



Seattle Preschool Program Request for Qualification School Year 2025-26

Questions and Answers Updated: 12/5/24

#	Question(s)	Answer(s)	Date Received	Date Answered
1	Question(s): I am curious if you will be considering new SPP Pathways programs for 2025-2026.	Answer(s) No new SPP Pathway programs will be added during the 2025-26 school year.	11/03/24	11/07/24
2	Question(s): Would it be possible to obtain a copy of the draft grant agreement or contract to which selected providers must agree?	Answer(s) Yes. A copy of a generic contract for the 2024-25 school year has been uploaded for reference to the SPP RFQ funding website . Additionally, the 2024-25 Program Manual has also been uploaded as it contains specific operational requirements and is referenced in the contract. Both of these documents will be updated for the 2025-26 school year.	11/15/24	11/18/24
3	Question(s): How does the funding work? <ul style="list-style-type: none"> Does the State pay SPP or the site directly? How much is covered by SPP/State? Location-is there a certain area that is in a demand? We have centers all over Seattle. 	Answer(s) The State does not fund SPP; the City of Seattle funds SPP through the Families, Education, Preschool and Promise Levy. When a childcare provider has an SPP contract, The City of Seattle (through the Department of Education and Early Learning, DEEL) pays the childcare provider on a monthly basis based on the contracted amount. Within the RFQ document is an appendix that includes the various rates for SPP providers. The total payment is inclusive of slot rates, teacher enhancement pay, family support funds,	11/15/24	11/18/24



#	Question(s)	Answer(s)	Date Received	Date Answered
		<p>comprehensive support funds, etc. These annualized funds are distributed on a monthly basis.</p> <p>Within the RFQ document is an appendix that includes a map of geographically in-demand areas. Areas in priority areas will receive higher priority for selection.</p>		
4	<p>Question(s): Could you please explain the funding from SPP works?</p>	<p>Answer(s) The City establishes a contract between the department and the childcare provider. The contract (an example included in the resources on the RFQ page) includes funding for each eligible child in the SPP classroom, then includes additional payments for each classroom (i.e. classroom environment maintenance, teacher salary enhancements, family support funding, complex needs, etc.) The rates for the 24-25 school year are included in the RFQ overview document, pages 15-16. Contractors invoice the department monthly including required deliverables. Prompt payment is made within 30 days of a complete invoice package.</p>	11/20	11/21
5	<p>Question(s): If a center has a Seattle address but is in unincorporated King County, lacking an SPS equity tier, would we not be eligible even if we were able to serve Seattle residents? What is the SPS Equity Tier, then?</p>	<p>Answer(s) Yes, they are still eligible to apply for the SPP RFQ. The nearest elementary school will be used to determine the location's SPS Equity Tier.</p>	11/19	11/22
6	<p>Question(s): I understand there are 3 applications. Is the access to the subsequent forms (Site and Classroom) quick after we submit the agency application?</p>	<p>Answer(s) Yes, you get an immediate confirmation email with links to the additional forms.</p>	11/19	11/22
7	<p>Question(s):</p>	<p>Answer(s)</p>	11/19	11/22



#	Question(s)	Answer(s)	Date Received	Date Answered
	Three of our four centers are rate 3 in Early Achievers. The fourth is participating in EA. On the agency application, how should we answer the question about EA rating?	You would say no, not all sites are EA rated. This will take you to five additional questions and you can consider that fourth location when answering those questions.		
8	Question(s): If any of the classrooms or sites are selected for the roster, I understand there will be a priority ranking assigned to those classrooms on the roster. Will we know what our priority ranking is?	Answer(s) No, but you can infer priority for a site based on their geography, additional services they provide, and service to children who are farthest from educational justice- the three priorities listed in the RFQ, Table 4. You can reference the maps in the RFQ document appendices.	11/19	11/22
9	Question(s): What is the time commitment for centers, director, and teachers for coaching and the professional development requirements?	Answer(s) Coaching is offered on a varying level, depending on the classroom's and educator's needs that year. This can range from 1-4 hours/month. If you have established coaching structures withing your agency already, you may not see a coach even monthly, perhaps. It's coordinated directly with your DEEL coach. There's a monthly contract monitoring meeting with your Education Specialist that typically lasts 60-90 minutes. That meeting is usually just the director. Professional development requirements vary. Initial training requirements range from 5 hours- 140 hours, depending on the curriculum. Education requirements may also necessitate the educator to enroll in continuing education courses.	11/19	11/22
10	Question(s): Are monthly directors' meetings virtual?	Answer(s) Yes	11/19	11/22
11	Question(s): What information will you require for evaluation, specifically demographic data for our enrolled children?	Answer(s) All children in the SPP classroom will need to enroll with DEEL, which includes demographic data. If your current enrollment paperwork includes all information that SPP's does, you may use your own paperwork to collect the data, as well.	11/19	11/22



#	Question(s)	Answer(s)	Date Received	Date Answered
		<p>Children in an SPP classroom must be age- and address-eligible for SPP. Income is not an eligibility requirement, but it does determine the family’s tuition. We will collect income documents like pay stubs which can sometimes feel intrusive to families. A family can decline to offer income information and instead accept the full tuition amount.</p> <p>Families may submit their documentation online through a secure portal if the agency prefers to remain separate from this information. Or the agency can support collection of these documents with families.</p> <p>Other evaluation-related information comes from Teaching Strategies Gold (TSG), which educators use to document observations and assessments of children in the classroom.</p> <p>Teacher demographic data is also requested, especially language. For example, understanding the relationship between the child's home language and the teacher's home language helps us understand some student outcomes when those languages match.</p> <p>Teacher training requirements must also be submitted either through an uploaded PDF of MERIT-verified data, or the agency may grant DEEL direct access to their MERIT records.</p>		
12	<p>Question(s): Do we submit TSG data to you, broken down by demographics?</p>	<p>Answer(s) Data is entered into systems like TSG online. The same goes for all the child information into our internal database. Almost no data is manually submitted to DEEL, rather data goes into systems and DEEL has access to the data on the back-end.</p>	11/19	11/22
13	<p>Question(s):</p>	<p>Answer(s)</p>	11/19	11/22



#	Question(s)	Answer(s)	Date Received	Date Answered
	If we're planning to demonstrate our alignment with the indicators of quality in the application, which "teacher requirement" standard do we need to be accountable to the Seattle Preschool Program?	You can reference Table 1 in the RFQ Overview document.		
14	Question(s): There's an opportunity to upload documentation of our Early Achievers progress. Is that a specific form?	Answer(s) Any demonstration of progress from CECI is acceptable. If you needed to describe it in a Word document, that's acceptable too.	11/19	11/22
15	Question(s): In the labor harmony section of the application, what would enable us to confidently answer yes to this question? What are you looking for or are there specific criteria or practices that we have to have or is this just like a general statement?	Answer(s) The City values labor harmony, which means agencies 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. Answering yes to this question is not required and there are no specific documents that need to be uploaded. DEEL does not currently require an agency to establish a policy in the future if an agency answers "no" on this question, however this could be subject to change at a later date.	11/19	11/22
16	Question(s): We have our own proprietary curriculum. We have a curriculum and an education team that are like researchers, and they know a lot, but it's not one of the selected curricula for the Seattle Preschool Program. What kind of support do you provide to agencies who might be getting started with a new curriculum? I'm sure it's an allowable expense within the budget. Is there other support that's provided?	Answer(s) If you would like to start using High Scope or Creative Curriculum, we are well-equipped to support agencies using those curriculum. We provide all curriculum (pay for it directly) and all training. Training for High Scope is longer than training for Creative Curriculum. You are not <i>required</i> to use these two approved curricula. You may use your proprietary curriculum if it is a specific evidence-based, validated curriculum that's aligned with best practices in the field, and that focuses on teaching/improving a specific outcome (literacy, math, SEL). It must also use continuous quality improvement to evaluate its effectiveness in meeting educational goals.	11/19	11/22
17	Question(s): In the application, is there a section to talk about our curriculum or would that kind of happen afterwards?	Answer(s) Yes, there is an unscored question on the Classroom form, "Please describe either how you plan to transition to High Scope	11/19	11/22



#	Question(s)	Answer(s)	Date Received	Date Answered
		or Creative Curriculum for the next school year. Include any training plan you've already developed. If you don't intend to shift to High Scope or Creative Curriculum, please include a robust coaching and professional development plan for your teachers." If you are bringing your own curriculum, provide a robust answer on that question.		
18	Question(s): We have a significant number of students from outside Seattle. Are we required to have all the non-Seattle children in a separate classroom and all the Seattle children in the SPP classroom?	Answer(s) There is <i>no requirement</i> . Financially, you might benefit from having all the Seattle children combined. The spirit of our program would prefer to have eligible kids in the classroom, especially if you've got SPP eligible children going into other classrooms.	11/19	11/22
19	Question(s): Do you know how many total classrooms they're looking to add for the 25-26 school year?	Answer(s) We can fund about 9 classrooms depending on how expensive they are.	11/19	11/22
20	Question(s): Is there any preference for nonprofit versus for profit agencies?	Answer(s) No	11/19	11/22
21	Question(s): Would BRIGANCE Early Childhood screens be an acceptable option to use for the developmental screening requirement? If it is required to use the ASQ, what level of support will be provided by PHSKC?	Answer(s) Brigance is not an allowable alternative to the Ages and Stages Questionnaire. ASQ offers built-in training and technical assistance is provided by both our nursing partners at PHSKC as well as your assigned DEEL staff.	11/22	12/5
22	Question(s): Is it acceptable to temporarily move non-SPP enrolled children into an SPP classroom (while still meeting ratio and implementation requirements)?	Answer(s) All children receiving services from SPP must be enrolled in SPP so temporarily moving children into the SPP classroom is not allowed.	11/22	12/5
23	Question(s):	Answer(s) Hiring timelines are managed by the provider. SPP requires a lead and assistant teacher (or equivalent) for each classroom;	11/22	12/5



#	Question(s)	Answer(s)	Date Received	Date Answered
	If our qualified lead or assistant teacher leaves our center, how long would we have to fill this position with another qualified candidate?	SPP expects the classroom to be staffed sufficiently and a long-term staffing plan to be in-progress.		
24	Question(s): Does the required teacher qualifications clause (where teachers have up to four years to meet education degree and ECE credit requirements) also extend to Center Directors?	Answer(s) Yes.	11/22	12/5
25	Question(s): Are there any required qualifications for substitutes and long-term substitutes?	Answer(s) All teachers must meet all WAC and licensing requirements. Any educator functioning as the lead teacher of an SPP classroom (i.e implementing curriculum and responsible for child outcomes) is expected to meet all SPP training, PD, education and participation requirements. Similarly, as Lead teachers may take four years to meet qualification expectations, substitutes may also not meet qualifications.	11/22	12/5
26	Question(s): What benchmarks must be met in order to receive the performance pay? What percentage of the contract will be reserved for performance pay?	Answer(s) Performance pay measures may fluctuate from year to year. Achievement and payment is banded. The Performance Payment Table in the sample contract is a helpful reference for the 2024-25 school year; the banding table is also included (see pages 19-20). 15% of the total contract amount is reserved for the performance portion.	11/22	12/5
27	Question(s): We are hoping you can provide clarification on the Classroom-Level Payments - Lead Teacher Qualification Funding. Is the funding provided each year, or is this a one-time funding award?	Answer(s) The funding is awarded annually. If the teacher meets the program qualifications and they are employed, the payments will be given during their tenure to ensure that they are paid adequately according to SPP's teacher salary expectations. The rates for teacher payment for the 24-25 school year are included in the RFQ overview document, pages 15-16.	11/26	12/5



#	Question(s)	Answer(s)	Date Received	Date Answered
28	Question(s): If we are eventually selected as a contracted provider, will there be an opportunity to negotiate on any section of the contract, including the Intellectual Property Rights section listed on page 9 of the generic contract you provided?	Answer(s) Any requests to modify the “boilerplate” of the contract would need a legal review by City of Seattle attorneys. Awardees should notify DEEL upon award that they wish to negotiate the terms of the contract.	12/3	12/5
29	Question(s): Does the response to the question about the rate for the extended hours for SPP children have to be answered with a dollar amount? Could we provide a description as to how we would determine the wrap rate for program participants?"	Answer(s) You may include a description of how you would determine the rate.	12/3	12/5
30	Question(s): Will we receive prioritization points only if our center lies in one of the top two Seattle Public Schools Equity Tiers? What about if our center lies in Tier 3 or 4?	Answer(s) Prioritization points are awarded based on geography, service to children farthest from educational justice (FFEJ), and additional services provided. Prioritization points for serving children FFEJ will only be awarded to locations in Tiers 1 or 2 of the SPS Equity tiers.	12/3	12/5