

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



Request For Qualifications (RFQ)  
Information Session  
Thursday, December 15, 2022

Investment Area	Preschool
Investment Type	Seattle Preschool Program
Funding Start Date	School year 2023-4
Funding Process	Request for Qualifications
Eligible Applicants	Early Learning Providers



# Information Session Agenda

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





# FEPP Levy Investments

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





# Overall Goal & Outcome

*Closing gaps, leading with race*

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

# 2018 FEPP Levy Investment Areas

Preschool and  
Early Learning

K-12 School &  
Community

K-12 School  
Health

Seattle Promise

# Preschool and Early Learning Investment

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

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

# SPP Context

DEEL has approximately \$2 million in funding beginning in the 2023-24 school year that will award up to 6 new classrooms.

These new classrooms will include a combination of:

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

# SPP Context

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

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

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



# SPP Program

## SCOPE OF WORK (pages 3-4)

- Classroom size up to 20 children
- 1:10 teacher to student ratio (1 lead and 1 assistant)
  - Lead Teacher qualifications: BA in ECE or BA with 30 ECE credits
  - Assistant Teacher qualifications: AA in ECE or AA with 20 ECE credits
- 6 hours per day, 180 days per year
- Creative Curriculum or High Scope
- Family Support Worker and Family Support Services
- SPP Additional Requirements in **APPENDIX A** (page 11)



# SPP Program

## PROVIDER PARTICIPATION REQUIREMENTS (page 4)

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



# RFQ Overview & Process



# RFQ Overview & Process

## PURPOSE OF THIS RFQ

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



# RFQ Overview & Process

## OVERVIEW OF RFQ PROCESS (page 2)

### Two Steps to becoming an SPP provider

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



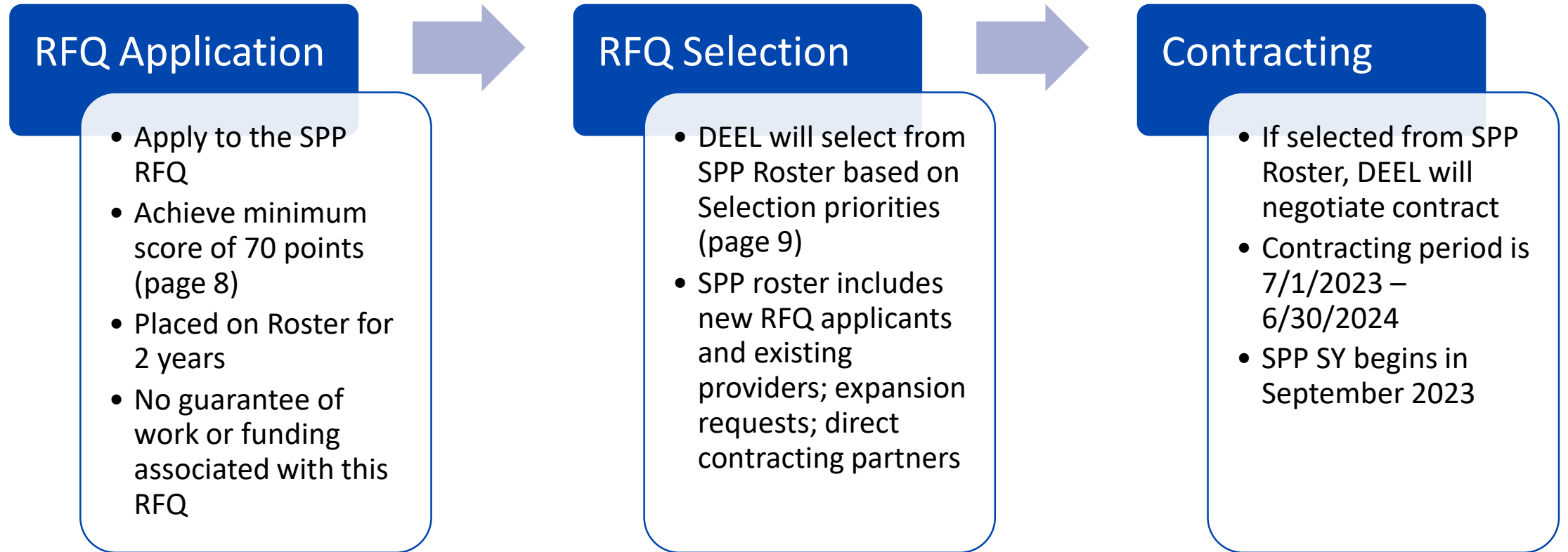
# RFQ Overview & Process

## SELECTION PRIORITIES (page 6)

- Geography
  - Is located in a geographical area of high demand (Located in areas of the city with no City-funded preschool or one non-income-restricted classroom that is fully enrolled, demonstrating demand.)
- Additional Services offered
  - Special education inclusion model
  - Dual Language programming
  - Services to children experiencing homelessness and/or children in foster/kinship care
- Community Need
  - Number of children furthest from educational justice being served by or living in the provider's elementary school attendance zone.



# RFQ Overview and Process



# SPP Roster Design

## ELIGIBILITY (page 5)

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

**AND**

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





# SPP Roster Design

## DURATION (page 5)

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

## REMOVAL

- DEEL reserves the right to remove agencies.
- Reasons for removal may include actions or behavior that could be harmful to students, schools, or the community.
- Examples include, but not limited to: Inappropriate behavior or language in school settings, behavior that violates school rules, unlawful activities, and/or lack of participation in SPP activities.
- Unsatisfactory evaluation
- Agency is subject to investigation or litigation without prompting disclosing to DEEL



# RFQ Timeline



# Timeline

EVENT	DATE/LOCATION*
Phase 1: Request for Qualification*	
Request for Qualifications (RFQ) Application Opens	December 7, 2022
Live RFQ Information Session (will be recorded)	5PM, Thursday, December 15, 2022
Deadline for Questions	5PM, Wednesday, January 11, 2023
Request for Qualification (RFQ) Application Due	5PM, Wednesday, January 18, 2023
Phase 2: Evaluation*	
Applications Review and Interviews	January 19 – March 7, 2023
Notifications issued to applicants	March 2023
Anticipated start of contract coordination	March 1, 2023
Contract Start Date	July 1, 2023



# RFQ Application



# Phase I: RFQ Application Submission

A complete RFQ submission will include:

## Application

Section 1: Cover Sheet

Section 2: Application Narrative

Section 3: Site Information

- fill out 1 per site that you are including in this application

Section 4: Classroom Information

- fill out 1 per classroom that you are including in this application

Section 5: Labor Harmony

Section 6: Dual Language

- fill out only if applicant offers dual language programming

## Copy of DCYF License

## EA Certificate

## Notification to SPS, if applicable



# Cover Sheet

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

Cover Sheet	
Seattle Preschool Program: <i>Seattle Preschool Program RFQ</i>	
<b>Agency Information</b>	
Agency name:	
Agency address:	
<b>Agency Service Background</b>	
Brief agency overview	
Description of services	
<b>Agency's Point of Contact Information</b>	
Name:	
Title:	
Day/Work phone:	
Email address:	
<b>Secondary Staff Member's Contact Information</b>	
Name:	
Title:	
Day/Work phone:	
Email address:	

# Application Narrative

## PURPOSE OF THE NARRATIVE

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

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

Experience and Demonstrated Ability
3. 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. <b>RESPONSE:</b>
4. How does your program measure child progress? <ol style="list-style-type: none"><li>a. What approaches do teachers use to inform their practice in supporting each child's individual development and learning? <b>RESPONSE:</b></li><li>b. What is your experience with using child-level assessments and gathering child-level data? What types of assessments have been used? <b>RESPONSE:</b></li><li>c. How do you communicate with families about their child's progress? How often and what format do you use? <b>RESPONSE:</b></li></ol>
5. Please describe your experience providing services to children who have specific needs including those with an individualized education program (IEP), are experiencing homelessness or other trauma, and/or who are from low-income backgrounds. <b>RESPONSE:</b>

# Application Narrative

## DIRECTIONS

### Formatting:

*No more than ten (10) pages*

*Single- or double-spaced on 8 ½" x 11" paper*

*(typed or word-processed)*

*Size eleven (11) font with 1-inch margins*

*Page-numbered*

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

Cultural Competency and Responsiveness
<p>13. 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.</p> <p><b>RESPONSE:</b></p> <p>a. Describe any specialized programming or approaches (e.g. dual language) you utilize to support culturally and linguistically diverse learners.</p> <p><b>RESPONSE:</b></p> <p>b. What successes and challenges have you experienced, or do you anticipate, in providing services to this population?</p> <p><b>RESPONSE:</b></p> <p>c. If your experience is limited, what steps will you take to provide culturally and linguistically responsive services?</p> <p><b>RESPONSE:</b></p>
<p>14. Please describe how you engage families in supporting their children's school readiness and social, emotional and cognitive development?</p> <p><b>RESPONSE:</b></p> <p>a. What is your approach to welcoming and engaging families? Please include a description of any family support and family engagement curriculum (if applicable).</p> <p><b>RESPONSE:</b></p> <p>b. How do you support families with Kindergarten transition?</p> <p><b>RESPONSE:</b></p>
<p>15. If your experience is limited, what steps will you take to provide culturally and linguistically responsive services? <i>*If applicant offers dual-language programming, please fill out the Dual Language Survey at the end of this application.</i></p>





# Site Information

- Fill out one table for **each site** you are applying for
- You can apply for multiple sites
- If only applying for one location, please delete the second table, rather than submitting a blank table
- Not scored

## Site Information

Please complete one table for each site. Blank tables have been offered for two different sites. Please delete the second table if it is not needed. If a third site is included in this application, please copy/paste this table within this application for your third location.

### Site #1:

Site Information	
Site Name	
Site Address	
City and Zip Code	
Site Phone Number	
Website URL	
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? Include the hours of operation and if you have capacity to serve all children during these extended hours.	
If extended day child care is available at this site, do you <i>require</i> families to participate, beyond the six-hour preschool day?	
If extended day child care is available, what does it cost? Please enter approximate cost and frequency of payment (for example, per "month," "day," or "hour").	
Do you accept childcare subsidies?	
If extended day child 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?	
<b>If yes to previous question</b> , please enter the name and type of provider (Center, Family Child Care, etc).	

# Classroom Information

- Fill out one table for **each classroom** you are applying for
- You can apply for multiple classrooms
- If only applying for one classroom, please delete the second table, rather than submitting a blank table
- Not scored

## Classroom Information

Please complete one table for each classroom. Blank tables have been offered for two different classrooms. Please delete the second table if it is not needed. If a third classroom is included in this application, please copy/paste this table within this application for your third classroom.

### Classroom #1:

General Information	
Site Name	
Classroom name	
What is the licensed capacity of this classroom?	
Is this classroom currently operating full-day programming (6 hours or more) or half-day programming (4 hours or fewer) per day?	
What are the expected hours of operation for the preschool programming?	
How many children are currently served in this classroom per session?	
Is this classroom currently fully enrolled? Is it typically fully enrolled?	
On average, how many adults are in this classroom at one time?	
Classroom Staff Information	
Who is the lead teacher in this classroom? How long has this person worked for this Agency?	
What is the highest level of education obtained by the lead teacher? Include highest degree, major and number of ECE credits.	
Does the lead teacher have a state teaching credential with a P-3 endorsement?	
Who is the assistant teacher in this classroom? How long has this person worked for this Agency?	
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	
What curriculum is used in this classroom?	
Is the lead teacher trained in this curriculum?	



# Labor Harmony

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

## 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 include that here.**



# Dual Language

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

## 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. **If dual language programming is not offered, do not complete this section.**

**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 Bilingüe</i> seminars) of the directors:	
Describe the agency's commitment to dual language:	

# RFQ Rating Criteria Process (page 8)

- An RFQ Panel will review all applications
- The narrative will be scored according the criteria
- Must score a minimum of 70 points to be included on the SPP Roster

RFQ Rating Criteria	Max points
Program Description & Demonstrated Ability	40
Organizational & Administrative Capacity	25
Cultural Competency & Responsiveness	25
Planning for Challenges	10



# Next Steps



# Next Steps

- Email complete applications to: [Deelfunding@seattle.gov](mailto:Deelfunding@seattle.gov)  
**DUE: Wednesday, January 18, 2023 by 5pm**
- Please use the following naming convention in the subject line of your email **and** for the electronic files attached:  
[Organization Name] – Seattle Preschool Program RFQ  
**Example:** ABC Organization – Seattle Preschool Program RFQ



# Tips for Success

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





# Questions?

- Please direct submission process questions to [deelfunding@seattle.gov](mailto:deelfunding@seattle.gov) and include “Question\_ Seattle Preschool Program RFQ” in the subject line
- Final day to submit questions: **Wednesday, January 11, 2023, 5PM**
- Questions and Answers will be posted online



# Thank you

**FAMILIES**  
**EDUCATION**  
**PRESCHOOL**  
**& PROMISE**

