



Request for Qualification: Comprehensive Supports for Early Learning

School Years 2021-22 through 2025-26

REQUEST FOR QUALIFICATION APPLICATION TIMELINE

EVENT	DATE/LOCATION*
Phase 1: Request for Qualification*	
Request for Qualifications (RFQ) application issued	January 31, 2022
Responses Deadline	April 4, 2022, for the 22-23 School Year
Phase 2: Evaluation*	
Applications Review and Interviews	April 11, 2022 – April 22, 2022
Notifications issued to applicants	April 28, 2022

*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, consultants, specialists, and any other entities providing services described in this RFQ 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. Around the same time, DEEL also created the Pathway program with the mission to support providers transitioning to SPP by providing additional supports needed to meet SPP quality standards.

Purpose

The purpose of the Comprehensive Supports RFQ is to solicit applications to identify qualified organizations and individuals to provide *time-limited, teacher-focused, classroom-level services* to early learning educators participating in SPP and SPP Pathway. Identified organizations and individuals will work with preschool teachers who need additional and intensive coaching and/or support and have already utilized their agency’s resources, DEEL’s coaches, and Public Health Seattle King County’s (PHSKC) mental health consultants.¹ These services are intended to build the capacity and skills of preschool educators working with a small number of children **not** on an Individualized Education Plan (IEP), but who need intensive strategies inclusive of, but not limited to, behavioral, developmental, and/or connected to family/childhood trauma.

¹ See Appendix A for full description of DEEL and PHSKC resources.



DEEL has approximately \$400,000 available annually to contract with selected applicants from this RFQ. Services will begin in 2022. To be considered for funding, eligible applicants are invited to submit an RFQ application by the date listed in the table above. DEEL reserves the right to re-release this RFQ throughout the FEPP Levy period. Executed contracts will have evaluation and performance expectations.

INVESTMENT GOALS AND OVERVIEW

One of the overarching goals of Comprehensive Support investments within the 2018 Families, Education, Preschool and Promise (FEPP) Levy is to eliminate barriers for early learning educators to support all children in the classroom.

As DEEL continues to work towards a universal preschool program model, it must also ensure that any child can fully participate in the program. Educators and classrooms have seen a rise in children attending preschool who require additional supports. Investing in comprehensive early childhood education is a powerful, cost-effective way to mitigate negative consequences on child development and adult opportunity. FEPP Comprehensive Support investments will provide educator-focused services to support children's participation and success in classrooms.

Currently, SPP and SPP Pathway educators receive coaching from DEEL staff and consultation from PHSKC on a regular basis. DEEL staff and the PHSKC consultants do not have the capacity to stay in preschool classrooms for an extended period (e.g. daily for several weeks) to help the educator improve their instructional strategies and effectiveness in supporting all children. Organizations and individuals responding to this RFQ would need to be available to work with the educator for a prescribed, but intensive amount of time.

Scope of Services

Respondents to this RFQ should be able to provide services for educators across one or multiple areas listed below:

- Behavioral supports
- Developmental supports
- Trauma-informed practice
- Social-emotional instruction

Respondents to this RFQ should be able to support educators through intensive regular coaching, modeling, and providing guidance on how to deliver strategies that positively influence one or more of the following outcomes:

- Increase a preschool educator's understanding of classroom modifications, inclusive practice(s), positive response(s), and/or family communication
- Develop specialty strategies to improve children's problem-solving skills, aid in reducing harmful behaviors, and/or attribute to social-emotional growth
- Leverage existing resources to build upon and improve classroom and student outcomes
- Interrupt inequitable practices to create positive and inclusive interactions and classroom environments for all children
- Support building educator, family, and child relationships
- Create and model social-emotional instruction (e.g. dedicate time to create social stories, visuals, and/or tools with preschool teacher and model its use)



Respondents to this RFQ should not give direct student services or therapies, diagnosis for children regarding special education referrals, or family case management.

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 Comprehensive Supports Roster. Inclusion on the roster does not guarantee work or funding to the agency but will permit DEEL to directly contract with the agency to provide prescribed classroom-based supports to SPP agencies. Other key elements of the Comprehensive Support Roster include:

- Service providers selected through the RFQ process will be put on a DEEL-approved list for SPP and SPP Pathway educators to choose from in coordination with DEEL
- After the service provider is matched with a preschool agency, the service provider will develop a proposed scope of work, schedule, and fee based on the preschool agency's approved needs. The service provider will submit the proposal to DEEL's program manager for approval. Upon approval of the proposal, DEEL will issue a Letter of Authorization (LOA) to the service provider to perform the work against the on-call contract. Projects may require less time depending on the scope of the application. The City is not responsible for payment for any work outside the LOAs. Future work that is agreed upon between the service provider and the preschool agency will be contracted separately, either directly between the agency and service provider or through another approved DEEL process.
- No specific contract award has been prescribed. The contract award amount will be based on a mutual determination between the service provider, the preschool agency, and DEEL for the designated service with funding caps
- Service providers on the RFQ roster will be required to collaborate with SPP and/or SPP Pathway providers, DEEL coaches, and PHSKC mental health consultants depending on the needs of the child

Eligibility

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

- Have at least two (2) years of experience in working with teachers and children in the area of work listed on page 2, "Scope of Services" OR the equivalent demonstrated by at least two references from others who have utilized similar services from your organization.
- Ability to provide service in Seattle city limits.
- Meet City contracting requirements (see Appendix B for details).

Roster Duration

Applicants that are on the roster will stay on the roster for the duration of the FEPP levy which expires in 2026.

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 early learning settings (including B-3, FCCs, etc.)



- 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. Any application that scores less than seven (5) out of 15 possible points will not be considered. Strong applications should receive between 10-15 points.

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.

Decisions will be determined by RFQ scores, funding availability, and balance of consultant competencies/expertise.

Table 1:

RFQ Rating Criteria	Y (1)	N (0)
1. Description of Services		
A. Shows a realistic and comprehensive understanding for the service(s) needed, demonstrating an ability to meet the student’s needs.		
B. Services provided are responsive to student, educator, and classroom needs.		
C. Project supports student and family needs as described in the application.		
2. Experience and Demonstrated Ability		
A. Has experience working in early learning environments.		
B. Has demonstrated organizational capacity in the delivery of effective early learning services.		
C. Utilizes community partnerships effectively to address the needs of children e.g. School District, Head Start, ECEAP, Private Preschool Programs.		
D. Has experience with mental health, trauma, and inclusion.		
E. Has experience and history in demonstrating results in providing the desired types of services.		
3. Organizational and Administrative Capacity		
A. Staffing demonstrates capacity to carry out services listed in the application narrative.		
4. Cultural Competency and Responsiveness		



A. Culturally accessible - Demonstrates ability to support ethnically, culturally, and linguistically diverse populations.		
B. Culturally responsive – Demonstrated ability to use cultural intelligence, funds of knowledge, prior experiences, frames of reference and styles.		
C. Culturally relevant – Demonstrate that all levels of programming and the organization—including policies, partnerships (strategic and community-based), governance, decision making, staffing (paid and voluntary) and service methodology—are reflective and cognizant of ethnically diverse children.		
5. Planning for Challenges		
A. Applicant acknowledges possible challenges to implementing the service(s).		
B. Exhibits alternative plans to overcome challenges.		
C. Demonstrates capacity to provide services virtually, when necessary.		
Maximum points	15	

INSTRUCTIONS TO APPLICANTS

Response Guidelines:

Responses to each of the attachments below must follow the page limits identified in the instructions for each attachment. All narrative responses must be on 8½” X 11” paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, with all attachments stapled together.

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

- Attachment 1: Cover Sheet
- Attachment 2: Application Narrative
- Attachment 3: Work Sample
- Attachment 4: Interview Availability
- Attachment 5: COVID-19 Addendum

Submission:

Applications may be submitted electronically. Complete applications (including attachments) must be received by March 1, 2022.

Electronic submissions

Deliver to: Education@seattle.gov



- Please use the following naming convention in the subject line of your email and for the electronic files attached:
[Organization Name] – Comprehensive Support RFQ
Example: ABC Organization – Comprehensive Support RFQ
- If you are unable to submit electronically, please contact
 - Luis Briseno at 206-735-9306

Questions:

Please direct submission process questions to education@seattle.gov and include “Question_ Comprehensive Support RFQ” in the subject line.

RFQ APPEAL PROCESS

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

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

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

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



ATTACHMENT 1: Cover Sheet

Comprehensive Support Investment: *Comprehensive Support RFQ*

Agency Information:

Agency name:	
Agency address:	

Agency Service Background:

<p>Brief agency overview. Include your agency’s mission and core values, as well as experience in early learning fields.</p>	
<p>Description of services. Describe services you provide for:</p> <ul style="list-style-type: none"> • children • families • educators <p>Include the current goals/outcomes for the children served by your agency.</p>	
<p>Capacity for provision of services - staffing. How many hours of services can you provide each month with your current staffing? Will you be able to expand your capacity if needed?</p>	
<p>Capacity for provision of services – virtual supports. Describe your plan for delivering services remotely if in-person services are not possible.</p>	



Agency's Contact Information:

Name:	
Day/Work phone:	
Email address:	

Secondary Staff Member's Contact Information:

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



ATTACHMENT 2: Application Narrative

*Responses to the Narrative are to be no more than **2 pages** (8½" x 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided and stapled with all other attachments.*

The application narrative serves three key purposes to:

1. Help reviewers understand the applicant's unique strengths, successes, and challenges.
2. Demonstrate that the applicant can adequately provide one or more of the services listed on page 2.
3. Determine a service provider's readiness to participate in the funding process and ultimately implement strategies in collaboration with DEEL, PHSKC, SPP and SPP Pathway providers.

In the narrative, you must address the following questions:

- What are the unique qualities of your services that should be considered? What should be known about your staff that reflects a willingness and capacity for working on creating an inclusive classroom for all children?
- Describe your experience working with children and families who experienced trauma and/or whose mental health have been affected.
- What is a specific example of when you have used data to diagnose student needs, developed and implemented an intervention strategy, and monitored progress? Include a description of results achieved.
- What is a specific example of when you have had to make course corrections in implementing your services? Describe how you came to the decision that a change was needed and what results were achieved after the course correction.
- How does your organization provide culturally responsive services? How does your organization demonstrate cultural competence in your policies, partnerships, staffing, and decision-making?
- How have you partnered with other organizations (e.g., preschool educators or Public Health) in providing services to address children's needs?



ATTACHMENT 3: Work Sample

Work Sample. Applicants must submit a work sample that is representative of the services they provide. It should indicate, at minimum, major tasks, activities, and objectives of services. Examples include project plan, support/intervention plan, curriculum module, and/or lesson plan.

ATTACHMENT 4: Interview Availability

Applicants must be available for either a phone or video conference. DEEL will schedule a time with the applicants. Interview panel members may include DEEL staff, City staff, institutional partners, and community partners.



ATTACHMENT 5: COVID-19 Addendum

The extent and duration of COVID-19 outbreak remain 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 to their program/service 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 public health guidelines place limits on social interactions and/or gathering places like schools and community centers during the duration of the FEPP levy which expires in 2026, what aspects of your program/service proposal do you anticipate may be impacted? Please check all that may apply.

- Programming site/facility
- Schedule (e.g. start/end dates, frequency)
- Delivery of services/programming activities
- Classrooms served
- Staffing
- Partnerships

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 school closures or the inability to provide direct, in-person services to identified classrooms.



APPENDIX A: Resources Available

Services in this RFQ 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 educators 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 educators' 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 educator, director, site supervisor, and preschool program. Using this approach, the coach draws upon and models diverse tools and strategies, including differentiated instruction and the ability to apply strength-based intervention strategies and supports. This tailored approach means that there is no fixed time frame or specific dosage for each participating classroom. Coaching activities focus on the person being coached, teacher-student interactions, collaborative partnerships, family engagement, and learning environments.

3

Assessment

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

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

4

Training

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

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



PUBLIC HEALTH SEATTLE KING COUNTY

Child Care Health Program Description

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

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

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

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

Behavior Consultation

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



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

Health and Safety Nurse Consultations

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

Nutrition Consultation

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



APPENDIX B: City Contracting Requirements

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

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