



City of Seattle  
Human Services Department

**2014**  
**Step Ahead Preschools Request for Investment**  
**Families and Education Levy**

## TABLE OF CONTENTS

### GUIDELINES

I.	Introduction.....	4
II.	Timeline.....	5
III.	Investment Area Background.....	5-8
	a. Families and Education Levy Overview	
	b. Early Learning and School Readiness Investment Overview	
	c. Eligibility Criteria and Priority Populations	
	d. Outcomes for Step Ahead Graduates and Preschool Outcomes	
IV.	HSD Guiding Principles.....	8-10
	a. Vision	
	b. Mission	
	c. Values	
	d. Commitment to Funding Culturally Responsive Services	
V.	Program Requirements.....	10-16
	a. Step Ahead Preschool Program Model	
	b. Required Step Ahead Components	
	c. Deliverable Outcomes and Indicators	
VI.	Agency Eligibility.....	17
VII.	Client Data and Program Reporting Requirements.....	17
VIII.	Contracting Requirements.....	18-19
IX.	Selection Process.....	20
X.	Appeal Process.....	21
	Website References from the Step Ahead Preschools RFI Guidelines.....	23
	Appendix 1: Washington State Department of Early Learning’s Early Achievers Quality Rating Improvement System.....	24
	Appendix 2: Step Ahead Tier Descriptions, HSD/OFE Memorandum of Agreement.....	25
	Appendix 3: SPS Schools Eligible for Elementary Innovation, 2014-2015 School Year.....	26
	Appendix 4: Excerpt from Seattle Office for Education Elementary Schools Innovation RFI.....	27
	Appendix 5: Step Ahead Income Guidelines for 2013-2014 Pre-school Year.....	28

### APPLICATION (Instructions and materials)

I.	Submission Instruction and Deadline.....	29
II.	Format Instruction.....	30
III.	Narrative & Rating Criteria.....	30-35
	a. Organization and Key People	
	b. Capacity and Experience	
	c. Cultural Competency	
	d. Data Collection	
	e. Budget and Leveraging	

## TABLE OF CONTENTS

IV.	Application Checklist.....	35
V.	List of Attachments & Related Materials.....	35-43
	a. Attachment 1: 2014 Step Ahead Preschools RFI Application Checklist	
	b. Attachment 2: Worksheet for Identification of area elementary schools for currently enrolled children	
	c. Attachment 3: Application Cover Sheet and DEL Early Achievers Verification	
	d. Attachment 4: Proposed Budget for 2014-2015	
	e. Attachment 5: Proposed Program Personnel Detail for 2014-2015	
	f. Attachment 6: Proposed Governing Board and Staff Detail for 2014-2015	



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## **GUIDELINES**

### **I. INTRODUCTION**

The Youth and Family Empowerment Division of the City of Seattle's Human Services Department (HSD) and the Office for Education, a division of the Department of Neighborhoods, are seeking investment applications from agencies interested in providing Step Ahead preschool services for low to moderate income three and four year old children and their families who live in the attendance areas of Seattle Public Schools' eligible elementary schools. This Request for Investment (RFI) is open to agencies doing business as non-profit, public, private and Local Education Agencies (LEAs) or a combination thereof. The City of Seattle Human Services Department seeks to contract with a diverse group of providers to deliver Early Learning Preschool services in North, Central, Southeast and Southwest Seattle.

Approximately \$492,607 is available to provide services for up to an additional 63 preschool children. Funding for this RFI is made available from the following source:

<b>Fund Source</b>	<b>RFI Amount</b>
<i>2011 Families and Education Levy</i>	\$492,607

Initial awards will be made for the period of September 1, 2014 to August 31, 2015. Future funding will be contingent upon performance and funding availability.

All materials and updates to the RFI are available on [www.seattle.gov/humanservices/funding/](http://www.seattle.gov/humanservices/funding/)  
If you have any questions about the Step Ahead Preschools RFI, please contact:

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## II. TIMELINE

<b>Step Ahead RFI Released</b>	Monday, February 3, 2014
<b>Information Session 1</b>	Wednesday, February 12, 10:30 am to 12 noon, 2100 Building, 2100 24 <sup>th</sup> Ave. S., Seattle 98144
<b>Information Session 2</b>	Thursday, February 13, 2014, 1:00 pm to 2:30 pm, Northgate Early Learning Center, 12345 8 <sup>th</sup> Ave. NE, Seattle WA 98125
<b>Last day to submit questions</b>	Wednesday, February 26, 2014 at 5 pm
<b>Application Deadline</b>	Wednesday, March 12, 2014 at 4 pm
<b>Application Review and Finalists' Site Visits</b>	Thursday, March 13 to Friday, April 25, 2014
<b>Planned Award Notification</b>	Friday, May 23, 2014
<b>Contract Start Date</b>	Monday, September 1, 2014

## III. INVESTMENT AREA BACKGROUND

### A. 2011 Families and Education Levy Overview

In November 2011 the fourth Families and Education Levy was passed by the voters of Seattle. The goals of the 2011 Families and Education Levy are:

- Children will be ready for school
- All students will achieve academically and the achievement gap will be reduced
- All students will graduate from school college/career ready

All Levy investments will be used to advance the stated goals with a particular focus on closing the achievement gap for low-income students, Students of Color and English language learners. The specific investment area for this RFI is early learning and school readiness. For more information about the Families and Education Levy, refer to the Office for Education (OFE) website:

[www.seattle.gov/neighborhoods/education/](http://www.seattle.gov/neighborhoods/education/)

### B. Early Learning and School Readiness Investment Overview

The investment in Step Ahead preschools builds on the success of the past Families and Education Levy, in which children enrolled in Step Ahead preschools made statistically significant gains on kindergarten readiness measures. Children who participated in high-quality preschool programs had improved educational outcomes, including language and math skills, as well as improved classroom behavior and peer relations.

During the 2013-2014 contract year, a total of 449 Levy-funded children are being served in eleven Step Ahead preschool programs at 21 sites in Central, Southeast and Southwest Seattle. This RFI makes available additional Levy funding to serve up to 63 additional children in the 2014-2015 contract year. To address the gap in Step Ahead Preschool Services in North Seattle, the 2011 Families and Education Levy early learning strategy has an expanded geographic focus which includes children, families and programs in North Seattle.

This RFI is open to both new applicants and currently funded Step Ahead programs. New applicants must apply for a minimum of 16 slots. A multi-site agency can also apply for a minimum of 8 slots per site at two sites. There is no maximum number of slots for new agencies. Currently funded Step Ahead programs are also eligible to apply for additional slots. There is no minimum number of new slots for currently funded

programs. Applications from currently funded Step Ahead programs must demonstrate 1) a need for additional slots through parent wait lists or other evidence of need and 2) progress on meeting current contract indicators and outcome targets. Any funding recommendations for currently funded agencies will be contingent on programs' demonstration of meeting or exceeding contract indicators and outcome targets by June 30, 2014.

A chart of projected Step Ahead slot reimbursement rates is referenced below. The tiered reimbursement rates are aligned with Early Achievers, the Washington State Quality Ratings Improvement System's quality standards levels. For additional information, refer to Appendix 1, "Washington State Department of Early Learning's Early Achievers (EA), Washington's Quality Rating Improvement System" and Appendix 2, "HSD/OFE Memorandum of Agreement Step Ahead Tier Descriptions." Applicants who are not currently participating in the Early Achievers system should plan their budget at tier reimbursement level one. Tier reimbursement rates are contingent upon funding availability and therefore are subject to change.

Part-Time Tier Reimbursement Level		Full-Time Tier Reimbursement Level	
1	\$ 6,045	1	\$ 7,589
2	\$ 6,254	2	\$ 7,798
3	\$ 6,463	3	\$8,008
4	\$ 6,673	4	\$ 8,217
5	\$ 6,878	5	\$ 8,424

Children in full-time care may also be eligible for state or HSD Step Ahead subsidy. Current HSD Step Ahead subsidy rates for eligible families are \$552 per month during the program year.

Step Ahead Preschool services will be phased in over six years with additional funds available each year. Contracted Step Ahead programs meeting their annual performance indicators and outcome targets will receive Levy funding each year following their successful achievement for the remainder of the 2011 Levy, through the 2018-2019 contract year.

The Levy also funds five support services to assist Step Ahead providers in meeting standards and delivering high-quality services. **Professional Development** for Step Ahead staff provides training and coaching from Child Care Resources to increase the effectiveness of preschool teachers and leaders in guiding children's development. **Early Learning Health Services** from Public Health-Seattle & King County provides physical and behavioral health and nutrition consultation for children. Consultation for preschool teachers and families is also provided to address the needs of individual children through classroom and home-based strategies. **Assessments** – formative and summative assessments will be used to measure student progress and inform professional development. **Kindergarten Transition** – families will receive assistance from Step Ahead Providers with kindergarten enrollment and with the transition to Seattle Public Schools. **Step Ahead wraparound subsidies** will be available for eligible children in full-time care.

In keeping with the Families and Education Levy's focus on continuum of care and supporting children with educational transitions, the Levy also funds the **Parent-Child Home Program** through United Way of King County, which provides home visits to low-income families with children starting at age two for two years, to increase children's pre-literacy skills and social-emotional development. Also, the **Levy Elementary Innovation Grant** provides eligible elementary schools with funds for support strategies to reduce the achievement gap by implementing culturally responsive and rigorous strategies that address students'

academic, social, emotional and behavioral needs. They will collaborate with early learning (including Step Ahead sites) and afterschool providers to share data and implement a seamless transition from Pre-K to kindergarten, and to ensure that all children are meeting or exceeding grade level expectations.

The Innovation Schools for the 2013-2014 school year include: Beacon Hill, Madrona K-8, Olympic Hills, Roxhill, Graham Hill, Highland Park, Southshore PK-8 and Wing Luke Elementary. Up to four eligible elementary schools will be selected each year and a total of approximately 23 schools will be funded by the 2017-2018 school year. Refer to Appendix 3 for the list and student characteristics of eligible elementary schools and Appendix 4 for an excerpt from the OFE Elementary Innovations RFI.

### **C. Eligibility Criteria and Priority Populations**

Step Ahead preschools serve children who are three or four years old by August 31<sup>st</sup> of the year in which they are enrolled. The program serves families with low to moderate incomes – 110% to 300% Federal Poverty Level. Refer to Appendix 5 for 2013-2014 Step Ahead Preschool Income Guidelines.

Families must live within Seattle city limits. Priority populations include those who live within attendance boundaries of eligible elementary schools referenced in Appendix 3. Data from the Seattle School District show these schools have the highest concentration of children from the priority populations. Refer to the Seattle Public Schools' address locator to identify attendance area schools based on family addresses: <http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=ba55f7046e5d73e4d3ea6b887ec76d6e&pageid=172265&sessionid=ba55f7046e5d73e4d3ea6b887ec76d6e>

The following priority populations within the attendance boundaries of eligible elementary schools are prioritized for Step Ahead preschool services by this RFI (list is in no particular order):

- Low income families
- Children with parents that have Immigrant or Refugee status
- Children who are English language learners
- Children not currently in preschool, but in the care of family members, friends or neighbors who would benefit from a Pre-K program.
- Children in foster/kinship care or other areas of child welfare system
- Children who are homeless
- Children with special needs
- Children of Color

### **D. Outcomes for Step Ahead Graduates**

The City has adopted outcomes for children once they have entered the K-12 system. As children enter and progress through elementary school, outcomes will include:

- Kindergarten students meeting age-level expectations in each domain of WaKIDS (Teaching Strategies GOLD) (Refer to [www.k12.wa.us/wakids/](http://www.k12.wa.us/wakids/) for more information).
- 3<sup>rd</sup> Graders meeting the MSP (Measurements of Student Progress) reading standard state standardized test.
- English language learners making gains on Washington English Language Proficiency Assessment (WELPA).

### **Step Ahead Preschools' Outcomes**

Step Ahead outcomes measure progress toward the Levy's goal of children being ready for school. Step Ahead preschools must commit to achieving the outcomes listed below. Outcomes and indicators are contract payment points. The following outcomes will be regularly reported to the City and used by Step Ahead preschools to ensure each child is on track to be school ready by kindergarten.

- Three and four-year-old children, who have at least two Teaching Strategies Gold (TSG) assessments will meet or exceed age-level expectations in all six domains on the final assessment. (Domains include cognitive, language, literacy, math, physical, and social emotional).

### **Step Ahead Preschools' Indicators**

Indicators serve as supporting measures and assess progress toward outcomes. Indicators include:

- Four year old children whose primary home language is English will meet the standard score of 85 or above on the Peabody Picture Vocabulary test, fourth edition, by the end of the program year.
- Four year old children will show gains on the Growth Scale Value (GSV) score on the PPVT-4 from fall to spring. (This includes all children, including those whose home language is not English).
- Full-time and part-time children will attend 85% of eligible days offered while they are enrolled.

The target percentages for the outcomes and indicators listed above will be set for the 2014-2015 program year based on an analysis of data and performance trends. See page 16 for more details.

## **IV. HSD GUIDING PRINCIPLES**

In addition to the investment outcomes stated in this RFI, investments will reflect the Seattle Human Services Department's vision, mission and values and support the Department's strategic planning work and initiatives.

### **Vision**

The vision of the Seattle Human Services Department is that all basic needs in our communities are met through innovative and collaborative approaches. Greater Seattle is a place where the richness of our diversity is valued, all of our communities thrive, and people grow up and grow old with opportunity and dignity.

### **Mission**

The mission of the Seattle Human Services Department is to connect people with resources and solutions during times of need so we can all live, learn, work and take part in strong, healthy communities.

### **Values**

We accomplish our mission by adhering to core values and funding programs whose work supports them:

- Vision – we are future-focused, funding outcomes that create a stronger community.
- Innovation – we foster an environment where creativity and new approaches are valued, tested, refined and implemented.
- Results – we fund and administer programs that are accountable, cost-effective, and research-based, ensuring people receive high-quality services.
- Equity – our resources are devoted to addressing and eliminating racial, social, economic, and health disparities in our community.

- Creative collaboration – we share the collective wisdom of our colleagues and community to develop and implement programs.
- Service – we ensure the programs we support are accessible to all community members and deliver high-quality, welcoming customer service.

### **HSD’s Commitment to Funding Culturally Responsive Services**

The City of Seattle Human Services Department (HSD) has developed investment principles that reflect HSD’s commitment to funding culturally responsive services to create positive client outcomes. These investments help ensure that the academic, cultural, and emotional needs of children enrolled in our early learning programs are met and that services produce stronger outcomes for our children, families, and communities. Agencies applying for investments will demonstrate the capacity to routinely deliver client-centered and strength-based services that are culturally:

1. **ACCESSIBLE** through language, location, and delivery style. Agencies will have the capacity to overcome mainstream barriers and/or provide effective alternative strategies that enable children and families to easily access mainstream and nontraditional programs and services that support children in being kindergarten ready.
2. **RESPONSIVE** to the linguistic needs of residents. Culturally responsive education is “using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for them.”<sup>1</sup> Programs have the capacity to appropriately serve and engage persons for whom English is not a primary language. Staff will work to ensure that residents have access to culturally appropriate interpreter services and/or written materials available in multiple languages. Programming and information will be offered in the home languages of children and families or translation will be provided; alternatives to written materials will be offered to families with low literacy levels. A commitment to practicing cultural responsiveness should be demonstrated throughout all levels of the agency, including policies, governance and staffing, and be incorporated into the service model and delivery. Agencies should make every effort to recruit and retain a work force (paid and voluntary) and policy-setting and decision-making bodies that are reflective of the populations being served via this investment.
3. **RELEVANT** in addressing the cultural needs of diverse populations whose models of engagement or cultural standards differ from mainstream practices. Culturally relevant education “is an approach that serves to empower students to the point where they will be able to examine critically educational content and process and ask what its role is in creating a truly democratic and multicultural society. It uses the students’ culture to help them create meaning and understand the world. Thus, not only academic success, but also social and cultural success is emphasized”.<sup>2</sup> Commitment and experience of the agency reflects effective, mutually beneficial relationships with grassroots organizations that are reflective of the populations being served via this investment. Program should be staffed with people who have the cultural capacity to create authentic and effective relationships with members of cultural groups and/or communities of color.

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<sup>1</sup> Gay, G. (2000). Culturally Responsive Teaching: Theory, Research and Practice. New York, NY: Teachers College Press, Pg. 16.

<sup>2</sup> Ladson-Billings, G (1995). “Toward a Theory of Culturally Relevant Pedagogy”. American Educational Research Journal, 32(3), pg. 110.

#### 4. **COMPETENT:**

Cultural Competency is “a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or profession that enables that system, agency, or profession to work effectively in cross-cultural situations”.<sup>3</sup> It is “the ability to honor, understand, and respect beliefs, lifestyles, attitudes, and behaviors demonstrated by diverse groups of people, and to diligently act on that understanding”<sup>4</sup>. It is “the ability to function effectively in the midst of cultural differences. It includes knowledge of cultural differences, awareness of one’s own cultural values, and ability to consistently function with members of other cultural groups”<sup>5</sup>.

## **V. STEP AHEAD PROGRAM REQUIREMENTS**

### **A. Step Ahead Preschool Program Model**

Step Ahead preschools provide culturally relevant, high quality education with comprehensive services promoting the physical, cognitive, social, emotional, cultural and linguistic growth of children to ensure kindergarten readiness and long-term academic success. Children learn in a culturally, linguistically and emotionally responsive classroom setting using evidence-based and/or innovative proven curriculum and strategies. Family engagement and kindergarten transition strategies are integrated into the preschool model.

Step Ahead Preschool Programs include a variety of approaches:

- Part-Time or Full-Time schedules
- Community based within a child care center or multi service agency
- School based within a child care center or administered by Seattle Public Schools
- Bilingual and Dual Language classrooms
- Continuum of care serving children Birth – 5 years old or Birth – 12 years old
- Blended funding model with additional children funded by Early Childhood Education and Assistance Program (ECEAP), HSD Comprehensive Child Care Program (CCCP), Head Start or Private Pay
- Located in or near eligible elementary schools listed in Appendix 3.

### **B. Required Step Ahead Service Components**

The required operational components of the Step Ahead preschool program are:

- Compliance with State Regulations and Initiatives
- Facility
- Program Days and Hours
- Family Outreach, Enrollment and Attendance
- Classroom
- Curriculum
- Teacher Qualifications
- Assessments

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<sup>3</sup> Cross, t., Bazron, B.J., Dennis, K. and Isaacs, M.R. (1989) Towards a Culturally Competent System of Care (Vol.1). Washington, DC: National Technical Assistance Center for Children’s Mental Health, pg. 121.

<sup>4</sup> Coyne, C. (2001) “Cultural Competency: Reaching Out to All Populations”. PT Magazine, pgs. 44-50.

<sup>5</sup> York, S. (2003) Roots and Wings: Affirming Culture in Early Childhood Programs. St. Paul, MN: Redleaf Press, pg. 161

## **Compliance with State Regulations and Initiatives**

Licensed Step Ahead Preschools are regulated by state requirements and participate in state initiatives. These include:

### **Washington State Department of Early Learning (DEL) Child Care Licensing Requirements**

Licensed Step Ahead preschools must be fully licensed by and in good standing with the State of Washington Department of Early Learning (i.e., license not suspended, revoked or on probation and with no outstanding complaints). If a license is not required by the state (for example, if program is less than four hours per day), verifiable evidence of a preschool's ability to meet health, safety and quality licensing standards may be provided in lieu of being licensed as measured by the Early Childhood Environmental Rating Scale (ECERS). For more information on DEL licensing requirements, refer to Washington Administrative Code <http://apps.leg.wa.gov/wac/default.aspx?cite=170-295>.

### **DEL Early Achievers (EA), Washington State's Quality Rating and Improvement System**

DEL's Early Achievers provides a common set of expectations and standards to define and measure the quality of early learning settings through a tiered system of quality standards. The Step Ahead preschool programs will be in alignment with the Early Achievers system and indicators. Participation in the Early Achievers system is required for all eligible Step Ahead preschool programs. At a minimum, all Step Ahead preschools will engage in EA quality improvement activities starting at level 2 and will demonstrate progression through quality standards levels 3-5. Providers will be reimbursed per child according to progressive tiers, dependent on the program's quality standards levels as verified by Washington State Department of Early Learning (DEL). Refer to Appendix 1 and [www.del.wa.gov/care/gris/](http://www.del.wa.gov/care/gris/) for more information.

The Step Ahead preschool program will meet Early Achievers standards of classroom learning environments, as measured by Early Childhood Environmental Rating Scale (ECERS), quality of child-adult interactions as measured by Classroom Assessment Scoring System (CLASS) and children's school readiness skills. ECERS and CLASS will be conducted in Step Ahead preschools to establish their Early Achievers rating which will remain in place for 3 years. Subsequent ECERS and CLASS assessments will be done every 3 years in order to renew the Early Achievers rating. See Appendix 1 for more information.

**Family Support and Engagement** – In alignment with the Early Achievers “Strengthening Families” framework, the Step Ahead preschool will provide family support and engagement strategies. For more information, refer to page 24 of “Early Achievers, Washington’s Quality Rating and Improvement System Standards, A Companion to the Quality Standards for Early Achievers Participants”

[http://www.del.wa.gov/publications/elac-gris/docs/EA\\_facility\\_companion.pdf](http://www.del.wa.gov/publications/elac-gris/docs/EA_facility_companion.pdf).

**Facility** - The preschool program site must be secured (i.e., rented/leased or owned) and program must be in operation at the time of application. Exceptions will be considered if a program currently serving children and families is proposing an expansion into another site in North, Central, Southeast or Southwest Seattle; in this case, an implementation plan of how the preschool will operate must be included in the application. Space must be committed at minimum for the 2014-2015 contract year. An application from an SPS elementary school will require written documentation from the district that the Step Ahead preschool classroom space will be committed for the duration of the levy through the 2018-19 school year. Facility must meet child care licensing standards or in the case of part-time programs, must meet health, safety and quality standards.

**Program Days and Hours** - The program, at a minimum, must be in operation from September 1, 2014 to the last day of the SPS school year in June, 2015. Programs may be full time or part time. Full-time preschools operate for six hours, five days per week for 180 days per year. Families are responsible for any child care cost beyond the six hours a day. To supplement this cost, many families are eligible for state or HSD Step Ahead subsidies. Refer to “Additional Levy Funding through Step Ahead Wrap Around Subsidies” section on page 15 for more information. Part-time preschools operate for three and a half hours per day, four days a week for 140 days per year. Part-time programs are free for families who meet Step Ahead income requirements.

**Family Outreach** - The agency will implement an outreach and recruitment plan for recruiting families and children who meet eligibility requirements, with a particular focus on recruiting children and families who are not currently in preschool.

**Enrollment and Attendance** - New applicant agencies must apply for a minimum of 16 children to be served. Multi-site agencies may apply for 16 children across two sites (minimum eight per classroom). There is no minimum number for currently funded Step Ahead programs. Children are expected to attend regularly.

**Classroom** - Class size is a maximum of 20 children. Teacher-child ratio is a maximum of 1:10.

**Curriculum** - The agency will use a proven curriculum that is aligned with Washington State Early Learning and Development Guidelines (refer to <http://www.del.wa.gov/development/guidelines/>), the Seattle Kindergarten readiness guidelines (refer to [http://www.seattle.gov/humanservices/children\\_families/school/Seattle\\_Kindergarten\\_Readiness\\_Guidelines.pdf](http://www.seattle.gov/humanservices/children_families/school/Seattle_Kindergarten_Readiness_Guidelines.pdf)) and elementary school curricula through the PreK-3<sup>rd</sup> Grade Alignment.

The following curriculum elements have been adopted by Seattle Early Education Collaborative (SEEC):

- The curriculum must be comprehensive, consistent with quality early learning standards and based on sound child development principles about how children grow and learn.
- It should provide activities, materials, and guidance for working with children in classrooms for an entire preschool day.
- It should include goals for children’s development and learning and the experiences, scope and sequence through which they will achieve these goals.
- It should include what staff and parents do to help children achieve these goals and the materials needed for implementation.
- It should include culturally responsive instructional practices.

**Teacher Qualifications** - Staff will have qualifications that align with educational levels identified in the Washington State Core Competencies for Early Care and Education Professionals (refer to <http://www.del.wa.gov/publications/partnerships/docs/CoreCompetencies.pdf>) from a Child Development Associate continuing through the Master’s Degree level. Each classroom will have two teachers, with one teacher meeting the minimum qualifications of an AA degree in Early Childhood Education, Child Development or related field, and a second teacher meeting the minimum qualifications of at least a Child Developmental Associate (CDA) certification or equivalent credits toward an AA or BA degree. Both teachers will have experience working cross-culturally and will be strongly grounded in culturally, linguistically and emotionally responsive and anti-bias theory and practice. The lead teacher and program supervisor positions must be performed by separate agency employees.

## **Assessments**

Child Assessment standards include:

- Three and four-year-old children, who have at least two Teaching Strategies Gold (TSG) assessments will meet or exceed age-level expectations in all six domains on the final assessment. (Domains include cognitive, language, literacy, math, physical, and social emotional).
- Four year old children whose primary home language is English will meet the standard score of 85 or above on the Peabody Picture Vocabulary test, fourth edition, by the end of the program year.
- Four year old children will show gains on the Growth Scale Value (GSV) score on the PPVT-4 from fall to spring (This includes children whose home language is not English).

**Teaching Strategies Gold**- During the fall, winter and spring, the program is required to administer child formative assessments from **Teaching Strategies GOLD (TSG) on-line**. Agency must provide teachers with weekly scheduled time to observe children and enter data into the on-line TSG assessment system. For more information, refer to [Teaching Strategies.com](http://www.teachingstrategies.com).

**Peabody Picture Vocabulary Test**, (PPVT) fourth edition, is required each fall and spring and is administered by an outside assessor who is contracted by the City of Seattle. For more information, refer to <http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa30700>.

## **Kindergarten Transition**

Step Ahead programs are involved in multiple partnerships with elementary schools. Step Ahead preschools will assist families with on-time completion of the SPS kindergarten registration process. Refer to <http://www.seattleschools.org/modules/cms/pages.phtml?pageid=192378> for more information. Programs will provide parents with coaching on supporting their child's education. At a minimum, the Step Ahead preschool program will prepare and share child data for incoming kindergarteners with kindergarten teachers by the Teaching Strategies GOLD kindergarten transition portfolio. The program will also create partnerships with elementary schools where children will attend.

**PreK –3<sup>rd</sup> Grade Alignment and Collaboration** - Step Ahead preschools are required to participate in PreK-3<sup>rd</sup> Grade alignment activities as outlined in Seattle's "PreK-3<sup>rd</sup> Grade Partnership: An Integrated, Aligned System for Educational Achievement" developed by Seattle Public Schools, City of Seattle and community providers. Some PreK-3<sup>rd</sup> Grade activities include:

- Create regular opportunities for Pre-K teachers, K-3 teachers, K-3 after-school providers, summer learning and enrichment providers, and coaches to work and learn together.
- Foster relationships among family advocates working with Pre-K programs (Head Start, ECEAP, licensed childcare, and others) and family support professionals in Pre-K, Kindergarten, and community-based organizations.
- Encourage communication and foster relationship between Birth to Three programs and the PreK-3<sup>rd</sup> Grade System, and between the PreK-3<sup>rd</sup> Grade System and intermediate elementary school grades.

For more information about the Seattle PreK-3<sup>rd</sup> Grade Partnership Alignment, refer to [www.seattle.gov/neighborhoods/education/documents/FinalPreK3rdActionPlan\\_RevJune2011.pdf](http://www.seattle.gov/neighborhoods/education/documents/FinalPreK3rdActionPlan_RevJune2011.pdf).

Additional PreK-3<sup>rd</sup> Grade Strategies include:

- **Elementary Innovation Grant Schools** - Families and Education Levy-funded elementary innovation grant schools are expected to partner with early learning programs in supporting children's transition to kindergarten and their continued academic success in elementary school. Refer to Appendix 4 for an excerpt from the Office for Education's Elementary School Innovation RFI and their relationship with early learning programs.
- **Seattle Public Schools' Community Alignment Initiative** is an annual partnership agreement between the elementary school and the school-based early learning/after-school programs. School-based Step Ahead preschool providers are expected to adhere to all district expectations and guidelines. For more information, refer to school district website at <http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=&pageid=229447>.

### **Participation in Seattle Early Education Collaborative (SEEC) Meetings and Activities**

Agencies must participate in Seattle Early Education Collaborative (SEEC) meetings and activities. Required meetings and activities include but are not limited to:

- Step Ahead Preschool Directors' meeting (2-hour monthly)
- Professional Development and Assessment Work Group (2-hour monthly)
- PreK-3<sup>rd</sup> Grade Alignment Work Group (2-hour monthly)
- Kindergarten transition-related events (varies)
- Family engagement activities (varies)

### **Leveraged Funding**

Step Ahead programs are required to demonstrate evidence of additional funding supporting Step Ahead classrooms and services. Full-day Step Ahead programs will implement a braided funding approach including City or State child care subsidies, parent fees, USDA nutrition programs, grants and other revenue sources.

### **Support Services for Step Ahead Preschools**

**Professional Development** - Professional Development is provided to Step Ahead preschools to ensure high-quality preschool teaching practices that align curriculum, assessment and pedagogy across the preschool to third grade continuum. These services will use classroom and children's data to inform improvement of teaching practice and quality of learning environments. Step Ahead preschool administrators and teaching staff is required to participate in professional development, including but not limited to:

- HighScope Certification Training
- Fall, Winter, and Spring SEEC Institutes
- Training in Teaching Strategies GOLD and CLASS
- At a minimum, Early Achievers QRIS system level two training activities
- On-site coaching, mentoring and technical assistance
- Seattle Public Schools' "Balanced Literacy" training and other PreK-3<sup>rd</sup> Grade training
- The agency will develop a schedule that will allow teachers to engage in 4 hours of coaching/consultation (per eligible classroom) a month.

Step Ahead Preschools may participate in the Early Learning Academy's HighScope Certification Training, but will not be required to implement the HighScope curriculum. Agencies who choose to participate in the HighScope Certification Training must agree to fully support their staff in the process, which includes:

- Developing a staffing schedule that allows the selected teacher(s) participating in the Preschool Curriculum Course (PCC) to attend one (1) full week of training over the course of 4 months for a total of four (4) weeks
- Develop a staffing schedule that allows the selected teacher(s) participating in the Training of Trainers (ToT) course to attend three additional full weeks of training
- Support the teacher/participant as needed so he/she is able to complete the course(s) and become certified
- Use funds provided by the Office for Education to hire substitutes for participating teacher's classrooms

For more information about implementation of the High Scope curriculum, including cost information see page 18: <http://www.highscope.org/file/EducationalPrograms/EarlyChildhood/UPKFullReport.pdf>.

**Health and Mental Health Screening and Support** - Physical and behavioral health and nutritional consultation will be provided by Public Health-Seattle & King County. Public Health will provide health screenings (vision, height, weight and hearing) for children. The Step Ahead preschool will conduct child developmental screenings for all children. Developmental screenings include both Ages and Stages (ASQ) and Ages and Stages Social Emotional (ASQ-SE). For any child of concern, the preschool program will consult with Public Health-Seattle & King County in collaboration with the family.

**Additional Levy Funding through HSD's Step Ahead Subsidy Wrap Around Program**

Children enrolled in full-time Step Ahead preschools may be eligible for a Step Ahead subsidy for wraparound services through the Washington State Department of Early Learning or the City of Seattle Human Services Department's Child Care Assistance Program. HSD Step Ahead subsidy eligibility criteria include: 1) must be three years old by August 31<sup>st</sup> of the current year, 2) must live within Seattle city limits and 3) family income must be between 200.1% to 300% of the Federal Poverty Level. Current HSD Step Ahead subsidy rates for eligible families are \$552 per month during the program year or provider's rates if lower. Step Ahead preschools accessing Step Ahead wraparound funds must follow HSD's Step Ahead subsidy program requirements.

### C. Deliverable Outcomes and Indicators

The Levy outcomes and indicators are being developed for the 2014-2015 Step Ahead program year. Current 2013-2014 Step Ahead preschool contract outcomes and indicators are included as a sample below and will be replaced with the 2014-2015 outcomes and indicators when they are finalized in fall, 2014. The target percentages will be set for the 2014-2015 program year based on an analysis of data and performance trends.

Assessment Tool	Step Ahead Preschool 2013-2014 Academic Outcome Targets
<p><b>Teaching Strategies GOLD</b></p> <p><b>Current contract range is 60% to 85% of children.</b></p>	<p>% of three and four-year-old children who have at least two Teaching Strategies Gold (TSG) assessments will meet or exceed the age-level expectations in all six domains on the final assessment. (Domains include cognitive, language, literacy, math, physical, and social emotional).</p> <p>The agency will use the Teaching Strategies GOLD online assessment system to accurately complete a child assessment portfolio for each child by the following dates: November 30, 2013; February 28, 2014; May 31, 2014.</p>
<p><b>Peabody Picture Vocabulary Test-4<sup>th</sup> edition</b></p> <p><b>Current contract range is 72% to 85% of children.</b></p>	<p>% of all four-year-old children whose primary language at home is English will meet the Standard score of 85 or above on the Peabody Picture Vocabulary test, fourth edition (PPVT-4) by the end of the program year.</p> <p>% of all four-year-old children will show gains on the Growth Scale Value (GSV) score on the PPVT-4 from fall to spring. (This includes all children, including those whose home language is not English).</p> <p>Dates: By November 15<sup>th</sup>, fall PPVT test; By May 15<sup>th</sup>, spring PPVT test.</p>

“Indicators” assess progress toward outcomes. Step Ahead Preschool 2013-2014 indicators include:

Assessment Tool	Step Ahead Preschool 2013-2014 Non-Academic Indicator Targets
<p><b>Preschool Attendance</b></p> <p><b>Current contract range is 69% to 95%.</b></p>	<p>% of full-time and part-time children will attend 85% of eligible days offered while they are enrolled.</p>
<p><b>Kindergarten transition portfolio</b></p>	<p>85% of four-year-olds with at least Two Teaching Strategies GOLD assessments will have a completed kindergarten transition portfolio that is shared with the child’s family and the elementary school.</p>

## VI. AGENCY ELIGIBILITY

Applications meeting the requirements of this Request for Investment will be accepted from any legally constituted entities that meet the following conditions:

- Applicant needs to meet all licensing requirements that apply to its organization. Companies 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.
- If the applicant is incorporated as a private non-profit corporation in the State of Washington and has been granted 501(C) (3) tax exempt status by the United States Internal Revenue Service, the applicant's 501(C) (3) status is in good standing and has not been revoked in the previous calendar year.
- The applicant could also be a public corporation, commission, or authority established pursuant to RCW 35.21.660 or RCW 35.21.7301.
- The applicant must have a Federal Tax ID number/employer identification number (EIN) to facilitate payments from the City of Seattle to the provider.

## VII. CLIENT DATA AND PROGRAM REPORTING REQUIREMENTS

Agencies will be expected to follow HSD Youth and Family Empowerment Division technology protocols for ensuring confidentiality and data-sharing. At a minimum:

- Agencies must implement policies and procedures to ensure privacy and confidentiality of client records for both paper files and electronic databases.
- Agencies must be able to collect and report client-level demographic and service data as stated in the 2014-2015 Step Ahead contract.
- For each child, the Agency will ensure the collection and completion of the HSD-provided Step Ahead Child Enrollment form and enter it into the Early Learning Network Information Service (ELNIS).
- For each child, the Agency must obtain informed consent: permission from a parent or guardian to share their child's data with the City of Seattle's Human Services Department and Office of Education.
- Step Ahead child data must not be shared with a third party (an individual or agency outside of HSD and OFE) without the parent's or guardian's written consent.
- Agencies will use the web-based Early Learning Network Information Service (ELNIS) to report attendance and enrollment data to HSD monthly.
- Internet connections through DSL, T1, T2 or cable are required.

Step Ahead preschool programs have significant requirements for data reporting and evaluation, as well as maintenance of child files and adequate back-up documentation. Step Ahead programs will receive technical assistance in the use of Web-based assessment systems; developing teaching materials; accessing instructional resources and maintaining security of children's and families' information.

## VIII. CONTRACTING REQUIREMENTS

- The contract is an outcome-based contract in which a portion of the funding is contingent upon meeting agreed outcomes and indicators. Generally 75% of the contract is paid in monthly installments upon receipt and review of the agency's invoice, reports and back-up documentation. The remaining 25% is paid upon the program meeting the outcomes outlined in the contract and is generally paid toward the end of the contract term.
- Any contract resulting from this Request for Investment will be between the City of Seattle Human Services Department and the applicant agency.
- Contracts may be amended to ensure that services and outcomes align with the community needs or due to availability of funding.
- Any Agency contracting with HSD must have a Master Agency Service Agreement (MASA) signed and on file with HSD. Contractors will be required to comply with the Terms and Conditions of the Human Services Department Master Agency Service Agreement (MASA). These requirements shall be included in any contract awarded as a result of the RFI and are not negotiable. A copy of the MASA is available at <http://www.seattle.gov/humanservices/funding/>.
- The Agency shall complete an annual national ten-year criminal background check on all staff and subcontractors working in the program who may have unsupervised access to program participants. Volunteers must have a seven-year national background check. Volunteers assisting with meal service along with Agency staff and who do not have unsupervised access to program participants are exempt from the background check requirement described in this paragraph. The same would be for any staff that is supporting the program but does not have unsupervised access to program participants. Background checks are to be completed annually from the date of hire for each individual. If the scope of volunteer or employment activities requires driving program participants, the background check shall include a review and copy of the individual's abstract of driving record from the department of licensing. The Agency shall review the criminal history for any criminal convictions and the driving abstract for any driving violations or criminal driving offenses. These background checks shall be kept in the personnel file, volunteer file or with the contract for services and available for review at any time by the Seattle Human Services Department. The Agency shall notify the City within 48 hours if any staff, volunteer, or subcontractor is found to have any criminal conviction or driving violations if that person has unsupervised access to program participants.

If a criminal conviction or driving offense is found during the background check, any agency may request a waiver regarding any criminal incident by submitting a detailed explanation for the requested waiver along with the background information and any supporting documentation to your contract specialist. HSD will consider waivers on an individual basis, using the current guidelines utilized by the Washington State Department of Social and Health Services.

In addition to the background check requirements, the Agency shall require its employees to self-report any criminal convictions that occur after initial hire and the Agency shall notify the City of any reported

convictions within 5 business days. HSD will hold this information in the strictest of confidence as required by law.

- The Families and Education Levy funding policy places an eight percent (8%) cap on reimbursement for agency indirect cost, based on the total contract budget.
- Contracts start September 1 and end on August 31 each year. Contracts will be renewed annually conditioned on funding availability and the preschool's successful performance in meeting outcomes. For any area of the Levy or strategy that is not meeting the targets, course corrections will be made. These changes may include terminating contracts, contracting with new agencies, reducing or adding slots at contracted agencies or adding new strategies and removing others.
- HSD will attach Exhibits and Attachments to all awarded contracts which will further specify program terms, rules, requirements, guidelines and procedures.
- Contractors will be required to maintain books, records, documents, and other evidence directly related to 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 seven (7) years after completion of work.
- Contractors must complete all required reports and billing documentation as stated in the contract. Reimbursement will be contingent upon receipt and approval of required reports. Additional data may be required for audit or evaluation purposes.
- All programs funded through this RFI must publicly recognize HSD's contribution to the program (e.g., banners, fliers, other promotional materials).
- Contractors will maintain a public liability insurance policy with a minimum limit of \$1,000,000, naming the City of Seattle as insured.
- Contractors must have the capacity to protect and maintain all confidential information gained by reason of this contract against unauthorized use, access, disclosure, modification or loss.
- Contractors must be able to collect and report data as described in Section VII.
- Agency staff will participate in program visits and reviews at least four times a year from HSD staff to ensure Agency's services are in compliance with contract terms and conditions. Visits will include discussions with the director, staff and participants; observation of services and review of service documentation and participant files.

## IX. SELECTION PROCESS

This RFI process is a competitive process seeking the most qualified agencies that provide early learning services. All interested parties must submit a complete application packet to be considered for funding. Final funding recommendations are forwarded to the HSD Director. Notification of investment awards will be sent to the Director/Owner of the applicant agency.

Applications will be rated based on the criteria for providing the required services outlined in the Guidelines and Application RFI materials. The primary contact person listed on the agency's completed Application Cover Sheet (Attachment 3) may be contacted by telephone or emailed to clarify application contents.

Site visits will be conducted with the RFI applicant finalists. If an applicant agency has not received an Early Achievers Early Childhood Environmental Ratings Scale (ECERS) site visit, or not yet received results from an ECERS assessment, a team of Human Services Department Education Specialists will complete an ECERS assessment of the preschool. This may take one full day. If a finalist preschool program has had an Early Achievers-completed ECERS in the past six months, with no changes in director or lead teacher in the proposed Step Ahead classroom, a site visit to review ECERS findings and to observe the program will be conducted in place of an ECERS assessment.

In addition to site visits, a compliance check will be completed to ensure that proposed Step Ahead sites are in good standing with the following entities, if applicable:

- Washington State Department of Early Learning (DEL), Licensing Division, if the program is a licensed child care center;
- City of Seattle Human Services Department, if the applicant agency contracts with any division;
- Seattle Public Schools, if the program is located in a school building.

The Human Service Department reserves the right to schedule and conduct interviews with key applicant personnel prior to forwarding recommendations.

HSD reserves the right to make an award without further discussion of the application submitted. Therefore, the application should be submitted on the most favorable terms. If the application is selected for funding, applicants should be prepared to accept the proposed terms for incorporation into a contract resulting from this RFI.

HSD also reserves all rights not expressly stated in the RFI including making no awards or awarding partial funding and negotiating with any proposer regarding the funding amount and other terms of any contract resulting from this RFI.

## X. APPEAL PROCESS

An applicant is any legal entity that has responded to a formal funding process (Request for Investments (RFI), Request for Qualifications (RFQ), Request for Proposals (RFP), Letter of Intent/Interest (LOI), bid requests, notice of funding availability or similar process conducted by the Human Services Department (HSD) in soliciting applications for the provision of defined services. Applicants have the right to protest or appeal certain decisions in the award process made by HSD.

**Grounds for Appeals:** Only an appeal alleging an issue concerning the following subjects shall be considered:

- A matter of bias, discrimination, or conflict of interest;
- Errors in computing scores;
- Violation of policies or guidelines established in the funding opportunity; and/or
- Failure to adhere to published criteria and/or procedures.

### **Appeals Deadlines:**

1. The Human Services Department will notify all applicants in writing of the status of their application. For awarded applications, if appropriate, the level of funding to be allocated will be stated.
2. Within ten business days from the date of the written notification by HSD, the applicant may submit a written appeal to the HSD Director.
3. The HSD Director will review the written appeal and may request additional oral or written information from the appellant organization. A written decision of the HSD Director will be made within ten business days of the receipt of the appeal. The HSD Director's decision is final.
4. No contracts resulting from the solicitation may be finalized until the appeal process has closed. An appeal may not prevent HSD from issuing an interim contract for services to meet critical client needs.

### **Appeals Form and Content:**

A notice to HSD staff that an applicant intends to appeal does not reserve the right to an appeal. The applicant must actually file an appeal within the required deadline and follow the proper format. A casual inquiry, complaint, or an appeal that does not provide the facts and issues, and/or does not comply with the form, content or deadline herein, will not be considered by the Department or acted upon as an appeal.

All appeals shall be in writing and state that the applicant is submitting a formal appeal. Deliveries by hand, mail, e-mail or fax are acceptable methods. HSD is not responsible to assure an appeal is received within the appeals deadlines. If HSD staff does not receive the appeal by the deadline, the protest can be rejected.

Address the appeal to:

Catherine L. Lester, HSD Interim Director  
Seattle Human Services Department  
700 5<sup>th</sup> Ave., Suite 5800  
P.O. Box 34215  
Seattle, WA 98124-4215

Fax: (206) 233-5119 or e-mail: [catherine.lester@seattle.gov](mailto:catherine.lester@seattle.gov)

Include the following information and any other additional information you want considered in your appeal letter. Failure to provide the following information can result in rejection of your appeal if the materials are not sufficient for HSD to adequately consider the nature of your appeal:

1. Agency name, mailing address, phone number and name of individual responsible for submission of the appeal;
2. Specify the funding opportunity title;
3. State the specific action or decision you are appealing;
4. Indicate the basis for the appeal including specific facts;
5. Indicate what relief or corrective action you believe HSD should make;
6. Demonstrate that you made every reasonable effort within the funding process schedule to resolve the issue, including asking questions, attending information sessions, seeking clarification, and otherwise alerting HSD to any perceived problems; and
7. Signed by the Agency's Director/Owner or similar level agency management staff.

**Appeals Process:**

The HSD Director will review the appeal. All available facts will be considered and the HSD Director shall issue a final decision. This decision shall be delivered in writing by e-mail, fax, or mailed letter to the individual making the appeal and the Agency's Director/Owner or similar level agency management staff who signed the appeal.

Each written determination of the appeal shall:

1. Find the appeal lacking in merit and uphold the City action; or
2. Find only immaterial or harmless errors in HSD's funding process and therefore reject the appeal; or
3. Find merit in the appeal and proceed with appropriate action, which may include but is not limited to rejecting all intended awardees or re-tabulating scores.

If HSD finds the appeal without merit, HSD may continue with the funding process (contractual execution). Even if the appeal is determined to have merit, HSD may issue an interim contract for services to meet critical client needs. Nothing herein shall diminish the authority of HSD to enter into a contract, whether an appeal action or intention to appeal has been issued or otherwise.

## Website References from the Step Ahead Preschools RFI Guidelines

City of Seattle Office for Education (OFE)-Families and Education Levy:

[www.seattle.gov/neighborhoods/education/](http://www.seattle.gov/neighborhoods/education/)

Elementary Innovations: [http://www.seattle.gov/neighborhoods/education/ElemInnov\\_RFI\\_Oct2013.htm](http://www.seattle.gov/neighborhoods/education/ElemInnov_RFI_Oct2013.htm)

City of Seattle Race and Social Justice Initiative Three Year Plan:

<http://www.seattle.gov/rsji/docs/RacialEquityinSeattleReport2012-14.pdf>

Seattle Public Schools Address Locator for Area Attendance Schools:

<http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=ba55f7046e5d73e4d3ea6b887ec76d6e&pageid=172265&sessionid=ba55f7046e5d73e4d3ea6b887ec76d6e>

Washington Kindergarten Inventory of Developing Skills (WaKIDS): [www.k12.wa.us/wakids/](http://www.k12.wa.us/wakids/)

Washington State Early Learning and Development Guidelines:

[Washington State Early Learning and Development Guidelines - Department of Early Learning](http://www.wa.gov/earlylearning/)

Teaching Strategies GOLD On-Line Assessment System (TSG): [Teaching Strategies.com](http://www.teachingstrategies.com)

Early Childhood Assessment Environmental Rating Scale (ECERS): <http://ers.fpg.unc.edu/>

Classroom Assessment Scoring System (CLASS): <http://www.teachstone.org/about-the-class/>

Peabody Picture Vocabulary Test, (PPVT) fourth edition:

<http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa30700>

DEL Early Achievers Quality Rating Improvement System (EA) “Family Strengthening” Strategies:

[http://www.del.wa.gov/publications/elac-gris/docs/EA\\_facility\\_companion.pdf](http://www.del.wa.gov/publications/elac-gris/docs/EA_facility_companion.pdf)

Seattle Public Schools Kindergarten Enrollment:

<http://www.seattleschools.org/modules/cms/pages.phtml?pageid=192378>

City of Seattle/Seattle Public Schools PreK- 3<sup>rd</sup> Grade Partnership Alignment:

[www.seattle.gov/neighborhoods/education/documents/FinalPreK3rdActionPlan\\_RevJune2011.pdf](http://www.seattle.gov/neighborhoods/education/documents/FinalPreK3rdActionPlan_RevJune2011.pdf)

Seattle Public Schools Community Alignment Initiative:

<http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=&pageid=229447>

The PreK-3<sup>rd</sup> Grade National Work Group: [www.prek-3rdgradenationalworkgroup.org](http://www.prek-3rdgradenationalworkgroup.org)

High Scope Curriculum: <http://www.highscope.org/file/EducationalPrograms/EarlyChildhood/UPKFullReport.pdf>

Washington State Department of Early Learning Child Care Licensing Requirements:

<http://apps.leg.wa.gov/wac/default.aspx?cite=170-295>

Washington State DEL Early Achievers Quality Rating Improvement System (QRIS): [www.del.wa.gov/care/gris/](http://www.del.wa.gov/care/gris/)

## **Appendix 1: Early Achievers, Washington State Department of Early Learning's Quality Rating Improvement System**

Source: "Early Achievers, Washington's Quality Rating and Improvement System Standards, a Companion to the Quality Standards for Early Achievers Participants", page 3.

Washington State DEL's "Early Achievers" system provides a common set of expectations and standards to define and measure the quality of early learning settings. The Early Achievers Quality Standards promote and support comprehensive facility quality and help ensure that quality practices are having direct impact on individual children's progress. (From page 13, Early Achievers Participant Operating Guidelines). There are four quality standard areas: 1) Child Outcomes 2) Facility Curriculum, Learning Environment and Interactions; 3) Professional Development and Training and 4) Family Engagement and Partnership.

Standards emphasize:

- High-quality teacher/adult-child interactions and rich learning environments.
- Ongoing child assessment and screening to learn about and support needs and strengths of each child in collaboration with families.
- Curriculum aligned with Washington State Early Learning and Development Guidelines to help ensure that all children across age groups and settings have developmentally appropriate learning experiences.
- Ongoing professional development and training for staff that is aligned with Washington State Core Competencies.
- Use of practices that strengthen and engage families in early learning and support parents/caregivers as primary educators/first teachers.
- Individualized learning opportunities and instruction based on the unique needs and strengths of each child.
- Use of data (child and program) to inform teaching and program practices with children.
- Alignment with national and state standards and systems including the Washington Kindergarten Inventory of Developing Skills (WaKIDS) and the Early Childhood Education and Assistance Program (ECEAP) and Head Start performance standards.

## **Appendix 2: Step Ahead Tier Descriptions, Human Services Department and Office of Education 2013-2014 Memorandum of Agreement**

The tier placements below are based on the preschool programs meeting expectations of Early Achievers, Washington State's Quality Rating Improvement System and Step Ahead standards and requirements.

- Tier I – Equivalent to Level 1 of the EA system; Meets licensing requirements and all Step Ahead standards and requirements. (In lieu of meeting licensing requirements, un-licensed programs must meet health and safety facility standards).
- Tier II – Equivalent to Level 2 of the EA system; In addition to meeting all Tier I requirements, must also complete 6 training modules, enroll in MERIT (Washington's Managed Education and Registry Information Tool), and complete Early Childhood Environmental Rating Scale (ECERS), Classroom Assessment Scoring System (CLASS) and Teaching Strategies Gold (TSG) assessments.
- Tier III – Equivalent to Level 3 of the EA system; In addition to meeting all Tier II requirements, must also score 30-69 on the EA system and meet or exceed the standard on the Step Ahead ECERS assessment.
- Tier IV – Equivalent to Level 4 of the EA system; In addition to meeting all Tier III requirements, must also score 70-90 on the EA system and meet or exceed the standard on Step Ahead child assessments.
- Tier V – Equivalent to Level 5 of the EA system; In addition to meeting all Tier IV requirements, must also score 90-100 on the EA system and meet or exceed the standard on the Step Ahead CLASS assessment.

## Appendix 3: Seattle Schools Eligible for Levy Innovation Grants

\*Elementary Innovation Grant-funded school

Name of Elementary Schools	Student Count (May 2012)	Number of Free & Reduced Price Lunch (FRPL)	Percentage of Free & Reduced Price Lunch (2011)	Number of English Language Learners (ELL)	Percentage of English Language Learners (ELL)	Percentage of ELL that are of the FRPL Population	Title I
Bailey-Gatzert	401	377	94%	168	42%	45%	X
Beacon Hill*	463	303	65%	199	43%	66%	X
BF Day	314	137	44%	46	15%	33%	
Broadview-Thomson (K-5)	490	274	56%	108	22%	39%	X
Concord	409	331	81%	157	38%	47%	X
Dearborn Park	308	269	87%	91	30%	34%	X
Dunlap	427	371	87%	184	43%	50%	X
Emerson	311	274	88%	72	23%	26%	X
Graham Hill*	384	237	62%	93	24%	39%	X
Hawthorne	305	258	85%	101	33%	39%	X
Highland Park*	437	359	82%	97	22%	27%	X
John Muir	434	260	60%	84	19%	32%	X
Kimball	468	295	63%	180	39%	61%	X
Leschi	365	237	65%	62	17%	26%	X
Madrona (K-5)*	228	164	72%	0	0%	0%	X
Maple	481	313	65%	154	32%	49%	X
Martin Luther King Jr.	345	317	92%	119	35%	38%	X
Northgate	241	214	89%	109	45%	51%	X
Olympic Hills*	261	197	76%	66	25%	34%	X
Orca (K-5)	474	156	33%	0	0%	0%	
Pinehurst K-8	174	82	47%	0	0%	0%	
Rainier View	154	117	76%	44	29%	38%	X
Roxhill*	374	307	82%	119	32%	39%	X
Sand Point	204	118	58%	70	34%	59%	X
Sanislo	301	175	58%	69	23%	39%	X
Southshore PK-5*	368	199	54%	66	18%	33%	X
Van Asselt	526	449	85%	216	41%	48%	X
Viewlands	182	131	72%	64	35%	49%	X
West Seattle Elem.	419	375	90%	151	36%	40%	X
Wing Luke*	357	298	84%	110	31%	37%	X

## Appendix 4: Excerpt from the City of Seattle Office for Education 2014-2015 Elementary Schools Innovation RFI

### PreK–3 Alignment and Collaboration

Not all children enter kindergarten ready to learn and not all schools are ready to support these entering students. For this reason, the Levy is making significant investments in early learning programs that help children get ready for kindergarten through high-quality preschool programs that focus on academic, social, and physical development. In addition, the Levy is supporting early learning providers and elementary school teachers to develop a coherent framework of programs and services to improve academic outcomes for struggling students. Innovation Elementary Schools may have:

- Aligned curriculum and assessments across the preK-3 continuum
- Systems for tracking and sharing data and information
- Opportunities for preK providers and kindergarten teachers to share in professional development and collaborate on instructional practices
- Transition processes that systematically places students in the appropriate classrooms and programs at each grade level
- Processes for assessing student progress K-3 and systematically sharing data with early learning providers
- Supplemental academic supports for students not meeting standards for K-3
- Joint professional development that includes teams of preK through 3<sup>rd</sup> grade teachers and administrators
- Preschool classrooms and after-school care in the building are integrated into the school community
- Process for engaging families in understanding and supporting their child’s developmental and academic progress

Elementary schools chosen to receive Elementary Innovation Investments are required to administer the Teaching Strategies GOLD assessment in the fall and spring.

In addition, schools will be required to participate in the Classroom Assessment Scoring System (CLASS) study conducted by the University of Washington’s School of Education. CLASS is an observational assessment that will be conducted annually. The Office of the Superintendent of Public Instruction and the Department of Early Learning have contracted with the University of Washington to validate the link between the CLASS and child developmental and academic outcomes.

Elementary schools will form strong partnerships with Step Ahead programs, after-school programs, and community childcare providers to ensure effectiveness of kindergarten transition systems and processes.

All elementary schools chosen to receive Elementary Innovation Investments are expected to partner with their Levy-funded Step Ahead preschool programs on:

- Joint preK and kindergarten enrollment nights and other transition events
- Systems to share information and academic data, as appropriate, and
- Joint professional development

**Appendix 5: Step Ahead Monthly Income Guidelines for 2013-2014  
Preschool Year**

		<b>Step Ahead Subsidy Wrap Around Care</b>	
<b>Federal Poverty Level</b>			
	<b>110.1% - 200%</b>		<b>200.1% - 300%</b>
<b><u>Family Size</u></b>			
<b>2</b>	<b>\$1,423</b>	<b>\$2,586</b>	<b>\$2,587 - \$3,879</b>
<b>3</b>	<b>\$1,792</b>	<b>\$3,256</b>	<b>\$3,257 - \$4,884</b>
<b>4</b>	<b>\$2,160</b>	<b>\$3,926</b>	<b>\$3,927 - \$5,889</b>
<b>5</b>	<b>\$2,529</b>	<b>\$4,596</b>	<b>\$4,597 - \$6,894</b>
<b>6</b>	<b>\$2,897</b>	<b>\$5,266</b>	<b>\$5,267 - \$7,899</b>
<b>7</b>	<b>\$3,266</b>	<b>\$5,936</b>	<b>\$5,937 - \$8,904</b>
<b>8</b>	<b>\$3,634</b>	<b>\$6,606</b>	<b>\$6,607 - \$9,909</b>
<b>9</b>	<b>\$4,003</b>	<b>\$7,276</b>	<b>\$7,277 - \$10,914</b>
<b>10</b>	<b>\$4,371</b>	<b>\$7,946</b>	<b>\$7,947 - \$11,919</b>



City of Seattle  
Human Services Department

2014  
Step Ahead Preschools Request for Investment  
Families and Education Levy

## APPLICATION

### Instructions and Materials

This Application Instructions and Materials Packet contains information and material for respondents applying for the 2014 Step Ahead Preschools RFI. The RFI Guidelines is a separate document that outlines the RFI award process and provides more details on the Step Ahead Preschool Program service and funding requirements.

#### I. SUBMISSION INSTRUCTION & DEADLINE

**Completed application packets are due by 4:00 p.m. on Wednesday, March 12, 2014.**

Application packets must be received in person, by mail, or electronically through HSD's Online Submission System. Applications must be received and date/time stamped by the 4:00 p.m. deadline. *Late applications will **not** be accepted or reviewed for funding consideration.*

- Electronic Submittal: Application packets may be submitted electronically via HSD's Online Submission System at <http://web1.seattle.gov/hsd/rfi/index.aspx>.
- Hand Delivery or US Mail: The application packet can be hand-delivered or mailed to:

Seattle Human Services Department  
RFI Response - 2014 Step Ahead Preschools  
ATTN: Kathleen Groshong

*Delivery Address*  
700 5<sup>th</sup> Ave., 58<sup>th</sup> Floor  
Seattle, WA 98104-5017

*Mailing Address*  
P.O. Box 34215  
Seattle, WA 98124-4215

## II. FORMAT INSTRUCTION

- A. Applications will be rated only on the information requested and outlined for this RFI. Do not include a cover letter, brochures, or letters of support.
- B. The application should be typed, single spaced, single-sided, size 12 font, with 1 inch margins on letter-sized (8 ½ x 11-inch) sheets.
- C. The application may not exceed a total of **17** pages for the narrative sections A-E combined.
- D. Organize your application according to the section heading and subtitles that follow. Please format your responses in the order of questions. You do not need to rewrite the questions.

## III. NARRATIVE AND RATING CRITERIA

Write a narrative response to sections A-E. Answer each section completely according to the questions. Do not exceed a total of 17 pages for sections A-E combined.

### NARRATIVE QUESTIONS

#### **A. ORGANIZATION AND KEY PEOPLE (30 points)**

1. Briefly describe your organization, its mission, and any statements of vision or values that are critical to your organization. How will levy funds further the work you are already doing?
2. Who is the person that will lead the Step Ahead Preschool project to its results? What skills and prior experience does this person have?
3. Who are the Key Staff in the preschool program and what related education and experience do they have achieving academic outcomes for children who meet the criteria for priority populations described on page 7 of the Step Ahead RFI Guidelines?
4. What qualifications, training and education do you require for your Lead teachers and Teacher Assistants?
5. If you do not have teachers that will staff Step Ahead classroom(s) in place, how will you recruit and hire appropriate staff?
6. Is space for your proposed Step Ahead classroom secured? Is program in operation? If no, please describe implementation plan.

#### ***A strong application meets all of the criteria listed:***

- Organization has capacity to work with Step Ahead investment.
- High-quality Early Learning is a priority and part of culture of organization.
- There is an identified person that will lead the project, who has experience managing budgets, staff, curricula, and programs to achieve academic outcomes for children in priority populations.
- Key staff have the education and experience to meet indicators and outcomes required for serving the priority populations.
- All teachers meet or exceed requirements so that each classroom will have two teachers, with one teacher meeting the minimum qualifications of an AA degree in Early Childhood Education, Child Development or a related field, and a second teacher meeting the minimum qualifications of at least a Child Developmental Associate (CDA) certification or equivalent credits toward an AA or BA degree.
- Agency provides continuing education or support for teachers in pursuing college degree.

- Recruitment and hiring plan ensures that staff is quickly in place prior to program operation.
- Facility for proposed Step Ahead classroom is secured at least through 8/31/15 (for SPS application, 6/15/19). Program is currently in operation; if not, proposal demonstrates feasibility of fully operating with children enrolled by early September, 2014.

**B. CAPACITY AND EXPERIENCE (30 points)**

1. Describe the demographics and characteristics of both the children and families you have served. In your description, explain how your current children and families reflect the priority populations described on page 7 of the Step Ahead RFI Guidelines.
2. What are the challenges and barriers that the children and families that you serve face? Describe what your preschool has done within the past two years to address the challenges and barriers faced by the priority populations that you serve.
3. Describe your family outreach and recruitment strategies. In particular, how will your Step Ahead preschool program reach children who are not currently being served in a structured early childhood program?
4. For existing programs applying for additional slots: Provide evidence that additional slots are needed.
5. What curriculum (or curricula) is used by your preschool staff? Describe how your staff connect lesson planning and individualizing to child outcomes. Explain the experience and results within the past two years that you consider relevant to achieving indicators and outcomes detailed on page 16 in the Step Ahead RFI guidelines.
6. List your community partners that you have worked with in the last two years and describe their roles in the partnership. Include funders in your description. Discuss how the partnership enabled you to support graduating five year olds in meeting school readiness outcomes and indicators. Please be specific by describing any referrals, resources or services your program received or provided as a result of your partnerships.
7. In your response to the following questions, tell us about your partnerships with schools and PreK-3rd Grade Alignment:
8. On Attachment 2, list the elementary schools your current preschool-age children would attend according to SPS school area attendance boundaries.
9. Describe any relationships with principals and teachers of these schools and any PreK-3<sup>rd</sup> grade alignment activities that have occurred or that you are planning to implement.
10. Describe your preschool's Kindergarten Transition plan. How does the plan ensure that each of your graduating five year olds will enroll in kindergarten on-time and meet school readiness outcomes and indicators as described on page 16 of the Step Ahead RFI Guidelines?
11. How have you engaged families in supporting their children's school readiness and social, emotional and cognitive development?

***A strong application meets all of the criteria listed:***

- The Preschool Program has experience providing services to children and families from the priority populations.
- The Preschool Program demonstrates an understanding of the barriers and challenges children and families may experience and has successful strategies for addressing them and meeting outcomes.
- The Preschool Program demonstrates ability recruiting children and families from priority populations.

- Currently funded Step Ahead Preschool program demonstrates evidence of need for additional slots.
- The Preschool Program demonstrates effective use of curricula to support children’s learning and development.
- The Preschool Program demonstrates evidence of achieving positive academic results, as measured by the indicators and outcomes listed in the Step Ahead Preschool Request for Investment Guidelines.
- The Preschool Program demonstrates partnerships with other community based organizations to support holistic needs of children and families.
- The Preschool Program has a track record of serving children who live within Seattle Public Schools eligible schools’ attendance area boundaries.
- The Preschool Program demonstrates knowledge of and relationships with SPS elementary schools to successfully support children and families as they transition to kindergarten.
- The Preschool Program has a kindergarten transition plan to ensure that graduating five year olds will enroll in kindergarten on-time and meet school readiness outcomes and indicators.
- The preschool program engages families in supporting their children’s school readiness and social, emotional and cognitive development.

**C. CULTURAL COMPETENCY (10 points)**

1. Describe your experience providing services to diverse groups, including racial and ethnic minorities, immigrants and refugees, low-income populations, and English language learners. If experience is limited, what steps would you take to provide culturally competent services?
2. What challenges and success have you experienced, or do you anticipate, in providing services to people from diverse cultural and economic backgrounds?
3. Describe how the agency board and staff represent the cultural, language and socio-economic background of program participants. In addition, please complete Attachment 6, Composition of Agency Staff and Governing Board form.
4. Describe your program’s strategy for ensuring cultural and linguistic competence is infused through your policies, procedures and practices.
5. What kind of trainings does your agency provide to support cultural competency?

***A strong application meets all of the criteria listed:***

- Applicant demonstrates understanding of cultural competence and describes how cultural competence is incorporated into the program and service delivery.
- Applicant demonstrates the ability to provide culturally competent services within diverse communities and shows an understanding of the challenges.
- Applicant has a proven track record providing culturally and linguistically relevant services to diverse target populations.
- Applicant’s staff composition reflects the cultural and linguistic characteristics of the priority populations.
- Applicant’s board composition reflects the cultural and linguistic characteristics of the priority populations.
- Applicant’s policies and procedures demonstrate a respect and appreciation for the cultural and linguistic characteristics of the priority populations.
- Applicant has demonstrated a commitment to ongoing training and development within the

**D. DATA COLLECTION (20 points)**

Note: For programs who have not engaged in the following data collection activity, please respond to the questions describing how your program will carry out data collection.

1. What is your organization's current technology capacity and how does it support reporting on outcomes and indicators as described on page 8 and page 16? Do teachers and administrative staff have access to computers? To the internet?
2. Who will serve as data lead? Who will enter attendance and assessment data as outlined on page 17 of the RFI guidelines?
3. What assessments are used and how often? What methods are used to collect child, classroom and teacher data?
4. Within the last two years, what data have you tracked with regards to meeting preschool readiness outcomes and providing quality early learning programs? Please explain how often this data is reviewed, who reviews it, and how it is used by preschool staff. How in the past two years has your preschool staff used daily or weekly academic or attendance data to improve student outcomes? How is data being used to identify children who need extra help mastering a specific developmental area or skill?
5. How has your preschool used data to track, report on and continuously improve teachers' practice? Please describe efforts and whether or how they have improved child outcomes.
6. Explain how preschoolers' developmental data and kindergarten readiness data are shared with families and your area elementary schools.
7. Describe your system for ensuring confidentiality in data collection and management.
8. Provide a sample data report that contains data addressing the indicators and/or outcomes discussed on page 16 of the Step Ahead RFI Guidelines. Include data that is relevant to how your preschool program used data to improve child outcomes. The data report will not count towards your 17 page response limit.
9. Currently funded Step Ahead Programs- in your data report, provide a summary of progress toward meeting outcomes and indicators in the 2013-2014 contract year. (Note that any funding recommendation would be contingent on meeting or exceeding contract outcomes and indicators in 2013-2014 contract year.)

***A strong application meets all of the criteria listed:***

- Agency has computers with broadband or cable internet capacity.
- Teachers and administrative staff have access to computers.
- Preschool program has demonstrated experience using web-based applications to enter data.
- Preschool program staff records child attendance data, assessment data and demographics for each child.
- Preschool program has a designated data lead and staff in place to ensure data requirements are met and data is utilized.
- Preschool program has experience using assessments.
- Preschool staff has experience collecting and tracking data that can be linked to achieving indicators and outcomes for children in priority populations.
- Preschool program has system and plan to identify children who need extra help mastering a specific developmental area or skill.
- Preschool program has the capacity to access and use daily or weekly academic, social emotional, and attendance data.

- Preschool program has a process in place to ensure confidentiality and that data is safeguarded and appropriately shared.
- Preschool program has a data system and plan to effectively use data to inform teacher practice, to receive child data information from families, to share child data information with families and to improve child outcomes.
- Preschool program has a system and plan to share developmental and kindergarten readiness data with families and elementary schools.
- Currently funded Step Ahead programs demonstrate evidence of progress on meeting contract outcomes and indicators.

#### **E. BUDGET AND LEVERAGING (10 points)**

The Application Cover Sheet (Attachment 3) provides the City with an overview of the application and the preschool program's current status to do business with the City. The Cover Sheet must be signed and dated by the President of the Board, Director/Owner or someone who has the full authority to legally bind the entity submitting the application to the contents.

The Proposed Program Budget and Proposed Program Personnel Detail form provide the City with information about the ability of the preschool to financially manage the investment of public funds in a professional and accountable manner. New applicants must budget to serve a minimum of 16 Step Ahead children. There is no minimum new slot requirement for currently funded Step Ahead programs.

When planning the budget, applicants must utilize the slot reimbursement rates from page 6 of RFI Guidelines based on your site's current Early Achievers quality standard level. DEL Verification of the Applicant Agency's current Early Achievers Level must be attached to the application; deadline for Early Achievers verification is the application deadline. Applicant agencies currently not participating in Early Achievers should submit a proposed budget using level one reimbursement. To create a preschool classroom with children from varying income levels, preschools are encouraged to combine funding from multiple fund sources.

1. Using Attachments 4 and 5, Proposed Program Budget and Proposed Program Personnel Detail forms, provide a proposed one-year budget from September 1, 2014 through August 31, 2015, that demonstrates how funds will be used. Include all expenses as well as all income from all available funding sources necessary in preschool program operation.
2. Provide a staffing summary for the staff positions listed in the budget. In your description, explain how your budget supports maintenance of required child- teacher ratios, planning time for teachers, and release time for teachers who are enrolled in college courses or who are or would be participating in SEEC training.
3. Describe how your organization partners with or will partner with other agencies to leverage funding. Also, explain any in-kind support received.
4. Describe how your agency ensures adequate administrative and accounting procedures and internal controls necessary to safeguard all funds that may be awarded under the terms of this RFI.
5. Describe how your agency has the capability to meet program expenses in advance of reimbursement.

**A strong application meets all of the criteria listed:**

- Applicant meets eligibility requirements for doing business with the City.
- Budget uses RFI's slot reimbursements (page 6) and is realistic, accurate and adequate to achieve proposed outcomes.
- Budget includes other funding and in-kind support.
- Staff salaries are appropriate to provide and retain a quality teaching staff.
- Applicant has a demonstrated capacity to ensure adequate administrative and accounting procedures and controls necessary to safeguard all funds that may be awarded under the terms of this RFI.
- Agency demonstrates capacity to meet program expenses in advance of reimbursement.

**Total = 100 points**

#### **IV. APPLICATION CHECKLIST**

A completed application packet must include all of the following items:

1. Worksheet for Identification of SPS Area Schools for Enrolled Children (Attachment 2)
2. A completed two-page Application Cover Sheet (Attachment 3), including attachment of DEL Early Achievers verification.
3. A completed Narrative response (refer to Sections II & III of this application for instructions)-includes attachment of sample data report.
4. A completed Proposed Budget form (Attachment 4)
5. A completed Proposed Program Personnel Detail form (Attachment 5)
6. A completed Composition of Staff and Governing Board form (Attachment 6)
7. A copy of the agency's most recent quarterly and annual financial statement **AND**
  - i. A copy of agency's most recent financial audit **OR**
  - ii. A copy of your most recent 990 Form.
8. A certificate of non-profit or other legal status for your agency.
9. A current certificate of public liability insurance.

#### **V. LIST OF ATTACHMENTS AND RELATED MATERIALS**

- Attachment 1: Application Checklist  
Attachment 2: Worksheet for Identification of SPS Area Schools for Enrolled Children  
Attachment 3: Application Cover Sheet  
Attachment 4: Proposed Budget form for 2014-2015 contract year  
Attachment 5: Proposed Program Personnel Detail form for 2014-2015 contract year  
Attachment 6: Composition of Staff and Governing Board form

## 2014 Step Ahead Preschools RFI Application Checklist

This optional form is to help you complete your application packet before submission. Please do not submit this form with your application. All application materials are due to the City of Seattle Human Services Department by 4 pm on Wednesday, March 12, 2014. Late applications will **not** be accepted or reviewed for funding consideration. Refer to Section I. for submission instructions.

### HAVE YOU...

- Completed Attachment 2 to identify area schools for your current children in pre-school?\***
- Completed the 2-page Application Cover Sheet (Attachment 3) and attached the DEL Early Achievers Level verification?\***
- Completed the Narrative response?**
  - A completed narrative response includes all of the following:
    - Organization and Key People (30%)
    - Capacity and Experience (30%)
    - Cultural Competency (10%)
    - Data Collection, with attachment of sample data report\* (20%)
    - Budget and Leveraging (10%)
    - Must not exceed 17 pages (8 ½ X 11), single spaced, single-sided, size 12 font, with 1 inch margins. Page count does not include the sample data report, required forms (Attachments 2, 3, 4, 5 and 6) and supporting documents below.
- Completed the Proposed Budget form (Attachment 4)? \***
- Completed the Proposed Program Personnel Detail form (Attachment 5)? \***
- Completed the Composition of Staff and Governing Board form (Attachment 6)? \***
- Attached the following supporting documents? \***
  - DEL Early Achievers Level verification (referenced in Attachment 3)
  - A copy of your agency's most recent quarterly and annual financial statement AND
    - A copy of agency's most recent financial audit OR
    - A copy of agency's most recent 990 form
  - A current certificate of public liability insurance
  - A certificate of non-profit or other legal status

***\*Documents do not count against the 17 page limit for the application narrative section.***

### Worksheet to Identify Area Elementary Schools for Currently Enrolled Children

Use the Seattle Public Schools' address locator to identify attendance area schools for your currently enrolled preschool-age children. Refer to website:

<http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=ba55f7046e5d73e4d3ea6b887ec76d6e&pageid=172265&sessionid=ba55f7046e5d73e4d3ea6b887ec76d6e>

	Name of Elementary School	Number of Children
<b>Central Seattle</b>	<b>Gatzert</b>	
	<b>John Muir</b>	
	<b>Leschi</b>	
	<b>Madrona</b>	
<b>North Seattle</b>	<b>BF Day</b>	
	<b>Olympic Hills</b>	
	<b>Sand Point</b>	
	<b>Broadview Thomson</b>	
	<b>Northgate</b>	
	<b>Viewlands</b>	
<b>Southeast Seattle</b>	<b>Pinehurst</b>	
	<b>Beacon Hill</b>	
	<b>Dearborn Park</b>	
	<b>Dunlap</b>	
	<b>Emerson</b>	
	<b>Graham Hill</b>	
	<b>Hawthorne</b>	
	<b>Kimball</b>	
	<b>Maple</b>	
	<b>MLK, Jr.</b>	
	<b>Orca</b>	
	<b>Rainier View</b>	
	<b>SouthShore</b>	
<b>Van Asselt</b>		
<b>Wing Luke</b>		
<b>Southwest Seattle</b>	<b>Concord</b>	
	<b>Highland Park</b>	
	<b>Roxhill</b>	
	<b>Sanislo</b>	
<b>West Seattle</b>	<b>West Seattle</b>	
<b>Other Schools (please complete)</b>		

**2014-2015 Step Ahead Preschool RFI  
Application Cover Sheet**

**Organization Information**

Organization name: \_\_\_\_\_  
 Director/Owner Name \_\_\_\_\_ Email \_\_\_\_\_  
 Mailing Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Number of Years Preschool has been in operation \_\_\_\_\_  
 Check this box only if your Step Ahead preschool program is located in North Seattle.

**RFI CONTACT PERSON INFORMATION**

Contact person: \_\_\_\_\_  
 Day/Work/ and Cell phone: \_\_\_\_\_  
 Email address: \_\_\_\_\_

**Legal Status:**

1.  Applicant meets all licensing requirements that apply to its organization. Companies 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.
2.  Applicant is incorporated as a private non-profit corporation in the State of Washington and has been granted 501(C) (3) tax exempt status by the United States Internal Revenue Service, the applicant's 501(C) (3) status is in good standing and has not been revoked in the previous calendar year.
3.  Applicant could also be a public corporation, commission, or authority established pursuant to RCW 35.21.660 or RCW 35.21.7301.
4.  IRS Employer Identification Number (EIN): \_\_\_\_\_
5.  Fiscal sponsor has been granted 501(c)(3) tax-exempt status by the U.S. Internal Revenue Service; IRS Employer Identification Number (EIN): \_\_\_\_\_  
 Name of fiscal sponsor: \_\_\_\_\_

Please list the program, site address(es), and # of proposed Step Ahead classroom(s):

Program Site	Address	# of Step Ahead Classrooms	#Step Ahead Children	Total licensed capacity

Enrollment and Budget Information 2014-2015 (New applicants must apply to serve minimum of 16 children).	Part-Time	Full-Time	Levy Request Amount
How many 3 year-old children are you applying to serve?			
How many 4 year-old children are you applying to serve?			
<b>(See RFI guidelines pg. 6 for slot rates) Total</b>			\$

What are the demographics of current preschool children served?

What Seattle schools will current preschool children attend? (see Attachment 2)

For the licensed sites in which you are seeking slots, is your WA State Dept. of Early Learning (DEL) child care license in good standing (i.e., license not suspended, revoked, on probation and no outstanding complaints)?

Yes  No If no, please explain:

Preschool Space is  owned  leased by applicant agency.

If leased, is your space guaranteed at least through 9/1/14 - 8/31/15 contract year?  Yes  No

Length of Lease \_\_\_\_\_

If SPS elementary school, is your preschool classroom committed through 18-19 SY?  Yes  No

**(Please attach SPS documentation of commitment)**

Is your program in operation?  Yes  No If no, please explain \_\_\_\_\_

Is your program participating in Washington State DEL Early Achievers?  Yes  No

If yes, current Early Achievers level \_\_\_\_\_ **(Please attach DEL verification of Early Achievers level)**

What Early Childhood programs does your organization currently provide? (check all that apply):

ECEAP

Head Start

Step Ahead

Licensed child care

Other

\_\_\_ # infant

\_\_\_ #toddlers/waddlers

\_\_\_ #Preschool/Pre-K

\_\_\_ #school-age

CCCP site?

Please describe:

List Preschool Staff's formal training on any of these curricula and years of experience using it (check all that apply):

Creative Curriculum

\_\_\_\_\_ years

High/Scope

\_\_\_\_\_ years

Other

Name \_\_\_\_\_

\_\_\_\_\_ years

Other

Name \_\_\_\_\_

\_\_\_\_\_ years

Is your program currently participating in the Early Learning Academy/High Scope certification training?

To the best of my knowledge and belief, all information provided in this application is true and correct. I understand the terms and conditions of the RFI and agree to meet City of Seattle requirements if a contract award is made. The agency has the capacity to meet program expenses in advance of reimbursement. Proposed program design and costs shall be valid until at least August 31, 2015. The document has been duly authorized by the governing body of the applicant who will comply with all contractual obligations if the application is awarded funding.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Agency Director/Owner or Board Chair)

## Proposed Budget For 2014-2015

<b>Agency Name:</b>					
<b>Proposed Program Name:</b>					
	<b>Amount by Fund Source</b>				
<b>ITEM</b>	<b>HSD FUNDING</b>	<b>FUND SOURCE</b>	<b>FUND SOURCE</b>	<b>Other<sup>1</sup></b>	<b>Total Project</b>
<b>1000 - PERSONNEL SERVICES</b>					
1110 Salaries – Full- & Part-Time					
1110 Salaries- staff planning& trng release time					
1300 Fringe Benefits					
<b>SUBTOTAL – PERSONNEL SERVICES</b>					
<b>2000 - SUPPLIES</b>					
2100 Office Supplies					
2200 Operating Supplies <sup>2</sup>					
2300 Repairs & Maintenance Supplies					
<b>SUBTOTAL – SUPPLIES</b>					
<b>3000 - 4000 OTHER SERVICES &amp; CHARGES</b>					
3100 Expert & Consultant Services					
3140 Contractual Employment					
3150 Data Processing					
3190 Other Professional Services <sup>3</sup>					
3210 Telephone					
3220 Postage					
3300 Automobile Expense					
3310 Convention & Travel					
3400 Advertising					
3500 Printing & Duplicating					
3600 Insurance					
3700 Public Utility Services					
3800 Repairs & Maintenance					
3900 Rentals – Buildings					
Rentals – Equipment					
4210 Education Expense					
4290 Other Miscellaneous Expenses <sup>4</sup>					
4999 Administrative Costs/Indirect Costs <sup>5</sup>					
<b>SUBTOTAL – OTHER SERVICES &amp; CHARGES</b>					
<b>TOTAL EXPENDITURES</b>					

<sup>1</sup> Identify specific funding sources included under "Other" above:	
_____	\$
_____	_____
_____	_____
_____	\$

<sup>2</sup> Operating Supplies - Itemize below (Do Not Include Office Supplies):	
_____	\$
_____	_____
_____	_____
TOTAL	\$

<sup>3</sup> Other Professional Services - Itemize below:	
_____	\$
_____	_____
_____	_____
_____	\$

<sup>4</sup> Other Miscellaneous Expenses - Itemize below:	
_____	\$
_____	_____
_____	_____
TOTAL	\$

<sup>5</sup> Administrative Costs/Indirect Costs - Itemize below:	
_____	\$
_____	_____
_____	_____
TOTAL	\$

<sup>5</sup> Administrative Costs/Indirect Costs: Human Services Department policy places a fifteen (15%) cap on reimbursement for agency indirect cost, based on the total contract budget. Restrictions related to federal approved rates and grant sources still apply.

Does agency have a federally approved rate? <input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, provide the rate.

**2014 Step Ahead Preschool Request for Investment  
Proposed Program Personnel Detail for 2014-2015 Contract Year**

<b>Agency Name:</b>	
<b>Proposed Program Name:</b>	

Full-Time Equivalent (FTE) = 40 hours/week					Fund Sources for Year 9/1/14 to 8/31/15			
Position Title	Staff Name	FTE	# of Hours Employed	Hourly Rate	HSD	Other Fund Source	Other Fund Source	Total Program Cost
1. Ex. Director	Thomas Lee	1.0	40	26.00				
2. Ex. Lead Teacher	Janet Jones	1.0	40	23.00				
3. Ex. Teacher	Steve Smith	1.0	40	20.00				
4. Ex. Teacher Aide	Barry Bronson	1.0	40	15.00				
5.								
<b>Subtotal – Salaries &amp; Wages</b>								
<b>Personnel Benefits:</b>		<b>FICA</b>						
		<b>Pensions/Retirement</b>						
		<b>Industrial Insurance</b>						
		<b>Health/Dental</b>						
		<b>Unemployment Compensation</b>						
<b>Subtotal- Personnel Benefits</b>								
<b>TOTAL PERSONNEL COSTS (Salaries &amp; Benefits)</b>								

