Seattle Department of Education & Early Learning

FAMILIES EDUCATION PRESCHOOL & PROMISE

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:	
Title:	
Day/Work phone:	
Email address:	

ATTACHMENT 2: Application Narrative

- 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**

2. **Experience and Demonstrated Ability**

3. **Organizational and Administrative Capacity**

4. **Cultural Competency and Responsiveness (*If applicant offers dual-language programming, please fill out Attachment 7 separately)**

5. **Planning for Challenges (*Please address any challenges related to COVID19 separately in Attachment 6)**

ATTACHMENT 3: Site Information

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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?	

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If yes to previous question, please enter the name and type of provider (Center, Family Child Care, etc).	

FACILITY INFORMATION

Is this site located in a space owned by Seattle Public Schools? **If Yes, then skip the rest of the 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?	

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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?	
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?	

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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 barging agreement, please attach with your submission as a separate file (Word or PDF).

![Seattle Department of Education & Early Learning logo and Families Education Preschool & Promise logo]

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. *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.

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:	