



## Strong Beginnings Three-Year-Old Preschool Pilot Program SY 26-27 RFP Question and Answer Document

	Question	Answer
1	How should we complete the rubric for applicants? Based on the current operating 3-year-old tuition program, current GSRP or how they would operate Strong Beginnings if they are chosen to pilot it?	Complete the rubric based on their current practices. The bigger the gap between what they are currently doing in their program and what we're asking for Strong Beginnings, the more difficult it will be to implement Strong Beginnings. If they only use some practices, like home visits, for GSRP classrooms and not tuition-based classrooms, they can still be given credit for this. <b>The questions on the rubric about bathrooms and additional supports apply only to the future Strong Beginnings classroom and children enrolled in that program.</b>
2	If a site has a current 3-year-old tuition program and GSRP program, which program should be used to complete the rubric?	You may use the program at the center that would give the center the most points. If they compensate their GSRP teacher at a higher level than others because of program requirements, they can use that teacher to answer the compensation question. You can indicate on the notes if the program uses best practices for all programs and not just GSRP programs.



	<b>Question</b>	<b>Answer</b>
3	If blended with Head Start, would the family advocate meet the family liaison requirement?	Yes. We have found that the family advocate has a more structured role for Head Start vs Strong Beginnings, but it could still be the same person doing the same things in a blended classroom. We would expect the family advocate to participate in our required Family Liaison trainings.
4	Are the classrooms assessed using CLASS like GSRP classrooms, or is something else used?	Yes, every program is required to use CLASS 2nd edition as well as the new environmental assessment as their program quality assessment. Programs may also use Classroom Coach if they want to. Programs can use COR or TS GOLD for child assessment, based on curriculum.
5	Is there more guidance on what should be included in a letter of support?	ISDs can look at the Rubric for Reviewers for guidelines on what should be included in the letter of support.
6	If an ISD has interest from more than two programs, what should they do?	We expect ISDs to vet the programs and decide on the two to submit for consideration based on priorities indicated in the RFP, as well as their ability to enroll and operate a successful classroom. It is also appropriate to use random selection if all other things are equal amongst the proposed programs.



	<b>Question</b>	<b>Answer</b>
7	<p>If a program has a GSRP/tuition-based 3-year-old classroom and gets awarded to participate in Strong Beginnings, what happens if they have a 3-year-old child over 250% FPL? Would the program need to turn them away, or is there flexibility to keep them enrolled as a tuition student within a braided and blended model? In some of our rural areas, there aren't any other childcare options available.</p>	<p>This is a complex situation. It would be possible to have a classroom that is braided with both GSRP and tuition students. GSRP students would get a special allocation covering the difference between GSRP and Strong Beginnings per child allocations. Tuition-based students would not get this special allocation and would bring significantly lower levels of funding to the classroom. The classroom would still need to meet all Strong Beginnings requirements and have a maximum of 15 students, with less funds than straight Strong Beginnings classrooms.</p>
8	<p>So if our ISD is already a part of Strong Beginnings, we have no way of joining until the program expands?  (asked by a program)</p>	<p>We are only accepting applications for NEW ISDs - those who do not currently run a Strong Beginnings classroom. We are looking to expand to new ISDs.</p>
9	<p>With GSRP there is/was a percentage of over income that can be used. Will there be any over income slots allowed?</p>	<p>There are no guaranteed over-income slots. In some cases, programs in rural districts have been given permission to fill a couple of remaining slots with over-income children, but there is not a baseline or expectation. You need a variance from CCRESA to do this. Requests for variances are not considered until late fall/early winter. No sliding scale of tuition is allowed.</p>



	<b>Question</b>	<b>Answer</b>
10	Are we submitting two program options and then CCRRESA selects the final program that is funded in our county?	Yes.
11	Who do we contact at the ISD?	Here is the <a href="#">list</a> of ECCs for each ISD.
12	One of our partner CBOs is considering running half-day sessions and has asked the question about funding for half-day programming. Would it be 15 children in each session and still follow the 15K per child or how does that funding break down?	Funding for a part-day program is \$7,500 per child or half the school day amount. The start-up funds and transportation funds are the same, although a classroom with AM and PM sections would only get one start-up allocation. Carefully consider whether a PM Strong Beginnings classroom is appropriate, as most three-year-olds still need naps, and these would not be allowed. Also, only our programs in some mid-sized and large cities have had enough interest in Strong Beginnings to enable enrollment of 30 students at one site.
13	If a Strong Beginnings classroom is selected for a CBO, do they have to employ the family liaison directly, or could that be a contracted individual in partnership with the ISD? The wondering is around Help Me Grow/ 32p	A Family Liaison can be employed or contracted by the childcare program (regardless if CBO, Head Start, or LEA operated) or the ISD. You could split responsibilities of a properly qualified ISD employee/contractor between the Family Liaison and the Help Me Grow roles. Keep in mind



	<b>Question</b>	<b>Answer</b>
	funding in the Governor's budget and the possibility for a .8 individual at the ISD for Help Me Grow coordination. If .2 FTE was used for the Strong Beginnings family liaison, would that be permissible as long as they met the staffing credentials outlined in the imp. manual?	that if you are requesting both an AM and a PM section of Strong Beginnings, you will most likely need more than .2FTE time for a Family Liaison to support all 30 families.
14	I have a Strong Beginnings question from a community partner. It is a Head Start organization. They were wondering if they blended/braided their funding can they split the children between two classrooms (7 SB children in one classroom and 8 SB children in another) or do they have to be served in one classroom?	Head Start organizations are encouraged to use blended funding. This means that every child enrolled in the classroom would be eligible for both Head Start and Strong Beginnings. In this case, the program will receive funding for all 15 children in the classroom from both Head Start and Strong Beginnings. Strong Beginnings would fund one Strong Beginnings/Head Start blended classroom in an ISD.
15	As programs plan on if this is feasible, the information shared here essentially guarantees funding for 15 spots for the entire two year pilot, regardless of actual enrollment, correct?	The funding of 15 spots is guaranteed for two years for classrooms that are funded only by Strong Beginnings or are braiding Strong Beginnings and GSRP funding. Classrooms that are using blended funding or braiding funding with a source other than GSRP are not guaranteed full funding. That said, we expect the ISD to consider a program's likelihood of enrolling a full classroom when



	<b>Question</b>	<b>Answer</b>
		<p>deciding which programs to recommend with their application. Current enrollment of students at or under 250% poverty is one indication that can be used. If classrooms are funded in centers that fall far short of expectations, the ISD may be asked to make accommodations.</p>
16	<p>Are compliance plans allowed for lead and associate teaching staff?</p>	<p>ISDs may request compliance plans for teaching staff with an explanation of the circumstances surrounding the request. The CCRESA team uses guidelines similar to those for GSRP when making decisions about whether these are allowable.</p>
17	<p>I noticed that the narrative application mentions three letters of support that are needed, but the ISD rubric only mentions two. How many letters of support are needed, and who should they be from?</p>	<p>Thank you for catching our mistake. The three letters of support listed in the narrative are correct. You need letters of support from the leads of the Regional Head Start Agency, the Regional Great Start to Quality Resource Center, and the Regional Child Care Coalition. We have revised the Rubric for Reviewers to Score ISDs, and you should use the revised document as you prepare your application.</p>