



PROGRAM MANUAL

Contract year 2025-2026



Seattle Department of Education and Early Learning

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SECTION A: Program Overview

A-1: Goals and Outcomes

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

The city is investing Families, Education, Preschool, and Promise (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 are:

- 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 work with teachers in their preferred learning styles, providing coaching in the teacher's primary language, and 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:

[https://www.seattle.gov/documents/Departments/DEEL/Results/Reports%20and%20Data/FEPP%20Levy%20Reports/FEPP IE Plan Amended v5CB 120398 ORD Att%202.pdf](https://www.seattle.gov/documents/Departments/DEEL/Results/Reports%20and%20Data/FEPP%20Levy%20Reports/FEPP%20IE%20Plan%20Amended%20v5CB%20120398%20ORD%20Att%202.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 receive 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 8/31/2025. Children who are five years old on 8/31/2025 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 a child will be on 8/31/25 based on the child's date of birth. Age eligibility can be confirmed using our eligibility checker: [Eligibility Checker](#) · [Customer Self-Service](#)

	AUG. 2021 4	JULY 2021 4	JUNE 2021 4	MAY 2021 4	APR. 2021 4	MAR. 2021 4	FEB. 2021 4	JAN. 2021 4	DEC. 2020 4	NOV. 2020 4	OCT. 2020 4	SEPT. 2020 4	➔ Eligible for Kinder- garten
End of Standard Age Eligibility for SY 25-26	AUG. 2022 3	JULY 2022 3	JUNE 2022 3	MAY 2022 3	APR. 2022 3	MAR. 2022 3	FEB. 2022 3	JAN. 2022 3	DEC. 2021 3	NOV. 2021 3	OCT. 2021 3	SEPT. 2021 3	
	AUG. 2023 2	JULY 2023 2	JUNE 2023 2	MAY 2023 2	APR. 2023 2	MAR. 2023 2	FEB. 2023 2	JAN. 2023 2	DEC. 2022 2	NOV. 2022 2	OCT. 2022 2	SEPT. 2022 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 our eligibility checker: [Eligibility Checker](#) · [Customer Self-Service](#)

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

Selected by: DEEL or Agency Program Alignment: None	Selected by: Agency Program Alignment: ECEAP – school day, ECEAP – working day, or Head Start	Selected by: Agency Program Alignment: None or Dual Language Previously Enrolled: Yes
For DEEL-selected children, 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.	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: ☐ Age ☐ Address ☐ Income ☐ Full enrollment packet	Parents/guardians of children will need to submit: ☐ Consent ☐ Address ☐ SMI or FPL % as calculated by the provider	Parents/guardians of children will need to submit: ☐ Age ☐ Address ☐ Income ☐ Full enrollment packet
Selected by: Agency Program Alignment: Special Education (SPP+)	Selected by: Agency Program Alignment: Dual Language	Selected by: Agency Program Alignment: Agency-Selected Ineligible or ECEAP-only
Agencies with SPP+ (inclusive) classroom structures may select children with IEPs. 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. 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. Sites with ECEAP seats may enroll children that are only eligible for ECEAP, but not SPP. These seats are funded through the ECEAP contract only.
Parents/guardians of children will need to submit: ☐ Income ☐ SPP+ enrollment packet	Parents/guardians of children will need to submit: ☐ Age ☐ Address ☐ Income ☐ Full enrollment packet	Parents/guardians of children will need to submit: ☐ 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:

- To meet programmatic requirements related to Head Start or ECEAP performance standards
- To identify students amenable to a full ten-hour day if the provider requires it based on established program structures (“Full Day Required”)
- To manage native speaker ratios in dual language classrooms

- To manage ratios of children with IEPs in SPP Plus (Inclusion) classrooms
- To align with the agency’s mission, particularly related to culturally specific programming
- 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: [CHIPS Home](#). 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)

No more than 25% of SPP children at the *agency* may be ineligible. 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:

- No children who are eligible for SPP may be placed in these slots.
- 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.
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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 initial round of DEEL-selected enrollment offers begins in mid-April. Beginning in May, offers are extended on a rolling basis through March 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 is available) 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 July.

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 direct families to the parent portal to complete their enrollment and upload their documents directly. Instructions on how to invite families to the portal are listed on page 2 of the [Provider Enrollment Guide 2025-26](#).

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://earlylearningproviders.seattle.gov/>. 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 (e.g. 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 is available) 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 July, or the family is enrolled in a seat that will never be charged tuition (such as Head Start, ECEAP, or Plus). 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

Acceptable documents will inform what documents are acceptable when collecting documentation for 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. The acceptable documents chart is included on the Enrollment Packet and can also be found [here](#). 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 *Eligibility Checker tool* to confirm if the address is within City limits and child is age eligible: [Eligibility Checker](#) · [Customer Self-Service \(powerappsportals.us\)](#)
- **Housing Form:** Families experiencing housing instability (as defined by McKinney-Vento) should complete this form. The family must have a current nighttime address inside Seattle city limits to be eligible. If a family is unable to collect documents (per the “Address” list on the acceptable documents chart), this form may also be used to explain their housing situation.
 - If a family plans to live in Seattle but is not currently, DEEL discourages enrolling that child until confirmation of address can be obtained.

B-4.2.2: Income

- **Self-Employment Form:** Parents/legal guardians who are self-employed or independent contractors will submit a *Self-Employment Form* and any other applicable documents. Instructions/guidance is included on the form.
- **No Income Form:** Families who have zero income in the home may fill out the *No Income Form*.
- **Full Tuition Form:** Families enrolling in SPP may opt-out of verifying income using the *Full Tuition 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 Form*. Instructions/guidance is included on the form.
- **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 *Foster-Kinship Care Form*.
- **Consent for TANF/SNAP Benefit Recipients:** Families that receive SNAP/TANF benefits may not need to provide income documentation if they complete the consent for the PIR to look them up in the DSHS system. Please have the family complete the provided DSHS consent form or provide a current benefit letter.

B-4.2.3: Age

- **Early Start Form:** 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 in a Head Start or SPP Plus seat, the

child must have already turned three and must have previously been enrolled in either Early Head Start 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). Before starting in an ECEAP seat, the child must have already turned three and meet the definition of eligible child in ECEAP Performance Standard PAO-38(1)(a-f). 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 2025-2026 will be sent beginning in late summer, confirming enrollment is finalized and tuition amounts for the upcoming school year. Letters will be sent within ten days of the child enrolling once the school year begins.

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 form to verify the foster/kinship status. Families that are unhoused will also not be required to pay tuition.

If a family has a Flexible Spending Account (FSA) form that they need signed, the provider should sign the form. SPP Billing can provide proof of payment if the family emails them at SPPBilling@seattle.gov. The Seattle Preschool Program EIN can be used on the form.

Providers and families should refer to the Tuition FAQ page on the parent portal for more information and for the 2025-26 Tuition Payment Guidelines: [SPP Tuition](#) · [Customer Self-Service](#)

When determining start dates with families, it may be helpful to keep in mind the guidelines around tuition adjustments, which are outlined below.

1. Changes to income or household size should be reported to the SPP enrollment team before the cut-off date listed on the Tuition Payment Guidelines in order to be included in that month's billing cycle. Otherwise, all changes apply to the next month's billing date.
2. For children starting or leaving mid-month, tuition will be adjusted as follows:
 - a. Starting before the 15th, or leaving after the 15th, full tuition applies.
 - b. Starting on or after the 15th or leaving on or before the 15th, monthly tuition will be reduced by 50%.

B-5.1: Accepting Full Tuition

Parents/guardians may choose to opt-out of verifying their income, in favor of accepting full tuition. Families may choose to opt-out of verifying their income, in favor of accepting full tuition. **Full tuition for 2025-2026 will be \$1,386.13/month.** Please note, families will not be billed SPP Tuition during September; SPP billing will begin in October. If a family would prefer to opt-out of verifying their income, they may submit a *Full Tuition Form*. Families are welcome to use the tuition calculator online to estimate their SPP tuition and to see if it makes sense for them to complete a *Full Tuition Form*. The tuition calculator can be found on the parent portal here: [Parent Portal Tuition Calculator](#) · [Customer Self-Service](#). Please note, the option to opt-out of verifying income and accept full tuition is not available for families enrolling into an SPP Plus seat.

B-6: Returning Enrollment Process

Pending Levy passage, program age 2-year-olds and 3-year-olds for the 2025-26 school year will be automatically reserved a seat for the 2026-2027 school year. Children who are program age 4 for the 2025-26 school year (who were 4 years old as of 8/31/2025) will be kindergarten eligible for the 2026-27 school year and are not eligible to return to SPP.

All age eligible children who were enrolled by mid-January 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 2026-2027 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. The REF will be translated into Amharic, Oromo, Simplified Chinese, Somali, Spanish, Tigrinya, and Vietnamese.

The REF should be distributed, collected, and then uploaded as a supporting document in CHIPS. Children who were not fully verified in 2025-26 (i.e. Agency-selected ineligible or private pay) will need to fully verify information to be determined eligible for 2026-27, 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.

- 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 2025-26 and may be eligible for 2025-2026 will need to submit a full *Enrollment Packet* and all documents, which will be available March 2025.
- Children who may change “slot types” between 2025-26 and 2025-2026 may need different documents. Please refer to the chart below to confirm what paperwork is needed.

Types of Slots in the SPP Classroom – Returning Children Only

DEEL-Selected or Agency-Selected, SPP	Agency-Selected, ECEAP	Agency-Selected, Head Start
Parents of children will need to submit: ☐ Full REF ☐ Income docs, if different ☐ Address documents, if different	Parents of children will need to submit: ☐ Consent from the REF ☐ Address documents, if different	Parents of children will need to submit: ☐ Consent from the REF ☐ Address documents, if different
Agency-Selected, Special Education	Agency-Selected, Dual Language	Agency-Selected, Ineligible
Parents of children will need to submit: ☐ Full REF ☐ Income docs, if different	Parents of children will need to submit: ☐ Full REF ☐ Income docs, if different ☐ Address documents, if different	Parents of children will need to submit: ☐ Consent only

B-6.3: Changing Programs

Children may change programs between 2025-2026 and 2026-2027, however, additional verification may be required. Providers should review the “Program” on the Enrollment List in CHIPS to confirm all children are listed correctly for 2026-2027. Please work with your HSC regarding specific questions.

- If in 2025-26 the child is eligible for SPP and still is, then you will need the REF form.
- If in 2025-26 the child is ineligible for SPP and is eligible for 26-27, then you will need a full enrollment packet and supporting documents
- If in 2025-26 the child is ineligible for SPP and is still ineligible for 2026-27, then you need only the consent

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 2025-2026 likely do *not* have a username/password. Via the Provider Portal, providers can invite parents to complete their re-enrollment in the Parent Portal as long as an email address is listed for the parent, even if they do not have a username or password yet.

B-6.5: Tuition for Returning Children

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 income for each family to determine the tuition amount. If income documents submitted during re-enrollment increases the amount of tuition due, that change will not apply until the 2026-2027 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 2025-26 school year. Tuition letters for 2026-2027 will be sent in the summer of 2026, confirming enrollment is finalized and will include tuition amounts for the 2026-7 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 has implemented 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 programing. 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. Any deposits or other fees collected should be specific to extended care or optional add-ons (i.e. lunch service that families can choose to decline in lieu of packing a lunch); no deposits or fees, besides tuition collected by DEEL, should be associated with the 6-hours of SPP.

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.

- 1) Program Intake Reps have a targeted approach to reach out to families with specific needs:
 - Families that need extended day care.

- Families with a household income below 94% of the State Median Income (SMI).
 - Families not enrolled in another subsidy program.
 - Are considered potentially eligible to enroll in CCAP.
- 2) During the enrollment process, there are two fields that capture these identified needs:
 - Does this family need before/after care outside of the 6 hours of SPP programming?
 - Is the family enrolled in a child care subsidy program currently?
 - 3) Families meeting the criteria will be invited to the portal to complete the Child Care Assistance Program (CCAP) application process. They can also apply on their own [here](#).
 - 4) CCAP is designed to help families with child care costs. It assists families who:
 - Lives within Seattle city limits (residents living in unincorporated King County are not eligible).
 - Has a child 0-12 years old
 - Meets the income guidelines based on family size.
 - Demonstrates ineligibility for other Washington state childcare subsidy programs. Has a demonstrated need for child care based on work schedule, enrollment in a qualified job training or education program, or other circumstances resulting in the need for child care during certain hours of the day.

Family Size	Gross Monthly Income Guidelines
2	\$4,456-\$6,980
3	\$5,505-\$8,623
4	\$6,553-\$10,265
5	\$7,602-\$11,908
6	\$8,650-\$13,550

If a family is eligible for Working Connections, they should apply there first.

When families are determined eligible, they complete an enrollment process. Once their application is processed, they are given a voucher that 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, the age of the child, and the 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.

Translated CCAP applications are available. 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 until 6 PM 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 for paying a co-payment 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 in data entry.
- 2) All children must be fully enrolled prior to their first day of attendance. This means:
 - Child has complete enrollment paperwork.
 - Child's paperwork has been verified by DEEL staff.
 - 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 good standing on 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 will ensure that information is updated in CHIPS (if applicable) or that the DEEL Preschool Manager and DEEL staff receive written notification within five (5) business days of the following:

- 1) 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.
- 2) Changes in Agency staff working in or with SPP classrooms, leadership, licensing status, ownership, or president of its governing board.
- 3) 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.
- 4) 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 section C-4. The Agency will attend DEEL-required training(s) 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 (e.g. 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 (or as soon as the information is known). The agency should notify their Education Specialist as soon as a decision has been made, and before families are notified. This allows DEEL to better support displaced families as well as problem-solve with the agency to consider solutions.

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 as a change in slot types (e.g. un-blending or blending SPP slots with ECEAP/Head Start slots.)

C-1.2: Licensing Exceptions

DEEL Licensing Requirements for SPP

To operate SPP programming, providers must be licensed by the Washington State Department of Children, Youth and Families (DCYF). The only exceptions are public schools and institutions of higher education.

SPP sites blended with ECEAP or Head Start are not exempt from this licensing requirement.

Exceptions to the licensing requirement may be granted by DEEL in rare cases and under unavoidable circumstances. These exceptions should be considered a last resort.

Types of Exceptions

Initial License Allowance

Duration: Up to 3 months

Situations

- New SPP provider opening a new site.
- Temporary program location due to emergencies, construction, or inability to meet WAC requirements.

Requirements

- Approval from DEEL Early Learning Operations Manager and/or Early Learning Division Director.
- Must work towards obtaining a non-expiring license within one year.
- Monthly progress reports to DEEL.

Seasonal Camp Allowance

Duration of up to 3 months per calendar year.

Requirements

- Prior written approval from DEEL and current DCYF licensor.
- Provider is technically not licensed and will be on an inactive license with DCYF.

- Must continue to meet minimum WAC child care licensing requirements for health and safety.
- Provide a written plan to DEEL with any program changes.
- Notify enrolled SPP/Pathway families of the change in regulatory status and program policy changes.
- Child care subsidies through WCCC would not be available.
- DEEL's CCAP subsidies may still be utilized for eligible children.

Important Notes

- Exceptions are granted on a case-by-case basis.
- Monthly progress reports are required for providers with an initial license allowance.
- Providers operating under the seasonal camp allowance are not regulated by DCYF.
- DEEL contractual requirements, such as insurance and business licenses, still apply.
- Providers should offer scholarships to families on WCCC during the seasonal camp period.
- DEEL's CCAP subsidies may still be used for eligible children.

For more information, contact your DEEL Education Specialist.

C-1.3: Purpose of Exception to Policy

In rare cases, SPP may request a temporary adjustment to certain policies or procedures to address exceptional challenges. This is called an "Exception to Policy" (EtP) request.

Key points to remember

- EtPs are only for SPP policies, not ECEAP or Head Start Performance Standards.
- Use the EtP process only as a last resort after exploring all other options.
- For Performance Standards adjustments, ECEAP providers should use the ECEAP Contractor Waiver-Variance Request form.
- Licensing exceptions require prior approval from the Washington State Department of Children, Youth, and Families (DCYF).

How to request an EtP

- 1) Contact your DEEL Education Specialist for guidance.
- 2) Complete the Exception to Policy request form in attachment section.

Remember: EtPs are intended to be temporary solutions to help programs navigate specific challenges. They are not intended to create permanent changes to policies.

C-2: Classroom Requirements

Classroom schedule/hours – SPP classrooms operate for 180 days per year. A full-day schedule consists of 5 days per week with 6 hours of classroom instruction per day. Alternatively, SPP classrooms can offer a 4-day schedule as long as it meets the minimum requirements of 6 hours per day and 180 days per year. Please confirm the chosen schedule before the school year starts to ensure it fulfills the 180-day requirement.

Increment Weather Policy- To ensure the **safety and well-being** of students and staff during severe or hazardous weather, the program must establish an **inclement weather policy**. This policy should clearly define protocols for school closures, delays, and make-up days.

FCC classroom schedule/hours only – In the event of an FCC provider terminating their exited SPP subcontract, the Hub retains the authority to replace them. The Hub will be responsible for informing their Education Specialist and Human Services Coordinator of the change, as well as onboarding the new FCC provider and enrolling children into CHIPS. The total number of days offered will be adjusted

proportionally, and summer programming will not be considered towards the 180-day requirement. Proration is calculated based on a 10-month school year and a five-day-a-week schedule.

Family Connections Days Count Towards SPP Requirement – If your program participates in family connections days (like open houses, meet-and-greets, or classroom visits) you can count up to 3 days of these activities towards the 180-day School Participation Program (SPP) requirement.

Here's how it works:

- Family connections days typically happen before school starts and provide a chance for teachers and families to connect.
- If your program offers them, please reflect this in CHIPS.
- Count your family connection days as your classroom start date. For example, if school starts on September 7th and you had days on September 4th, 5th, and 6th, consider September 4th your official start date.
- Note: Attendance entry isn't required in CHIPS for the Family Connection days.
- Remember: The child's actual start date in CHIPS should reflect the first day they're in the classroom (after family connection days). This date is crucial for things like ASQ screenings, health checks, TSG assessments, and attendance tracking. In the example above, most children's start date would be September 7th.

Benefits:

- This change recognizes the valuable work done during family connections days.
- It helps programs meet the SPP requirement more easily.
- It ensures accurate data collection for assessments and attendance.

We encourage all agencies to take advantage of this policy!

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, but at least one must meet 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 elements on the Classroom Assessment Scoring System (CLASS) HighScope Program Quality Assessment (PQA), and Creative Curriculum fidelity checklist tool.

Agencies, in collaboration with their Education Specialist and Coach, take ownership of quality at the start of each school year. Utilizing classroom funds, they craft a customized plan to address any identified gaps or strengthen existing strengths. The Education Specialist and Coach provide valuable

guidance, but the agency retains ultimate decision-making power. Ongoing monitoring of HighScope, Creative Curriculum and CLASS benchmarks is crucial. Should quality benchmarks not be met, even after resource depletion, the agency is responsible for implementing corrective actions to ensure continuous improvement.

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

SPP Plus designates specific classrooms designed for children with individualized education programs (IEPs). This program aims to provide children with qualifying IEPs access to high-quality early learning environments alongside general education peers. Through specially designed instruction (SDI) tailored to each child's individual needs and current performance, SPP Plus ensures children with IEPs can participate in the general education curriculum.

Key Features

- **Smaller Class Sizes:** Up to 18 children, with approximately 5 slots specifically reserved for children receiving IEP services.
- **Integrated Special Education Services:** SPS, EEU, or HSDC provide special education services under the provisions of federal IDEA law and state special education WACs. A maximum of 10 hours of IEP services are offered within the SPP Plus setting.
- **Full-Day Schedule:** Unlike developmental preschool programs (10 hours weekly), SPP Plus programs operate on a full-day schedule (6 hours and 30 minutes), adhering to the school's elementary bell schedule with only a 2-hour early dismissal on Wednesdays.
- **Fully Funded IEP Services:** SPS fully funds all IEP services for children enrolled in SPP Plus. DEEL does not contribute to the funding of special education services within SPP Plus contracts with providers.
- **Free Tuition:** Children with IEPs enrolled in SPP Plus receive free tuition regardless of their household income.

Benefits

- SPP Plus provides children with IEPs access to high-quality early learning environments and promotes inclusion within the general education setting.
- Smaller class sizes allow for individualized attention and support to meet each child's specific needs.
- Full-day schedules ensure children with IEPs receive the same educational opportunities as their peers and promote a smooth transition to kindergarten.
- Free tuition eliminates financial barriers to participation for families.

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 provider and actively participate in professional development, Professional Learning Communities (PLC), dual language assessments as designated by SPP, 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 Accreditor, 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 seven (7) 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 seven (7) CLCD seminars:

- 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.
- Please note that Dual Language Accreditations are granted annually at the DLI event.

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 consultant 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 the DEEL Teacher Education Plan outlining how they will meet SPP education requirements.
- The Early Childhood Education and Assistance Program (ECEAP) programs refer to this plan as a professional development plan, which may be used in lieu of the DEEL Teacher Education Plan.
- Teachers who do meet the education requirements will receive ongoing professional development through DEEL or other training in ECE or related field and priority access to tuition support through SPP scholars as described in section D-1.3.
- Teachers will have the knowledge and ability to assess children's development that supports 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-1.2.1.
- 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 E-1.2).

C-3.1: Staff Qualification Levels

Staff Level	Qualified Degree Major	Degree Accepted Other than ECE Degree
SPP Director and/or Program Supervisor and SPP Lead Teacher	Bachelor's degree or higher, verified as "approved" in MERIT in: - Early childhood education (ECE) - Early childhood and family studies - Human development with specialization in ECE - Children's studies/childhood education	A bachelor's degree or higher from an accredited college and verified as "approved" in MERIT. <u>AND</u> 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.
FCC Only	Meet state FCC licensing requirements for teacher education (WAC 170-296A-1725 requires a high school diploma or equivalent)	N/A
Assistant Teacher	Associate degree or higher, verified as "approved" in MERIT in: - Early childhood education - Early childhood and family studies - Human development with specialization in ECE - Children's studies/childhood education	An associate degree or higher from an accredited college and verified as "approved" in MERIT. <u>AND</u> 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.
Family Support Worker	Associate or higher degree with the equivalent of 30 college quarter credits as "approved" in MERIT in: - Adult education - Human development - Human services - Family support - Social work - Early childhood education - Child development - Psychology	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. <u>OR</u> A Washington State ECE Home Visitor Certificate. <u>OR</u> A Home Visitor Child Development Associate (CDA) Credential from the Council of Professional Recognition .

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 D-1.3) 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 CLASS standards by the time they complete their educational programs.

SPP staff must be entered into 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.

FCC Only: FCC is not required to report teacher salaries in CHIPS, but they are required to meet both City of Seattle and Washington State labor laws and pay staff in accordance with the minimum salary guidance.

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 \$20.76 per hour or the applicable Seattle minimum wage, whichever is greater.
- **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](#). (\$52.57 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 \$20.76 per hour or the applicable Seattle minimum wage, whichever is greater.

- **Meets requirements:** Assistant teachers who hold a MERIT-verified Associate degree with at least 20 ECE credits will be paid a * minimum hourly rate of \$20.76, or the prevailing Seattle minimum wage, whichever amount is higher.

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/assistant 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.
- Lead/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 7 Soy Bilingüe Seminars
 - 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

To support children's learning and development teachers need time to teach and time to plan so they can teach effectively, review the curricula, plan activities, create lesson plans, review documentation of the concept's children need extra support in, and adjust the daily schedule accordingly. Planning helps teachers determine how to implement the curriculum with fidelity each day and evaluate and adjust in advance if needed. Setting aside time for teachers to plan on their own, or with peers supports quality instruction and may reduce stress on teachers and support teacher retention and job satisfaction.

The agency will:

- Ensure that all SPP teachers have regular and adequate planning time to:
- Meet with DEEL staff
- Complete assessments
- Develop individual child learning plans
- Create classroom plans and activities

To support this, the agency will:

- Schedule dedicated planning time for teachers
- Establish adequate staffing and adult-child ratios to maintain classroom quality and routines when a teacher is absent or out of the classroom for planning or meetings 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 a minimum of 5 hours of planning time each 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 all SPP teachers with adequate planning time to deliver quality instruction to all children.

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:

- Employee Name
- Position or title
- Payment date
- Regular hourly rate
- Regular hours
- 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).

The FCC is **exempt from the requirement** to submit recent payroll reports for its SPP lead and assistant teacher.

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 deadline.

Child File – The agency will keep a complete child record onsite. 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 DEEL's approved curriculum, HighScope® or Creative Curriculum® for Preschool, Sixth Edition and participate in ongoing assessments curriculum implementation.

The agency may not switch curriculum once adopted, and purchased, and should plan to continue to use their adopted curriculum through the end of the FEPP levy.

DEEL will purchase complete curriculum kits for all new classrooms and support existing classrooms by replenishing or updating curriculum as needed. Curriculum training is required for all teachers working with children 50% of the time or more and will be fully funded. 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 or practice-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 or practice-based curriculum that includes a tool or process for assessing the fidelity of implementation.
- Have an agency-managed plan to provide training to teachers on the curriculum.

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 (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 into CHIPS (further described in Section E-1.2). 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.

DEEL will purchase all assessment, screening tools and/or kits for each agency.

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.

Agencies have the flexibility to utilize Family Support funds for the 2025-26 school year in three ways:

- 1) Hiring dedicated Family Support Workers: Agencies can directly employ staff specifically trained and dedicated to delivering family support services.
- 2) Alternative Delivery Methods: Agencies can explore alternative methods for providing family support services, such as:
 - Partnering with community organizations with existing expertise.
 - Utilizing technology to offer virtual support services.
 - Training existing staff to expand their roles and deliver family support services.
- 3) Combined Approach: Agencies can leverage a combination of both approaches, integrating dedicated staff with alternative service delivery methods for a comprehensive family support program.

C-9: Kindergarten Transition

The agency will be responsible for providing families with supports and services to ensure that children transition successfully to kindergarten.

At a minimum the agency will

- **Hold a kindergarten transition planning meeting** with each child's family before the end of the year to discuss children's strengths and supports that may be needed over the summer and in kindergarten.
- **Develop and share Child Portfolio's** transition forms, and learning stories, with families and the receiving kindergarten teachers.

- **Distribute Kindergarten Transition Kits provided by DEEL** – to all rising kindergarten students and include guidance to families on how to use the materials inside each kit.
- **Disseminate Kindergarten Enrollment**- information, deadlines and events and work closely with SPS enrollment services staff to organize kindergarten enrollment nights to ensure on-time kindergarten enrollment.
- **Hold quarterly parent-teacher conferences.**

Additional Kindergarten Transition support activities may also include:

- **Early Bird Access** – Join exclusive kindergarten enrollment events and help families register early, in partnership with schools and programs.
- **Tailored Support** – Provide personalized guidance to families, especially for children with special needs, to navigate the registration process and prepare for kindergarten.
- **School Visits** – Encourage families to experience life in the classroom! Partner with Seattle Public Schools to offer spring kindergarten visits. If in-person visits aren't possible provide virtual tours or photos.
- **Bridging the Gap** – Encourage families to share information about their child with their future teacher, easing introductions and understanding.
- **WaKIDS Connection** – Share your child's portfolio, family insights, or home visit recordings through WaKIDS for a seamless transition.
- **Summer Boost** – If extra learning is needed, help connect families to summer programs with literacy, science, math, music, and art activities.
- **Home Learning Fun** – Stay engaged all year! We provide spring resources and summer booklists, along with fun family learning events at libraries, parks, and beyond.
- **Your School, at Your Address** – Share information with families on how to easily determine their child's assigned school 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:

Fiscal Management

- Develop a comprehensive financial management plan.
- Apply generally accepted accounting principles (GAAP).
- Establish clear policies and procedures for accurate and timely distribution of DEEL slot funds to providers.
- Implement a professional accounting system.
- Record all financial transactions diligently.
- Ensure transparency and accountability.
- Maintain meticulous fiscal records.
- Archive accounting records and backup documentation related to subcontracts.
- Provide readily accessible records for audits and inquiries.

Outreach and Provider Enrollment

Craft and execute an effective outreach plan:

- Broadly inform Seattle-based FCC providers about the SPP Family Child Care FCC Hub.
- Implement specific strategies to engage FCC providers primarily serving children of color.
- Utilize diverse communication channels to reach a wide audience.
- Ensure subcontractor participation in Early Achievers:
- Verify enrollment status of all subcontracted providers.
- Assist providers with the enrollment process if needed.

Guarantee teacher qualifications:

- Confirm that all subcontracted providers' teachers meet the state's licensing requirements.
- Encourage teachers to pursue an associate degree in Early Childhood Education.

Enforce labor regulations compliance:

- Monitor subcontracted providers' adherence to applicable labor regulations.
- Ensure compliance with the City of Seattle's minimum wage requirements.
- Promote fair and ethical treatment of all employees.

Overall Focus

- Streamline financial management for efficient and transparent use of funds.
- Expand access to FCC opportunities for Seattle-based providers, particularly those serving children of color.
- Empower teachers through professional development and improved qualifications.
- Guarantee a positive and compliant work environment for all staff.

C-11: Comprehensive Support

Comprehensive Supports funds are provided to each agency for **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. These services or materials are intended to build the capacity and skills of educators working with a group of children or an individual child with intensive complex needs. The Agency is encouraged to explore solutions with their DEEL coach, CCHP partners, SPS Special Education Team, etc. before spending these funds. The Agency must confirm the appropriate use of these funds either on their own or through consultation.

Comprehensive Support services **are not** to duplicate or supplant Individual Education Plan (IEP) services for an individual child.

Eligible services/activities

Agencies may use Comprehensive Support funds per Contract Exhibit A:

- Hire a specialist or individual to provide specialized services (e.g., speech therapy, behavioral intervention, race and equity training, reflective supervision, etc.).
- Hire temporary additional staff who meet [WAC minimum requirements](#) and have at least 2 years experience working with teachers and children in behavioral supports, developmental supports, trauma-informed practice, social-emotional instruction (e.g., observations, reflective practice, hands-on guidance for high needs).
- Purchase behavioral support materials for children with intensive complex needs. (e.g., calming ball, door alarms, privacy nook for quiet time, weighted blanket, environmental design, etc.).
- Provide educator training to support children with intensive complex needs (e.g., ACEs, supporting multilingual learners, specialized training on developmental disabilities and complex traumas, etc.).

Ineligible

- IEP services
- General school supplies/classroom supplies (not specialized)
- General classroom or playground upgrades/remodels
- General transportation
- Homelessness supports
- Long-term instructional assistants

Funding

The Agency may bill half of their comprehensive support budget total in December 2025 and the balance starting in March 2026. The Agency may also choose to wait until 2026 and receive your complete comprehensive support budget at once.

Agency Responsibilities

To access funds, agencies must complete the following steps:

- Complete the Comprehensive Support Initial Plan by 12/31/2025 to receive exactly half of your total comprehensive support budget. Create a written plan that aligns with the intensive complex needs of children enrolled in your program
 - Children identified on the comprehensive supports plan must have Individual Child Support plans created by the site or in collaboration with your DEEL Coach, and CCHP team, which indicate and align with the specific needs outlined in the initial plan submitted to DEEL
 - DEEL strongly encourages collaboration with your DEEL coach, CCHP team, and classroom educators during this process
 - Staff Training is **NOT** an allowable expenditure in the initial plan; training is **ONLY** allowable in the mid-year plan.
- 2) Complete the Comprehensive Support Mid-Year Plan by 3/31/2026 to receive the remainder of your comprehensive supports budget.
- Create a written plan that aligns with the intensive complex needs of children enrolled in your program
 - Children identified on the comprehensive supports plan must have Individual Child Support plans created by the site or in collaboration with your DEEL Coach, and CCHP team, which indicate and align with the specific needs outlined in the mid-year plan submitted to DEEL
 - DEEL strongly encourages collaboration with your DEEL coach, CCHP team, and classroom educators during this process.
- 3) Maintain Documentation
- As you utilize your funds, collect and retain records that demonstrate your agency, staff, and individuals meet the minimum requirements for reimbursement.
 - This includes receipts for all payroll, property, equipment, technology, and electronics.
 - Receipts do not need to be submitted with the plan at the time of invoicing; however, documentation should be retained at the Agency level and will be provided to DEEL upon request.
- 4) **When hiring specialists, specialized service providers, or individual short term staff,** ensure that the Agency, organization, or Individual meet minimum qualifications and have at least two years of hands-on experience working with educators and children, employing skills in at least one of the following areas: behavioral support, developmental support, trauma-informed practice, or social-emotional instruction, to effectively navigate challenging situations and foster positive student development.

SECTION D: Program Supports

D-1: Professional Development

Culturally responsive professional development with a focus on race and social justice, inclusive anti-bias education, and social and emotional learning will be provided to all educators and fully funded by DEEL. DEEL will provide a calendar of required training at the beginning of the school year. Selected training will be data-driven and include online group training and differentiated 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 ongoing culturally responsive instructional coaching and curriculum support to educators using a tiered coaching plan. 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.).

The SPP tiered coaching plan is a strategic approach that recognizes the diverse support needs of educators within participating agencies. It uses a tiered system to adjust coaching frequency and assistance based on each educator's needs. Coaches will collaborate with providers to identify specific support needs and assign each SPP classroom the appropriate tier level. Agencies then complete a Tiered Coaching Acknowledgement form outlining the timeframe and level of coaching support.

Coaches will focus on educators' professional growth by:

- Supporting fidelity of curriculum implementation
- Providing in-person classroom observations
- 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.
- Reviewing child and classroom data to plan instructional best practices with educators.
- Conducting baseline observations and/ or assessments to inform instructional practice.

Coaching will be provided in-person at the 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:

- Provide regular and adequate 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.
- Ensure educators have regular and adequate time away from children for classroom and instructional planning.
- 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 and Tiered Coaching Acknowledgement form with assigned DEEL Coach.
- Immediately notify DEEL Coach Managers in writing in the case of additional support needed with the assigned DEEL coach (Additional Coaching Support protocol/policy section D-1.1.1).

D-1.1.1: Additional Coaching Support Request Process

Coaching is an integral part of the Seattle Preschool Program and the quality framework of the model. DEEL Coaches are intended to support the processes of teacher learning and the citywide

achievement of positive academic, emotional, and social outcomes for children, teachers, and families. Coaches are partners in quality practice and, at a minimum, are building relationships, observing, demonstrating, planning, and reflecting on practices.

When the partnership between the agency staff and the coach is ineffective or unproductive, DEEL will prioritize reconciliation, mediation, and overall partnership satisfaction. To this end, agencies are asked to follow the below steps to pursue a solution. This process ensures clear communication and respect for all parties.

INITIAL DEEL COACHING SUPPORTS

The following supports must be attempted first:

- 1) The DEEL Coach has had at least four touchpoints with the educator team. As scheduling issues can occur, it remains crucial for both coaches and educators to have ample opportunities to foster connections in an earnest pursuit of establishing a viable coaching partnership. Coaching touchpoints may include:
 - Relationship building and coordination visit (in person or virtual)
 - Classroom observation (in person)
 - Coaching reflective feedback session (in person or virtual). This may or may not include goal planning with strategies for goal achievement.
- 2) The agency director has met with the DEEL Coach or the DEEL Coach Manager to get grounded in coaching, understand the model, and ask questions for clarity and understanding.

IMMEDIATE SUPPORT REQUESTS **WITHOUT** INITIAL DEEL COACHING SUPPORTS

Immediate support requests may be made to the DEEL Coach Manager without the above supports if:

- 1) DEEL Coach exhibits behaviors constituting discrimination, harassment, or unethical conduct.
 - Documentation of behavior exhibited by coach.
 - Written notes, dated, with details of behavior emailed to the Coach Manager
- 2) The agency has not heard from the coach in 4+ weeks. This would include no form of communication: no emails, phone calls, texts, video meetings, etc.
- 3) The agency was assigned a DEEL Coach with a perceived conflict of interest (Agency must provide written reason for conflict of interest).

ADDITIONAL COACHING SUPPORT REQUEST – PROCESS STEPS

An Agency may request for Additional Coaching Support when there is an irreconcilable conflict leading to dissatisfaction with any aspect of the activities, or behavior of a participating DEEL Coach.

Process Steps

- 1) Prior to alerting DEEL of the need for additional coaching support, the Agency must have allowed the Initial DEEL coaching supports to occur (see above). If they have not yet occurred and the agency needs support in accomplishing them, contact the coach manager.
- 2) The agency will email the DEEL Coach Manager of the additional coaching support request **via email**. Any phone calls must be followed up via email from the agency.
- 3) Within one week of receiving the email, the DEEL coach manager will propose a meeting date.
 - The agency should be responsive about acceptable meeting times and provide a recommendation for Agency participants for the meeting.
 - DEEL reserves the right to invite any participants they deem appropriate from DEEL or the agency, outside of the recommended participants from the Agency.
- 4) The DEEL coach manager will share meeting notes within two business days of the meeting; agencies must review notes within two business days of receiving so timely next steps can be made towards an agreed solution. Meeting notes will include:

- Documentation of issues
- Potential and/or agreed upon resolution.
- Detail of next steps

D-1.2: Training

Required training is coordinated and fully funded by DEEL. All training will be delivered in-person and 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 training(s) as outlined below.

D-1.2.1: Required Training

Lead and Assistant Teachers

Trainings listed below are required and are eligible for release time reimbursement for Lead and Assistant Teachers who work in the SPP classroom. The paperwork for release time reimbursement will be provided by DEEL when the training schedule is released. Please note that all DEEL-hosted training is eligible for release time.

Annual Pre-Service

The annual Pre-Service Institute is held before the start of each school year and serves as a foundational professional development opportunity. **All preschool directors, program supervisors and teaching staff are required** to participate in annual preservice to ensure that everyone is fully prepared to implement the city's preschool program and meet child and program goals and outcomes. The Pre-Service Institute may include an overview of program policies, standards, procedures and contract requirements and provide introductory sessions on key topics including health and developmental screenings, assessments, inclusive and culturally responsive instruction, classroom environment and family engagement.

Assessment Training

- 2-day Introduction to Teaching Strategies GOLD® (TSG)
Please note: this training can also be completed through the asynchronous modules in the Teaching Strategies professional development portal, [Quorum](#) (accessed through the "Develop" tab in SmartTeach). The equivalent course modules are Objectives for Development and Learning (new) (10h) and Getting Started with GOLD (4h).
- 1-day ASQ-3 & ASQ: SE-2

Curriculum Training

Initial training 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 (Creative Curriculum only for asynchronous).

- The 20-day HighScope Preschool Curriculum Course is required for HighScope classroom teachers and offered at least once per year, with additional cohorts added as needed.
- The 2-day Introduction to Creative Curriculum training is required for Creative Curriculum Teachers.

Please note: this training can also be completed through the asynchronous modules in the Teaching Strategies professional development portal, [Quorum](#) (accessed through the "Develop" tab in SmartTeach). The equivalent course modules are An Introduction to The Creative

Curriculum® for Preschool (1h) and The Creative Curriculum® for Preschool: Daily Resources (10h).

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

Health Screening Training

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

Director and/or Program Supervisor Required Training:

- Agency adopted curriculum overview
- TSG for administrators
- CLASS for administrators

D-1.2.2: 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 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 DEEL-hosted training, regardless of what time or day the training(s) 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-1.3: SPP Scholars Program

The SPP Scholars Tuition Support Program is available to SPP lead and assistant teachers. Its purpose is to help eligible teachers working in SPP classrooms meet the SPP education requirements as described in section C-3. 1: Support through this program is contingent on available funding and is not guaranteed; however, all teachers are still expected to meet the required education standards regardless of funding availability.

To receive tuition support, eligible staff must complete an application and be either matriculated (enrolled in a college or university as a candidate for a degree), or actively working toward matriculation. DEEL is the payor of last resort and tuition support is contingent on availability of funds. Awards are made quarterly, with priority given to SPP lead teachers and assistant teachers. To further support SPP lead, and assistant teachers enrolled in college and working toward meeting SPP education requirements, up to 72 hours of release time per academic year is available per teacher.

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

Applications are accepted and reviewed on a rolling basis and must include the following:

- Teacher Education plan approved by your supervisor.
- Evidence of existing MERIT-verified degrees and coursework (MERIT Education Application & Verification page).
- Copy of the confirmation notice of approval or notice of denial emailed by Child Care Aware (CCA) of Washington for Early Achievers Bachelors Completion Degree scholarship or the CCA General Scholarship. Please place “CCA – N/A” on the application under #22 and explain why this is the case (e.g., your agency does not participate in CCA, or you applied but have yet to receive notification).
- Documentation of any other funding that you’ve applied for but have yet to receive notification about.
- Please direct all questions and submit completed applications to DOE_SPP_Scholars@seattle.gov.

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 and 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 resources 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 and 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.

D-6: SPP Inclusive Classroom Guidance

SPP is open to all Seattle 3-4-year-olds regardless of ability, language, race, or cultural background. This is a compilation of expectations for providers to serve children, as well as additional information regarding laws, inclusion practices, and quality environments per curriculum, and other best practices.

Along with best practices in inclusion, there are several relevant local, state, and federal laws and regulations that promote inclusion and prohibit discrimination based on disability or other factors and affect public and private preschools and child care centers. As an early learning provider, it is important to be familiar with and adhere to these laws and regulations, and the SPP contract requires compliance with laws with specific provisions (which is legally binding).

Inclusion Practices

[DCYF and OSPI Joint Inclusion Position Statement](#) – Strong values that promote inclusion are grounded in relationship building, active participation, demonstrating empathy, respecting diversity, and securing equity for all children and their families. Practices that help promote inclusion include culturally responsive instruction, universal design for learning, and evidenced-based methodology.

DEEL Guidance

Learning environments should be designed with all learners in mind and with the goal of promoting equity and inclusion. Prior to serving children, it's critical that learning environments are set up to be inclusive and that staff receive training on creating and supporting an inclusive learning environment. Upon completing DEEL and provider enrollment paperwork, a child should start in their preschool classroom within 30 calendar days. If a provider still needs additional time to prepare to meet the child's needs after 30 calendar days, then the provider shall notify their Education Specialist within 5 days. Below is an outline of action steps providers should take during the 30-day window as they prepare to serve a child and suggested action steps if the 30-day window cannot be met.

Prior to serving children in the classroom, it's important to set up a learning environment that is supportive of various needs and learning styles and to train staff on inclusion practices and inclusive learning environments. Prior to the school year starting, providers should:

- 1) Follow curriculum expectations on classroom environment and inclusive learning.
- 2) Develop classroom policies and procedures that promote inclusivity.
- 3) Ensure that the learning environment represents the children and families enrolled and instructional strategies and materials are accessible to all children.
- 4) Identify an inclusion related goal with DEEL coach.
- 5) Consider training staff on the Pyramid Approach, a positive behavioral support framework for proactively addressing social and emotional development and challenging behaviors.
- 6) Collaborate with other educators, special education professionals, and support staff.
- 7) Arrange the learning environment so that it's accessible to all children, including those with physical disabilities.
- 8) Use inclusive language: the words you use can have a significant impact on the inclusivity of your classroom. Use inclusive language that respects and affirms every child's identity.
- 9) Use visual supports: such as use of visual schedules, labels, and cues to assist children in understanding classroom routines and expectations.
- 10) Consider conducting initial comprehensive home visits for children with complex health needs and develop a detailed care plan with the family. The home visit could happen prior to SPP enrollment or as soon as the need is discovered by the provider.
- 11) Set up interpretation or translation services to support in-home language communication for all families.

After enrolling a child with complex needs, within 30 calendar days the providers should:

- 1) Follow all applicable [WAC](#) requirements, including notifying licensing and completing relevant care plan documents, medication authorization, or forms for tracking food allergies and dietary needs.
- 2) Meet with your Child Care Health Nurse or Mental Health Consultant to talk through specific questions and needs.
- 3) Meet with the family to talk through goals, needs, and to tour the learning environment.
- 4) Schedule training for staff members to ensure they can meet the child's needs.
- 5) Arrange transition days for the child to start participating. Notify your assigned HSC if a child will attend part-days as part of the transition so that tuition is invoiced accurately.

If the provider is unable to serve the child in within 30 calendar days, then providers should:

- 1) Notify their Education Specialist, Coach, and Enrollment Coordinator.
- 2) Email their assigned Education Specialist an action plan and estimated timeline outlining steps the provider is taking to prepare the learning environment for the child.
- 3) Communicate action plan and timeline to the family with consistent updates.

Additional Resources

- The ABCs of the ADA: Your Early Childhood Program's Guide to the Americans with Disabilities Act by Karren Ikeda Wood and Yictoria Youcha
- Understanding IDEA: What it Means for Preschoolers with Disabilities and their Families by Sharon Walsh and Ross Taylor
- <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/responding-persistent-challenging-behaviors-preschool>
- <https://challengingbehavior.org/>
- <https://ectacenter.org/decrp/type-checklists.asp>
- Interpretation and translation services:
 - [Professional Translation Services in Seattle, WA | Dynamic Language](#)
 - [Request an Interpreter – Hearing, Speech & Deaf Center \(hsdc.org\)](#)
 - [Language Translation and Interpreting Services | LanguageLine Solutions](#)

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
- Teaching Strategies® Gold (TSG)
- Child Information and Provider System (CHIPS)
- DCYF Managed Education and Registry Information Tool (MERIT) system

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

Agencies are responsible for ensuring their staff maintain the security and privacy of all data systems they use as part of the program. This includes:

- Each staff member should have their own log-in credentials (username and password) and not share that password with others.
- Do not share private information about children and families with unauthorized people.
- Avoid using public Wi-Fi networks.
- Log out of data systems when done.
- Notify DEEL immediately if a data breach is suspected.

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 CHIPS Data Entry Requirements.

Enrollment

- **Mandatory:** Every child in an SPP classroom, regardless of funding source, must have a CHIPS enrollment record.
- **Timing:** Complete enrollment and submit all required documents (including consent) before the child's first day.
- **DEEL vs. Agency Selection:**
 - DEEL-selected students: Enroll online through the SPP Portal.
 - Agency-selected students: Providers can directly enter them into CHIPS with attached verification documents.
- **Accuracy:** Enter the child's start date accurately within five days of their first day.
- **Exit:** Mark children as exited in CHIPS within five days of their last day or after attempting to reach the family for a "no show."

Staff Rosters

- **Timeliness:** Add new staff to CHIPS with complete accounts within five business days of hire.
- **Required Information:**
 - Staff demographics and contact information
 - Degree
 - MERIT credit count
 - Endorsements
 - Employment record (including hourly pay)
- **Departures:** Mark staff as no longer employed in CHIPS and notify the Education Specialist via email for removal.

Attendance

- Frequency: Record attendance for all children at least monthly.
- Accuracy: Input attendance data accurately, reflecting who is currently enrolled in the classroom. Regularly compare CHIPS rosters with actual classroom rosters for accuracy.

Health Screenings

Timeline: Conduct health screenings within 90 days of the child's start date and enter the information into CHIPS within five days of the screening.

Overall

- Focus on accurate and timely data entry for all required information.
- Clearly differentiate enrollment processes for DEEL and agency-selected students.
- Maintain up-to-date staff and attendance records.
- Ensure prompt recording of health screening information.

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 receive blank child portfolios from DEEL. It's essential to enter the following child information into each portfolio:

- Full name (first and last)
- CHIPS child ID number
- Funding sources (including SPP)
- Color band placements (assigned at the start of the year and remain unchanged)
- Race, gender, ethnicity, and language

Ongoing observation data related to TSG objectives must be entered for each child. Collect at least one piece of documentation per child per objective (two pieces are encouraged). Examples include anecdotal notes, observation notes, pictures, and/or videos.

Complete and finalize all three TSG checkpoints:

- Fall, Winter, and Spring checkpoints are mandatory for children enrolled for at least 60 days by checkpoint time.
- Finalized data must cover all objectives in these 6 developmental areas:
 - Social-Emotional (9 or 13 objectives for children with IEPs)
 - Physical (5 objectives)
 - Language (8 objectives)
 - Cognitive (10 objectives)
 - Literacy (12 objectives)
 - Math (7 objectives)

Judicious use of "Not Yet" and "Not Observed" when finalizing checkpoints:

- "Not Yet" indicates a child hasn't yet demonstrated a skill or behavior expected for their age.
- "Not Observed" is only for rare cases, like significant absences during the checkpoint period. Consult with the Early Education Specialist before using "Not Observed."

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)

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,
- and 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 SmartTeach – see section D-1.2.1: Required Training for specific course titles), 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 Quorum.

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: www.asqonline.com

Access to ASQ Online: Mental Health Consultant, Public Health

Training in ASQ Online: Mental Health Consultant, Public Health, DEEL-hosted ASQ Training

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 ongoing 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 are 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-5.

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.

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:** All classrooms are eligible to receive Classroom Funds, which are allocated as either an annual maintenance, conversion, or a startup amount. The specific funding category is determined based on the classroom's history.
 - Each classroom will be in compliance with one of these definitions each year.

Category	Eligible Amount	Definition
Annual Maintenance	\$3,554	Preschool classrooms that are in their second year of participating in the Seattle Preschool Program (SPP) will continue to receive the Annual preschool classroom maintenance funding.
Preschool Conversion Classroom Funds	\$9,476	Classroom that has been operating preschool and is now converting to SPP.
New Classroom Startup Funds	\$23,690	Brand new classroom that has not previously operated as a preschool classroom or existing SPP classroom that has been displaced due to circumstances beyond their control.

- 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.
 - Please note that although classroom startup funds have been integrated into the base pay structure for agencies with multi-year contracts, the submission of the designated Classroom Startup Forms remains a mandatory requirement.
- 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 \$30,900 per classroom (\$12,360 if blended with ECEAP/Head Start) at agencies with one classroom or \$23,690 per classroom (\$9,270 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	\$9,270	\$12,360
SPP-Regular	\$23,690	\$30,900

FCC Hub	\$61,800	\$61,800
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- 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 may work with their DEEL coaches as they develop 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	\$640
Tier 1 FCC Hubs & Centers	\$323	
Tier 2 Centers	\$213	
Tier 3 Centers	\$122	
Tier 4 Centers	\$36	
Example:		
Tier 2 Site; 20 children	\$213 + \$640	x 20 = \$17,060

- 5) **Dual Language Initiative 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". Each teacher that is Dual Language certified will receive \$4,600 in additional funds to increase teacher salary. This funding is intended to build on existing Pathway supports and encourage full participation in the Dual Language Initiative.

Classroom Payment Type	\$ Per Classroom
Dual Language Standard Classroom	\$2,500
Dual Language Certified Classroom	\$8,500
Dual Language Teacher Certified (Per Teacher)	\$4,600

Attachments

SPP Deliverables Report



Seattle Department of
Education & Early Learning



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.</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		8/29/2025	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		9/29/2025	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		9/29/2025	The Agency will complete the DEEL Coaching Plan. Plan will be reviewed 2 additional times throughout the year. <u>Verification:</u> Copy of DEEL Coaching Plan submitted via email to DEEL Coach.
START OF YEAR CLASSROOM FUND PLAN		10/10/2025	The Agency will complete the Start of Year Classroom Funds Plan. <u>Verification:</u> Submit Start of Year Classroom Funds Plan via email to DEEL Ed Spec.
FAMILY SUPPORT INITIAL PLAN		10/10/2025	The Agency will complete the Family Support Initial Plan. <u>Verification:</u> Submit Family Support Initial Plan via email to DEEL Ed Spec.
COMPREHENSIVE SUPPORT INITIAL PLAN		12/31/2025	The Agency will complete the Comprehensive Support Initial Plan. <u>Verification:</u> Submit Comprehensive Support Initial Plan via email to DEEL Ed Spec.
EMPLOYMENT RECORDS		10/16/2025	The Agency will enter employment records for all directors, lead teachers, and assistant teachers into CHIPS, including pay rates. <u>Verification:</u> DEEL staff verifies data in CHIPS.
DEVELOPMENTAL SCREENING		11/3/2025	For all children that start 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. <u>Verification:</u> Agency will update information in ASQ Online, verified by DEEL Staff.
FALL TSG		11/14/2025	The Agency will complete Fall TSG assessments portfolios for all children enrolled for at least 60 days prior to the Fall checkpoint deadline. <u>Verification:</u> Agency will complete info in TSG database, verified by DEEL Staff.
AGENCY-SELECTED ENROLLMENT		11/28/2025	All Agency-selected children will be fully enrolled in CHIPS. <u>Verification:</u> DEEL Staff verifies all Agency-Selected slots are enrolled.
KINDERGARTEN TRANSITION ACTION PLAN		12/10/2025	The Agency will submit a Kindergarten Transition Plan. <u>Verification:</u> Submit K-Transition Plan via email to DEEL Ed Spec.
EDUCATION PLAN		12/1/2025 Or 3 months from date of hire	The Agency will develop Teacher Education Plans within three months of hire for all educators who <u>do not meet SPP education requirements</u>. <u>Verification:</u> Copy of Education Plan submitted via email to DEEL Education Specialist.
HEALTH SCREENING		12/15/2025	For all children that start 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. <u>Verification:</u> DEEL staff confirms all health screenings are entered in CHIPS.
DEEL COACHING PLAN REVIEW (1)		12/31/2025	The Agency will review and update (as needed) DEEL Coaching Plan <u>Verification:</u> Copy of updated DEEL Coaching Plan submitted via email to the DEEL Coach.
STAFF PAYROLL REPORT		2/16/2026	The Agency will submit payroll information for all lead and assistant teachers. <u>Verification:</u> Submit appropriate documents via email to the DEEL Ed Spec.
WINTER TSG		2/27/2026	The Agency will complete Winter TSG assessments portfolios for all children enrolled for at least 60 days prior to the Winter checkpoint deadline. <u>Verification:</u> Agency will complete info in TSG database, verified by DEEL Staff.
TSG INTERRATER RELIABILITY (IRR) CERTIFICATION		3/1/2026 or at 6 months of employment (whichever is later)	Lead Teachers, "Co-Teachers", and Assistant Teachers have active GOLD® IRR Certification. <u>Verification:</u> Teaching Strategies Interrater Reliability Certification verified by DEEL staff.

COMPREHENSIVE SUPPORT MID- YEAR PLAN		3/30/2026	The Agency will complete the Comprehensive Support Mid-Year Plan. <u>Verification:</u> Submit Comprehensive Support Mid-Year Plan via email to DEEL Ed Spec.
DEEL COACHING PLAN REVIEW (2)		3/30/2026	The Agency will review and update (as needed) DEEL Coaching Plan. <u>Verification:</u> Copy of updated DEEL Coaching Plan submitted via email to the DEEL Coach.
SPRING TSG		6/15/2026	The Agency will complete the Spring TSG assessment portfolios for all children enrolled for at least 60 days prior to the Spring checkpoint deadline. <u>Verification:</u> Agency will complete info in TSG database, verified by DEEL Staff.
TRAINING COMPLETED		6/30/2026	ASQ training, curriculum training and TSG assessment training should be completed by the lead and assistant teacher. <u>Verification:</u> Agency will complete training, DEEL staff will track attendance in CHIPS, and monitor for training completion.
SUMMER TSG		8/14/2026	The Agency will complete the Summer TSG assessment using WaKIDS objectives and pacing guide for each child who attends for at least 20 days. <u>Verification:</u> Agency will complete info in TSG database, verified by DEEL staff.

SPP FCC Deliverables Report



Seattle Department of
Education & Early Learning



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.</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		8/29/2025	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		9/29/2025	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		9/29/2025	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		10/10/2025	The Agency will complete the Start of Year Classroom Funds Plan. <u>Verification:</u> Submit Start of Year Classroom Funds Plan via email to DEEL Ed Spec.
FAMILY SUPPORT INITIAL PLAN		10/10/2025	The Agency will complete the Family Support Initial Plan. <u>Verification:</u> Submit Family Support Initial Plan via email to DEEL Ed Spec.
EMPLOYMENT RECORDS		10/16/2025	The agency will enter employment records for all directors, lead teachers, and assistant teachers into CHIPS. <u>Verification:</u> DEEL staff verifies data in CHIPS.
PROVIDER RECRUITMENT		10/31/2025	The Hub will recruit a minimum of 5 and maximum of 15 FCC providers to offer 50 preschool slots. <u>Verification:</u> DEEL staff verifies data in CHIPS.
DEVELOPMENTAL SCREENING		11/3/2025	For all children that start 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. <u>Verification:</u> Agency will update information in ASQ Online, verified by DEEL Staff.
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KINDERGARTEN TRANSITION ACTION PLAN		12/10/2025	The Agency will submit a Kindergarten Transition Plan. <u>Verification:</u> Submit K-Transition Plan via email to DEEL Ed Spec.
EDUCATION PLAN		12/1/2025 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. <u>Verification:</u> Copy of Education Plan submitted via email to DEEL Coach.
HEALTH SCREENING		12/15/2025	For all children that start 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. <u>Verification:</u> DEEL staff confirms all health screenings are entered in CHIPS.
COMPREHENSIVE SUPPORT INITIAL PLAN		12/31/2025	The Agency will complete the Comprehensive Support Initial Plan. <u>Verification:</u> Submit Comprehensive Support Initial Plan via email to DEEL Ed Spec.
DEEL COACHING PLAN REVIEW (1)		12/31/2025	The Agency will review and update (as needed) DEEL Coaching Plan <u>Verification:</u> Copy of updated DEEL Coaching Plan submitted via email to the DEEL Coach.
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TSG INTERRATER RELIABILITY (IRR) CERTIFICATION		3/1/2026 or at 6 months of employment (whichever is later)	Lead Teachers, "Co-Teachers", and Assistant Teachers have active GOLD® IRR Certification. <u>Verification:</u> Teaching Strategies Interrater Reliability Certification verified by DEEL staff.
COMPREHENSIVE SUPPORT MID-YEAR PLAN		3/30/2026	The Agency will complete the Comprehensive Support Mid-Year Plan. <u>Verification:</u> Submit Comprehensive Support Mid-Year Plan via email to DEEL Ed Spec.

DEEL COACHING PLAN REVIEW (2)		3/30/2026	The Agency will review and update (as needed) DEEL Coaching Plan. <u>Verification:</u> Copy of updated DEEL Coaching Plan submitted via email to the DEEL Coach.
SPRING TSG		6/15/2026	The Agency will complete the Spring TSG assessment portfolios for all children enrolled for at least 60 days prior to the Spring checkpoint deadline. <u>Verification:</u> Agency will complete info in TSG database, verified by DEEL Staff.
TRAINING COMPLETED		6/30/2026	ASQ training, curriculum training and TSG assessment training should be completed by the lead and assistant teacher. <u>Verification:</u> Agency will complete training, DEEL staff will track attendance in CHIPS, and monitor for training completion.
SUMMER TSG		8/14/2026	The Agency will complete the Summer TSG assessment using WaKIDS objectives and pacing guide for each child who attends for at least 20 days. <u>Verification:</u> Agency will complete info in TSG database, calculated by DEEL Data staff, verified by DEEL staff.



Seattle Preschool Program Application 2025-2026

The Seattle Preschool Program 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.

Child Information

First Name:	
Middle Name:	
Last Name:	
Birth Date:	
Language child first learned:	
Language spoken most at home:	

Gender Identity:

☐ Female

☐ Non-binary or other gender identity:

☐ Male

Race/Ethnicity (select all that apply):

☐ American Indian or Alaska Native

☐ Middle Eastern or North African

☐ Asian

☐ Native Hawaiian or Pacific Islander

☐ Black, African, or African American

☐ White

☐ Hispanic or Latino

Is the child in foster care or kinship care (full-time care of child by relatives or suitable others)?

☐ Yes

☐ No

Does your child have an established Individual Education Plan (IEP)?

☐ Yes, with Seattle Public Schools (SPS)

☐ No

☐ Yes, but not with SPS

☐ Prefer not to answer

☐ No, but I'd like them to be evaluated

Does this child have an older sibling attending an elementary or K-8 school at Seattle Public Schools (SPS)?

☐ Yes

☐ No

If yes, what is the school's name, and/or sibling's **SPS Student ID** (this ID is typically 7-8 digits long)?

Parent/Guardian Information

First Name:	
Last Name:	
Relationship to child:	
Phone 1 (number):	
Phone 1 type (land line, work, or cell):	
Phone 2 (number):	
Phone 2 type (land line, work, or cell):	
Email address:	
Preferred language for communication:	

If cell phone number was provided, may we contact you via text with status updates?

☐ Yes

☐ No

Household Information

Home Address (if unhoused, your nighttime address)	
City:	
Zip Code:	
Mailing Address (if different from above):	
Mailing Address City:	
Mailing Address Zip Code:	
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).	
Is the income above an annual or monthly income estimate?	

Is your housing stable? Mark no if you are currently unhoused and/or experiencing housing instability.

☐ Yes

☐ No

How did you hear about SPP?

☐ Online advertisement/social media

☐ Flyer or banner in community

☐ Friend or family member

☐ Other: _____

Consent and Privacy

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>]

The Seattle Preschool Program ("SPP") and Seattle Public Schools' (the "District") will share information to identify SPP applicants who receive special education 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.

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.

Do we have your consent to refer you to other early learning programs for which you may qualify?

☐ Yes

☐ No

Parent/Guardian Signature:	
Date of Signature:	



Seattle Preschool Program Locations by Region

Locations that include asterisks (**) manage their own enrollment.
Please contact them directly to apply and/or be added to their waitlist

Check all programs on this list that you want to apply for.
Scan the QR code to see a map and details about each site



Southeast

Center Based Sites

	Denise Louie - Beacon Hill ** 3327 Beacon Ave S, 98144
	El Centro - Jose Marti CDC ** 931 Golf Dr S, 98144
	La Escuelita Bilingual School – Columbia City ** 3605 S Genesee, 98118
	Launch - Beacon Hill International Elementary 2025 14 th Ave S, 98144
	Launch - Rainier Community Center 4600 38 th Ave S, 98118
	Primm ABC Child Care 4455 S Brandon St., 98118
	ReWA - Beacon Hill ** 6230 Beacon Ave S, 98108
	ReWA – MLK ** 4008 Martin Luther King Jr Way S, 98108
	SCCS - Hoa Mai Vietnamese Bilingual Preschool ** 2915 Rainier Ave S, Suite 101, 98144
	Seed of Life – Main ** 4728 Rainier Ave S, 98118
	Seed of Life - MLK Jr. Elementary ** 6725 45 th Ave S, 98118
	Seed of Life – Orca K-8 School 5215 46 th Ave S, 98118
	Seed of Life - Rainier Beach Community Center 8825 Rainier Ave S, 98118
	Tiny Tots - Main (ECEAP) ** 8314 Renton Ave S, 98118
	Tiny Tots – Othello ** 3939 South Othello St., 98118
	Tiny Tots – Helen Hicks Building (ECEAP) ** 8318 Renton Ave S, 98118
	VOT - Family and Child Center 9242 Martin Luther King Jr. Way S., 98118
	WACC – One Family Learning Center ** 6322 44 th Ave S, 98118

Seattle Public Schools Sites

	SPS - Dearborn Park International Elementary 2820 S Orcas St., 98108
	SPS - Emerson Elementary (Head Start) ** 9709 60 th Ave S., 98118
	SPS - John Muir Elementary (Head Start) ** 3301 S Horton St., 98118
	SPS - MLK Jr. Elementary (Head Start) ** 6725 45 th Ave S., 98118
	SPS - Rising Star Elementary (Plus) 8311 Beacon Ave S., 98118
	SPS - South Shore PK-8 School (Plus) 4800 S Henderson St., 98118
	SPS - Wing Luke Elementary (Head Start) ** 3701 S Kenyon St., 98118

Family Child Care/Home Based Sites

	BrightSpark - Boru Family Child Care** *Private Address, 98108
	BrightSpark - Jasmin Day Care** *Private Address, 98118
	BrightSpark – Loveable Nest Child Care** *Private Address, 98118
	BrightSpark – The Little Dreamers** *Private Address, 98118
	BrightSpark – Waliin In Home Childcare** *Private Address, 98108
	TTELC - Aster Blossom Child Care ** *Private Address, 98118
	TTELC – Ilhan Home Day Care ** *Private Address, 98108
	TTELC - Iman Family Childcare ** *Private Address, 98108
	TTELC - Innsha Allah Family Childcare ** *Private Address, 98108
	TTELC - Nurturing Hands Daycare ** *Private Address, 98108

Central

Center Based Sites

	Causey's – Main 527 23 rd Ave, 98122
	CISC – Village Square ** 801 S. Lane Street, 98104
	First Place Preschool 172 20 th Ave, 98122
	Hearing, Speech & Deaf Center Rosen Preschool (Plus) ** 1625 19 th Ave, 98122
	Hutch Kids Child Care** 1210 Valley St, 98109
	Launch – Madrona K8 School 1121 33 rd Ave, 98122
	Launch – Miller Community Center Annex 301 20 th Ave E, 98122
	Northwest Center Kids – Chinook ** 401 5 th Ave, 98104
	SCCS – Interlaken Preschool at Steven's Elementary 1242 18 th Ave E, 98112
	Seed of Life – Metropole 423 2 nd . Ave Ext S., 98104

Seattle Public Schools Sites

	SPS - Bailey Gatzert Elementary (Plus) 1301 E Yesler Way, 98122
	SPS – Leschi Elementary (Plus) 135 32 nd Ave, 98122

Family Child Care/Home Based Sites

	TTELC – Salmaan Family Childcare ** *Private Address, 98104
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Seattle Preschool Program Locations by Region

Locations that include asterisks (**) manage their own enrollment.

Please contact them directly to apply and/or be added to their waitlist



Scan the QR code to see a map and details about each site

Southwest

Center Based Sites

	ARC - Alki Preschool at Schmitz Park Elementary 5000 SW Spokane, 98116
	Community School of West Seattle 9450 22nd Ave SW, 98106
	Launch - Delridge Community Center 4501 Delridge Way SW, 98106
	Launch - Highland Park Elementary 1012 SW Trenton St, 98106
	PSESD - Educare (Head Start) ** 625 SW 100th St, 98106
	SCCS - Refugee and Immigrant Family Center (RIFC) ** 6535 Delridge Way SW, 98106
	SCCS - Southwest Early Learning Bilingual Preschool (SWEL) ** 5405 Delridge Way SW, 98106
	YMCA - Concord International Elementary 723 S Concord St, 98108
	YMCA - Hallows 3420 SW Cloverdale St, 98126
	YMCA - West Seattle Westwood 2515 SW Trenton, 98126

Seattle Public Schools Sites

	SPS - Arbor Heights Elementary (Plus) 3701 SW 104th St, 98146
	SPS - Louisa Boren STEM K-8 School (Plus) 5950 Delridge Way SW, 98106
	SPS - Highland Park Elementary 1012 SW Trenton St, 98106
	SPS - Roxhill Elementary (Head Start) ** 7740 34th Ave SW, 98126
	SPS - West Seattle Elementary (Plus) 6760 34th Ave SW, 98126

Family Child Care/Home Based Sites

	BrightSpark - Hormuud Home Family ** *Private Address, 98126
	BrightSpark - Sabastian's Bilingual Preschool ** *Private Address, 98106
	BrightSpark - Senait Family Home Child Care ** *Private Address, 98106
	TTELC - Anas Family Child Care ** *Private Address, 98126
	TTELC - Hayat Family Home Childcare ** *Private Address, 98126

Northeast

Center Based Sites

	ARC - Meadowbrook Community Center 10517 35th Ave NE, 98125
	Denise Louie - Magnuson Park ** 7101 62nd Ave NE, 98115
	EEU - UW (Plus) ** 1981 NE Columbia Rd, 98195
	La Escuelita Bilingual School - Green Lake ** 7107 Woodlawn Ave NE, Suite 100, 98115
	ReWA - Lake City ** 2828 NE 127th St, 98125
	ReWA - the NOOK at Northaven** 11057 8th Ave NE, 98125
	SCCS - Pinehurst at Hazel Wolf K-8 School 11530 12th Ave NE, 98125
	SCCS - Pinehurst - Northgate Community Center 10510 5th Ave NE, 98125
	The Children's Center at Burke Gilman Gardens** 5251 Sand Point Way NE APT 5, 98105

Seattle Public Schools Sites

	SPS - Cedar Park Elementary (Plus) 13224 37th Ave NE, 98125
	SPS - James Baldwin Elementary (Head Start) ** 11725 1st Ave NE, 98133
	SPS - John Rogers Elementary (Plus) 4030 NE 109th St, 98125
	SPS - Olympic Hills Elementary (Plus) 13018 20th Ave NE, 98125
	SPS - Sand Point Elementary 6208 60th Ave NE, 98115
	SPS - Thornton Creek Elementary (Plus) 7712 40th Ave NE, 98115

Family Child Care/Home Based Sites

	BrightSpark - Kusum's Family Child Care ** *Private Address, 98125
	BrightSpark - Le Jardin Day Care and Preschool ** *Private Address, 98125
	TTELC - Hanan Family Daycare ** *Private Address, 98125
	TTELC - Hobyo One Childcare ** *Private Address, 98125
	TTELC - Nasri Family Child Care ** *Private Address, 98125

Northwest

Center Based Sites

	ARC - Ballard Community Center 6020 28th Ave NW, 98107
	ARC - Biter Lake Community Center 13035 Linden Ave N, 98133
	Creative Kids - Carkeek Park 950 NW Carkeek Park Rd, 98177
	Creative Kids - Viewlands Elementary 10525 3rd Ave NW, 98177
	Hilltop Children's Center - Fremont 3601 Fremont Ave N, 98103
	Hilltop Children's Center - Queen Anne 4 Nickerson St, Suite 100, 98109
	United Indians of All Tribes - Daybreak Star 5011 Bernie Whitebear Way, 98199

Seattle Public Schools Sites

	SPS - BF Day Elementary (Plus) 3921 Linden Ave N, 98103
	SPS - Broadview Thomson Elementary (Head Start) ** 13052 Greenwood Ave N, 98133
	SPS - Cascadia Elementary (Plus) 1700 N 90th St, 98103
	SPS - John Hay Elementary (Plus) 201 Garfield St, 98109
	SPS - Loyal Heights Elementary (Plus) 7735 25th Ave NW 98117
	SPS - Magnolia Elementary (Plus) 2418 28th Ave W, 98199
	SPS - North Beach (Plus) 9018 24th Ave NW, 98117

Family Child Care/Home Based Sites

	BrightSpark - Angels Nest Childcare ** *Private Address, 98103
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SPP Monthly Invoice

Invoice Payment Form

City of Seattle Department of Education and Early Learning

Program Name



INVOICE PAYMENT FORM

Agency Name:					Today's Date:	
Agency Contact:					5/22/2020	
Agency Remit Address:					Agency Invoice No. (Optional):	
Agency Phone No.:						
Contract Number:					Invoice Period	
Program Name:						
Contract Period:					Invoice Amount	
Maximum Amount:					\$0.00	
Program Here	Maximum Contract Amount	% Completed	Less Previous	Earned This Period	Earned to Date	Balance
Base Pay - Not billable without Progress Report attached						
May 1, 2017 - August 31, 2018 (\$14,110.50 per month)	\$1,000.00	0.00%			\$0.00	\$1,000.00
Base Pay Subtotal:	\$1,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$1,000.00
Performance Targets - Not billable without Progress Report attached						
Student Enrollment	\$1,000.00	0.00%			\$0.00	\$1,000.00
Student Attendance	\$1,000.00	0.00%			\$0.00	\$1,000.00
Gains in the number of sight words read	\$1,000.00	0.00%			\$0.00	\$1,000.00
Gains on a pre-post assessment of oral reading fluency	\$1,000.00	0.00%			\$0.00	\$1,000.00
Gains on pre-post assessment in math	\$1,000.00	0.00%			\$0.00	\$1,000.00
Performance Target Total:	\$5,000.00	0.00%	\$0.00	\$0.00	\$0.00	\$5,000.00
Grand Total	\$6,000.00	0.00%	\$0.00	\$0.00	\$0.00	\$6,000.00
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 of Authorized Representative			Date		
Please email signed invoices to: Your.Contract.Specialist@seattle.gov						

SPP Monthly Invoice – Multi-Year Contracts

Invoice Payment Form

City of Seattle Department of Education and Early Learning

Program Name



INVOICE PAYMENT FORM

Agency Name:						Today's Date:	
Agency Contact:						5/22/2020	
Agency Remit Address:						Agency Invoice No. (Optional):	
Agency Phone No.:							
Contract Number:						Invoice Period	
Program Name:							
Contract Period:						Invoice Amount	
Maximum Amount:						\$0.00	
Program Here	Maximum Contract Amount	% Completed	Less Previous	Earned This Period	Earned to Date	Balance	
Base Pay - Not billable without Progress Report attached							
May 1, 2017 - August 31, 2018 (\$14,110.50 per month)	\$1,000.00	0.00%			\$0.00	\$1,000.00	
Base Pay Subtotal:	\$1,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$1,000.00	
Performance Targets - Not billable without Progress Report attached							
Student Enrollment	\$1,000.00	0.00%			\$0.00	\$1,000.00	
Student Attendance	\$1,000.00	0.00%			\$0.00	\$1,000.00	
Gains in the number of sight words read	\$1,000.00	0.00%			\$0.00	\$1,000.00	
Gains on a pre-post assessment of oral reading fluency	\$1,000.00	0.00%			\$0.00	\$1,000.00	
Gains on pre-post assessment in math	\$1,000.00	0.00%			\$0.00	\$1,000.00	
Performance Target Total:	\$5,000.00	0.00%	\$0.00	\$0.00	\$0.00	\$5,000.00	
Grand Total	\$6,000.00	0.00%	\$0.00	\$0.00	\$0.00	\$6,000.00	
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 of Authorized Representative				Date		
Please email signed invoices to: Your.Contract.Specialist@seattle.gov							

2025-26 Seattle Preschool Program CBO Rates



Seattle Preschool Program 2025-26 Provider Payment Rates - CBOs



SLOT PAYMENT

Slot Type ¹⁻²	10-Month Rate	12-Month Rate
Regular Slot	\$13,375	\$16,050
Head Start Blended Slot	\$6,556	\$7,867
ECEAP School Day Blended Slot	\$3,825	\$4,590
ECEAP Working Day Slot	N/A	\$4,590
Small Class Size Slot Adjustment	\$2,000	\$2,400

CLASSROOM-LEVEL PAYMENTS

Lead Teacher Qualifications ³	10-Month Rate	12-Month Rate
Not meeting Qualifications	\$3,000	\$3,600
Meeting Qualifications	\$25,900	\$31,080
Exceeding Qualifications	\$30,800	\$36,960

Classroom Payment Type ⁴⁻⁶	10-Month Rate	12-Month Rate
SPP Plus Model Adjustment	\$23,000	\$23,000
Classroom Funds-Annual Maintenance	\$3,554	\$3,554
Classroom Startup Funds-Conversion	\$9,476	\$9,476
Classroom Startup Funds-New Classroom	\$23,690	\$23,690
Dual Language Standard Classroom	\$2,500	\$2,500
Dual Language Certified Classroom	\$8,500	\$8,500
Dual Language Teacher Certified (Per Teacher)	\$4,600	\$4,600

ADDITIONAL SUPPORTS⁷⁻⁸

Family Support Payment Type	10-Month Rate	12-Month Rate
Regular Classroom-Single Classroom Agency	\$30,900	\$37,080
Regular Classroom-Multiple Classroom Agency	\$23,690	\$28,428
Blended Classroom-Single Classroom Agency	\$12,360	\$14,832
Blended Classroom-Multiple Classroom Agency	\$9,270	\$11,124

Comprehensive Support Payment Level	10-Month Rate	12-Month Rate
Base Only	\$640	\$640
Tier 4 (includes Base)	\$676	\$676
Tier 3 (includes Base)	\$762	\$762
Tier 2 (includes Base)	\$853	\$853
Tier 1 (includes Base)	\$963	\$963

Payment Notes

1. The Slot Payment varies depending on the level of other funding received from ECEAP or Head Start, if any, and the number of months of service. 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. SPP pays \$2,000-\$2,400 for each "beyond license limit" slots (up to 20 total paid slots), depending on the number of months of service. For example, a classroom with a license limit of 15 is eligible to receive 5 "beyond license limit" slots for a total of \$10,000.
3. The Lead Teacher Pay Enhancement awards providers extra funds to support teacher wages based on the lead teacher's qualifications. This amount shall be used to meet SPP's minimum wage requirements (see program manual for more detail). Amount is based on the number of months of service.
4. The SPP Plus Model Adjustment is awarded to classrooms participating in the SPP Plus model 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 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". Each teacher that is Dual Language certified will receive \$4,600 in additional funds.
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, as well as the number of months of service.
8. Comprehensive Support Funds are awarded to each classroom based on the number of slots and the corresponding SPS Equity Tier for the site's address. For classrooms with blended funding (i.e., ECEAP or Head Start), agencies will receive base pay only.

2025-26 Seattle Preschool Program FCC Rates



Seattle Preschool Program 2025-26 Provider Payment Rates - FCCs



Slot Payment

Slot Type ¹	10-Month Rate	12-Month Rate
Slot Payment	\$13,375	\$16,050
To Providers (85%)	\$11,369	\$13,643
To Administrative Hub (15%)	\$2,006	\$2,407

Administrative HUB Payment²

Payment Type	10-Month Rate	12-Month Rate
Administrative Hub Payment	\$150,000	\$150,000

Classroom Funds³

Classroom Funds Type	10-Month Rate	12-Month Rate
Annual Maintenance	\$43,927	\$43,927

Additional Supports⁴⁻⁵

Family Support Payment Type	10-Month Rate	12-Month Rate
Hub Family Support Funds	\$61,800	\$74,160

Comprehensive Support Payment Level	\$\$ Per Slot	\$\$ Per Slot
Tier 1 (includes Base)	\$963	\$963

Payment Notes

1. The **FCC Slot Payment** is divided between the FCC providers and the Administrative Hub. The FCC provider shall receive a minimum of 85% of the slot payment. The Administrative HUB may retain no more than 15% of the slot payment for enrollment support.
2. Each Administrative Hub shall be awarded an **Administrative Hub Payment** to provide administrative, technical, and fiscal support to FCC providers. This payment is split between Baseline (85%) and Performance Payment (15%).
3. **Classroom Funds** are awarded to the Administrative Hub to support FCC classrooms.
4. **Family Support Funds** are awarded to the Administrative Hub and shall be used to support children and families enrolled in the FCC program.
5. **Comprehensive Support Funds** are awarded to the Administrative Hub based on the number of slots and shall be used to support children enrolled in the FCC program.

2025-26 Seattle Preschool Program Multi-Year Contract Rates



Seattle Preschool Program 2025-26 Provider Payment Rates for Multi-Year Contracts



SLOT PAYMENT

Slot Type ¹⁻²	10-Month Rate	12-Month Rate
Regular Slot	\$13,375	\$16,050
Head Start Blended Slot	\$6,556	\$7,867
ECEAP School Day Blended Slot	\$3,825	\$4,590
ECEAP Working Day Slot	N/A	\$4,590
Small Class Size Slot Adjustment	\$2,000	\$2,400

CLASSROOM-LEVEL PAYMENTS

Lead Teacher Qualifications ³	10-Month Rate	12-Month Rate
Not meeting Qualifications	\$3,000	\$3,600
Meeting Qualifications	\$25,900	\$31,080
Exceeding Qualifications	\$30,800	\$36,960

Classroom Payment Type ⁴⁻⁶	10-Month Rate	12-Month Rate
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Classroom Startup Funds-Conversion	\$9,476	\$9,476
Classroom Startup Funds-New Classroom	\$23,690	\$23,690
Dual Language Standard Classroom	\$2,500	\$2,500
Dual Language Certified Classroom	\$8,500	\$8,500
Dual Language Teacher Certified (Per Teacher)	\$4,600	\$4,600

ADDITIONAL SUPPORTS⁷⁻⁸

Family Support Payment Level	10-Month Rate	12-Month Rate
Regular Classroom-Single Classroom Agency	\$30,900	\$37,080
Regular Classroom-Multiple Classroom Agency	\$23,690	\$28,428
Blended Classroom-Single Classroom Agency	\$12,360	\$14,832
Blended Classroom-Multiple Classroom Agency	\$9,270	\$11,124

Comprehensive Support Payment Level	10-Month Rate	12-Month Rate
Base Only	\$640	\$640
Tier 4 (includes Base)	\$676	\$676
Tier 3 (includes Base)	\$762	\$762
Tier 2 (includes Base)	\$853	\$853
Tier 1 (includes Base)	\$963	\$963

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

Payment Notes

1. The Slot Payment varies depending on the level of other funding received from ECEAP or Head Start, if any, and the number of months of service. 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. SPP pays \$2,000-\$2,400 for each "beyond license limit" slots (up to 20 total paid slots), depending on the number of months of service. For example, a classroom with a license limit of 15 is eligible to receive 5 "beyond license limit" slots for a total of \$10,000 for 10 months of service.

3. The Lead Teacher Pay Enhancement awards providers extra funds to support teacher wages based on the lead teacher's qualifications. This amount shall be used to meet SPP's minimum wage requirements (see program manual for more detail). Amount is based on the number of months of service.

4. The SPP Plus Model Adjustment is awarded to classrooms participating in the SPP Plus model 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 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". Each teacher that is Dual Language certified will receive \$4,600 in additional funds.

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, as well as the number of months of service.

8. Comprehensive Support Funds are awarded to each classroom based on the number of slots and the corresponding SPS Equity Tier for the site's address. For classrooms with blended funding (i.e., ECEAP or Head Start), agencies will receive base pay only.

9. Incentive Payments are awarded based on the % of target reached as outlined in the contract. Targets vary by agency.

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 Class- room?	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 training(s) 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
E1310	741113 / 741190	EDEARLYLRNG
Sonja Griffin		Date
David Liang		Date

Kindergarten Transition Plan



Seattle Department of
Education & Early Learning



Agency will provide families with support and services to ensure children transition successfully to kindergarten.

AGENCY INFORMATION				
Agency Name:				
Date Submitted:				
Site Director Name:				

Strategy/ Action Required	Proposed timeline	Person Responsible	Completion Date	Narrative including # of participants <i>Brief description of the activities to meet the goals in your proposed timeline</i>
Sample: Improve letter recognition for all students (20 participants) Note: This is just a sample strategy. You can adjust the activities, timeline, and group sizes based on your specific students' needs and interests.	4 weeks	Ms. Smith (Kindergarten Teacher)	[Target date - Adjust based on your schedule]	Number of Participants: Whole class (20) Description: - Review all the letters learned throughout the month. - Play a fun letter recognition game like bingo or a scavenger hunt with hidden letters around the classroom. - Celebrate the students' progress with a high-five or a sticker chart.

Start of Year Classroom Funds Plan



Seattle Department of
Education & Early Learning



Start of Year Classroom Funds Plan

This form is used by providers to plan expenditures for classroom setup and maintenance. This form in tandem with the Environmental Checklist 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 environments for all children. The agency understands there is no additional funding outside of the initial allocated amount and is expected to maintain classroom quality and materials as outlined in the SPP Manual. This form is 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
☐	Curriculum	
☐	Furnishings	
☐	Outdoor Equipment	
☐	Small Renovations/ Modifications	

☐	Technology	
☐	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:

Dual Language Classroom Spending Plan



Seattle Department of
Education & Early Learning



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 DEEL Dual Language Initiative manager for approval. This signed form should be submitted with your invoice for payment. Materials and resources should impact on the quality of instruction in the dual language classroom.

AGENCY INFORMATION

Agency Name:

Site Name:

Classroom Name:

Funding Amount:

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
☐	Curriculum and/or Assessments	<i>Dual language curriculum materials, Soy Bilingüe, curriculum in another language, etc.</i>		
☐	Classroom Learning and Play Materials	<i>Dual language books for the classroom, for families, and classroom materials.</i>		
☐	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>		
☐	Technology	<i>Digital resources like games & apps in different language(s). Periodicals classrooms can subscribe to.</i>		
☐	Training and/or Cultural Guest Speakers	<i>Virtual training and professional development, speakers/trainers that bring cultural aspects to the</i>		

		<i>families, children, and educators.</i>		
☐	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.

DEEL Dual Language Initiative Manager:

Date:

Request for Preschool Programs Exception to Policy



Seattle Department of
Education & Early Learning



This document is to be used to officially request an exception to a policy for SPP contract requirements. It does not apply to ECEAP. This form is to be completed by the agency requesting the exception. **Please submit Exception to Policy requests to your assigned Education Specialist.** You will receive a written response with the final decision from DEEL. Written approval from DEEL is required before implementing the exception.

APPLICANT INFORMATION	
Submitter:	Staff Title:
Agency:	
Sites(s):	Program Type SPP
School Year:	Is this a New Request Renewal of previous request
Proposed start date of exception:	End date of exception: <i>(length may not be longer than the current contract)</i>

POLICY INFORMATION
Please specify the SPP Policy you are requesting an exception for and provide the relevant Contract or Manual reference.
Describe reason(s) and documentation (if applicable) for exception request. Provide as much detail as possible:

What alternative(s) were considered prior to requesting exception? Explain why the alternative(s) are not an option:	
DEEL USE ONLY	
Education Specialist:	Date received:
Routed to:	Date:
Is the Exception Request approved? Yes No	
DEEL Manager Signature:	Date:
DEEL Division Director Signature (if applicable):	Date:
Comments:	

Family Support Initial Plan



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 25-26 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
☐	Family Engagement and Partnership				
☐	Family Support Visits				

☐	Health Coordination Services				
☐	Resources and Referrals				
☐	Dedicated staff member				
☐	Other family support services				
☐	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:

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:

Comprehensive Support Initial Plan



Seattle Department of
Education & Early Learning



Comprehensive Support Initial Plan

Comprehensive Supports funds are provided to each agency for **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. These services or materials are intended to build the capacity and skills of educators working with a group of children or an individual child with intensive complex needs. **Comprehensive Support services are not to duplicate or supplant Individual Education Plan (IEP) services for an individual child.**

AGENCY INFORMATION

Agency Name:

Date Submitted:

Please select how your agency plans to, or has, allocated its Comprehensive Support funds in this Initial plan, either agency-wide or for specific sites, classrooms, or children.:

- ☐ Funds will be used agency wide.
- ☐ Funds will be used for specific sites. Please list sites:

- ☐ Funds will be used for specific classrooms. Please list classrooms:

- ☐ Funds will be used for specific children. Please identify which children by listing their contact IDs:

Please outline below how you plan to utilize Comprehensive Support funds to deliver CSS using the table below with possible CSS examples.

Check all that apply	Category	Description of Planned Services/Activities	Frequency	Person responsible for delivering planned services	Estimated Cost
☐	Hire a specialist				
☐	Hire a temporary staff				
☐	Supportive materials and equipment				
☐	Contracted Mental Health/Behavioral Consulting				

☐	Specialized curriculum				
☐	Other				
Planned CSS Funds Need (equal to 50% of total CSS funds)					\$
Amount of CSS Funds Remaining (equal to 50% of total CSS funds)					\$

SIGNATURE

My signature below indicates that I have reviewed the information recorded in the Comprehensive Support Plan for SPP/Pathway Classrooms and the plan is true to the best of my knowledge. I plan to spend these funds as outlined above or in another allowable way to support Comprehensive Support Services.

Director:

Date:



Comprehensive Support Mid-Year Plan

Comprehensive Supports funds are provided to each agency for **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. These services or materials are intended to build the capacity and skills of educators working with a group of children or an individual child with intensive complex needs **Comprehensive Support services are not to duplicate or supplant Individual Education Plan (IEP) services for an individual child.** The Mid-Year plan is intended to provide an update on how funds were previously used and how the remaining funds will be spent.

AGENCY INFORMATION

Agency Name:

Date Submitted:

Please select how your agency plans to, or has, allocated its Comprehensive Support funds in this Mid-year plan, either agency-wide or for specific sites, classrooms, or children.

- ☐ Funds will be used agency wide.
- ☐ Funds will be used for specific sites. Please list sites:

- ☐ Funds will be used for specific classrooms. Please list classrooms:

- ☐ Funds will be used for specific children. Please identify which children by listing their contact IDs:

Has your plan for using Comprehensive Support funds changed since submitting your initial plans? ☐ yes ☐ no

If yes, please explain what change: _____

CHILDREN TO RECEIVE OR RECEIVING COMPREHENSIVE SUPPORT

This table identifies the types and number of children who are already served or will be served by CSS. Don't double-count children who fall into multiple categories.

CHILDREN SERVED BY CSS	Number of Children
------------------------	--------------------

Children with challenging behaviors: This includes children whose behaviors pose a safety risk due to intensity, frequency, or duration.

Children enrolled with an IEP: This includes children who have an Individualized Education Program (IEP) outlining their specific learning needs.

Children enrolled with an IEP and have challenging behaviors: This category is for children with both an IEP and challenging behaviors.

Children with complex trauma: This category includes children who have been exposed to multiple traumatic events with long-term effects.

Children with varying abilities: This includes children who have diverse learning capabilities within the same environment.

Total Served: This is the sum of all children served in the categories above.

Please outline below how you plan to utilize Comprehensive Support funds to deliver CSS using the table below with possible CSS examples.					
Check all that apply	Category	Description of Planned or Rendered Services/Activities	Frequency	Person responsible for delivering planned services	Estimated or Confirmed Cost
☐	Hire a specialist				
☐	Hire a temporary staff				
☐	Supportive materials and equipment				
☐	Contracted Mental Health/Behavioral Consulting				
☐	Specialized curriculum				
☐	Other				
Total CSS Funds Spent (equal to 50% or 100% of total CSS funds)					\$
Amount of CSS Funds Remaining (equal to \$0, all CSS funds spent)					\$0.00

SIGNATURE

My signature below indicates that I have reviewed the information recorded in the Comprehensive Support Plan for SPP/Pathway Classrooms and the plan is true to the best of my knowledge. I plan to spend these funds as outlined above or in another allowable way to support Comprehensive Support Services.

Director:

Date:



This Coaching plan supports the agency's understanding of coaching and is used 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 ongoing 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:
- Supporting fidelity of curriculum implementation
- Providing in-person classroom observations
- 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.
- 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 classroom instruction and adequate opportunity for instructional planning.

	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.

Teacher:

Date:

Director/Site Supervisor:

Date:

DEEL Coach:

Date:



DEEL Teacher Education Plan

The Teacher Education Plan is required for **SPP teachers who do not currently meet the SPP Education requirements.**

Lead Teacher: Bachelor's degree in early childhood education or a bachelor's degree plus a Washington State Teaching Credential with a Preschool through Grade 3 (P-3) Endorsement.

Assistant Teacher: Associate degree in early childhood education or two years of coursework in Early Childhood Education that meets Washington State Core Competencies for Early Care and Educational Professionals.

Teachers are expected to meet SPP Education Requirements within **four years** of their start date in the SPP classroom. This form should be completed by the teacher and their supervisor and then submitted to the Education Specialist **by December 1st, 2025.**

EDUCATOR INFORMATION

First Name:

Last Name:

*All the following information should be current in CHIPS for this individual:

Mailing address, email address, phone number, MERIT/STARS ID, primary language, employment record

Learning Accommodation? Yes No

Pronouns:

Hire date:

Position:

AGENCY INFORMATION

Agency Name:

Date Submitted:

Site Name:

Agency/Site director:

DEEL EDUCATION REQUIREMENTS Lead Teacher: Bachelor's degree in early childhood education or a bachelor's degree plus a Washington State Teaching Credential with a Preschool through Grade 3 (P-3) Endorsement. • Assistant Teacher: Associate degree in early childhood education or two years of coursework in Early Childhood Education that meets Washington State Core Competencies for Early Care and Educational Professionals.

Current education level (e.g. CDA, BA, MA):

Credits:

EDUCATION PLAN/COURSEWORK

Professional development goal(s): Enroll, complete AA/BA, Year 1, Year 2, Year 3, goals, etc.

**Attach course schedule with this plan.*

Quarter/ Semester	Goal	Activities/Actions	Resources Needed	Timeline	Evidence of progress or completion

SCHOLARSHIPS, FUNDING RESOURCES

1. **SPP Scholars** - DOE_SPP_Scholars@seattle.gov
2. **North Seattle College, ECE Navigator** - For information on degree options and support with college enrollment, reach out to Rebecca Cosby at Rebecca.Cosby@Seattlecolleges.edu.
3. **Antioch, Teacher Waiver** - For information on the one-year ECE Certificate Program, reach out to Sharon Cronin at scronin@antioch.edu.
4. **UW Scholarship** – [College of Education Scholarships Website](#)

SIGNATURES

My signature below indicates that I have reviewed the information recorded in the Teacher Education Plan and that I understand its contents and agree to carrying out my responsibilities as they relate to meeting action steps and achieving goals, namely that the teacher agrees to participate in this plan and the director agrees to support the plan.

Teacher:

Date:

Director/Site Supervisor:

Date:



Enrollment Packet

Seattle Preschool Program 2025 - 2026

[OBJ]

Step 1: Fill out the Enrollment Packet

The Seattle Preschool 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. To best serve your child, please answer the following questions.

CHILD INFORMATION

First Name:	Middle Name:	Last Name:	Birth Date:
Gender Identity: ☐ Female ☐ Male ☐ Non-Binary or other gender identity _____			
Language child learned first:		Language spoken most at home:	
Is the child in foster care or kinship care (full-time care of child by relatives or suitable others)? ☐ Yes ☐ No			
During school hours, does your child need help with a medical condition (i.e. allergies, diabetes, blood sugar, seizures, eye/ear drops)? ☐ Yes ☐ No If yes, briefly explain:			

What is your child's race and ethnicity? *Check all that apply.*

Asian	☐ East Asian ☐ Filipino	☐ South Asian ☐ Southeast Asian	☐ Other or More Specific Asian _____
American Indian, Alaska Native	☐ American Indian ☐ Alaskan Native	☐ Central or South American Indian	☐ Other or More Specific American Indian/Alaska Native _____
Black, African, African American	☐ African American ☐ Caribbean ☐ Central African	☐ East African ☐ Latin American ☐ South African	☐ West African ☐ Other or More Specific Black _____
Hispanic, Latino	☐ Caribbean ☐ Central American	☐ Mexican/Chicano ☐ South American ☐ Spaniard	☐ Other or More Specific Hispanic/Latino _____
Middle Eastern or North African	☐ Middle Eastern ☐ North African	☐ Other or More Specific Middle Eastern/North African _____	
Native Hawaiian, Other Pacific Islander	☐ Micronesian ☐ Melanesian	☐ Polynesian (including Native Hawaiian)	☐ Other or More Specific Native Hawaiian/Pacific Islander _____
White	☐ White	☐ Other or More Specific White _____	

FIRST PARENT/GUARDIAN INFORMATION

First Name:	Middle:	Last Name:	Birth Date:
Gender Identity: ☐ Female ☐ Male ☐ Non-Binary or other gender identity _____			

Email Address:		Relationship to child:	
Preferred language for communication:	Phone 1:	Type: ☐ Land Line ☐ Work ☐ Cell	
Primary language used in home:	Phone 2:	Type: ☐ Land Line ☐ Work ☐ Cell	
If cell, may we contact you via text with status updates? ☐ Yes ☐ No			
What is your race and ethnicity? Check all that apply.			
Asian	☐ East Asian ☐ Filipino	☐ South Asian ☐ Southeast Asian	☐ Other or More Specific Asian _____
American Indian, Alaska Native	☐ American Indian ☐ Alaskan Native	☐ Central or South American Indian	☐ Other or More Specific American Indian/Alaska Native _____
Black, African, African American	☐ African American ☐ Caribbean ☐ Central African	☐ East African ☐ Latin American ☐ South African	☐ West African ☐ Other or More Specific Black _____
Hispanic, Latino	☐ Caribbean ☐ Central American	☐ Mexican/Chicano ☐ South American ☐ Spaniard	☐ Other or More Specific Hispanic/Latino _____
Middle Eastern or North African	☐ Middle Eastern ☐ North African	☐ Other or More Specific Middle Eastern/North African _____	
Native Hawaiian, Other Pacific Islander	☐ Micronesian ☐ Melanesian	☐ Polynesian (including Native Hawaiian)	☐ Other or More Specific Native Hawaiian/Pacific Islander _____
White	☐ White	☐ Other or More Specific White _____	

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

HOUSEHOLD INFORMATION	
Home Address (if unhoused, your nighttime address)	Mailing Address (if different)

SEATTLE PRESCHOOL 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. 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 (“the 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 and hearing screenings to identify possible barriers to your child’s learning. In addition, providers may administer the Ages and Stages Questionnaire to screen 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 in the Teaching Strategies GOLD® (“TSG”) online assessment tool. 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 provides teachers with evidence-based coaching and evaluations on their instructional practices. Occasionally, your child may be photographed or filmed during a teacher observation. The teacher is the focus of any recordings, and it will only be viewed by DEEL/SPP staff or external evaluators. For your child’s privacy, all recordings remain confidential and will be deleted within two weeks.*

Public Health supports classrooms with meeting quality standards and providing official guidance. Occasionally, your child may be photographed or filmed during a Public Health observation. The classroom environment is the focus of any recording, and it will only be viewed by public health partners. For your child’s privacy, all recordings remain confidential and will be deleted within two weeks.*

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 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](#).

*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.

Continued on the next page.

Child First/Last Name:

Child Date of Birth:

Optional Consents

By participating in the Preschool Program, parents/legal guardians agree to all the above. The following are optional consents. Check the box for each optional consent that you agree to.

- ☐ 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 give permission for my child to participate in child- level assessments for program evaluation.
- ☐ 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 give DEEL permission to share proof of age, address, or income documents with my provider.
- ☐ Photo/Video Consent: I give permission for my child to be photographed or filmed for Promotional purposes: digital, print, and video related to the City's preschool programs (continuous consent)

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.

- ☐ Participation in interview or funding panels for DEEL or other City departments.
- ☐ Email updates from the Department of Education and Early Learning.
- ☐ Interview opportunities, quotes, or input.

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. This consent will remain in effect until either an updated consent is received, or until 8/31/2026, whichever occurs first.

*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:	
Print Parent/Legal Guardian Name:	
Date:	

Step 1:
Fill out the
Enrollment Packet



Step 2:
Collect documents



Step 3:
Submit to DEEL or
Provider



Step 4:
Receive confirmation of
enrollment

Step 2: Collect Documents

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

- Your child is **3 or 4 yrs** old by 8/31/2025
- You are living within **the City of Seattle** limits
- Your **income** for sliding-scale tuition purpose

Documents Acceptable for Verification

Please use this information to identify the type and format of documents accepted to verify child age, household address and income for the Seattle Department of Education and Early Learning's (DEEL) preschool and child care programs. Pictures or electronic versions of documents are acceptable.

Child Age

To verify the age requirement for programs, submit one document containing child's name and date of birth from this list:

- Birth Certificate
- Medical Record
- Immigration Document
- Passport
- Government Issued Identification

Address

Families must live in incorporated Seattle to be eligible for DEEL programs. For families in transition, experiencing homelessness, or otherwise unable to provide address documentation, use our Housing Form [found here](#). All documents must include a parent/guardian's full name and be dated within the last three months or identifiable as current. Information on the outside of an envelope is not accepted. Either submit one primary document or two alternative documents.

Primary Address Verifications

Submit one document from this list:

- Utility bill
 - Examples include gas, water/garbage, internet, light/electrical, cable, landline phone, etc.
- Home/renter's insurance
- Mortgage document
- Signed rental lease
- Housing agency letter
- Rental receipt

Alternative Address Verifications

Submit two documents from different sources from this list:

- Insurance documents
 - Examples include health, car, rental, etc.
- Financial documents
 - Examples include bank statement, credit card statement, student loan statement, etc.
- Income documents
 - Examples include TANF, SSI, paystub, etc.
- Driver's license
 - Must be current
- Other bills

Income

Income verification is used for either eligibility or tuition determination. Submit documentation for all income the parent/guardian(s) in your household receive. Families willing to accept full tuition do not need to submit income documentation instead complete the Full Tuition Form [found here](#). Documentation required depends on income source:

Employment

- Most recent three full months of paystubs
 - Paid Weekly? 12 Paystubs
 - Paid every two weeks? 5 to 7 paystubs
 - Paid bi-monthly? 6 Pay stubs
 - Paid Monthly? 3 Paystubs
- Employer letter or email
 - When paystubs from prior 6 months pay unavailable. Include the start date, hours worked, wage, and dated from the last 90 days
- Self-employed
 - Use Self-Employment Form [found here](#)

Child Support

- Court ordered
 - Official document with amount
- Other
 - Use Child Support Form [found here](#)

Student

- Financial aid
 - Award letter & tuition statement
- Work study
 - Award letter or supervisor letter with hours/wage

Other Income

- Public cash benefits
 - Current award letter (TANF, SSI, or other cash benefits)
- Other Income
 - Three months of statement
- Rental income
 - "Schedule E" tax document from most recent tax year

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

[OBJ]

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



Seattle Department of
Education & Early Learning



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	
☐ Yes- Employer:		☐ Yes- Complete Student Questionnaire	
Job Title: Start date:		Program: # of credits:	
WORK and/or SCHOOL SCHEDULE from (time) to (time)			
Mo		Sat	
Tu		Sun	
We		Notes:	
Th			
Fri			
SECOND PARENT/GUARDIAN INFORMATION (if in the same home and related by blood or marriage)			
First Name:		Middle Name:	Last Name:
EMPLOYMENT		SCHOOL/TRAINING	

☐ Yes- Employer:		☐ Yes- Complete Student Questionnaire	
Job Title:	Start date:	Program:	# of credits:
WORK and/or SCHOOL SCHEDULE <i>from (time) to (time)</i>			
Mo		Sat	
Tu		Sun	
We		Notes:	
Th			
Fri			

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. **Only add an 18-year-old child if currently enrolled in high school.** 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 include location or CCAP ASA number	Is child already enrolled?	Start Date
1.					☐ Y ☐	
2.					☐ Y ☐	
3.					☐ Y ☐	
4.					☐ Y ☐	
5.					☐ Y ☐	
Section 2: list ALL other children in the home under 18 years old (or enrolled in high school) who DO NOT need						
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	☐ Before school from Time: _____ to Time: _____ ☐ After school from Time: _____ to Time: _____	☐ Before school from Time: _____ to Time: _____ ☐ After school from Time: _____ to Time: _____	☐ Before school from Time: _____ to Time: _____ ☐ After school from Time: _____ to Time: _____	☐ Before school from Time: _____ to Time: _____ ☐ After school from Time: _____ to Time: _____
Summer Break (End of June to Early September)	☐ Full time care from Date: _____ to Date: _____ ☐ Child will change providers over the summer to: _____	☐ Full time care from Date: _____ to Date: _____ ☐ Child will change providers over the summer to: _____	☐ Full time care from Date: _____ to Date: _____ ☐ Child will change providers over the summer to: _____	☐ Full time care from Date: _____ to Date: _____ ☐ 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:** _____ (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

Signature

Date

Standard SPP Tuition Scale



SEATTLE PRESCHOOL PROGRAM

2025-26 Tuition Sliding Fee Scale - SMI

Estimated Annual School Year Tuition*

Revised 7/30/25

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	Free	Free	Free	Free	Free	Free	Free
\$80,000	Free	Free	Free	Free	Free	Free	Free
\$85,000	Free	Free	Free	Free	Free	Free	Free
\$90,000	\$1,070	Free	Free	Free	Free	Free	Free
\$95,000	\$1,471	Free	Free	Free	Free	Free	Free
\$100,000	\$2,274	Free	Free	Free	Free	Free	Free
\$105,000	\$2,675	Free	Free	Free	Free	Free	Free
\$110,000	\$3,477	Free	Free	Free	Free	Free	Free
\$115,000	\$3,879	\$1,471	Free	Free	Free	Free	Free
\$120,000	\$4,681	\$1,873	Free	Free	Free	Free	Free
\$125,000	\$5,082	\$2,274	Free	Free	Free	Free	Free
\$130,000	\$5,885	\$3,076	Free	Free	Free	Free	Free
\$135,000	\$6,286	\$3,477	\$1,070	Free	Free	Free	Free
\$140,000	\$7,089	\$3,879	\$1,471	Free	Free	Free	Free
\$145,000	\$7,891	\$4,280	\$2,274	Free	Free	Free	Free
\$150,000	\$8,292	\$4,681	\$2,274	Free	Free	Free	Free
\$155,000	\$8,694	\$5,484	\$3,076	\$1,070	Free	Free	Free
\$160,000	\$9,496	\$5,885	\$3,076	\$1,471	Free	Free	Free
\$165,000	\$10,299	\$6,286	\$3,879	\$1,873	Free	Free	Free
\$170,000	\$10,700	\$6,687	\$4,280	\$2,274	Free	Free	Free
\$175,000	\$11,101	\$7,089	\$4,681	\$2,675	\$1,070	Free	Free
\$180,000	\$11,904	\$7,891	\$5,082	\$3,076	\$1,471	Free	Free
\$185,000	\$12,706	\$8,292	\$5,484	\$3,076	\$1,471	Free	Free
\$190,000	\$12,706	\$8,694	\$5,885	\$3,477	\$1,873	Free	Free
\$195,000	\$12,706	\$9,095	\$6,286	\$3,879	\$2,274	\$1,070	Free
\$200,000	\$12,706	\$9,496	\$6,687	\$4,280	\$2,675	\$1,471	Free
\$205,000	\$12,706	\$10,299	\$7,089	\$4,681	\$3,076	\$1,471	Free
\$210,000	\$12,706	\$10,700	\$7,490	\$5,082	\$3,076	\$1,873	Free
\$215,000	\$12,706	\$11,101	\$7,891	\$5,484	\$3,477	\$2,274	\$1,070
\$220,000	\$12,706	\$11,502	\$8,292	\$5,885	\$3,879	\$2,274	\$1,070
\$225,000	\$12,706	\$12,305	\$8,694	\$6,286	\$4,280	\$2,675	\$1,471
\$230,000	\$12,706	\$12,706	\$9,095	\$6,286	\$4,681	\$3,076	\$1,471
\$235,000	\$12,706	\$12,706	\$9,496	\$6,687	\$4,681	\$3,076	\$1,873
\$240,000	\$12,706	\$12,706	\$9,897	\$7,089	\$5,082	\$3,477	\$2,274
\$245,000	\$12,706	\$12,706	\$10,299	\$7,490	\$5,484	\$3,879	\$2,274
\$250,000	\$12,706	\$12,706	\$10,700	\$7,891	\$5,484	\$3,879	\$2,675
\$255,000	\$12,706	\$12,706	\$11,101	\$8,292	\$5,885	\$4,280	\$3,076
\$260,000	\$12,706	\$12,706	\$11,502	\$8,694	\$6,286	\$4,681	\$3,076
\$265,000	\$12,706	\$12,706	\$11,904	\$8,694	\$6,687	\$4,681	\$3,477
\$270,000	\$12,706	\$12,706	\$12,305	\$9,496	\$7,089	\$5,082	\$3,879
\$275,000	\$12,706	\$12,706	\$12,706	\$9,496	\$7,089	\$5,484	\$3,879

FCC SPP Tuition Scale



SEATTLE PRESCHOOL PROGRAM

2025-26 Tuition Sliding Fee Scale - SMI

Estimated Annual School Year Tuition*

Family Child Care

Revised 7/30/25

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	Free	Free	Free	Free	Free	Free	Free
\$80,000	Free	Free	Free	Free	Free	Free	Free
\$85,000	Free	Free	Free	Free	Free	Free	Free
\$90,000	\$910	Free	Free	Free	Free	Free	Free
\$95,000	\$1,251	Free	Free	Free	Free	Free	Free
\$100,000	\$1,933	Free	Free	Free	Free	Free	Free
\$105,000	\$2,274	Free	Free	Free	Free	Free	Free
\$110,000	\$2,956	Free	Free	Free	Free	Free	Free
\$115,000	\$3,297	\$1,251	Free	Free	Free	Free	Free
\$120,000	\$3,979	\$1,592	Free	Free	Free	Free	Free
\$125,000	\$4,320	\$1,933	Free	Free	Free	Free	Free
\$130,000	\$5,002	\$2,615	Free	Free	Free	Free	Free
\$135,000	\$5,343	\$2,956	\$910	Free	Free	Free	Free
\$140,000	\$6,025	\$3,297	\$1,251	Free	Free	Free	Free
\$145,000	\$6,708	\$3,638	\$1,933	Free	Free	Free	Free
\$150,000	\$7,049	\$3,979	\$1,933	Free	Free	Free	Free
\$155,000	\$7,390	\$4,661	\$2,615	\$910	Free	Free	Free
\$160,000	\$8,072	\$5,002	\$2,615	\$1,251	Free	Free	Free
\$165,000	\$8,754	\$5,343	\$3,297	\$1,592	Free	Free	Free
\$170,000	\$9,095	\$5,684	\$3,638	\$1,933	Free	Free	Free
\$175,000	\$9,436	\$6,025	\$3,979	\$2,274	\$910	Free	Free
\$180,000	\$10,118	\$6,708	\$4,320	\$2,615	\$1,251	Free	Free
\$185,000	\$10,800	\$7,049	\$4,661	\$2,615	\$1,251	Free	Free
\$190,000	\$10,800	\$7,390	\$5,002	\$2,956	\$1,592	Free	Free
\$195,000	\$10,800	\$7,731	\$5,343	\$3,297	\$1,933	\$910	Free
\$200,000	\$10,800	\$8,072	\$5,684	\$3,638	\$2,274	\$1,251	Free
\$205,000	\$10,800	\$8,754	\$6,025	\$3,979	\$2,615	\$1,251	Free
\$210,000	\$10,800	\$9,095	\$6,366	\$4,320	\$2,615	\$1,592	Free
\$215,000	\$10,800	\$9,436	\$6,708	\$4,661	\$2,956	\$1,933	\$910
\$220,000	\$10,800	\$9,777	\$7,049	\$5,002	\$3,297	\$1,933	\$910
\$225,000	\$10,800	\$10,459	\$7,390	\$5,343	\$3,638	\$2,274	\$1,251
\$230,000	\$10,800	\$10,800	\$7,731	\$5,343	\$3,979	\$2,615	\$1,251
\$235,000	\$10,800	\$10,800	\$8,072	\$5,684	\$3,979	\$2,615	\$1,592
\$240,000	\$10,800	\$10,800	\$8,413	\$6,025	\$4,320	\$2,956	\$1,933
\$245,000	\$10,800	\$10,800	\$8,754	\$6,366	\$4,661	\$3,297	\$1,933
\$250,000	\$10,800	\$10,800	\$9,095	\$6,708	\$4,661	\$3,297	\$2,274
\$255,000	\$10,800	\$10,800	\$9,436	\$7,049	\$5,002	\$3,638	\$2,615
\$260,000	\$10,800	\$10,800	\$9,777	\$7,390	\$5,343	\$3,979	\$2,615
\$265,000	\$10,800	\$10,800	\$10,118	\$7,731	\$5,684	\$3,979	\$2,956
\$270,000	\$10,800	\$10,800	\$10,459	\$8,072	\$6,025	\$4,320	\$3,297
\$275,000	\$10,800	\$10,800	\$10,800	\$8,072	\$6,025	\$4,661	\$3,297

Sample Tuition Letter to Families



Seattle Department of
Education & Early Learning



{Execution Time(Process)}

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

Welcome to the Seattle Preschool! This letter confirms that 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 [2025-26 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.

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2025-26 SPP Tuition Payment Guidelines



Seattle Department of
Education & Early Learning



Seattle Preschool Program 2025-26 Tuition Payment Guidelines

Tuition Payment Policies

1. Tuition only includes 6 hours per day of SPP programming; it does NOT cover childcare costs outside of regular school hours or scheduled school days. Please see the sample schedule below for more details.
2. The SPP billing cycle is October-June (or August, if participating in summer).
3. Tuition will **not** be prorated due to regular student absences or typical agency closures (school breaks, snow days).
4. Monthly tuition bills will be sent to the primary email on file beginning October 2025.
5. The Department of Early Learning and Education 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	Jul	Aug
Cut-off Date to Report Changes	No Bills sent	10/3/25	11/3/25	12/3/25	1/3/26	2/3/26	3/3/26	4/3/26	5/3/26	6/3/26	7/3/26	8/3/26
Tuition Bills Emailed	No Bills sent	10/9/25	11/12/25	12/9/25	1/9/26	2/9/26	3/9/26	4/9/26	5/11/26	6/9/26	7/9/26	8/10/26
Payment Due Date	No Bills sent	10/24/25	11/27/25	12/24/25	1/24/26	2/24/26	3/24/26	4/24/26	5/26/26	6/24/26	7/24/26	8/25/26

Tuition Adjustments

1. If your income or household size changes, let the [SPP enrollment team](#) know before the cut-off date (see above) to have the changes reflected in that month's bill. If reported after the cut-off, the changes will apply to next month's bill.
2. For children starting or leaving mid-month, tuition will be adjusted as follows:
 - Starting before the 15th, or leaving after the 15th, full tuition applies.
 - Starting on or after the 15th or leaving on or before the 15th, monthly tuition will be reduced by 50%.

Sample Schedule: Preschool Day and Payment Structure

EXAMPLE 7:00 am—9:00 am Before/Extended Care Hours	*EXAMPLE* 9:00 am—3:00 pm SPP School Hours	*EXAMPLE* 3:00 pm—6:00 pm After/Extended Care Hours
Cost: Rates vary by Provider. Please contact your child's school to learn extended day cost. Payment Method: Payment paid directly to Provider. Typical payment methods include childcare subsidies and paying out of pocket.	Cost: SPP tuition is determined on a sliding scale. Payment Method: Payment paid directly to the City of Seattle/SPP. Please see chart on page 2 to learn how to submit payment.	Cost: Rates vary by Provider. Please contact your child's school to learn extended day cost. Payment Method: Payment paid directly to Provider. Typical payment methods include childcare subsidies and paying out of pocket.

Please note, this is a sample schedule. Actual hours of operation vary by individual provider and not all providers offer extended hours

Making Payments

1. Payments are due based on the billing schedule.
2. Check the Payment Options section details for how and where to pay.
3. For phone or online payments, have your Customer ID and Invoice # ready.
4. If paying by check or money order, write "City of Seattle-SPP"

Payment Options	Contact Information / Address	Payment Types
Online (Preferred method)	The portal is available here: Lookup Account Details (billerpayments.com)	Need the Customer ID and Invoice # If the invoice is under \$3000 , both credit card and bank account are accepted. If the invoice is over \$3000 , only a bank account can be used.
Mail (Preferred method)	City of Seattle - SPP Treasury Dept Accts Receivable PO Box 94626 Seattle, WA 98124-6926	Check or Money Order Write "City of Seattle-SPP" on all checks or money orders.
Phone (Only when the online payment portal is not available)	City Payment Line: (206) 684-7800 Hours: 8:30 am to 3:00 pm	VISA/Mastercard (3-digit security code is required) Need the Customer ID and Invoice #.
In-Person	Seattle Municipal Tower 4 th Floor Payment/Information Desk Seattle Municipal Tower 700 5 th Avenue Seattle, WA 98104 Hours: 8:30 am – 4:00 pm	VISA/Mastercard, Cash, Check
	Customer Service Centers http://www.seattle.gov/customer-service-centers	VISA/Mastercard, Cash, Check

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 will I get my monthly tuition bills?

Your invoices will be emailed to you from the City of Seattle from info@seattle.gov on the billing date. If you do not see the email, check your SPAM folder. To make sure you get the emails, add "info@seattle.gov" as a Safe Sender or mark as not SPAM.

What if I am late or can't pay on time?

If your family's financial situation has changed and you can't make a payment, contact the billing office. You might qualify for a tuition reduction and may be able to set up a payment plan. Email SPPbilling@seattle.gov for assistance.

Can I pay online?

Yes, you can pay online. You will need your invoice # and customer ID to access the payment portal. If you don't have these, please contact SPP billing by email at SPPbilling@seattle.gov or (206) 684-5660. The portal is available here: [Lookup Account Details \(billerpayments.com\)](http://LookupAccountDetails(billerpayments.com)).

- For invoices under \$3000, you can pay with a credit card or bank account.
- For invoices over \$3000, only bank account payments are accepted.

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

Please notify the billing office at SPPbilling@seattle.gov 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 contact you. Increases in income do not need to be reported within the school year; however, you may be asked to re-verify your income if you return to SPP for a second year.

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.

Do I owe tuition during summer extension?

Yes, if your child participates in summer extension in an SPP classroom, you will be charged tuition during summer extension. The same monthly rate will apply during the summer months.



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
- Caregivers are expected to communicate to their SPP Provider in advance any planned, extended absences. - 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
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. *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. <i>NOTE: Uncommunicated absences include students who enroll but never attend.</i>
Guidance for Policy
- 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.). - If communication is received from the family, the "planned absence" policy goes into effect, allowing 20 consecutive school days of absence. - The SPP provider: - 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.
- Religious Holiday** – The family informs the SPP provider that their child's absence is due to their observance of a religious/cultural holiday.

- **COVID related** – Illness related to COVID, may be exposure or positive COVID test.
- **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.