

## Q & A for Additional Grants for the Expanded Prekindergarten for Three- and Four-Year Old Students in High-Need School Districts

1. Can you define “strong preference”? Will these be separately reviewed and funded first, bonus points added? Is it just a tie-breaker or some other means?

*A strong preference for funding will be given to high need districts, especially those that currently do not offer a state funded prekindergarten program. In making awards, proposals from high need applicants scoring 70 or higher that do not currently offer a state funded prekindergarten program will be awarded first, starting with the highest scoring proposal in rank order. If funds are not exhausted after a score of 70 for the high need districts without a current state funded prekindergarten program is reached, awards will be made starting with the highest scoring proposal in rank order for all other high need districts. If funds are not exhausted after a score of 70 for all other high need districts is reached, awards will be made starting with the highest scoring proposal in rank order for all other districts; that is, districts that are not high need.*

2. In looking at the Appendix F, what do the numbers in the “preference category” column mean?

*The number in the preference category column indicates the order in which the applicant’s proposal will be considered for funding as described in Question #1. Numeral “1” in the preference category column indicates a high need school district with no state funded prekindergarten program. A preference category of “2” indicates a high need school district that has a state funded prekindergarten program.*

3. Is it worth applying if our district is not listed on Appendix F?

*The State Education Department has no way of predicting how many applicants will submit proposals or how well written their proposals will be. When the list of districts that submitted the mandatory Notice of Intent is posted (no later than October 9) you may be able to better judge whether you want to submit a proposal.*

4. What are the “relative need points” as noted on Appendix F?

*The “relative need points” are points that are automatically awarded to a high needs district as measured by Economic Disadvantage, English Language Learner numbers as a percent of school enrollment, Need Resource Category and Need Resource Index. Based on these factors, high need school districts will*

*receive up to 10 points for these criteria (see Appendix F). All other districts will receive zero “relative need points”.*

5. We are concerned about being able to deliver 90 instructional days in the 2018-2019 school year. Since grant applications aren't due until October 29, we assume we won't hear a decision until Thanksgiving, giving us less than two months to prepare (due to the holidays). We are concerned that even if we can hire staff and outfit a classroom in that tight time frame, we won't be able to recruit students to start for January 2. Is there any flexibility in the 90 day requirement?

*The statutory language authorizing the funding requires that awardees operate programs for a minimum of 90 days in the first year and 180 days in each year thereafter. Most districts can start programs in early to mid-February and still meet the 90-day requirement. Recognizing that recruiting children for a mid-year start-up may require additional time, the official child count upon which the maximum grant payable for Year One will be calculated will be based on the number of students enrolled on April 15, 2019.*

6. What happens if we can't meet the 90-day requirement in the 2018-2019 school year?

*Awardees must operate a program for a minimum of 90 days in the 2018-2019 school year to be eligible for funding in the 2019-2020 school year.*

7. What happens if a district is unable to reach its targeted number of students in the first year? Will their award be reduced by the number of slots they were unable to fill, in the following year?

*If a district is unable to reach its targeted enrollment in the 2018-2019 school year by April 15, 2019, its maximum grant payable will be reduced based on the number and type of placements that are filled. The district will have access to its full award amount for 2019-2020 and subsequent years, subject to the achievement of other performance targets and annual appropriation of funds for this purpose.*

8. If a school district expects and budgets for a higher number of pre-K students than end up attending the program, will the district's pre-K allocation be reduced to account for this situation?

*Yes. The maximum grant payable for the 2018-2019 school year will be calculated based on the type of placements created and the number of students enrolled on April 15, 2019. In subsequent years, the official child count date will be BEDS Day, the first Wednesday in October.*

9. Is there a maintenance of effort requirement for this grant – meaning, will we have to serve the numbers we request, or will it be acceptable to serve fewer children and not be penalized the following year?

*If a district is unable to reach its targeted number of students in the 2018-2019 school year, its maximum grant payable will be reduced based on the number and type of placements that are filled. The district will have access to its full award amount for 2019-2020 and subsequent years, subject to the achievement of other performance targets and annual appropriation of funds for this purpose.*

10. On page 5 of the RFP, the link to the NYS Prekindergarten Learning Standards (in item #2) does not work. Can you provide an updated link?

*The link in the RFP has been fixed. The [NYS Prekindergarten Learning Standards](#) can be accessed online.*

11. Can you provide a link for the Early Learning Standards for four-year old students?

*The NYS Prekindergarten Learning Standards (early learning standards for four-year old students) can be accessed online at the [Early Learning](#) website.*

12. We plan to offer full-day Pre-K services in partnership with a local community-based organization (CBO). The CBO also offers wrap-around services before and after the Pre-K program. Parents would be charged for those services. Is it okay if parents are charged for those wrap-around services, if the Pre-K program itself is free to families?

*Yes. While parents cannot be charged for the Pre-K program, a CBO may charge for before or after program care. However, parents must be provided the option of purchasing such services. Payment for wrap-around care cannot be condition of participating in the Pre-K program at the CBO site.*

13. If a district has an existing collaboration with a community-based organization for the provision of UPK 4-year-old programming, can the district expand the collaboration with the same partner for the three-year-old program without canvassing other providers in the district? Or is the district required to canvass additional providers of three-year-old prekindergarten programming for the purposes of this grant regardless of pre-existing collaborations?

*Since it will be offering a new service (a program for three year old students), the district must solicit interest from any eligible CBOs located within the district boundaries. If interest from potential collaborators exceeds the anticipated need, the district must select the agencies with which it will work through a competitive*

*process as set forth in Section 151-1.6 of the regulations of the Commissioner of Education.*

14. Do we need to reach out beyond our boundaries to get the Community Based Organization exemption?

*Applicants may, but are not required, to seek collaborators from outside the district boundaries to qualify for a variance from the 10% collaboration requirement.*

15. Does the CBO we partner with need to be inside the district boundaries? Is it permissible to use a CBO located outside district boundaries, if none are present with the district's boundaries?

*A district may partner with a CBO that is located outside the district boundaries if the location is accessible to families and the program meets the Pre-K requirements.*

16. Does the location of the program have to be in the school district's jurisdiction? Specifically, can a district locate and operate a three-year old program outside their district boundaries?

*A district may partner with a CBO that is located outside the district boundaries for the provision of the Pre-K program to three- or four-year old students if the location is accessible to families and the program meets the Pre-K requirements.*

17. We looked for the Pre-K Collaboration Requirement field memo on the SED UPK website, as mentioned in the first paragraph of page 6. We're not seeing it; can you provide a direct link?

*The Pre-K Collaboration Requirement field memo can be accessed online at the [Universal Prekindergarten](#) web page.*

18. What is considered the "instructional program"? We're looking at the requirement that 10% of the total instruction program goes to a CBO. Can you provide clarification on what budget categories should be included?

*Awardees are required to set aside a **minimum** of 10% of their grant funds to collaborate with a CBO for the provision of the Pre-K instructional program to a specified number of the enrolled Pre-K students. This means that the CBO will employ a teacher and paraprofessional(s) as required to operate a Pre-K classroom that complies with the Pre-K program requirements as set forth in this RFP and Subpart 151-1 of the regulations of the Commissioner of Education, as well as the standards and requirements of this grant. SED expects that the amount the district pays the CBO will closely approximate the amount per pupil it*

*is receiving through this grant. All funds that are going to the CBO will be budgeted in Code 40 Purchased Services on the FS-10 Proposed Budget.*

19. Can the grant be used for district-based programs? If so, is the inclusion of CBOs still required? To what extent?

*Districts may use grant funds for a district-based program. In such cases, awardees still are required to set aside a **minimum** of 10% of their grant funds to collaborate with a CBO for the provision of the Pre-K instructional program to a specified number of the enrolled Pre-K students as described in Question 18.*

20. Is a CBO expected to provide direct instruction (i.e., a full academic program) versus simply providing enrichment or push-in services?

*To be counted towards meeting the Pre-K collaboration requirement the CBO must provide the classroom instructional program. While enrichment and/or supplemental services are allowable grant expenditures, they do not meet the collaboration requirement.*

21. What does the CBO collaboration look like? What are some examples?

*For this grant program, the term “collaboration” means that the community-based organization (CBO) is providing the instructional program to a specified number of enrolled Pre-K students; that is the classroom teacher and paraprofessional(s) are employees of the CBO. The Pre-K classroom may be located at the CBO site or in a public school classroom.*

*Eligible CBOs with which the district may collaborate include day care programs, early childhood programs or centers, approved preschool special education programs, Head Start programs, nursery schools, libraries and museums. All collaborating CBOs must currently meet, or be willing to adapt their programs to meet, the requirements of Subpart 151-1 of the regulations of the Commissioner of Education, as well as the standards and requirements of this grant.*

22. We would use the entire grant award for salaries and benefits, so our M/WBE requirement is \$0 (according to the M/WBE goal calculation worksheet). Consequently, do we need to submit any M/WBE paperwork beyond the cover page and goal calculation worksheet?

*When the M/WBE goal is zero, the applicant must submit the M/WBE Goal Calculation Worksheet, the Cover Page indicating **full participation**, and the M/WBE 100 EEO Staff Plan.*

23. Do we need to have M/WBE participation if we already have a four-year old Pre-K grant that does not require that any longer?

*Yes. The M/WBE participation requirement applies to this grant opportunity.*

24. Can this funding be used to support existing classrooms of students? I ask because on the first page of the application, it looks like I must indicate the type of placements that will be created by this grant request. We are not receiving enough additional money to be able to fund another entire classroom. I was hoping to use the funding to strengthen our existing classroom programs.

*Grant funds must be used to create new full-day placements, convert existing half-day prekindergarten placements to full-day, or create new half-day placements for three- and/or four-year old students. Except when converting existing half-day placements to full-day, these funds may not be used to support existing Pre-K placements/classrooms.*

25. As stated on page 5 of the RFP, "Grant funding must be used to supplement, not supplant, any existing prekindergarten programs." Please provide further clarification/definition of "supplement" and "existing prekindergarten programs."

*A district may apply for funding to create new full-day slots, to create new half-day slots and/or to convert existing half-day slots to full-day. This grant must be used to supplement, not supplant other sources of funding used by the district to support prekindergarten services. An applicant may not use these grant funds to replace State, federal or local funds that supported prekindergarten services offered by the district in the base year (the year prior).*

26. We are considering expanding our half-day UPK program to full-day. Does the application process allow districts to run a hybrid model, meaning can we offer both full-day and half-day to parents?

*Yes. Districts are permitted to convert some classrooms to full-day while leaving others half-day. Since in a full-day model the instructional program is provided over a time span of at least five hours rather than 2.5 hours, the district cannot serve half-day and full-day children in the same classroom.*

27. Our district currently has a full-day state-funded Pre-Kindergarten program for four-year-old students. Are we eligible to apply for funding for a three-year old program, without adding new slots for four-year old students?

*Yes. If a district already has a Pre-K program for four-year old students, it may apply for funding to serve three-year old students provided the request for slots for three-year old children does not exceed the number of four-year old students it currently has the capacity to serve.*

28. Does a three-year old program need access to a playground? Does a fenced in play area suffice?

*Section 100.3 of the regulations of the Commissioner of Education requires that the instructional program for prekindergarten must allow for active and quiet play in indoor and outdoor environments. While appropriate outdoor play space must be available, a playground is not specifically required.*

29. If a district is applying for a grant to implement programming for 3-year-olds only, is it required to respond to section 7 under the Program Quality Narrative? This question relates to transitions to kindergarten for 4-year-olds.

*Yes. The applicant must respond to all sections of the program quality narrative, including the section on transitions to kindergarten for its four-year old students.*

30. Are we required to provide transportation for three-year old students?

*Districts are not required to provide transportation for three- or four-year old Pre-K students. However, if the district provides transportation for some Pre-K students it must offer it for all Pre-K students residing within the mileage limits established by the district.*

31. Can funding be used to purchase car seats for three-year old students while they are being transported to and from the program?

*Yes. Costs associated with the provision of transportation for Pre-K students, including car seats for three-year old students, are an allowable expenditure.*

32. Must districts be serving all eligible 4 year old children before serving the 3-year-old population?

*No. Districts do not need to be serving all eligible four-year old children before starting a program for three-year old children. However, to serve three-year old children, the applicant must have the capacity to serve an equal or greater number of four-year old students.*

33. It looks like the maximum amount a district could request is \$6.0 million (40% of the total funding). Is that correct?

*Yes. For purposes of this grant, no school district shall receive more than forty percent (40%) of the total grant funds. The total grant appropriation to be awarded is \$15 million. No school district may receive more than \$6.0 million.*

34. Is there a limit on the number of students we can propose to serve?

*The only limit on the number of students a district can proposed to serve is dependent on the district's per pupil rate and the type of placements the district proposes to create. No school district may receive more than \$6.0 million (or 40 percent of the total grant appropriation) as determined using the Grant Calculator (Appendix C).*

35. If a program is situated in one of our school buildings, can the students take part in school lunch?

*Yes. If the district participates in the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP), all students that are present during scheduled breakfast or lunch periods **must** have access to the SBP or NSLP meals.*

36. If a district budgeted for new or expanded Pre-K slots in its 2018-19 budget and started a Pre-K program in September 2018, can it apply for funding under this RFP or would that be considered supplanting?

*Applicants may not use these grant funds to supplant (replace) State, federal or local funds it expended for Pre-K services in the base year; that is the year prior. Districts may apply for this grant if the new grant funds will not be used to replace funds it had previously used to support Pre-K services.*

37. The form for the NYS Pre-K Self-Assessment and Quality Improvement Action Plan that is part of the RFP package is a writable PDF, but the spaces will not allow us to view all that we input. May we change it to a word document?

*The NYS Pre-K Self-Assessment and Quality Improvement Action Plan (Appendix D) is provided to help applicants provide thorough responses in the Program Quality Narrative. Awardees will be provided with instructions and the appropriate form to complete after program implementation. Applicants are not required and **should not submit** this form as part of their proposals as it will not be read or considered by the reviewers.*

38. Do you know the date when the awards will be announced?

*Award announcements will be made as soon as the review process has been completed and the required approvals have been obtained.*

39. If we apply by the October deadline when will we get notification?

*Award announcements will be made as soon as the review process has been completed and the required approvals have been obtained.*

40. Is it possible to start our Pre-K program in December or January depending on acceptance of the application?

*Awardees can start their Pre-K program as soon as they desire after the announcement of final awards. Awardees must operate their programs for a minimum of 90 days in the 2018-2019 school year and for the full school year thereafter.*

41. Will the payments be made to the school district the same way the UPK payments are made? Or will the district have to advance all the funding and be reimbursed at the end of the year, as is the Statewide Full Day Pre-K?

*This grant will have the same type of payment schedule as the UPK program. That is, upon budget approval a 25% advance, the ability to request additional funds through the submission of an FS-25 during the year, and final payment upon submission/approval of a final expenditure report (FS-10 F).*

42. Can these grant funds be used to pay service providers for therapies and 1:1 aides (OT/ PT/ Speech) as identified in an Individualized Education Program (IEP) for CPSE identified students?

*No. This grant is to provide the Pre-K instructional program. Payment for services specified in an IEP for a preschool child with a disability who has been identified by the Committee on Preschool Special Education is made with special education funds through the county.*

43. If CBOs currently serve both three- and four-year old students in the same classrooms, would they be required to establish separate classrooms to serve children funded by this grant?

*No. A district and its collaborating CBOs may provide EPK2 programming in mixed aged classrooms. However, the applicant's proposal must demonstrate how the applicant has distinguished between the needs of the three- and four-year old students and has created appropriate classroom environments and activities for each age group.*

44. Is there a minimum number of new or expanded Pre-K placements that a district should be aiming for? In other words, if a district is considering adding, for example six slots, would that program be less likely to receive funding than one that adds 25 slots?

*There is no competitive advantage based on the number of students proposed to be served.*

45. Will districts adding full-day placements receive priority over those adding half-day placements?

*There is no competitive advantage based on the type of placements (new full-day, new half-day, or conversions) that are proposed to be created.*

46. In 2018-2019, Head Start implemented 3 classes of three-year-old programming, unsupported by district funds, in one of the district's buildings. If awarded grant funds under this grant, the district plans to partner with Head Start for the provision of a district three-year old pre-kindergarten, using grant funds to enhance the current Head Start program and to establish an additional district classroom. In calculating the potential grant award, the students in the district classroom would be new full day slots. Would the Head Start students also be counted as new full day students?

*No; the Head Start program is already providing a full-day instructional program for its students. Because the Head Start classrooms are not currently supported by State-administered Pre-K funding, the district could apply for new half-day Pre-K funding for these students. These grant funds may be used to provide Pre-K instruction to the currently enrolled Head Start students, provided the following conditions are met.*

- a. These grant funds must be used to supplement, not supplant (replace) the federal Head Start funds that currently support the program for these students.*
- b. The Pre-K funding could support program enhancements and modifications that are needed to ensure that the program provided by the Head Start complies with the program requirements set forth in Subpart 151-1 of the regulations of the Commissioner of Education and meets the approved quality indicators described on pages 23-26 of the RFP.*
- c. Examples of program modifications and enhancements include but are not limited to: extending the length of day for the program by 2.5 hours to better meet the needs of working families; increasing the program from four to five days per week; hiring certified teachers; hiring substitutes so teachers can attend district professional development; aligning curriculum and assessments with the school district; and other activities related to meeting the approved quality indicators.*

*Grant funds may not be used for children currently enrolled in Head Start to receive the same program that they would be receiving without addition of the Pre-K grant funds. When collaborating with any CBO, the district must be able to identify the "value added" that results from the Pre-K investment; that is, how the*

*program is different than what children would have received without the Pre-K funding.*

47. In the scenario presented in Question 46, Head Start began the operation of three classes of three-year-old programming in September of 2018, and the district will add a fourth district classroom (if awarded grant funds) no earlier than January 2019. Because a partnership is planned between the district and Head Start, which start date would be used for calculating the grant award in the first year?

*The date that should be used for calculating funding for the entire program is the date that the district begins serving children in the district-operated classroom.*

48. We would like to hand-deliver our application. Can you provide the contact name and phone number we need to give to the guard at the entrance of the building? Also, what is the cutoff time for delivering applications on October 29, 2018?

*Applications may not be hand-delivered. Please follow the transmittal method set forth in the RFP. Submit 1 original and 3 copies postmarked by October 29, 2018, to:*

*New York State Education Department  
Attn: Additional Grants for Expanded Pre-K for Three- and Four-Year Old Students  
89 Washington Avenue - Room 319 EB  
Albany, NY 12234*

*Applications are also required to be submitted to the Department via email to [prekrfp@nysed.gov](mailto:prekrfp@nysed.gov). The file format can be in Word (preferred) or PDF. The subject line of the email should read as follows: Expanded Pre-K RFP GC 18-027 and the legal name of applicant school district.*