



SEATTLE
PRESCHOOL
PROGRAM

PROGRAM MANUAL

Contract year 2023-2024



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SECTION A: Program Overview

A-1: Goals and Outcomes

The long-term goal of the Seattle Preschool Program is to serve all eligible and interested 3- and 4-year-olds in Seattle.

The City is investing SPP FEPP Levy proceeds to achieve the following outcomes citywide:

- Children are kindergarten ready
- Learning environments are evidence based, high-quality, culturally responsive, and equitable
- Students and families have multiple ways to access high-quality early learning services
- Race-based opportunity gaps are closed

A-2: Core Strategies

The Core Strategies of the Seattle Preschool Program:

1. Achieving quality through successful evidence-based practices.
2. Using a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers including centers and family child care providers.
3. Making participation in the program voluntary for providers and participants.
4. Achieving the ultimate goal of serving all eligible and interested 3- and 4-year-olds in Seattle.
5. Providing free tuition for children from families earning at or below 94% of the state median income.
6. Setting tuition on a sliding scale for families earning more than 95% of the state median income with at least some level of subsidy for all families.
7. Establishing high standards for teacher education and training and supporting teachers in attaining these standards through tuition assistance and embedded professional development.
8. Compensating staff at levels designed to attract and retain well-prepared teachers and to provide fair compensation for a traditionally poorly compensated sector of our economy.
9. Informing programmatic improvements through ongoing independent evaluation.

A-3: Definitions

Action Plan – See Seattle Preschool Program Action Plan:

<http://www.seattle.gov/Documents/Departments/DEEL/FEPP%20Levy%20Action%20Plan.pdf>

CCAP – Child Care Assistance Program offered by DEEL to help families with children 1 month – 12 years old pay for licensed child care based on household family size, income and other eligibility requirements. More information located about the program at seattle.gov/ccap.

CHIPS – Child Information and Provider System is the DEEL database system used by agencies and DEEL to store and track child and agency level data. Data entry items include, but are not limited to child-identifiable information, enrollment, attendance, screening results, notes, etc.

CLASS® – Classroom Assessment Scoring System is a program used to assess interactions between teachers and children to determine teachers' professional development needs; it includes areas of emotional support, classroom organization, and instructional support.

Common Core – The Common Core State Standards, or “Common Core,” are academic learning goals for grades K-12 in math and English language arts. Common Core sets goals or standards that focus on deeper understanding of basic subjects in order to better prepare students for success in college, work, and life. Common Core is part of Washington’s K-12 State Learning Standards and was adopted in 2011.

Culturally Responsive Coaching – Culturally responsive coaching is a model in which coaches model cultural responsiveness by working with teachers in their preferred learning styles, providing coaching and training in the teacher’s primary language, and by supporting directors and teachers with incorporating the cultural practices of children, families, community, and provider staff within the learning environment, e.g., using interpreters.

Early Achievers (EA) – A voluntary quality rating and improvement system (QRIS) for licensed child care providers in Washington that helps early learning programs offer high-quality care.

ECEAP – Early Childhood Education and Assistance Program funded by Washington State for families earning at or below 36% of the state median income (SMI); offers free, part-day, high-quality, culturally and linguistically appropriate preschool services for eligible 3- and 4-year-olds and their families.

Implementation and Evaluation Plan – See Families, Education, Preschool and Promise Levy Implementation and Evaluation Plan:

<http://www.seattle.gov/Documents/Departments/DEEL/FEPP%20Levy%20Implementation%20and%20Evaluation%20Plan.pdf>

Instructional Coach – An instructional coach is one who engages in a partnership approach to support the incorporation of evidence-based instructional practices into the teaching process. An instructional coach follows seven associated partnership principles: Equality, Choice, Voice, Dialogue, Reflection, Praxis and Reciprocity.

MERIT – Managed Education and Registry Information Tool managed by the Washington State Department of Children, Youth, and Families. It allows individuals who work in early child care and education to track online their education and training experience, find training by state-approved trainers, be recognized and received awards for their professional achievements and more.

<https://apps.dcyf.wa.gov/MERIT/Home/Welcome?ReturnUrl=%2fmerit>

Parent – A parent is any person who is the legal guardian of the child; i.e. biological parent, adoptive parent, legal guardian, etc. Throughout this document the word “parent” will be used to reflect any and all legal guardianship.

Quality Level of Excellence – Designation used by the Washington State Department of Children, Youth, & Families for early learning providers that achieve Early Achievers ratings of Level 3, 4 or 5.

RSJI – The Seattle Race and Social Justice Initiative (RSJI) is a citywide effort to end institutionalized racism and race-based disparities in City government. RSJI builds on the work of the civil rights movement and the ongoing efforts of individuals and groups in Seattle to confront racism. The Initiative’s long-term goal is to change the underlying system that creates race-based disparities in our community and to achieve racial equity.

Teaching Strategies GOLD® (TSG) – An observation-based assessment system used to document children’s development from birth-kindergarten; can be used with all children, including English Language Learners, children with disabilities, and children who exceed typical developmental expectations. TSG is being incorporated into the Washington Kindergarten Inventory of Developing Skills (WaKIDS) program.

WaKIDS – Washington Kindergarten Inventory of Developing Skills - A process for obtaining a snapshot of where children are developmentally at the start of kindergarten. Gathers information through: 1) a teacher-family meeting; 2) an assessment of the child’s social and emotional development, cognition and general knowledge, language, communication and literacy, physical well-being, health and motor development; 3) meetings between teacher/early learning professionals to coordinate children’s transition to kindergarten.

Washington State Core Competencies for Early Care and Education Professionals – Washington State Department of Children, Youth, and Families (DCYF) list defining what early care and education professionals need to know and be able to do to provide quality care for children.

SECTION B: Program Eligibility, Selection, and Enrollment

B-1: Student Eligibility Criteria

Children are only subject to the eligibility criteria listed below to enroll in the SPP classroom. No additional eligibility requirements may be imposed, including potty training.

B-1.1: Age

Children must be 3- or 4-years old on 8/31/2023. Children who are five years old on 8/31/2023 are eligible for Kindergarten and are not eligible for a City-funded preschool seat. If you would like to enroll a 2- or 5-year old child, you will need to modify your contract or otherwise place the child in an unfunded slot.

This table can be used to determine the age the child will be on 8/31/2023 based on the child’s date of birth.

	AUG. 2019 4	JULY 2019 4	JUNE 2019 4	MAY 2019 4	APR. 2019 4	MAR. 2019 4	FEB. 2019 4	JAN. 2019 4	DEC. 2018 4	NOV. 2018 4	OCT. 2018 4	SEPT. 2018 4	→ Eligible for Kinder- garten
Eligible for SY 23-24 ←	AUG. 2020 3	JULY 2020 3	JUNE 2020 3	MAY 2020 3	APR. 2020 3	MAR. 2020 3	FEB. 2020 3	JAN. 2020 3	DEC. 2019 3	NOV. 2019 3	OCT. 2019 3	SEPT. 2019 3	
	AUG. 2021 2	JULY 2021 2	JUNE 2021 2	MAY 2021 2	APR. 2021 2	MAR. 2021 2	FEB. 2021 2	JAN. 2021 2	DEC. 2020 2	NOV. 2020 2	OCT. 2020 2	SEPT. 2020 2	

B-1.2: Address

Families must live within Seattle city limits, including families experiencing homelessness. Some zip codes include a Seattle address but are in unincorporated King County or Skyway. Addresses can be confirmed using the City Council Member lookup tool:

<https://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmembers>

B-2: Classroom Slot Designation Process

The Seattle Preschool Program enrollment is classroom-based. All children in the SPP classroom must be enrolled in CHIPS and verified by DEEL before beginning the program.

Providers determine the slot designations in collaboration with their Human Service Coordinators and Education Specialists. DEEL will select and place children who are eligible for SPP based on a pre-determined number between DEEL and the Agency. Determining this number is typically done in February before the school year. Agencies will determine the number of slots they will enroll.

Types of Slots in the SPP Classroom		
DEEL-Selected	Agency-Selected, ECEAP or Head Start	Agency-Selected, Previously Enrolled or Program Aligned
DEEL selects these children from the pool of applicants who submitted an application at seattle.gov/applyspp . DEEL prioritizes students based on age, school zones, DLL and income; children experiencing housing instability or in foster/kinship care get absolute priority.	Agencies with ECEAP or HS slots in the SPP classroom will select these children. The <i>ECEAP and HS enrollment process</i> will verify child's age and income. Children must live within Seattle city limits. These children will not be billed for SPP tuition even if they are over 94% SMI.	Agencies may select children from younger classrooms in their agency or from communities that represent the mission/curriculum of the organization. These children must meet eligibility criteria.
Parents/Guardians of children will need to submit: <input type="checkbox"/> Age <input type="checkbox"/> Address <input type="checkbox"/> Income <input type="checkbox"/> Full enrollment packet	Parents/Guardians of children will need to submit: <input type="checkbox"/> Address <input type="checkbox"/> Consent <input type="checkbox"/> SMI% or FPL% as calculated by the provider	Parents/Guardians of children will need to submit: <input type="checkbox"/> Age <input type="checkbox"/> Address <input type="checkbox"/> Income <input type="checkbox"/> Full enrollment packet
Agency-Selected, Special Education (SPP+)	Agency-Selected, Dual Language	Agency-Selected, Ineligible
Agencies with SPP+ (inclusive) classroom structures that are contracted to serve children with IEPs and 504s may select children with IEPs/504s. These classrooms have smaller ratios of students: teachers. The <i>IEP enrollment process through SPS</i> will verify child's age and address.	Agencies with dual language classrooms may identify native speakers of the classroom language. Agencies with culturally specific programming may select children in alignment with the agency's mission. Children must meet eligibility criteria.	Agencies may identify students who don't meet SPP eligibility criteria. DEEL will not reimburse the agency for these slots, families will pay the provider directly. Enrolling ineligible students reduces contract slot numbers.
Parents/Guardians of children will need to submit: <input type="checkbox"/> Income <input type="checkbox"/> SPP+ enrollment packet	Parents/Guardians of children will need to submit: <input type="checkbox"/> Age <input type="checkbox"/> Address <input type="checkbox"/> Income <input type="checkbox"/> Full enrollment packet	Parents/Guardians of children will need to submit: <input type="checkbox"/> Consent

B-2.1: Agency-Selected Children who are Eligible

Agencies may select students to enroll in their program independent from DEEL's selection criteria (below.) The following are acceptable reasons an agency may enroll their own students into the SPP classroom:

- o To meet programmatic requirements related to Head Start or ECEAP performance standards
- o To identify students amenable to a full ten-hour day if the provider requires it based on established program structures ("Full Day Required")
- o To manage native speaker ratios in dual language classrooms
- o To manage ratios of children with IEPs in SPP Plus (Inclusion) classrooms
- o To align with the agency's mission, particularly related to culturally-specific programming
- o To offer continuity of care for children previously enrolled with the agency
 - If agencies have enrolled students for the upcoming school year prior to applying to be an SPP provider, those children will be permitted to become SPP participants if they meet SPP eligibility criteria. They will be required to pay tuition as aligned with the program.

The agency will work with families they have selected to collect all enrollment paperwork. Agencies will enter child information and documents into the CHIPS Provider Portal (<https://earlylearning.powerappsportals.us/>). Agency staff are responsible for monitoring the "Enrollment Page" in the CHIPS Provider Portal to determine any follow-up required with families, then will submit any additional documentation required into the CHIPS Provider Portal.

The Agency will submit all enrollments for Agency-selected students into CHIPS at least three weeks before their first day of school in order to allow for verification of the children. Enrollments submitted in CHIPS after that point may not be verified in time for the first day of school or the child’s first day of the program.

B-2.2: Agency-Selected Children who are Ineligible (ASI)

For the 2023-2024 school year, there is no cap per agency or classroom for ineligible children. The two reasons a child may be ineligible are that: (1) they do not live within Seattle city limits, or (2) do not meet the program age requirements. When placing agency-selected ineligible students, the Agency must ensure that:

- o No children who are eligible for SPP may be placed in these slots.
- o No SPP funds will be used to subsidize children who are ineligible for SPP. Providers may collect fees directly from the enrolled family.

The Agency will be required to report data on children who are ineligible for the program including data linked to performance targets. Children must have signed consents on file and must be entered and enrolled in CHIPS. Providers should attempt to fill all SPP slots first if there are SPP-eligible children enrolling at their site.

B-2.3: Ineligible Seats in Family Child Care (FCC) Programs

Any children enrolled at an FCC who are eligible for SPP should be enrolled in SPP. Only if the FCC Hub has filled all its contracted seats may an individual provider enroll an SPP-eligible child into a non-SPP seat.

B-2.4: DEEL-Selected Children

If an agency does not meet the criteria above for selecting/enrolling students, or waives their interest in selecting children directly, DEEL will select and enroll children on behalf of the provider. Upon determining an agreed-upon number of slots, the Human Service Coordinator will identify and place children from the centralized DEEL applicant pool based on the child’s order on the waitlist, determined by the prioritization list below.

B-2.4.1: Student Priority Selection Process

Parents apply for SPP directly to DEEL and identify SPP sites they are interested in. For each of those locations, DEEL establishes a priority list and waitlist based on the below criteria, in this order.

1	3- and 4-yr olds experiencing homelessness	3- and 4-yr olds in foster care, kinship care, or receiving services from CPS, ICW or FAR.
2	4-yr olds with a sibling already enrolled in SPP	3- and 4-yr old native speakers for DL programs
3	4-yr olds who live in the ES or Geo zone of the school; Additional priority for applicants with siblings enrolled at the SPS school of application	
4	4-yr olds who live anywhere in the city; Additional priority for applicants with siblings enrolled at the SPS school of application	
5	3-yr olds with a sibling already enrolled in SPP	

6	3-yr olds who live in the ES or Geo zone of the school with household SMI below 54%; Additional priority for applicants with siblings enrolled at the SPS school of application
7	3-yr olds who live in the ES or Geo zone of the school with household SMI below 94% and a primary/secondary language other than English; Additional priority for applicants with siblings enrolled at the SPS school of application
8	All other 3-yr olds who live in the ES or Geo zone of the school; Additional priority for applicants with siblings enrolled at the SPS school of application
9	3-yr olds who live anywhere in the city with household SMI below 54%; Additional priority for applicants with siblings enrolled at the SPS school of application
10	3-yr olds who live anywhere in the city with a household SMI below 94% and a primary/secondary language other than English; Additional priority for applicants with siblings enrolled at the SPS school of application
11	3-yr olds who live anywhere in the city; Additional priority for applicants with siblings enrolled at the SPS school of application

B-3: Application and Enrollment Process

Application and enrollment processes are differentiated by who is primarily responsible for enrollment.

B-3.1: Application Process for DEEL-Selected Children

Parents/Guardians will submit an application directly to DEEL. This application screens for initial program eligibility and collects 1) child demographic information, 2) parent/guardian contact information, 3) list of preschool sites that are acceptable to the parent/guardian, 4) brief consent. Families may submit an application through the online parent portal: seattle.gov/applyspp. Families may also submit a manual application on paper, including translated versions. These applications can be found to download/print [here](#).

Families can also contact preschool@seattle.gov or 206-386-1050 to request a copy be mailed to them or complete an application over the phone.

B-3.2: Application Process for Agency-Selected Children

For any slots filled by the agency, the application process is based on the provider's intake/enrollment procedures. **No application needs to be submitted to DEEL.** Once a child is identified and selected for a seat by the agency, a provider may directly *enroll* the child.

B-3.3: Enrollment Process for DEEL-Selected Children

Human Service Coordinators will use the selection priorities above to extend invitations to families who applied to DEEL on a rolling basis. Typically, the first round of DEEL-selected enrollment offers begins in mid-April. Beginning mid-May, offers are extended on a rolling basis through March 14th of the following year.

Parents/Guardians will be offered a seat, given a timeline to make a decision to accept the offer and proceed with enrollment, or decline the offer and wait for an alternate offer, or to withdraw their application altogether. If the parent/guardian applied through the parent portal, Program Intake Representatives (PIRs) will guide the parent through the online enrollment process to submit additional information about the 1) child, 2) primary parent/guardian, 3) household, 4) income, 5) program

consent, and 6) verification documents. PIRs will communicate directly with parents/guardians to collect all required information.

Upon complete enrollment, families will receive an email (mailed, if no email,) notifying them of full enrollment, their tuition amount, if applicable, and direct families to the provider for additional information and questions. If a parent/guardian has not received this letter, they are either not considered fully enrolled, or DEEL has not yet begun sending out these tuition letters, which typically begins in June.

B-3.4: Enrollment Process for Agency-Selected Children

Agencies identify and select children that meet their enrollment criteria. Agencies *may use* their own enrollment materials to collect all required information for SPP enrollment, provided the agency paperwork includes all components of SPP's materials.

SPP's Enrollment Packet (EP) contains information about the child, parent, household members, household income and consent. The EP can be printed on paper and completed or may be filled out digitally in a fillable PDF. Providers may also submit the following information to their HSC and will receive a username and instructions to share with the family to log into the parent portal. This allows the family to complete their enrollment and upload their documents directly through the parent portal.

- **Parent/Guardian name**
- **Relationship to child**
- **Parent/Guardian email**
- **Child name**
- **Child DOB**
- **Child gender**
- **Site**
- **Previously enrolled? (yes or no)**
- **Program alignment (i.e. ECEAP, Head Start, Dual Language, None, Special Education, etc.)**

Agencies will collect EPs and supporting documents from families, with differentiated documents for different program alignment reasons (see B-2).

Agencies are responsible for collecting complete Enrollment Packets and supporting documentation from parents. Agencies will enter child information and documents into the CHIPS Provider Portal (<https://earlylearning.powerappsportals.us/>). Agency staff are responsible for monitoring the "Enrollment Page" in the CHIPS Provider Portal to determine any follow-up required with families, then will submit any additional documentation required into the CHIPS Provider Portal. If submissions are incomplete, the PIR will indicate additional needs in the "Follow Up Notes" section of the Enrollment Page in CHIPS.

Depending on the type of slot being filled (i.e. Head Start or Special Education) and entered into CHIPS, the income and/or household member pages may be skipped. Refer to the "Types of Slots" for guidance on what information may need to be collected and entered into CHIPS.

The Agency will submit all enrollments into CHIPS at least three weeks before their first day of school in order to allow for verification of the children. Enrollments submitted in CHIPS after that point may not be verified in time for the first day of school or the child's first day of the program.

When a child is officially enrolled, the enrollment status in CHIPS will be listed as Enrolled. Upon complete enrollment, SPP families will receive an email (mailed, if no email,) notifying them of full enrollment, their tuition amount, if applicable, and direct families to the provider for additional

information and questions. If a parent/guardian has not received this letter, they are either not considered fully enrolled, or DEEL has not yet begun sending out these tuition letters, which typically begins in June. Prior to the child's first day in the SPP classroom (child's "Start Date"), all children must be fully enrolled, including all agency-selected children, regardless of "Program Alignment."

B-4: Application and Enrollment Materials

Applications for DEEL-selected students are available [here](#)

Enrollment Packets for all students are available on the landing page of the provider portal. The English Enrollment Packet is available [here](#).

For specific questions about documents, please speak with your Program Intake Representative (PIR).

B-4.1: Acceptable Documents

The following list of documents are acceptable demonstrations of these eligibility criterion: Age, address, and income. Depending on the type of program slot (refer to the “Types of Slots” tables) the child is enrolling in, the Provider will need to ensure parents understand which documentation to submit.

CHILD’S AGE

All programs have an age requirement. Submit **ONE** document from this list:

- Birth certificate
- Passport
- Government issued ID
- Medical record
- Immigration documentation with birthdate

ADDRESS

Documentation must be no more than 3 months old, including the name of the applicant. It cannot be envelopes or personal correspondence.

All programs are for people who live in the City of Seattle only. For families in transition, experiencing homelessness, or otherwise unable to provide the documentation below, please contact DEEL to request a housing affidavit form.

Submit **ONE document** from this list:

- Utility bill (*gas, water/garbage, light/electrical, cable, landline phone*)
- Home/renter’s insurance
- Mortgage document

OR

Submit **TWO documents** from two different sources from this list:

- Insurance document (*health, car, etc*)
- Benefits document from the agency (*DSHS, SSI, paystub, etc*)
- Financial document (*bank statement, retirement, credit card statement, etc*)
- Other bills
- Driver’s license (non-expired; can only submit one per household)
- Lease or housing agency letter (current)

INCOME

Submit documentation for all income your household receives.

If you have income from...

EMPLOYMENT (Submit one of these options)

- Paystubs from your previous 3 full months
- Employer letter (only when starting a new job) --must be on letterhead, include the start date, hours worked, wage and dated from the last 90 days
- Self-employed—request the self-employment form from DEEL

STUDENT (Submit any applicable)

- Financial aid- Award letter
- Work study- Award letter or supervisor letter including hours/wage

OTHER INCOME

- TANF or other cash benefits – current award letter
- Rental income- *Schedule E* tax document from most recent tax year
- Other income –three months of statements

If you have...

CHILD SUPPORT (Submit either of these options)

- Received: Court documentation with amount
- Received: Child Support Statement (request from DEEL)

Paid weekly?

Submit 12 paystubs

Paid every two weeks?

Submit 5-7 paystubs

Paid bi-monthly?

Submit 6 paystubs

Paid monthly?

Submit 3 paystubs

For specific questions about documents, please speak with your Program Intake Representative (PIR.)

B-4.2: Supplemental Forms for Verification

The forms listed below, including translated versions, can be found on the home page of the CHIPS provider portal or [here](#)

B-4.2.1: Addresses

- **Confirm:** Use the *City Council Member lookup tool* to confirm if the address is within City limits: <https://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmembers>
- **Homeless:** Families experiencing homeless (defined by McKinney-Vento) should fill out the *Housing Affidavit*.
- **Insufficient documents:** Families unable to collect documents per the “Address” list above may use the *Housing Affidavit* to explain their housing situation.
 - If a family plans to live in Seattle but is not currently, DEEL discourages enrolling of that child until *some* confirmation of address could be obtained (including a signed lease or offer to purchase a house)

B.4.2.2: Income

- **Self-Employment Form:** Parents/legal guardians who are self-employed or independent contractors will submit a Declaration of Self Employment Income Form and any other applicable documents. Instructions are included on the form.
- **Declaration of No Income Form:** Families who have zero income in the home may fill out the Declaration of No Income Form.
- **Opt-out of Verifying Income Form:** Families enrolling in SPP, or Pathway may opt-out of verifying income using the Opt-out of Verifying Income Form. Families enrolling in SPP+ must have their income verified and cannot opt-out of verification.
- **Child Support Form:** Parents who receive child support or pay child support should fill out a Child Support Statement. Instructions are included on the form.
- **Self-Attestation for Foster & Kinship Care Form:** Families that have a foster/kinship care relationship with the enrolling child do not need to provide income documentation. They will be asked to fill out a Self-Attestation for establishing Foster Care/ Kinship Care Relationship Form

B.4.2.3: Age

- **Verification of Participation in Early Head Start, Early ECEAP, or Early Intervention:** This form is for Head Start, ECEAP, and SPP Plus providers only. This form should be completed by the SPP provider if enrolling a child who turned three-years-old after the birth date cut off for the program year. Before starting, the child must have already turned three, and must have previously been enrolled in either Early Head Start, Early ECEAP, or Early Intervention. The child’s SPP enrollment must match their previous enrollment (i.e., children enrolled in Early Head Start must be enrolling into a SPP Head Start seat; children enrolled in Early Intervention must be enrolling into an SPP Plus seat). Please upload this form to the child’s enrollment in CHIPS.

B-5: Tuition

Every child in SPP receives subsidy for preschool simply by being enrolled in SPP. The subsidy level varies depending on the household’s SMI, which is why DEEL must verify the household (HH) income for each child to determine the tuition amount. (See Attachment section for tuition table.)

Parents/guardians are encouraged to notify their PIR or preschool@seattle.gov when their income has decreased during the school year or when their household size has increased. PIRs will re-verify income and may decrease the tuition amount. Tuition letters for 2023-2024 will be sent beginning in

June, confirming enrollment is finalized and tuition amounts for the upcoming school year. Letters will be sent within ten days of the child's enrollment after June.

If a guardian has a foster care or kinship relationship with a child, they will not be required to pay tuition. The applicant will be asked to sign a self-attestation form to verify the foster/kinship status.

B-5.1: Opting-out of verifying income

Parents/guardians may choose to opt out of verifying their income, in favor of accepting full tuition. If a parent would prefer to opt out of verifying their income, they may submit an *Opt-out of verifying income* form. Households with gross annual income above the amounts in the table will pay full tuition.

Household size	Annual gross income (+760% FPL)
2	\$148,530
3	\$183,480
4	\$218,430
5	\$253,370
6	\$288,320

B-6: Returning Enrollment Process

Program Age 2-year-olds and 3-year olds for the 2023-24 school year will be automatically reserved a seat for the 2024-2025 school year. Children who are program age 4 for the 2023-24 school year (who were 4 years old as of 8/31/2023) will be kindergarten-eligible for the 2024-25 school year and are not eligible to return to SPP.

All age eligible children who were enrolled prior to 1/24/2024 will automatically have an enrollment record created for them in CHIPS. Providers are responsible for determining which eligible children are intending to return for the 2024-2025 school year and for ensuring they each have enrollments in CHIPS. Providers who do their own enrollment will work with families to collect all required paperwork/information.

B-6.1: The Re-Enrollment Form

The Re-Enrollment Form (REF) will be distributed to providers via fillable PDF for printing or email distribution. It will be translated into Amharic, Spanish, Oromo, Somali, Tigrinya, Vietnamese, and Chinese. The REF should be distributed, collected, and then uploaded as a supporting document in CHIPS. Children who were not fully verified in 2023-24 (i.e. Agency-selected ineligible or private pay) will need to fully verify information to be determined eligible for 2024-25, if applicable.

B-6.2: Required Documentation

REFs and any supporting documents will be collected from parents, based on the type of program slot the child is enrolling in.

Types of Slots in the SPP Classroom- Returning Children Only		
DEEL-Selected	Agency-Selected, ECEAP	Agency-Selected, Head Start
Parents of children will need to submit: <input type="checkbox"/> Full REF <input type="checkbox"/> Income docs if different <input type="checkbox"/> Address documents if child moved	Parents of children will need to submit: <input type="checkbox"/> Consent from the REF <input type="checkbox"/> Address documents if child moved	Parents of children will need to submit: <input type="checkbox"/> Consent from the REF <input type="checkbox"/> Address documents if child moved
Agency-Selected, Special Education	Agency-Selected, Dual Language, Mission/programming alignment	Agency-Selected, Ineligible
Parents of children will need to submit: <input type="checkbox"/> Full REF <input type="checkbox"/> Income docs if different	Parents of children will need to submit: <input type="checkbox"/> Full REF <input type="checkbox"/> Income docs if different <input type="checkbox"/> Address documents if child moved	Parents of children will need to submit: <input type="checkbox"/> Consent from the REF

- If income has significantly changed since last year, then please collect income verification. Otherwise, re-verification is not required.
- Children who moved since enrollment last year will need to submit new address verification.
- Children who were ineligible for 2023-24 and may be eligible for 2024-2025 will need to submit a full *Enrollment Packet* and all documents, which will be available March 2024.
- Children who may change “slot types” between 2023-24 and 2024-2025 may need different documents. Please refer to the chart below to confirm what paperwork is needed.

B-6.3: Changing Programs

Children who may change programs between 2023-24 and 2024-2025, but additional verification may be required. Providers should review the “Program” field in CHIPS to confirm all children are listed correctly for 2024-2025. Providers should work with HSCs regarding specific questions, using the table below.

Pathway program in 2023-24		Seattle Preschool Program in 2023-24	
Child is...		Child is...	
Converting from Pathway to SPP OR Staying Pathway	Re-Enrollment Form	Eligible for SPP and still is	Re-Enrollment Form
Converting from Private Pay to SPP	Full Enrollment Packet and supporting documents *If child is aligned with Head Start/ ECEAP or Special Education services, supporting documents may differ	Ineligible for SPP and is eligible now	Full Enrollment Packet and supporting documents
Converting from Private Pay to Ineligible SPP OR Staying Private Pay	Consent Only	Ineligible for SPP and is still ineligible	Consent Only

B-6.4: Parents Re-Enrolling Online

Providers may choose to direct parents to the Parent Portal to complete their re-enrollment. Parents who have used the parent portal before will have a log-in and password already. Parents who enrolled directly through the provider in 2023-24 likely do not have a username/password. Please contact preschool@seattle.gov with the parent's email address and DEEL will support in getting the parent access to the portal to complete re-enrollment.

B-6.5: Tuition for Returning Children

For Seattle Preschool Program participants, tuition may be collected during the next school year, 2024-2025. If income documents submitted during re-enrollment (during the 23-24 school year) *increases* the amount of tuition due, that change will not apply until the 2024-2025 school year. If income documents submitted during re-enrollment *decrease* the amount of tuition due, that change will apply in the next billing cycle in the 2023-24 school year.

Tuition letters for 2024-2025 will be sent beginning in June 2024, confirming enrollment is finalized and tuition amounts for the upcoming school year.

B-7: Dis-Enrollment Policy

To establish parameters related to long-term student absences and to strengthen clarity for families, our providers, and DEEL staff, DEEL will pilot a dis-enrollment policy. This policy is complementary to, but separate from, the Zero Expulsion Policy which does not allow the expulsion of children from the program for any reason. There are two scenarios in which a child may be dis-enrolled:

1. An SPP child may lose enrollment in the SPP program after 20 consecutive school days of planned/communicated absences.
2. An SPP child may lose enrollment in the SPP program if after 5 consecutive school days, a family has not communicated* their child's reason for absence with their provider. In this instance, the provider will issue a written notification to the family on “School Day 6” that the process of exiting their child from SPP will begin. If the provider does not receive

communication from the family by the end of “School Day 10” of absences, the City of Seattle or the provider reserves the right to exit the child and enroll a new child from their waiting list.

**An uncommunicated absence is when a child’s family does not inform their SPP Provider within the first 5 school days of the reason for the child’s absence.*

B-8: Extended Child Care

Extended Child Care or “Extended day” is defined as those hours outside of the six-hour SPP day. Agencies that provide an extended day model may collect payment for hours outside of SPP programming. SPP families will be enrolled for the six-hour program, only. If the parent decides extended day is desired, the parent will work directly with the provider to coordinate enrollment, availability, options, and payment structures. If an enrolled family is unable to pay for extended day care, the agency may not exclude the child from the six-hour SPP programming and is encouraged to establish payment plans with the family to retain extended day services.

An agency may accept payment for extended care through either private pay or subsidized payment from families. SPP providers should have a new, published rate that applies only to SPP children enrolled in before/after SPP. This rate should be appropriate for a four-hour service day, as the SPP slot payment in the contract is intended to completely pay for the six-hour preschool day. There may be scenarios when a family’s combination of SPP tuition (payable to DEEL) and the provider’s extended day rate may exceed the provider’s full day private pay rate. Providers are encouraged to adjust rates so this is not the case, otherwise may move the child into a non-SPP slot in a non-SPP classroom.

DEEL prefers providers not collect deposits for childcare. If your business requires that you have a deposit, the deposit should not exceed the monthly amount that a family would pay for the extended childcare fee. If you require a deposit, provide the family with a disclosure of why the deposit is being charged, what the basis of the charge is, and how it is returned to the family.

Registration fees attributable to the Seattle Preschool Program are not allowable. Registration fees may only be collected from families that are enrolling in additional services, other than the six-hour SPP day (i.e. child care, non-SPP summer programming, etc.)

B-8.1: Required Full Day Programming

It is the intention that the Seattle Preschool Program is accessible to all families who want it. Requiring extended hours is an important offering for many families but may be a barrier to some families who are not interested in or able to pay for this extended programming.

Providers operating a 10-hour preschool day will notify enrolling families prior to enrollment of this requirement. Any family in contact with the agency who does not want the full ten-hour childcare day *must* be referred to DEEL. The agency should either share contact information with the family to contact DEEL or will collect the family’s information and share it with the agency’s human services coordinator at DEEL. This ensures families are not prevented from accessing SPP and have another opportunity to enroll elsewhere for SPP that does not require 10-hour participation.

Because SPP, by Council Ordinance, is a 6-hour program, providers must differentiate the 6-hour SPP portion of the school day from the before/after portion of the day. SPP must be defined as a six-hour program, only, and may not be referred to as a ten-hour program.

Some families may prefer to confirm their eligibility for a subsidy program prior to enrolling in the Seattle Preschool Program, due to the added required cost. If a child enrolls and is unable to pay for the extended day portion of the school day, the provider will determine scholarship or payment options available to the family, first, and then will work with Human Service Coordinators to explore alternate enrollment or subsidy options for the family.

B-8.2: Child Care Assistance Program (CCAP)

The Child Care Assistance Program (CCAP) helps families who are not eligible for Working Connections and need child care. Families may not exceed 94% SMI to be eligible and live within the City of Seattle. Families can choose from more than [200 licensed family child care homes and centers](#) in Seattle which contract with the City to provide high-quality and affordable child care.

Family Size	Gross Monthly Income Guidelines
2	\$3,819 - \$5,982
3	\$4,717 - \$7,389
4	\$5,615 - \$8,797
5	\$6,514 - \$10,204
6	\$7,412 - \$11,612

When families are determined eligible, they complete an enrollment process. Once their application is processed, they are given a voucher which authorizes monthly child care payments to the child care home or center that they choose from the City of Seattle's provider list. The amount of the payment from CCAP varies according to the income of the family, age of the child, and hours of care needed. The family is responsible for paying the difference between the voucher amount and the Provider's regular SPP rate. Providers determine their own rates.

Families will be able to indicate interest in receiving childcare subsidies through CCAP on the SPP consent form. If the parent checks this off, the PIR will review potential eligibility and will work directly with the provider to determine the best course of action (i.e. either the PIR or the provider communicating directly with the parents to enroll in CCAP.) Interested families may also apply directly through the portal [here](#). It is important to note that CCAP is only able to help families that are not eligible for Working Connections and below 94% SMI. Therefore, if families are eligible for Working Connections they should be encouraged to apply there first. If you believe that a family is Working Connections-eligible, they should not indicate interest in applying to CCAP.

If the family has fully completed the enrollment packet for 2023-2024, an abbreviated CCAP application, *CCAP Application for Preschool Families*. If more documentation is needed, Program Intake Reps., will reach out. Provider and family questions about CCAP can be directed to CCAP@seattle.gov or 206-386-1050.

For Providers:

In order to accept subsidies for families approved for CCAP vouchers, a vendor services agreement is required between the provider and DEEL. Providers must comply with CCAP program requirements keeping their vendor services agreement in good standing in addition to any other DEEL contract agreements.

Families attending locations for the six-hour SPP day who receive subsidy (CCAP, Working Connections or any other child care subsidy) for before/after-school care at the same provider will receive (at most) a five-hour voucher. This effectively "wraps around" the SPP school day with a total of five hours of subsidized child care. Families will also receive full time care during any SPS school breaks. Families attending locations for the six-hour SPP day and attend a different location for before/after school will also receive (at most) a five-hour voucher for the childcare provider. Example: Child attends SPP and afterschool care till 6pm daily. The SPP tuition is paid by the family to DEEL, CCAP pays the provider a portion of the aftercare (based on CCAP reimbursement rates with a part-time voucher), and the family pays the provider the remaining after care balance.

B-8.3: DCYF – Working Connections Child Care (WCCC)

Working Connections Child Care (WCCC) helps families with low income pay for child care while they work or meet WorkFirst participation requirements. When a family qualifies for child care subsidy benefits and chooses an eligible provider, the state pays a portion of the cost of child care. The parent is also responsible to pay a copayment to the provider each month.

To get information regarding WCCC contact the DCYF Customer Service Call Center at 1-844-626-8687 or apply online through Washington Connection; <https://www.washingtonconnection.org/home/>

B-9: Agency Data Responsibilities (Enrollment)

- 1) New providers working with enrollment and CHIPS should contact their Human Service Coordinator (HSC) to schedule new CHIPS/Enrollment training. All enrollment staff must have their own unique log-in to CHIPS and should be trained on data entry.
- 2) All children must be fully enrolled prior to their first day of attendance. This means:
 - a. Child has complete enrollment paperwork
 - b. Child's paperwork has been verified by DEEL staff
 - c. Child's enrollment status is listed as "Enrolled" in CHIPS
- 3) Providers should monitor how many children have been entered and enrolled into CHIPS for their contract. Human Service Coordinators will collaborate with providers to ensure the classroom is completely enrolled.
- 4) Providers must enter the correct "Start Date" for the child's enrollment in CHIPS within five business days of the child beginning to attend.
- 5) Providers must exit children in CHIPS within five business days of the child's last day in the classroom.
- 6) No agency-selected slot may be left unfilled for more than 30 days without potential future contract implications.

SECTION C: Program Requirements

C-1: Business Operation Requirements

Support City Goals – The Agency will support and promote City of Seattle SPP goals, objectives and strategies as identified in the contract and manual.

Complaint Resolution Process – The Agency shall maintain written policies and procedures for handling complaints from families and shall provide notice to families of their rights to seek resolution of complaints and the appropriate process. The Agency shall maintain documentation of all complaints filed against the Agency including, but not limited to, name of the person filing the complaint, date the complaint is filed, nature of the complaint, outcome of the complaint and the date of resolution. In the case of a complaint relating to services in this contract, the Agency will notify DEEL.

Child Information and Provider System (CHIPS)– The Agency will report data to DEEL using CHIPS. The Agency will be required to participate in select training to ensure proficiency and timeliness of data entry. All timelines for reporting data to the City will be included in the Deliverables Report (See attachments).

Early Achievers– The agency will participate in Early Achievers and hold a rating of Level 3 or above. The agency participating in Early Achievers voluntarily commits to meeting increasing levels of quality beyond licensing requirements. The higher-quality levels (Levels 3 to 5) rely heavily on assessments of the environment and high-quality adult-child interactions

Written Policies and Procedures – The Agency shall maintain written policies and procedures, consistent with federal and state regulations, as applicable. These shall be kept on file and available for review at the request of DEEL staff. Policies and procedures shall include, but not be limited to, those listed in the SPP Program Manual, as revised.

Licensing Standards – The Agency is responsible for obtaining and maintaining on good standing all licenses necessary to perform the Work of this Agreement. Additionally, the Agency will meet and maintain Washington State's Department of Children, Youth, and Families (DCYF) child care licensing

requirements as described in the Revised Code of Washington and the Washington Administrative Code. If the Agency is exempt from licensing or not required to be licensed, the Agency shall demonstrate how it effectively maintains health and safety standards, which are comparable to licensing requirements.

Notification to City – The Agency shall update information in CHIPS (if applicable) or notify the DEEL Preschool Manager and DEEL staff within five (5) business days of the following:

- a. Any changes that could adversely affect the Agency’s ability to continue performance under this Agreement, including any child abuse investigations by Washington State Department of Social and Health Services’ Child Protective Services.
- b. Changes in Agency staff working in or with SPP classrooms, leadership, licensing status, ownership or president of its governing board.
- c. Changes in the educational attainment level of lead teachers, assistant teachers, site supervisors, site directors, or agency directors who work in or with SPP classrooms.
- d. Any licensing violations that must be reported to the Department of Children, Youth and Families (DCYF).

USDA-CACFP Participation - If the Agency participates in the United States Department of Agriculture Child and Adult Care Food Program (USDA-CACFP) requirements, it must comply with the program’s regulations. [Child and Adult Care Food Program | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)

Directors’ Meetings – The Agency will ensure that the director, supervisor, lead teacher or designee participates in applicable Directors’ meetings and Professional Learning Communities.

Data - The Agency will report all required data to DEEL as outlined in the in section C-4. The Agency will attend DEEL-required trainings for the data reporting systems outlined below to ensure accurate and timely reporting.

- The Agency will allow DEEL and its contracted evaluation partners to access information and assessment data from DCYF, the University of Washington, DEEL Evaluation consultant and Child Care Aware/BrightSpark pertaining to Agency’s EA scores.
- The Agency will maintain all child and staff records using DEEL-approved data reporting systems, including:
 - Ages & Stages Questionnaires® (ASQ) Online
 - Teaching Strategies® Gold (TSG)
 - Child Information and Provider System (CHIPS)
 - DCYF Managed Education and Registry Information Tool (MERIT) system
- The Agency will report data in accordance with due dates and timelines set forth in the contract and manual

C-1.1: Adding, Removing, Moving Classrooms

Agencies are awarded funding based on specific classrooms in their current site locations. This is either done during the Request for Qualifications (RFQ) process for new providers or during consideration of expansion requests. Contracts are developed with specific service locations and classrooms/slots in those classrooms. Funding is calculated based on the number of slots and slot types (i.e. blended with ECEAP or Head Start.)

If an agency desires to add a new classroom to their contract, the request should be submitted during the RFQ/Expansion process each fall (approximately November-December.)

If an agency desires to close a classroom that is listed in their contract, the agency should submit this request in writing to their Education Specialist. This removal mid-year requires a contract amendment.

If this is the only classroom for the agency, this would result in contract termination and should follow contract termination expectations in the contract. If this removal of a classroom is relevant for a subsequent contract year, the agency must notify the Education Specialist of this intent before May of the previous school year (and as soon as the information is known.)

If an agency desires to move a classroom from one location to another, the agency should submit this request in writing to their Education Specialist. DEEL must approve the request in advance. Movement includes changing locations temporarily or permanently as well a change in slot types. (i.e. un-blending or blending SPP slots with ECEAP/Head Start slots.)

C-1.2: Licensing Exceptions

DEEL requires providers be 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 to operate SPP and full-day Pathway programming. No exceptions will be made for SPP sites blended with ECEAP or Head Start. The following exceptions to this requirement for SPP and full-day Pathway classrooms may be possible with prior written approval from DEEL under unavoidable circumstances. Exceptions to licensing requirements should be considered a last resort for both providers and DEEL.

Initial License Allowance

An **initial license** may be acceptable for a temporary period (3 calendar months or less) for:

- 1) An established SPP provider opening a new site location on an initial license;
- 2) A new temporary program location is needed due to displacement from site due to planned or unplanned emergency situations, building construction, or the inability to meet WAC requirements to operate a child care/early learning program (i.e. no running water, plumbing, or access to toilets, and/or electrical issues.)

Initial licenses are granted by the DCYF licensor. To obtain approval for an initial license within your SPP or Pathway contract, contact your Education Specialist. Approval from the Early Learning Operations Manager and/or Early Learning Division Director may be required.

If prior approval is given from DEEL for an exception to the non-expiring license requirement meeting the above criteria, the SPP or Pathway program must be on an initial license and working towards their non-expiring license within one year and/or a move back into their permanent location after three consecutive months. Monthly progress updates must be given to DEEL in writing.

Seasonal Camp Allowance

An SPP or full-day Pathway provider (not already exempted from licensing requirements, per WAC 110-300-0025) may choose to operate a seasonal camp without an initial license for up to 3 calendar months within a calendar year with prior written approval from DEEL and approval from the site's current DCYF licensor. This provision should be considered a last resort after all other opportunities have been exhausted to operate in a licensed space. This provision may be utilized due to any planned or unplanned emergency situations impacting their current site operations. The provider should be aware that operating under a seasonal camp allowance means the provider is technically no longer licensed, will be on an *inactive* license with DCYF, and will not be regulated by their licensor. DEEL contractual requirements should still be maintained, such as current non-expired business liability insurance and Seattle business license, in addition to all programming requirements under the contract.

SPP partners are expected to continue to adhere to minimum WAC child care licensing requirements for health and safety standards operating as a seasonal camp and must provide a written plan to DEEL

for any program changes, as well as notifying enrolled SPP/Pathway families of the change in regulatory status and program policy changes during this time. The Early Education Specialist should be included in this family communication.

Child care subsidies through Working Connections Child Care (WCCC) would not be available during the seasonal camp provision period. The provider should plan to offer scholarships to families on WCCC, if the provider is offering more than six hours of programming. DEEL's Child Care Assistance Program (CCAP) subsidies may still be utilized for children already receiving CCAP.

C-2: Classroom Requirements

Classroom schedule/hours - SPP classrooms will operate for 180 days per year on a full-day schedule. Full day is defined as 5 days per week with 6 hours per day of classroom instruction. SPP classrooms may also offer a reduced number of days per week, i.e., 4 days per week, as long as the 6 hours per day and 180 days per year requirements are met. This schedule should be determined before the school year begins, including confirmation that the schedule meets the 180-day requirement.

Family Connection Days - DEEL will count 3 family connections days towards the 180 days SPP requirement if a program participates. Family connections days typically happen before school starts and are an opportunity for teachers and families to meet. This includes, but is not limited to, open house, meet and greet with teachers, classroom visit, one on one meeting with child's teacher, etc.

If your program participates in family connections days, please reflect this information in CHIPS. Count your family connection days as part of your classroom start date. For example, if your first day of school is on September 7th and your family connection days happened on September 4th, 5th and 6th, please indicate your classroom start date as September 4th. Attendance entry will not be required in CHIPS for your family connection days.

In CHIPS, it is important that the child's start date reflects the first day the child is in the classroom (after the family connection days). This date will be used to calculate ASQ screening, health screening, TSG assessment, and attendance. (In the example above, September 7th would be most children's start date.)

Classroom size/ratio - SPP classrooms will have a maximum class size of 20 students and maintain a 1:10 adult child ratio.

Classroom staff - The typical SPP classroom will have one Lead Teacher and one Assistant Teacher. Teachers must meet the staff qualifications listed in section C-2. If a co-teacher classroom model is used, the Agency may indicate two lead teachers in CHIPS and both are subject to the SPP Lead Teacher education requirements. The Agency must keep accurate records in CHIPS of teacher turnover. Any teacher movement or turnover must be updated in CHIPS and shared with DEEL Education Specialist within 5 business days of the change.

C-2.1: Classroom Funds

The Agency may receive one of three types of classroom funds: 1) annual maintenance, 2) preschool conversion funds or 3) classroom start up funds. All classroom funds provided must be used to support the intended outcomes of the FEPP Levy (see A-1 and A-2). Agencies will receive conversion funds for any classroom previously operated as a preschool classroom in the prior school year. Agencies will receive start-up funds for each new SPP classroom that did not previously operate as a preschool or was displaced. Classrooms that have already received SPP classroom funds are eligible to receive annual maintenance funds. Classroom funds are intended to support a high-quality classroom environment for the duration of the school year. This environment should include or demonstrate:

The high-quality classroom environment should reflect the standards in the CLASS assessment, HighScope PQA, and Creative Curriculum fidelity checklist.

At the beginning of the school year, agencies will ensure the quality expectations are met by using their classroom funds. This plan will be created in collaboration with the agency's Education Specialist and Coach. The plan will help ensure any gaps in quality are addressed by using classroom funds. If no specific gaps are identified, the Education Specialist and Coach may make recommendations for the agency's classroom funds, but the final decision will be the agency's. Monitoring will take place throughout the school year to ensure classroom quality. Should the quality benchmarks referenced in the HighScope and Creative Curriculum standards not be met, the agency will be expected to rectify the issue, even if classroom funds have already been exhausted.

Documentation should be maintained per the agency's standard bookkeeping practices. Materials purchased with classroom funds belong to the agency.

C-2.2: Seattle Preschool Program Plus (SPP Plus) Classrooms

Designated inclusion classrooms (SPP Plus) include a classroom design for children who have an individualized education program (IEP). SPP Plus was created so children with qualifying IEPs could participate in high-quality early learning environments with general education curriculum through specially designed instruction (SDI), at their present level of performance. Instructional content varies based on each student's IEP.

These programs include a smaller class size up to 18 children with 5 slots designated for children who receive IEP services.

Special education services are provided by SPS, EEU or HSDC under the provisions from federal IDEA law and state special education WACs, with a maximum of 10 hours of IEP services provided in the SPP Plus setting. In comparison to developmental preschool (10 hours of school time weekly), SPP Plus programs and children follow the school's elementary bell schedule/ operate for full week instruction 6 hour and 30-minute school day, with 2-hour early dismissal on Wednesdays only.

All IEP services for children in SPP Plus are funded by SPS, special education services are not paid by DEEL in SPP Plus contracts to providers. Tuition is free for children with an IEP who are enrolled in SPP Plus, regardless of household income.

C-2.3: Dual Language Classrooms

To qualify for the Dual Language Initiative and to receive payments provided under this Agreement, the Agency must be a member of the Dual Language Initiative, contracted with DEEL as a SPP or Pathway provider and actively participate in professional development, Professional Learning Communities (PLC), dual language assessments as designated by SPP and Pathway programs, provide instruction and learning in two principal languages, and incorporate the children's home languages in the learning environment. Agencies must also update and submit annual site language plans and classroom language plans. New agencies are not being added to the initiative at this time and may apply when the initiative re-opens.

Accreditation Process

The Soy Bilingüe Dual Language Preschool Classroom Accreditation is a strengths-based process for observing, documenting, and recognizing the work of dual language and language responsive classrooms under the leadership and guidance of the Center for Linguistic and Cultural Democracy (CLCD). The classroom teaching team, in collaboration with the Soy Bilingüe Accrerator, will put together a portfolio addressing the 102 items of the Soy Bilingüe Preschool Assessment Tool. The accreditation must be completed within 12 months of completing the six (6) Soy Bilingüe Seminars.

Dual Language Accreditations are awarded once a year, during the end of year celebration in June. The accreditation is good for three years (from the date of issue). It can be renewed by retaking a seminar and updating the educator portfolio. Teachers may apply previous seminars they have completed if training completion dates occurred within three (3) years of accreditation application. Agencies may request in-service dual language training and curriculum support from CLCD. To participate, the classroom educators must be in a well-developed dual language, multilingual, language restoration, or language and culturally responsive classrooms and have completed the following six (6) CLCD seminars and portfolio and practicum:

- Soy Bilingüe Seminar: Language, Culture, and Young Children
- Theater of the Oppressed
- Teaching Umoja Seminar
- Working with Families
- Play, Language, Culture, and Literacy (or Storytelling)
- Linguistically and Culturally Responsive ECE
- Soy Bilingüe ECE Portfolio and Soy Bilingüe ECE Practicum

Assessment Protocol

The Soy Bilingüe Preschool Assessment is the central tool used in the Soy Bilingüe Dual Language Preschool Classroom Accreditation, which is a strengths-based process for observing, documenting, and recognizing the work of dual language and language responsive classrooms. The 102 items of the assessment are dividing into six parts:

1. Parent and Community Collaboration,
2. Linguistically and Culturally Relevant Environment,
3. Interactions during Schedule Components,
4. Child Nurturing and Guidance, and
5. Assessment and Planning
6. Indigenous Language

Before using the tool in a classroom, teachers are given an extensive overview of the tool, how it is administered, what it measures, and why it is important. Teachers are then given the opportunity to adjust their classroom before the tool is used. The tool focuses on how to support teachers in addressing the 102 items in ways that are pertinent and relevant for their classroom and community.

Standard Assessment

- 1 small group observation
- 1 interview with the teacher

Accreditation Assessment

- 1 English language small group video/observation
- 1 second language small group video or observation
- 1 circle time, that includes storytelling, video or observation
- 1 interview with lead and assistant teacher
- All 6 seminars and practicum completed

Accreditation Renewal Assessment

- 1 English language small group video/observation
- 1 second language small group video/observation
- 1 circle time, that includes storytelling, video/observation
- 1 interview with lead and assistant teacher
- 1 Soy Bilingüe Seminar completed

Teacher Interview

- Both the lead and assistant educator are required to participate in a 1.5 hour interview with the CLCD assessor.
- The assessment is strengths-based and begins by getting to know about the dual language team.
- After the introduction, educators will be asked to give the CLCD assessors a tour of the classrooms pointing out the ways they support the languages and cultures of the children and families in their program.

Teacher Bonus

- Dual language teachers are eligible for a \$1,000 bonus after completion of training, practicum, and accreditation. Teachers must submit the educator bonus invoice to DEEL, a copy of their dual language certificate and upload the certificate to CHIPS.

Dual language curriculum support site visits

- Dual language classrooms receive fall and spring curriculum support site visits to support dual language implementation. After the site visit, the CLCD consultants completes a report detailing content covered and recommended next steps to the Dual Language Initiative Program Manager.

Onsite day with trainer

Dual language classrooms may request an onsite day with a CLCD trainer to receive in-service training on content covered in the Soy Bilingüe seminars. After the in-service training, the CLCD consultant will turn in a report detailing content covered and recommended next steps to the Dual Language Initiative Program Manager.

C-3: Staff Qualifications and Requirements

The Agency will maintain that:

- Teachers who do not meet the education requirements will complete a teacher education/professional development plan outlining how they will meet the education requirements.
- Teachers who do meet the education requirements will receive on-going professional development through DEEL or other training in ECE or related field.
- Teachers will have the knowledge and ability to assess children's development that support children's progress based on regular formative assessments that inform instruction.
- All Agency staff will be required to submit copies of their official college transcripts through MERIT. The Agency will upload MERIT documentation in CHIPS to determine staff qualifications as they relate to the SPP education standards.
- Agency directors, program supervisors, and teachers are required to complete the training outlined in section D 1.2.2.
- Agency staff who finalize data on children will complete Teaching Strategies GOLD Interrater Reliability (IRR) within six months of contract start of the program year or hire date, and every three years thereafter. (See Section E1.2)

C-3.1: Staff Qualification Levels

Staff Level	Qualified Degree Major	Degree Accepted Other than ECE Degree
<p>SPP Director and/or Program Supervisor</p> <p>And</p> <p>SPP Lead Teacher</p>	<p>Bachelor’s degree or higher, verified as “approved” in MERIT in:</p> <ul style="list-style-type: none"> - Early childhood education (ECE) - Early childhood and family studies - Human development with specialization in ECE - Children’s studies/childhood education 	<p>A bachelor’s degree or higher from an accredited college and verified as “approved” in MERIT.</p> <p>AND</p> <p>30 or more approved quarter credits in ECE, verified through MERIT. Up to 10 credits may be classified as ECE-School Age hybrid (“E/S”) credits.</p>
<p>FCC Only</p>	<ul style="list-style-type: none"> - Meet state FCC licensing requirements for teacher education (WAC 170-296A-1725 requires a high school diploma or equivalent) 	
<p>Assistant Teacher</p>	<p>Associate degree or higher, verified as “approved” in MERIT in:</p> <ul style="list-style-type: none"> - Early childhood education - Early childhood and family studies - Human development with specialization in ECE - Children’s studies/childhood education 	<p>An associate degree or higher from an accredited college and verified as “approved” in MERIT.</p> <p>AND</p> <p>20 or more approved quarter credits in ECE, verified through MERIT. Up to 10 credits may be classified as ECE-School Age hybrid (“E/S”) credits.</p>
<p>Family Support Worker</p>	<p>Associate or higher degree with the equivalent of 30 college quarter credits as “approved” in MERIT in:</p> <ul style="list-style-type: none"> - Adult education - Human development - Human services - Family support - Social work - Early childhood education, - Child development, - Psychology 	<p>A DCYF-approved credential from a comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families.</p> <p>OR</p> <p>A Washington State ECE Home Visitor Certificate</p> <p>OR</p> <p>A Home Visitor Child Development Associate (CDA) Credential from the Council of Professional Recognition.</p>

Staff have **four years** from the classroom’s contract start date or the staff member’s start date in the SPP classroom to meet SPP education standards. To support staff in meeting these standards, DEEL provides higher education tuition assistance (SPP Scholars Program described in section D1.3) and professional development.

All SPP lead teachers who meet education or certification requirements will be expected to maintain a CLASS® combined Emotional Support (ES)/Classroom Organization (CO) score that exceeds 6.0 and an Instructional Support (IS) score that exceeds 4.5. If these scores are not achieved, the teacher will be expected to make progress each year towards meeting these scores. New teachers and teachers who do not meet education requirements will work with assigned SPP coach to ensure CLASS concepts are part of their coaching cycle goals. Teachers who receive tuition support to meet SPP requirements will be expected to meet these expectations by the time they complete their educational programs.

SPP staff must be entered in the Department of Children, Youth, and Families (DCYF) MERIT system. Staff education requirements will be verified through the MERIT system. MERIT data entry is described in section E-1.4.

Exceeding SPP Education Standards

Lead teachers who have a current Washington State Teaching Credential with endorsements in early childhood education, (early childhood) special education, P-3, or P-3 special education are classified as “exceeding” education standards.

C-3.2: Staff Payment

Minimum Staff Pay Levels: The agency will be required to adhere to both City of Seattle and Washington State labor laws and to pay staff in accordance with the minimum salary guidance below. The Agency may pay teachers more if desired.

SPP Lead Teacher: SPP lead teachers will be paid according to their education. There will be three minimum salary levels based on qualifications for SPP lead teachers. Minimum salary levels could be subject to change based on new wage data.

- **Does not meet requirements or has been granted a waiver.** Lead teachers who have taught at the Agency prior to being placed in an SPP classroom will be allowed into the program on the condition that they meet requirements within four years or are granted a waiver. Lead teachers must be paid a minimum of \$18.69 per hour.
- **Qualifying MERIT-verified bachelor’s degree in Early Childhood Education (ECE) or equivalent.** A Lead teacher with a MERIT-verified bachelor’s degree with at least 30 ECE credits must be paid a minimum of \$28 per hour.
- **Washington State Office of Superintendent of Public Instruction (OSPI) teaching certification with P-3 endorsement.** A lead teacher who holds a Washington State teaching certificate with an Early Childhood Education or Early Childhood Special Education (P-3) endorsement will be paid according to the current [Seattle Public Schools Certificated, Non-Supervisory Staff Salary Schedule](#). (\$50.70 per hour)

SPP Assistant Teacher: SPP assistant teachers will be paid according to their education. There will be two minimum salary levels based on qualifications for SPP assistant teachers. Minimum salary levels could be subject to change based on new wage data.

- **Does not meet requirements.** Assistant teachers who already employed by the program on the condition that they meet requirements within four years are at the basic salary level. Minimum pay level for SPP assistant teachers will be \$18.69 per hour.
- **Meets requirements.** Assistant teachers who hold a MERIT-verified Associate degree with at least 20 ECE credits will be paid a minimum of \$20 per hour.

Certified Bilingual Teachers: Lead teachers and instructional assistants who meet the following competency criteria shall be compensated at an additional ten (10) percent of the employee's regular salary amount:

- Lead teacher holds a WA State teaching certificate and endorsements in both bilingual education and Early Childhood Education - ECE. Additionally, the lead teacher's language(s) of fluency must match the language(s) of instruction in the classroom.
- Assistant teacher passes an oral language fluency test in both languages of instruction as mutually determined by DEEL and the Agency.

OR

- Lead/assistant teachers in the Dual Language Initiative who have completed the following:
 - All 6 Soy Bilingüe Seminars
 - The Soy Bilingüe ECE Portfolio and ECE Practicum
 - Received their Dual Language Accreditation within 12 months of completing their required Soy Bilingüe training
 - Received an annual dual language assessment
 - If already certified, lead/assistant renew their Soy Bilingüe ECE Portfolio and complete the Soy Bilingüe accreditation renewal training within 3 years of previous accreditation.

The salary increase will be paid directly to the agency. The agency will add the salary increase in equal parts to their certified teacher's paycheck across the school year resulting in full payment.

C-3.3: Planning Time

Lead Teacher Planning Time: The agency will ensure that teachers have regular planning time to meet with DEEL staff, complete assessments, develop individual child learning plans and classroom plans plan for teacher planning r time and establish adequate staffing and adult-child ratios to maintain classroom quality and routines during the time that a teacher is out of the classroom to plan, and or meet with DEEL staff, and other early learning partners. absence.

Assistant Teacher Planning Time: The agency will plan for teacher planning time and establish adequate staffing and adult-child ratios to maintain classroom quality and routines during a teacher's absence or time outside of the classroom to plan and or meet with DEEL staff and other early learning partners.

The agency will use SPP funds to compensate lead and assistant teachers for all SPP duties including six hours of classroom instruction and 2 hours of planning each day or an average of 10 hours of planning time per week. SPP funds may not be used for **non-SPP** duties. Agency compensation for non-SPP work may supplement the minimum SPP pay levels.

DEEL will monitor that the Agency is providing teachers with planning time to participate in DEEL required trainings.

C-4: Documentation Requirements

Staff records – The agency will maintain current staff records in CHIPS. All agency staff who may work in a classroom/in ratio/or who supervise classroom staff will be entered as staff contacts into CHIPS two weeks from the start of the contract period or within five business days of any changes. The agency will notify the DEEL Early Education Specialist of any staff changes.

Payroll Staff Reporting- The Agency will provide the most recent payroll report from the payroll system or third-party payroll processing company; with SPP lead and assistant teachers' gross pay information., including:

- a. Employee Name
- b. Position or title
- c. Payment date
- d. Regular hourly rate
- e. Regular hours
- f. Regular payment (before deductions/taxes);

If your Agency utilizes bonuses as part of the educator's regular compensation, include the annual bonus pay amount for the lead and assistant teacher(s).

Health Records – The agency will maintain current and confidential health files on all enrolled children. Those files will include:

- A record of the child's medical home (primary care doctor name, address, and phone number)
- A record of the child's dental home (dentist name, address, and phone number)
- Immunization records (using the Washington Department of Health Certification of Immunization [CIS] form)
- Allergy information
- Food preferences and restrictions

If applicable, confidential health files must also include:

- Results from health-related screenings (conducted by the agency or primary care doctor)
 - All screening results will be shared with families. Scores indicating a developmental or behavioral concern will be discussed with parents during the scheduled parent-teacher conference or sooner.
- Accident reports
- Documentation of health-related family contacts
- Documents required by ECEAP
- Medical/dental insurance

Teaching Strategies GOLD® – The agency will keep updated records of observations for each child within the Teaching Strategies GOLD® child assessment system. Agencies will collect a minimum of **one piece** of documentation for each TSG objective and work towards collecting two pieces of documentation per objective.

- The agency will complete TSG assessments portfolios for all children enrolled for at least 60 days prior to each checkpoint deadlines.

Child file – The agency will keep a complete child record on-site. This file must include, but is not limited to the following:

- Health records
- Education records
- Family information
- Individual learning plans
- Communications with family
- Documentation required for comprehensive supports

C-5: Curriculum Requirements

The agency is required to adopt the approved curriculum, HighScope® or Creative Curriculum® for

Preschool, Sixth Edition. DEEL will purchase complete curriculum kits for all new classrooms and support existing classrooms with replenishing curriculum as requested. Curriculum training will be made available to all SPP provider agencies. Agency training is described in section D-1.2.

A curriculum waiver process will be available for high-quality provider agencies. The waiver allows an agency to use an evidence-based curriculum other than HighScope® or Creative Curriculum® for Preschool, Sixth Edition. Waiver requests are to be submitted during the SPP RFQ application process and will be approved or declined prior to award. Agencies applying for a curriculum waiver must:

- Have a rating of Level 4 or above in Early Achievers
- Use an evidence-based curriculum that includes a tool for assessing the fidelity of implementation
- Have an intensive, agency-managed plan for instructional support.

A maximum of three waivers may be granted by DEEL.

C-6: Child Assessments and Screening Requirements

The agency will be required to use and provide data on children using the following assessment and screening tools:

- Teaching Strategies GOLD® – Agencies will track child development data through observations, anecdotal notes, pictures, and videos, and track children’s progress throughout the year in the online TSG system.
- Health screening (height, weight, vision, and hearing) – Agencies will partner with Public Health – Seattle & King County (PHSKC) to conduct health screenings on each child within 90 days of the child’s start date. Information from the screening will be logged in CHIPS (further described in Section E1.1). Follow-ups will be provided to children and families where need is shown.
- Developmental screening Ages & Stages Questionnaires® (ASQ) and ASQ-SE (Social-Emotional) – Agencies will administer the ASQ and ASQ-SE to all students (except for children with current Individualized Education Programs-IEPs) within 45 days of the child’s start date with the support of PHSKC. Agencies will enter all ASQ data into the online ASQ data system and notify DEEL Staff regarding any child identified with a developmental or behavioral concern within five business days of completing the assessment and screening.

Assessment and screening tools and/or kits are provided to all agencies.

C-7: Early Achievers (EA) Participation

The agency will participate in Early Achievers and hold a rating of Level 3 or above. The agency participating in Early Achievers voluntarily commits to meeting increasing levels of quality beyond licensing requirements. The higher-quality levels (Levels 3 to 5) rely heavily on assessments of the environment and high-quality adult-child interactions.

C-8: Family Support

The agency will be responsible for providing direct support to the families served at the agency to improve child outcomes. This includes, but is not limited to, the following:

- Family engagement and partnership plan with families and communities
- Opportunities for instructional staff to learn about families and how to extend this learning into the classroom.
- Opportunities for families to learn about preschool educational activities and how to extend this learning into the home.
- Assisting families with enrollment and their children’s transitions to kindergarten.
- Family support and direct outreach based on the family’s preference (e.g. call, email, and/or visit).
- Health coordination services for families as it relates to a child’s school enrollment

- Resource referrals.
- Family support workers may also be responsible for developing relationships with the neighborhood elementary schools and elementary family support workers to ensure SPP sites and the elementary partners are partnering to support the needs of parents.
- Family Support workers should **not** provide teacher coverage or direct services to children.
- Agencies that have existing family support structures and workers may use the funding to supplement but not supplant family support services.

For the 2023-24SY the agencies have the option of using Family Support funds to provide family support services by 1) hiring dedicated family support workers to deliver family support services, 2) providing family support services in alternative ways, or 3) a combination of both.

C-9: Kindergarten Transition

The agency will provide families with supports and services to ensure that children transition successfully to kindergarten. The agency will be knowledgeable of Seattle Public Schools' enrollment processes, forms, and deadlines to support families in entering school. Services listed below include, but are not limited to, activities related to kindergarten transition:

- Opportunities for early registration to kindergarten, including enrollment and welcoming events in partnership with the elementary schools and before and after-school programs.
- Assistance to prepare families with information necessary to support their child's transition to kindergarten, particularly for a child with special needs.
- Work in partnership with Seattle Public Schools to acquire invitations to visit kindergarten in the spring of the child's final preschool year.
- Communicate with elementary schools about individual students, providing information that introduces the kindergarten teacher to the child.
- Share a portfolio of child information, family survey, or home visits via WaKIDS.
- Assist families to find summer programs for children that are still not meeting kindergarten readiness standards and in need for more learning opportunities. This may also include literacy-infused enrichment activities or science, math, music and art instruction.
- Provide families with home-learning activities during the year, but particularly in the spring, such as summer booklists, resources for summer family learning events at libraries, family centers, parks and other literacy activities prior to kindergarten entry.
- Help families identify their school assignment for kindergarten based on family address at the time of program enrollment using the Seattle Public School's enrollment website:
<https://www.seattleschools.org/admissions/registration>

C-10: Fiscal Agent (FCC Hub only)

The agency acting as the FCC Hub will serve as the fiscal agent for the SPP FCC providers and will be responsible for:

- Developing a financial management plan that documents use of generally accepted accounting principles (GAAP) and the policies and procedures to be used to ensure the accurate and timely disbursement of DEEL slot funds to providers.
- Using a professional accounting system to record all financial transactions.
- Maintaining all fiscal records including accounting records and/or back-up documentation related to subcontracts.
- Develop and implement an outreach plan that ensures FCC providers in Seattle are broadly aware of the opportunity to participate in the SPP Family Child Care FCC Hub. Specific strategies to engage FCC providers that work primarily with children of color should be included in the outreach plan.
- Ensuring the subcontracted providers are currently enrolled in DCYF's Early Achievers.

- Ensuring subcontracted providers' teachers each meet Washington State licensing requirements for teacher education and be willing to commit to working toward an associate degree in Early Childhood Education.
- Ensuring subcontracted providers comply with applicable labor regulations, including the City of Seattle's minimum wage requirements.

C-11: Comprehensive Support

The Agency will receive Comprehensive Support funds to meet the individualized needs of children in the classroom, and to support DEEL's zero expulsion and suspension policy, so children can fully take part in the classroom each day. These funds support services which may include temporary additional classroom support, specialized consultations, or instructional materials to support children.

Comprehensive Support services are intended to build the capacity and skills of educators working with a group of children or an individual child who need/s intensive strategies inclusive of, but not limited to, (1) social-emotional, (2) behavioral, (3) developmental, and/or (4) connected to family/childhood trauma. Comprehensive Support services are not meant to duplicate or supplant Individual Education Plan (IEP) services for an individual child.

Comprehensive Support funds for the 2023-24 SY are based on the number of SPP funded children and SPS Equity Tier (see Section F-4). The Comprehensive Support fund in your agency contract is to be used to cover Comprehensive Support services for the entirety of the 2023-2024 contract year in each classroom.

Agency Responsibilities

- May use Comprehensive Support funds for the following services or a combination of these services:
 - hire an Organization, Agency, or Individual to provide specialized services
 - hire additional staff
 - provide training for educators
 - purchase materials to support individual children
 - purchase materials for the learning environment
- The agency will:
 - Develop and complete the required DEEL Comprehensive Support: Classroom/Child Support Plan (see attachments).
 - DEEL Coaches may be consulted when creating the plan, but DEEL coach involvement is not required.
 - The plan must be shared with the DEEL coach upon completion.
 - Collect and keep documentation showing that the organization, Agency, individual, or staff meet the minimum requirements.
 - Submit receipts for all payroll, property, equipment, technology, or electronics.
 - Submit Comprehensive Support Reimbursement Request, supporting documentation, and the Classroom/Child Support Plan with the agency monthly contract invoice.
 - Not exceed the Comprehensive Support budget for their agency, any cost incurred above the budgeted amount will be the sole responsibility of the agency.

Organization, Agency, or Individual minimum qualifications

- Have at least two (2) years of experience working with teachers and children in the area of work listed below:
 - Behavioral supports
 - Developmental supports
 - Trauma-informed practice
 - Social-emotional instruction

SECTION D: Program Supports

D-1: Professional Development

Culturally responsive professional development with a focus on race and social justice, anti-bias education, restorative healing practice and social and emotional learning will be provided to all educators and fully funded by DEEL. DEEL will provide a calendar of required trainings at the beginning of the year. Selected training will be data-driven and include online group training and individualized intensive coaching as needed. All professional development will include elements of peer support, active participatory learning, and be aligned with the Washington State Core Competencies for Early Care and Education Professionals.

D-1.1: Coaching

Coaching is required and will be culturally responsive and data driven. The Agency will receive coaching to improve educators' instructional practice, to improve the learning environment and to support and improve child outcomes.

Coaches will provide on-going culturally responsive instructional coaching and curriculum support to educators. Coaches will engage in ongoing communication and collaboration with program directors and supervisors. Areas of communication and collaboration may include but are not limited to: focus and progress of coaching goals, barriers to coaching, educator training requests or needs, instructional leadership, programmatic enhancements, and deliverables progress (IRR, TSG checkpoints, teacher education plans, etc.).

Coaches will focus on educators' professional growth by:

- Developing individualized coaching plans for each classroom.
- Providing one-on-one coaching reflective practice sessions.
- Working with a multi-disciplinary team to support educators to enhance social and emotional practice.
- Providing differentiated classroom-based, reflective, instructional coaching to increase the quality and effectiveness of educator practice.
- Supporting fidelity of curriculum implementation.
- Supporting instructional leadership for administrators, as it relates to the classroom.
- Reviewing data and planning instructional best practices with educators.
- Conducting (as needed) mock observational assessments to inform instructional practice.
- Convening data meetings to review available comprehensive data sets (Agency, classroom and student data). These will inform coaching plans which are intended to identify areas of need, determine a plan for support, and monitor progress towards program- and child-level goals.

Coaching will be provided in-person on-site at the Agency, Site or classroom location. Remote/distance coaching can be used in-between coaching visits **as a supplement** to on-site in-person coaching. The remote/distance option (when educators and coaches are not in the same physical space) will take place using various tools including but not limited to emails, phone calls, videoconferencing technology, and mobile apps.

The Agency Responsibilities:

- Ensure that all educators working in the SPP classroom are available to work with their assigned DEEL Coach.

- Provide time for educators, away from children, to participate in one-on-one meetings with the DEEL Coach, and to complete child assessment and individual child plans.
- Create Professional Development Plans for all educators in SPP classrooms.
- Create Education Plan for all educators who do not meet SPP Staff Qualification levels (Section C-3.1: Staff Qualification Levels)
- Maintain a CLASS[®] combined Emotional Support (ES)/Classroom Organization (CO) score that exceeds 6.0 and a CLASS[®] Instructional Support (IS) score that exceeds 4.5 in SPP classrooms where lead educators meet SPP staff qualification levels.
- Demonstrate progress on CLASS[®] scores in classrooms where the SPP lead educators does not meet SPP staff qualification levels. (Section C-3.1).
- Participate in data meetings to review agency, classroom, and student data.
- Ensure that Directors or program supervisors will be available to meet with their DEEL coach for a minimum of once per quarter.
- Participate in Initial Coaching Meeting with assigned DEEL Coach
- Complete DEEL coaching plan with assigned DEEL Coach
- If using SWIVL, adhere to all SWIVL policies, procedures and required training outlined by DEEL.
- Immediately notify DEEL Coach Supervisors in writing in the case of additional support needed with the assigned DEEL coach (Additional Coaching Support protocol/policy section D-1.1.1). Submit all requests in advance for approval for additional in-service training via the DEEL Coach.

D-1.1.1: Additional Coaching Support

An Agency may request additional coaching support when there is dissatisfaction with any aspect of current coaching supports being provided. The request must be submitted in writing to the DEEL Coach Manager.

D-1.2: Training

Training will focus on culturally responsive teaching practices, with an emphasis on race and social justice, anti-bias education, restorative healing practices, and social and emotional learning. Training is coordinated and fully funded by DEEL. For the 2023-24 SY, all training will be delivered virtually online. Information about DEEL-hosted training will be available on the DEEL website (<http://seattle.gov/education/for-providers/quality-practice-and-professional-development>). Lead and Assistant Teachers will complete DEEL required trainings as outlined below.

D-1.2.1: Release Time

The agency will establish adequate staffing and adult-child ratios to maintain classroom quality and routines during a teacher's absence to attend required training. Lead Teachers and Assistant teachers in SPP classrooms will be paid at their actual rate for up to 28 days of teacher release time per school year. Release time, up to these maximums, is available for all required training listed below, regardless of what time or day the trainings occur. Additional Release time hours may also be available for eligible teachers enrolled in coursework to meet SPP education requirements (see D-1.3).

D-1.2.2: Required Training

Lead and Assistant Teachers- Trainings listed below are required and are eligible for release time reimbursement for eligible. The paperwork for reimbursement will be provided by DEEL when the training schedule is released.

Annual Pre-Service: The annual Pre-Service Institute is held at the beginning of each school year (August) and is required for teachers who have not taken their foundational curriculum & assessment

training. The Pre-Service Institute covers foundational training on curriculum, assessments, health training, the learning environment, and preschool standards, policies, and requirements. Additionally, the Pre-Service Institute includes optional content training for educators who have met training requirements.

Assessment Training:

- Introduction to Teaching Strategies GOLD® (TSG)
- ASQ-3 & ASQ: SE-2
- Introduction to Classroom Assessment Scoring System® (CLASS)

Curriculum Training:

Initial training and certification on the approved curriculum selected by the Agency (HighScope or Creative Curriculum) is required and will be provided at least once a year. Ongoing curriculum training will be provided via coaching, live (synchronous) online or pre-recorded (asynchronous) sessions.

- i. SPP/ECEAP sites who receive initial training on Creative Curriculum through DCYF will not be required to participate in DEEL sponsored curriculum training.
- ii. Teachers who are already certified on the curriculum may access continuing education virtually live (synchronous) online, pre-recorded (asynchronous) or via pre-approved in-service training. Other training may also be offered as needed or identified by the assessment data.
- iii. Curriculum re-certification for HighScope teachers is required every 3 years.

Health Screening Training:

Training on how to conduct an individual health screening for each child that includes hearing, vision, weight is required and will be offered and provided by Public Health Seattle King County in collaboration with DEEL in the fall and spring of the contract period.

Director and/or Program Supervisor Required Training:

- i. Directors/Program supervisor level trainings in:
 - Race and social justice, anti-bias education, culturally responsive teaching, SEL, Trauma Informed, HighScope and Creative Curriculum Overview, TSG for administrators, CLASS for administrators, ASQ SE-2, ASQ 3.

SPP/ECEAP sites who receive 10 hours annually or more of content training through DCYF will not be required to participate in DEEL sponsored content training.

D-1.3: SPP Scholars Program

The SPP Scholars Tuition Support Program is open to SPP lead teachers, SPP assistant teachers, SPP program supervisors, and SPP directors with the purpose of providing support for eligible staff working in SPP classrooms to meet SPP education requirements.

To receive tuition support, eligible staff must complete an application and be matriculated (enrolled in a college or university as a candidate for a degree), or on a path leading toward becoming a matriculated student. Tuition support is contingent on availability of funds and awards are made quarterly, priority is given to SPP Lead teachers and SPP Assistant teachers. To support SPP lead and assistant teachers enrolled in college to meet SPP education requirements, 72 hours of release time is available per teacher, per academic year.

DEEL, in alignment with the Washington State Department of Children, Youth, and families (DCYF), recognizes the following approved early learning majors:

- Early childhood education (ECE)
- Early childhood and family studies
- Human development with specialization in ECE

- Children’s studies/childhood education
- Elementary education with one of the following endorsements:
 - Early childhood education
 - (Early childhood) special education
 - P-3 (preschool through third grade)
 - P-3 special education

D-2: Technical Assistance

DEEL will provide technical assistance to the agency through the Early Education Specialist. Early Education Specialists will assist agencies in the following, but not limited to, areas:

- Contract requirements
 - Monitoring for compliance
- Performance Pay requirements and tracking
 - Approval of all performance pay
- Teaching Strategies GOLD®
- Guiding agency staff in leadership and program development
- Assisting agencies in adhering to program standards
- Approve and monitor eligible classroom start-up funds
- Provide one-on-one consultations
- Work with collaborative groups that include directors, teachers, coaches, and PHSKC to review data and plan

D-3: Health Support- PHSKC

DEEL will partner with Public Health - Seattle King County to provide ongoing health supports to agencies. PHSKC Child Care Health Program (CCHP) team is comprised of licensed health professionals including nurses, mental health consultants, and a registered dietitian/nutritionist. Agencies may contact PHSKC. DEEL may contact PHSKC on behalf of the agency or PHSKC may directly contact the agency for health-related services. PHSKC provides the following services:

- Health consultations: CCHP will meet to discuss areas such as communicable disease and prevention, emergency preparedness, medications management, health care plans, early identification and referral, mental/behavioral health, nutrition/physical activity and identifying best practice health standards.
- Health and safety assessments: CCHP looks into the overall environment, medications, care plans, nutrition/food safety, emergency preparedness and communicable disease prevention.
- Mental health consultation and support: Provide support and consultation to teachers, programs staff, and parents on child behavior, development, early identification and referral, and staff well-being.
- Nutrition consultation and support: Provide support in healthy nutrition, menu planning, mealtime practices, food safety and technical support on new guidelines for physical activity in Early Learning.
- Health and Developmental Screening training and support: CCHP provides consultation and technical assistance for agencies involved in the screening process.
- Participate in Agency Site Staffing meetings: provide support around health areas during staffing meetings.
- Assistance with referral services: CCHP can assist program staff and parents in identifying and connecting with appropriate resource and services to meet the family or center needs.

D-4: Developmentally Appropriate and Inclusive Supports

Agencies will have access to professional development and coaching around developmentally appropriate curriculum resources and practices and supports for children's social and emotional development. DEEL will:

- Support screenings, such as the Ages and Stages Questionnaire, 3rd Edition (ASQ-3[®]), and/or the Ages and Stages Questionnaire-Social Emotional (ASQ-SE[®])
- Provide educators with support from coaches or mental health professionals.
- Support educators in effectively meeting the needs of all children, especially those who exhibit challenging behaviors.
- Work alongside Seattle Public Schools Special Education Department to meet the needs of children with Individualized Education Programs (IEPs)

D-5: Zero Suspension & Expulsion Policy

Agencies will have a "Zero Suspension and Expulsion Policy" and, with their coach, work on developing action plans supporting children's social and emotional growth. Agencies may not request or recommend to the family that their child be withdrawn from the program, due to the child's behavior or developmental challenges.

To support this work, the City is providing funding through coaching, professional development, and Public Health Child Care Team and other organizations to work with SPP Providers. The following are some of the services offered:

- Classroom/child observation
- Educator coaching
- Screening review
- Referral services
- Family-teacher meeting facilitation
- Behavior consultants and plan management

SECTION E: Assessment and Data Collection

E-1: Data System Entry

Agencies will enter data into DEEL approved and required data entry systems, including:

- Ages & Stages Questionnaires[®] (ASQ) Online
- TeachingStrategies[®] Gold (TSG)
- Child Information and Provider System (CHIPS)
- DCYF Managed Education and Registry Information Tool (MERIT) system

Data will be monitored on an on-going basis by the Early Education Specialist and/or Coach. DEEL's data team will analyze and interpret data to be shared with Agency and used for performance measures.

E-1.1 Child Information and Provider System (CHIPS)

Agencies will be required to enter data into CHIPS. Data will be collected at both the child and teacher level and will include, but not limited to, the following:

- Enrollment
 - All children in SPP classrooms must have a CHIPS enrollment record, regardless of funding source.

- All children must have complete enrollment materials in CHIPS and fully enrolled prior to first day in class.
- DEEL-selected students will complete enrollment on the SPP online Portal, but Agency-selected students may be directly entered into CHIPS by the provider and verification documents attached, including consent.
- All children must have an accurate start date in CHIPS within five (5) days of the child's first day in the classroom.
- All children must be exited in CHIPS within five (5) days of their final day in the program or after a reasonable effort to reach the family upon a "no show".
- Staff Rosters
 - All staff must be entered into CHIPS with complete staff accounts within five business days of hire.
 - Staff demographics, contact information
 - Degree
 - MERIT credit count
 - Endorsements
 - Employment record (including hourly pay)
 - Any staff no longer employed must have an ended employment record and the agency must notify the Education Specialist via email to remove the staff member from CHIPS.
- Attendance
 - All attendance must be entered on at least a monthly basis for all children.
 - Attendance must be entered accurately according to all children enrolled in the classroom at the time. Classroom rosters should be regularly reviewed for accuracy in CHIPS compared to the classroom.
- Health Screening dates and information
 - Health screening information must be conducted within 90 days of the child's start date and entered into CHIPS within 5 days of the screening date.

Direct link: <https://earlylearning.powerappsportals.us/>

Access to CHIPS: Early Education Specialist

Training in CHIPS: Early Education Specialist and Human Service Coordinator (Enrollment)

Technical Assistance for CHIPS: Early Education Specialist

Technical Problems in CHIPS: CHIPS@seattle.gov

E-1.2 Teaching Strategies GOLD®

Agencies will be provided blank child portfolios by DEEL. Agencies must enter child identifiable data into portfolios which must include the following:

- First name field - Full first name
- Last name field - Full last name
- Identifier field – CHIPS child ID #
- Fund Source field – select all fund sources for child, must include SPP
- Color band placements (color bands are entered at the beginning of the year and do not change)
- Race, gender, ethnicity, and language

Agencies will enter ongoing child level observation data in each child portfolio as related to TSG objectives. Agencies must collect at least one piece of documentation per child per objective and are encouraged to collect two pieces if possible. Documentation may include, but not limited to, the following:

- Anecdotal notes
- Observation notes

- Pictures
- Videos

Agencies will complete and finalize all three TSG checkpoints per year: Fall, Winter, and Spring are required for all children enrolled at least 60 days by the time of the checkpoint.

Complete and finalized data will include all objectives in all the following 6 areas of development:

- Social-Emotional (9 Objectives or 13 Objectives for children coming into program with IEP)
- Physical (5 Objectives)
- Language (8 Objectives)
- Cognitive (10 Objectives)
- Literacy (12 Objectives)
- Math (7 Objectives)

If teachers are considering the use of “Not Yet” and “Not Observed” when finalizing checkpoints, the following needs to be taken into consideration:

- The “Not Yet” level can be used on a child who is not yet demonstrating a skill or behavior that is expected of a child who is developing typically.
- The Agency will use “Not Observed” only on rare occasions, such as when a child has had significant absences during the checkpoint period, if used at all. The Agency may not use “Not Observed” when finalizing children for reasons other than significant absences.
- The Agency must connect with Early Education Specialist regarding the use of “not yet” and “not observed” prior to the checkpoint date.

Direct link: <https://my.teachingstrategies.com/>

Access to TSG: Early Education Specialist

Training in TSG: <http://seattle.gov/education/for-providers/quality-practice-and-professional-development>

Technical Assistance for TSG: tsg@seattle.gov

Technical Problems in TSG: tsg@seattle.gov or <https://teachingstrategies.force.com/portal/s/submit-a-case>

E 1.2.1 TSG Interrater Reliability (IRR)

Overview: The IRR is neither designed nor intended to evaluate teacher performance. Its purpose is to enhance competencies that benefit the children. The IRR certification was developed to:

- increase the accuracy and consistency of observations in TSG
- improve planning for individual children by helping assess children accurately
- identify professional development needs by using data collected during the certification process

Requirements: All Agency staff who finalize data on children will complete Teaching Strategies GOLD Interrater Reliability (IRR) within six months of contract start of the program year or hire and every three years thereafter. Agency staff must complete the introductory TSG training, either the 2-day course offered by DEEL or online (via Develop tab in TSG), prior to taking the IRR. Only Agency staff who spend a minimum of 50% of their time in the classroom with children may finalize checkpoints. Agency staff can access IRR tests through the TSG Dashboard system.

E-1.3 ASQ® Online

Agencies will complete a developmental screening for each child within 45 days of child start date. Information collected from the screening must be entered into the ASQ Online system within five days of the screening. Agencies will notify DEEL staff regarding any child identified with a developmental or behavioral concern within three business days of completing the assessment and screening. PHSKC will provide agencies with blank child portfolios within the ASQ system. Agencies will enter the following information into the ASQ online system for each child:

- Child identifiable data – similar to the data that will be stored in the CHIPS system to identify children.
- ASQ questionnaire information

Direct link: <https://agesandstages.com/account/>

Access to ASQ Online: Mental Health Consultant, Public Health

Training in ASQ Online: Mental Health Consultant, Public Health

Technical Assistance for ASQ Online: Mental Health Consultant, Public Health

Technical Problems in ASQ Online: Mental Health Consultant, Public Health

E-1.4 MERIT

Agencies will enter and maintain teacher education credentials in MERIT. Agencies will update any training information on an on-going basis. DEEL will use the MERIT education profiles degenerated from MERIT system to verify teacher qualifications.

Direct link: <https://apps.dcyf.wa.gov/MERIT/Home/Welcome?ReturnUrl=%2fmerit>

Access to MERIT: <https://apps.dcyf.wa.gov/MERIT/Home/SignInRegister>

Training in MERIT: <https://apps.dcyf.wa.gov/MERIT/Search/Trainings>

Technical Assistance for MERIT: MERIT Support Services at merit@dcyf.wa.gov.

You may also call toll free at 1.866.482.4325 and choose option 5.

Technical Problems in MERIT: MERIT Support Services at merit@dcyf.wa.gov.

You may also call toll free at 1.866.482.4325 and choose option 5.

E-2 Classroom and Child Assessments

Agencies will participate in all required classroom and child assessments set by DEEL.

E-2.1 Classroom Assessments

Agencies will participate in classroom assessments as set by DEEL and done by outside assessors or DEEL Coaches. Assessments listed and described below:

CLASS – Classroom Assessment Scoring System is an observational instrument developed to assess classroom quality in preschool through third grade classrooms. The CLASS dimensions are based on observed interactions among teachers and students in classrooms. The instrument may be used as a research tool, a professional development tool, and/or as a program development and evaluation tool.

The CLASS Assessment Scoring System consists of 3 domains:

- Emotional Support
- Classroom Organization
- Instructional Support

E-2.2 Child Assessments

The Agency will be required to use and provide data on children using the assessments listed and described in C-6.

E-3 Agency and External Evaluations

Agencies will participate in both agency-level self-assessments as well as external assessments administered by outside entities or DEEL.

E-3.1 External Evaluations

Agencies will participate in evaluations as laid out by DEEL and administered by outside entities. Evaluations may include, but not limited to:

- Child Assessments
- Child Evaluations
- Teacher Interviews
- Director Interviews
- Teacher Assessments

SECTION F: Invoicing and Payment Process

F-1: Payment Structure

Agencies will be paid for providing early learning services to children and families. There are three forms of payments in DEEL's payment structure:

- Baseline Payment
- Performance Payment
- Other Payments (if any)

F-2: Invoice Process - Baseline Payment

Baseline payment will be made to Agencies in twelve monthly installments up to a total baseline maximum. The annual base pay maximum will be stated in the agency contract. Additional months may be included in contracts that include Summer extension.

F-3: Invoice Process – Performance Payment

Data for Performance Pay measures are due from agencies by the deadlines in the data systems or forms required as outlined in the manual. The Early Education Specialist will review the data for completeness. DEEL's Data Team will analyze and review the information and determine the agencies' outcomes for performance measures based on information recorded in CHIPS.

F-4 Invoice Process – Other Payments

Agencies may be eligible for five types of other payments:

- 1) **Classroom Funds:** The Agency may receive one of three types of classroom funds: 1) annual maintenance, 2) preschool conversion startup award or 3) new classroom startup award as outlined below. To receive payment for the startup funds, the Agency must develop, and complete objectives listed in a classroom startup plan to enhance/create a culturally relevant, high-quality, inclusive teaching and learning environment for all children. Once a classroom has received startup funds, it is only eligible to receive an annual maintenance amount in subsequent years. In the case of displacement, the Agency will be eligible for startup funds for each classroom it moves to a new facility. The award will be given to the Agency according to the following criteria:

Category	Eligible Amount	Definition
Annual Maintenance	\$3,450	For each classroom each year, except when receiving startup funds
Pre-K Conversion Classroom Startup Funds	\$9,200	Classroom previously operated as a Pre-K classroom in the prior school year
New Classroom Startup Funds	\$23,000	First year the classroom will be operating as a Pre-K classroom or a displaced classroom

Classroom funds must be used for classroom materials, classroom furnishings, technology/equipment used to support classroom, or such other purpose approved by DEEL in writing.

- 2) **Teacher Credential Pay Enhancement:** The Agency will be paid a maximum of \$3,000 for lead teachers on the educational pathway, not yet meeting SPP education requirements, \$25,900 for lead teachers who meet or \$30,800 for lead teachers who exceed SPP education requirements and whose credentials are verified in MERIT. Funding is intended to supplement the agency's standard teacher payment in order to meet SPP's minimum payment requirement. Lead Teacher Credential Pay will be prorated for those teachers who meet or exceed requirements for only a portion of the contract period.
- 3) **Family Support Funds:** The Agency will be paid \$30,000 per classroom (\$12,000 if blended with ECEAP/Head Start) at agencies with one classroom or \$23,000 per classroom (\$9,000 if blended with ECEAP/Head Start) at agencies with more than one classroom. Funding is intended to support families with identifying solutions for challenges or barriers to their child's full participation in a high-quality preschool program and to improve child outcomes.

- Each SPP provider will receive funding based on the number and type of classrooms, according to the following rates:

Classroom Type	If an Agency has >1 Classroom	If an Agency has only 1 Classroom
SPP-Blended	\$9,000	\$12,000
SPP-Regular	\$23,000	\$30,000
FCC Hub	\$60,000	\$60,000

- Agencies that have existing family support structures (either through ECEAP or Head Start) should blend and not supplant services.
 - Single classrooms can choose to partner with other sites or hire a proportion of a family support worker with the help of DEEL staff.
 - Family child care (FCC) sites will coordinate family support services through the affiliated FCC hub.
 - Agencies should address the categories listed in a culturally relevant Family Support Plan. Agencies will work closely with their DEEL assigned coach and Education Specialist as they develop the plan. Education Specialist will need to approve the plan prior to funds being disbursed.
- 4) **Comprehensive Support Funds:** Agencies will work with their DEEL coach, who will help develop and approve all plans for comprehensive supports. SPP will pay the agency for the provision of Comprehensive Support based on the number of SPP funded children, program

blend, and SPS Equity Tier.

- Comprehensive supports funding formula:
 (Base pay + SPS Equity Tier) x the number of SPP contracted slots = total allocation

SPS Equity Tier	Equity Funds/Child	Base Funding/Child
No Tier Head Start, ECEAP, SPS	\$0	\$320
Tier 1 FCC Hubs & Centers	\$323	
Tier 2 Centers	\$213	
Tier 3 Centers	\$122	
Tier 4 Centers	\$36	
<i>Example:</i>		
Tier 2 Site; 20 children	\$213 + \$320	x 20 = \$10,660

- 5) **Dual Language Initiative Funds:** The Agency will be paid \$6,000 for classrooms with at least one DL certified teacher, \$2,500 for each classroom’s maintenance, and \$4,600 for each DL certified teacher to increase teacher salary. Funding is intended to supplement existing Pathway supports and allow full participation in the Dual Language Initiative.

Attachments



SPP Deliverables Report

Agency: _____

Month: _____

REPORTING AREA	COMPLETION DATE	DELIVERABLE DUE	CONTRACT REPORTING REQUIREMENT
ATTENDANCE		5th of each month	The Agency will enter all attendance data by the 5th of the following month. <i>Verification: Agency will update information in CHIPS, verified by DEEL Staff.</i>
CHIPS UPDATES		Ongoing	The Agency will update records in CHIPS within five business days of the activity: Child starts (start date), is assigned a Classroom (Classroom), exits (exit date & reason); Employee is hired/exited (employment records), Teacher in classroom changes (Classroom teacher). <i>Verification: DEEL Staff will check updates in CHIPS and verify enrollment, staffing and classroom status during monthly meetings.</i>
CHIPS STAFF RECORDS		Ongoing	The Agency will enter all staff member profiles into CHIPS (Employment, education, MERIT records, contact/demographic data). <i>Verification: DEEL Staff confirms all required staff are entered in CHIPS and approves entries.</i>
CHIPS MERIT RECORDS		Ongoing	The Agency will upload all MERIT verification documents into CHIPS for each director, lead teacher, and assistant teacher. <i>Verification: DEEL Staff confirms appropriate documents have been uploaded.</i>
DEVELOPMENTAL SCREENING		Ongoing	The Agency will complete a developmental screening using the ASQ-3 and ASQ-SE-2 within 45 days of the child's start date. All required follow-up screenings will be within 30 days of the original screening. The Agency will enter developmental screening data into ASQ Online. <i>Verification: Agency will update information in ASQ Online, verified by DEEL Staff.</i>
HEALTH SCREENING		Ongoing	The Agency will complete health screening within the first 90 days of the child's start date. All required follow-up screenings will be within 30 days of the original screening. The Agency will enter health screening data into CHIPS. <i>Verification: DEEL staff confirms all health screenings are entered in CHIPS and approves entries.</i>
DATA MEETING		Ongoing	The agency will participate in three data meetings with their DEEL coach, Ed Spec, and Public Health. <i>Verification: Meeting attendance will be verified by DEEL Staff.</i>
CLASS ASSESSMENT		Variable	All classrooms will participate in a CLASS assessment. <i>Verification: Copy of Glow and Grow report, submitted to DEEL by UW.</i>
CHIPS CLASSROOM RECORDS		8/31/2023	The Agency will enter all classroom set-up information in CHIPS (start/end dates, teachers, non-membership days). <i>Verification: DEEL Staff will verify in CHIPS.</i>
DEEL INITIAL COACHING MEETING		9/29/2023	The Agency will participate in the DEEL Initial coaching meeting with DEEL Coach. <i>Verification: Copy of DEEL Coaching Plan submitted via email to the DEEL Coach.</i>

DEEL COACHING PLAN		9/29/2023	The Agency will complete the DEEL Coaching Plan. Plan will be reviewed 2 additional times throughout the year. <i>Verification: Copy of DEEL Coaching Plan submitted via email to DEEL Coach</i>
START OF YEAR CLASSROOM FUND PLAN		10/2/2023	The Agency will complete the Start of Year Classroom Plan. <i>Verification: Submit Classroom fund Plan with invoice; verified by DEEL Staff.</i>
FAMILY SUPPORT INITIAL PLAN		10/2/2023	The Agency will complete the Family Support Initial Plan. <i>Verification: Submit family support Initial Plan with invoice; verified by DEEL Staff.</i>
EMPLOYMENT RECORDS		10/16/2023	The agency will enter employment records for all directors, lead teachers, and assistant teachers into CHIPS, including pay rates. <i>Verification: DEEL staff verifies data in CHIPS.</i>
DEVELOPMENTAL SCREENING		11/1/2023	For all children that started on the first day of school, the Agency will complete a developmental screening using the ASQ-3 and ASQ-SE-2 within 45 days of the child's start date. All required follow-up screenings will be within 30 days of the original screening. The Agency will enter developmental screening data into ASQ Online. <i>Verification: Agency will update information in ASQ Online, verified by DEEL Staff.</i>
FALL TSG		11/15/2023	The Agency will complete Fall TSG assessments portfolios for all children enrolled for at least 60 days prior to the Fall checkpoint deadline. <i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by DEEL Staff.</i>
AGENCY-SELECTED ENROLLMENT		11/30/2023	All agency-selected children will be fully enrolled in CHIPS. <i>Verification: DEEL Staff verifies all Agency-Selected slots are enrolled.</i>
EDUCATION PLAN		12/1/2023 Or 3 months from date of hire	The Agency will develop Teacher Education Plans within three months of hire for all educators who do not meet SPP education requirements . <i>Verification: Copy of Education Plan submitted via email to DEEL Coach.</i>
PROFESSIONAL DEVELOPMENT PLAN		12/1/2023 Or 3 months from date of hire	The Agency will develop Teacher Professional Development Plans for all educators working in SPP classrooms. <i>Verification: Copy of Professional Development Plan submitted via email to DEEL Coach.</i>
HEALTH SCREENING		12/15/2023	For all children that started on the first day of school, the Agency will complete health screening within the first 90 days of the child's start date. All required follow-up screenings will be within 30 days of the original screening. The Agency will enter health screening data into CHIPS. <i>Verification: DEEL staff confirms all health screenings are entered in CHIPS and approves entries.</i>
DEEL COACHING PLAN REVIEW (1)		12/31/2023	The Agency will review and update (as needed) DEEL Coaching Plan <i>Verification: Copy of updated DEEL Coaching Plan submitted via email to the DEEL Coach.</i>
WINTER TSG		2/15/2024	The Agency will complete Winter TSG assessments portfolios for all children enrolled for at least 60 days prior to the winter checkpoint deadline. <i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by DEEL Staff.</i>
STAFF PAYROLL REPORT		2/16/2024	The Agency will submit payroll information for all lead and assistant teachers. <i>Verification: DEEL Staff confirms appropriate documents have been submitted.</i>

TSG INTERRATER RELIABILITY (IRR) CERTIFICATION		3/1/2024 or at 6 months of employment (whichever is later)	<p>Lead Teachers, “Co-Teachers”, and Assistant Teachers have active GOLD® IRR Certification.</p> <p><i>Verification: Teaching Strategies Interrater Reliability Certification verified by DEEL staff.</i></p>
DEEL COACHING PLAN REVIEW (2)		3/29/2023	<p>The Agency will review and update (as needed) DEEL Coaching Plan.</p> <p><i>Verification: Copy of updated DEEL Coaching Plan submitted via email to the DEEL Coach.</i></p>
SPRING TSG		6/15/2024	<p>The Agency will complete the Spring TSG assessment portfolios for all children enrolled for at least 60 days prior to the Spring checkpoint deadline.</p> <p><i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by DEEL Staff.</i></p>
SUMMER TSG		8/15/2024	<p>The Agency will complete the Summer TSG assessment using WaKIDS objectives and pacing guide for each child who attends for at least 20 days.</p> <p><i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by DEEL staff.</i></p>



SPP FCC Deliverables Report

Agency: _____

Month: _____

REPORTING AREA	COMPLETION DATE	DELIVERABLE DUE	CONTRACT REPORTING REQUIREMENT
ATTENDANCE		5th of each month	The Agency will enter all attendance data by the 5th of the following month. <i>Verification: Agency will update information in CHIPS, verified by DEEL Staff.</i>
FINANCIAL REPORT		Monthly	The Agency will submit system-generated report. <i>Verification: Agency will submit the financial report, reviewed by DEEL Staff.</i>
CHIPS UPDATES		Ongoing	The Agency will update records in CHIPS within five business days of the activity: Child starts (start date), is assigned a Classroom (Classroom), exits (exit date & reason); Employee is hired/exited (employment records), Teacher in classroom changes (Classroom teacher). <i>Verification: DEEL Staff will check updates in CHIPS and verify enrollment, staffing and classroom status during monthly meetings.</i>
CHIPS STAFF RECORDS		Ongoing	The Agency will enter all staff member profiles into CHIPS (Employment, education, MERIT records, contact/demographic data). <i>Verification: DEEL Staff confirms all required staff are entered in CHIPS and approves entries.</i>
CHIPS MERIT RECORDS		Ongoing	The Agency will upload all MERIT verification documents into CHIPS for each director, lead teacher, and assistant teacher, if available. <i>Verification: DEEL Staff confirms appropriate documents have been uploaded.</i>
DEVELOPMENTAL SCREENING		Ongoing	The Agency will complete a developmental screening using the ASQ-3 and ASQ-SE-2 within 45 days of the child's start date. All required follow-up screenings will be within 30 days of the original screening. The Agency will enter developmental screening data into ASQ Online. <i>Verification: Agency will update information in ASQ Online, verified by DEEL Staff.</i>
HEALTH SCREENING		Ongoing	The Agency will complete health screening within the first 90 days of the child's start date. All required follow-up screenings will be within 30 days of the original screening. The Agency will enter health screening data into CHIPS. <i>Verification: DEEL staff confirms all health screenings are entered in CHIPS and approves entries.</i>
DATA MEETING		Ongoing	The agency will participate in three data meetings with their DEEL coach, Ed Spec, and Public Health. <i>Verification: Meeting attendance will be verified by DEEL Staff.</i>
CLASS ASSESSMENT		Variable	All classrooms will participate in a CLASS assessment. <i>Verification: Copy of Glow and Grow report, submitted to DEEL by UW.</i>
CHIPS CLASSROOM RECORDS		8/31/2023	The Agency will enter all classroom set-up information in CHIPS (start/end dates, teachers, non-membership days). <i>Verification: DEEL Staff will verify in CHIPS.</i>

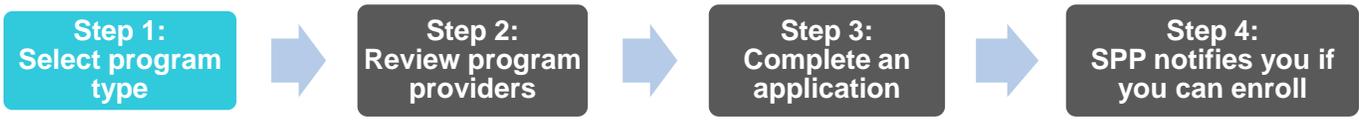
DEEL INITIAL COACHING MEETING		9/29/23	The Agency will participate in the DEEL Initial coaching meeting with DEEL Coach. <i>Verification: Copy of DEEL Coaching Plan submitted via email to the DEEL Coach.</i>
DEEL COACHING PLAN		9/29/23	The Agency will complete the DEEL Coaching Plan. Plan will be reviewed 2 additional times throughout the year. <i>Verification: Copy of DEEL Coaching Plan submitted via email to DEEL Coach</i>
CLASSROOM FUNDS		10/2/2023	The Agency will complete the Start of Year Classroom Plan. <i>Verification: DEEL Staff confirms appropriate documents have been completed.</i>
FAMILY SUPPORT INITIAL PLAN		10/2/2023	The Agency will complete the Family Support Initial Plan. <i>Verification: Submit family support Initial Plan with invoice; verified by DEEL Staff.</i>
EMPLOYMENT RECORDS		10/16/2023	The agency will enter employment records for all directors, lead teachers, and assistant teachers into CHIPS, including pay rates. <i>Verification: DEEL staff verifies data in CHIPS.</i>
PROVIDER RECRUITMENT		10/31/2023	The Hub will recruit a minimum of 5 and maximum of 15 FCC providers to offer 50 preschool slots. <i>Verification: DEEL staff verifies data in CHIPS.</i>
DEVELOPMENTAL SCREENING		11/1/2023	For all children that started on the first day of school, the Agency will complete a developmental screening using the ASQ-3 and ASQ-SE-2 within 45 days of the child's start date. All required follow-up screenings will be within 30 days of the original screening. The Agency will enter developmental screening data into ASQ Online. <i>Verification: Agency will update information in ASQ Online, verified by DEEL Staff.</i>
FALL TSG		11/15/2023	The Agency will complete Fall TSG assessments portfolios for all children enrolled for at least 60 days prior to the Fall checkpoint deadline. <i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by DEEL Staff.</i>
AGENCY-SELECTED ENROLLMENT		11/30/2023	All agency-selected children will be fully enrolled in CHIPS. <i>Verification: DEEL Staff verifies all Agency-Selected slots are enrolled.</i>
EDUCATION PLAN		12/1/2023 Or 3 months from date of hire	The Agency will develop Teacher Education Plans within three months of hire for all educators who do not meet state FCC licensing requirement for teacher. <i>Verification: Copy of Education Plan submitted via email to DEEL Coach.</i>
PROFESSIONAL DEVELOPMENT PLAN		12/1/2023 Or 3 months from date of hire	The Agency will develop Teacher Professional Development Plans for all educators working in SPP classrooms. <i>Verification: Copy of Professional Development Plan submitted via email to DEEL Coach.</i>
HEALTH SCREENING		12/15/2023	For all children that started on the first day of school, the Agency will complete health screening within the first 90 days of the child's start date. All required follow-up screenings will be within 30 days of the original screening. The Agency will enter health screening data into CHIPS. <i>Verification: DEEL staff confirms all health screenings are entered in CHIPS and approves entries.</i>
DEEL COACHING PLAN REVIEW (1)		12/31/23	The Agency will review and update (as needed) DEEL Coaching Plan <i>Verification: Copy of updated DEEL Coaching Plan submitted via email to the DEEL Coach.</i>

WINTER TSG		2/15/2024	<p>The Agency will complete Winter TSG assessments portfolios for all children enrolled for at least 60 days prior to the winter checkpoint deadline.</p> <p><i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by DEEL Staff.</i></p>
TSG INTERRATER RELIABILITY (IRR) CERTIFICATION		3/1/2024 or at 6 months of employment (whichever is later)	<p>Lead Teachers, “Co-Teachers”, and Assistant Teachers have active GOLD® IRR Certification.</p> <p><i>Verification: Teaching Strategies Interrater Reliability Certification verified by DEEL staff.</i></p>
DEEL COACHING PLAN REVIEW (2)		3/29/23	<p>The Agency will review and update (as needed) DEEL Coaching Plan.</p> <p><i>Verification: Copy of updated DEEL Coaching Plan submitted via email to the DEEL Coach.</i></p>
SPRING TSG		6/15/2024	<p>The Agency will complete the Spring TSG assessment portfolios for all children enrolled for at least 60 days prior to the Spring checkpoint deadline.</p> <p><i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by DEEL Staff.</i></p>
SUMMER TSG		8/15/2024	<p>The Agency will complete the Summer TSG assessment using WaKIDS objectives and pacing guide for each child who attends for at least 20 days.</p> <p><i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by DEEL staff.</i></p>



Seattle Preschool Program 2023-2024 – Application Instructions

<p>What is the Seattle Preschool Program?</p> <p>Seattle Preschool Program (SPP) sites offer high-quality, affordable preschool to children across the City of Seattle. Tuition is free or on a sliding scale and is based on household size and parent/guardian income.</p> <p>Preschool programs are 6 hours per day, 5 days per week. Flexible schedules, such as part-day or 3 days per week, are not an option. Extended care is available at some sites.</p>	<p>Who is eligible?</p> <ul style="list-style-type: none"> • Children who are age 3 or 4 by August 31, 2023. • Children who are residents of Seattle. Children residing in unincorporated Seattle, or outside Seattle city limits, are <u>not</u> eligible. • Staff will not ask information about immigration status.
<p>When is the application due?</p> <p>Initial Enrollment Offers: If your application is submitted between March 15 and April 12, 2023, you will be notified about your selection status no later than May 1, 2023.</p> <p>Waitlist: If your child is not selected and placed initially, or your application is received after April 12, 2023, you will be placed on a waitlist. Vacancies are filled on a rolling basis between April 30, 2023 and March 31, 2024.</p> <p>Ways to apply:</p> <ul style="list-style-type: none"> • Online at seattle.gov/applyspp • Paper <ul style="list-style-type: none"> ○ Email: sppapplication@seattle.gov ○ Fax: (206) 386-1900 ○ Phone: 206-386-1050 ○ Mail: Department of Education & Early Learning, PO Box 94665, Seattle, WA 98124-6965 <p>Submitting an application does not guarantee your child will be selected for the program.</p>	<p>What are the selection criteria?</p> <ul style="list-style-type: none"> • Homeless and Foster/Kinship Care: Children from families experiencing homelessness and in foster or kinship care will receive priority placement. • Child’s age: Children who are age 4 on or before August 31, 2023, will receive priority over children who are age 3. • Home address: If you select a site that is in the same Seattle Public Schools elementary attendance zone as your home address, you will receive priority for that site over children living in other parts of the city. • Siblings: Additional preference is given to children with siblings either enrolled/attending SPP at the same time or attending Seattle Public Schools in the same building. • Heritage language: Three-year-olds who speak a heritage language with a household income below 94% of the state median income will receive priority over other three-year-olds. • Low-Income: Three-year-olds with a household income below 54% of the state median income will receive priority over other three-year-olds.



Step 1: Select program type

SPP partners with schools and childcare providers to offer preschool for 6 hours per day, 5 days per week. Some programs also offer additional hours. Select the program type that is right for your child.

How many hours do you need preschool or daycare for your child?

<p>I prefer <i>less than 6</i> hours per day or care and/or <i>less than 5</i> days per week.</p>	<p>I <i>only require</i> 6 hours of care per day, 5 days per week.</p>	<p>I <i>might need</i> more than 6 hours per day of care during a 5-day week.</p>	<p>I <i>always require</i> more than 6 hours per day of care during a 5-day week.</p>
			
<p><u>STOP</u>, you are not eligible for SPP. Flexible schedules, such as part-day or 3 days per week, are not an option.</p>	<p><u>SELECT</u> SPP Standard or SPP Plus programs. These programs only offer preschool for 6 hours per day, 5 days per week. No extended daycare is available at this site.</p> <p>An SPP Plus program has a smaller class size and a dedicated number of students who receive special education services. It is an inclusive classroom structure with additional staff.</p>	<p><u>SELECT</u> Optional Extended Day programs. These programs offer preschool for 6 hours per day, 5 days per week and has optional extended day care hours available before and after preschool.</p>	<p><u>SELECT</u> Optional Extended Day or Required Extended Day. These programs offer preschool for 6 hours per day, 5 days per week and have optional or required extended day care hours available before and after preschool.</p>
		<p>Any cost for extended day, is determined by the provider and is separate from SPP. <i>Methods of payment for extended day include private pay, DCYF Working Connections Child Care (WCCC) voucher, or City of Seattle Child Care Assistance Program (CCAP) subsidy.</i></p>	

SPP is a tuition-based program.
 If household income changes, your tuition amount may change as well.

SPP does not offer transportation.
 It is the parent/guardian’s responsibility to bring the child to school and to pick up on time.



Step 2: Review Program Providers

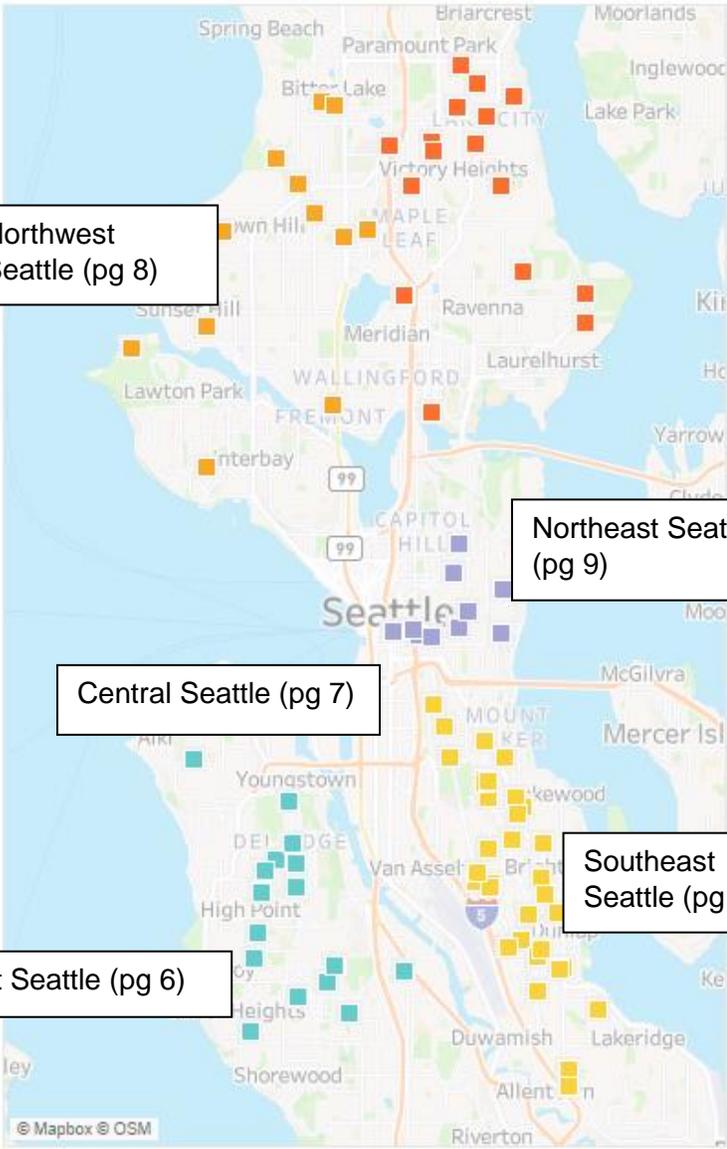
Review and select programs that are acceptable for your child receives an offer. The more locations selected, the greater chance you have of being placed.

The sites below are subject to Seattle Public School Board and Seattle City Council review and approval. This list is subject to change.

SPP program hours are subject to change. Please contact the provider or DEEL directly for the most up-to-date information.

Attending SPP in a classroom located in a public school does not guarantee your child will attend that school for kindergarten.

For more information on kindergarten, please visit the Seattle Public Schools' website at www.seattleschools.org.



Northwest Seattle (pg 8)

Northeast Seattle (pg 9)

Central Seattle (pg 7)

Southeast Seattle (pg 4-5)

West Seattle (pg 6)

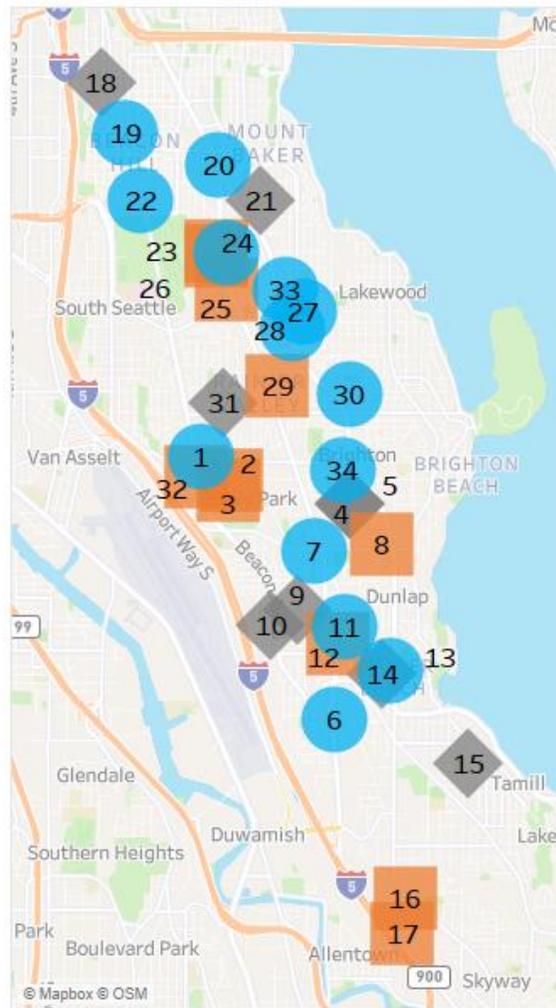
Program Providers: Southeast Seattle

Provider Type:

- Center
- Family Child Care
- ◆ School

Program Type:

- ||| SPP Standard
- P SPP Plus
- Optional Extended Day
- ||| Required Extended Day



SPP 2023-2024 Programs **Contact site directly to apply		SPP Hours	Extended Day Hours	Special Notes	Program Type	Dual Language
● 1	**Beacon Hill Early Learning Center (ReWA) 6230 Beacon Ave S, 98108 206-723-3304 www.rewa.org	9a-3p	7:30a-5:30p	Contact site directly for extended day cost	●	Mandarin or Vietnamese
■ 2	**Nurturing Hands Daycare Private Address, 98108 206- 466-1229 jhagimohamed@tomorrowvoices.org	9a-3p	7a-7p	Contact site directly for extended day cost	●	
■ 3	**Boru Family Child Care Private Address, 98108 206-316-7630 taylor@childcare.org	9a-3p	24 hours	Extended Day Cost: \$10/Hour	●	
◆ 4	**MLK Jr. Elementary, Head Start (SPS) 6725 45th Ave S, 98118 206-252-0960 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p	 	
◆ 5	**MLK Jr. Elementary (Seed of Life) 6725 45th Ave S, 98118 206-722-3509 www.seedoflifellc.com	8:30a-2:30p	7a-6p	Contact site directly for extended day cost	 	
● 6	Voices of Tomorrow (VOT) Child and Family Center 9242 MLK Jr Way S, 98118 206-466-1229 www.tomorrowvoices.org	9a-3:30p	6a-6:30p	Every Wed. 9am-12pm Contact site directly for extended day cost	●	Somali
● 7	**Tiny Tots Development Center - Othello 3939 South Othello St, 98118 206-723-1590 www.tinytotsdc.org	8:00a-2:30p	7a-6p	Contact site directly for extended day cost	●	
■ 8	**Loveable Nest Child Care Private Address, 98118 206-316-7630 taylor@childcare.org	9a-3p	6a-5:30p	Extended Day Cost: \$682/month	●	
◆ 9	**Wing Luke Elementary, Head Start (SPS) 3701 S Kenyon St, 98118 206-252-0960 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p	 	
◆ 10	Rising Star Elementary (SPS) 8311 Beacon Ave S, 98118 206-252-0600 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p	P	
● 11	**Tiny Tots Development Center, ECEAP 8302 Renton Ave S, 98118 206-723-1590 www.tinytotsdc.org	8:00a-2:30p	7a-6p	Contact site directly for extended day cost	●	

Program Providers: Southeast Seattle Continued

Provider Type:

- Center
- Family Child Care
- ◆ School

Program Type:

-  SPP Standard
-  SPP Plus
-  Optional Extended Day
-  Required Extended Day

SPP 2023-2024 Programs **Contact site directly to apply		SPP Hours	Extended Day Hours	Special Notes	Program Type	Dual Language
■ 12	**Jasmin Day Care Private Address, 98118 206-316-7630 taylor@childcare.org	8a-2p	2p-5p	Extended Day Cost: \$25/Hour		
● 13	Rainier Beach Community Center (Seed of Life) 8825 Rainier Ave S, 98118 206-726-6001 www.seedoflifellc.com	8:30a-2:30p	No Extended Day Offered			
◆ 14	South Shore PK-8 (SPS) 4800 S Henderson St, 98118 206-252-0600 www.seattleschools/earlylearning	8:55a-3:25p	No Extended Day Offered	Every Wed. 8:55a-2:10p		
◆ 15	**Emerson Elementary, Head Start (SPS) 9709 60 th Ave S, 98118 206-252-0960 www.seattleschools/earlylearning	9:00a-3:30p	No Extended Day Offered	Every Wed. 9:00a -2:15p		
■ 16	**M&M Child Care Private Address, 98178 206-316-7630 taylor@childcare.org	9a-3p	6:00a-5:30p	Extended Day Cost: \$20/Hour		
■ 17	**1st Start Learning Family Home Center Private Address, 98178 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	6a-6p	Contact site directly for extended day cost		
◆ 18	Beacon Hill International Elementary (Launch) 2025 14 th Ave S, 98144 206-328-7475 www.launchlearning.org	8a-2p	2p-6p	Extended Day Cost: \$660/month + one-time \$50 registration fee		
● 19	**Jose Marti Child Development Center (El Centro de la Raza) 2524 16 th Ave S, 98144 206-957-4637 www.elcentrodelaraza.org	9a-3p	6:30a-6p	Extended Day Cost: \$400/month		Spanish
● 20	**Hoa Mai Vietnamese Bilingual Preschool (SCCS) 2915 Rainier Ave S #101, 98144 206-708-6333 www.hoamaipreschool.org	9:30a-3:30p	8:30a-5:30p	Extended Day Cost: \$452/month		Vietnamese
◆ 21	**John Muir Elementary, Head Start (SPS) 3301 S Horton St, 98144 206-252-0960 www.seattleschools/earlylearning	9a-3:30p	No Extended Day Offered	Every Wed. 9:00a -2:15p		
● 22	**Denise Louie - Beacon Hill, Head Start & SPP 3327 Beacon Ave S, 98144 206-390-7410 deniselouie.org	8:30a-2:30p (HS) 9a-3p (SPP)	No Extended Day Offered			
■ 23	**Innsha Allah Family Childcare Private Address, 98118 206-316-7630 ihagimohamed@tomorrowvoices.org	8a-2p	7a-6p	Contact site directly for extended day cost		
● 24	**Refugee Women's Alliance Preschool – MLK 4008 MLK Jr Wy S, 98108 206-721-0243 www.rewa.org	9a-3p	7:30a-5:30p	Contact site directly for extended day cost		Cantonese and Spanish
■ 25	**Iman Family Childcare Private Address, 98108 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	6a-8p	Contact site directly for extended day cost		
■ 26	**Ilhan Home Daycare Private Address, 98108 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	6a-8p	Contact site directly for extended day cost		
● 27	Rainier Community Center (Launch) 4455 S. Brandon St, 98118 206-636-9220 www.launchlearning.org	8a-2p	2p-6p	Extended Day Cost: \$660/month + one-time \$50 registration fee		
● 28	**Seed of Life Preschool 4728 Rainier Ave S, 98118 206-726-6001 www.seedoflifellc.com	9a-3p	7a-6p	Contact site directly for extended day cost		
■ 29	**Aster Blossom Child Care Private Address, 98118 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	6a-8p	Contact site directly for extended day cost		
● 30	Primm ABC Child Care Center, ECEAP 4455 S Brandon St, 98118 206-723-2038 www.primmabccenter.net	8:30a-3p	6a-6p	Contact site directly for extended day cost		
◆ 31	Dearborn Park International Elementary (SPS) 2820 S Orcas St, 98108 206-252-0600 www.seattleschools/earlylearning	8:55a-3:25p	No Extended Day Offered	Every Wed. 8:55a-2:10p		Spanish
■ 32	**Iqra Family Child Care Private Address, 98108 206-316-7630 taylor@childcare.org	9a-3p	24 hrs.	Contact site directly for extended day cost		
● 33	**La Escuelita Bilingual School – Columbia City 3605 S Genesee St., 98118 206- 723-2906 https://laescuelitaschools.com/	9a-3p	6:30a-6p	Extended Day Cost: \$750/month		Spanish
● 34	WACC – One Family Learning Center 6322 44 th Ave S, 98118 206-750-5960 dayshak@waccoseattle.org	9a-3p	7:30a-4:30p	Contact site directly for extended day cost		French

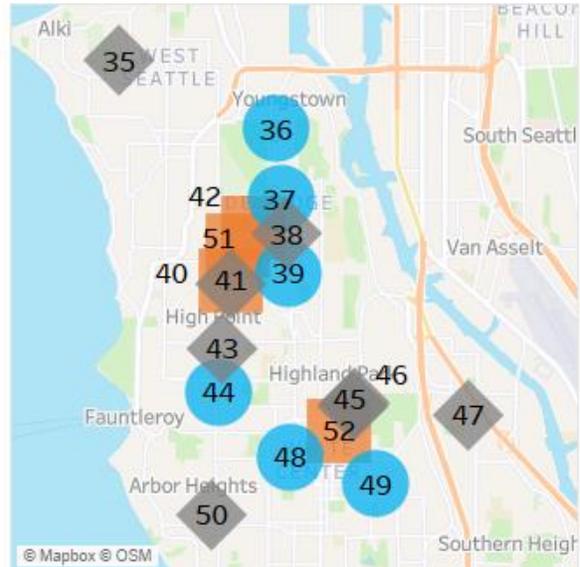
Program Providers: West Seattle

Provider Type:

- Center
- Family Child Care
- ◆ School

Program Type:

- ⦿ SPP Standard
- P SPP Plus
- ⦿ Optional Extended Day
- ⦿ Required Extended Day



SPP 2023-2024 Programs		SPP Hours	Extended Day Hours	Special Notes	Program Type	Dual Language
**Contact site directly to apply						
◆ 35	Alki Preschool at Schmitz Park (ARC) 5000 SW Spokane St, Seattle 98116 206-684-7430 https://arcseattle.org/	8:30a-2:30p	No Extended Day Offered		⦿	
● 36	Delridge Community Center (Launch) 4501 Delridge Wy SW, 98106 206-397-3327 www.launchlearning.org	8a-2p	2p-6p	Extended Day Cost: \$660/month + one-time \$50 registration fee	⦿	
● 37	Southwest Early Learning Bilingual Preschool (SCCS) 5405 Delridge Wy SW, 98106 206-913-2980 www.southwestearlylearning.org	8:30a-2:30p	No Extended Day Offered		⦿	Spanish
◆ 38	Louisa Boren STEM K-8 (SPS) 5950 Delridge Wy SW, 98106 206-252-0600 www.seattleschools/earlylearning	8:55a- 3:25p	No Extended Day Offered	Every Wed. 8:55a-2:10p	P	
● 39	RIFC Bilingual Preschool (SCCS) 6535 Delridge Wy SW, 98106 206-767-6896 www.refugeeandimmigrantfamilycenter.org	8:30a- 2:30p	7:30a- 5:30p	Extended Day Cost: \$1120/month	⦿	Spanish
◆ 40	West Seattle Elementary (SPS) 6760 34th Ave SW, 98126 206-252-0600 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p	P	
■ 41	**Anas Family Childcare Private Address, 98118 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	6a-8p	Contact site directly for extended day cost	⦿	
■ 42	**Hayat Family Home Childcare Private Address, 98118 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	6a-8p	Contact site directly for extended day cost	⦿	
◆ 43	**Roxhill at EC Hughes Elementary, Head Start (SPS) 7740 34th Ave SW, 98126 206-252-0960 www.seattleschools/earlylearning	9:00a-3:30p	No Extended Day Offered	Every Wed. 9:00a -2:15p	⦿	
● 44	Hallows (YMCA) 3420 SW Cloverdale St, 98126 206-496-7447 http://ykids.seattleyymca.org/	9a-3p	8a-6p	Contact site directly for extended day cost	⦿	
◆ 45	Highland Park Elementary (Launch) 1012 SW Trenton St, 98106 206-767-4906 www.launchlearning.org	8a-2p	2p-6p	Extended Day Cost: \$660/month + one-time \$50 registration fee	⦿	
◆ 46	Highland Park Elementary (SPS) 1012 SW Trenton St, 98106 206-252-0600 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p	⦿	
◆ 47	Concord International Elementary (YMCA) 723 S Concord St, 98108 206-496-7447 http://ykids.seattleyymca.org/	8:30-2:30 PM	Extended Day TBD	Extended Day TBD, contact site directly for cost	⦿	
● 48	Community School of West Seattle 9450 22nd Ave SW, 98106 206-763-2081 www.cswsplay.org	M,T,Th,F 8:40a-3p W 8:40a-1:40p	8:00a – 5:30p	Contact site directly for extended day cost	⦿	
● 49	**Educare, Head Start (PSESD) 625 SW 100th St, 98146 206-716-8800 www.educareseattle.org	7:30a-5:45p	7:30a-5:45p	Must qualify for a childcare subsidy	⦿	
◆ 50	Arbor Heights Elementary (SPS) 3701 SW 104th St, 98146 206-252-0600 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p	P	
■ 51	**Hormuud Home Family Childcare Private Address, 98126 206-316-7630 taylor@childcare.org	9a-3p	6:00a-8:00p	Before \$600/month After \$600/month Before & After 800/month	⦿	
■ 52	** Sabastian's Bilingual Preschool Private Address, 98106 206-316-7630 taylor@childcare.org	9a-3p	7:00a-6:00p	Extended Day Cost: \$1,350/month	⦿	Spanish

Program Providers: Central Seattle

Provider Type:

● Center ■ Family Child Care

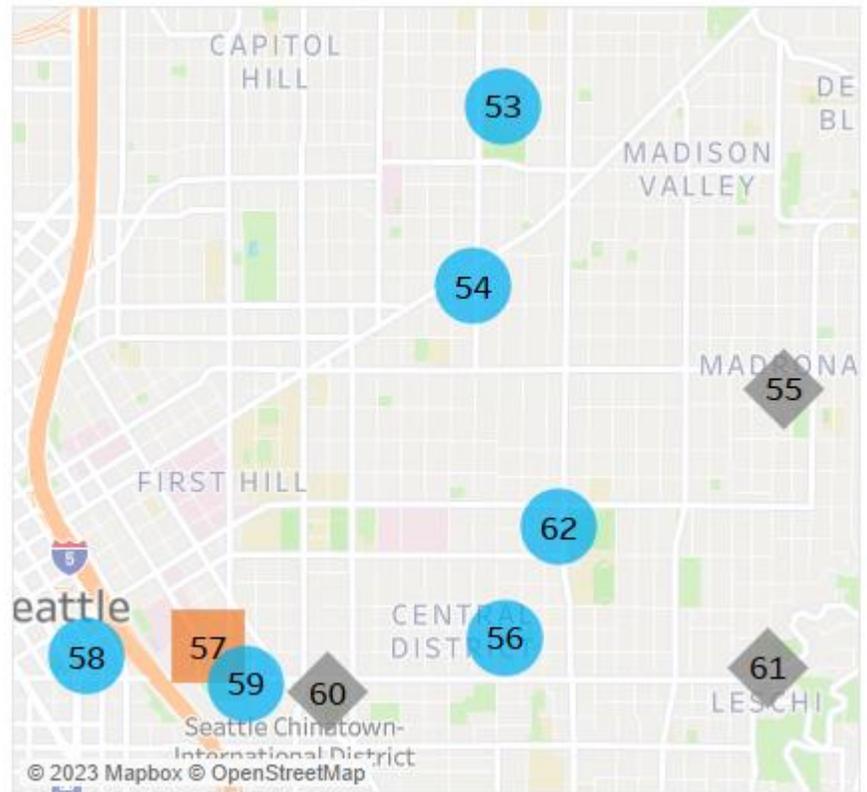
◆ School

Program Type:

🟢 SPP Standard 🟢 P SPP Plus

⚙️ Optional Extended Day

🌀 Required Extended Day



SPP 2023-2024 Programs **Contact site directly to apply		SPP Hours	Extended Day Hours	Special Notes	Program Type	Dual Language
● 53	Miller Community Center Annex (Launch) 301 20 th Ave E, 98112 206-227-6736 www.launchlearning.org	8a-2p	2p-6p	Extended Day Cost: \$660/month + one-time \$50 registration fee	⚙️	
● 54	Hearing, Speech & Deaf Center 1625 19 th Ave, 98122 Video Phone (for Deaf/Hard of Hearing): 206-829-5128 Voice Call or Text: 425-736-6665 https://www.hsdc.org/	9a-3p	No Extended Day Offered		🟢 P	American Sign Language
◆ 55	Madrona K–8 School (Launch) 1121 33 rd Ave, 98122 206-709-8887 www.launchlearning.org	8a-2p	2p-6p	Extended Day Cost: \$660/month + one-time \$50 registration fee	⚙️	
● 56	First Place School 172 20 th Ave, 98122 206-629-6288 www.firstplaceschool.org	9a-3p	7a-5p	Before \$340/month After \$540/month Before & After \$850/month.	⚙️	
■ 57	**Salmaan Family Childcare Private Address, 98108 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	24 Hrs.	Contact site directly for extended day cost	⚙️	
● 58	**Chinook Early Learning (NW Center Kids) 401 5 th Ave, 98104 206-286-2390 www.nwcenterkids.org	9a-3p	7a – 6p	\$600/mo for extended day (subject to change) Every Wed. 7a-3:30p	🌀	
● 59	**Yesler Community Center (CISC) 917 E Yesler Way, 98122 206-957-8520 www.cisc-seattle.org	9a-3p	No Extended Day Offered		🟢	Mandarin
◆ 60	Bailey Gatzert Elementary (SPS) 1301 E Yesler Way, 98122 206-252-0600 www.seattleschools/earlylearning	8:55a-3:25p	No Extended Day Offered	Every Wed. 8:55a-2:10p	🟢 P	
◆ 61	Leschi Elementary (SPS) 135 32 nd Ave, 98122 206-252-0600 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p	🟢	
● 62	Causey's Learning Center – Main 527 23 rd Ave, 98122 206-322-9929 http://www.causeys.org	9a-3p	7:30a-5:30p	Before OR After: \$780/month Before & After: \$1560/month	⚙️	

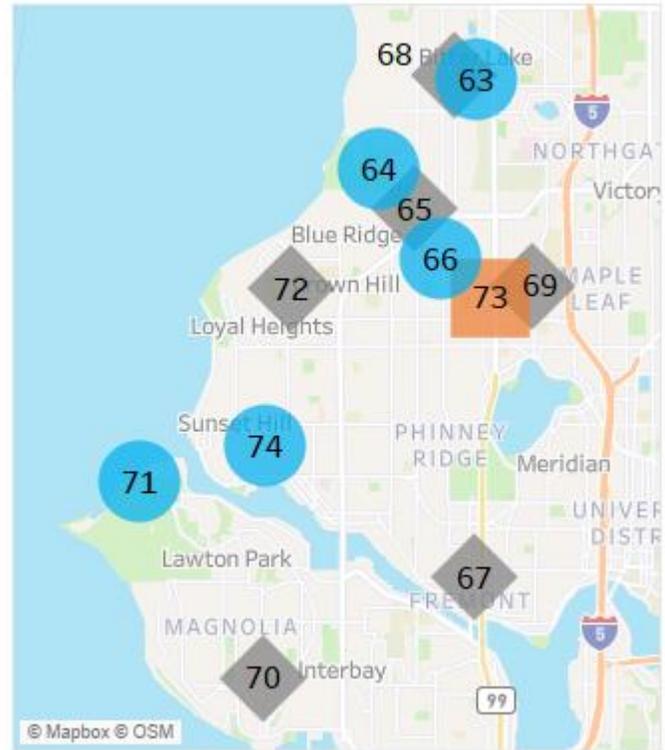
Program Providers: Northwest Seattle

Provider Type:

- Center
- Family Child Care
- ◆ School

Program Type:

-  SPP Standard
-  SPP Plus
-  Optional Extended Day
-  Required Extended Day



SPP 2023-2024 Programs		SPP Hours	Extended Day Hours	Special Notes	Program Type	Dual Language
**Contact site directly to apply						
● 63	Bitter Lake Community Center (ARC) 13035 Linden Ave N, 98133 206-423-4274 https://arcseattle.org/	8:30a-2:30p	No Extended Day Offered			
● 64	Carkeek Park Environmental Learning Center (Creative Kids) 950 NW Carkeek Park Rd, 98177 206-367-1241 www.creativekidsseattle.com	8a-2p	7a-6p	After Care: \$700/month Before & After Care: \$800/month \$85 daily drop-in rate		
◆ 65	Viewlands Elementary (Creative Kids) 10525 3rd Ave NW, WA 98177 206-706-5437 www.creativekidsseattle.com	8a-2p	7am-6p	After Care: \$700/month Before & After Care: \$800/month \$85 daily drop-in rate		
● 66	**Greenwood Early Learning (NW Center Kids) 9535 Greenwood Ave N, 98103 206-286-2322 www.nwcenterkids.org	9a-3p	7a - 6p	\$560/month for extended day (subject to change) Every Wed. 7a-3:30p		
◆ 67	BF Day Elementary (SPS) 3921 Linden Ave N, 98103 206-252-0600 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p		
◆ 68	**Broadview Thomson, Head Start (SPS) 13052 Greenwood Ave N, 98133 206-252-0960 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55-1:10p		
◆ 69	Cascadia Elementary (SPS) 1700 N. 90th St. 98103 206-252-0960 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p		
◆ 70	Magnolia Elementary (SPS) 2418 28th Ave W, 98199 206-252-0600 www.seattleschools/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p		
● 71	Daybreak Star Preschool (UIATF) 5011 Bernie Whitebear Wy, 98199 206-829-2231 www.unitedindians.org	9a-3p	M-F: 8a-9a & 3p-5p (Limited space)	Contact site directly for extended day cost		
◆ 72	North Beach Elementary (SPS) 9018 24th Ave NW, 98117 206-252-0600 www.seattleschools/earlylearning	7:55a- 2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p		
■ 73	** Angels Nest Childcare Private Address, 98103 206-316-7630 taylor@childcare.org	9a-3p	6:30a-6:00p	Contact site directly for extended day cost		
● 74	Ballard Community Center (ARC) 6020 28th Ave NW, 98107 206-684-4093 https://arcseattle.org/	8:30a-2:30p	No Extended Day Offered			

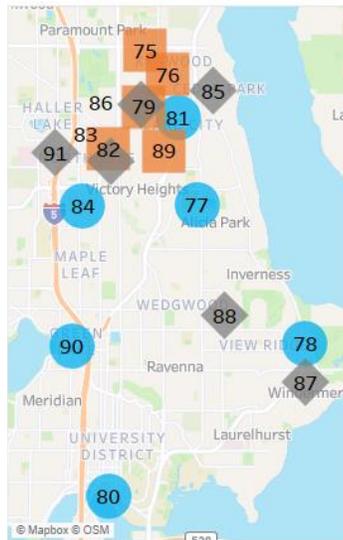
Program Providers: Northeast Seattle

Provider Type:

- Center
- Family Child Care
- ◆ School

Program Type:

- SPP Standard
- SPP Plus
- Optional Extended Day
- Required Extended Day



SPP 2023-2024 Programs **Contact site directly to apply		SPP Hours	Extended Day Hours	Special Notes	Program Type	Dual Language
■ 75	**Le Jardin Day Care and Preschool Private Address, 98125 206-316-7630 taylor@childcare.org	9a-3p	7a-6p	Before \$400/month After \$500/month Before & After \$850/month		French
■ 76	**Hanan Family Daycare Private Address, 98125 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	24 Hrs.	Contact site directly for extended day cost		
● 77	Meadowbrook Community Center (ARC) 10517 35 th Ave NE, 98125 206-351-4990 https://arcseattle.org/	8:30a-2:30p	No Extended Day Offered			
● 78	**Denise Louie - Magnuson Park (Head Start & SPP) 7101 62 nd Ave NE, 98115 206-767-8223 deniselouie.org	8:30a-2:30p & 9a-3p	2:30p-6p & 3p-6p	Before \$305/month After \$485/month Before & After \$660/month		
■ 79	**Hobyo One Childcare Private Address, 98125 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	24 Hrs.	Contact site directly for extended day cost		
● 80	**Experimental Education Unit (UW) 3535 Brooklyn Ave NE, 98105 206-543-4011 eeuschool.org	8:40a-3p	No Extended Day Offered	Every Wed. 8:40a-1:45p		
● 81	**Lake City Early Learning Center (ReWA) 2828 NE 127th St, 98125 206-743-8560 www.rewa.org	9a-3p	7:30a-5:30p	Contact site directly for extended day cost		Amharic, French, Mandarin and Spanish
■ 82	**Nasri Family Child Care Private Address, 98125 206-466-1229 ihagimohamed@tomorrowvoices.org	9a-3p	6a-8p	Contact site directly for extended day cost		
◆ 83	Pinehurst Preschool at Hazel Wolf K-8 (SCCS) 11530 12th Ave NE, 98125 206-496-2048 www.pinehurstchildcare.org	8:55a-3:10p	No Extended Day Offered	Every Wed. 8:55a – 1:55p		
● 84	Pinehurst Preschool - Northgate Community Center (SCCS) 10510 5th Ave NE, 98125 206-496-2048 www.pinehurstchildcare.org	8:15a-2:15p	No Extended Day Offered			
◆ 85	Cedar Park Elementary (SPS) 13224 37 th Ave NE, 98125 206-252-0600 www.seattleschools.org/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p		
◆ 86	Olympic Hills Elementary (SPS) 13018 20 th Ave NE, 98125 206-252-0600 www.seattleschools.org/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p		
◆ 87	Sand Point Elementary (SPS) 6208 60 th Ave NE, 98115 206-252-0600 www.seattleschools.org/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p		
◆ 88	Thornton Creek Elementary (SPS) 7712 40 th Ave NE, 98115 206-252-0600 www.seattleschools.org/earlylearning	7:55a-2:25p	No Extended Day Offered	Every Wed. 7:55a-1:10p		
■ 89	**Kusum's Family Child Care Private Address, 98125 206-316-7630 taylor@childcare.org	9a-3p	7:30a-5:30p	Before & After Care \$600/month		
● 90	**La Escuelita Bilingual School – Green Lake 7107 Woodlawn Ave NW, Suite 100, 98115 (206) 523-2437 https://laescuelitaschools.com/	9a-3p	6:30a-6p	Extended day cost : \$670/month		Spanish
◆ 91	**James Baldwin Elementary, Head Start (SPS) 11725 1 st Ave NE, 98125 206-252-0960 www.seattleschools.org/earlylearning	9:00a-3:30p	No Extended Day Offered	Every Wed. 9am-2:15p		



Step 3: Complete an application

- Apply online at seattle.gov/applyspp
- Complete the 2-page paper application and submit it by:
 - Email: sppapplication@seattle.gov
 - Fax: (206) 386-1900
 - Phone: (206) 386-1050
 - Mail: Department of Education & Early Learning, PO Box 94665, Seattle, WA 98124-6965

If you want to apply to a site that offers direct enrollment, contact the program directly. The Department of Education and Early Learning will *share* your contact information with “direct enrollment” programs, but it is your responsibility to apply directly to the program.

If you need assistance, please call (206) 386-1050 or email preschool@seattle.gov



Step 4: SPP notifies you if you can enroll

- SPP will contact you if you have been selected for a preschool site
- You will need to complete additional paperwork to finalize your enrollment, including submitting documents to verify your:
 - Child’s age
 - Address
 - Income

CHILD INFORMATION			
First Name:	Middle Name:	Last Name:	Birth Date:
Gender Identity: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Non-Binary or other gender identity _____		Race/Ethnicity (Required: Select all that apply) <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black, African or African American <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Middle Eastern or North African <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White	
Language child learned first:		Language spoken most at home:	
Does this child have an <i>older sibling attending an elementary or K-8 school</i> at Seattle Public Schools (SPS)? <input type="checkbox"/> Yes <input type="checkbox"/> No If <u>Yes</u> , what is the school's name, and/or sibling's SPS Student ID (this ID is typically 7-8 digits long)? _____		Does the child meet any one of the following situations? (Select all that apply) <input type="checkbox"/> Child is in foster care or kinship care (full-time care of child by relatives or suitable others) <input type="checkbox"/> The family receives Child Protective Services (CPS), Indian Child Welfare (ICW) Services, <u>or</u> Family Assessment Response (FAR).	

PARENT/GUARDIAN INFORMATION			
Name:	Relationship to child:	Phone 1:	Type: <input type="checkbox"/> Land <u>Line</u> <input type="checkbox"/> Work <input type="checkbox"/> Cell
Home Address (if experiencing homelessness, your nighttime address)	Mailing Address (if different)	Phone 2:	Type: <input type="checkbox"/> Land <u>Line</u> <input type="checkbox"/> Work <input type="checkbox"/> Cell
		<i>If cell, may we contact you via text with status updates?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	
City:	Zip Code:	Preferred language for communication:	
City:	Zip Code:	Email Address:	
Household Size How many people living in the home are financially supported by the child's parent(s) or guardian(s)? # _____	Household Income Estimate the income of the child's parent(s) or guardian(s). \$ _____ Select one: <input type="checkbox"/> Annual or <input type="checkbox"/> Monthly income	Do you own/rent your own home? <input type="checkbox"/> Yes <input type="checkbox"/> No	
		How did you hear about SPP? <input type="checkbox"/> Online advertisement/social media <input type="checkbox"/> Friend or Family Member <input type="checkbox"/> Flyer or banner in the community <input type="checkbox"/> Other:	
<p><i>Personal information entered on this form is subject to Washington Public Records Act, and may be subject to disclosure to a third-party requestor. At the City of Seattle, we are committed to protecting your privacy and will ensure that any disclosures are done according to law. To learn more about how this information is managed please see our Privacy Statement [http://seattle.gov/tech/initiatives/privacy]</i></p> <p><i>If your child has been evaluated by the Seattle Public Schools' (the "District") Special Education Department already, the Seattle Preschool Program ("SPP") and the District will share information to identify SPP applicants who receive services. This helps the District and SPP plan for required services for your child in SPP. DEEL will share children's names and dates of birth with the District. The District's Special Education Department may contact you for planning purposes.</i></p>		<p><i>By signing below, 1) I certify the information provided is true to the best of my knowledge; and 2) I understand I will need to provide additional documentation for enrollment if my child is selected for SPP; and 3) I have read the privacy statement; and 4) I agree that the District and SPP can share data to support my child's special education services; and 5) my contact information may be shared with preschool programs I'm interested in that do their own direct enrollment.</i></p> <p>Do we have your consent to refer you to other early learning programs for which you may qualify? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Parent/Guardian Signature:</p> <p>Date:</p>	

Child's Name: _____

For program details, please see SPP 2023-24 – Application Instructions or visit seattle.gov/applyspp

Check all programs on this list that you want to apply for.

Example: Beacon Hill Early Learning Center (ReWA)

Southeast Seattle		West Seattle		Northwest Seattle	
School Details on Pg 4-5		School Details on Pg 6		School Details on Pg 8	
<input type="checkbox"/>	Beacon Hill Early Learning Center (ReWA)	<input type="checkbox"/>	Alki Preschool at Schmitz Park (ARC)	<input type="checkbox"/>	Bitter Lake Community Center (ARC)
<input type="checkbox"/>	Nurturing Hands Daycare	<input type="checkbox"/>	Delridge Community Center (Launch)	<input type="checkbox"/>	Carkeek Park Environmental Learning Center (Creative Kids)
<input type="checkbox"/>	Boru Family Child Care	<input type="checkbox"/>	Southwest Early Learning Bilingual Preschool (SCCS)	<input type="checkbox"/>	Viewlands Elementary (Creative Kids)
<input type="checkbox"/>	MLK Jr. Elementary, Head Start (SPS)	<input type="checkbox"/>	Louisa Boren STEM K-8 (SPS)	<input type="checkbox"/>	Greenwood Early Learning (NW Center Kids)
<input type="checkbox"/>	MLK Jr. Elementary (Seed of Life)	<input type="checkbox"/>	RIFC Bilingual Preschool (SCCS)	<input type="checkbox"/>	BF Day Elementary (SPS)
<input type="checkbox"/>	VOT Child and Family Center	<input type="checkbox"/>	West Seattle Elementary (SPS)	<input type="checkbox"/>	Broadview Thomson, Head Start (SPS)
<input type="checkbox"/>	Tiny Tots Development Center – Othello	<input type="checkbox"/>	Anas Family Childcare	<input type="checkbox"/>	Cascadia Elementary (SPS)
<input type="checkbox"/>	Loveable Nest Child Care	<input type="checkbox"/>	Hayat Family Home Childcare	<input type="checkbox"/>	Magnolia Elementary (SPS)
<input type="checkbox"/>	Wing Luke Elementary, Head Start (SPS)	<input type="checkbox"/>	Boxhill at EC Hughes Elementary, Head Start (SPS)	<input type="checkbox"/>	Daybreak Star Preschool (UIATF)
<input type="checkbox"/>	Rising Star Elementary (SPS)	<input type="checkbox"/>	Hallows (YMCA)	<input type="checkbox"/>	North Beach Elementary (SPS)
<input type="checkbox"/>	Tiny Tots Development Center, ECEAP	<input type="checkbox"/>	Highland Park Elementary (Launch)	<input type="checkbox"/>	Angels Nest Childcare
<input type="checkbox"/>	Jasmin Day Care	<input type="checkbox"/>	Highland Park Elementary (SPS)	<input type="checkbox"/>	Ballard Community Center (ARC)
<input type="checkbox"/>	Rainier Beach Community Center (Seed of Life)	<input type="checkbox"/>	Concord International Elementary (YMCA)	Northeast Seattle School Details on Pg 9	
<input type="checkbox"/>	South Shore PK-8 (SPS)	<input type="checkbox"/>	Concord International Elementary (YMCA)	<input type="checkbox"/>	Le Jardin Day Care and Preschool
<input type="checkbox"/>	Emerson Elementary, Head Start (SPS)	<input type="checkbox"/>	Community School of West Seattle	<input type="checkbox"/>	Hanan Family Daycare
<input type="checkbox"/>	M&M Child Care	<input type="checkbox"/>	Educare (PESD)	<input type="checkbox"/>	Meadowbrook Community Center (ARC)
<input type="checkbox"/>	1st Start Learning Family Home Center	<input type="checkbox"/>	Arbor Heights Elementary (SPS)	<input type="checkbox"/>	Denise Louie - Magnuson Park
<input type="checkbox"/>	Beacon Hill International Elementary (Launch)	<input type="checkbox"/>	Hormuud Home Family Childcare	<input type="checkbox"/>	Hoby One Childcare
<input type="checkbox"/>	Jose Marti Child Development Center (El Centro de la Raza)	<input type="checkbox"/>	Sabastian's Bilingual Preschool	<input type="checkbox"/>	Experimental Education Unit at UW
<input type="checkbox"/>	Hoa Mai Vietnamese Bilingual Preschool (SCCS)	Central Seattle School Details on Pg 7		<input type="checkbox"/>	Lake City Early Learning Center (ReWA)
<input type="checkbox"/>	John Muir Elementary, Head Start (SPS)	<input type="checkbox"/>	Miller Community Center Annex (Launch)	<input type="checkbox"/>	Nasri Family Child Care
<input type="checkbox"/>	Denise Louie - Beacon Hill	<input type="checkbox"/>	Hearing, Speech & Deaf Center	<input type="checkbox"/>	Pinehurst Preschool at Hazel Wolf K-8 (SCCS)
<input type="checkbox"/>	Inns ha Allah Family Childcare	<input type="checkbox"/>	Madrona K-8 School (Launch)	<input type="checkbox"/>	Pinehurst Preschool - Northgate Community Center (SCCS)
<input type="checkbox"/>	Refugee Women's Alliance Preschool - MLK	<input type="checkbox"/>	First Place School	<input type="checkbox"/>	Cedar Park Elementary (SPS)
<input type="checkbox"/>	Iman Family Childcare	<input type="checkbox"/>	Salmaan Family Childcare	<input type="checkbox"/>	Olympic Hills Elementary (SPS)
<input type="checkbox"/>	Ilhan Home Daycare	<input type="checkbox"/>	Chinook Early Learning (NW Center Kids)	<input type="checkbox"/>	Sand Point Elementary (SPS)
<input type="checkbox"/>	Rainier Community Center (Launch)	<input type="checkbox"/>	Yesler Community Center (CISC)	<input type="checkbox"/>	Thornton Creek Elementary (SPS)
<input type="checkbox"/>	Seed of Life Preschool	<input type="checkbox"/>	Bailey Gatzert Elementary (SPS)	<input type="checkbox"/>	Kusum's Family Child Care
<input type="checkbox"/>	Aster Blossom Child Care	<input type="checkbox"/>	Leschi Elementary (SPS)	<input type="checkbox"/>	La Escuelita – Green Lake
<input type="checkbox"/>	Primm ABC Child Care Center, ECEAP	<input type="checkbox"/>	Causey's Learning Center – Main	<input type="checkbox"/>	James Baldwin Elementary, Head Start (SPS)
<input type="checkbox"/>	Dearborn Park International Elementary (SPS)				
<input type="checkbox"/>	Iqra Family Child Care				
<input type="checkbox"/>	La Escuelita – Columbia City				
<input type="checkbox"/>	WACC – One Family Learning Center				

SPP Monthly Invoice



City of Seattle Department of Education and Early Learning
Seattle Preschool Program
 2022-23
INVOICE PAYMENT FORM

Instructions: Complete grey cells only. All other cells will autofill. Print, sign, and email back to DEEL when completed.

Provider's Name:	Sample			Today's Date		
Provider's Address:	Address			7/8/2022		
Provider's Phone No.:	206-290-2024			Agency Invoice No. (Optional):		
Contract Number:	DOE22PA000					
Contract Period:	7/1/22-6/30/23			Invoice Month	Invoice No.	
Maximum Amount:	\$557,900.00			Select Invoice Month		
Category	Maximum Amount	% Completed	Less Previous	Earned This Period	Earned to Date	Balance
Baseline Payment						
Slot Pay (July-June)	\$408,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$408,000.00
Baseline Payment Subtotal	\$408,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$408,000.00
Performance Payment						
Fall TSG	\$24,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$24,000.00
Winter TSG	\$24,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$24,000.00
Spring TSG	\$24,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$24,000.00
IRR	\$0.00	0.0%	\$0.00	\$0.00	\$0.00	\$0.00
Performance Payment Subtotal	\$72,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$72,000.00
Other Payment						
Classroom Funds-Maintenance	\$6,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$6,000.00
Classroom Funds-Conversion	\$0.00	0.0%	\$0.00	\$0.00	\$0.00	\$0.00
Classroom Funds-New	\$0.00	0.0%	\$0.00	\$0.00	\$0.00	\$0.00
Teacher Credential Pay Enhancement	\$20,900.00	0.0%	\$0.00	\$0.00	\$0.00	\$20,900.00
COVID Payment	\$5,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$5,000.00
Family Support Payment	\$46,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$46,000.00
Comprehensive Support Payment	\$0.00	0.0%	\$0.00	\$0.00	\$0.00	\$0.00
Other Payment Subtotal	\$77,900.00	0.0%	\$0.00	\$0.00	\$0.00	\$77,900.00
Grand Total	\$557,900.00	0.0%	\$0.00	\$0.00	\$0.00	\$557,900.00

INVOICE CERTIFICATION: I, the undersigned, do hereby certify under penalty of perjury under the laws of the State of Washington, to the best of my knowledge and belief after diligent inquiry, that the materials have been furnished, the services rendered or the labor performed as described herein, and that the claim is a just, due and unpaid obligation against the City of Seattle, and that I am authorized to authenticate and certify to said claim.

Name (please print or type)	Signature	Date

SPP Monthly Invoice- MultiYear Contracts



City of Seattle Department of Education and Early Learning
Seattle Preschool Program - Pilot
 2022-23
INVOICE PAYMENT FORM

Instructions: Complete grey cells only. All other cells will autofill. Print, sign, and email back to DEEL when completed.

Provider's Name:	SAMPLE			Today's Date		
Provider's Address:	Address			7/8/2022		
Provider's Phone No.:	206-290-2024			Agency Invoice No. (Optional):		
Contract Number:	DOE22PAXXX					
Contract Period:	7/1/22-6/30/23			Invoice Month	Invoice No.	
Maximum Amount:	\$551,900.00			Select Invoice Month		
Category	Maximum Amount	% Completed	Less Previous	Earned This Period	Earned to Date	Balance
Baseline Payment						
Baseline Pay (July-June)	\$408,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$408,000.00
Baseline Payment Subtotal	\$408,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$408,000.00
Other Payment						
Teacher Credential Pay Enhancement	\$20,900.00	0.0%	\$0.00	\$0.00	\$0.00	\$20,900.00
Comprehensive Support	\$5,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$5,000.00
Family Support Payment	\$46,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$46,000.00
Other Payment Subtotal	\$71,900.00	0.0%	\$0.00	\$0.00	\$0.00	\$71,900.00
Incentive Payment						
Attendance	\$24,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$24,000.00
Enrollment	\$24,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$24,000.00
WA Kids	\$24,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$24,000.00
Performance Payment Subtotal	\$72,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$72,000.00
Grand Total	\$551,900.00	0.0%	\$0.00	\$0.00	\$0.00	\$551,900.00
<p>INVOICE CERTIFICATION: I, the undersigned, do hereby certify under penalty of perjury under the laws of the State of Washington, to the best of my knowledge and belief after diligent inquiry, that the materials have been furnished, the services rendered or the labor performed as described herein, and that the claim is a just, due and unpaid obligation against the City of Seattle, and that I am authorized to authenticate and certify to said claim.</p>						
Name (please print or type)			Signature		Date	

Please email signed invoices to: Email

2023-24 Seattle Preschool Program CBO Rates



Seattle Preschool Program 2023-24 Provider Payment Rates - CBOs



Slot Payment

Slot Type	Amount Per Slot	% Change
Regular Slot ¹	\$12,607.20	3%
Head Start Blended Slot ¹	\$6,180	3%
ECEAP Part Day Blended Slot ¹	\$6,695	3%
ECEAP School Day Blended Slot ¹	\$3,605	3%
ECEAP Working Day Blended Slot ¹	\$3,605	3%
Small Class Size Slot Adjustment ²	\$2,000	0%

Classroom-Level Payments

Teacher Qualification Type	Amount
Lead Teacher Pay Enhancement- Not meeting Qualifications ³	\$3,000
Lead Teacher Pay Enhancement- Meeting Qualifications ³	\$25,900
Lead Teacher Pay Enhancement- Exceeding Qualifications ³	\$30,800
Classroom Payment Type	Amount
SPP Plus Model Adjustment ⁴	\$23,000
Classroom Funds-Annual Maintenance ⁵	\$3,450
Classroom Startup Funds-Conversion ⁵	\$9,200
Classroom Startup Funds-New Classroom ⁵	\$23,000
Dual Language Standard Classroom ⁶	\$2,500
Dual Language Certified Classroom ⁶	\$8,500
Dual Language Teacher Certified (Per Teacher) ⁶	\$4,600

Family Support Funds

Classroom Type ⁷	Single-Classroom Agencies	Multiple-Classroom Agencies
Regular Classroom	\$30,000	\$23,000
Blended Classroom	\$12,000	\$9,000

Comprehensive Support Payment ⁸	Amount
Base Only	\$320
Tier 4	\$356
Tier 3	\$442
Tier 2	\$533
Tier 1	\$643

Notes

1. The Slot Payment ranges between \$3,605 and \$12,607.20 per slot, depending on the level of other funding received from ECEAP or Head Start, if any. For blended slots, SPP funds are awarded for the purpose of meeting the additional SPP requirements and activities.

2. The Small Class Size Slot Adjustment is awarded to classrooms whose license capacity is less than or equal to 16. Classroom capacity is based on the provider's license. SPP pays \$2,000 for each "virtual" slot beyond the classroom license limit (up to 20 total actual and virtual slots). For example, a classroom with a license limit of 15 is eligible to receive 5 "virtual" slots for a total of \$10,000.

3. The Lead Teacher Pay Enhancement awards providers extra funds for those Lead Teachers who either meet or exceed SPP's education requirements. Funding is for one lead teacher/classroom, even in co-lead models. The amount shall be used in teacher compensation to meet SPP's minimum wage requirements (see program manual for more detail).

4. The SPP Plus Model Adjustment is awarded to classrooms participating in SPP Plus and have a Special Education contract with Seattle Public Schools for the provision of IDEA Part B services.

5. Each classroom is eligible to receive Classroom Funds - either as an annual maintenance, conversion, or as a startup amount. New classrooms that previously operated as a preschool classroom before joining SPP or Pathway are eligible for the "Conversion" amount. New classrooms that did NOT previously operate as a preschool are eligible for the "New" amount. All others receive maintenance.

6. Dual Language Funds are awarded to classrooms that are in the process of being Dual Language certified. Classrooms not yet certified will receive classroom funds listed next to "Standard" while Dual Language certified classrooms will receive classroom funds listed next to "Certified". \$4,600 will be distributed to agencies for each teacher that is Dual Language certified; these funds are expected to be paid to the teacher.

7. Family Support Funds are awarded to each classroom; payment is determined by whether a classroom receives ECEAP or Head Start funds. The higher amount in each category is based on whether a provider contracts for a single classroom or multiple classrooms.

8. Comprehensive Support Funds are awarded to each classroom based off the number of slots and tier they are in corresponding to the SPS Equity Tier list. (<https://mysps.seattleschools.org/wp-content/uploads/2023/01/Overview-of-School-Equity-Tiers-2022-23-1.pdf>)

2023-24 Seattle Preschool Program FCC Rates



Seattle Preschool Program 2023-24 Provider Payment Rates - FCCs



Slot Payment

Slot Type	Amount Per Slot	% Change
Regular Slot ¹	\$12,607.20	3%

HUB Administrative Payment²

Payment Type	Amount per HUB
HUB Administrative Payment	\$150,000

Classroom Funds

Classroom Funds Type	Amount per Classroom
Annual Maintenance ³	\$3,450
Conversion ³	\$9,200
New Classroom ³	\$23,000

Family Support Funds⁴

Payment Type	Amount per HUB
HUB Family Support Funds	\$60,000

Comprehensive Support Payment⁵

Comprehensive Support Payment ⁵	Amount
Base Only	\$320
Tier 4	\$356
Tier 3	\$442
Tier 2	\$533
Tier 1	\$643

Notes

1. The **Slot Payment** is a maximum of \$12,607.20 per student with up to 15% of that amount allocated to the HUB agency for enrollment and administrative support.
2. Each HUB agency shall be awarded a \$150,000 **Hub Administrative Payment** to provide administrative, technical, and fiscal support to FCC providers.
3. Each classroom is eligible to receive **Classroom Funds** - either as an annual maintenance OR as a startup amount. New classrooms that previously operated as a preschool classroom before joining SPP or Pathway are eligible for the "Conversion" amount. New classrooms that did NOT previously operate as a preschool are eligible for the "New" amount. All others receive maintenance.
4. **Family Support Funds** are awarded at \$60,000 per Agency.
5. **Comprehensive Support Funds** are awarded to each classroom based off the number of slots and tier they are in corresponding to the SPS Equity Tier list. (<https://mysps.seattleschools.org/wp-content/uploads/2023/01/Overview-of-School-Equity-Tiers-2022-23-1.pdf>)

2023-24 Seattle Preschool Program Multi-Year Contract Rates



Seattle Preschool Program 2023-24 Provider Payment Rates - MultiYear Contract



Slot Payment

Slot Type	Amount Per Slot	% Change
Regular Slot ¹	\$12,607.20	3%
Head Start Blended Slot ¹	\$6,180	3%
ECEAP Part Day Blended Slot ¹	\$6,695	3%
ECEAP School Day Blended Slot ¹	\$3,605	3%
ECEAP Working Day Blended Slot ¹	\$3,605	3%
Small Class Size Slot Adjustment ²	\$2,000	0%

Classroom-Level Payments

Teacher Qualification Type	Amount
Lead Teacher Pay Enhancement- Not meeting Qualifications ³	\$3,000
Lead Teacher Pay Enhancement- Meeting Qualifications ³	\$25,900
Lead Teacher Pay Enhancement- Exceeding Qualifications ³	\$30,800
Classroom Payment Type	Amount
SPP Plus Model Adjustment ⁴	\$23,000
Classroom Funds-Annual Maintenance ⁵	\$3,450
Classroom Startup Funds-Conversion ⁵	\$9,200
Classroom Startup Funds-New Classroom ⁵	\$23,000
Dual Language Standard Classroom ⁶	\$2,500
Dual Language Certified Classroom ⁶	\$8,500
Dual Language Teacher Certified (Per Teacher) ⁶	\$4,600

Family Support Funds

Classroom Type ⁷	Single-Classroom Agencies	Multiple-Classroom Agencies
Regular Classroom	\$30,000	\$23,000
Blended Classroom	\$12,000	\$9,000

Comprehensive Support Payment ⁸	Amount
Base Only	\$320
Tier 4	\$356
Tier 3	\$442
Tier 2	\$533
Tier 1	\$643

Incentive Payment ⁹	% Maximum Earned
Target Measure 1	2.5%
Target Measure 2	2.5%

Notes

- The Slot Payment ranges between \$3,605 and \$12,607.20 per slot, depending on the level of other funding received from ECEAP or Head Start, if any. For blended slots, SPP funds are awarded for the purpose of meeting the additional SPP requirements and activities.
- The Small Class Size Slot Adjustment is awarded to classrooms whose license capacity is less than or equal to 16. Classroom capacity is based on the provider's license. SPP pays \$2,000 for each "virtual" slot beyond the classroom license limit (up to 20 total actual and virtual slots). For example, a classroom with a license limit of 15 is eligible to receive 5 "virtual" slots for a total of \$10,000.
- The Lead Teacher Pay Enhancement awards providers extra funds for those Lead Teachers who either meet or exceed SPP's education requirements. Funding is for one lead teacher/classroom, even in co-lead models. The amount shall be used in teacher compensation to meet SPP's minimum wage requirements (see program manual for more detail).
- The SPP Plus Model Adjustment is awarded to classrooms participating in SPP Plus and have a Special Education contract with Seattle Public Schools for the provision of IDEA Part B services.
- Each classroom is eligible to receive Classroom Funds - either as an annual maintenance, conversion, or as a startup amount. New classrooms that previously operated as a preschool classroom before joining SPP or Pathway are eligible for the "Conversion" amount. New classrooms that did NOT previously operate as a preschool are eligible for the "New" amount. All others receive maintenance.
- Dual Language Funds are awarded to classrooms that are in the process of being Dual Language certified. Classrooms not yet certified will receive classroom funds listed next to "Standard" while Dual Language certified classrooms will receive classroom funds listed next to "Certified". \$4,600 will be distributed to agencies for each teacher that is Dual Language certified; these funds are expected to be paid to the teacher.
- Family Support Funds are awarded to each classroom; payment is determined by whether a classroom receives ECEAP or Head Start funds. The higher amount in each category is based on whether a provider contracts for a single classroom or multiple classrooms.
- Comprehensive Support Funds are awarded to each classroom based off the number of slots and tier they are in corresponding to the SPS Equity Tier list. (<https://mysps.seattleschools.org/wp-content/uploads/2023/01/Overview-of-School-Equity-Tiers-2022-23-1.pdf>)
- Incentive Payments are awarded based on the target % reached at the end of school year in relation to two of specific measures listed on the contract.

Release Time Invoice Template

SEATTLE PRESCHOOL PROGRAM Teacher Release Time - Monthly Invoice

SEND CHECK TO:

Agency Name:

Address:

Contact Person:

Phone:

Email:

For training during month of _____

Teacher Name	SPP Classroom?	Lead/Asst/ Substitute Teacher?	Class Dates	Name of Training	# of Hours	Actual Hourly Rate	Total
Sample	Y or N	L A S	mm/dd/yr to mm/dd/yr	PCC	40	\$21.00	\$840.00
	Y or N	L A S					
	Y or N	L A S					
	Y or N	L A S					
	Y or N	L A S					
	Y or N	L A S					
	Y or N	L A S					
	Y or N	L A S					
	Y or N	L A S					
	Y or N	L A S					
	Y or N	L A S				Total:	\$840.00

***NOTE:** Lead and assistant teachers in SPP classrooms will be paid at their actual hourly rate for up to 28 days of teacher release time. Release time, up to these maximums, is available for required trainings and other pre-approved trainings (including the Pre-Service Institute, required curriculum, content, assessment, and Professional Learning Community trainings).

- I have attached documentation from my agency's billing system showing that the agency paid the teacher(s) above for the training days and hours entered, and the amount paid.
- Our agency is unable to provide documentation, and will be reimbursed at the maximum rate of \$28.00 per hour.

Name

Title

Date

For office use only - Approval Signatures and Coding				
ORG	Account	Project	Activity	Amount
E1310	741113 / 741190	EDEARLYLRNG		
Sonja Griffin			Date	
David Liang			Date	



Start of Year Classroom Funds Plan

This form is used by providers to plan expenditures for classroom set up and maintenance. This form should be completed in close collaboration with your DEEL Coach and Early Education Specialist. These funds are intended to create/maintain a culturally relevant, high-quality, inclusive teaching and learning environment for all children. The agency understands there is no additional funding outside of the initial allocated amount, though is expected to maintain classroom quality and materials as outlined in the SPP Manual. This form is a deliverable and should be submitted with your invoice to your Education Specialist.

AGENCY INFORMATION

Agency Name:	Site Name:
Classroom Name:	
Funding Amount:	Date Submitted:

Please list the outcomes your agency is focusing on through your start-up fund investments.

(Examples: Improved classroom organization, more appropriate outdoor play equipment for preschool ages, strengthened capacity to use technology for instruction, etc.)

Outcome 1:
Outcome 2:
Outcome 3:

Please check the boxes next to classroom categories that align with where you will be using your start-up funds. Next to the checked boxes, list the types of expected purchases.

Check all that apply	Category	Expected purchases
<input type="checkbox"/>	Curriculum	
<input type="checkbox"/>	Furnishings	
<input type="checkbox"/>	Outdoor Equipment	
<input type="checkbox"/>	Small Renovations/ Modifications	
<input type="checkbox"/>	Technology	
<input type="checkbox"/>	Other	

SIGNATURES

My signature below indicates that I have reviewed the information recorded in the Classroom Startup Plan and that I understand its contents and agree to carrying out my responsibilities as they relate to meeting objectives and achieving outcomes.

Director:

Date:

My signature below indicates that I have reviewed the information recorded in the Classroom Startup Plan. I understand the agency's plan for spending the funds, I have discussed any reservations about funding approval, and I agree the plan is in the service of achieving the stated outcomes.

Education Specialist:

Date:

Coach:

Date:



Dual Language Classroom Spending Plan

This form is used by providers to request funding for resources and materials to support their dual language classroom. Item selection is informed by teachers, coaches, and the CLCD consultant. The final plan is submitted by the director to the Dual Language Initiative manager for approval. This signed form should be submitted with your invoice for payment. Materials and resources should impact the quality of instruction in the dual language classroom.

AGENCY INFORMATION	
Agency Name:	Site Name:
Classroom Name:	
Funding Amount: \$2,500	Date Submitted:

Please check the boxes next to classroom categories that align with where you will be using your dual language classroom funds. Next to the checked boxes, list the types of expended items.

Check all that apply	Category	Item Examples	Items	Individual value of items
<input type="checkbox"/>	Curriculum and/or Assessments	<i>Dual language curriculum materials, Soy Bilingüe, curriculum in another language, etc.</i>		
<input type="checkbox"/>	Classroom Learning and Play Materials	<i>Dual language books for the classroom, for families, and classroom materials.</i>		
<input type="checkbox"/>	Outdoor materials to support dual language learning opportunities	<i>Outdoor materials that are culturally relevant like drums or musical instruments. Playground drawings or pictures using bilingual words. Magnetic chalkboards where children put words together in their language.</i>		
<input type="checkbox"/>	Technology	<i>Digital resources like games & apps in different language(s). Periodicals classrooms can subscribe to.</i>		
<input type="checkbox"/>	Training and/or Cultural Guest Speakers	<i>Virtual training and professional development, speakers/trainers that bring cultural aspects to the families, children, and educators.</i>		
<input type="checkbox"/>	Interpretation and Translation services	<i>Translating parents' handbooks, health care handbook, flyer, parent-teacher meetings, etc.</i>		

SIGNATURES

My signature below indicates that I have reviewed the information recorded in the Dual Language Classroom Spending Plan and that I understand its contents and agree to carrying out my responsibilities as they relate to meeting objectives and achieving outcomes DEEL staff will confirm funds were received and spent on the identified items by the end of the school year.

Director:

Date:

My signature below indicates that I have reviewed the information recorded in the Dual Language Classroom Spending Plan. I understand how the agency plans to spend the funds and I have had a discussion with the director if I have reservations about how these expenses achieve the dual language initiative outcomes.

Dual Language Initiative Manager:

Date:

Family Support Initial Plan

Family support services should be in direct support of families to address barriers to each child’s full participation in preschool and to support student health and learning. During the 23-24 school year, Agencies have the option of using Family Support funds to provide family support services by 1) hiring dedicated family support workers to deliver family support services, 2) providing family support services in alternative ways, or 3) a combination of both. This form should be completed in collaboration with your Early Education Specialist, signed by your Education Specialist and submitted with your October invoice. The spending of these funds will be discussed during monthly monitoring meetings to explore commitment to this plan or course corrections.

AGENCY INFORMATION	
Agency Name:	Date Submitted:

Please outline below how you plan to utilize family support funds to deliver family support services.
Upon monthly submission of family support funds, documentation for each expense will be required.

Check all that apply	Category	Description of Planned Services/Activities	Method	Frequency	Person responsible for delivering services
<input type="checkbox"/>	Family Engagement and Partnership				
<input type="checkbox"/>	Family Support Visits				
<input type="checkbox"/>	Health Coordination Services				
<input type="checkbox"/>	Resources and Referrals				
<input type="checkbox"/>	Dedicated staff member				

<input type="checkbox"/>	Other family support services				
<input type="checkbox"/>	Other				

SIGNATURES

My signature below indicates that I have reviewed the information recorded in the Family Support Plan and that I understand its contents and agree to carrying out my responsibilities as they relate to meeting SPP program objectives and achieving student outcomes.

Director:	Date:
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My signature below indicates that I have reviewed the information recorded in the Family Support Plan. I understand the agency's plan for spending the funds, I have discussed any reservations about funding approval, and I agree the plan is in the service of achieving the program outcomes.

Education Specialist:	Date:
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Comprehensive Support Classroom/Child Support Plan

This form should be completed by the director and teaching team with optional consultation from the DEEL coach. This form is to be completed before the spending of the funds, should be submitted to your DEEL coach upon completion and a signed form should be submitted with your invoice along with your reimbursement form.

Do not add child-identifying information to this form. Use initials or CHIPS ID only.

AGENCY INFORMATION

Agency Name:	Site Name:
Classroom Name:	
Child Initials/CHIPS ID:	Plan Initiation Date:

GENERAL NOTES

(Consider including information from observations, family input, and/or ASQ or other assessments, if relevant.)

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NAMES OF CONSULTED TEAM MEMBERS

Site director/supervisor:
Agency coach (if applicable):
DEEL Education Specialist:
PHSKC:
Other:

ACTION PLAN

Desired Goal	Comprehensive Support Services Needed

SIGNATURES

My signature below indicates that I have explored solutions to serve this classroom/child with the appropriate parties. I am committed to the plan as stated on this form. Should the plan need to change, a new form will be completed. These funds may only be reimbursed for allowable expenses; it is my responsibility to understand what is allowed.

Director:

Date:

My signature below indicates that I have reviewed the information recorded in the Classroom/Child Support Plan. I understand the agency's plan for spending the funds, I have discussed any reservations about funding approval, and I agree the plan is in the service of achieving the stated outcomes.

Coach:

Date:

Comprehensive Support Reimbursement Form

Comprehensive Support Services are for the purpose of meeting the individualized needs of children in the classroom and to support DEEL’s zero expulsion and suspension policy so children can fully take part in the classroom each day.

These funds support services which may include temporary additional classroom support, specialized consultations, or instructional materials to support children who need intensive strategies inclusive of, but not limited to, (1) social-emotional, (2) behavioral, (3) developmental, and/or (4) connected to family/childhood trauma. Comprehensive Support services are not meant to duplicate or supplant Individual Education Plan (IEP) services for an individual child. This form should be submitted with the applicable signed Classroom/Child Support Plan to your Education Specialist when invoicing for these reimbursable funds.

Agencies may use Comprehensive Support funds to:

- Hire a specialist
- Hire additional staff
- Provider educator training
- Purchase behavioral support materials for children or the classroom

Please indicate how the funds were allocated. The DEEL Coach-approved Classroom/Child Support Plan must be submitted with this reimbursement form for payment.

Agencies may bill up to half of their comprehensive support budget through December 2023; the balance may be billed through June 2024.

Service Provided	Verification	Site/Classroom	Vendor/Source	Total
Hire organization, agency, individual to provide specialized services	Copy of service plan, contract, or agreement for specialized services			
Hire additional staff	Agency payroll report			
Provide training for educators	Training agenda and participant sign-in sheet			
Purchase behavioral support materials for individual children	Receipts or credit card statements			
Purchase behavioral support materials for the learning environment	Receipts or credit card statements			

SIGNATURES

My typed name below indicates that I have reviewed the information recorded in the Comprehensive Support Reimbursement Request and that I understand its contents and agree to carrying out my responsibilities as they relate to meeting the outcomes outlined above. I also understand that if I exceed the Comprehensive Support budget for my agency, any cost incurred over the budgeted amount will be the sole responsibility of the agency.

Director:

Date:

My signature below indicates that I have reviewed the information recorded in the Comprehensive Supports Reimbursement Form. I understand how the agency spent the funds, have confirmed all expenses have appropriate backup documentation, and have confirmed the association of a Classroom/Child Support Form with each expense.

Education Specialist:

Date:



Seattle Department of Education & Early Learning

Enrollment Packet



Seattle Preschool & Pathway Program 2023 - 2024



Step 1: Fill out the Enrollment Packet

The Seattle Preschool & Pathway Programs are open to all eligible children, regardless of their citizenship status, race, gender, ethnicity, or developmental need. Seattle is a welcoming City because we believe in inclusion and equity. City employees do not ask about citizenship status and serve all residents regardless of immigration status. Immigrants and refugees are welcome here. To best serve your child, please answer the following questions.

CHILD INFORMATION			
First Name:	Middle Name:	Last Name:	Birth Date:
Gender Identity: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Non-Binary or other gender identity _____			
Language child learned first:		Language spoken most at home:	
Does the child meet any one of the following situations? <input type="checkbox"/> Yes <input type="checkbox"/> No * Child is in foster care or kinship care (full-time care of child by relatives or suitable other). * The family receives Child Protective Services (CPS), Indian Child Welfare (ICW) Services, or Family Assessment Response (FAR).			
During school hours, does your child need help with a medical condition? (i.e. allergies, diabetes, blood sugar, seizures, eye/ear drops) Briefly explain:			
What is your child's race and ethnicity? Check all that apply.			
Asian	<input type="checkbox"/> East Asian <input type="checkbox"/> Filipino	<input type="checkbox"/> South Asian <input type="checkbox"/> Southeast Asian	<input type="checkbox"/> Other or More Specific Asian _____
American Indian, Alaska Native	<input type="checkbox"/> American Indian <input type="checkbox"/> Alaskan Native	<input type="checkbox"/> Central or South American Indian	<input type="checkbox"/> Other or More Specific American Indian/Alaska Native _____
Black, African, African American	<input type="checkbox"/> African American <input type="checkbox"/> Caribbean <input type="checkbox"/> Central African	<input type="checkbox"/> East African <input type="checkbox"/> Latin American <input type="checkbox"/> South African	<input type="checkbox"/> West African <input type="checkbox"/> Other or More Specific Black _____
Hispanic, Latino	<input type="checkbox"/> Caribbean <input type="checkbox"/> Central American	<input type="checkbox"/> Mexican/Chicano <input type="checkbox"/> South American <input type="checkbox"/> Spaniard	<input type="checkbox"/> Other or More Specific Hispanic/Latino _____
Middle Eastern or North African	<input type="checkbox"/> Middle Eastern <input type="checkbox"/> North African	<input type="checkbox"/> Other or More Specific Middle Eastern/North African _____	
Native Hawaiian, Other Pacific Islander	<input type="checkbox"/> Micronesian <input type="checkbox"/> Melanesian	<input type="checkbox"/> Polynesian (including Native Hawaiian)	<input type="checkbox"/> Other or More Specific Native Hawaiian/Pacific Islander _____
White	<input type="checkbox"/> White	<input type="checkbox"/> Other or More Specific White _____	

FIRST PARENT/GUARDIAN INFORMATION			
First Name:	Middle:	Last Name:	Birth Date:
Gender Identity: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Non-Binary or other gender identity _____			
Email Address:		Relationship to child:	
Preferred language for communication:	Phone 1:	Type: <input type="checkbox"/> Land Line <input type="checkbox"/> Work <input type="checkbox"/> Cell	
Primary language used in home:	Phone 2:	Type: <input type="checkbox"/> Land Line <input type="checkbox"/> Work <input type="checkbox"/> Cell	
<i>If cell, may we contact you via text with status updates? <input type="checkbox"/> Yes <input type="checkbox"/> No</i>			
What is your race and ethnicity? Check all that apply.			
Asian	<input type="checkbox"/> East Asian <input type="checkbox"/> Filipino	<input type="checkbox"/> South Asian <input type="checkbox"/> Southeast Asian	<input type="checkbox"/> Other or More Specific Asian _____
American Indian, Alaska Native	<input type="checkbox"/> American Indian <input type="checkbox"/> Alaskan Native	<input type="checkbox"/> Central or South American Indian	<input type="checkbox"/> Other or More Specific American Indian/Alaska Native _____
Black, African, African American	<input type="checkbox"/> African American <input type="checkbox"/> Caribbean <input type="checkbox"/> Central African	<input type="checkbox"/> East African <input type="checkbox"/> Latin American <input type="checkbox"/> South African	<input type="checkbox"/> West African <input type="checkbox"/> Other or More Specific Black _____
Hispanic, Latino	<input type="checkbox"/> Caribbean <input type="checkbox"/> Central American	<input type="checkbox"/> Mexican/Chicano <input type="checkbox"/> South American <input type="checkbox"/> Spaniard	<input type="checkbox"/> Other or More Specific Hispanic/Latino _____
Middle Eastern or North African	<input type="checkbox"/> Middle Eastern <input type="checkbox"/> North African	<input type="checkbox"/> Other or More Specific Middle Eastern/North African _____	
Native Hawaiian, Other Pacific Islander	<input type="checkbox"/> Micronesian <input type="checkbox"/> Melanesian	<input type="checkbox"/> Polynesian (including Native Hawaiian)	<input type="checkbox"/> Other or More Specific Native Hawaiian/Pacific Islander _____
White	<input type="checkbox"/> White	<input type="checkbox"/> Other or More Specific White _____	

SECOND PARENT/GUARDIAN INFORMATION (If in the same household and related to the child by blood or marriage.)			
First Name:	Middle:	Last Name:	Birth Date:
Gender Identity: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Non-Binary or other gender identity _____			
Email Address:		Relationship to child:	
Preferred language for communication:	Phone 1:	Type: <input type="checkbox"/> Land Line <input type="checkbox"/> Work <input type="checkbox"/> Cell	
Primary language used in home:	Phone 2:	Type: <input type="checkbox"/> Land Line <input type="checkbox"/> Work <input type="checkbox"/> Cell	
<i>If cell, may we contact you via text with status updates? <input type="checkbox"/> Yes <input type="checkbox"/> No</i>			
What is your race and ethnicity? Check all that apply.			
Asian	<input type="checkbox"/> East Asian <input type="checkbox"/> Filipino	<input type="checkbox"/> South Asian <input type="checkbox"/> Southeast Asian	<input type="checkbox"/> Other or More Specific Asian _____
American Indian, Alaska Native	<input type="checkbox"/> American Indian <input type="checkbox"/> Alaskan Native	<input type="checkbox"/> Central or South American Indian	<input type="checkbox"/> Other or More Specific American Indian/Alaska Native _____
Black, African, African American	<input type="checkbox"/> African American <input type="checkbox"/> Caribbean <input type="checkbox"/> Central African	<input type="checkbox"/> East African <input type="checkbox"/> Latin American <input type="checkbox"/> South African	<input type="checkbox"/> West African <input type="checkbox"/> Other or More Specific Black _____
Hispanic, Latino	<input type="checkbox"/> Caribbean <input type="checkbox"/> Central American	<input type="checkbox"/> Mexican/Chicano <input type="checkbox"/> South American <input type="checkbox"/> Spaniard	<input type="checkbox"/> Other or More Specific Hispanic/Latino _____
Middle Eastern or North African	<input type="checkbox"/> Middle Eastern <input type="checkbox"/> North African	<input type="checkbox"/> Other or More Specific Middle Eastern/North African _____	

Child First/Last Name:	Date of Birth:
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SEATTLE PRESCHOOL & PATHWAY PROGRAM PARTICIPATION CONSENT

The Department of Education and Early Learning (“DEEL”) partners closely with preschool providers (“the Provider”) to provide high-quality services and supports to your child. In order to participate in the program, participants must agree to the following:

DEEL stores identifiable student data, including enrollment, assessment and attendance information pertaining to your child in a restricted, secure database. Identifiable information may be shared among DEEL, the Provider, Seattle School District No. 1 (“District”), Public Health- Seattle & King County (“PHSKC”) and the Washington State Department of Children, Youth and Families (“the State”) when necessary to deliver services and ensure continuity provided to preschool students rising through the District’s K-12 education programs.

DEEL may securely share your child’s health-related information with contracted service providers to serve your child’s health, educational, and developmental needs. With training and support from PHSKC, preschools may conduct vision, hearing, weight, and height screenings to identify possible barriers to your child’s learning. In addition, providers may administer the Ages and Stages Questionnaire to assess your child’s developmental progress. Results may be shared with the provider, PHSKC, and DEEL so that additional supports may be provided if needed. If additional actions are recommended for your child, the provider will share the results with you.

Assessments are used to inform teaching practices, support professional development, and evaluate the program. Teachers may observe your child’s physical, cognitive, social, and emotional development and record observations using Teaching Strategies GOLD® (“TSG”). Providers and DEEL access TSG using an account shared with the State; TSG results will also be shared with the District.

DEEL Preschool programs strive to prepare your child for Kindergarten and beyond. DEEL partners with the District to evaluate how effectively children were prepared. The District will create student identification numbers for the children enrolled in DEEL’s preschool programs to enable the evaluation of long-term effectiveness of the program by monitoring preschool participants’ progress throughout the child’s K-12 experience at the District. DEEL may provide sufficient information to the District via secure file transfer to create District student identification numbers.

DEEL protects families’ and children’s information carefully under the City’s Privacy Standards. There are some circumstances in which information may be shared with the public if required by law. DEEL’s preschool programs are publicly funded and therefore must abide by the Washington State Public Records Act, including the requirement to disclose non-exempt information to the public. Records related to DEEL’s preschool programming may be requested by and disclosed to the public. DEEL does not release personally identifiable information for children enrolled in our programs or for their family members/guardians. Please see the Privacy Statement for more information.

DEEL may contact you directly or through your provider to survey you on your experience.

PRIVACY STATEMENT

Personal information entered on this form is subject to Washington Public Records Act and may be subject to public disclosure. The City of Seattle is committed to protecting your privacy and will ensure that any disclosures are done according to law. To learn more about how information is managed, please see our [Privacy Statement \[http://www.seattle.gov/tech/initiatives/privacy/privacy-statement\]](http://www.seattle.gov/tech/initiatives/privacy/privacy-statement) For more information on public disclosure requirements and exemptions, please see the Public Records Act, [RCW Chapter 42.56](#).

Child First/Last Name:	Date of Birth:
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OPTIONAL CONSENTS

By participating in the Preschool Program, parents/legal guardians agree to all the *above*. The following are *optional* consents.

Check for yes: <input type="checkbox"/>	<p>Program evaluation: DEEL may contract with an external evaluator to assess how classroom quality influences children’s learning. External researchers may also conduct child-friendly assessments in language, literacy, math, and behaviors that help children learn. You may opt out at any time. I grant permission for my child to participate in child-level assessments for program evaluation.</p>
Check for yes: <input type="checkbox"/>	<p>Sharing intake documents: Your preschool or childcare provider may request documents from you for administrative purposes. For your convenience, DEEL may share documents submitted to the City with your provider. I grant DEEL permission to share proof of age, address, or income documents with my provider.</p>
Check for yes: <input type="checkbox"/>	<p>Photo/Video Consents: I grant permission for my child to be photographed or videotaped for: Internal-only training and educational purposes related to teacher quality improvement. The teacher is the focus of any recording for feedback purposes and all videos remain confidential until deleted (two weeks)*</p> <p><input type="checkbox"/> I grant permission for my child to be photographed or videotaped for: Teacher evaluation through an external evaluator; the teacher is the focus of any recording for evaluation purposes, only reviewed by the evaluators (recordings retained for two weeks)*</p> <p><input type="checkbox"/> I grant permission for my child to be photographed or videotaped for: Public Health official guidance; the classroom environment is the focus of any recording for evaluation purposes, only reviewed by public health partners (recordings retained for two weeks)*</p> <p><input type="checkbox"/> I grant permission for my child to be photographed or videotaped for Promotional purposes: digital, print, and video related to the City’s preschool programs (continuous consent)</p>
Check for yes: <input type="checkbox"/>	<p>Communication with DEEL: DEEL may contact you during the intake process and with occasional enrollment-related communication. If you would like to be contacted for other reasons, please check the boxes below.</p> <p><input type="checkbox"/> Participation in interview or funding panels for DEEL or other City departments</p> <p><input type="checkbox"/> Email updates from the Department of Education and Early Learning</p> <p><input type="checkbox"/> Media interviews, quotes, or input</p>
Check for yes: <input type="checkbox"/>	<p>Child Care Assistance Program (CCAP): CCAP offers child care assistance to eligible families for child care used outside of the 6 hours of preschool. You can find eligibility details at https://www.seattle.gov/ccap.</p> <p>By checking this box, you are confirming the following:</p> <ol style="list-style-type: none"> 1) You need help with extended-day child care costs or child care costs for siblings. 2) You would like to apply for the Child Care Assistance Program. 3) You are not currently enrolled in another subsidy program like Working Connections or Best Starts for Kids Child Care Subsidy.

To revoke any of these consents at any time, please contact DEEL directly in writing at preschool@seattle.gov or The Seattle Preschool Program, PO Box 94665, Seattle, WA 98124.

**DEEL/City of Seattle is an agency subject to the Public Records Act (PRA) and while the foregoing represents DEEL’s operating policy and intended practice, DEEL will comply with any legal obligations requiring preservation or release of records, while asserting any available exemptions or objections.*

REQUIRED PARENT/GUARDIAN SIGNATURE

By signing below, I **1)** consent to my child participating in DEEL's Preschool Program, **2)** confirm I have read the Privacy Statement, and **3)** confirm I authorize the sharing of data as indicated above. I understand that my participation may be terminated from the program if it is found that I have provided false information, including but not limited to: not providing all the information required to determine eligibility and/or falsifying documents.

Parent/Legal Guardian Signature: _____ Date:

Print Parent/Legal Guardian Name: _____



Step 2: Collect Documents

The Department of Education & Early Learning (DEEL) will verify:

- Your child is **3 or 4 yrs** old by 8/31/2023
- You are living within **the City of Seattle** limits
- Your **income** for sliding-scale tuition purposes

*Families experiencing homelessness will not be required to submit address verification. Contact DEEL to receive the Housing Affidavit Form.

Please submit documents from the list below, unless otherwise noted by your child care provider.

<p><input type="checkbox"/> CHILD'S AGE</p> <p>All programs have an age requirement. Submit ONE document from this list:</p> <ul style="list-style-type: none">• Birth certificate• Medical record• Passport• Immigration documentation with birthdate• Government issued ID		
<p><input type="checkbox"/> ADDRESS</p> <p>Documentation must be no more than 3 months old, including the name of the applicant. It cannot be envelopes or personal correspondence.</p> <p><i>All programs are for people who live in the City of Seattle only. For families in transition, experiencing homelessness, or otherwise unable to provide the documentation below, please contact DEEL to request a housing affidavit form.</i></p> <table border="1"><tr><td><p>Submit ONE document from this list:</p><ul style="list-style-type: none">• Utility bill (<i>gas, water/garbage, light/electrical, cable, landline phone</i>)• Home/renter's insurance• Mortgage document</td><td><p>OR</p><p>Submit TWO documents from <u>two different sources</u> from this list:</p><ul style="list-style-type: none">• Insurance document (<i>health, car, etc</i>)• Benefits document from the agency (<i>DSHS, SSI, paystub, etc</i>)• Financial document (<i>bank statement, retirement, credit card statement, etc</i>)• Other bills• Driver's license (non-expired; can only submit one per household)• Lease or housing agency letter (current)</td></tr></table>	<p>Submit ONE document from this list:</p> <ul style="list-style-type: none">• Utility bill (<i>gas, water/garbage, light/electrical, cable, landline phone</i>)• Home/renter's insurance• Mortgage document	<p>OR</p> <p>Submit TWO documents from <u>two different sources</u> from this list:</p> <ul style="list-style-type: none">• Insurance document (<i>health, car, etc</i>)• Benefits document from the agency (<i>DSHS, SSI, paystub, etc</i>)• Financial document (<i>bank statement, retirement, credit card statement, etc</i>)• Other bills• Driver's license (non-expired; can only submit one per household)• Lease or housing agency letter (current)
<p>Submit ONE document from this list:</p> <ul style="list-style-type: none">• Utility bill (<i>gas, water/garbage, light/electrical, cable, landline phone</i>)• Home/renter's insurance• Mortgage document	<p>OR</p> <p>Submit TWO documents from <u>two different sources</u> from this list:</p> <ul style="list-style-type: none">• Insurance document (<i>health, car, etc</i>)• Benefits document from the agency (<i>DSHS, SSI, paystub, etc</i>)• Financial document (<i>bank statement, retirement, credit card statement, etc</i>)• Other bills• Driver's license (non-expired; can only submit one per household)• Lease or housing agency letter (current)	
<p><input type="checkbox"/> INCOME</p> <p>Submit documentation for all income your household receives.</p> <p><u>If you have income from...</u></p> <p>EMPLOYMENT (Submit one of these options)</p> <ul style="list-style-type: none">• Paystubs from your previous <u>3 full months</u>• Employer letter (only when starting a new job) --must be on letterhead, include the start date, hours worked, wage and dated from the last 90 days• Self-employed—request the self-employment form from DEEL <p>STUDENT (Submit any applicable)</p> <ul style="list-style-type: none">• Financial aid- Award letter• Work study- Award letter or supervisor letter including hours/wage <p>OTHER INCOME</p> <ul style="list-style-type: none">• TANF or other cash benefits – current award letter• Rental income- <i>Schedule E</i> tax document from most recent tax year• Other income –three months of statements <p><u>If you have...</u></p> <p>CHILD SUPPORT (Submit either of these options)</p> <ul style="list-style-type: none">• Received: Court documentation with amount• Received: Child Support Statement (request from DEEL) <table border="1"><tr><td><p>Paid weekly? Submit 12 paystubs</p><p>Paid every two weeks? Submit 5-7 paystubs</p><p>Paid bi-monthly? Submit 6 paystubs</p><p>Paid monthly? Submit 3 paystubs</p></td></tr></table>	<p>Paid weekly? Submit 12 paystubs</p> <p>Paid every two weeks? Submit 5-7 paystubs</p> <p>Paid bi-monthly? Submit 6 paystubs</p> <p>Paid monthly? Submit 3 paystubs</p>	
<p>Paid weekly? Submit 12 paystubs</p> <p>Paid every two weeks? Submit 5-7 paystubs</p> <p>Paid bi-monthly? Submit 6 paystubs</p> <p>Paid monthly? Submit 3 paystubs</p>		



Step 3: Submit to The Department of Education & Early Learning (DEEL) or Provider

Return this completed enrollment packet with your documents as soon as possible.

The sooner your full packet with documents is received, the faster it can be processed.

You may be contacted by DEEL's Intake team or your provider if additional documentation is needed.

If you need help, please call (206) 386-1050 or email preschool@seattle.gov



Step 4: Receive confirmation of Enrollment

Once your information has been verified, you will receive notification that your child is officially enrolled in the preschool program along with any tuition you may owe. To estimate your SPP tuition, visit www.seattle.gov/applyspp to use the Tuition Calculator.

If the information provided determines you're ineligible for the program, DEEL or your provider will notify you.

Your child may not begin the preschool program until your child care provider confirms whether any additional paperwork must be completed for their enrollment process.

Application for CCAP for SPP students

Application Form

Child Care Assistance Program application for SPP/Pathway Enrolling Families

For interpretation services or translated materials, please contact us: 206-386-1050 or CCAP@seattle.gov



Step 1: Fill out the Application

This form should be completed by parents/guardians applying for CCAP who are enrolling their child(ren) in the Seattle Preschool Program (SPP) or Pathway to SPP who have submitted their complete Enrollment Packet. This form may also be used for households who have recently completed a SPP/Pathway enrollment.

The Child Care Assistance Program (CCAP) is open to all eligible children, regardless of their citizenship status, race, gender, ethnicity or developmental need. Seattle is a Welcoming City because we believe in inclusion and equity. City employees do not ask about citizenship status and serve all residents regardless of immigration status. Immigrants and refugees are welcome here. CCAP is a program of the Department of Education and Early Learning (DEEL) in the City of Seattle. To best serve your child, please answer the following questions.

FIRST PARENT/GUARDIAN INFORMATION

First Name:		Middle Name:		Last Name:	
EMPLOYMENT			SCHOOL/TRAINING		
<input type="checkbox"/> Yes- Employer: <input type="checkbox"/> No			<input type="checkbox"/> Yes- <i>Complete Student Questionnaire</i> <input type="checkbox"/> No		
Job Title:		Start date:	Program:		# of credits:
WORK and/or SCHOOL SCHEDULE <i>from (time) to (time)</i>					
<i>Mon</i>				<i>Sat</i>	
<i>Tues</i>				<i>Sun</i>	
<i>Wed</i>		<i>Notes:</i>			
<i>Thurs</i>					
<i>Fri</i>					

SECOND PARENT/GUARDIAN INFORMATION (if in the same home and related by blood or marriage)

First Name:		Middle Name:		Last Name:	
EMPLOYMENT			SCHOOL/TRAINING		
<input type="checkbox"/> Yes- Employer: <input type="checkbox"/> No			<input type="checkbox"/> Yes- <i>Complete Student Questionnaire</i> <input type="checkbox"/> No		
Job Title:		Start date:	Program:		# of credits:
WORK and/or SCHOOL SCHEDULE <i>from (time) to (time)</i>					
<i>Mon</i>				<i>Sat</i>	
<i>Tues</i>				<i>Sun</i>	
<i>Wed</i>		<i>Notes:</i>			
<i>Thurs</i>					
<i>Fri</i>					

How did you learn about the City of Seattle's Child Care Assistance Program?

Child Care Resources DCYF/Working Connections Flyer Website Provider Other:

You must list ALL children under 18 living in the home. List children who need child care assistance in Section 1 and children who do not need care in Section 2. Complete ALL information in Section 1 and include the SPP enrolling child on this list.

CCAP uses the information below to help determine how much subsidy you will receive. Subsidy is determined based on family size, family income, along with the child's age group.

CHILD INFORMATION

Section 1: Complete ALL information below for children in the home who need child care assistance

Name	Birth Date	Gender	Race/Ethnicity	School/ Provider <i>include location or CCAP ASA number.</i>	Is child already enrolled?	Start Date
1.					<input type="checkbox"/> Y <input type="checkbox"/>	
2.					<input type="checkbox"/> Y <input type="checkbox"/>	
3.					<input type="checkbox"/> Y <input type="checkbox"/>	
4.					<input type="checkbox"/> Y <input type="checkbox"/>	
5.					<input type="checkbox"/> Y <input type="checkbox"/>	

Section 2: list ALL other children in the home under 18 years old who DO NOT need child care assistance

Name	Birth Date	Name	Birth Date
1.		4.	
2.		5.	
3.		6.	

Please complete the planning chart below if your child will be in school this year or next (K-6th grade) and needs before and/or after school care or summer care. School year breaks (5 days or more) are automatically covered.

PLANNING CHART FOR SCHOOL-AGED CHILDREN

Please add names of school-aged children to each column and indicate level of care needed.

Child Name →				
School Year Overall	<input type="checkbox"/> Before school from Time: _____ to Time: _____	<input type="checkbox"/> Before school from Time: _____ to Time: _____	<input type="checkbox"/> Before school from Time: _____ to Time: _____	<input type="checkbox"/> Before school from Time: _____ to Time: _____
	<input type="checkbox"/> After school from Time: _____ to Time: _____	<input type="checkbox"/> After school from Time: _____ to Time: _____	<input type="checkbox"/> After school from Time: _____ to Time: _____	<input type="checkbox"/> After school from Time: _____ to Time: _____
Summer Break (End of June to Early September)	<input type="checkbox"/> Full time care from Date: _____ to Date: _____	<input type="checkbox"/> Full time care from Date: _____ to Date: _____	<input type="checkbox"/> Full time care from Date: _____ to Date: _____	<input type="checkbox"/> Full time care from Date: _____ to Date: _____
	<input type="checkbox"/> Child will change providers over the summer to: _____	<input type="checkbox"/> Child will change providers over the summer to: _____	<input type="checkbox"/> Child will change providers over the summer to: _____	<input type="checkbox"/> Child will change providers over the summer to: _____

Please explain any special circumstances:

PRIVACY STATEMENT

Personal information entered on this form is subject to Washington Public Records Act and may be subject to public disclosure. The City of Seattle is committed to protecting your privacy and will ensure that any disclosures are done according to law. To learn more about how information is managed, please see our [Privacy Statement](http://seattle.gov/tech/initiatives/privacy) [http://seattle.gov/tech/initiatives/privacy]. For more information on public disclosure requirements and exemptions, please see the Public Records Act, [RCW Chapter 52.56](#)

REQUIRED PARENT SIGNATURE

By signing below, I confirm I have read the Privacy Statement. I am aware that the information I provided is subject to review and verification from various City and public resources and that I may need to provide additional documents to support this application. I understand that my participation may be terminated from the program if it is found that I have provided false information, including but not limited to: not providing all the information required to determine eligibility and/or falsifying documents and that The City of Seattle may recover the actual cost(s) for the periods I was not eligible, and I may be prosecuted for fraud and/or perjury if I intentionally supplied inaccurate or misleading information.

Parent/Legal Guardian Signature: _____ Date: _____

Print Parent Name:



Step 2: Collect Documents

CCAP and SPP have different eligibility requirements. The Child Care Assistance Program (CCAP) within the Department of Education & Early Learning (DEEL) will verify:

- **AGE-** All children on CCAP must be **0-13 years old**. Submit age documents for all children applying for CCAP. SPP enrolled children do not need additional documents if they were already submitted.
- **ADDRESS-** No additional documentation needed if SPP enrollment was recent. DEEL staff may request additional documentation if needed.
- **INCOME-** No additional documentation needed if SPP enrollment was recent. DEEL staff may request additional documentation if needed.
- **STUDENT STATUS-** (only for parents/guardians enrolled in school or training programs) Complete CCAP Student questionnaire and required documentation as requested by your CCAP Program Intake Representative.

CHILD'S AGE

All programs have an age requirement. Submit **ONE** document from this list:

- Birth certificate
- Medical record
- Passport
- Immigration documentation with birthdate
- Government issued ID



Step 3: Submit to the Child Care Assistance Program (CCAP)

Return this completed application with your documents as soon as possible.

- **Email:** CCAP@seattle.gov (Please note, sending information via email is not inherently secure. You can contact this email address to receive instructions for emailing documents securely.)
- **Through your preschool provider:** Your provider can submit these pages and documents on your behalf, or you may submit them directly to CCAP.
- **Confidential Fax:** 206-233-7152

Mail: CCAP
 PO Box 94665
 Seattle, WA 98124-6965

You may be contacted by your PIR if additional information is needed to process your application. Incomplete applications may result in a delay in processing.



Step 4: Receive confirmation of eligibility

Once your information has been verified you will receive notice about your CCAP eligibility.

- If you are **not eligible** you will receive an email explaining why with information about other child care resources if available.
- If you are **eligible**, your Program Intake Representative (PIR) will confirm your provider selection and planned start date and will issue your voucher(s) for signatures. Each child receiving subsidy will have a separate voucher issued. If you did not list a CCAP contracted provider on your application, you will need to select and confirm your child care provider with your CCAP PIR before any subsidies can be issued.

All CCAP Vouchers must be signed by you and your provider(s) before payment can be issued. Signed vouchers can be returned by email and electronic signatures are accepted.

IMPORTANT: Subsidy will not be paid for any child care used during a month where signed vouchers have not been returned. You must select a CCAP contracted provider, notify your PIR of your selection and planned start date and return your signed CCAP voucher(s) within 90 days from the date you submit your completed application to CCAP. After 90 days, you may be asked to reapply.

If you have not already determined your provider please begin to finalize that decision as soon as possible. Please check our website or contact CCAP@seattle.gov or (206) 386-1050 for a provider list.

Terms and Conditions for Participation in the Child Care Assistance Program

1. Authorization: Eligibility and subsidy amount is based on address, family income, family size and the parent(s)/guardian(s) schedule.

Once authorized, you are not required to report changes to any of these factors until your recertification. Changes that may increase your subsidy amount (i.e., decrease in income, new family member) may be reported at any time during the authorization. If you do report a change in family size or income which would make you eligible for Working Connections, you will be asked to apply to Working Connections and your CCAP voucher will be closed within two months of your notification.

2. Fees: The CCAP voucher may not cover the full costs for your child care. You may have a “parent(s)/guardian(s) portion” and/or additional fees that must be paid directly to the child care provider(s) by you.

Due dates for fees are agreed upon between parent(s)/guardian(s) and their child care provider(s). It is your responsibility to negotiate and pay for all fees not covered by the CCAP voucher. Non-payment of fees can result in closure of your voucher. CCAP will not pay for the following: Late fees, field trip fees, registration fees, additional days/hours not authorized on your voucher. Full Time days will be authorized for children during school breaks.

3. Absences: Your child needs to attend at least one (1) day during the month for your provider to be paid for that authorized month. If your child does not attend for two (2) consecutive months, your voucher will be closed, and your provider will not receive payment in the second month.

Repeated excessive absences are reason for a review of hours of care authorized and can result in reduced hours or closure of your voucher. You must follow the attendance policy agreed upon with the provider when the child enrolls.

4. Adjustments: There will be instances in which the amount awarded will be reduced.

The maximum subsidy amount will be reduced if the subsidy amount exceeds the provider’s published rate or has later start date than initially authorized.

5. Changes: When reporting any change to CCAP, we request that advance notice is provided.

Advance notice will ensure that your request is able to be addressed in a timely manner and will ensure there is no delay in payment to your provider. Please inform your CCAP PIR of any changes in hours of care needed, family circumstances or contact information in advance.

6. Changing Providers: CCAP Program Intake Representatives (PIRs) should be given two (2) weeks advance notice to ensure a smooth transition of voucher.

It is your responsibility to report changes to your child care provider and your CCAP PIR. CCAP expects you to follow your provider's guidelines as outlined and agreed upon when giving notice. If switching providers, all fees with your current provider must be paid in full, or a payment plan must be in place before a voucher transfer will be authorized. If you have unresolved fees, you will not be eligible for a new CCAP voucher. Lack of notice to CCAP and/or your provider may result in you having to pay the full cost of care with your new provider until a new CCAP voucher is issued. If you are staying with the same provider but will be using a different site/location (short or long term) report this change to your CCAP PIR in advance. For example: Changing from ChildcareABC @ Tree location to ChildcareABC @ Ocean location requires notifying us.

7. Voucher Time Frame: Your CCAP authorization is only valid from the start date to the end date listed on the voucher.

To extend your CCAP authorization, CCAP eligibility must be established during the recertification. Recertification paperwork will be sent to you by email or mail (by request) six (6) weeks before the end date on your voucher. If you need paperwork sent by mail, an official request must be made in advance to CCAP staff. Recertification materials must be returned by the due date given by the CCAP PIR. Failure to submit recertification materials by the due date can result in an interruption of your child care voucher.

8. Voucher Closure: CCAP vouchers will be closed for the following reasons:

- Falsification of information: this includes not providing all required information to determine your eligibility, providing false information, or falsifying documents
- Change in income, family size or address resulting in family eligibility for another subsidy program (i.e. Working Connections Child Care)
- Failure to follow program procedures, this includes notifying staff of changes, returning recertification paperwork, etc.
- Non-payment of fees or failure to set up a payment plan for fees owed

The Department of Education and Early Learning contracts only with child care homes and centers licensed by the Department of Children, Youth & Families. The Department of Education and Early Learning (DEEL) does not license, endorse, or recommend any particular provider. While we have expectations and requirements that promote quality care, DEEL cannot assure that a provider gives quality child care. In an effort to meet the child care needs of families, the Department may refer parents to contracted child care centers or homes; however, the ultimate choice of child care providers is the sole responsibility of the parent(s)/guardian(s). Parent(s)/guardian(s) are urged to carefully interview and check references before leaving a child in care. To review DCYF licensing history on a child care provider including any complaints, you can complete a provider search at: <https://www.findchildcarewa.org/>.

I acknowledge that I have read and I understand the terms of this agreement and I agree to abide by them.

Print Name
Date

Signature

Standard SPP Tuition Scale



SEATTLE PRESCHOOL PROGRAM

2023-24 Tuition Sliding Fee Scale - SMI
Estimated Annual School Year Tuition*

Revised 3/17/23

HH Size => Gross Income	2	3	4	5	6	7	8
\$60,000	Free	Free	Free	Free	Free	Free	Free
\$65,000	Free	Free	Free	Free	Free	Free	Free
\$70,000	Free	Free	Free	Free	Free	Free	Free
\$75,000	\$1,387	Free	Free	Free	Free	Free	Free
\$80,000	\$2,143	Free	Free	Free	Free	Free	Free
\$85,000	\$2,900	Free	Free	Free	Free	Free	Free
\$90,000	\$3,278	\$1,009	Free	Free	Free	Free	Free
\$95,000	\$4,034	\$1,387	Free	Free	Free	Free	Free
\$100,000	\$4,791	\$2,143	Free	Free	Free	Free	Free
\$105,000	\$5,547	\$2,900	Free	Free	Free	Free	Free
\$110,000	\$6,304	\$3,278	\$1,387	Free	Free	Free	Free
\$115,000	\$7,060	\$3,656	\$1,765	Free	Free	Free	Free
\$120,000	\$7,816	\$4,413	\$2,143	Free	Free	Free	Free
\$125,000	\$8,195	\$5,169	\$2,900	\$1,009	Free	Free	Free
\$130,000	\$8,951	\$5,547	\$3,278	\$1,387	Free	Free	Free
\$135,000	\$9,708	\$6,304	\$3,656	\$1,765	Free	Free	Free
\$140,000	\$10,464	\$6,682	\$4,034	\$2,143	\$1,009	Free	Free
\$145,000	\$11,220	\$7,438	\$4,791	\$2,900	\$1,387	Free	Free
\$150,000	\$11,977	\$7,816	\$5,169	\$3,278	\$1,765	Free	Free
\$155,000	\$11,977	\$8,573	\$5,547	\$3,656	\$2,143	Free	Free
\$160,000	\$11,977	\$8,951	\$5,925	\$4,034	\$2,143	\$1,009	Free
\$165,000	\$11,977	\$9,708	\$6,682	\$4,413	\$2,900	\$1,387	Free
\$170,000	\$11,977	\$10,086	\$7,060	\$4,791	\$2,900	\$1,765	Free
\$175,000	\$11,977	\$10,842	\$7,438	\$5,169	\$3,656	\$2,143	\$1,009
\$180,000	\$11,977	\$11,220	\$8,195	\$5,547	\$3,656	\$2,521	\$1,387
\$185,000	\$11,977	\$11,977	\$8,573	\$5,925	\$4,034	\$2,900	\$1,387
\$190,000	\$11,977	\$11,977	\$8,951	\$6,304	\$4,413	\$2,900	\$1,765
\$195,000	\$11,977	\$11,977	\$9,329	\$6,682	\$4,791	\$3,278	\$2,143
\$200,000	\$11,977	\$11,977	\$10,086	\$7,438	\$5,169	\$3,656	\$2,521
\$205,000	\$11,977	\$11,977	\$10,464	\$7,816	\$5,547	\$4,034	\$2,900
\$210,000	\$11,977	\$11,977	\$10,842	\$8,195	\$5,925	\$4,413	\$2,900
\$215,000	\$11,977	\$11,977	\$11,220	\$8,573	\$6,304	\$4,791	\$3,278
\$220,000	\$11,977	\$11,977	\$11,977	\$8,951	\$6,682	\$5,169	\$3,656
\$225,000	\$11,977	\$11,977	\$11,977	\$9,329	\$7,060	\$5,169	\$4,034
\$230,000	\$11,977	\$11,977	\$11,977	\$9,708	\$7,438	\$5,547	\$4,034
\$235,000	\$11,977	\$11,977	\$11,977	\$10,086	\$7,816	\$5,925	\$4,413
\$240,000	\$11,977	\$11,977	\$11,977	\$10,464	\$8,195	\$6,304	\$4,791
\$245,000	\$11,977	\$11,977	\$11,977	\$11,220	\$8,573	\$6,682	\$5,169
\$250,000	\$11,977	\$11,977	\$11,977	\$11,220	\$8,951	\$7,060	\$5,169
\$255,000	\$11,977	\$11,977	\$11,977	\$11,977	\$9,329	\$7,438	\$5,547
\$260,000	\$11,977	\$11,977	\$11,977	\$11,977	\$9,708	\$7,438	\$5,925
\$265,000	\$11,977	\$11,977	\$11,977	\$11,977	\$10,086	\$7,816	\$6,304
\$270,000	\$11,977	\$11,977	\$11,977	\$11,977	\$10,464	\$8,195	\$6,682
\$275,000	\$11,977	\$11,977	\$11,977	\$11,977	\$10,842	\$8,573	\$6,682

FCC SPP Tuition Scale



SEATTLE PRESCHOOL PROGRAM
2023-24 Tuition Sliding Fee Scale - SMI
Estimated Annual School Year Tuition*

Family Child Care

Revised 3/17/23

HH Size => Gross Income	2	3	4	5	6	7	8
\$60,000	Free	Free	Free	Free	Free	Free	Free
\$65,000	Free	Free	Free	Free	Free	Free	Free
\$70,000	Free	Free	Free	Free	Free	Free	Free
\$75,000	\$1,179	Free	Free	Free	Free	Free	Free
\$80,000	\$1,822	Free	Free	Free	Free	Free	Free
\$85,000	\$2,465	Free	Free	Free	Free	Free	Free
\$90,000	\$2,786	\$857	Free	Free	Free	Free	Free
\$95,000	\$3,429	\$1,179	Free	Free	Free	Free	Free
\$100,000	\$4,072	\$1,822	Free	Free	Free	Free	Free
\$105,000	\$4,715	\$2,465	Free	Free	Free	Free	Free
\$110,000	\$5,358	\$2,786	\$1,179	Free	Free	Free	Free
\$115,000	\$6,001	\$3,108	\$1,500	Free	Free	Free	Free
\$120,000	\$6,644	\$3,751	\$1,822	Free	Free	Free	Free
\$125,000	\$6,965	\$4,394	\$2,465	\$857	Free	Free	Free
\$130,000	\$7,608	\$4,715	\$2,786	\$1,179	Free	Free	Free
\$135,000	\$8,251	\$5,358	\$3,108	\$1,500	Free	Free	Free
\$140,000	\$8,894	\$5,680	\$3,429	\$1,822	\$857	Free	Free
\$145,000	\$9,537	\$6,323	\$4,072	\$2,465	\$1,179	Free	Free
\$150,000	\$10,180	\$6,644	\$4,394	\$2,786	\$1,500	Free	Free
\$155,000	\$10,180	\$7,287	\$4,715	\$3,108	\$1,822	Free	Free
\$160,000	\$10,180	\$7,608	\$5,037	\$3,429	\$1,822	\$857	Free
\$165,000	\$10,180	\$8,251	\$5,680	\$3,751	\$2,465	\$1,179	Free
\$170,000	\$10,180	\$8,573	\$6,001	\$4,072	\$2,465	\$1,500	Free
\$175,000	\$10,180	\$9,216	\$6,323	\$4,394	\$3,108	\$1,822	\$857
\$180,000	\$10,180	\$9,537	\$6,965	\$4,715	\$3,108	\$2,143	\$1,179
\$185,000	\$10,180	\$10,180	\$7,287	\$5,037	\$3,429	\$2,465	\$1,179
\$190,000	\$10,180	\$10,180	\$7,608	\$5,358	\$3,751	\$2,465	\$1,500
\$195,000	\$10,180	\$10,180	\$7,930	\$5,680	\$4,072	\$2,786	\$1,822
\$200,000	\$10,180	\$10,180	\$8,573	\$6,323	\$4,394	\$3,108	\$2,143
\$205,000	\$10,180	\$10,180	\$8,894	\$6,644	\$4,715	\$3,429	\$2,465
\$210,000	\$10,180	\$10,180	\$9,216	\$6,965	\$5,037	\$3,751	\$2,465
\$215,000	\$10,180	\$10,180	\$9,537	\$7,287	\$5,358	\$4,072	\$2,786
\$220,000	\$10,180	\$10,180	\$10,180	\$7,608	\$5,680	\$4,394	\$3,108
\$225,000	\$10,180	\$10,180	\$10,180	\$7,930	\$6,001	\$4,394	\$3,429
\$230,000	\$10,180	\$10,180	\$10,180	\$8,251	\$6,323	\$4,715	\$3,429
\$235,000	\$10,180	\$10,180	\$10,180	\$8,573	\$6,644	\$5,037	\$3,751
\$240,000	\$10,180	\$10,180	\$10,180	\$8,894	\$6,965	\$5,358	\$4,072
\$245,000	\$10,180	\$10,180	\$10,180	\$9,537	\$7,287	\$5,680	\$4,394
\$250,000	\$10,180	\$10,180	\$10,180	\$9,537	\$7,608	\$6,001	\$4,394
\$255,000	\$10,180	\$10,180	\$10,180	\$10,180	\$7,930	\$6,323	\$4,715
\$260,000	\$10,180	\$10,180	\$10,180	\$10,180	\$8,251	\$6,323	\$5,037
\$265,000	\$10,180	\$10,180	\$10,180	\$10,180	\$8,573	\$6,644	\$5,358
\$270,000	\$10,180	\$10,180	\$10,180	\$10,180	\$8,894	\$6,965	\$5,680
\$275,000	\$10,180	\$10,180	\$10,180	\$10,180	\$9,216	\$7,287	\$5,680

Sample Tuition Letter to Families



{Execution Time(Process)}

Dear Parent or Guardian of {Full Name(Child (Contact))}:

Welcome to the Seattle Preschool or Pathway Program! This letter confirms your child is now officially enrolled at {Site(Enrollment)} for the {Program Year(Enrollment)} school year. Thank you for submitting the documentation required to complete enrollment.

As a reminder, tuition for the program is on a sliding scale based on household size and income. According to the income documentation you submitted, your MONTHLY tuition cost for the program is {Calculated Monthly Tuition(Enrollment)}. This amount covers the 6-hour day and school year only.

Please note, the amount does not include extended day care. For sites that offer extended day care, the cost is determined by and paid to the provider. For more information, please contact your site directly.

We will send all tuition statements to the primary email address on file and invoices will come from info@seattle.gov. Please make sure we have your most current email address on file and the preferred parent/guardian listed to receive invoices. Payment instructions and additional tuition information will be included with your first statement. For answers to frequently asked questions about tuition, please refer to our [Tuition FAQ page](#) and the [2023-24 Tuition Payment Guidelines](#).

Your preschool provider will be contacting you with information about the {Program Year(Enrollment)} school year and any next steps, including filling out additional paperwork such as emergency contact and Medical/Health information etc.

If you have any immediate questions, please contact {Enrollment Point(Site (Account))} at {Main Phone(Site (Account))} or {Email(Site (Account))}.

We look forward to a wonderful {Program Year(Enrollment)} school year.

Kind Regards,

The SPP Enrollment Team

When you call, please inform us if you need an interpreter.

Cuando llame, infórmenos si necesita un intérprete.

Vui lòng thông báo cho chúng tôi nếu bạn cần một thông dịch viên.

如果您需要口譯員，請通知我們。

통역사가 필요한 경우 알려주십시오.

Markii aad na soo wacdo, fadlan noo soo sheeg haddii aad u baahan tahay turjubaan.

አስተርጓሚ ከፈለጉ እባክዎን ያሳውቁን ።

The Seattle Preschool and Pathway Programs

The Department of Education and Early Learning, City of Seattle

206.386.1050 | Fax 206.233.7152 | preschool@seattle.gov

Our mission is to transform the lives of Seattle's children, youth, and families through strategic investments in education.

Seattle is a welcoming City because we believe in inclusion and equity. City employees do not ask about citizenship status and serve all residents regardless of immigration status. Immigrants and refugees are welcome here.

Information provided to DEEL is considered a public record and may be subject to public disclosure. To learn more about how information is managed please see our [Privacy Statement](#). For more information on public disclosure requirements and exemptions see the Public Records Act, [RCW Chapter 42.56](#)

2023-24 SPP Tuition Payment Guidelines



Seattle Preschool Program 2023-24 Tuition Payment Guidelines

Tuition Payment Policies

1. Tuition covers the 6-hours/day of SPP programming only; it does NOT cover childcare costs outside of regular school hours or scheduled school days.
2. Tuition will not be prorated due to regular student absences or typical agency closures (breaks, snow days).
3. Monthly tuition bills will be sent to the primary email on file beginning September 2023.
4. DEEL offers a 10% discount for each additional sibling enrolled in SPP.

Billing Schedule

Invoice month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Cut-off Date to Report Changes	9/1/23	10/2/23	11/3/23	12/4/23	1/3/23	2/2/24	3/4/24	4/2/24	5/2/24	6/3/24
Tuition Bills Emailed	TBD	10/9/23	11/8/23	12/11/23	1/9/24	2/9/24	3/11/24	4/9/24	5/9/24	6/10/24
Payment Due Date	+15 Days	10/24/23	11/23/23	12/26/23	1/24/24	2/24/24	3/26/24	4/24/24	5/24/24	6/25/24

Tuition Adjustments

1. Changes to income or household size should be reported to the enrollment team before the cut-off date (see above) to be included in that month's billing cycle. Otherwise, all changes apply to the next month's billing date.
2. For children entering or exiting mid-month between October and May, tuition will be prorated as follows:
 - a. Entering on or before the 15th, or exiting on or after the 15th, no change to tuition requirements
 - b. Entering after the 15th or exiting before the 15th, monthly tuition will be reduced by 50%

Making Payments

1. Payments are due according to the billing schedule.
2. See Payment Options for how/where to make payments.
3. When making payments over the phone, please provide Customer ID or Name and Invoice #.
4. Write “City of Seattle-SPP” on all checks or money orders.

Payment Options	Contact Information / Address	Payment Types
<p>Online (Preferred method)</p>	<p>The portal is available here: LookUp Account Details (billerpayers.com)</p>	<p>VISA/Mastercard only</p> <p>Need the Customer ID and Invoice #</p> <p>If the invoice is under \$2000, both credit card and bank account are accepted.</p> <p>If the invoice is over \$2000, only a bank account can be used.</p>
<p>Mail (Preferred method)</p>	<p>City of Seattle - SPP Treasury Dept Accts Receivable PO Box 94626 Seattle, WA 98124-6926</p>	<p>Check or Money Order</p> <p>Write “City of Seattle – SPP” on all checks or money orders</p>
<p>Phone (Only when Online or Mail payment do not work for you)</p>	<p>City Payment Line: (206) 684-7800 Hours: 8:30 am to 3:00 pm</p>	<p>VISA/Mastercard (3-digit security code is required)</p> <p>Need the customer ID and Invoice #</p>
<p>In-Person</p>	<p>Seattle Municipal Tower 4th Floor Payment/Information Desk Seattle Municipal Tower 700 5th Avenue Seattle, WA 98104 Hours: 8:30 am – 4:00 pm</p>	<p>VISA/Mastercard, Cash, Check</p>
	<p>Customer Service Centers http://www.seattle.gov/customer-service-centers</p>	<p>VISA/Mastercard, Cash, Check</p>

Proof of Payment – For Information Purposes Only

1. As a courtesy, SPP will mail tuition history statements twice a year, in February and July
2. For additional payment summaries, please send an email request to: SPPbilling@seattle.gov

Contact Us

1. Billing Questions Email: SPPBilling@seattle.gov
2. Billing Questions Phone: 206-684-5660
Hours: 8:00 am – 4:00 pm

Seattle Preschool Program Frequently Asked Questions

When is my payment due?

Payments are due according to the Billing Schedule above or on the date listed on the invoice.

Where do I receive my monthly tuition bills?

You will receive invoices via email from the City of Seattle from info@seattle.gov on the emailed date. If you do not receive an invoice on that date, please check your SPAM folder. Be sure to add "info@seattle.gov" as a Safe Sender (or mark as not SPAM) to ensure you will receive future emails.

Why are you billing me the full monthly amount for September and June when those are shorter months?

SPP operates on a school-year basis and charges an annual tuition. Annual tuition is divided into 10 equal payments for convenience and consistency.

What if I am late or can't make my payment on time?

Please notify the billing office if you have experienced a change in your family's financial circumstances and are unable to make a payment. In some cases, you may be eligible for a tuition reduction. We may also be able to set up a payment plan. Please contact SPPBilling@seattle.gov.

Do you offer online payment options?

Yes, we are happy to offer an online payment option. To access online payment, you will need your invoice and customer number. If you don't have these numbers, please contact SPP billing by email at sppbilling@seattle.gov or (206) 684-5660. The portal is available here: [Lookup Account Details \(billerpayers.com\)](http://Lookup Account Details (billerpayers.com)). Please note that, if the invoice is under \$2000, both credit card and bank account are accepted. If the invoice is over \$2000, only a bank account can be used.

What do I do if there is a mistake on my tuition bill?

Please notify the billing office if there is a mistake on your bill. DEEL staff will work together to determine whether a change in tuition is needed.

Do you accept partial payments or offer payment plans?

We accept all payment amounts and offer payment plans on a case-by-case basis. Please contact the billing office at sppbilling@seattle.gov for more information.

What if my income changes and I'd like my tuition amount adjusted?

Please contact preschool@seattle.gov with updated income documentation. An enrollment specialist will be in contact with you. Increases in income do not need to be reported within the school year; however, you may be asked to re-verify your income during the school year.

Do you provide a tuition adjustment if my provider closes due to a COVID-19 exposure?

No, school closures and quarantines for exposures are no longer required by the CDC. If the COVID-19 pandemic shifts or there is a new emergency order, SPP will update its protocol as necessary.

Can the SPP Billing Department sign my Flexible Spending Account (FSA) form?

No, your preschool provider will need to sign your FSA form since they are the ones who provide care and can verify participation. We are happy to provide you with a summary of charges/payments to share with your provider; to request payment summaries, please send an email to: SPPbilling@seattle.gov.

DEEL Coaching Plan

This Coaching plan supports the agency's understanding of coaching and to develop a plan for how coaching will happen at the agency.

AGENCY INFORMATION

Agency Name:	Date Submitted:
*Site Name(s):	
Agency/Site contact for coaching:	Email:

*Include sites associated with this plan. Agency may have plans across all sites or individualized per site location.

DEEL coaching is required and will be culturally responsive and data driven. The Agency will receive coaching to improve educators' instructional practice, to improve curriculum implementation and the learning environment, and to support child outcomes.

Coaches will:

Provide on-going culturally responsive instructional coaching and curriculum support to educators.

Engage in ongoing communication and collaboration with program directors and supervisors.

Focus on educators' professional growth by:

- Providing in-person classroom observations and one-on-one coaching reflective practice sessions.
- Working with a multi-disciplinary team to support educators to enhance social and emotional practice.
- Providing differentiated classroom-based, reflective, instructional coaching to increase the quality and effectiveness of educator practice.
- Supporting fidelity of curriculum implementation.
- Reviewing data and planning instructional best practices with educators.
- Conducting (as needed) mock observational assessments to inform instructional practice.

Educator Planning Time Requirements:

The agency will use SPP funds to compensate educators (lead and assistant) for all SPP duties/requirements including six (6) hours of classroom instruction and two (2) hours of planning each day or an average of 10 hours of planning time per week.

	Coaching Plan
Plan for collaboration with DEEL Coach	
Plan for educator time out of classroom to engage with their DEEL Coach	
Plan for educator time out of classroom for professional development and planning	

SIGNATURES

My signature below indicates that I have reviewed the information recorded in the DEEL Initial Coaching Plan and agree that the above statements are true and will be followed to ensure coaching is happening at the Agency.

Director/Site Supervisor:	Date:
DEEL Coach:	Date:



Dis-Enrollment Policy Guidance

Seattle Preschool Program's Dis-Enrollment Policies Include

1. Policy for dis-enrolling children due to extended, planned absences; and
2. Policy for dis-enrolling children due to uncommunicated absences

Background

The City of Seattle's Department of Education and Early Learning (DEEL) believes in good attendance for all its programs. Preschool is the ideal time to introduce children and families to the importance of consistent on-time attendance and to encourage strong attendance habits. Consistent attendance in preschool and early education can lay the foundation for good attendance habits in kindergarten, elementary school, and beyond.

At DEEL, an attendance policy for the Seattle Preschool Program (SPP) has been in development since the passage of the original SPP Levy in 2014. Over the last eight years, DEEL has taken yearly steps to engage the SPP community in creating a non-punitive attendance policy that guides families and providers in meeting attendance goals. School years impacted by COVID-19 have highlighted the importance of allowing families to make choices in the best interest of children's and families' health, which may lead to occasional or longer-term absences. For this reason and others, SPP will not be initiating a regular attendance policy with daily attendance requirements. Regular attendance is still expected, and sites should make every effort to reinforce regular attendance by students. SPP has identified two specific situations wherein providers may benefit from having a clear policy allowing dis-enrollment of a child due to absences. These two policies below establish parameters related to **long-term student absences** and is intended to strengthen clarity for families, our providers, and DEEL staff.

Dis-Enrollment Policy

SPP attendance guidance encourages families to bring their child to preschool every day and minimize school absences whenever possible. An absence is defined as any time a child is not in class, at preschool or participating in a school-sponsored activity in lieu of attending preschool (e.g. on a field trip). An absence from preschool is defined as any time a student misses a whole day of preschool. Children who are absent for extended periods do not receive the benefits of the preschool program and also may prevent another child from receiving those benefits (i.e. if another child is waiting to enroll in that spot.)

Agencies with blended performance standards (i.e. ECEAP or Head Start) should defer to the more restrictive standards if conflicting. This policy is complementary to but separate from the Zero Expulsion Policy which does not allow the expulsion of children from the program for any reason. Dis-enrolling a child due to inability to participate in the program is intended to be treated separately.

1. SPP Dis-Enrollment Policy for families taking extended, planned absences:

Policy
An SPP child may lose enrollment in the SPP program after 20 consecutive school days of planned/communicated absences.
<i>NOTE: DEEL may grant waivers to this policy for circumstances beyond the control of the family, or extenuating circumstances, as identified by the SPP preschool provider and then communicated to the City for consideration.</i>
Guidance for Policy

- a) Caregivers are expected to communicate to their SPP Provider in advance any planned, extended absences.
- b) The SPP provider:
 - Coordinates staff and families to discuss the child’s SPP plans before the family leaves.
 - Supports families in promoting each child's regular attendance and to encourage families to use the SPP holidays calendar in planning their extended time off.
 - Meets family needs as best as possible.

2. SPP Dis-Enrollment Policy for uncommunicated absences:

Policy
<p>If after 5 consecutive school days, a family has not communicated* their child’s reason for absence with their provider, the SPP provider will issue a written notification to the family on “School Day 6” that the process of exiting their child from SPP will begin. If the SPP provider does not receive communication from the family by the end of “School Day 10” of absences, the City of Seattle or the SPP provider reserves the right to exit the child from SPP and enroll a new child from their waiting list.</p> <p>*An uncommunicated absence is when a child’s family does not inform their SPP Provider within the first 5 school days of the reason for the child’s absence.</p> <p>NOTE: <i>Uncommunicated absences include students who enroll but never attend.</i></p>
Guidance for Policy
<ol style="list-style-type: none"> 1. For each of the first 3 days of absence, the provider is to try to reach the family through all contacts listed for the family (phone, email, etc.). <ul style="list-style-type: none"> • If communication is received from the family, the “planned absence” policy goes into effect, allowing 20 consecutive school days of absence. 2. The SPP provider: <ul style="list-style-type: none"> • Partners with caregivers to address obstacles to attendance when a child has multiple unexplained absences. • Supports families to promote each child's regular attendance. • Makes efforts to re-engage families if a child stops attending. • Should employ other required interventions as part of their attendance policy.

Attendance Category Definitions

To encourage attendance, the SPP providers are to track average daily attendance in CHIPS using SPP’s Attendance Categories.

- **Child Illness** - The child has health problems that keep the child from attending school.
- **Family Emergency** - The family is experiencing an immediate emergency; this category includes, but is not limited to, disruptions from housing changes, a death or illness in the family, domestic violence, and other emergencies.
- **Family Medical Illness** - A family member illness prevents the child from attending school; this category includes, but is not limited to, adult family members too ill to bring the child to school, or a child’s ill sibling who cannot be left alone at home.
- **Medical Appointment** - A child has a scheduled medical/dental appointment.
- **Religious Holiday** - The family informs the SPP provider that their child’s absence is due to their observance of a religious/cultural holiday.
- **Transportation** - The family is unable to get the child to the school due to unreliable transportation or lack of affordable public transit.
- **Vacation** - The absence is both pre-determined and communicated by the caregiver to the provider that the child will be out of school for an extended time period for vacation.
- **Unknown** - The SPP provider is either: unable to contact the family and cannot confirm why the child missed school; or the child’s family did not supply a reason for the absence. If the child returns, and

the reason for the absence is determined, the SPP provider is to update CHIPS with a category other than “unknown.”

- **Other** - The SPP provider determines that none of the other categories apply as a reason for the absence, or the family informs the SPP provider/ agency that the student was absent for reasons not included as an attendance category in CHIPS.

Dis-Enrollment Policy Communication

The Dis-Enrollment Policy will be reviewed periodically with the intent that this non-punitive policy remains inclusive of race, social justice, and equity principles.

Beginning in the 2022-2023 SPP school year, SPP Providers will utilize the policy as *guidance* and communicate with their Education Specialist about application of the policy. The Dis-Enrollment Policy will be included with:

- The SPP Operations Manual
- SPP Enrollment packet (a modified version of this policy)
- Online Family FAQs on the SPP Parent Portal