



**SEATTLE
PRESCHOOL
PROGRAM**

PROGRAM MANUAL

Contract year 2017-18

Revised 05/30/2017



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Department of
Education and Early Learning**
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<http://www.seattle.gov/education/early-learning/child-care-and-preschool/seattle-preschool-program>

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SECTION A: Program Overview

A-1: Goals and Outcomes

The long-term goal of the Seattle Preschool Program is to serve all eligible and interested 4-year-olds and all 3-year-olds from families making less than 300% of the federal poverty level in Seattle.

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

- Prepare children for school
- Enable students to achieve pre-academic skills
- Enable students to develop socially and emotionally
- Eliminate the readiness gap for participating children

A-2: Core Strategies

The Core Strategies of the Seattle Preschool Program:

1. Achieving quality through successful evidence-based practices.
2. Using a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers.
3. Making participation in the program voluntary for providers and participants.
4. Achieving the ultimate goal of serving all eligible and interested 4-year-olds and all 3-year-olds from families making less than 300% of the federal poverty level in Seattle.
5. Providing free tuition for children from families earning at or below 300% of the federal poverty level.
6. Setting tuition on a sliding scale for families earning more than 300% of the federal poverty level with at least some level of subsidy for 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 traditionally poorly compensated sector of our economy.
9. Informing programmatic improvements through ongoing independent evaluation.

A-3: Race and Social Justice

The Seattle Preschool Program is dedicated to ensuring that every aspect of the program advances racial equity and social justice and aligns with the City's Race and Social Justice Initiative.

Until race and family income are no longer predictive of aggregate school performance, the City has committed to making the investments that will help all of Seattle's children succeed in school and life.

A-4: Definitions

Action Plan – See Seattle Preschool Program Action Plan:

<http://murray.seattle.gov/wp-content/uploads/2014/05/Seattle-Preschool-Program.pdf>

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.

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 110% of the federal poverty level; offers free, part-day, high-quality, culturally and linguistically appropriate preschool services for eligible 3- and 4-year-olds and their families.

ECERS-R – The Early Childhood Environment Rating Scale-Revised: A thorough revision of the ECERS, designed to assess group programs for children from two through five years of age. Total scale consists of 43 items. (Also available in Spanish.)

Implementation Plan – See Seattle Preschool Program Implementation Plan:

<http://www.seattle.gov/Documents/Departments/OFE/AboutTheLevy/EarlyLearning/SPP%20Implementation%20Plan.April%201.PostCommittee.pdf>

MERIT – Managed Education and Registry Information Tool managed by the Washington State Department of Early Learning. 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.del.wa.gov/MERIT/Home/Welcome?ReturnUrl=%2fMERIT%2f>

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.

PPVT™-IV – Peabody Picture Vocabulary Test, Fourth Edition (PPVT™-4) measures verbal ability in standard American English vocabulary; can measure receptive processing from ages two to over ninety.

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

Program Plan – See Seattle Preschool Program Plan:

http://www.seattle.gov/Documents/Departments/OFE/AboutTheLevy/EarlyLearning/SPP_ProgramPlan2015-16_Final.pdf

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

Instructional Coaching – 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.

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 Early Learning (DEL) list defining what early care and education professionals need to know and be able to do to provide quality care for children.

Web-Based Early Learning System (WELS) – Washington State Department of Early Learning’s web-based database system for capturing Early Achievers information including but not limited to: agency information, EA scores, coaches notes, agency goals, etc.

SECTION B: Program Eligibility, Selection, and Enrollment

B-1: Student Eligibility Criteria

The program will be open to Seattle residents who are:

- 4 years old on August 31st prior to the beginning of the school year of enrollment, or
- 3 years old on August 31st and from families with income equal to 300% federal poverty level or below

B-2: Student Priority Selection Process

Student applications will be prioritized and weighted in the following order:

1. Children who are 4 years old will be prioritized over children who are 3 years old.
2. Children whose sibling is currently enrolled in SPP or in a school building where an SPP classroom is housed and would be concurrently enrolled (in the same year) with the sibling.
 - a. 3-year-old siblings must meet the income criteria
 - b. 3-year-old siblings will only be enrolled if there is available space.
3. Children living in the same SPS middle school attendance area as an SPP classroom will receive priority over children living in other parts of the City. For SPP classrooms located in school buildings, priority will be given to children who are eligible to continue in that school for kindergarten.
 - a. More weight will be given to children living in the same SPS elementary school attendance area as the SPP classroom.

B-3: Required Applicant Enrollment Materials

Required Information	Acceptable Documentation
Student Application	1. Fully completed SPP application (paper or online)
Enrollment Packet	1. Fully completed SPP enrollment packet <ol style="list-style-type: none"> a. Must include signed and dated consent to participate
Parent/Guardian Identity	1. Photo Identification
Proof of Seattle Residency (2 forms required- DEEL will use a City Light Bill for address verification with parent’s permission as one of the forms)	<ol style="list-style-type: none"> 1. Home utility bill 2. Mortgage bill 3. Lease or rental agreements 4. Insurance documents 5. Department of Social and Health Services (DSHS) benefits eligibility documents 6. For homeless families: <ol style="list-style-type: none"> a. Letter from approved community-based organization (CBO) verifying address b. Letter from the head of household at temporary residence verifying address
Proof of Child’s Age	<ol style="list-style-type: none"> 1. Child’s birth certificate (with parent’s name) or passport <ol style="list-style-type: none"> a. If the adult enrolling the child is not listed on the birth certificate, he or she must supply documentation of his/her authority to enroll the child.
Proof of Income (any of these may be requested)	<ol style="list-style-type: none"> 1. Proof of eligibility for Working Connections Child Care (WCCC) subsidy, Comprehensive Childcare Assistance Program (CCAP) subsidy, Early Childhood Education and Assistance (ECEAP) or Head Start. 2. Income tax return for previous year and pay stubs for the last three months. 3. Income verification letter from employer 4. For parents paid in cash: <ol style="list-style-type: none"> a. Recent bank statements b. Letter of income verification from employer, or c. Letter of income verification from an approved CBO

B-4: Agency Selection Responsibilities

Agencies may select to recruit and initiate enrollment up to the maximum percentage of slots stated in their contract. All agency-selected eligible children must meet the criteria for SPP students listed in section B-1 and must complete all required enrollment materials listed in B-3.

B-4.1: Continuity of Care

The Seattle early learning community is committed to supporting efforts to reduce the numbers of transitions for families as their children move between educational sites/levels. SPP agencies are eligible for the options below for continuity of care.

1. **Child participation:** SPP allows up to 15% of the children in each agency's classrooms to be "ineligible" for the program. Ineligible children include those who:
 - Do not reside within the City limits.
 - Are 3-years-old and over the family income limit.
 - Are currently eligible for kindergarten in Seattle Public Schools.

In other words, a large agency that has several SPP sites, or an agency that has just one site, may elect to hold up to 15% of the total slots in its SPP classrooms for children who are not eligible for the program. No individual classroom may have more than 5 children who are ineligible for SPP.

All ineligible children will be required to submit enrollment paperwork but not be required to submit verification documents.

2. **Continuity for previously-enrolled children:** DEEL representatives will work annually with provider agencies to determine the number of children previously enrolled with a provider agency that will be eligible to enroll in SPP classrooms. SPP enrollment forms and eligibility verification must be completed for all children in SPP classrooms.
3. **Kindergarten continuity:** For SPP classrooms located in Seattle Public School buildings, children who live in the attendance zone of the school will have priority for enrollment. If feasible, beginning in 2018, priority for enrollment will also be given to children who have an older sibling enrolled in an elementary school where an SPP classroom is housed.

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.

Three-year-olds participating in SPP will be automatically accepted as four-year-olds if they return to the same SPP agency. This does not apply to three-year-olds who are non-SPP students.

B-5: DEEL Enrollment Responsibilities

DEEL will be responsible for all outreach, recruitment, selection, and enrollment processes for children placed into SPP classrooms that are not included in the agency-selected percentage (as noted in agency contract). DEEL Human Services Coordinator will work in collaboration with families and agencies for SPP placements. Parents (with the optional support of providers) will submit enrollment information on the SPP online Portal. DEEL Program Intake Representatives will review submitted documents for verification and final enrollment.

Providers will support the DEEL Human Services Coordinators in obtaining verification documents and enrollment information for ECEAP and Head Start students, either through a verification form or by submitting the eligibility documents in CHIPS.

For returning families, parents will submit their intent to return on the SPP online Portal. Program-Aligned families will be enrolled in CHIPS by the provider and will upload all verification documents into CHIPS. Parents will still be required to sign the SPP consent form in order to finalize enrollment. Ineligible families will be enrolled in CHIPS by the provider and the parent will sign the SPP consent form.

DEEL will provide agencies with contact information for their assigned Human Services Coordinator and Program Intake Representative.

B-6: Extended Child Care

Extended Child Care or “Extended day” is defined as those hours outside of the six hour SPP day. Agencies that provide an extended day model may collect payment for hours outside of SPP programming. An agency may accept payment for extended care through either private pay or subsidized payment from families as described below:

B-6.1: Child Care Assistance Program (CCAP)

The City of Seattle helps low- and moderate-income working families pay for child care for children ages one month to 13 years. Families can choose from more than 100 licensed family child care homes and centers in Seattle, which contract with the City to provide high-quality and affordable child care.

At the time of enrollment, the family will be given a voucher, which authorizes monthly child care payments to the child care home or center that they choose from the City of Seattle's provider list. The amount of the payment from the City varies according to the income of the family, age of the child, and hours of care needed. The City typically pays between 25% to 70% of a standardized rate, and the family is responsible for paying the difference between the voucher amount and the Provider's regular monthly rate.

For more information regarding CCAP call (206) 386-1050.

Child Care Payment Assistance Income Guidelines 2017

Family Size	Gross Monthly Income
2	\$2,707 - \$4,059
3	\$3,405 - \$5,106
4	\$4,101 - \$6,150
5	\$4,797 - \$7,194
6	\$5,495 - \$8,241

(updated 4/11/2017)

B-6.2: DSHS - Working Connections Child Care (WCCC)

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

To get information regarding WCCC contact the DSHS Customer Service Call Center at 1.877.501.2233 or apply online through Washington Connection; www.workingconnection.org/home

Working Connections Copay Calculation table Effective April 1, 2017													
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9				
If Countable Income is:													
Family Size	100% of FPL	200% FPL	0 to 82% FPL	More than 82% to 187.5%	More than 187.5% to 200%	187.5% FPL	Phase Out Period** 201%-219% FPL	220% FPL	85% state median income (SMI)*				
1	\$1,005	\$2,010	\$0	\$824	\$825	\$1,382	\$1,383	\$2,010	\$1,382	\$2,011	\$2,210	\$2,211	\$3,195
2	\$1,353	\$2,706	\$0	\$1,109	\$1,110	\$1,860	\$1,861	\$2,706	\$1,860	\$2,707	\$2,975	\$2,976	\$4,177
3	\$1,702	\$3,404	\$0	\$1,396	\$1,397	\$2,340	\$2,341	\$3,404	\$2,340	\$3,405	\$3,743	\$3,744	\$5,161
4	\$2,050	\$4,100	\$0	\$1,681	\$1,682	\$2,819	\$2,820	\$4,100	\$2,819	\$4,101	\$4,509	\$4,510	\$6,144
5	\$2,398	\$4,796	\$0	\$1,966	\$1,967	\$3,297	\$3,298	\$4,796	\$3,297	\$4,797	\$5,274	\$5,275	\$7,127
6	\$2,747	\$5,494	\$0	\$2,253	\$2,254	\$3,777	\$3,778	\$5,494	\$3,777	\$5,495	\$6,042	\$6,043	\$8,110
7	\$3,095	\$6,190	\$0	\$2,538	\$2,539	\$4,256	\$4,257	\$6,190	\$4,256	\$6,191	\$6,808	\$6,809	\$9,295
8	\$3,443	\$6,886	\$0	\$2,823	\$2,824	\$4,734	\$4,735	\$6,886	\$4,734	\$6,887	\$7,573	\$7,574	\$9,479
9	\$3,792	\$7,584	\$0	\$3,109	\$3,110	\$5,214	\$5,215	\$7,584	\$5,214	\$7,585	\$8,341	\$8,342	\$10,216
10	\$4,140	\$8,280	\$0	\$3,395	\$3,396	\$5,694	\$5,694	\$8,280	\$5,693	\$8,281	\$9,107	\$9,108	\$11,401
Copay		If income is OVER 200% FPL Not Eligible	\$15 Copay	\$65 Copay		Subtract 187.5% FPL From Countable income, then multiply by .50 and add \$65		Subtract 187.5% FPL from 200% FPL, then multiply by .50 and add \$65				If income IS OVER 219% FPL at review, not eligible for Phase-Out. If income is 85% of SMI any time during authorization, consumer becomes ineligible and dis-enrolled	
STEPS TO CALCULATE WCCC ELIGIBILITY AND COPAYMENT:													
1. Determine TOTAL income. This is the sum of all gross earned and unearned income.													
2. Determine COUNTABLE income. This is TOTAL income minus any child support PAID OUT.													
3. Compare COUNTABLE income to columns 2-7. Determine copay based on the amount or calculation outlined in "Copay" row.													
*NOTE: If at any time during the receipt of benefits, the consumers income EXCEEDS 85% of the State median income, that consumer is no longer eligible for WCCC services													
**NOTE: If, at time of re-application, a consumer's income is OVER 200% FPL but UNDER 220% FPL they can receive 3 month eligibility phase out period as they transition to the private pay market for child care. The copay for the phase out period will remain constant at the 200% FPL level													

B-6.3: Private Pay

Parents pay out of pocket for the cost of extended care as determined by the agency.

SECTION C: Program Requirements

C-1: Classroom Requirements

Classroom schedule/hours - SPP classrooms will operate for 180 days per year on a full-day schedule. Full-day is defined as 5 days per week with 6 hours per day of classroom instruction. SPP classrooms may also offer a reduced number of days per week, i.e., 4 days per week, as long as the 6 hours per day and 180 days per year requirements are met.

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 must designate a lead and assistant teacher within CHIPS. 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: Staff Qualifications and Requirements

Staff Qualification Levels

Staff Level	Qualified Degree Major	Degree Accepted Other than ECE Degree
SPP Director and/or Program Supervisor Or SPP Lead Teacher	Bachelor's degree or higher, verified as "approved" in MERIT in: <ul style="list-style-type: none">- Early childhood education (ECE)- Early childhood and family studies- Human development with specialization in ECE- Children's studies/childhood education	A bachelor's degree or higher from an accredited college and verified as "approved" in MERIT. AND 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.
Assistant Teacher	Associate's degree or higher, verified as "approved" in MERIT in: <ul style="list-style-type: none">- Early childhood education- Early childhood and family studies- Human development with specialization in ECE- Children's studies/childhood education	An associate's degree or higher from an accredited college and verified as "approved" in MERIT. AND 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.

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

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

SPP staff must be entered in the DEL MERIT system. Education requirements for staff will be verified through the MERIT system. MERIT data entry described in section E-1.5.

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: Documentation Requirements

Staff records – The agency will maintain current staff records in CHIPS. All agency staff will be entered into CHIPS 2 weeks from the start of the contract period or within 5 business days of any changes. The agency will notify the DEEL education specialist of any staff changes.

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)
 - 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.

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

- Health records
- Education records
- Family information
- Individual learning plans
- Communications with family

C-4: Curriculum Requirements

The agency is required to adopt the approved curricula, HighScope® or Creative Curriculum® for Preschool, Sixth Edition. Curriculum training will be made available to all SPP provider agencies. Agency training described in section D-1.2.

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

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

A maximum of three waivers may be granted by DEEL.

C-5: Child Assessments and Screening Requirements

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

- Teaching Strategies GOLD® – Agencies will track child development data through observations, anecdotal notes, pictures, and videos, and track children’s progress throughout the year in the online TSG system.
- Health screening (height, weight, vision, and hearing) – Agencies will partner with Public Health – Seattle & King County (PHSKC) to conduct health screenings on each child within 90 days of the child’s start date. Information from the screening will be logged in CHIPS (further described in Section E1.2). 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 with the support of PHSKC. Agencies will enter all ASQ data into the online ASQ data system.

C-6: 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.

- i. Classrooms are expected to meet threshold levels for the Classroom Assessment Scoring System (CLASS) and Early Childhood Environment Rating Scale-Revised (ECERS-R) scores as defined by DEL which are as follows:
 - a. CLASS combined Emotional Support (ES)/Classroom Organization (CO) score that exceeds 3.5 and a CLASS Instructional Support (IS) score that exceeds 2.0.
 - b. Environmental Rating Scale (ERS) score consistent with DEL’s threshold.

C-6.1 WELS Access

Through an agreement with the Washington State Department of Early Learning, DEEL will have access to agencies’ data in the State’s WELS database. The WELS database includes Early Achievers scores as well as EA coaching notes.

C-7: Family Engagement

The agency will write a culturally-relevant plan for partnering with families and communities in order to improve child outcomes. Family Engagement activities may include but are not limited to the following:

- 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.

C-8: Kindergarten Transition

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

- Opportunities for early registration to kindergarten, including enrollment and welcoming events in partnership with the elementary schools and before and after-school programs.
- Assistance to prepare families with information necessary to support their child’s transition to kindergarten, particularly for a child with special needs.
- Work in partnership with Seattle Public Schools to acquire invitations to visit kindergarten in the spring of the child’s final preschool year.
- Communicate with elementary schools about individual students, providing information that introduces the kindergarten teacher to the child.
- Share a portfolio of child information, family survey, or home visits via WaKIDS.

- Assist families to find summer programs for children that are still not meeting kindergarten readiness standards and in need for more learning opportunities. This may also include literacy-infused enrichment activities or science, math, music and art instruction.
- Provide families with home-learning activities during the year, but particularly in the spring, such as summer booklists, resources for summer family learning events at libraries, family centers, parks and other literacy activities prior to kindergarten entry.
- Help families identify their school assignment for kindergarten based on family address at the time of program enrollment using the Seattle Public School's enrollment website:
<http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=ba55f7046e5d73e4d3ea6b887ec76d6e&pageid=172265&sessionid=ba55f7046e5d73e4d3ea6b887ec76d6e>.

SECTION D: Program Supports

D-1: Professional Development

SPP professional development will be fully funded by the City. It will be data-driven and include group trainings and on-site, classroom-based intensive coaching. All professional development for teachers, directors, and parents will include elements of peer support.

All training will align with the Washington State Core Competencies for Early Care and Education Professionals.

D-1.1: Coaching

Coaches will provide on-site culturally responsive coaching and curriculum support to teachers, center directors, and program supervisors. Coaches will focus on teachers' professional growth to:

- Provide differentiated classroom-based, reflective, instructional coaching to increase the quality and effectiveness of teacher practice,
- Support fidelity of curriculum implementation, coaches may administer the HighScope Program Quality Assessment tool (PQA) or Creative Curriculum Fidelity check tool.
- Facilitate professional development and support for administrators responsible for supervising and evaluating teachers.
- Work with collaborative groups that include directors and teachers to review data and plan instructional best practices.
- Conduct (as needed) a mock CLASS or ECERS assessment to inform instructional practice.
- Provide one-on-one coaching consultations.
- Conduct Quality Improvement Plan (QIP) reviews.
- Work with a multi-disciplinary team to support teachers to improve their classroom management skills.

D-1.2: Training

Trainings listed below with an asterisk* are required and will be eligible for release time reimbursement for eligible teachers and assistant teachers. The paperwork for reimbursement will be provided by DEEL and processed outside of this contract.

Annual Pre-Service* - The required Pre-Service training will be combined with ECEAP, Step Ahead and SPP Pathway and will be held at the beginning of each school year and cover screenings and assessments, the learning environment, preschool standards, policies and requirements.

Assessment Training:

- i. Child assessments – Beginning level training is required for all teachers on Teaching Strategies Gold® (TSG) and the ASQ-3 and the ASQ: SE-2*, advanced level training will be offered quarterly for teachers, directors and other key staff.
- ii. Classroom Assessments: Beginning and advanced level CLASS and ERS training will be offered quarterly for teachers, directors and other key staff.

Content Training - Both required and data-informed- content training may be provided via in-service training each quarter for Directors and Teachers as outlined below-

- i. *Directors/Program Supervisors:* Directors/Program supervisor level trainings in business, finance, organizational development, educational leadership, Continuous Quality Improvement (CQI), coaching practice and curriculum fidelity.
- ii. *Teachers/Assistant Teachers:* Teacher/assistant teacher level trainings that will include ongoing 1)curriculum training, 2)supporting children with special needs, 3)culturally responsive teaching, and 4)partnering with families.

Curriculum Training* - Initial training and certification on the approved curriculum selected by the Agency (HighScope or Creative Curriculum) is required and will be provided at least once a year. Ongoing curriculum training will be provided via coaching, content training, and the SEEC Institutes.

- i. SPP/ECEAP sites who receive initial training on Creative Curriculum through DEL will not be required to participate in DEEL sponsored curriculum training.
- ii. Teachers who are already certified on the curriculum will receive continuing education through content training and SEEC Institutes. Other training may also be offered as needed or identified by the assessment data.
- iii. Curriculum re-certification or re-training is required every 3 years.

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

On-site trainings – The Agency may request some of the required content training be delivered on-site during their in-service training days, by their DEEL coach or approved trainer.

SEEC Institutes - A day-long institute for early learning providers at all levels will be offered annually during the winter, and spring. Topics will include assessment and data, culturally relevant anti-bias practices, and curriculum development.

Professional Learning Community (PLC) – DEEL Coaches, in collaboration with other early learning professionals, will convene a quarterly PLC to discuss best practices and current research in early learning.

D-1.3: SPP Scholars Program

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

To receive tuition support, eligible staff must complete an application and be matriculated (enrolled in a college or university as a candidate for a degree) or on a path leading toward becoming a matriculated student. DEEL, aligning with the Washington State Department of Early Learning (DEL), 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 thru third grade)
 - P-3 special education

D-2: Technical Assistance

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

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

D-3: Health Support- PHSKC

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

- On-site 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, meal time practices, food safety and technical support on new guidelines for physical activity in Early Learning.
- Health and Developmental Screening training and support: CCHP provides on-site consultation and technical assistance for agencies involved in the screening process.
- Participate in Agency Site Staffings: provide support around health areas during staffing meetings.
- Assistance with referral services: CCHP can assist program staff and parents in identifying and connecting with appropriate resource and services to meet the family or center needs.

D-4: Behavioral Health

Agencies will have access to additional behavioral services, provided by agencies other than PHSKC, in order to support children's social-emotional and behavioral development. Teachers and center directors, in partnership with coaches, education specialists and PHSKC, will be able to access these consultation services as needed. Behavioral support services include:

- Classroom/child observation
- Teacher coaching
- Screening review
- Referral services
- Behavior plan development

D-5: 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 teachers with in-class support from coaches or mental health professionals.
- Support teachers 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 Educational Plans (IEPs)

D-5.1: Zero Suspension & Expulsion Policy

Agencies will have a “Zero Expulsion and Suspension Policy” and work with their coach to develop action plans to support children’s social and emotional growth.

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

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

SECTION E: Assessment and Data Collection

E-1: Data System Entry

Agencies will enter data into DEEL approved and required data entry systems. Data will be monitored on an on-going basis by the Education Specialist and/or Coach. DEEL data team will analyze and interpret data to be shared with Agency and used for performance measures.

E-1.2 Child Information and Provider System (CHIPS)

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

- Enrollment
 - All children in SPP classrooms must have a CHIPS enrollment record, regardless of funding source.
 - All children must have complete enrollment materials in CHIPS prior to first day in class.
 - DEEL-selected students will complete enrollment on the SPP online Portal, but Agency-selected students may be directly entered into CHIPS by the provider and verification documents attached, including consent.
 - All children must be exited in CHIPS within two (2) days of their final day in the program.
- Staff Rosters
 - All staff must be entered into CHIPS with complete staff accounts within 5 business days of hire.
- Attendance
 - All attendance must be entered on at least a monthly basis for all children.
- Health Screening dates and information
 - Health screening information must be entered within 30 days of the screening date and before children are exited from CHIPS.
- Developmental screening dates
- CLASS scores
- ECERS scores

E-1.3 Teaching Strategies GOLD®

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

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

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

- Anecdotal notes
- Observation notes
- Pictures
- Videos

Agencies will complete and finalize TSG data three times per year; Fall, Winter, and Spring for all children enrolled at least 60 days by the time of the checkpoint. Complete and finalized data will include all objectives in all the following 6 areas of development:

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

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

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

E 1.3.1 TSG Interrater Reliability (IRR)

- **Overview:** The IRR is neither designed nor intended to evaluate teacher performance. Its purpose is to enhance competencies that benefit the children. The IRR certification was developed to:
 - increase the accuracy and consistency of observations in TSG
 - improve planning for individual children by helping assess children accurately
 - identify professional development needs by using data collected during the certification process
- **Requirements:** All Agency staff who finalize data on children will complete Teaching Strategies GOLD Interrater Reliability (IRR) within 45 days of the start of the program year or hire. Agency staff must complete the TSG implementation training, in-person (2-day course offered by DEEL) or online (via Professional Development tab in TSG), prior to taking the IRR. Only Agency staff who spend a minimum of 50% of their time in the classroom with children may finalize checkpoints. Agency staff can access IRR tests through the TSG Dashboard system.

E-1.4 ASQ-3™ Online

Agencies will complete a developmental screening for each child within 90 days of child start date. Information collected from the screening must be entered into the ASQ Online system within 5 days of the 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

E-1.5 MERIT

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

E-2 Classroom and Child Assessments

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

E-2.1 Classroom Assessments

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

ECERS-3 – Early Childhood Environmental Rating Scale - Third Edition is a major revision from ECERS-R that introduces innovations in both the content and administration of the scale while retaining the continuity of the two principal characteristics of the ECERS, namely its comprehensive or global definition of quality and the reliance on observation as the primary source of information on which to base assessment of classroom quality.

The Scale consists of 35 items organized into 6 subscales:

- Space and Furnishings
- Personal Care Routines
- Language and Literacy
- Learning Activities
- Interaction
- Program Structure

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

E-3.2 Agency Evaluation –Seattle Early Learning Self-Assessment (SEA-ELSA)

Agencies will participate in the SEA-ELSA process in 2017-18SY SEA-ELSA is intended to be used as an informative and reflective assessment. As such, the expectation is that the agency lead or program supervisor along with a team comprised of SPP teachers will work together to complete the evaluation.

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.

- Base Pay
- Performance Pay
- One-Time Payments

F-2 Invoice Process - Base Pay

Base 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 Pay

Data for Performance Pay measures are due from Agencies by the deadlines in the data systems or forms required as outlined in the Agency contract. 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 – One-Time Payments

Agencies may be eligible for two types of one-time payments:

- Classroom Startup Funds: Agencies will receive up to \$7,500 for each new SPP classroom, that was a PreK classroom the year prior, and up to \$10,000 for each new SPP classroom, never having been a PreK before. Classroom Startup Funds are meant to be use to enhance the classroom environment to meet curriculum or assessment standards. Continuing classrooms are not eligible for these funds.
- Family Engagement Funds: Agencies will receive \$787 to pay for family engagement activities.

APPENDICES

#1 – Contract Deliverables and Performance Table

#2 – SPP Application

#3 – SPP Monthly Invoice Template

#4 – Release Time Invoice Template

#5 – Family Engagement Action Plan Template

#6 – Kindergarten Transition Action Plan Template

Appendix #1: Contract Deliverables and Performance Pay Table

SPP Deliverables and Performance Target Table

Reporting Area	Completion Date	Contract Reporting Requirement (Non-pay Point)
ATTENDANCE	Monthly	The Agency will enter all attendance data by the end of the month. <i>Verification: Agency will update information in CHIPS, calculated by DEEL Data staff, verified by Early Education Specialist.</i>
CHIPS UPDATES	Ongoing	The Agency will update records in CHIPS within five business days of the activity: Child withdraws, Employee is hired/exited, Teacher in classroom changes, Classroom seat associations (Funding models, programs, etc.,) change. <i>Verification: Early Education Specialist will check updates in CHIPS and verify enrollment, staffing and classroom status during monthly meetings.</i>
CHIPS STAFF RECORDS	08/31/2017	The Agency will enter all staff members into CHIPS. <i>Verification: Early Education Specialist confirms all required staff are entered in CHIPS, and approves.</i>
CHIPS CLASSROOM RECORDS	8/31/2017	The Agency will create all Classrooms in CHIPS. <i>Verification: Early Education Specialist will verify in CHIPS.</i>
CHIPS MERIT RECORDS	10/1/2017	The Agency will upload all MERIT verification documents into CHIPS for each director, lead teacher and associate teacher. <i>Verification: Early Education Specialist confirms appropriate documents have been uploaded.</i>
CHIPS CLASSROOM ASSIGNMENT	10/31/2017	The Agency will assign all enrolled children to a classroom. <i>Verification: Early Education Specialist verifies all enrolled children are assigned to a classroom.</i>
PROFESSIONAL DEVELOPMENT PLAN	10/31/2017	The Agency site director and classroom teaching team will develop or update a Professional Development Plan with his/her DEEL Coach. <i>Verification: Copy of Professional Development Plan submitted and approved by DEEL Coach and Early Education Specialist.</i>
DEVELOPMENTAL SCREENING	12/10/2017	The Agency will complete a developmental screening by using the following tools: ASQ-3 and ASQ-SE-2. <i>Verification: Agency will update information in ASQ Online, calculated by DEEL Data staff, verified by Early Education Specialist.</i>
CHIPS HEALTH SCREENINGS	within 90 calendar days from the child's first service date	The Agency will enter all health screenings into CHIPS for each child enrolled for 30 days. <i>Verification: DEEL data staff will verify the information. Early Education Specialist will approve.</i>
FALL PPVT	11/15/2017	The Agency will work in partnership with a City-funded consultant to complete the Fall Peabody Picture Vocabulary Test 4th edition. <i>Verification: PPVT report will be submitted from City consultant and verified by Early Education Specialist.</i>
HEALTH SCREENING FOLLOW-UP	Within 30 days of original screening if outside typical range	The Agency will complete all requiring follow-up screenings and enter health screening data into CHIPS. <i>Verification: DEEL Data staff calculates and the Early Education Specialist approves.</i>
CLASSROOM QUALITY IMPROVEMENT PLAN	1/31/2017	The Agency will work in partnership with a DEEL Coach to discuss or update the teaching teams' progress on the Classroom Quality Improvement Plans. The Agency will provide the Early Education Specialist with the completed QIP. <i>Verification: Copy of QIP submitted and approved by DEEL Coach and Early Education Specialist.</i>

DATA MEETING (FIRST)	01/31/2018	The Agency will participate in the first data meeting. <i>Verification: Meeting attendance will be verified by Early Education Specialist.</i>
DEVELOPMENTAL SCREENING 2:	01/15/2018	The Agency will complete a second developmental screening using the ASQ-3 and/or ASQ-SE-2 for each child progressing atypically. The Agency will enter updated information into ASQ online and CHIPS within 5 business days. <i>Verification: Data calculated by DEEL Data staff and verified by Early Education Specialist.</i>
DATA MEETING (SECOND)	03/31/2018	The Agency will participate in the 2nd Data meeting. <i>Verification: Meeting attendance will be verified by Early Education Specialist.</i>
SPRING PPVT	04/15/2018	The Agency will work in partnership with a City-funded consultant to complete the Spring Peabody Picture Vocabulary Test 4th edition. <i>Verification: PPVT report will be submitted from City consultant and verified by Early Education Specialist.</i>
PROFESSIONAL DEVELOPMENT PLAN - 2	05/15/2018	The Agency site director and teaching team will develop or update a Professional Development Plan with his/her DEEL Coach. <i>Verification: Copy of Professional Development Plan submitted and approved by DEEL Coach and Early Education Specialist.</i>
CLASSROOM QUALITY IMPROVEMENT PLAN	05/31/2018	The Agency will work in partnership with a DEEL Coach to update the teaching teams' progress on the Classroom Quality Improvement Plans. The Agency will provide the Early Education Specialist with the completed QIP. <i>Verification: Copy of QIP submitted and approved by DEEL Coach and Early Education Specialist.</i>
DATA MEETING (THIRD)	06/15/2018	The Agency will participate in the 3rd Data meeting. <i>Verification: Meeting attendance will be verified by Early Education Specialist.</i>

Performance Area	Completion Date	Performance Targets (Pay Point)
ENROLLMENT	10/31/2017	# of children enrolled/selected by the agency by October 31. <i>Verification: Agency will update information in CHIPS, calculated by DEEL Data team, verified by Early Education Specialist.</i>
KINDERGARTEN (KG) TRANSITION ACTION PLAN	10/31/2017	Submit a KG Plan to the Early Education Specialist. <i>Verification: Copy of Transition Plan submitted and approved by Early Education Specialist.</i>
FALL TSG	11/15/2017	# of children with completed Teaching Strategies Gold Assessments in Fall 2016. <i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by Early Education Specialist.</i>
HEALTH SCREENINGS	11/30/2017	% of children with complete health screenings within 90 days of child's start date. <i>Verification: Agency will update information in CHIPS, calculated by DEEL Data staff, and approved by Early Education Specialist.</i>
WINTER TSG	2/15/2018	% of children with completed Teaching Strategies Gold Assessments in Winter 2017. <i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by Early Education Specialist.</i>
SPRING TSG	6/15/2018	# of children with completed Teaching Strategies Gold Assessments in Spring 2017. <i>Verification: Agency will complete info in TSG database, calculated by DEEL Data staff, verified by Early Education Specialist.</i>
KG TRANSITION OUTCOMES	6/30/2018	Submit a completed KG Transition Action Plan showing outcomes achieved. <i>Verification: Copy of Transition Plan submitted and approved by Early Education Specialist.</i>

ATTENDANCE	6/30/2018	% of contracted slots will attend 85% of eligible days. <i>Verification: Agency will update information in CHIPS, calculated by DEEL Data staff, verified by Early Education Specialist.</i>
CLASSROOM STARTUP	10/31/2017	Submit a Classroom Startup Plan to the Early Education Specialist. <i>Verification: Copy of Classroom Startup Plan submitted and approved by Early Education Specialist</i>
FAMILY ENGAGEMENT	10/31/2017	Submit a Family Engagement Plan to the Early Education Specialist. <i>Verification: Copy of Family Engagement Plan submitted and approved by Early Education Specialist.</i>
STAFF EDUCATION BONUS	Ongoing	Submit merit-verified education credentials for Lead Teacher, Assistant Teacher, and Site Supervisor. <i>Verification: Copy of Merit-Verified Education Credentials to Early Education Specialist</i>



SEATTLE PRESCHOOL PROGRAM APPLICATION 2017-18



Thank you for your interest in the Seattle Preschool Program (SPP)!
Please review the following information carefully so you can make an informed preschool decision.

CHILD SELECTION INFORMATION

Eligible preschoolers will be selected through a **selection** process that utilizes the following criteria:

- **Child's age:** Children who are **4 on or before August 31, 2017** will receive priority over children who are **3 on or before August 31, 2017**.
- **Home address:** Families who live in the same Seattle Public Schools (SPS) middle school attendance area as an SPP classroom will receive priority over children living in other parts of the city. To find out your middle school attendance zone, please go to the Seattle Public Schools' website at www.seattleschools.org and search for *Address Look Up Tool*.
- Additional preference is given to children with siblings who will be enrolled/attending SPP at the *same time* during the 2017-18 school year.

Please see the Seattle Preschool Program Implementation Plan for more details.

*To view the City of Seattle's privacy statement, please see <http://www.seattle.gov/tech/initiatives/privacy/#policy>

Included in Selection	Application Due Date for Selection	Site Selection Notification Date
Round 1	Applications received by 5:00pm on April 25, 2017	No later than May 31, 2017
Round 2	Applications received by 5:00pm on June 6, 2017	No later than June 30, 2017
<i>If your child is not selected and placed, or if your application is received after 5:00pm on June 6, 2017 your application will be placed on a waitlist in the order that it was received.</i>		

SEATTLE PRESCHOOL PROGRAM INFORMATION

* SPP is a tuition-based program. If any information such as household income or city residency changes, your eligibility status may change as well.

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

* SPP children attend preschool for **6 hours per day, 5 days per week**. Flexible schedules, such as part-day or 3 days per week, are not an option.

* Seattle Preschool Program does not offer transfers between preschool locations. To request an exception to this policy, please call (206) 386-1050.

* Attending SPP in a classroom located in a public school does not guarantee your child will attend that school for kindergarten. For more information on kindergarten, please visit the Seattle Public Schools' website at www.seattleschools.org.

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

* Completing and submitting an SPP application does not guarantee that your child will be selected for the program.

* SPP does not require children or Parent/Guardian to be Legal US Citizens to apply. *SPP staff will not collect information or ask a family about their immigration status.*

PROVIDER SELECTION INFORMATION

SPP Hours of Programming: Each SPP site offers different hours of programming beyond the 6-hour day. Please review the choices carefully and select programs that will fit your family's needs.

SPP 6 Hour Only: The program only offers a 6-hour SPP time only. No extended day care is available at this site.

Extended Day: This program offers extended day care option for families in addition to the 6-hour SPP day. Extended day care is optional for families. Any cost for extended day, is determined by the provider and is separate from SPP. *Methods of payment for extended day include private pay, DSHS Working Connections Child Care (WCCC) voucher, or City of Seattle Child Care Assistance Program (CCAP) subsidy.*

Full Day Model: The program is designed to have the child attend **more than** the 6-hour preschool program hours. With this program model, a child is expected to attend the 6-hour SPP day as well as extended day care, (not to exceed 10 hours per day.) Any cost for extended day, is determined by the provider and is separate from SPP. *Methods of payment for extended day include private pay, DSHS Working Connections Child Care (WCCC) voucher, or City of Seattle Child Care Assistance Program (CCAP) subsidy.*

APPLICATION INSTRUCTIONS

Complete, sign & date page 3



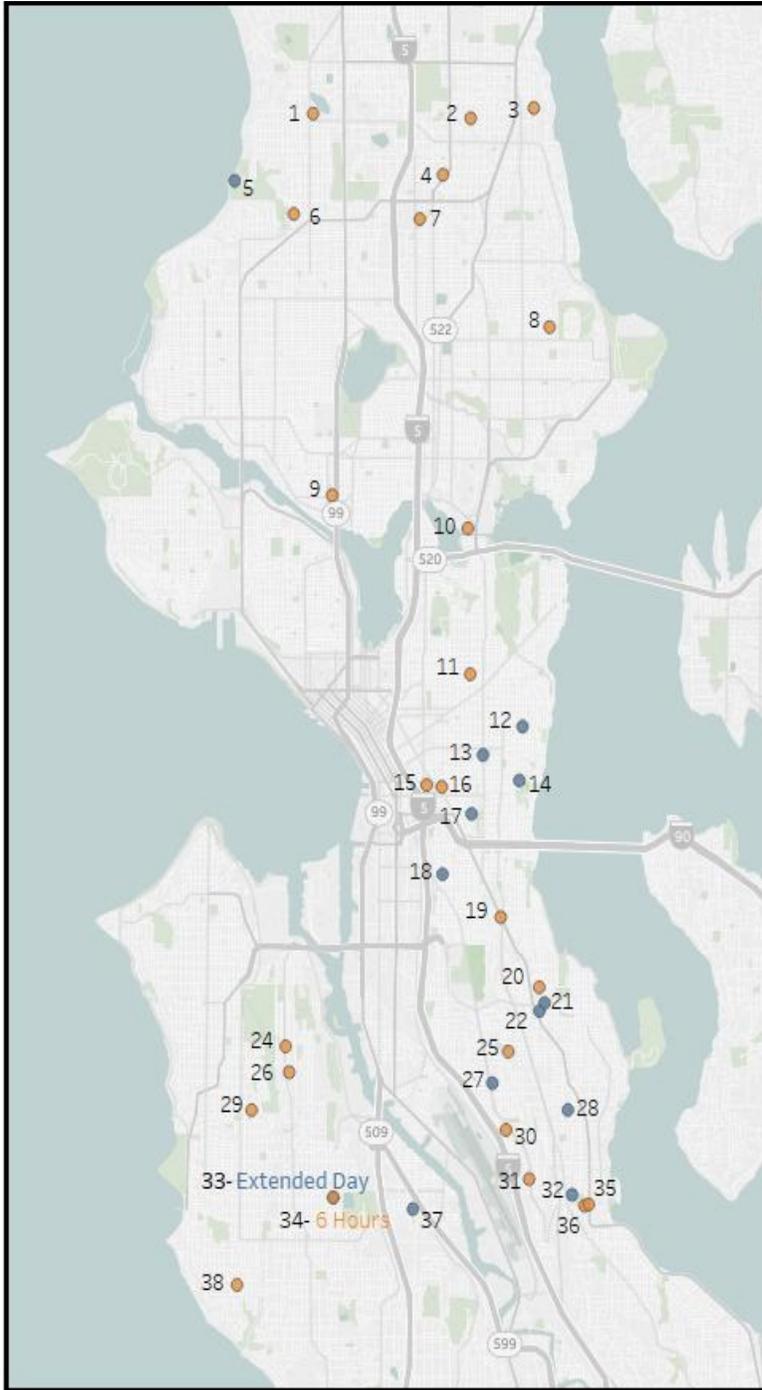
Review the map (p.2) and list of providers (p.4)



Use the map and list to select "yes" for providers that work for you (consider program model, cost and language)

Map & List of 2017-2018 SPP Providers

Use this map and list to select acceptable locations (on pages 4-5 of this packet)



- 1 Seattle Public Schools- Head Start- Broadview-Thomson K-8
- 2 Seattle Public Schools- Olympic Hills Elementary
- 3 Seattle Public Schools- Cedar Park Elementary
- 4 Sound Child Care Solutions- Pinehurst at Hazel Wolf K-8
- 5 Creative Kids- Carkeek Park Environmental Learning Center
- 6 Creative Kids- Viewlands Elementary
- 7 Sound Child Care Solutions-Northgate Community Center
- 8 Seattle Public Schools- Thornton Creek Elementary
- 9 Seattle Public Schools- B.F. Day Elementary
- 10 University of Washington- Experimental Education Unit
- 11 TBD- Miller Annex
- 12 Launch- Madrona Elementary
- 13 Causey's Learning Center- Main
- 14 Launch- Leschi Elementary
- 15 Chinese Information Service Center- Yesler Community Center
- 16 Seattle Public Schools- Bailey Gatzert Elementary
- 17 Causey's Learning Center- MLK
- 18 Launch- Beacon Hill International Elementary
- 19 Sound Child Care Solutions- Hoa Mai Vietnamese Bilingual
- 20 Children's Home Society- Genesse
- 21 Launch- Rainier Community Center
- 22 Seed of Life- Main
- 24 Sound Child Care Solutions- South West Early Learning
- 25 Seattle Public Schools- Dearborn Park International Elementary
- 26 Seattle Public Schools- Boren STEM K-8
- 27 Refugee Women's Alliance- Beacon Hill
- 28 Seed of Life- Martin Luther King Jr. Elementary
- 29 Seattle Public Schools- Head Start- West Seattle Elementary
- 30 Seattle Public Schools- Original Van Asselt Elementary
- 31 Seattle Public Schools- Van Asselt Elementary
- 32 YMCA- Dunlap Elementary
- 33 Launch- Highland Park Elementary
- 34 Seattle Public Schools- Highland Park Elementary
- 35 Seed of Life- Rainier Beach Community Center
- 36 Seattle Public Schools- South Shore PK-8
- 37 YMCA- Concord International Elementary
- 38 Seattle Public Schools- Arbor Heights Elementary

CHILD INFORMATION		
Last Name:	First:	Middle:
Birth Date:	Gender: How does your child identify? <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other	
Home Address: _____ Apt/Ste: _____ City: _____ Zip: _____		Mailing Address (if different from Home) _____ Apt/Ste: _____ City: _____ Zip: _____
Does the child have a sibling applying/already enrolled and continuing in the Seattle Preschool Program? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, Sibling First Name: _____ Sibling Last Name: _____	
Race: <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Black, African, or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Multi-Racial <input type="checkbox"/> Other		
Is this child of Spanish/Hispanic/Latino ethnicity? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If you are currently receiving a child care subsidy, please identify which one, otherwise check N/A. <input type="checkbox"/> DSHS Working Connections Child Care (WCCC) <input type="checkbox"/> City of Seattle Child Care Assistance Program (CCAP) <input type="checkbox"/> N/A		

PARENT/GUARDIAN INFORMATION FOR APPLICATION
Name:
Languages spoken in home: Native: _____ Secondary: _____ <i>Preferred written language, if other than English:</i> _____
Email Address:
Primary Phone: _____ Type: <input type="checkbox"/> Land Line <input type="checkbox"/> Work <input type="checkbox"/> Cell <i>If cell, may we contact you via text with application and enrollment status updates?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
Alternate Phone: _____ Type: <input type="checkbox"/> Land Line <input type="checkbox"/> Work <input type="checkbox"/> Cell <i>If cell, may we contact you via text with application and enrollment status updates?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No

HOUSEHOLD SIZE/ PARENT or GUARDIAN INCOME
Household Size: What is the total number of people living in the home and who are financially supported by the parent(s)/guardian(s) income? # _____
Household Income: Provide the total wages, child support, foster care, SSI, TANF etc. of the child's parent(s)/guardian(s). Annual Gross (Before Taxes) Income = \$ _____ OR Monthly Gross (Before Taxes) Income = \$ _____

ADDITIONAL QUESTIONS
Do we have your consent to refer you to other early learning programs for which you may qualify? <input type="checkbox"/> Yes <input type="checkbox"/> No
How did you hear about our program? <input type="checkbox"/> Newspaper <input type="checkbox"/> Magazine <input type="checkbox"/> Radio Ad <input type="checkbox"/> Friend or Family Member <input type="checkbox"/> Flyers <input type="checkbox"/> Banners <input type="checkbox"/> I have another child in the program <input type="checkbox"/> Website <input type="checkbox"/> Preschool or School <input type="checkbox"/> Other: _____

By signing below, I certify that all the information provided is true to the best of my knowledge and I acknowledge that if my child is selected for the Seattle Preschool Program, I will be required to provide additional documentation to support this application by the deadline set by the City of Seattle's Department of Education and Early Learning. I also acknowledge that I may be contacted regarding an opportunity for my child to participate in research related to the evaluation of the Seattle Preschool Program, even if he or she is *not* selected for the program.

Parent/Legal Guardian Signature: _____ Date: _____

Documentation verifying home address, child's age, and household income will be required if applicant is selected.

 Apply Directly Online: www.seattle.gov/applyspp	 Email: sppapplication@seattle.gov	 Fax: (206) 233-7152	 Mail: Department of Education and Early Learning, PO Box 94665 Seattle, WA 98124-6965
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Use the map on page 2 to identify locations that are acceptable to you. Below, check the box on the right to indicate you are willing to accept placement at this location, if you are selected. The more locations you are available for, the greater chance you have of being placed. For more information and details, please visit seattle.gov/applyspp.

If you require extended day care, please select one of the following boxes.

I Require Extended Day I am willing to accept and pay for Extended Day if I am assigned to a site that offers it.

6 : SPP 6-hour only **ED** : Extended Day Full Day: Required to attend longer than 6-hour SPP only

Location Times subject to change	16-17 SPP Hours	Center Hours	Program Model	Special Notes	Dual Language	This site is an option for me
SPS - Head Start - Broadview - Thomson K-8 252-0960 13052 Greenwood Avenue North, 98103	7:50a- 2:25p	7:50a- 2:25p	6	Tentative – every Wed. 7:50 am-1:10pm	No	To apply, please call site.
SPS - Olympic Hills Elementary 252-0186 or 252-0679 13018 20th Avenue NE	TBD	TBD	6	Tentative – every Wed. Time - TBD	No	<input type="checkbox"/> Yes
SPS – Cedar Park Elementary 252-0186 or 252-0679 13224 37th Avenue NE, 98125	TBD	TBD	6	Tentative – every Wed. Time - TBD	No	<input type="checkbox"/> Yes
SCCS - Pinehurst Preschool at Hazel Wolf K-8 729-3964 11530 12th Avenue NE, 98125 www.pinehurstchildcare.org	9a-3p	9a-3p	6		No	<input type="checkbox"/> Yes
Creative Kids - Carkeek Environmental Learning Center 706-5437 950 NW Carkeek Park Rd, Seattle, 98117 www.creativekidsseattle.com	8a-2p	7a-6p	6 ED	Extended Day TBD	No	<input type="checkbox"/> Yes
Creative Kids - Viewlands Elementary 706-5437 10525 3rd Avenue NW, 98177 www.creativekidsseattle.com	8a-2p	8a-2p	6		No	<input type="checkbox"/> Yes
SCCS - Northgate Community Center 729-3964 10510 5th Ave. NE, 98125 www.pinehurstchildcare.org	TBD	TBD	6 ED	Extended Day TBD	No	<input type="checkbox"/> Yes
SPS-Thornton Creek Elementary 252-0186 or 252-0679 7712 40th Avenue NE, 98115	7:45a- 2:15p	7:45a- 2:15p	6	Tentative - every Wed. 7:45am-1:00pm	No	<input type="checkbox"/> Yes
SPS - B.F. Day Elementary 252-0186 or 252-0679 3921 Linden Avenue North, 98103	7:45a- 2:15p	7:45a- 2:15p	6	Tentative – every Wed. 7:45am-1:00pm	No	<input type="checkbox"/> Yes
Experimental Education Unit at UW (EEU) 543-4011 1981 NE Columbia Road, 98195 www.haringcenter.org	8:45a- 3p	8:45a- 3p	6		No	<input type="checkbox"/> Yes
Launch - Madrona K-8 709-8887 1121 33rd Ave., Seattle, WA 98122 www.launchlearning.org	8a-2p	7a-6p	6 ED	Before 8a \$260, After 2p \$475, Before & After \$640	No	<input type="checkbox"/> Yes
Causey's Learning Center – Main 322-9929 527 23rd Avenue, 98122 www.causeys.org	9a-3p	8a-5p	6 ED	Before 9a OR after 3p \$350 Before & After \$750	No	<input type="checkbox"/> Yes
Launch - Leschi Elementary 323-9465 135 32nd Avenue, 98122 www.launchlearning.org	8a-2p	7a-6p	6 ED	Before 8a \$260, After 2p \$475, Before & After \$640	No	<input type="checkbox"/> Yes
Chinese Information Service Center-Yesler Community Center 624-5633 917 E. Yesler Way, 98122 www.cisc-seattle.org	TBD	TBD	6		Chinese	<input type="checkbox"/> Yes
SPS-Bailey Gatzert 252-0186 or 252-0679 1301 East Yesler Way, 98122	7:45a- 2:15p	7:45a- 2:15p	6	Tentative - every Wed. 7:45am-1:00pm	No	<input type="checkbox"/> Yes
Causey's Learning Center – MLK 329-0921 1855 South Lane Street, 98144 www.causeys.org	9a-3p	7a-6p	6 ED	Before 9a OR after 3p \$350 Before & After \$750	No	<input type="checkbox"/> Yes
Launch - Beacon Hill Elementary 328-7475 2025 14th Avenue South, 98144 www.launchlearning.org	8a-2p	7a-6p	6 ED	Before 8a \$260, After 2p \$475, Before & After \$640	No	<input type="checkbox"/> Yes
Hoa Mai Vietnamese Bilingual Preschool 708-6333 2915 Rainier Avenue South, 98144 www.hoamaipreschool.org	9:30a- 3:30p	7a-6p	Full Day	\$329.61 (10 hr.max/day)	Vietnamese	<input type="checkbox"/> Yes
Children's Home Society - Genesee 588-2542 3700 S. Genesee St., 98118 www.childrenshomesociety.org	9a-3p	7a-6p	Full Day		No	<input type="checkbox"/> Yes
Launch - Rainier Community Center 453-5966 4600 38th Avenue South, 98118 www.launchlearning.org	8a-2p	7a-6p	6 ED	Before 8a \$260, After 2p \$475, Before & After \$640	No	<input type="checkbox"/> Yes
Seed of Life - Main 726-6001 4728 Rainier Avenue South, 98118 www.seedoflifellc.com	9a-3p	7a-6p	6 ED		No	<input type="checkbox"/> Yes
SCCS – South West Early Learning 913-2980 5405 Delridge Wy SW, 98106 www.southwestearlylearning.org	8:30a- 2:30p	8:30a- 2:30p	6		Spanish	<input type="checkbox"/> Yes
SPS-Dearborn Park Elementary 252-0186 or 252-0679 2820 South Orcas Street, 98108	7:45a- 2:15p	7:45a- 2:15p	6	Tentative - every Wed. 7:45am-1:00pm	Spanish	<input type="checkbox"/> Yes
Louisa Boren STEM K-8 252-0186 or 252-0679 *school uniform may be required 5950 Delridge Wy SW, 98106	9:25a- 4:15p	9:25a- 4:15p	6	Tentative - every Wed. 9:25am-3:00pm	No	<input type="checkbox"/> Yes
Refugee Women's Alliance – Beacon Hill 453-5966 6230 Beacon Avenue South, 98108 www.rewa.org	9a-3p	7a-6p	6 ED		<input type="checkbox"/> Chinese OR <input type="checkbox"/> Vietnamese	<input type="checkbox"/> Yes
Seed of Life - MLK Jr. Elementary 722-3509 6725 45th Avenue South, 98118 www.seedoflifellc.com	TBD	7a-6p	6 ED		No	<input type="checkbox"/> Yes

Continued from page 4

6 : SPP 6-hour only **ED** : Extended Day Full Day: Required to attend longer than 6-hour SPP only

Location Times subject to change	16-17 SPP Hours	Center Hours	Program Model	Special Notes	Dual Language	This site is an option for me
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SPS – Head Start – West Seattle Elementary 252-0960 6760 34th Avenue SW, 98126	7:45a-2:15p	7:45a-2:15p	6	Tentative - every Wed. 7:45am-1:00pm	No	To apply, please call site.
SPS - Original Van Asselt Elementary 252-0186 or 252-0679 7201 Beacon Avenue South, 98118	8:35a-3:05p	8:35a-3:05p	6	Tentative - every Wed. 8:35a-1:50p	No	<input type="checkbox"/> Yes
SPS - Van Asselt Elementary 252-0186 or 252-0679 8311 Beacon Avenue South, 98118	7:45a-2:15p	7:45a-2:15p	6	Tentative - every Wed. 7:45am-1:00pm	No	<input type="checkbox"/> Yes
YMCA - Dunlap Elementary 760-1143 4525 S. Cloverdale Street, 98118 http://ykids.seattlemca.org/	9a-3p	7a-6p	6 ED	YMCA members \$445/mo. Non-members \$495/mo.	No	<input type="checkbox"/> Yes
Launch - Highland Park Elementary 767-4906 1012 SW Trenton Street, 98106 www.launchlearning.org	8a-2p	7a-6p	6 ED	Before 8a \$260, After 2p \$475, Before & After \$640	No	<input type="checkbox"/> Yes
SPS - Highland Park Elementary 252-0186 or 252-0679 1012 SW Trenton Street, 98106	7:45a-2:15p	7:45a-2:15p	6	Tentative - every Wed. 7:45am-1:00pm	No	<input type="checkbox"/> Yes
Seed of Life – Rainier Beach Community Center 726-6001 8825 Rainier Avenue South, 98118 www.seedoflifellc.com	TBD	TBD	6 ED	Extended Day TBD	No	<input type="checkbox"/> Yes
SPS – South Shore PK-8 252-7600 4800 South Henderson Street, 98118	7:45a-2:15p	7:45a-2:15p	6	Tentative - every Wed. 7:45am-1:00pm	No	To apply, please call site.
YMCA - Concord International Elementary 768-1164 723 South Concord Street, 98108 http://ykids.seattlemca.org/	9a-3p	7a-6p	6 ED	YMCA members \$445/mo. Non-members \$495/mo.	No	<input type="checkbox"/> Yes
SPS - Arbor Heights Elementary 252-0186 or 252-0679 3701 SW 104th Street, 98146	7:45a-2:15p	7:45a-2:15p	6	Tentative -every Wed. 7:45am-1:00pm	No	<input type="checkbox"/> Yes

Appendix #3 – SPP Monthly Invoice Template



City of Seattle Department of Education and Early Learning
Seattle Preschool Program

INVOICE PAYMENT FORM

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

Provider's Name:	Sample			Today's Date:		
Provider's Address:	Sample Address			6/22/2017		
Provider's Phone No.:	206-555-5555			Agency Invoice No. (Optional):		
Contract Number:	DOE17XXXX					
Contract Period:	7/1/2017-6/30/2018			Invoice Month (Auto-Fill)		
Maximum Amount:	\$385,574.00			Enter Date		
Category	Maximum Amount	% Completed	Less Previous	Earned This Period	Earned to Date	Balance
Baseline Payment						
Slot Pay (July/August)	\$23,040.00	0.0%	\$0.00	\$0.00	\$0.00	\$23,040.00
Slot Pay (Sept-Dec)	\$76,160.00	0.0%	\$0.00	\$0.00	\$0.00	\$76,160.00
Slot Pay (Jan-June)	\$188,800.00	0.0%	\$0.00	\$0.00	\$0.00	\$188,800.00
Baseline Pay Subtotal	\$288,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$288,000.00
Performance Payment						
Enrollment	\$19,200.00	0.0%	\$0.00	\$0.00	\$0.00	\$19,200.00
Kindergarten Transition Plan	\$9,600.00	0.0%	\$0.00	\$0.00	\$0.00	\$9,600.00
Health Screenings	\$9,600.00	0.0%	\$0.00	\$0.00	\$0.00	\$9,600.00
Fall TSG	\$9,600.00	0.0%	\$0.00	\$0.00	\$0.00	\$9,600.00
Winter TSG	\$9,600.00	0.0%	\$0.00	\$0.00	\$0.00	\$9,600.00
Spring TSG	\$9,600.00	0.0%	\$0.00	\$0.00	\$0.00	\$9,600.00
Kindergarten Plan Outcomes	\$9,600.00	0.0%	\$0.00	\$0.00	\$0.00	\$9,600.00
Attendance	\$19,200.00	0.0%	\$0.00	\$0.00	\$0.00	\$19,200.00
Performance Pay Subtotal	\$96,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$96,000.00
Other Payment						
Family Engagement	\$1,574.00	0.0%	\$0.00	\$0.00	\$0.00	\$1,574.00
Classroom Startup-\$7,500	\$0.00	0.0%	\$0.00	\$0.00	\$0.00	\$0.00
Classroom Startup-\$10,000	\$0.00	0.0%	\$0.00	\$0.00	\$0.00	\$0.00
Staff Education Bonus	\$0.00	0.0%	\$0.00	\$0.00	\$0.00	\$0.00
Other Pay Subtotal	\$1,574.00	0.0%	\$0.00	\$0.00	\$0.00	\$1,574.00
Grand Total	\$385,574.00	0.0%	\$0.00	\$0.00	\$0.00	\$385,574.00
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)				Date		

Appendix #4: Release Time Invoice Template

**SEATTLE PRESCHOOL PROGRAM
Teacher Release Time - Monthly Invoice**

SEND CHECK TO:

Agency Name:

Address:

Contact Person:

Phone:

Email:

For training during month of _____

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

***NOTE:** Teachers and assistant teachers in SPP classrooms will be paid at their actual rate (up to the SPP salary scale) for up to 22 days of teacher release time (28 days for assistant teachers). Release time, up to these maximums are available for the Annual Pre-Service training, and approved curriculum, content, assessment, and Professional Learning Community (PLC) trainings. (See your contract for details.)

- 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.
- I certify that my agency paid the above individual(s) for the dates above—either for attending or as a substitute for a teacher attending an eligible training.

Name

Title

Date

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

Appendix #5 – Family Engagement Action Plan Template

Agency Name:

Strategy/ Action	Proposed timeline	Person Responsible	Completion Date	Narrative <i>Brief description of the activities to meet the goals in your proposed timeline</i>

Attachment #6 - Kindergarten Transition Action Plan

Agency Name:

Strategy/ Action	Proposed timeline	Person Responsible	Completion Date	Narrative <i>Brief description of the activities to meet the goals in your proposed timeline</i>

