



Amendment #1 (November 20, 2019): On page 3, Table 1, Row 2 there is reference to an Attachment 6 which does not exist. Deleted language is highlighted in yellow and with a strikethrough.

Amendment #2 (November 26, 2019): On page 1, clarification language was added to specify that this RFI is intended for Center based programs and not Family Child Care Programs. Added language is highlighted in yellow.

Request for Investment (RFI): Seattle Preschool Program School Year [2020-21]

REQUEST FOR INVESTMENT TIMELINE	
EVENT	DATE/LOCATION*
Phase 1: Request for Investment*	
Request for Investment (RFI) application issued	November 8, 2019
RFI Information Session(s)	<p>RFI Info Session Webinar Wednesday, November 20 3:00pm – 4:30pm</p> <p>RFI Info Session: Thursday, November 21, 4:30pm - 6:00pm Location: 2100 Building in the art room</p> <p>RFI Info Session: Monday, November 25, 10:30am - 12:00pm Location: Broadview Library in the meeting room</p>
Last Day to Submit Questions	December 13, 2019
RFI Applications Due	December 20, 2019, 5PM
Phase 2: Evaluation*	
Applications Reviewed and Rated	January 17, 2020
Interviews/Site Visits	January 20 – 31, 2020
Notifications issued to applicants	February 21, 2020

INTRODUCTION

The Department of Education and Early Learning (DEEL) is notifying early learning providers in Seattle of the opportunity to join the **Seattle Preschool Program (SPP)**, funded by the City of Seattle 2018 Families, Education, Preschool and Promise (FEPP) Levy. The FEPP Levy aims to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students.

DEEL has approximately \$1.8 million dollars in funding beginning in the school year 2020-21 that will award up to 8 new classrooms. These new classrooms will include a combination of classrooms identified through this RFI, expansion of existing SPP providers, and direct contracting with eligible entities. **This RFI is intended for center-based programs. Family Child Care (FCC) programs participate in SPP through a separate FCC-HUB model.**

Geographic availability, as determined by the number of SPP providers per attendance area (see Appendix E), and a provider’s ability to offer special education inclusion or dual language programming as defined by DEEL, will be considered when approving expansion sites.

To be considered for funding, eligible applicants are invited to submit a complete RFI application by **December 20, 2019**. DEEL will notify successful applicants in February 21, 2020 for investments beginning in July 2020 with the possibility of annual renewal through the 2025-26 school year.



INVESTMENT OVERVIEW

All FEPP investments across the preschool to post-secondary educational continuum contribute to at least one of three core strategies that support the overarching FEPP Levy goal: 1) Equitable Educational Opportunities 2) High-Quality Learning Environments 3) Students and Family Supports

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*. To accomplish this, DEEL has committed to:

- Supporting preschool providers to offer learning environments that are evidence-based, high-quality, culturally responsive, and equitable;
- Providing families with multiple ways to access high-quality early learning services; and
- Focusing on strategies that will contribute to closing race-based opportunity gaps.

High-quality preschool has been shown to have positive impacts on children’s social and emotional development, health, pre-academic skill development, and executive function skills.¹ FEPP’s SPP investments fund:

- **Preschool Services.** Preschool providers are eligible to receive funds to deliver preschool services.
- **The City will expand the number of preschool slots each program year, with a goal to serve approximately 2,500 children by the 2025-26 school year.**
 - There are three types of preschool providers in SPP: (1) Seattle School District (the District), (2) community-based organizations (CBOs), and (3) licensed family child care providers (FCCs), who contract with DEEL through administrative Hubs.
- **Tuition Assistance.** Families of eligible children will have access to tuition assistance for SPP.
 - Families with household income up to 350% of federal poverty may participate in SPP free of charge. In 2019, 350% is \$90,125 for a family of four.
 - There is a sliding scale for tuition for families above 350% of federal poverty (see Appendix C).

SPP is designed to benefit:

- *Children*, by providing access to high-quality preschool to prepare them for their transition to kindergarten.² Investments will serve Seattle children who are at least 3 years old by August 31 and not yet eligible for kindergarten in Seattle Public Schools.
- *Families*, by improving affordability. Providing tuition assistance reduces the financial burden of working families whose children attend high-quality preschool.
- *Seattle School District and the community*, by reducing the long-term costs for remediation and special education. Studies have found that investing in high-quality preschool leads to reduced costs in health and criminal justice system expenditures³ and a 10% reduction in third-grade special education placements.⁴

¹ Child Trends. (2018). High-quality preschool can support healthy development and learning. Retrieved from https://www.childtrends.org/wp-content/uploads/2018/05/PreschoolFadeOutFactSheet_ChildTrends_April2018.pdf

² Hatcher, Beth; Nuner, Joyce; Paulsel, Jean. (2012). Kindergarten Readiness and Preschools: Teachers' and Parents' Beliefs within and across Programs. *Early Childhood Research & Practice*, v14 n2. Retrieved from <https://eric.ed.gov/?id=EJ997132>

³ Heckman Equation. Invest in early childhood development: Reduce deficits, strengthen the economy. Retrieved from https://heckmanequation.org/assets/2013/07/F_HeckmanDeficitPieceCUSTOM-Generic_052714-3-1.pdf

⁴ Muschkin, C. G., Ladd, H. F., & Dodge, K. A. (2015). Impact of North Carolina’s Early Childhood Initiatives on Special Education Placements in Third Grade. *Educational Evaluation and Policy Analysis*, 37(4), 478–500. Retrieved from <https://doi.org/10.3102/0162373714559096>



MINIMUM QUALIFICATIONS AND ELIGIBILITY

Through this RFI, DEEL is seeking applicants that are **new** to contracting for publicly funded preschool.

At a minimum, applicants must be:

- 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

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

- 1) Providers currently participating in Head Start or the ECEAP program;
- 2) Providers currently contracted with the City of Seattle in SPP or Pathway
- 3) Seattle Public Schools

DEEL has the authority to contract directly with these providers without conducting a competitive process.

EVALUATION PROCESS & CRITERIA

Responses will be evaluated using a three-step process. First, proposals will be reviewed for technical compliance with the requirements of this RFI. Second, submissions that are technically compliant will be evaluated by a panel of reviewers using criteria outlined in this section. Third, providers will participate in an in-person interview and site visit. All steps are described in greater detail below.

1. Initial Screening for Technical Compliance and Evaluating

The checklist below (**Table 1**) lists the required elements of each proposal. If any of these elements are missing or incomplete, the proposal may not be evaluated further. DEEL reserves the right to waive immaterial defects or irregularities in any submission. Follow-up phone calls may be made to obtain additional information.

Table 1: Technical Compliance

Complete	Item	Documentation
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted on time	N/A
<input type="checkbox"/> Yes <input type="checkbox"/> No	Complete packet submitted with attachments 1-5; attachment 6 is only required for dual language programs	Word or PDF file
<input type="checkbox"/> Yes <input type="checkbox"/> No	Licensed by DCYF	Copy of DCYF childcare license
<input type="checkbox"/> Yes <input type="checkbox"/> No	Rated in EA a minimum of a 3 or higher	EA Certificate
<input type="checkbox"/> Yes <input type="checkbox"/> No	If located in SPS building, documentation of notification to SPS Alignment Coordinator	Documentation of notification which can include email notification, letter, etc.



2. Application Scoring

A review committee will first score each of the applications meeting the technical compliance requirements using a set of criteria. The committee will establish a group score for each proposal, rank applications, and make recommendations to the DEEL Director.

Table 2: Proposal Scoring Criteria

RFI Rating Criteria	Available
1. Program Overview A. Clear description of program including mission, vision, and values B. Description of how the program currently meets SPP requirements or a clear plan for how the program intends to meet the SPP requirements	n/a
2. Experience and Demonstrated Ability A. Demonstrates experience working with 3- and 4-year-old children and their families for 2 or more years B. Demonstrates regular use of child-level assessments and data to support optimal child development and learning C. Demonstrates a strong approach to supporting and engaging families D. Demonstrates the ability to meet the needs of all children (children experiencing homelessness, children with IEPS, etc.)	40
3. Organizational and Administrative Capacity A. Has a proven track record of managing funds with dedicated finance personnel and financial systems in place B. Has adequate organizational staffing to support program C. Demonstrates ability to adequately recruit, hire and retain qualified staff at all levels of the organization	25
4. Cultural Competency and Responsiveness A. Proven track record providing culturally and linguistically relevant services to diverse populations, including dual language programming B. Demonstrates an understanding of cultural competence and describes how it is incorporated into the program and service delivery C. Demonstrates the ability to provide culturally responsive services within diverse communities	25
5. Planning for Challenges A. Applicant acknowledge possible challenges to implementing the program and exhibits forethought and planning to overcome challenges	10
Maximum points	100
Additional Rating Criteria	Points Available



<p>Interview and Site Visit</p> <p>Site visits and interviews will focus on the organization’s proposed program design, experience and demonstrated ability, organizational and administrative capacity, cultural competency and responsiveness, and planning for challenges.</p>	<p>15</p>
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INSTRUCTIONS TO APPLICANTS

Response Guidelines:

The following documents, unless noted otherwise, must be submitted to constitute a complete submission:

- Attachment 1: Cover Sheet
- Attachment 2: Application Narrative
- Attachment 3: Site Information (one sheet per site)
- Attachment 4: Classroom Information (one sheet per classroom)
- Attachment 5: Labor Harmony Statement

Documentation:

- Copy of Applicant’s DEL License
- Copy of Applicant’s Early Achievers Certificate

If located in a Seattle Public Schools building applicant must notify SPS Alignment Coordinator Susan Hall (email: slhall@seattleschools.org):

- Documentation of notification to SPS Alignment Coordinator. Documentation can include email notification, letter, etc.

Submission:

Applications may be submitted electronically or in paper form. Complete applications (including attachments) must be received on or before **5 PM, Friday, December 20, 2019**.

Electronic submissions

Deliver to: education@seattle.gov

- Please use the following naming convention in the subject line of your email and for the electronic files attached:

[Organization Name] – Seattle Preschool Program RFI Application

Example: ABC Organization – Seattle Preschool Program RFI Application

Paper submissions

Deliver to:

By Mail:

Seattle Department of Education and Early Learning
Seattle Preschool Program – RFI Application
PO Box 94665
Seattle, WA 98124-6965

By Hand:

Seattle Department of Education and Early Learning
Seattle Preschool Program – RFI Application
Seattle Municipal Tower
700 5th Ave, Floor 17
Seattle, WA 98104

Questions:

Please direct submission process questions to education@seattle.gov and include “Question_ Seattle Preschool Program RFI Application” in the subject line. The last day to submit questions is on or **before 5 PM, Friday, December 13, 2019**.

RFI APPEAL PROCESS

Applicants may submit a written (emailed to education@seattle.gov, hand delivered, or faxed) appeal to the DEEL Director within four (4) business days from the date of the written notification.

This is defined as four (4) full business days beyond the notification date. Deliveries by hand, email, or fax are acceptable. The Administrative Lead for the funding opportunity is responsible for tracking receipt of appeal. DEEL is not responsible for assuring that an appeal is received within the appeals deadline.

DEEL can reject any appeal not received within the four (4) day business period. If an applicant indicates to DEEL that they intend to appeal, this does not reserve the right to an appeal; the applicant must file an appeal within the required deadline.

A casual inquiry, complaint, or an appeal that does not provide the facts and issues will not be considered or acted upon as an appeal. No contracts resulting from the RFQ process can be issued until the appeals process is completed.



SPP REQUIREMENTS and PROCESSES

Participation in the SPP has both programmatic and participation requirements as reflected below. DEEL has structures and resources in place to support providers to meet requirements, if necessary. More detailed descriptions on program participation are found in Appendices A-G.

Program Requirements	
Classroom size	20 or fewer children per classroom
Teacher to student ratio	Maximum 1 teacher per 10 students (1:10)
Service hours	6 hours per day, 180 days per year
Curriculum	Creative Curriculum or HighScope
Classroom Teacher Requirements	Each classroom must at a minimum have 1 lead teacher and 1 assistant teacher
Required Teacher Qualifications	<p>Lead Teacher:* Bachelor’s degree (BA) in Early Childhood Education or bachelor’s with 30 ECE credits</p> <p>Assistant Teacher:* Associate’s degree in Early Childhood Education or other associate’s degree with 20 ECE credits</p> <p><i>*Education degree and ECE credits in ECE must be verified as “approved” in MERIT. Teachers who do not meet these requirements will have up to four years to meet them. College tuition assistance may be available through DEEL.</i></p>
Family Engagement	<p>In alignment with the Early Achievers “Strengthening Families” framework, the SPP programs will provide family support and engagement strategies.</p> <p><i>*DEEL is in the process of developing a family support strategy for implementation in 2020-21</i></p>

Provider Participation Requirements	
Coaching	SPP providers are required to participate in DEEL-provided instructional coaching that supports directors and teachers in the classroom.
Professional Development	SPP providers are required to participate in DEEL-provided professional development and training in Curriculum, Assessments, and Best Practices.



Directors' Meetings	Site Directors are expected to attend and actively engage in monthly meetings and/or professional learning communities.
Evaluation	DEEL contracts with a third-party evaluator to measure programmatic growth and child-level outcomes over time. All SPP program are required to participate in this on-going evaluation.
Other Contractual Requirements	SPP contracts are issued yearly and are subject to modifications each year. Contracts will include more specific requirements including, but not limited to data collection and submission, screenings and assessments, attendance, etc.

Provider Payments	
Payment Method	Providers are paid on both a per-student and classroom basis. The per-student and classroom amounts for 2020-21 have not yet been determined.
Payment Amounts	In the 2019-20 school year, the City paid \$11,000 for each regular SPP student and between \$3,500 and \$6,500 for each student who was dually enrolled in Head Start or ECEAP. In addition to the per-student amount, the City paid between \$3,000 and \$28,000 per classroom in 19-20 for: 1) lead teacher credential pay; 2) classroom funds; or 3) small class size or PLUS inclusion classroom funds (Appendix D)

BENEFITS OF PARTICIPATION

Participation in the SPP provides direct supports and opportunities to strengthen the quality of your program and explore opportunities for expansion. The primary benefits are summarized below. Details of the programs will be covered in the informational sessions.

Training and Coaching:

- DEEL provides training to all SPP directors, teachers, and site supervisors.
- DEEL provides instructional coaching in preschool classrooms.
- DEEL funds release time to cover the cost of substitutes so that teachers and others can attend training.

Supports for Children:

- SPP providers have access to support from Public Health – Seattle & King County.
- SPP Providers have access to comprehensive supports to meet the needs of all children.

Teacher Workforce Development:

- SPP teachers may apply for SPP Scholars Tuition Support to earn degrees in early learning.
- If teachers meet DEEL’s education requirements, minimum salary requirements apply. DEEL provides additional funds to defray the cost of increased wages for staff.

Classroom Funds and Facilities Improvements:

- DEEL provides classroom start-up and annual maintenance funds to SPP classrooms.
- SPP providers may apply to the SPP Facilities Fund for preschool expansion projects.



ATTACHMENT 1: Cover Sheet

2020–21 Seattle Preschool Program (SPP)

APPLICANT INFORMATION

Applicant (Organization) Name	
Executive Director/Owner Name	
Mailing Address	
Contact Phone	
Email	
RFI Contact Person	
RFI Contact Phone Number(s)	
RFI Contact Email Address	

ATTACHMENT 2: Application Narrative

Responses are to be no more than **4 pages** (8½" x 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.

Please answer the following questions:

- 1) Please provide an overview of your organization and program (*not scored*)
 - a) 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.
 - b) What makes your organization interested in participating in the Seattle Preschool Program?

- 2) 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.

- 3) 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.
 - a) Describe any specialized programming or approaches (e.g. dual language) you utilize to support culturally and linguistically diverse learners.
 - b) What successes and challenges have you experienced, or do you anticipate, in providing services to this population?

- c) If your experience is limited, what steps will you take to provide culturally and linguistically responsive services?
- 4) How does your program measure child progress?
 - a) What approaches do teachers use to inform their practice in supporting each child's individual development and learning?
 - b) What is your experience with using child-level assessments and gathering child-level data? What types of assessments have been used?
 - c) How do you communicate with families about their child's progress? How often and what format do you use?
- 5) 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.
 - a) Describe any specialized programming offered in detail.
- 6) Please describe how you engage families in supporting their children's school readiness and social, emotional and cognitive development?
 - a) What is your approach to welcoming and engaging families? Please include a description of any family engagement curriculum (if applicable).
 - b) How do you support families with Kindergarten transition?
- 7) Describe the overall management of your organization and how it is positioned to support the implementation of SPP.
 - a) Who are the key management staff (including roles) directly supporting your preschool program?
 - b) What financial systems and processes do you have in place to support your preschool program?
- 8) What is your experience in recruiting, retaining, and supporting highly qualified teachers?
 - a) What related education and experience do they have?
 - b) Please describe the supports, resources, and evaluation that your teaching staff receives throughout the year.
 - c) What is your approach to handling teacher absences?

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 from 7 AM - 6 PM?	
If extended day care is available at this site, do you require families to participate?	
If extended day care is available, what does it cost? Please enter approximate cost and frequency of payment (for example, per "month," "day," or "hour").	
If extended day care is not available at this site, does this site have a partnership with another agency that can provide care extended child care before and after SPP program hours?	

<p>If yes to previous question, please enter the name and type of provider (Center, Family Child Care, etc).</p>	
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FACILITY INFORMATION

<p>Is this site located in a space owned by Seattle Public Schools? If Yes, then skip the rest of the questions.</p>	
<p>Does the applicant own or lease the facility?</p>	
<p>If the applicant is leasing, who is the owner of the facility?</p>	
<p>If the applicant is leasing, what is the length of the lease?</p>	

ADDITIONAL INFORMATION

<p>Does your agency currently have an open investigation with CPS or DCYF Licensing?</p> <p><i>*DEEL cannot enter into contract with an agency that has an open investigation. Any funding offered through this RFI will be contingent upon the result of the investigation. Agencies should be prepared to discuss further details during the interview.</i></p>	
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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?	
4	Who is the assistant teacher in this classroom? How long has this person worked for this Agency?	
5	What is the highest level of education obtained by the assistant teacher? Include highest degree, major and number of ECE credits.	

Curriculum and Training Information

1	What curriculum is used in this classroom?	
2	Is the lead teacher trained in this curriculum?	

3	Is the lead teacher certified in this curriculum?	
4	Is the assistant teacher trained in this curriculum?	
5	Is the assistant teacher certified in this curriculum?	

Specialized Programs

1	Is this a dual language classroom?	
2	Do you offer specialized services to homeless children and families?	
3	Do you offer specialized services to children in the foster care system?	
4	Do you offer other specialized programming to children with IEPs?	

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).

APPENDIX A: SPP Additional Requirements

Child Eligibility, Enrollment, and Tuition
Only children who live in City limits are eligible for SPP.
Only children who are program age 3 or 4 are eligible for SPP.
SPP has a zero expulsion and suspension policy. No child may be removed from the program for behavior challenges.
Families who pay tuition pay DEEL. DEEL then pays the providers on a monthly basis.
Families who also participate in before/after care programs are required to pay fees directly to the provider.
DEEL selects and enrolls children into SPP. In certain circumstances, providers may select and enroll eligible children in SPP classrooms. There is a limit to the number of children who can be in SPP classrooms who are not eligible for SPP. Blended SPP-ECEAP and SPP-Head Start classrooms are allowed.
Family Engagement
Providers are required to submit a culturally relevant Family Engagement Plan for partnering with families and communities to improve child outcomes.
Director Responsibilities and Staffing
Professional Development Plans are required for teachers who do not meet SPP education requirements.
All staff changes must be reported to DEEL.
Directors' business and professional learning community meetings are held one time per month.
Directors are required to attend an orientation prior to the school year.
Reporting and Performance
DEEL contracts with external evaluators to assess program performance, both at the classroom and individual child level.
DEEL's contracts use a performance pay structure. A percentage of the providers' contracts must be earned by meeting benchmarks.
SPP requires the use of DEEL's CHIPS databased. Providers are required to enter data into CHIPS.
SPP providers are required to track and report attendance.

APPENDIX B: City Contracting Requirements

Successful applicants will enter into a contract for services with the City of Seattle and be required to submit the following documents:

- **Business license numbers.** The contracting organization must meet all licensing requirements that apply to its organization. The contracting organization must license, report, and pay revenue taxes for the Washington State Business License (UBI#) and Seattle Business License, if they are required by the laws of those jurisdictions.
- **Recently signed W-9 form.** The contracting organization must have a Federal Tax ID number/employer identification number (EIN) to facilitate payments from the City of Seattle to the provider.
- **An ACORD certificate of insurance and Additional Insured Endorsement** or Blanket Policy Wording showing the City of Seattle as an additional insured.
- **Maintain the following insurance coverage**, at a minimum:
 - a. **Commercial General Liability (CGL)** or equivalent insurance including coverage for: Premises/Operations, Products/Completed Operations, Personal/Advertising Injury, Contractual and Stop Gap/Employers Liability (coverage may be provided under a separate policy). Minimum limit of liability shall be:
 - i. \$1,000,000 each occurrence Combined Single Limit bodily injury and property damage (“CSL”)
 - ii. \$2,000,000 Products/Completed Operations Aggregate
 - iii. \$2,000,000 General Aggregate
 - iv. \$1,000,000 each accident/disease—policy limit/disease—each employee stop gap/Employer’s Liability
 - b. **Automobile Liability insurance** for owned, non-owned, leased or hired vehicles, as applicable, written on a form CA 00 01 or equivalent with minimum limits of liability of \$1,000,000 CSL.
 - c. **Worker’s Compensation insurance** for Washington State as required by Title 51 RCW.
- **Maintain financial and program records, documents, and other evidence** directly related to the performance of the work in accordance with Generally Acceptable Accounting Procedures. The City of Seattle, or any of its duly authorized representatives, shall have access to such books, records and documents for inspection, audit, and copying for a period of six (6) years after completion of work.

APPENDIX C: SPP Sliding Scale Tuition

Seattle Preschool Program Tuition Sliding Fee Scale				
Step	Percent of Federal Poverty*	Percent Family Contribution to Slot Cost ⁺	2019-20 SY Estimates [#]	
			Annual Tuition	Monthly Tuition
1	351%	8%	\$880	\$88
2	364%	11%	\$1,210	\$121
3	377%	14%	\$1,540	\$154
4	390%	17%	\$1,870	\$187
5	403%	20%	\$2,200	\$220
6	416%	23%	\$2,530	\$253
7	429%	26%	\$2,860	\$286
8	442%	29%	\$3,190	\$319
9	455%	32%	\$3,520	\$352
10	468%	35%	\$3,850	\$385
11	481%	38%	\$4,180	\$418
12	494%	41%	\$4,510	\$451
13	507%	44%	\$4,840	\$484
14	520%	47%	\$5,170	\$517
15	533%	50%	\$5,500	\$550
16	546%	53%	\$5,830	\$583
17	559%	56%	\$6,160	\$616
18	572%	59%	\$6,490	\$649
19	585%	62%	\$6,820	\$682
20	598%	65%	\$7,150	\$715
21	611%	68%	\$7,480	\$748
22	624%	71%	\$7,810	\$781
23	637%	74%	\$8,140	\$814
24	650%	77%	\$8,470	\$847
25	663%	80%	\$8,800	\$880
26	676%	83%	\$9,130	\$913
27	689%	86%	\$9,460	\$946
28	702%	89%	\$9,790	\$979
29	715%	92%	\$10,120	\$1,012
30	728%	95%	\$10,450	\$1,045

*Federal poverty level is based on household income and size. In 2019, the income for a family of four at 351% of federal poverty is \$90,383. See <https://aspe.hhs.gov/2019-poverty-guidelines> for more information.

⁺The estimated preschool slot cost for the 2019-20 school year is estimated to be \$11,000.

[#]Approximate annual and monthly tuition amounts listed for illustrative purposes only. The monthly amount is based on 10 equal payments.

APPENDIX D: 2019-20 SPP Payment Model (subject to change for 2020-21)



SEATTLE PRESCHOOL PROGRAM

2019-20 Provider Payment Rates

Slot Payment Type	Amount Per Slot
Regular SPP Slot	\$11,000
SPP-Head Start Slot1	\$6,000
SPP-ECEAP Part Day Slot1	\$6,500
SPP-ECEAP Full Day Slot1	\$3,500
Small Class Size Adjustment2	\$2,000

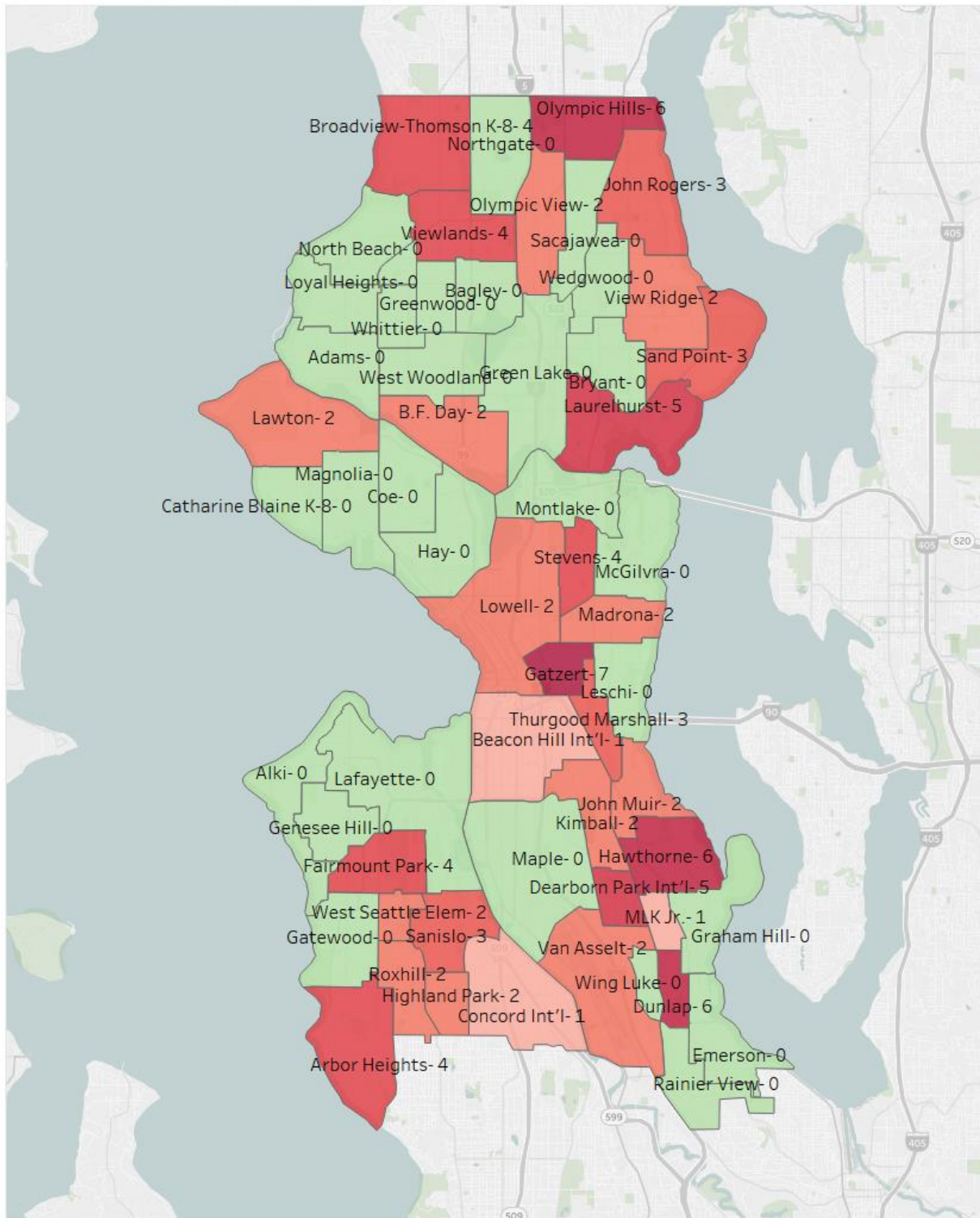
Classroom Payment Type	Amount if "Meets"	Amount if "Exceeds"
Lead Teacher Pay Enhancement3	\$19,000	\$28,000
SPP Plus Model Adjustment4	\$23,000	N/A
Classroom Funds-Annual Maintenance5	\$3,000	N/A
Classroom Startup Funds-Conversion5	\$8,000	N/A
Classroom Startup Funds-New Classroom5	\$20,000	N/A

Notes

1. **ECEAP/Head Start Slots.** SPP funds are not meant to replace existing Head Start or ECEAP program funds; they are additional funds for the purpose of meeting SPP requirements and activities.
2. The **Small Class Size Adjustment** is awarded to classrooms whose license capacity is less than or equal to 16. Classroom capacity will be verified by the limit listed on the provider's license. SPP pays \$2,000 for each "virtual" slot beyond the classroom license limit (up to 20 total actual and virtual slots). For example, a classroom with a license limit of 15 is eligible to receive 5 "virtual" slots for a total of \$10,000.
3. The **Lead Teacher Pay Enhancement** awards providers extra funds for those Lead Teachers who either meet or exceed SPP's education requirements (see contract for more detail). This amount shall be used to meet SPP's minimum wage requirements (see contract for more detail).
4. The **SPP Plus Model Adjustment** is awarded to classrooms participating in SPP Plus and have a Special Education contract with Seattle Public Schools for the provision of IDEA Part B services in the classroom.
5. Each classroom is eligible to receive **Classroom Funds** - either as an annual maintenance OR as a startup amount. New classrooms that previously operated as a preschool classroom before joining SPP or Pathway are eligible for the "Conversion" amount. New classrooms that did NOT previously operate as a preschool are eligible for the "New" amount.

APPENDIX E: SPP Classroom Distribution by Elementary School

Non-FCC SPP Classroom Count



APPENDIX F: Benefits and Resources Available

Services in this RFI are intended to supplement already existing classroom supports for SPP and SPP Pathway programs. This appendix outlines the supports currently offered:

DEEL COACHING

DEEL coaches are culturally responsive education professionals who engage in child-centered and relationship-based coaching via four interconnected strategies: curriculum instruction, coaching, assessments, and training. Research suggests that integrating substantial strategies increases the probability of attaining the intended purpose.

1 Curriculum Instruction

DEEL coaches have in-depth knowledge of the curriculum (Creative Curriculum or HighScope) that is selected by the early learning agencies, as well as an understanding of diverse learning needs. To support teachers in implementing these curriculums with quality and fidelity, coaches model culturally responsive teaching and implement instructional reflective practice. Additionally, pre-service and in-service curriculum training support teachers' knowledge of curriculum content.

2 Coaching

DEEL coaches provide intensive, intentional, and reflective onsite instructional coaching. The coach uses the lenses of equity and cultural responsiveness to understand the professional development and specific needs of each teacher, director, site supervisor, and preschool program. Using this approach, the coach draws upon and models diverse tools and strategies, including differentiated instruction and the ability to apply strength-based intervention strategies and supports. This tailored approach means that there is no fixed time frame or specific dosage for each participating classroom. Coaching activities focus on the person being coached, teacher-student interactions, collaborative partnerships, family engagement, and learning environments.

3 Assessment

DEEL coaches work in partnership with Child Care Aware, the Washington State Department of Children, Youth and Families (DCYF), Public Health — Seattle & King County (PHSKC), and the University of Washington to administer the following identified assessment tools and/or analyze assessment data using a continuous quality improvement process:

- Ages & Stages Questionnaires (ASQ-3 and ASQ-SE)
- Classroom Assessment Scoring System (CLASS)
- Early Childhood Environmental Rating Scales (ECERS)
- Peabody Picture Vocabulary Test (PPVT4)
- Program Quality Assessment (PQA)
- Teaching Strategies Gold (TSG)

4 Training

DEEL coaches play a pivotal role in planning and organizing professional development. They assist in coordinating the following professional development activities:

- Director's instructional leadership series
- In-service training
- Three SEEC Institutes
 - fall Pre-Service
 - winter data institute
 - spring "Children Race and Racism"
- Professional Learning Communities (PLCs)

PUBLIC HEALTH SEATTLE KING COUNTY

Child Care Health Program Description

The City of Seattle supports the Child Care Health Program (CCHP) of Public Health – Seattle & King County to provide an array of child care health consultation supports and services to childcare homes and early learning centers for children birth to 5 in Seattle that receive care in Department of Education and Early Learning subsidized programs. The goal of the CCHP's consultation is to enhance opportunities for all children to receive from their providers healthy, safe, and life-enhancing nurturance, care, and guidance they need to develop, grow, and learn well.

The multidisciplinary array of services the CCHP provides to those programs includes:

- Public Health Nurse consultation around issues of child health, safety, and well-being to ensure programs are following best practices and meeting state regulations
- Mental Health Consultant assistance to help programs encourage positive child behavior, social and emotional development, and learning abilities
- Registered Dietitian consultation to ensure programs are providing children with healthy nutrition, food safety, and hygiene and sanitation
- And Community Health Professional consultation that supports the other three components of the CCHP's endeavors as well as carries out its own body of work encompassing child health and wellness
- Conduct health and nutrition assessment, identify needs, outline health goals and provide technical assistance
- Provide health and nutrition consultations
- Annual infant room visit from PHSKC
- Annual visit to the infant and toddler classrooms for assessment, making recommendations and providing technical assistance and follow-up as needed
- Consultations monthly, using recommendations from initial assessment (Recommendations and technical assistance can change throughout course of year)
- Provide mental health consultations
- Provide oversight and technical assistance, as needed, to providers during child health screenings conducted by site personnel
- Review child health files
- Review child developmental screening results
- Provide health, mental health, and nutrition consultations
- Provide support and technical assistance services, as program standards require
- Provide oversight and technical assistance, as needed, to FCC Hub Agencies during child health screenings, child health files, reviewing development screening results and conducted by Hub Agencies, and delivering, as requested by the Hub, health, mental health, and nutrition consultations

Health Consultations. PHSKC will provide site-level consultation services for DEEL partner agencies. Consultations should fit into one or more of the categories defined below:

Behavior Consultation

- Conduct child observations and work in collaboration with agency, family, and DEEL coach to develop individual plan for child.
- Implement or assist agency staff to implement Individual child plan.
- Provide additional services.
- Support agencies and families in navigating the Birth to Three or Child Find system as needed.
- Support families and providers in accessing behavioral and health systems as needed.

Health and Safety Nurse Consultations

- Provide goals and plans of support for care of children with special health care needs such as asthma, allergies, developmental and/or physical health needs, or other physical health concerns.
- Conduct child observations and work in collaboration with agency, family, and DEEL coach to develop individual plan for child.
- Review child health screening results.
- Support families and providers in accessing health systems as needed.

Nutrition Consultation

- Provide goals and plans for support by registered dietician to support children's growth,
- nutrition best practices, and standards as required by ECEAP.

SPP Provider Facilities Fund

The Provider Facilities Fund supports preschool facility expansion and renovation projects for SPP or Pathway providers.

How can this support my work?

This fund is meant to support renovation and construction projects that will be used in SPP. Eligible activities include:

- Construction, renovation, or rehabilitation of child care facilities; including instructional space, kitchens, bathrooms, or storage needed to support the instructional space.
- Design, construction, renovation, or rehabilitation of outdoor play space in accordance with state licensing regulations.
- "Soft costs" or any project costs that is not construction (which may include design, project management, and permitting costs) directly related to the development of space eligible for use as a SPP classroom.
- Improvements that provide accessibility to persons with disabilities.

Who is eligible to apply?

Any agency under contract to provide preschool services for the Seattle Preschool Program (SPP) or the Pathway Program. Funds are awarded through a competitive application process. There are different funding limits for family child care, center, and school-based sites.

What will I be asked to include in the application?

Applications for funds need to **demonstrate that the project is feasible** and can be completed within a reasonable timeframe. Also, for the next 7 years, DEEL is focused on creating additional space for SPP where it is needed. You will be asked to show how the location you propose is a good strategic fit for SPP expansion.

Agencies accessing funds may be required to commit improved space to SPP for up to 10 years. The length of commitment will range depending on the funding request. Requests above \$250,000 require a funding match and additional commitments from the providers.

How do I learn more and apply for funds?

DEEL anticipates that the Request for Investment (RFI) for the SPP Provider Facilities Fund will be released in Spring 2020. All updated information will be posted here:

<http://www.seattle.gov/education/about-us/funding-opportunities>