



SEATTLE PRESCHOOL PROGRAM

PROGRAM MANUAL

Contract year 2016-2017

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Seattle
Department of
Education and Early Learning
PO Box 94665
Seattle, Washington 98124-6965
(206) 233-5118

<http://www.seattle.gov/education/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:

- Children will be ready for school.
- All students will achieve developmentally-appropriate pre-academic skills.
- All students will develop socially and emotionally.
- The readiness gap will be eliminated for SPP participants.

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

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, 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.)

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>

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%20Program%20Plan%202015-16%20Final.corrected.pdf>

Reflective Coaching – Reflective coaching is the regular and intensive coaching of teachers and their supervisors. These coaching models are designed to enhance the relationship between the teacher and the coach combined with direct observation, reflection/discussion, and modeling of practices.

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 a. Must include signed and dated consent to participate
Parent/Guardian Identity	1. Photo Identification
Proof of Residency (2 forms required)	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: 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	1. Child's birth certificate (with parent's name) or passport 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)	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: 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 children must meet the eligibility 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 will now formally allow 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.

2. **Continuity for previously-enrolled children:** SPP's "grandfathering" provision is extended beyond the first year of program participation and open to any SPP-eligible child. 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 2017, 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.

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. DEEL Program Intake Representatives will collect and certify all eligibility documentation for enrollment.

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 2016

Family Size	Gross Monthly Income
2	\$2,671 - \$4,005
3	\$3,361 - \$5,040
4	\$4,051 - \$6,075
5	\$4,741 - \$7,110
6	\$5,431 - \$8,145

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](http://www.workingconnection.org/home)

Working Connections Copay Calculation table Effective April 1, 2016											
	Column 1	Column 2	Column 3		Column 4		Column 5		Column 6	Column 7	Column 8
If Countable Income is:											
Family Size	100% of FPL	Above 200% FPL	0 to 82% FPL		More than 82% to 137.5%		More than 137.5% to 200%		137.5% FPL	State Median Income (SMI)	85% state median income (SMI)*
1	\$981	\$1,962	\$0	\$804	\$805	\$1,349	\$1,350	\$1,962	\$1,349	\$3,684	\$3,131
2	\$1,328	\$2,656	\$0	\$1,089	\$1,090	\$1,826	\$1,827	\$2,656	\$1,826	\$4,817	\$4,094
3	\$1,674	\$3,348	\$0	\$1,373	\$1,374	\$2,302	\$2,303	\$3,348	\$2,302	\$5,951	\$5,058
4	\$2,021	\$4,042	\$0	\$1,657	\$1,658	\$2,779	\$2,780	\$4,042	\$2,779	\$7,084	\$6,021
5	\$2,368	\$4,736	\$0	\$1,942	\$1,943	\$3,256	\$3,257	\$4,736	\$3,256	\$8,218	\$6,985
6	\$2,714	\$5,428	\$0	\$2,225	\$2,226	\$3,732	\$3,733	\$5,428	\$3,732	\$9,351	\$7,948
7	\$3,061	\$6,122	\$0	\$2,510	\$2,511	\$4,209	\$4,210	\$6,122	\$4,209	\$9,564	\$8,129
8	\$3,408	\$6,816	\$0	\$2,795	\$2,796	\$4,686	\$4,687	\$6,816	\$4,686	\$9,776	\$8,309
9	\$3,754	\$7,508	\$0	\$3,078	\$3,079	\$5,162	\$5,163	\$7,508	\$5,162	\$9,989	\$8,490
10	\$4,101	\$8,202	\$0	\$3,363	\$3,364	\$5,639	\$5,640	\$8,202	\$5,639	\$10,202	\$8,671
		Not Eligible	\$15 Copay		\$65 Copay		Subtract 137.5% FPL From Countable income, then multiply by .50 and add \$65		If income exceeds 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 Column 2. If amount is greater, client is not eligible. If COUNTABLE income is below column 2 then check column 3, 4 or 5 for correct income range and copayment.											
*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											

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.

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: - 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.
Assistant Teacher	Associate's 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's 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.

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 Report - The agency will submit a completed Staff Report (contract attachment) to DEEL prior to the first day of school. The agency is responsible to submit an updated Staff Report to their Education Specialist any time staffing changes occur.

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 ~~at least three times per year~~. 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. Documentation within the system can include, but are not limited to, anecdotal notes, observation notes, pictures, and videos. 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 for approval to the Education Specialist during contract negotiations. 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.

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. 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. The agency will be awarded up to \$787 per classroom to use for the following types of activities:

- 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 curriculum support (reflective coaching) to teachers, center directors, and program supervisors and off-site training. Coaches will focus on teachers' professional growth.

- Provide differentiated classroom based, reflective, instructional coaching to increase the quality and effectiveness of teacher practice,
- Support fidelity of curriculum implementation.
- 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 the CLASS and ECERS assessment if the Agency does not have a recent assessment on file and has no plans to have these assessments conducted within the next three months.
- Administer the HighScope Program Quality Assessment tool (PQA) or Creative Curriculum Fidelity check tool.
- Provide One-on-one coaching consultations
- Conduct QIP reviews

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 and Step Ahead and will be held at the beginning of each school year and cover screenings and assessments, the learning environment, preschool standards, policies and requirements.

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.

Content Training - Both required and data-informed- content training will be held 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 curriculum training, supporting children with special needs, culturally responsive teaching, and partnering with families.

Assessment Training:

- i. Child assessments- Beginning level training is required for all teachers on Teaching Strategies Gold (TSG) and the ASQ 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.

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.

SEEC Institutes - A day-long institute for early learning providers at all levels will be offered annually during the fall, 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.

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.

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 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:
 - o Early childhood education
 - o Early childhood special education
 - o P-3 (preschool thru third grade)
 - o P-3 special education

D-2: Technical Assistance

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

- Contract requirements
- Performance Pay requirements and tracking
- Teaching Strategies GOLD
- Monitoring for compliance
- Guiding agency staff in leadership and program development
- Assisting agencies in adhering to program standards
- Approve and monitor eligible classroom start-up funds

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 support 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" for disruptive behaviors. The Agency will support children's social and emotional growth and through professional development and coaching develop plans of action for children with need.

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 on a regular basis 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 on a regular basis into ChIPS. Data will be collected at both the child and teacher level and will include, but not limited to, the following:

- Attendance
- Health Screening dates and information
- 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.

Agencies will enter ongoing child level observation data in each child portfolio as related to TSG objectives. Agencies will work to collect at least two pieces of documentation per child per objective. 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. Complete and finalized data will include all of the following areas 6 of development:

- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Math

TSG Interrater Reliability Requirements: Agency staff will complete Teaching Strategies GOLD Interrater Reliability (IRR) with six months of contract start date or hire. Staff can access IRR tests through the TSG Dashboard system. Tutorial for TSG IRR access in Appendix #3

E-1.4 ASQ-3™ Online

Agencies will complete a developmental screening for each child within 30 days of child start date. Information collected from the screening must be entered into the ASQ Online system within the same 30 days. 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 CLASS® “My Teachstone” online

Working with coaches, and as a professional development tool for teachers, “My Teachstone” online will be used to track and support teachers in reaching CLASS assessment goals. CLASS will be administered by on DEEL approved outside contractor, these scores will be entered into the online system which can then be used by Coaches to support teachers.

E-1.6 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 as 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 – Self Evaluation

Agencies will participate in a pilot Self Evaluation process in 2016-17SY. The Self-Evaluation 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 – SPP Application

#2 – SPP Monthly Invoice Template

#3 – TSG Tutorial Page: IRR

Attachment #1 – SPP Application



SEATTLE PRESCHOOL PROGRAM

APPLICATION FORM SCHOOL YEAR 2016-17

To have your child entered into Round 1 selection, please submit this form by March 11, 2016
Applications submitted after March 11 will be included in future selection rounds.



Mail
 Department of Education and Early Learning
 PO Box 94665 Seattle, WA 98124-6965



Email
 SPPapplication@seattle.gov



Fax
 (206) 233-7152

For questions or assistance please call (206) 386-1050.

CHILD INFORMATION

- Child's Name:** Last: _____ First: _____ Middle Initial: _____
- Child's Birth Date:** ____/____/____
- How does your child identify?** ☐ Male ☐ Female ☐ Other _____
- Does the child have a sibling applying/enrolled in SPP?** ☐ Yes ☐ No If yes, what is the sibling's name: _____
- Race:** ☐ White ☐ Asian ☐ Native Hawaiian/Pacific Islander ☐ Black, African, or African American
☐ American Indian or Alaska Native ☐ Multi-Racial Other: _____
- Is the child of Spanish/Hispanic/Latino ethnicity?** ☐ Yes ☐ No
- Languages Spoken in Home:** Primary: _____ Secondary: _____
- Home Address:** _____ Apt./Ste.: _____
 City: _____ Zip: _____
- Mailing Address** (if different from above): _____ Apt./Ste.: _____
 City: _____ Zip: _____

PARENT/GUARDIAN INFORMATION

CONTACT INFORMATION FOR APPLICATION

Parent(s) Names
Email Address
Primary Phone
<i>Please note, the City uses various methods such as email, phone, automated phone messages, to communicate with families regarding application and enrollment information.</i>
Alternate Phone

HOUSEHOLD SIZE/PARENT or GUARDIAN INCOME

Household Size: Provide the number of people living in the home where the child resides.	
# _____	
Household Income: Provide the total wages, child support, foster care, SSI, TANF, etc. for the child's parent(s)/guardian(s).	
Annual Gross Income \$ _____	or Monthly Gross Income \$ _____

How did you hear about our program? ☐ Newspaper ☐ Magazine ☐ Radio Ad ☐ Friend or Family Member

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

☐ Flyers ☐ Banners ☐ I have another child in the Program ☐ Website ☐ Preschool or School

PLACEMENT PREFERENCES

Please help us match you with a preschool that meets your family's needs by answering the following questions. Families that are open to more preschool locations and options are more likely to be placed than those with a high number of limitations.

1. CARE NEEDS - What are your child care needs? (Select one)

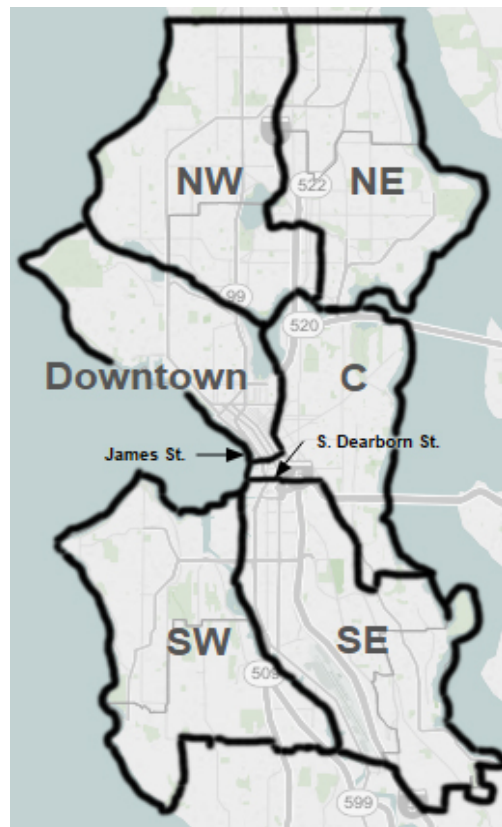
- ☐ My child only requires care for the preschool day (approximately 9 am – 3 pm, Monday - Friday).
- ☐ My children requires care for longer than the preschool day (between the hours of 7 am – 6 pm, Monday - Friday) **and** I am willing to pay for the hours beyond the preschool day.
- ☐ No care preference (willing to pay for before/after care if I am assigned to a site with before/after care)

2. DUAL LANGUAGE PREFERENCE - Are you are interested in being placed in a dual language classroom? (If yes, select all interested options. If no, leave all blank.)

- ☐ Vietnamese ☐ Chinese (Tentative) ☐ Spanish (Tentative)

3. REGIONAL PREFERENCE - In which regions would you be able to attend an SPP site? (Select all that apply)

- ☐ Northwest Seattle (NW)
- ☐ Northeast Seattle (NE)
- ☐ Downtown / Magnolia (Downtown)
- ☐ Central Seattle (C)
- ☐ Southeast Seattle (SE)
- ☐ Southwest Seattle (SW)



PRESCHOOL ASSIGNMENT INFORMATION

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

- Child's age
 - Children are 4 on or before August 31, 2016 will receive priority over children who are 3 on or before August 31, 2016
- 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 and search for *Address Look Up Tool*.
- Additional preference is given to children with siblings enrolled in SPP during school year 2015-16.

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

By signing below, I certify that all of the information provided is true to the best of my knowledge 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: _____

Attachment #2 – 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:	XXXX				7/25/2016		
Provider's Phone No.:	XX				Agency Invoice No. (Optional):		
Contract Number:	DC16XXXX						
Contract Period:	7/1/2016-6/30/2017				Invoice Month (Auto-Fill)		
Maximum Amount:	\$348,321.00				Enter Date		
Category	Unit Cost	Maximum Amount	% Completed	Less Previous	Earned This Period	Earned to Date	Balance
Base Pay							
Slot Pay (July/August)	\$9,928.80	\$19,857.60	0.0%	\$0.00	\$0.00	\$0.00	\$19,857.60
Slot Pay (Sept-Dec)	\$16,640.00	\$66,560.00	0.0%	\$0.00	\$0.00	\$0.00	\$66,560.00
Slot Pay (Jan-June)	\$27,120.33	\$162,722.00	0.0%	\$0.00	\$0.00	\$0.00	\$162,722.00
Baseline Pay Subtotal		\$248,220.00	0.0%	\$0.00	\$0.00	\$0.00	\$248,220.00
Variable Performance Targets (Based on % Complete)							
Enrollment (Nov Invoice)	Actual %	\$16,548.00	0.0%	\$0.00	\$0.00	\$0.00	\$16,548.00
Health Screenings (Jan Invoice)	Banded %	\$8,274.00	0.0%	\$0.00	\$0.00	\$0.00	\$8,274.00
Fall TSG (Feb Invoice)	Banded %	\$8,274.00	0.0%	\$0.00	\$0.00	\$0.00	\$8,274.00
Winter TSG (April Invoice)	Banded %	\$8,274.00	0.0%	\$0.00	\$0.00	\$0.00	\$8,274.00
Spring TSG (Jun Invoice)	Banded %	\$8,274.00	0.0%	\$0.00	\$0.00	\$0.00	\$8,274.00
Attendance (Jun Invoice)	Banded %	\$16,548.00	0.0%	\$0.00	\$0.00	\$0.00	\$16,548.00
Fixed Payment Performance Targets (Lump Sum)							
Family Engagement (Sep Invoice)	\$787.00	\$2,361.00	0.0%	\$0.00	\$0.00	\$0.00	\$2,361.00
Classroom Start up-\$7,500 (Sep Invoice)	\$7,500.00	\$15,000.00	0.0%	\$0.00	\$0.00	\$0.00	\$15,000.00
Classroom Start up-\$10,000 (Sep Invoice)	\$0.00	\$0.00	0.0%	\$0.00	\$0.00	\$0.00	\$0.00
Kindergarten Transition Plan (Nov Invoice)	\$8,274.00	\$8,274.00	0.0%	\$0.00	\$0.00	\$0.00	\$8,274.00
Kindergarten Plan Outcomes (Jun Invoice)	\$8,274.00	\$8,274.00	0.0%	\$0.00	\$0.00	\$0.00	\$8,274.00
Performance Targets Subtotal		\$100,101.00	0.0%	\$0.00	\$0.00	\$0.00	\$100,101.00
Adjustments							
Adjustment	\$0.00	\$0.00	0.0%	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total		\$348,321.00	0.0%	\$0.00	\$0.00	\$0.00	\$348,321.00
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: [Samantha Kealoha \(samantha.kealoha@seattle.gov\)](mailto:Samantha.Kealoha@seattle.gov)

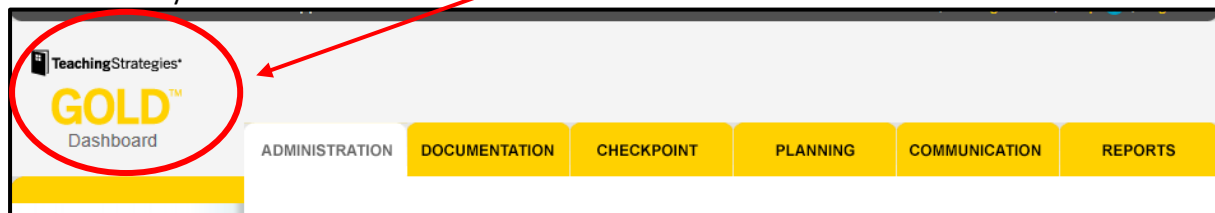
Attachment #3 – TSG Tutorial Page: IRR

TeachingStrategies GOLD - Interrater Reliability (IRR) Access and Testing Tutorial Page

Below you will find step by step instructions how to access and take the IRR test.

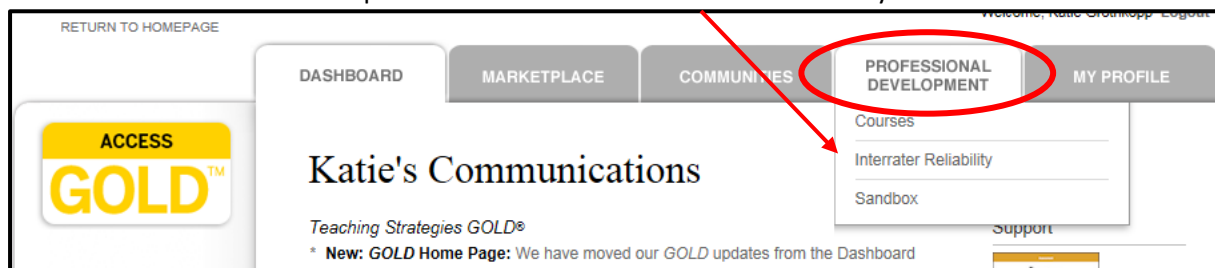
STEP 1:

If not already on the TSG Dashboard when logged in, click on the “TeachingStrategies GOLD Dashboard” button in the upper left corner of your GOLD.



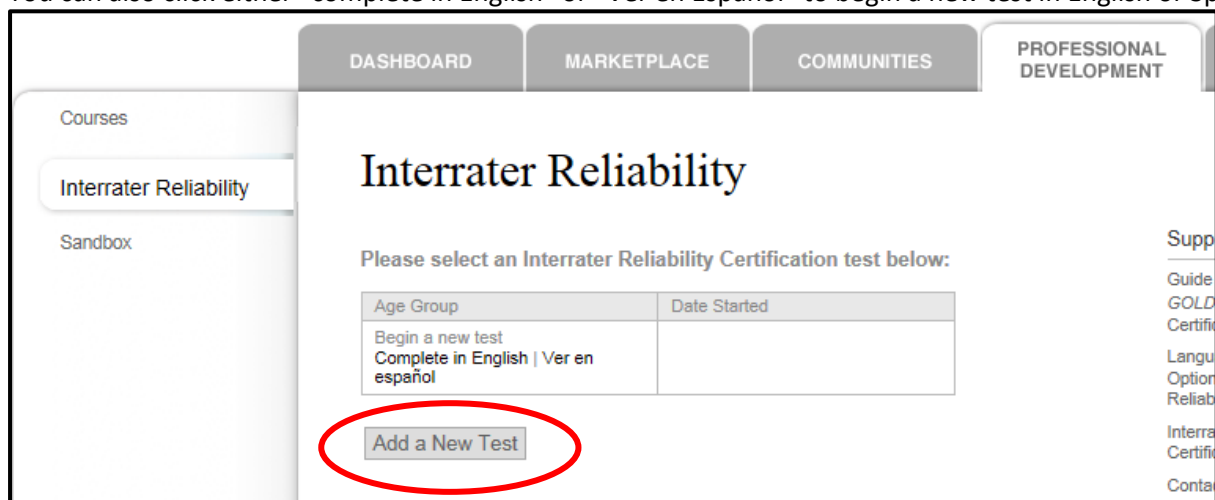
STEP 2:

Click the “Professional Development” tab and choose Interrater Reliability



STEP 3:

You will be taken to the IRR page. From here, you will be able to see any tests you have started. Click on “Add a New Test.” You can also click either “complete in English” or “Ver en Español” to begin a new test in English or Spanish.



STEP 4:

You will be directed to the IRR description and agreement page. Read the information and agreement and select “I agree” at the bottom of the screen.



Certification Testing Agreement

The *Teaching Strategies GOLD®* Interrater Reliability Certification test is meant to be taken only by the individual named in the Teaching Strategies account. As an examinee, you should neither solicit nor utilize any outside assistance during the testing process.

I certify that 1) I am Katie Grothkopp, and 2) I am completing the test without assistance from any other source.

☒ I agree

☐ I do not agree

STEP 5:

Select the appropriate age group for testing. As stated on the selection page, please check with your administrator if unsure on your selection.) After selection an age group, click “submit”

DASHBOARD

MARKETPLACE

COMMUNITIES

PROFESSIONAL DEVELOPMENT

Interrater Reliability

Please select the age-group for testing:

(If you are not sure which age-group to use, please check with your administrator.)

- ☐ Birth through age 2
- ☐ Age 3 through kindergarten
- ☐ Mixed ages (includes infants/toddlers, preschool children, and kindergarten children)
- ☐ Birth through age 2, including children with disabilities
- ☐ Preschool, including children with disabilities
- ☐ Preschool, including dual language learners
- ☒ Preschool, including dual language learners and children with disabilities

☒ Submit

STEP 6:

You will be directed to the test start page which includes an explanation of the test. Teacher must achieve 80% agreement to the Master Rating scale to be listed as reliable. Please read the page in full then click on “Round 1” at the bottom of the screen to begin your test.

Click a round below to begin.

Round	Status	Details
Round 1	☐	Not Started