**Cover Sheet**

**Seattle Preschool Program:** *Seattle Preschool Program RFQ*

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| **Agency Information** | |
| Agency name: |  |
| Agency address: |  |
| **Agency Service Background** | |
| Brief agency overview |  |
| Description of services |  |
| **Agency’s Point of Contact Information** | |
| Name: |  |
| Title: |  |
| Day/Work phone: |  |
| Email address: |  |
| **Secondary Staff Member’s Contact Information** | |
| Name: |  |
| Title: |  |
| Day/Work phone: |  |
| Email address: |  |

**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

* Be specific in your responses and respond only to the required components.
* The narrative section should not exceed 10 pages, retaining the original document’s formatting (size 11 Calibri font, utilizing the table format, 1” page margins)

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| **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.   **RESPONSE:** |
| * 1. What makes your organization interested in participating in the Seattle Preschool Program? **RESPONSE:** |

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| **Experience and Demonstrated Ability** |
| * 1. 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.   **RESPONSE:** |
| * 1. How does your program measure child progress?      1. What approaches do teachers use to inform their practice in supporting each child’s individual development and learning?   **RESPONSE:**   * + 1. What is your experience with using child-level assessments and gathering child-level data? What types of assessments have been used?   **RESPONSE:**   * + 1. How do you communicate with families about their child’s progress? How often and what format do you use?   **RESPONSE:** |
| * 1. 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.   **RESPONSE:** |

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| **Organizational and Administrative Capacity** |
| * 1. Describe the overall management of your organization and how it is positioned to support the implementation of SPP.   **RESPONSE:** |
| * 1. Who are the key management staff (including roles) directly supporting your preschool program?   **RESPONSE:** |
| * 1. What financial systems and processes do you have in place to support your preschool program?   **RESPONSE:** |
| * 1. What is your experience in recruiting, retaining, and supporting highly qualified teachers?   **RESPONSE:** |
| * 1. What related education and experience do they have?   **RESPONSE:** |
| * 1. Please describe the supports, resources, and evaluation that your teaching staff receives throughout the year.   **RESPONSE:** |
| * 1. What is your approach to handling teacher absences?   **RESPONSE:** |

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| **Cultural Competency and Responsiveness** |
| * 1. 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.   **RESPONSE:**  Describe any specialized programming or approaches (e.g. dual language) you utilize to support culturally and linguistically diverse learners.  **RESPONSE:**  What successes and challenges have you experienced, or do you anticipate, in providing services to this population?  **RESPONSE:**  If your experience is limited, what steps will you take to provide culturally and linguistically responsive services?  **RESPONSE:** |
| * 1. Please describe how you engage families in supporting their children’s school readiness and social, emotional and cognitive development?   **RESPONSE:**   * + 1. What is your approach to welcoming and engaging families? Please include a description of any family support and family engagement curriculum (if applicable).   **RESPONSE:**   * + 1. How do you support families with Kindergarten transition?   **RESPONSE:** |
| * 1. 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 the Dual Language Survey at the end of this application.*   **RESPONSE:** |

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| **Planning for Challenges**  *\*Please address any challenges related to COVID19 separately in the COVID-19 Survey later in the application.* |
| * 1. Discuss how your organization plans to respond to issues such as budget challenges, staff recruitment and retention, facility issues, and other operational difficulties.   **RESPONSE:** |
| * 1. Describe how your agency budgets for and anticipates reasonable contingencies.   **RESPONSE:** |
| * 1. Provide details on some areas for growth for your organization. How do you plan to address these opportunities?   **RESPONSE:** |

**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 *require* 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? |  |
| **If yes to previous question**, please enter the name and type of provider (Center, Family Child Care, etc). |  |
| Do you offer child care during the summer? Preschool during the summer? If not, would you be interested in operating preschool in the summer? |  |
| **Facility Information** | |
| Is this site located in a space owned by Seattle Public Schools? **If Yes, name the school here, then skip the rest of the facility questions.** |  |
| Does the applicant own or lease the facility? |  |
| If the applicant is leasing, who is the owner of the facility? |  |
| If the applicant is leasing, what is the length of the lease? |  |
| Does this site serve children under three years old? |  |

**Site #2**

|  |  |
| --- | --- |
| **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. |  |
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| **Facility Information** | |
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| Does the applicant own or lease the facility? |  |
| If the applicant is leasing, who is the owner of the facility? |  |
| If the applicant is leasing, what is the length of the lease? |  |
| Does this site serve children under three years old? |  |

**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? |  |

**Classroom #2:**

|  |  |
| --- | --- |
| **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**

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 barging agreement, please include that here.

**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.

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| --- | --- |
| 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.

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| --- | --- |
| List of teachers and their languages: |  |
| List the dual language professional development, education, and/or training (e.g. *Soy Bilingue* 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.

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| Describe the dual language classroom environment: |  |

**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. *Soy Bilingue* 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: |  |