



Request for Qualification (RFQ): Seattle Preschool Program

School Year 2021-22

REQUEST FOR QUALIFICATION TIMELINE

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

*Dates/locations subject to change; Exact dates/times/locations for RFQ information sessions and technical assistance workshops to be listed on DEEL's website: <http://www.seattle.gov/education/for-providers/funding-opportunities>

INTRODUCTION

The Department of Education and Early Learning (DEEL) is notifying organizations, early learning providers, and any other entities providing services described in the this Request For Qualification of a funding opportunity through the City of Seattle 2018 Families, Education, Preschool and Promise (FEPP) Levy. The FEPP Levy aims to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students.

The Seattle Preschool Program (SPP) launched in the 2015-16 school year with the goal of providing accessible, high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement. The first four years of SPP were designed to be a demonstration phase, wherein the City would establish sustainable practices to achieve its goal of eliminating race-based disproportionalities in kindergarten readiness.

Purpose

The purpose of the Seattle Preschool Program RFQ is to solicit applications to identify qualified early learning providers in Seattle of the opportunity to join the SPP, funded by the FEPP Levy.

DEEL has approximately \$1,494,381 available for the 2021-22 school year to contract for approximately 6 new SPP classrooms for the 2021-22 school year. These new classrooms will include a combination of classrooms identified through this RFQ, expansion of existing SPP providers, and direct contracting with eligible entities. This RFQ is intended for center-based programs. Family Child Care (FCC) programs participate in SPP through a separate FCC-HUB model.

Contracting will begin in July 2021 with preschool classes to start in September 2021. To be considered for funding, eligible applicants are invited to submit an RFQ application by January 7, 2021. DEEL reserves the right to re-release this RFQ throughout the FEPP Levy period.



Overview of RFQ process

There are two steps to becoming an SPP provider that are further outlined below under the RFQ Roster Design section.

First, applicants must submit an RFQ application to demonstrate how they meet the qualifications for becoming an SPP provider. Successful applicants will be placed on an SPP Roster to be considered for selection as a provider for the 2021-22 school year.

Second, DEEL will select providers from the SPP Roster according to the criteria outlined in the RFQ Roster Design section.

There is no guarantee of work or funding associated with this RFQ opportunity.

INVESTMENT GOALS AND OVERVIEW

Commitment to Funding Seattle Preschool Program

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

The overarching goal of FEPP investments in Early Learning is to ensure that *Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten*. To accomplish this, DEEL has committed to:

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

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

- **Preschool Services.** Preschool providers are eligible to receive funds to deliver preschool services.
- **The City will expand the number of preschool slots each program year, with a goal to serve approximately 2,500 children by the 2025-26 school year.**
 - There are three types of preschool providers in SPP: (1) Seattle Public Schools (the District), (2) community-based organizations (CBOs), and (3) licensed family child care providers (FCCs), who contract with DEEL through administrative Hubs.
- **Tuition Assistance.** Families of eligible children will have access to tuition assistance for SPP.
 - Families with household income up to 350% of federal poverty may participate in SPP free of charge. In 2020, 350% is \$90,000 for a family of four.
 - There is a sliding scale for tuition for families above 350% of federal poverty (see Appendix B).

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



SPP is designed to benefit:

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

Scope of Work

Early learning providers responding to this RFQ would need to meet SPP programmatic and participation requirements as reflected below. DEEL has structures and resources in place to support providers to meet requirements, if necessary. More detailed descriptions on program participation are found in Appendices A

Program Requirements	
Classroom size	20 or fewer children per classroom
Teacher to student ratio	Maximum 1 teacher per 10 students (1:10)
Service hours	6 hours per day, 180 days per year
Curriculum	Creative Curriculum or HighScope
Classroom Teacher Requirements	Each classroom must at a minimum have 1 lead teacher and 1 assistant teacher
Required Teacher Qualifications	<p>Lead Teacher:* Bachelor’s degree (BA) in Early Childhood Education or bachelor’s with 30 ECE credits</p> <p>Assistant Teacher:* Associate’s degree in Early Childhood Education or other associate’s degree with 20 ECE credits</p> <p><i>*Education degree and ECE credits in ECE must be verified as “approved” in MERIT. Teachers who do not meet these</i></p>

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

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

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



Program Requirements	
	<i>requirements will have up to four years to meet them. College tuition assistance may be available through DEEL.</i>
Required Family Support Worker Qualifications	Associate or higher degree with the equivalent of 30 college quarter credits in related (human services/social work) as “approved” in MERIT.
Family Support	SPP providers are required to provide direct support to the families served at the agency to improve child outcomes.

Provider Participation Requirements	
Coaching	SPP providers are required to participate in DEEL-provided instructional coaching that supports directors and teachers in the classroom.
Professional Development	SPP providers are required to participate in DEEL-provided professional development and training in Curriculum, Assessments, and Best Practices.
Directors’ Meetings	Site Directors are expected to attend and actively engage in monthly meetings and/or professional learning communities.
Evaluation	DEEL contracts with a third-party evaluator to measure programmatic growth and child-level outcomes over time. All SPP program are required to participate in this on-going evaluation.
Other Contractual Requirements	SPP contracts are issued yearly and are subject to modifications each year. Contracts will include more specific requirements including, but not limited to data collection and submission, screenings and assessments, attendance, etc.

RFQ ROSTER DESIGN

PLEASE NOTE: There is no guarantee of work or funding associated with this RFQ opportunity.

Successful RFQ applicants will be placed on the DEEL SPP Roster. Inclusion on the roster does not guarantee funding or a contract with the agency but will permit DEEL to select the agency to provide preschool services according to additional criteria listed below. Other key elements of the SPP Roster include:

- No specific contract award has been prescribed. The contract award amount will be based on a mutual determination between the service provider and DEEL in accordance with the slot rates and other funding amounts determined for the school year in which the provider will be providing SPP services.
- Providers selected from the SPP Roster will enter into contract for the period of July 1, 2021 through June 30, 2022.



- Providers selected from the SPP Roster will be expected to provide preschool classes beginning in September 2021.

Eligibility

DEEL is looking for service agencies and/or individuals who, at a minimum:

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

AND

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

SPP Roster Duration

- Applicants accepted to the RFQ roster are approved for a two-year period.

Criteria to be selected from the SPP Roster

Once an agency/provider is deemed eligible for the SPP Roster, DEEL will use the following criteria to select applicants to implement SPP:

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

This is not meant to be an exhaustive list of criteria. DEEL reserves the right to add criteria as needed to meet the ongoing needs and priorities of the City. DEEL will communicate to providers on the SPP Roster additional information about how the criteria will be used to prioritize selection before selection occurs.

Roster Removal

DEEL reserves the right to remove agencies. Reasons for removal may include actions or behavior that could be harmful to students, schools, or the community. This includes, but is not limited to, the following actions:

- Inappropriate behavior or language in preschool settings
- Behavior that violates site rules
- Unlawful activities
- Unsatisfactory evaluation

EVALUATION CRITERIA

Applications will be assessed by a review panel. The following criteria in *Table 1* will be used when evaluating this RFQ. **Applications must score a minimum of 70 points to be placed on the SPP Roster.**



The review panel will use written materials provided in the applications as a basis for assessment, but also may elect to conduct interviews or site visits to gather further information or clarify questions.

Table 1:

RFQ Rating Criteria	Points
<p>1. Program Overview</p> <ul style="list-style-type: none"> A. Clear description of program including mission, vision, and values B. Description of how the program currently meets SPP requirements or a clear plan for how the program intends to meet the SPP requirements 	5
<p>2. Experience and Demonstrated Ability</p> <ul style="list-style-type: none"> A. Demonstrates experience working with 3- and 4-year-old children and their families for 2 or more years B. Demonstrates regular use of child-level assessments and data to support optimal child development and learning C. Demonstrates a strong approach to supporting and engaging families D. Demonstrates the ability to meet the needs of all children (children experiencing homelessness, children with IEPS, etc.) 	35
<p>3. Organizational and Administrative Capacity</p> <ul style="list-style-type: none"> A. Has a proven track record of managing funds with dedicated finance personnel and financial systems in place B. Has adequate organizational staffing to support program C. Demonstrates ability to adequately recruit, hire and retain qualified staff at all levels of the organization 	25
<p>4. Cultural Competency and Responsiveness</p> <ul style="list-style-type: none"> A. Proven track record providing culturally and linguistically relevant services to diverse populations, including dual language programming B. Demonstrates an understanding of cultural competence and describes how it is incorporated into the program and service delivery C. Demonstrates the ability to provide culturally responsive services within diverse communities 	25
<p>5. Planning for Challenges</p> <ul style="list-style-type: none"> A. Applicant acknowledges possible challenges to implementing the program and exhibits forethought and planning to overcome challenges 	10
<p>Maximum points</p>	100



SUBMITTING AN APPLICATION

Tips for Success

- Participate in at least one informational session
- Refer to the Frequently Asked Questions (FAQ) sheet for this RFQ (accessible via DEEL website)
- Contact deelfunding@seattle.gov with questions well in advance of the deadline.

INSTRUCTIONS TO APPLICANTS

Response Guidelines:

Responses to each of the attachments below must follow the page limits identified in the instructions for each attachment.

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

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

Submission:

DEEL's office is currently closed to the public because of COVID-19 restrictions. All applications for the SY21-22 should be submitted electronically. If an applicant cannot submit their application electronically, please contact Deelfunding@seattle.gov by January 6 to make arrangements for a manual delivery.

Email complete applications to: Deelfunding@seattle.gov

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

[Organization Name] – Seattle Preschool Program RFQ

Example: ABC Organization – Seattle Preschool Program RFQ

Questions:

Please direct submission process questions to deelfunding@seattle.gov and include "Question_ Seattle Preschool Program RFQ" in the subject line.

RFQ APPEAL PROCESS

Applicants may submit a written appeal to the DEEL Director within four (4) business days from the date of the written notification. This is defined as four (4) full business days beyond the notification date.



Appeals should be emailed to deelfunding@seattle.gov. Deliveries by hand or fax are acceptable only if applicant is unable to submit by email.

The Administrative Lead for the funding opportunity is responsible for tracking receipt of appeals. DEEL is not responsible for assuring that an appeal is received within the appeals deadline.

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

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

ATTACHMENT 1: Cover Sheet

Seattle Preschool Program: *Seattle Preschool Program RFQ*

Agency Information:

Agency name:	
Agency address:	

Agency Service Background:

Brief agency overview	
Description of services	

Agency's Contact Information:

Name:	
Day/Work phone:	
Email address:	

Secondary Staff Member's Contact Information:

Name:	
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Title:	
Day/Work phone:	
Email address:	

ATTACHMENT 2: Application Narrative

The application narrative serves three key purposes:

1. To provide applicants an opportunity to share an overview of their unique profile and candidacy for achieving the FEPP Levy goals.
2. To help reviewers understand the applicant’s unique experience, expertise and capacity to deliver effective Seattle Preschool Program and supports.
3. To help determine the applicant’s readiness to participate in the funding process and ultimately implement gap closing strategies in collaboration with DEEL.

Directions

- The application narrative should describe your services, be approximately no more than 10 pages, single- or double-spaced on 8 ½” x 11” paper, typed or word-processed, size twelve (12) font with 1-inch margins, page-numbered, single- or double-sided and stapled with all other attachments.
- Be specific in your responses and respond only to the required components.
- Suggested page limits are provided for each with a brief description.
- Do not rewrite questions. Clearly label each section utilizing the headings below.

1. Program Overview

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

2. Experience and Demonstrated Ability

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



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

3. Organizational and Administrative Capacity

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

4. Cultural Competency and Responsiveness

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

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

5. Planning for Challenges

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

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



ATTACHMENT 3: Site Information

Please complete one form for each site.

Site Information

Site Name	
Site Address	
City and Zip Code	
Site Phone Number	

Staff Information

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

Extended Day Information

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



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

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

ATTACHMENT 4: Classroom Information

Complete one form for each classroom

General Information

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

Classroom Staff Information

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

Curriculum and Training Information

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

ATTACHMENT 5: Labor Harmony

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

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

Yes No

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

ATTACHMENT 6: COVID-19 Addendum

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

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



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

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

ATTACHMENT 7: Dual Language

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



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

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

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

List of teachers and their languages:	
List the dual language professional development, education, and/or training (e.g. <i>Soy Bilingüe</i> seminars) of the teachers above:	
List all staff and their role(s) on site that speak a language other than English:	
Description of Staffing Plan:	

Environment: Classroom environments should reflect the languages and cultures of the students and make ties to the language plan. Examples include visual cues, labeling/labels, materials, music, and books in the languages of the children and incorporated in the lesson.

Describe the dual language classroom environment:	
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Leadership and Sustainability: Implementing a quality dual language program requires commitment from leadership to provide staff with additional time to plan, resources, feedback, and supervision to run effective dual language instruction.



Name(s) of agency director(s):	
List of dual language professional development, education, and/or training (e.g. <i>Soy Bilingue</i> seminars) of the directors:	
Describe the agency's commitment to dual language:	

Family Engagement: Family engagement is associated with higher student grades, higher achievement, higher language proficiency, better social skills, and higher graduation rates and enrollment in postsecondary education (Ferguson, 2008; Henderson & Mapp, 2002; Lindholm-Leary, 2015). For dual language programs, effective family engagement strategies must consider the cultural and linguistic diversity of families to ensure equal access to and meaningful participation in home–school collaboration activities.

Describe the agency's family engagement plan regarding dual language:	
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APPENDIX A: SPP Additional Requirements

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



APPENDIX B: SPP Sliding Scale Tuition



SEATTLE PRESCHOOL PROGRAM

2020-21 Tuition Sliding Fee Scale
Annual School Year Tuition- not reflective of 50% discount

HH Size => Gross Income	2	3	4	5	6	7	8
\$60,000	Free	Free	Free	Free	Free	Free	Free
\$65,000	\$1,571	Free	Free	Free	Free	Free	Free
\$70,000	\$2,244	Free	Free	Free	Free	Free	Free
\$75,000	\$2,917	Free	Free	Free	Free	Free	Free
\$80,000	\$3,590	\$1,234	Free	Free	Free	Free	Free
\$85,000	\$4,264	\$1,907	Free	Free	Free	Free	Free
\$90,000	\$5,273	\$2,244	Free	Free	Free	Free	Free
\$95,000	\$5,947	\$2,917	\$898	Free	Free	Free	Free
\$100,000	\$6,620	\$3,590	\$1,571	Free	Free	Free	Free
\$105,000	\$7,293	\$4,264	\$1,907	Free	Free	Free	Free
\$110,000	\$8,303	\$4,600	\$2,581	\$898	Free	Free	Free
\$115,000	\$8,976	\$5,273	\$2,917	\$1,234	Free	Free	Free
\$120,000	\$9,649	\$5,947	\$3,590	\$1,907	Free	Free	Free
\$125,000	\$10,322	\$6,620	\$3,927	\$2,244	\$898	Free	Free
\$130,000	\$10,659	\$7,293	\$4,600	\$2,581	\$1,234	Free	Free
\$135,000	\$10,659	\$7,630	\$4,937	\$2,917	\$1,571	Free	Free
\$140,000	\$10,659	\$8,303	\$5,610	\$3,590	\$1,907	\$898	Free
\$145,000	\$10,659	\$8,976	\$5,947	\$3,927	\$2,244	\$1,234	Free
\$150,000	\$10,659	\$9,649	\$6,620	\$4,264	\$2,581	\$1,571	Free
\$155,000	\$10,659	\$9,986	\$6,956	\$4,600	\$2,917	\$1,907	\$898
\$160,000	\$10,659	\$10,659	\$7,293	\$5,273	\$3,590	\$2,244	\$898
\$165,000	\$10,659	\$10,659	\$7,966	\$5,610	\$3,927	\$2,581	\$1,234
\$170,000	\$10,659	\$10,659	\$8,303	\$5,947	\$4,264	\$2,581	\$1,571
\$175,000	\$10,659	\$10,659	\$8,976	\$6,283	\$4,600	\$2,917	\$1,907
\$180,000	\$10,659	\$10,659	\$9,313	\$6,956	\$4,937	\$3,254	\$2,244
\$185,000	\$10,659	\$10,659	\$9,986	\$7,293	\$5,273	\$3,590	\$2,581
\$190,000	\$10,659	\$10,659	\$10,322	\$7,630	\$5,610	\$3,927	\$2,917
\$195,000	\$10,659	\$10,659	\$10,659	\$7,966	\$5,947	\$4,264	\$2,917
\$200,000	\$10,659	\$10,659	\$10,659	\$8,639	\$6,283	\$4,600	\$3,254
\$205,000	\$10,659	\$10,659	\$10,659	\$8,976	\$6,620	\$4,937	\$3,590
\$210,000	\$10,659	\$10,659	\$10,659	\$9,313	\$6,956	\$5,273	\$3,927
\$215,000	\$10,659	\$10,659	\$10,659	\$9,649	\$7,630	\$5,610	\$4,264
\$220,000	\$10,659	\$10,659	\$10,659	\$10,322	\$7,966	\$5,947	\$4,600
\$225,000	\$10,659	\$10,659	\$10,659	\$10,659	\$8,303	\$6,283	\$4,937
\$230,000	\$10,659	\$10,659	\$10,659	\$10,659	\$8,639	\$6,620	\$5,273
\$235,000	\$10,659	\$10,659	\$10,659	\$10,659	\$8,976	\$6,956	\$5,273



\$240,000	\$10,659	\$10,659	\$10,659	\$10,659	\$9,313	\$7,293	\$5,610
\$245,000	\$10,659	\$10,659	\$10,659	\$10,659	\$9,649	\$7,630	\$5,947
\$250,000	\$10,659	\$10,659	\$10,659	\$10,659	\$9,986	\$7,966	\$6,283
\$255,000	\$10,659	\$10,659	\$10,659	\$10,659	\$10,322	\$8,303	\$6,620
\$260,000	\$10,659	\$10,659	\$10,659	\$10,659	\$10,659	\$8,639	\$6,956
\$265,000	\$10,659	\$10,659	\$10,659	\$10,659	\$10,659	\$8,976	\$7,293
\$270,000	\$10,659	\$10,659	\$10,659	\$10,659	\$10,659	\$9,313	\$7,630
\$275,000	\$10,659	\$10,659	\$10,659	\$10,659	\$10,659	\$9,649	\$7,630

APPENDIX C: 2019-20 SPP Payment Model (subject to change for 2021-22)

SEATTLE PRESCHOOL PROGRAM
2021-22 Provider Payment Rates

Slot Payment Type	Amount Per Slot
Regular SPP Slot	\$11,220
SPP-Head Start Slot1	\$6,000
SPP-ECEAP Part Day Slot1	\$6,500
SPP-ECEAP Full Day Slot1	\$3,500
Small Class Size Adjustment2	\$3,500

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

Family Support Type	Small	Medium	Large
Family Support-Regular6	\$30,000	\$23,000	23,000
Family Support-Blended6	\$12,000	\$9,000	9,000

Notes

1. **ECEAP/Head Start Slots.** SPP funds are not meant to replace existing Head Start or ECEAP program funds; they are additional funds for the purpose of meeting SPP requirements and activities.
2. The **Small Class Size Adjustment** is awarded to classrooms whose license capacity is less than or equal to 16. Classroom capacity will be verified by the limit listed on the provider's license. SPP pays \$3,500 for each "virtual" slot beyond the classroom license limit (up to 20 total actual and virtual slots). For example, a classroom with a license limit of 15 is eligible to receive 5 "virtual" slots for a total of \$15,000.

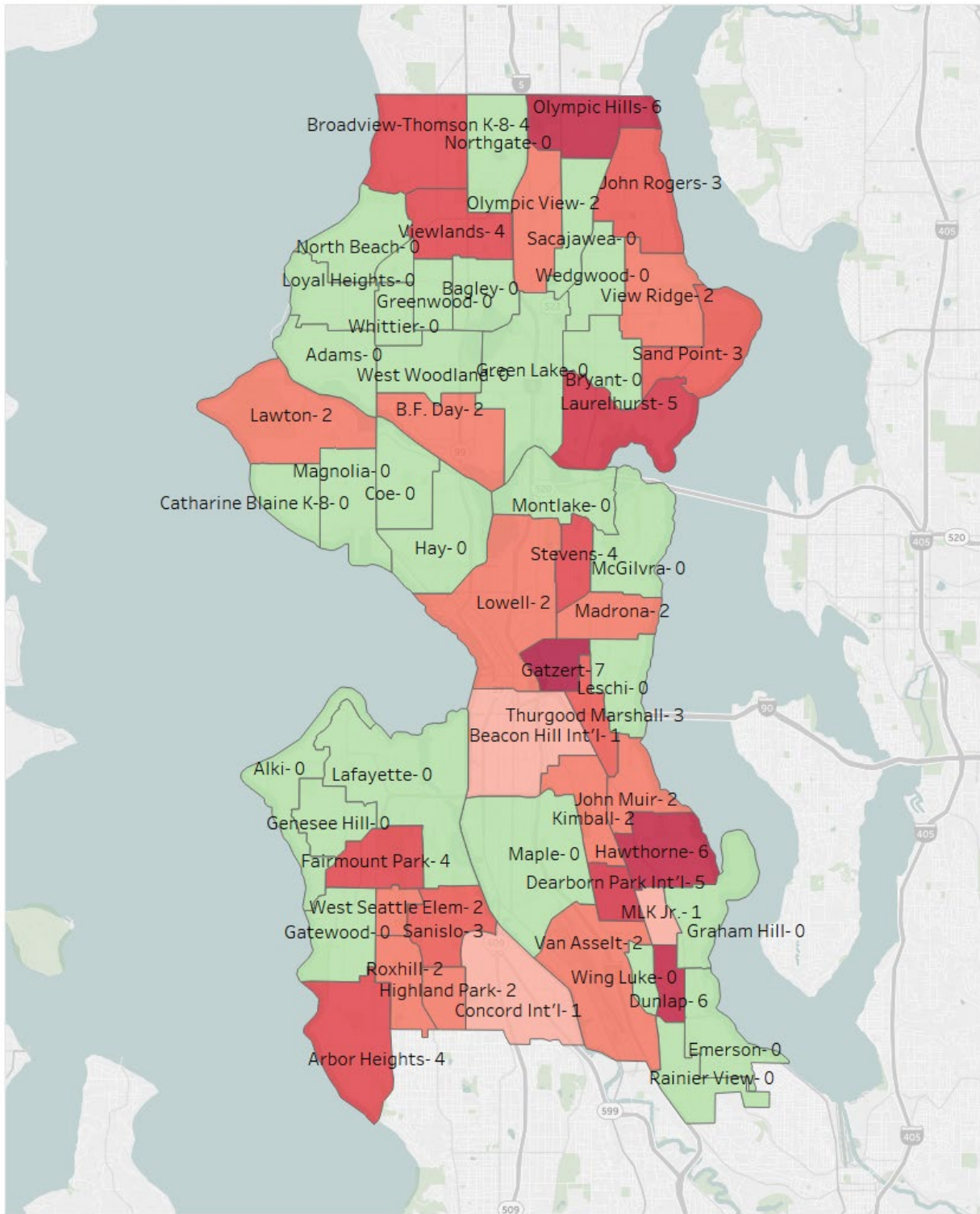


3. The **Lead Teacher Pay Enhancement** awards providers extra funds for those Lead Teachers who either meet or exceed SPP's education requirements. This amount shall be used to meet SPP's minimum wage requirements.
4. The **SPP Plus Model Adjustment** is awarded to classrooms participating in SPP Plus and have a Special Education contract with Seattle Public Schools for the provision of IDEA Part B services in the classroom.
5. Each classroom is eligible to receive **Classroom Funds** - either as an annual maintenance OR a as a startup amount. New classrooms that previously operated as a preschool classroom before joining SPP or Pathway are eligible for the "Conversion" amount. New classrooms that did NOT previously operate as a preschool are eligible for the "New" amount.
6. The **Family Support Model** is awarded based on classroom type and number of classrooms.



APPENDIX D: SPP Classroom Locations by elementary school zone

Non-FCC SPP Classroom Count





APPENDIX: Benefits and Resources Available

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

DEEL COACHING

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

1

Curriculum Instruction

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

2

Coaching

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

3

Assessment

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

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

4

Training

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

- Director's instructional leadership series
- In-service training
- SEEC Institutes
 - fall Pre-Service
 - winter data institute
 - spring "Children Race and Racism"



- Professional Learning Communities (PLCs)

PUBLIC HEALTH SEATTLE KING COUNTY

Child Care Health Program Description

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

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

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

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

Behavior Consultation

- Conduct child observations and work in collaboration with agency, family, and DEEL coach to develop individual plan for child.
- Implement or assist agency staff to implement Individual child plan.



- Provide additional services.
- Support agencies and families in navigating the Birth to Three or Child Find system as needed.
- Support families and providers in accessing behavioral and health systems as needed.

Health and Safety Nurse Consultations

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

Nutrition Consultation

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

SPP Provider Facilities Fund

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

How can this support my work?

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

Eligible activities include:

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

Who is eligible to apply?

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

What will I be asked to include in the application?

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

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



How do I learn more and apply for funds?

DEEL anticipates that the Request for Investment (RFI) for the SPP Provider Facilities Fund will be released in Spring 2021. All updated information will be posted here:

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

APPENDIXF: City Contracting Requirements

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

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