



## Seattle Preschool Process Evaluation Request for Proposal

### Questions and Answers Updated: 4/18/25

#	Question(s)	Answer(s)	Date Received	Date Answered
1	Question(s): The RFP indicates that professional references are required for each team member, including sub-consultants. Does this include junior staff, like research assistants, or is it acceptable to provide references for key staff only? Or, would DEEL consider firm-level references for all partners?	Answer(s): Professional references are required for all key evaluation team members put forward in the proposal, including the Principal Investigator and staff leading significant portions of the project. References for junior staff (e.g., research assistants) whose expertise is not elevated in the proposal response (e.g., Team Composition and Competencies), are not required to list references. DEEL does not accept firm-level references in place of individual references for key personnel.	4/9	4/10
2	Question(s): Do you expect that the evaluator will collect primary data directly with children?	Answer(s): Primary data collection will depend on the evaluator's proposed methods, but consultants are not required to collect primary data directly with children. DEEL will provide the evaluator access to preschool and K-3 child assessment data, described in the RFP Section 11: Data Appendix. However, if consultants want to propose assessments involving direct data collection they may do so.	4/9	4/10
3	Question(s): Do you anticipate data collection with families in different languages and if yes, what languages?	Answer(s): Primary data collection will depend on the evaluator's proposed methods. A significant share (30%+) of the preschool and elementary school populations served by DEEL investments come from multi-lingual households. The most common languages spoken by families in SPP and Seattle public schools include Spanish, Somali, Chinese (Mandarin & Cantonese), Vietnamese, and Amharic. References provided in the RFP that may be useful in understanding the demographic	4/9	4/10



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		characteristics of DEEL-supported preschool and elementary school populations include the <a href="#">2022 SPP Outcome Evaluation</a> , <a href="#">2024 School Based Investments Evaluation</a> Appendix A, and DEEL's most recent <a href="#">Annual Report</a> .		
4	Question(s): Do you usually require IRB approval?	Answer(s): The City of Seattle does not have its own IRB process. For data collection involving Seattle Public Schools (SPS) staff, families, or students, DEEL requires consultants to submit a research application to the SPS Research and Evaluation department for approval. Information about this process is available on SPS' website: <a href="https://www.seattleschools.org/departments/rea/apply-to-conduct-research/">https://www.seattleschools.org/departments/rea/apply-to-conduct-research/</a> . Otherwise, evaluators may also rely on their own internal IRB procedures as applicable.	4/9	4/10
5	Question(s): How long does the SPS research application process take?	Answer(s): We recommend planning for approximately one month of review in your proposal; however, there is not a standard timeline that DEEL can guarantee for the research application. DEEL will support evaluators in communicating with the SPS research team.	4/9	4/10
6	Question(s): if we meet all qualifications, are you open to consider applicant organizations from outside of Washington?	Answer(s): Yes, out of state applicants are welcome to submit a proposal. Project coordination with DEEL will take place virtually, and evaluators may propose either in person or virtual data collection methods. Non-local applicants should include in their proposal a clear and feasible plan for conducting primary data collection virtually (as applicable), including any discussion of tradeoffs, or incorporate travel into their cost proposal.	4/9	4/10
7	Question(s): Have you worked with an evaluator previously for this program?	Answer(s): DEEL has worked with multiple evaluation partners to evaluate SPP in the past. You can find links to recent external evaluations on page 19 of the Request for Proposals, and a full list on <a href="#">DEEL's website</a> . We have not yet worked with an external evaluator to evaluate our elementary school strategies.	4/9	4/10



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8	Question(s): You note that “Payment made upon receipt of deliverables” - how is this prorated? Is it a third for each phase?	Answer(s): We do not have a predetermined allocation for payment across deliverables. Payment terms will be negotiated during the contract negotiation phase and finalized before the contract begins.	4/11	4/15
9	Question(s): Have you all submitted an IRB/research protocols for this project in the past?	Answer(s): Please refer to questions 4 and 5, above, for more information about IRB and research protocols. Past DEEL evaluation partners have submitted protocols through both the SPS research application process and their own IRB processes, but protocols were not specific to the project that is the subject of this solicitation.	4/11	4/15
10	Question(s): How many firms attended the first information session webinar?	Answer(s): Approximately 15 firms/research groups were represented in the information session held on April 9.	4/11	4/15
11	Question(s): Could there be co-PIs on this project with one being a subcontractor?	Answer(s): Yes, we will accept proposals with two Principal Investigators (PIs), including arrangements where one PI is a subcontractor.	4/11	4/15
12	Question(s): Why did you decide to move away from Education NW after they did the last 3 evaluations?	Answer(s): While we have had a positive partnership with Education Northwest, and they have been selected through two separate competitive processes to conduct our recent SPP evaluations, it is our standard practice to issue open RFPs for external evaluations to invite new perspectives and expertise to our evaluation efforts. We place a strong emphasis on team qualifications and high quality, feasible, and cost-effective methods in our scoring process (see scoring criteria on RFP page 10). In addition to Education Northwest, we have recently worked with three other external research teams to evaluate SPP and FEPP Levy investments. A full list of past reports are available on our website at <a href="https://seattle.gov/education/reports-and-data#departmentreports">https://seattle.gov/education/reports-and-data#departmentreports</a>	4/11	4/15
13	Question(s): How are you thinking about defining successful transitions?	Answer(s): DEEL is interested in learning how consultants would define a successful transition as part of their proposed evaluation approach, drawing from their subject matter expertise. In addition, the evaluation contract includes a two-	4/11	4/15



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		month design phase during which the selected consultant will collaborate with a stakeholder advisory committee and DEEL strategic advisors to co-develop shared definitions and refine evaluation priorities, including a shared definition of successful preschool to K-12 alignment. The intent is for this evaluation to be formative, rather than assessing fidelity to a previously designed framework.		
14	Question(s): Will DEEL support efforts to gather information about standard preschool transition practices across Seattle Public Schools, including from schools that do not receive FEPP funding?	Answer(s): Yes, DEEL will help facilitate access to relevant information and support coordination with Seattle Public Schools for primary data collection as needed.	4/11	4/15
15	Question(s): Is eligibility only extended to WA businesses and consultants?	Answer(s): Please see response to question #6, above.	4/11	4/15
16	Question(s): For the SPP Evaluation grant proposal, I see that each team member requires two professional references. Is it appropriate for multiple team members to use the same reference?	Answer(s): Yes, it is acceptable for multiple team members to use the same reference, as long as the reference is relevant to each individual's role on the project. Please note that we do not accept firm-level references, references should speak to the individual's qualifications and experience.	4/14	4/17
17	<p>Question(s): Two quick questions about the Seattle Preschool Program Evaluation RFP:</p> <ol style="list-style-type: none"> <li>1. Is it possible to get more information about the types of questions that are asked in the family and teacher surveys that would be made available for the evaluation?</li> <li>2. Are preschool teachers, K-12 staff, and other relevant stakeholders permitted to accept compensation (e.g., gift cards) for their participation in focus groups or interviews?</li> </ol>	<p>Answer(s):</p> <ol style="list-style-type: none"> <li>1. Information about the content of the two surveys is below: <ol style="list-style-type: none"> <li>a. The family survey addresses family perceptions of their child's learning across key developmental domains (e.g., literacy, social-emotional); general satisfaction and feedback related to preschool environment (such as inclusion and safety); level of communication and engagement with child's teacher; and information about the child's kindergarten readiness and kindergarten transition supports received. Most questions are in Likert Scale format.</li> <li>b. Teacher survey primarily addresses teacher satisfaction and perceptions of training and</li> </ol> </li> </ol>	4/14	4/17



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		<p>coaching supports provided by DEEL, including quality of supports and self-efficacy in key subject matter areas. Questions also address capacity and working environment.</p> <p>2. Yes, teachers and other stakeholders are permitted to accept compensation for focus group/interview participation.</p>		
18	<p><b>Question(s):</b> Query 1: In the SPP Process Evaluation RFP, the preliminary evaluation question #2 asks: “What strategies do FEPP levy funded elementary schools currently use to support preschoolers’ transition to elementary school?” This question is followed by sub-question #2a: “How do these strategies compare to the standard approach to elementary school transition across Seattle Public Schools?” Regarding this sub-question #2a – is the expectation that, beyond the general description about kindergarten transition support that is provided in the SPS website, the funded evaluation consultant will find out/establish (via primary and/or secondary data collection) what the SPS standard elementary school transition approach is?</p> <p><b>Query 2:</b> Based on previous reports, specifically the Impact report - 11. SPP Impact Evaluation 2024 Technical Report (1).pdf, there is potential (with limitations) to match children in SPS kindergarten who were enrolled in/attended SPP sites for their preschool. Could you please confirm that matched secondary data can be made available to the selected evaluation consultant (probably via a DSA with SPS)?</p>	<p><b>Answer(s):</b></p> <ol style="list-style-type: none"> <li>1. Yes, that is correct.</li> <li>2. Yes, student-level (proxied) SPS data for K-3rd grade with a variable for prior SPP enrollment will be available to the selected consultant through DSA with DEEL.</li> </ol>	4/15	4/17
19	<b>Question(s):</b>	<p><b>Answer(s):</b></p> <ol style="list-style-type: none"> <li>1. Most SBI-supported elementary schools have onsite preschool classroom(s) operated by SPP (16/20). Lists of</li> </ol>	4/16	4/18



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	<ol style="list-style-type: none"> <li>1. What is the estimated number of preschool settings that feed into the 20 SBI-supported elementary Seattle public schools?</li> <li>2. What types of data are accessible in terms of settings (existing data, such as demographics)?</li> <li>3. Are there any state required transition activities?</li> <li>4. Is there information about transition practices at the non-SBI elementary schools or would the contractor need to collect that?</li> <li>5. Will the contractor be able to collect data from non-SBI schools?</li> <li>6. What percentage of students enrolling in Kindergarten in SBI elementary schools come from SPP?</li> </ol>	<p><a href="#">SPP providers</a> and <a href="#">SBI-funded schools</a> are available under “Program Evaluation References for Proposal Development” on the solicitation web page. Children from SPP or non-SPP preschools operated by family childcare and community-based providers may also enroll in SBI-funded elementary schools, but the total number of feeder preschools per school is not a data point we have readily available. The selected consultant will have access to student-level (proxied) elementary school data that identifies whether a student was formerly enrolled in SPP.</p> <ol style="list-style-type: none"> <li>2. RFP Section 11: Data Appendix (page 20) includes information about available secondary data. Please reach back out if there are additional questions about this list.</li> <li>3. DEEL is not aware of any state or district-level vertical alignment requirements for preschool to kindergarten transition.</li> <li>4. See Question 18, above.</li> <li>5. The contractor will have access to secondary data of students at non-SBI schools. For primary data collection at SPS schools, both SBI and non-SBI, DEEL will support the selected consultant with submission of a research application the SPS Research and Evaluation team for approval.</li> <li>6. An average of 40% of kindergarteners in SBI elementary schools come from SPP (ranging from 10 – 75%).</li> </ol>		
20	<p>Question(s):</p> <ol style="list-style-type: none"> <li>1. Does each key staff member need to have led a prior work sample, or just the PI?</li> <li>2. On the Minimum Qualifications response, should we describe how the co-PI meets</li> </ol>	<p>Answer(s):</p> <ol style="list-style-type: none"> <li>1. We don’t require work samples led by each team member, only the PI is required to have led a prior work sample. However, we are looking for work samples that have each been authored/contributed to by at least one member of the proposed evaluation team, rather than firm-level work samples. It is beneficial for multiple team members to be</li> </ol>	4/16	4/18



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	minimum qualifications 1 and 2 in addition to the PI?	<p>represented across work samples to help the review panel understand team qualifications.</p> <p>2. We encourage a description of the co-PI's experience relative to minimum qualifications, as applicable, to help the review panel understand team qualifications. However, only qualifications by the PI representing the firm directly contracting with DEEL are required to pass the minimum qualifications screening.</p>		