

# Families, Education, Preschool and Promise (FEPP) Levy

Request For Qualifications (RFQ)  
Information Session  
Friday December 16, 2020



Investment Area	Preschool
Investment Type	Seattle Preschool Program
Funding Start Date	School year 2021-22
Funding Process	Request for Qualifications
Eligible Applicants	Early Learning Providers



# Information Session Agenda

- FEPP Levy Overview
  - SPP Investment and Program Overview
- RFQ Key Information
  - Overview & Process
  - Timeline
  - Application Requirements
  - Next Steps & Resources
- Questions





# FEPP Levy Investments

- The FEPP Levy will invest **preschool to post-secondary**, increasing access to and utilization of programs and services for **historically-underserved students**.
- The FEPP Levy funds three core strategies:
  1. Equitable Educational Opportunities
  2. High-Quality Learning Environments
  3. Student and Family Supports



# Overall Goal & Outcome

*Closing gaps, leading with race*

Goal	Outcome
Partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students	African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English Language learners, and LGBTQ students achieve academically across the preschool to post-secondary continuum



# 2018 FEPP Levy Investment Areas

Preschool and  
Early Learning

K-12 School &  
Community

K-12 School  
Health

Seattle Promise

# Preschool and Early Learning Investment

The overarching goal of FEPP investments in Early Learning is to ensure that *Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.*

DEEL's primary investment in this area is the **Seattle Preschool Program (SPP)**

# SPP Context

DEEL has approximately \$1,494,381 in funding beginning in the school year 2021-22 that will award up to 6 new classrooms.

These new classrooms will include a combination of:

- classrooms identified through this RFQ
- expansion of existing SPP and Pathway providers
- and direct contracting with eligible entities

# SPP Context

Through this RFQ, DEEL is seeking applicants that have never received public funding for preschool

Who does **not** need to apply through this RFQ?

- Currently contracted SPP or Pathway programs
- Seattle Public Schools
- Head Start or ECEAP programs





# SPP Program

## SCOPE OF WORK (pages 3-4)

- Classroom size up to 20 children
- 1:10 teacher to student ratio (1 lead and 1 assistant)
  - Lead Teacher qualifications: BA in ECE or BA with 30 ECE credits
  - Assistant Teacher qualifications: AA in ECE or AA with 20 ECE credits
- 6 hours per day, 180 days per year
- Creative Curriculum or High Scope
- Family Support Worker and Family Support Services
- SPP Additional Requirements in **APPENDIX A** (page 17)



# SPP Program

## PROVIDER PARTICIPATION REQUIREMENTS (page 4)

- Coaching
- Professional Development
- Director's Meetings
- Evaluation
- Other Contractual Requirements



# RFQ Overview & Process



# RFQ Overview & Process

## PURPOSE OF THIS RFQ

- **Solicit applications from qualified preschool providers** to offer learning environments that are evidence-based, high-quality, culturally responsive, and equitable
- **Develop a roster of preschool providers**, from which DEEL can select, that provide families with multiple ways to access high-quality early learning services



# RFQ Overview & Process

## OVERVIEW OF RFQ PROCESS (page 2)

### Two Steps to becoming an SPP provider

1. Submit an RFQ application and successfully meet the minimum scoring threshold
  - Successful applicants will be placed on an RFQ Roster for up to 2 years
  - There is no guarantee of work or funding associated with this RFQ
2. DEEL will select providers from the SPP roster according to selection criteria
  - Once selected, DEEL will begin contract negotiations



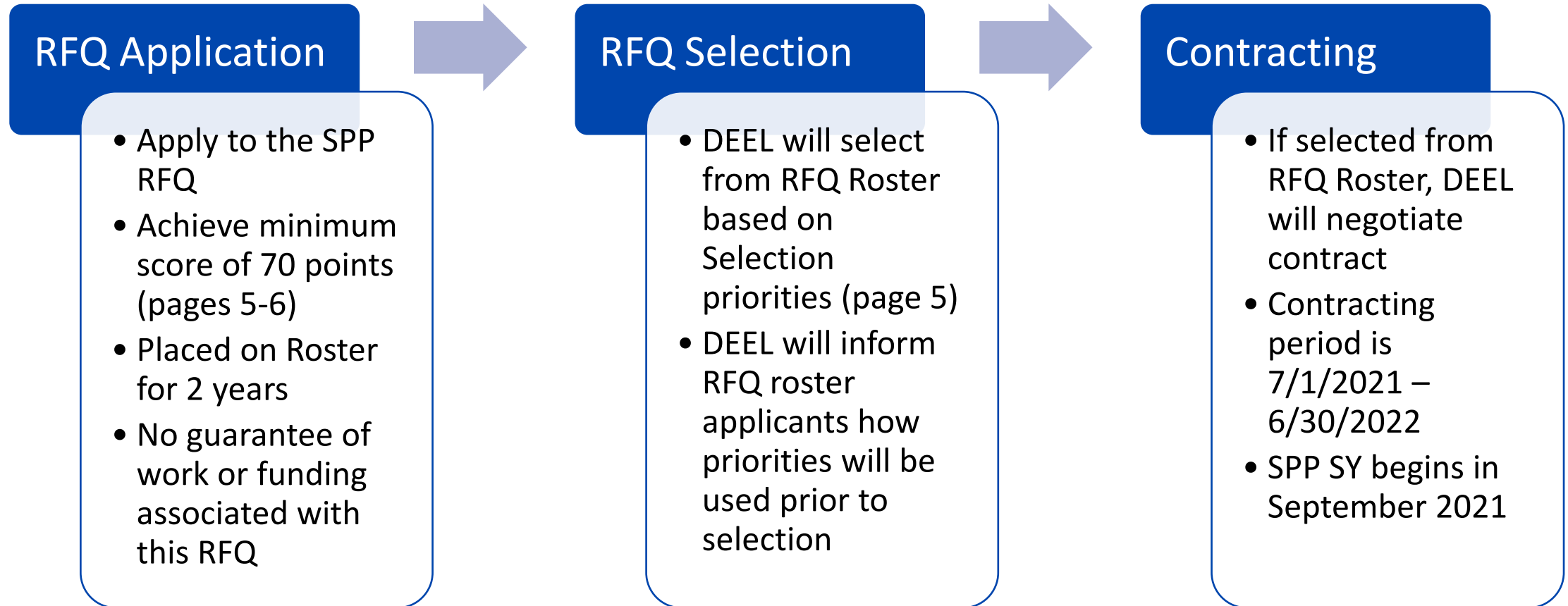
# RFQ Overview & Process

## SELECTION PRIORITIES (page 5)

- Geography
  - Located in areas of the city with long waitlists for City-funded preschool
- Additional Services offered
  - Special education inclusion model
  - Dual Language programming
  - Services to homeless children and/or children in foster care
- Community Need
  - # of children furthest from educational justice living in provider's location



# RFQ Overview and Process



# RFQ Roster Design

## ELIGIBILITY (page 5)

1) Licensed by the Washington State Department of Children, Youth and Families (DCYF) OR exempt from licensing by the State because entity is a public school or institution of higher education

**AND**

2) Hold a rating of Level 3 or above in the State's Early Achievers (EA) program OR meet early learning quality standards comparable to EA, as determined by DEEL





# RFQ Roster Design

## DURATION (page 5)

- Successful applicants will be approved for a two-year period.

## REMOVAL

- DEEL reserves the right to remove agencies.
- Reasons for removal may include actions or behavior that could be harmful to students, schools, or the community.
- Examples include, but not limited to: Inappropriate behavior or language in school settings, behavior that violates school rules, unlawful activities, and/or lack of participation in SPP activities.
- Unsatisfactory evaluation



# RFQ Timeline



# Timeline

EVENT	DATE/LOCATION*
<b>Phase 1: Request for Qualification*</b>	
Request for Qualifications (RFQ) application issued	November 30, 2020
RFQ Information Session 1	December 11, 2020*
RFQ Information Session 2	December 16, 2020*
Responses Deadline	5 PM, Thursday, January 7, 2021
<b>Phase 2: Evaluation*</b>	
Applications Review and Interviews	January 25- February 5, 2021
Notifications issued to applicants	February 2021



# RFQ Application



# Phase I: RFQ Application Submission

A complete RFQ submission will include:

- Attachment 1: Cover Sheet
- Attachment 2: Application Narrative
- Attachment 3: Site Information
  - fill out 1 per site that you are including in this application
- Attachment 4: Classroom Information
  - fill out 1 per classroom that you are including in this application
- Attachment 5: Labor Harmony
- Attachment 6: COVID19 Addendum
- Attachment 7: Dual Language
  - fill out only if applicant offers dual language programming



# Attachment 1: Cover Sheet (page 8)

- General information about your organization
- Please include your main point of contact for your RFQ application
- It can be the same person as the ED/Owner
- Not Scored

## ATTACHMENT 1: Cover Sheet

Seattle Preschool Program: *Seattle Preschool Program RFQ*

### Agency Information:

Agency name:	
Agency address:	

### Agency Service Background:

Brief agency overview	
Description of services	

# Attachment 2: Application Narrative (pages 9-10)

## PURPOSE OF THE NARRATIVE

- 1. Share your unique candidacy** for achieving the goals of the RFQ.
- 2. Give evaluators a deeper understanding of your unique experience, expertise and capacity** to deliver effective preschool program and supports.
- 3. Help determine your readiness to participate in this new funding opportunity and process** and ultimately implement strategies in collaboration with DEEL.

### 1. Program Overview

- Provide relevant history, mission, type of program offered, and any other high-level information that gives us a general understanding of your agency and how it operates.
- What makes your organization interested in participating in the Seattle Preschool Program?

### 2. Experience and Demonstrated Ability

- Describe how your program currently meets SPP programmatic requirements (see SPP Requirements and Processes). If your program does not currently meet them, please describe how you plan to work towards meeting the requirements.
- How does your program measure child progress?
  - What approaches do teachers use to inform their practice in supporting each child's individual development and learning?
  - What is your experience with using child-level assessments and gathering child-level data? What types of assessments have been used?
  - How do you communicate with families about their child's progress? How often and what format do you use?

- Please describe your experience providing services to children who have specific needs including those with an individualized education program (IEP), are experiencing homelessness or other trauma, and/or who are from low-income backgrounds.

### 3. Organizational and Administrative Capacity

- Describe the overall management of your organization and how it is positioned to support the implementation of SPP.
- Who are the key management staff (including roles) directly supporting your preschool program?
- What financial systems and processes do you have in place to support your preschool program?
- What is your experience in recruiting, retaining, and supporting highly qualified teachers?
- What related education and experience do they have?
- Please describe the supports, resources, and evaluation that your teaching staff receives throughout the year.
- What is your approach to handling teacher absences?



# Attachment 2: Application Narrative (pages 9-10)

## DIRECTIONS

### Formatting:

*No more than ten (10) pages*

*Single- or double-spaced on 8 ½" x 11" paper (typed or word-processed)*

*Size twelve (12) font with 1-inch margins*

*Page-numbered*

**Responses:** Should be specific and address only the required components.

**Do not need to rewrite questions.**

**Clearly label each section** utilizing the headings

#### 4. Cultural Competency and Responsiveness

- Please describe your experience providing services to children and families from diverse racial and ethnic backgrounds, who speak a language other than English at home, or who are immigrants and refugees.
  - Describe any specialized programming or approaches (e.g. dual language) you utilize to support culturally and linguistically diverse learners.
  - What successes and challenges have you experienced, or do you anticipate, in providing services to this population?
  - If your experience is limited, what steps will you take to provide culturally and linguistically responsive services?
- Please describe how you engage families in supporting their children's school readiness and social, emotional and cognitive development?
  - What is your approach to welcoming and engaging families? Please include a description of any family support and family engagement curriculum (if applicable).
  - How do you support families with Kindergarten transition?
- If your experience is limited, what steps will you take to provide culturally and linguistically responsive services?

**\*If applicant offers dual-language programming, please fill out Attachment 7 separately.**

#### 5. Planning for Challenges

- Discuss how your organization plans to respond to issues such as budget challenges, staff recruitment and retention, facility issues, and other operational difficulties.
- Describe how your agency budgets for and anticipates reasonable contingencies.
- Provide details on some areas for growth for your organization. How do you plan to address these opportunities?

**\*Please address any challenges related to COVID19 separately in Attachment 6**





# Attachment 3: Site Information

(pages 11-12)

- Fill out one form for **each site** you are applying for
- You can apply for multiple sites
- Not scored

**ATTACHMENT 3: Site Information**

Please complete one form for each site.

**Site Information**

Site Name	
Site Address	
City and Zip Code	
Site Phone Number	

**Staff Information**

Site Director	
Site Director Phone Number	
Site Director Email Address	
Site Director highest level of education. Include highest degree, major, and number of ECE credits.	
Site Supervisor (if different from Site Director)	
Site Supervisor highest level of education. Include highest degree, major and number of ECE credits.	

**Extended Day Information**

Is extended child care available at this site	
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# Attachment 4: Classroom Information

(pages 12-13)

- Fill out one form for **each classroom** you are applying for
- You can apply for multiple classrooms
- Not scored

**ATTACHMENT 4: Classroom Information**

Complete one form for each classroom

General Information

1	Classroom name	
2	What is the licensed capacity of this classroom?	
3	Is this classroom currently operating full-day programming (6 hours or more) or half-day programming (4 hours or fewer) per day?	
4	How many children are currently served in this classroom per session?	
5	On average, how many adults are in this classroom at one time?	

Classroom Staff Information

1	Who is the lead teacher in this classroom? How long has this person worked for this Agency?	
2	What is the highest level of education obtained by the lead teacher? Include highest degree, major and number of ECE credits.	
3	Does the lead teacher have a state teaching credential with a P-3 endorsement?	

# Attachment 5: Labor Harmony

(pages 13)

- Review and check the appropriate box
- If your organization has standard practices and policies that uphold this principle, such as a labor harmony agreement or a collective bargaining agreement, please attach with your submission as a separate file (Word or PDF).
- Not Scored

**ATTACHMENT 5: Labor Harmony**

The City values agencies that work to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of FEPP Levy-funded programs to achieve intended outcomes.

Is your Agency committed to avoiding labor disputes that disrupt services by checking the appropriate box.

Yes  No

If your organization has standard practices and policies that uphold this principle, such as a labor harmony agreement or a collective bargaining agreement, please attach with your submission as a separate file (Word or PDF).



# Attachment 6: COVID19 Addendum (pages 13-14)

- The extent and duration of the COVID-19 outbreak remains unknown. DEEL is asking applicants to anticipate the potential impacts of COVID-19 to their program proposal.
- Not Scored

## ATTACHMENT 6: COVID-19 Addendum

*The extent and duration of the COVID-19 outbreak remains unknown, and the impacts on our communities and our economy are still being assessed. DEEL is interested in proactively addressing these impacts to the extent possible and is asking applicants to anticipate the potential effects of COVID-19 to their program proposal. Please respond to the following questions to the best of your ability. Responses will not be scored as a part of your application's evaluation.*

In the event that Department of Health (DOH) and/or Public Health guidelines place limits on schools, preschools, and/or child care during the duration of the FEPP levy which expires in 2026, what aspects of your program proposal do you anticipate may be impacted? Please check all that may apply.

- Site/facility
- Classrooms
- Schedule (e.g. start/end dates, frequency)
- Delivery of preschool programming
- Staffing
- Partnerships
- Other

Please provide a brief description (maximum of 500 words) of how the impacted programming/services identified above may be sustained or if they would need to be suspended in the event of unforeseen closures or the inability to provide in-person preschool services.



# Attachment7: Dual Language

## (pages 14-16)

- Only programs that identify as a dual language program will need to provide information on the key elements listed on pages 14-16 about their dual language program
- Not Scored

**ATTACHMENT 7: Dual Language**

Programs that identify as a dual language program will need to provide information on the key elements listed below about their dual language program:

**Language Plan:** The language plan should identify the specific languages and cultures of children and families in each classroom. It includes language and literacy goals for the focus language(s) and English, delivery model and frequency of language of instruction (*Soy Bilingüe*). A dual language lesson plan should reflect these components.

Language(s) of the children:	
Program model:	
Description of Language Plan:	

**Staffing Plan:** Effective dual language education programs require additional teaching and staff characteristics (CAL, 2018). These characteristics are important to consider in recruitment and continued professional development. Teachers in dual language programs, like those in English-focused classrooms, should possess high levels of knowledge relating to early childhood and child development, as well as to curriculum, instructional strategies, and assessment. In addition, dual language teachers (both teachers of the focus language and teachers of English) should have the ability to speak, read, and write in the language(s) they instruct. The agency’s hiring practices and teams should be built on teachers’ strengths and language abilities to meet the children’s needs.

List of teachers and their languages:	
List the dual language professional development, education, and/or training	

# RFQ Rating Criteria Process (page 6)

- An RFQ Panel will review all applications
- Attachment 2 will be scored according the Criteria
- Must score a minimum of 70 points to be included on the RFQ Roster

RFQ Rating Criteria	Max. Pts.
1. Program Overview	5
2. Experience and Demonstrated Ability	35
3. Organizational/Administrative Capacity	25
4. Cultural Competency and Responsiveness	25
5. Planning for Challenges	10



# Next Steps



# Next Steps

- Email complete applications to: [Deelfunding@seattle.gov](mailto:Deelfunding@seattle.gov)  
**DUE: Thursday January 7, 2021 by 5pm**
- Please use the following naming convention in the subject line of your email **and** for the electronic files attached:  
[Organization Name] – Seattle Preschool Program RFQ  
**Example:** ABC Organization – Seattle Preschool Program RFQ





# Next Steps

If an applicant cannot submit their application electronically, please contact [Deelfunding@seattle.gov](mailto:Deelfunding@seattle.gov) by **January 6** to make arrangements for a manual delivery.



# Tips for Success

- Read the RFQ thoroughly
  - Pay attention to the RFQ Rating Criteria as you are answering the questions
- Ensure you are submitting ALL attachments
- Refer to the Frequently Asked Questions (FAQ) sheet for this RFQ (accessible via DEEL website)
- Contact [deelfunding@seattle.gov](mailto:deelfunding@seattle.gov) with questions well in advance of the deadline



# Questions?

- Please direct submission process questions to [deelfunding@seattle.gov](mailto:deelfunding@seattle.gov) and include “Question\_ Seattle Preschool Program RFQ” in the subject line
- Final day to submit questions: **Wednesday, December 23, 2020**
- Questions and Answers will be posted online



# Thank you

