programs. Details of that system are under development. Enrollment processes for Head Start programs are contingent on review and approval from the Office of Head Start. More information about the enrollment system will be provided to awarded programs.</p> <p>Please see Section 2A(d)ii of the Head Start/Early Head Start Services RFP for more information.</p>

General Inquiries		
#	Question	Answer
175	Who is eligible to propose to offer extended day and year services through the Birth-to-Five RFP?	<p>All Article 47 providers can provide extended day and year services. GFDC programs are able to provide extended day and year services for 3- and 4-year-olds.</p> <p>However, please note that programs proposing to offer extended day and year services do not need to be permitted or licensed at the time of proposal, but must be permitted/licensed by April 1, 2020 for programs beginning services in July 2020. For example, if a provider currently operates under an Article 43 School-Based Filing Certificate, they are still able to submit a proposal to provide extended day and year services, but must submit their proposal as a “non-permitted site,” as they will need to complete the permitting process to secure a new Article 47 permit.</p> <p>Please see Section 1C(a) - “Who May Propose” and 1C(b) - “Licenses and Permits” of these RFPs for more information regarding proposer eligibility for extended day and year services.</p>
176	Are programs in non-eligible 3-K for All school districts able to propose to serve 3-K for All? How should they serve 3-K and Pre-K for All?	<p>Yes. Programs may propose school day and year services for 3-year-olds at sites located in any of the 32 community school districts within New York City. The Mayor and Chancellor have announced that it is the City’s goal to provide 3-K for All throughout the City; however, funding is only included in the City budget for 14 community school districts at this time (referred to as “Budgeted 3-K for All Districts” - community school districts 4, 5, 6, 7, 8, 9, 12, 16, 19, 23, 27, 29, 31, and 32).</p> <p>Funding may not become available for school day and year 3-K slots in districts other than the Budgeted 3-K for All Districts before the time of award through the Birth-to-Five Services RFP. The DOE welcomes proposals for school day and year 3-K slots in all districts in case funding for additional districts should become available. Proposers should be aware that the DOE may choose not to award proposed 3-K services in these districts.</p> <p>If funding does not become available in other districts, the DOE reserves the right to award programs a different configuration of the seats than originally proposed and may award additional sections of school day and year services for 4-year-olds.</p>
177	Are half-day program models included in these RFPs?	<p>No; the DOE does not have plans to issue a new half-day RFP or add new half-day services at this time. Current half-day Pre-K for All providers who wish only to provide their DOE-contracted half-day services should not propose to this or any current RFP. However, the DOE may choose to extend half-day contracts with providers currently offering half-day services, should these programs remain in good standing. Current half-day providers who wish to convert their slots to full-day within the proposed service models should propose to one of these RFPs.</p>
178	Are Article 47 and Article 43 Programs eligible to propose to these RFPs?	<p>Article 47 programs are eligible to propose to offer services through both RFPs. Article 43 programs are eligible to propose to offer Birth-to-Five school day and year services but they are not eligible to propose to offer Head Start/Early Head Start services.</p> <p>Please review Section 1(C) - “RFP Eligibility Requirements” of both RFPs for a more</p>

		detailed breakdown of the service models that programs are eligible to propose for based on their permit type.
179	Are programs required to continue to provide services throughout the length of the contract term if they choose to accept an award?	Yes, providers will be expected to provide the slots for which they are initially contracted throughout the length of the contract term. Contract terms for Birth-to-Five services will be for July 1, 2020 - June 30, 2025, with up to three one-year extensions. Contract terms for Head Start/Early Head Start services will be for July 1, 2020 - June 30, 2024 with up to five one-year extensions. For more information related to this topic please review Section 5(D) - "Contract Terms" of both RFPs.
180	Why did the DOE increase the length of the base contract term to 5 years in the Birth to Five Services RFP?	Over the past several years, the DOE has been annually renewing pre-K contracts. The annual renewal process can be onerous for programs and lead to payment delays. The DOE's goal in creating longer contract terms is to help to address these issues.
181	Can programs add seats, classrooms, and additional sites during the length of the contract term?	Providers interested in adding seats or classrooms to an already contracted site may be able to do so through a separate contract amendment process facilitated by the program's assigned DOE Operations Director. Any additional sites will only be awarded through future RFPs.
182	How should programs address situations in which families are struggling to pay the family share amount for extended day and year services?	Programs are responsible for collecting fees from families receiving extended day and year services on a weekly basis. Programs must use the fee schedule provided by the DOE, in accordance with Federal and State CCBG regulations, which will utilize a sliding scale of the family's gross income after subtracting the applicable State Income Standard (SIS) level. Programs are expected to continue providing services even if there is a temporary lapse in family share payments. The DOE will work with programs and offer supports in communicating with families in circumstances where there are outstanding balances that need to be collected. Programs will be encouraged to work directly with their assigned DOE Operations Director in such situations to find a workable solution. Please refer to 2B(b)ii - "Child Eligibility" in the Birth-to-Five Services RFP for more information.
183	When will the Family Child Care Networks (FCCN) RFP be released?	We look forward to partnering with networks to provide services to our City's youngest learners. DECE expects to release the Family Child Care Networks RFP later this spring. Providers who are prequalified on HHS Accelerator will be among the first to access all newly released RFPs. They will also be able to see past and current RFPs from the DOE, as well as RFPs from other City agencies working with childcare providers. Please contact the HHS Accelerator helpdesk at help@mocs.nyc.gov if you have any questions or would like more information.
184	What will happen if a Group Family Daycare (GFDC) is awarded through both the Birth-to-Five Services RFP and the FCCN RFP?	Group Family Day Care (GFDC) programs may propose to directly contract with the DOE through the Birth-to-Five RFP to provide: <ul style="list-style-type: none"> ● School day and year services for 3- and 4-year-olds; and ● Extended day and year services for 3- and 4-year-olds Group Family Day Care (GFDC) and Family Day Care (FDC) programs that wish to affiliate with a Family Child Care Network (FCCN) do <u>not</u> need to propose to any of

		the RFPs released by the DOE, including the FCCN RFP that will be released later in 2019. Only organizations that wish to operate as a network should propose to the FCCN RFP. Awards will not be made directly to GFDCs through the FCCN RFP. Family child care providers that wish to affiliate with a network to provide services will have opportunities to do so after network awards are made.
185	When should programs expect to receive award decisions?	The DOE plans to make award recommendations through these RFPs in fall 2019 for contracts beginning in July 2020.
186	Are 4410 providers required to propose to the Birth-to-Five Services or Head Start/Early Head Start Services RFP?	No, 4410 providers are not required to propose to either of these RFPs to continue to provide services provided under a 4410 contract. This RFP is not intended to fund full-day services to preschool children with special needs in special classes that are already receiving 4410 funding, and this RFP process does not affect existing 4410 contracts with the DOE Special Education Office. 4410 programs proposing to serve a general education children alongside the children with special needs in SCIS classrooms may submit a proposal to either RFP for these general education students.
187	How is program eligibility determined?	Please carefully review Section 1C - "RFP Eligibility Requirements" of both RFPs in full to confirm your eligibility to submit a proposal.
188	What are the CCBG guidelines and eligibility requirements?	Both Head Start and CCBG eligibility requirements are based on a family's income, or other circumstances such as homelessness. Head Start serves families below the federal poverty line and CCBG provides services for families with slightly higher incomes that meet a specific work or school requirements. Children experiencing homelessness, in foster care or eligible for certain types of public assistance may be eligible for both types of services. More details on the specific eligibility requirements for each service model are below: <u>Child Care Eligibility Requirements:</u> Families are eligible for extended day and year services if they meet the following income and work requirements: <ul style="list-style-type: none"> ● Children and families receiving extended day and year services are required to meet an income limit of 200% of the State Income Standard (SIS). This standard is established according to CCBG funding guidelines. ● Families of participating children must document an approved reason for care. For two-parent households, each parent must have a reason for care. Examples of possible reasons for care include: <ul style="list-style-type: none"> ○ Employment (minimum of 20 hours per week) ○ Vocational training/educational activities ○ 4-year college student working at least 17.5 hours per week ○ Looking for work (for a period of up to 6 months) ○ Receiving services in response to domestic violence ○ Experiencing homelessness as defined by the McKinney-Vento Act; for more information about determining whether a child is classified as homeless, see the National Center for Homeless Education's "Determining Eligibility for Rights and Services under the McKinney-Vento Act." ● Families who use employment or vocational/educational activities as a reason for care must be approved for a number of authorized child care service hours based on their work or vocational/educational schedule. ● Families receiving cash assistance (CA), Temporary Assistance for Needy Families (TANF), or income maintenance, foster parents, and families receiving

		<p>protective or preventive services may also be eligible for extended day and year services funded through CCBG.</p> <p><u>Head Start Eligibility Requirements: Head Start Eligibility Requirements</u> Please refer to the federal Poverty Guidelines in order to determine eligibility for Head Start programs.</p> <p>Children are eligible for Head Start if one or more of the following apply:</p> <ul style="list-style-type: none"> ○ the family’s income is equal to or below the Federal poverty line ○ the family is eligible for public assistance ○ the child lives in temporary housing ○ the child is in foster care <p>Please carefully review Section 2B(b)ii - “Child Eligibility” of the Head Start/Early Head Start Services RFP for more information. Please carefully review Section 2B(b)ii - “Child Eligibility” of the Birth-to-Five Services RFP for additional information.</p>
189	How can a program support parents requesting placement and advise them on the eligibility process?	<p>Eligibility determination and enrollment will be a shared responsibility between parents/guardians, programs, DOE, ACS, and HRA. The DOE will follow all eligibility requirements as required by relevant State and Federal guidelines. Programs will continue to support families with preliminary eligibility screenings and navigating the application process. Programs will also continue to refer families in receipt of Cash Assistance to their HRA Job Center. Additional information about how programs can support families with the eligibility process will be forthcoming.</p> <p>Ensuring successful enrollment is a shared responsibility between the DOE and programs. In order to develop family interest and maintain enrollment, programs are responsible for recruiting families and informing them of the services offered. Programs should continuously communicate with families in their community about the benefits and features of their programs, in addition to partnering with the DOE’s Outreach Team and Office of Student Enrollment, and adhering to all DOE enrollment processes and deadlines.</p>
190	Can new businesses propose to these RFPs?	Yes, new businesses may propose to these RFPs. All programs will be asked to show evidence of demonstrated effectiveness as early childcare education provider as part of the procurement process.
191	Can programs propose to these RFPs even if they have been non-awarded through past RFPs?	Yes, providers are eligible to submit proposals to these RFPs even if they have been deemed ineligible for award through previous RFPs. Previous RFP evaluations will not be considered and will not impact the evaluation of your proposal to these RFPs.
192	Are there any courses that I will be required to take to prepare for a 3-K for All program?	<p>The DECE will work with awarded providers to prepare sites to serve children in accordance with the Division’s standards. This may involve mandatory orientations or training sessions.</p> <p>In addition, there are staff training and qualification requirements specified in the health code, and in the staff qualifications in Section 2 of either RFP, which staff will need to attend.</p>
193	What options exist for Group Family Day Care (GFDC) programs that choose to affiliate with a Family Child Care Network versus GFDC	<p>Group Family Day Care (GFDC) programs can choose to affiliate with a Family Child Care Network (FCCN), or can propose for a direct DOE contract.</p> <ul style="list-style-type: none"> ● If you want to affiliate with a network, you: <ul style="list-style-type: none"> ○ Do <u>not</u> need to submit a proposal to an RFP. ○ Can serve mixed-ages (infants, toddlers, and 3-year-olds). ○ Do not need to meet the teacher qualification requirements

	programs that choose to contract directly with the DOE?	<p>outlined in the Birth-to-Five Services RFP.</p> <ul style="list-style-type: none"> ● If you want to submit a proposal for a direct DOE contract, you: <ul style="list-style-type: none"> ○ Need to submit a proposal to the Birth-to-Five Services RFP by June 5, 2019. ○ Can only serve one single age group: 3-year-olds or 4-year-olds. ○ Must meet the teacher qualification requirements outlined in the Birth-to-Five Services RFP, including a Bachelor’s degree (for more information on all teacher qualification requirements, see Section 2 of the RFP). ○ Must meet all requirements for directly-contracted DOE programs as outlined in the Policy Handbook for 3-K for All and UPK for All services.
194	How should programs contact the DOE with questions related to these RFPs?	All questions and concerns related to RFPs should be sent to prekrfp@schools.nyc.gov
195	Are charter programs eligible to propose to these RFPs?	Charter schools are not eligible to submit a proposal to the Birth-to-Five Services RFP or the Head Start/Early Head Start Services RFP. However, an RFP was made available in 2019 for charter schools who wish to offer Pre-K for All services starting in the 2019-20 school year. For this opportunity, proposals were due February 25, 2019 at 2:00 P.M. EST. The DOE will continue to share information about upcoming charter procurement opportunities.
196	Are programs located outside of New York City eligible for an award through these RFPs?	No. Programs must propose services at sites located in one of the 32 community school districts within New York City.
197	Can programs be awarded through these RFPs if they are not planning to offer services until after 2020?	No. Only programs prepared to provide services starting in either July 2020 or September 2020 will be eligible for awards through these RFPs.
198	Should I submit one proposal per license? Can a license cover more than one site?	Providers should submit one proposal per site, per RFP. Some sites may have more than one license. For instance, an Article 47 site providing Birth-to-Five services may need both an infant and toddler Article 47 permit and a preschool Article 47 permit. Typically, licenses only cover one site.