



A program of the
Seattle Early Education Collaborative

STEP AHEAD & SEATTLE PRESCHOOL PROGRAM PATHWAY PROGRAM MANUAL

For 2015-16 Contract Year

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2015–16 Seattle Early Education Collaborative (SEEC) Step Ahead & Seattle Preschool Program Pathway Manual

TABLE OF CONTENTS

Section 1: Seattle Early Education Collaborative (SEEC)		Pages 1-2
i.	Vision	1
ii.	Guiding Principals	1
iii.	Approaches to Early Learning	1
iv.	Professional Development System	1
v.	Early Learning Investments	2
vi.	Community Building and System Building Approach	2
Section 2: Step Ahead Eligibility, Recruitment, and Enrollment		Pages 3-5
i.	Eligibility Criteria	3
ii.	Enrollment Priority Policy	3
iii.	Provider Enrollment Responsibilities	3
iv.	Child Care Assistance Program	4
a.	Comprehensive Child Care Program Provider Expectations	
Section 3: Step Ahead Program Requirements		Pages 6-13
i.	Program Models and Location	6
ii.	Program Monitoring	6
iii.	Staff Qualifications and Requirements	7
iv.	Professional Development	8
v.	Classroom Requirements	8
a.	Ratios and Group Size	
b.	Learning Environments	
c.	Meals and Snacks	
vi.	Early Achievers	9
a.	Curriculum	
b.	Pre-K-3 rd Alignment and Collaboration	
vii.	Assessment	9
a.	Child Assessment	
b.	Classroom Assessment	
viii.	Family Engagement	11
a.	Parent Partnership	
b.	Family Participation	
c.	Culturally Responsive Services	
ix.	Kindergarten Transition	12

Section 1: Seattle Early Education Collaborative (SEEC)

- i. **Vision:** The vision of the Seattle Early Education Collaborative (SEEC) is a community working together in coordinated partnership to close the achievement gap by ensuring that children are prepared to succeed in school. Additionally, schools and communities are prepared to effectively nurture and educate every child.
- ii. **Guiding Principles:** SEECs guiding principles are based on the following values, knowledge, and beliefs:
 - Learning begins at birth and every child has the capacity to learn and succeed in school;
 - School and life success rests on healthy, holistic, and comprehensive development;
 - Quality pre-K programs are a function of the level of education, training, skill, and experience of the teachers in the classroom;
 - Parents are the first and most important teachers of their children and respect for home language, culture, etc. are key to supporting families in their role as parents;
 - Families are better served when services are offered within communities where children and families live, work, and play;
 - A multidisciplinary methodology is used with an emphasis on assessment of outcomes;
 - Shared professional values and outcomes for early learning professional development;
 - Broad range of ages and settings encompassed in early learning programs;
 - Commitment to diversity and inclusion.
- iii. **Approaches to Learning:** The City of Seattle Department of Education and Early Learning (DEEL) has designed and implemented all Early Learning services funded through the Families & Education Levy (FEL) in a way that:
 - Nurtures all children, promoting the healthy development of children birth-to-five by using best practices, cultural and linguistic relevance, and anti-bias practices;
 - Establishes and maintains a continuing system of professional development to ensure quality early childhood programming;
 - Follows the nationally accepted principles of family support and builds on the strengths and capacities of children and families;
 - Locates services in places best suited to families, including elementary schools, existing child care programs, and other community-based locations;
 - Is easy to access;
 - Is welcoming and responsive to the diverse cultural and unique characteristics of Family Friend and Neighbor (FFN) caregivers, children of refugee and immigrant families, English Language Learners and children with special needs;
 - Includes formal and informal opportunities to learn about early childhood development for staff, parents and community members;
 - Coordinates transitions for children to preschool, kindergarten, and from one early childhood setting to another;

- Uses a community-building approach that leverages additional resources, coordinates existing resources and services, and is flexible in addressing children and families' needs as they arise.

iv. Professional Development System: SEEC will include significant investment in professional development and expect significant commitment to professional development from the Early Learning communities. The system is designed to meet cultural and linguistic needs of participants and improve child outcomes across a range of early care and education settings. Step Ahead preschool programs will be in alignment with the Early Achievers (EA) quality rating and improvement system and use an approved research-based curriculum that is aligned with Seattle Public Schools' elementary school curriculum for grades K-3, state early learning guidelines, Seattle Kindergarten Readiness Guidelines and the Common Core Standards.

The Professional Development System is a comprehensive and intentional training and mentoring system designed to increase the effectiveness of instruction of preschool teachers, the leadership of principals and directors in building an aligned pre-K- 3rd system, and to support parents and other adult caregivers in guiding children's positive development. The SEEC professional development system is designed to meet the needs of pre-K teachers, birth-three teachers, and family child care, and family, friend and neighbor caregivers. Its purpose is to support their ability to prepare young children for kindergarten and develop skills and strategies that support children's success in school

v. Early Learning Investments: As part of early learning investments, the Families and Education Levy will fund the following integrated services to support all aspects of the SEEC vision:

- High quality preschool programs (Step Ahead and Seattle Preschool Program) for three and four year olds;
- Professional development for early learning educators to improve their knowledge and skills for preparing young children for kindergarten;
- Family engagement and outreach activities to include the ongoing presence and involvement of families in their child's education at school, at home, and in the community and to build on the strengths and needs of each family;
- Kindergarten transition services to assure that children from Step Ahead programs make a successful transition to kindergarten;
- A home visiting program, Parent-Child Home Program (PCHP), to service low-income families with toddlers who are not in early childhood programs, and to build the families' skills in promoting literacy;
- Health and mental health support that promotes the physical, social, and psychological well-being of children in child care and preschool settings.

vi. Community Building and System Building Approach: The key to achieving the Early Learning investments through the SEEC vision is a group of community partners working together. A coordinated and integrated approach streamlines services and maximizes resources to the benefit of children and families. Building on existing partnerships and coordinated services, the City of Seattle will use Levy and General funds, as well as leveraged funds and resources from additional partners. Such blending of funds will enhance, expand, and further align and create innovative services toward reaching the SEEC vision.

Section 2: Step Ahead Eligibility, Recruitment, and Enrollment

- i. **Eligibility Criteria:** Preschool providers will enroll children who meet Step Ahead Preschool guidelines and work in partnership with Parent-Child Home providers to enroll graduates from this program. Step Ahead Preschool children will meet the following criteria:
1. The child will live within the Seattle city limits and within the attendance boundaries of low-performing elementary schools, and be three or four years old by August 31 of the school year in which they are enrolled.
 2. The family will have income between 110% and 300% of the federal poverty level.

110%–300% of 2015-2016 Federal Poverty Level	
Family Size	Gross Monthly Income
2	\$ 1,462 to \$3,983
3	\$ 1,842 to \$5,022
4	\$ 2,224 to \$6,063
5	\$ 2,606 to \$7,104
6	\$ 2,986 to \$8,142

3. Any child who meets the criteria in number 1 above and is not served by Head Start or the Early Childhood Education and Assistance Program (ECEAP).
4. Any child from the Parent-Child Home Program (PCHP) who meets the criteria in number 1 above will receive priority for enrollment.

- ii. **Enrollment Priorities Policy:** The primary population served is three to four-year old children from families with low-moderate incomes within the Seattle city limits and who live within the attendance boundaries of low-performing elementary schools. Data from Seattle Public Schools indicate a high percent of children in poverty and at risk of academic failure also include:

- Children with parents that have Immigrant or Refugee status
- Children who are English language learners
- Children not currently in preschool, but in the care of family, friends or neighbors (FFN) who would benefit from a pre-K program.
- Children in foster care
- Children who are homeless
- Children with special needs

The following is a list of the 2015-16 Seattle Schools in the priority attendance area:

Aki Kurose Middle School	Highland Park Elementary	Olympic Hills Elementary
B.F Day Elementary	John Muir Elementary	Orca Elementary
Bailey Gatzert Elementary	John Rogers Elementary	Rainier View Elementary
Beacon Hill International Elementary	Kimball Elementary	Roxhill Elementary
Concord International School	Leschi Elementary	Sand Point Elementary
Dearborn Park Elementary	Lowell Elementary	Sanislo Elementary
Denny International Middle School	Maple Elementary	Stevens Elementary
Dunlap Elementary	Martin Luther King Jr. Elementary	Van Asselt Elementary
Emerson Elementary	Mercer International Middle School	Viewlands Elementary
Graham Hill Elementary	Northgate Elementary	West Seattle Elementary
Hawthorne Elementary		Wing Luke Elementary

- iii. Provider Enrollment Responsibilities:** When enrolling families in the Step Ahead Program, the Agency will follow the following steps to ensure proper enrollment:
1. Distribute applications and additional forms to families
 2. Collect completed paperwork and accompanying documentation
 3. Review applications for completeness and signatures
 4. Review applications for eligibility
 - a. Does the family live within the Seattle city limits?
 - b. Will the child be three or four years old by August 31 of the current year?
 - c. Compute family income and determine Federal Poverty Level for the family (see income calculation directions and income eligibility matrix).
 - d. Enter data into the online Early Learning Network Information System (ELNIS)
 5. Forward copy of application and documentation to City Intake staff weekly during enrollment period.
 6. Prioritize enrollment according to enrollment priorities outlined above.
 7. Strive for full enrollment 60 days in advance of the program start date.
 8. Full enrollment is expected to be complete within 30 days of program start date.
 9. Enrollment must be maintained at a minimum of 95% of capacity; children are expected to attend regularly with fewer than 10 excused or unexcused absences, per year (5 per semester).
 10. Maintain a waiting list to help ensure full enrollment. When the program is full, children must also be referred to programs with openings so the child receives preschool services.
 11. The last day to enroll a child for the current program year will be March 31, 2016.
- iv. Child Care Assistance Program (CCAP):** The City of Seattle offers child care subsidies for qualifying families through CCAP. Families who qualify to receive help paying for wrap-around child care through the City of Seattle must meet the following eligibility criteria:
1. Family must live within Seattle city limits.
 2. Child must be three years old by August 31 of the current year.
 3. Family income must be between 200%–300% of the federal poverty level.
 4. Parents must be employed or in job training.
 5. **CALL (206) 386-1050 or your City Intake representative for additional information**
- a. Comprehensive Child Care Program (CCCP):** Agencies that provide wrap-around child care for families and accept the CCAP subsidies become part of the CCCP provider list. CCCP providers are expected to:
1. Review the family's completed application and documentation.
 2. Forward the application and documentation to City intake staff with your request for a subsidy voucher. (City intake staff will review the family's completed application and

documentation to determine City subsidy eligibility. If the family is determined eligible, an intake staff person will prepare a voucher which authorizes the amount the City will pay each month and forward it back to you, the provider.)

3. Review the voucher with the parents and discuss with them the fees they are responsible to pay directly to you each month.
4. Review with the parents the Parent Terms and Conditions printed on the back of the voucher.
5. Ensure parents sign both sides of the voucher; provider signs the authorization side of the voucher.
6. Make a copy of both the front and back sides of the voucher for the parent and keep a copy for your records.
7. Return the signed original voucher to the City intake staff.

Section 3: Step Ahead Program Requirements

- i. **Program Models and Location:** Step Ahead Programs can be located in elementary schools, existing child care centers or preschool programs such as ECEAP, Head Start and other community-based sites. Step Ahead models include both half-day and full-day options. Programs wishing to provide full-day services will use other sources including City or State subsidies, parent fees, USDA, grants and other revenue sources. All sites with preschool funding will use the TeachingStrategies® GOLD assessment system. Programs must have a minimum of eight Step Ahead preschool funded children in their center.

Full-Day and Part-Day Models:

Full-Day: Six hours per day, five days per week for 180 days per year beginning in September.

- Families are responsible for the cost of full day preschool, however many families may be eligible for either State Working Connections Child Care subsidy or the City of Seattle Child Care Assistance to help pay the cost. Parents generally are responsible to pay a portion of the cost.

Part-Day: Three-and-a-half hours per day, four days a week, either morning or afternoon, for 140 days per year beginning in September.

- **Free** to eligible families who meet the Step Ahead Program's income guideline.

If school must close due to adverse weather, or health and safety issues, the Agency shall make up for all closure days before the end of the program year.

Location: Step Ahead programs must meet all of the licensing requirements for preschool programs in the state of Washington and have no outstanding complaints. If a license is not required by the state, verifiable evidence of a preschool's ability to meet health, safety and quality licensing standards may be provided in lieu of being licensed. Schools, non-profit, or for-profit organizations (including licensed child care), churches, community colleges, senior centers, public housing, public transit stations, family centers, and any other appropriate, safe sites that meet the needs of children and families within the safety requirements of the Washington Administrative Code are acceptable facilities.

- ii. **Program Monitoring:** Step Ahead programs will implement and conduct ongoing monitoring and assessments that track the progress and outcomes of the children and the program. Monitoring and Assessment requirements are:

1. All data reported to the City will be reported in Early Learning Network Information System (ELNIS), a public-facing web application database, or other City-approved reporting mechanism. The Agency will acquire training and proficiency for accurate and timely reporting. All ELNIS users are required to have a digital certificate to access the database. All timelines for reporting data to the City extend to information required to be recorded in ELNIS or the City-approved reporting mechanism.
2. Preschool programs will be required to conduct regular assessments to monitor children's progress toward school readiness and to participate in outside assessments to measure teacher and classroom quality.
3. Preschool programs will be in alignment with Early Achievers system to ensure that preschool programs are providing high quality programming for all children, promoting child outcomes, and supporting early learning professionals.
4. Preschool programs will participate in program visits and reviews with a City Education Specialist. Program visits will be conducted at least four times a year and include

discussions with the director, staff and participants, observation of services, and review of service documentation and participant files.

5. Preschool programs, will work with the Department of Education and Early Learning (DEEL) to analyze program assessment results including child assessment portfolios from TeachingStrategies® GOLD, PPVT-4, ECERS and CLASS.
6. An annual program assessment will involve parents, staff and community to inform ongoing program planning and implementation.
7. The preschool program will create an individual child file for each child. All information pertaining to the child is confidential and shall not be shared without parental permission. Child files shall include, at a minimum, enrollment application and documentation, well child check-up, immunization record, developmental screenings, referrals resulting from screenings, evaluation of the assessments; results, individual learning plans, notes from parent conferences, and other notes of importance.
8. TeachingStrategies® GOLD curriculum-linked child assessments will be conducted at the beginning, middle and end of the contract year, to inform families, shape technical assistance, improve teaching practice, and screen for special needs.
9. Three- and four-year-old children's receptive English vocabulary will be assessed two times per year (fall and spring) using the Peabody Picture Vocabulary Test 4th edition (PPVT).
10. Preschool programs will work in partnership with Public Health-Seattle & King County health team to ensure that vision, hearing and growth screenings are completed for every eligible child. The Developmental and Health Screening dates will be entered into ELNIS.
11. Classroom and teacher effectiveness will be assessed at least annually by well-trained and certified evaluators, using reliable and standardized classroom observation processes.
12. Any assessment tools will be culturally sensitive and developmentally appropriate.
13. Parents' evaluation of their child will be included in child-based assessments.

iii. **Staff Qualifications and Requirements:** For programs implementing Head Start and the Early Childhood Education and Assistance Program (ECEAP), every effort will be made, where possible, to use Head Start and ECEAP standards and reporting mechanisms to meet Step Ahead requirements.

Staff Qualifications:

1. The minimum acceptable Teacher Team is one teacher with an Associate of Arts (AA) in Early Childhood Education, and a Child Development Credential for a second staff member per classroom.
2. Lead teachers without a Bachelor of Arts degree and assistant or co-teachers without an AA are expected to make a significant investment in professional development.
3. At least one teacher will be culturally and linguistically similar to some of the children of color in the classroom.
4. Both teachers will have experience working cross-culturally and will be strongly grounded in culturally responsive and anti-bias theory and practice.
5. Teachers will have access to specialists who can assist them in effectively supporting the development of children with special needs.

- iv. Professional Development:** A primary goal of Step Ahead professional development is to ensure high quality preschool teaching practices that align curriculum, assessment, and pedagogy across the preschool-to-third-grade continuum. Professional development services will use children's and teachers' data, program, and classroom to inform improvement of teaching practice and the quality of the learning environments in alignment with Early Achievers. Teachers will receive coaching, mentoring, and technical assistance focused on environments, curriculum, social/emotional development, instructional support, and child and program assessments, as well as an opportunity to participate in HighScope Certification Training.

The preschool program will be responsible to increase and update professional knowledge; this is a key component of using best practice at all times to ensure the effective delivery of services to children and families.

1. The director or another administrative representative from the Agency will be required to participate in Early Achievers level 2 trainings.
2. The preschool program staff, including teachers and directors, will make themselves accessible to work with an on-site coach who will provide coaching services which include observations, on-going feedback, and one-on-one consultations with staff.
3. The preschool program will develop a schedule and coordinate all professional development activities, including Early Learning Academy, coursework, release time, on-site training, and one-on-one mentoring and classroom observations with the coach.
4. The preschool program will ensure all trainings are in alignment with the Washington Core Competencies for ECE professionals, culturally linguistic practices, and the Seattle School District.

- v. Classroom Requirements:** Step Ahead programs will assure that all services will be delivered in a culturally responsive manner. Also, In order to help children maintain and develop optimal language skills, a cluster of six students maximum who speak the same language will be placed in a group together (when possible). In addition, programs will maintain the following classroom requirements:

- a. Ratio and Group Size:** The maximum class size will be 20. Teacher-child ratio will be a maximum of 1:10. Children with special needs or other high-risk factors may change teacher-child ratios.
- b. Learning Environments:** Programs will meet and maintain Washington State child care licensing requirements as described in the Revised Code of Washington and the Washington Administrative Code. If unlicensed, the preschool program shall demonstrate how they effectively maintain health and safety standards which are comparable to the licensing requirements. Materials provided must be adequate for the number of children served.
- c. Meals and Snacks:** Meal times must be used as learning experiences to foster children's nutrition, social skills, and other relevant skills by having adults and children sitting and eating together.

During group sessions lasting four hours or less, meals and snacks must be offered which meet one-third of the child's daily nutritional needs, recognizing individual differences and cultural patterns. During group sessions lasting more than four hours, one-half to two-thirds of a child's daily nutritional needs must be met. Menus must be approved by a certified dietitian.

- vi. Early Achievers:** All Step Ahead preschools will participate in Early Achievers activities as made available by the City and/or its partners. The preschools will also be in alignment with the state QRIS system and indicators. This includes:
- a. Curriculum:** The preschools will use an evidence-based curriculum that includes the following elements: alignment with State early learning guidelines, common core standards and the Seattle kindergarten readiness guidelines. Step Ahead preschools can offer a combination of many learning strategies. Agencies are required to use the assessment features of Teaching Strategies Gold, but may add additional curricula to meet the needs of the children, the interests of the parents or the philosophy of the school. Features of curriculum requirements are:
- Focus on social and emotional development as well as academic skills.
 - Quality improvement activities starting at level 2 (as applicable); demonstrating progression through quality standards levels 3-5.
 - High-quality interactions between adult caregivers and children.
 - The use of screening assessment and observation when designing and modifying individual and group curriculum.
 - Professional development for educators and caregivers in alignment with Core Competencies for ECE professionals, Cultural and Linguistic practices, the Early Learning Academy and the Seattle School District.
- b. Pre-K-3rd Alignment and Collaboration:** Preschools will be required to participate in pre-K-3rd alignment meetings, activities and trainings offered by SEEC or Seattle Public Schools. Some activities listed below:
- Create regular opportunities for pre-K teachers, K-3 teachers, K-3 after-school providers, summer learning and enrichment providers, and coaches to work and learn together.
 - Foster relationships among family advocates working with pre-K programs (Head Start, ECEAP, licensed childcare, and others) and family support professionals in pre-K, Kindergarten, and community-based organizations.
 - Encourage communication and foster relationship between Birth to Three programs and the pre-K- 3rd System, and between the pre-K- 3rd System and intermediate elementary school grades.
- vii. Assessment:** A regular required feature of the Step Ahead preschool model to ensure each child continues to learn all required skills and knowledge for further success in school. The following is a current list of required assessments, but be aware these may change as more research and tools are available
- a. Child Assessment:** The Agency will provide the following assessments for children enrolled in Step Ahead:
- 1. TeachingStrategies® GOLD child assessment system**
- a. The preschool will administer the child assessment portfolio using Teaching Strategies Gold TM three times each year by the following dates to assist the teaching staff in supporting each child's progress in social emotional, physical, language, cognitive, literacy and mathematics:
1. November 30, 2015
 2. February 28, 2016
 3. May 31, 2016

- b. A minimum of 95% of children enrolled at the time of the assessment and who have been enrolled for 30 days will be assessed.
 - c. A minimum of 85% of the children will have three accurate child assessment portfolios.
 - d. All completed child assessment portfolios will be entered into TeachingStrategies.com, including children's first and last name, their ELNIS identification number (enter in TSG field "Identifier"), and applicable funding sources into TSG by the fall checkpoint deadline, observational records i.e. notes, photos, or video to support the assessment of each child.
 - e. The preschool will ensure that teachers will have weekly scheduled time to observe children and enter data into assessment system.
 - f. The preschool will ensure that the Pre-K teachers become proficient in using the Teaching Strategies Gold TM assessment system.
 - g. The new teachers from each Pre-K classroom will be required to participate in up to two days of Teaching Strategies Gold TM assessment system training. Lead Teachers must test "reliable" within six months of training.
 - h. The preschool will provide an Individual Learning Plan for all children who are below age level expectation, the development of this plan will be in partnership with Education Specialist, coach and Public Health Seattle & King County (PHSKC) health team.
- 2. Peabody Picture Vocabulary Test 4th Edition (PPVT):** Each fall and spring the Agency is required to ensure that children are making progress in developing their receptive English language skills. This assessment will be conducted by an outside assessor.
- 3. Ages and Stages Questionnaires (ASQ):** The Agency will administer the developmental screening on all children using r ASQ-3rd Edition (ASQ-3) and ASQ: Social Emotional (ASQ: SE).
- b. Classroom Assessment:** The Agency will use the following tools and methods for classroom assessments:
- 1. Early Childhood Environmental Rating Scale Revised (ECERS-R):** ECERS-R will ensure that each classroom is a healthy, safe and quality learning environment for children. In an effort to align with Early Achievers, the City of Seattle Department of Education and Early (DEEL) will be following the Department of Early Learning (DEL) lead in recognizing that ratings are good for 3 years.
 - 2. Classroom Assessment Scoring System (CLASS):** CLASS will improve teaching by creating a focus on teacher interactions. In an effort to align with Early Achievers, the City of Seattle Department of Education and Early (DEEL) will be following the Department of Early Learning (DEL) lead in recognizing that ratings are good for 3 years.
 - 3. Classroom Observation:** The Agency will be assigned a coach who will observe and evaluate the effectiveness of teaching practice through classroom observation and the development of a Quality Improvement Plan (QIP) outlining goals for individual teaching staff. QIP will be conducted three times each year by the following dates to assist the coach in supporting each teaching staff's progress:
 - October 31, 2015**
 - February 28, 2016**
 - May 31, 2016**

4. Curriculum-embedded classroom assessment: The curriculum-embedded classroom assessment tool will be used to ensure the fidelity of implementation of the preschool curriculum and to inform teacher practice and coaching services.

- viii. Family Engagement, Outreach, and Support:** Children learn best when their families are involved in their education and when their families' basic needs are being met. Step Ahead Family outreach, support and engagement approach will be aligned with the EA Strengthening Families model. There are three elements of parenting engagement approaches that aligned with Early Learning Benchmarks and have statewide reach and are coordinated to reach families in different ways: 1) Outreach, Awareness and High-Reach Strategies, 2) Focused Family Engagement Strategies, and 3) Intensive Intervention-Based Strategies.
- a. Parent Partnership and Participation:** The preschool will provide a variety of opportunities for parents to learn about child development, health, safety and how to support their children's learning. Research indicates that a child's chances of graduation increase as parents take an active role in advocating for and participating in their child's education. Preschools will have a strong parent partnership and learning component that actively engages parents in their child's education. Preschools will have the following:
1. Develop an outreach and marketing plan for recruiting families and children who meet the eligibility requirements, but may not be aware of the importance of early education for their child's later success in school.
 2. Provide parent-teacher conferences during the program year in the fall and spring.
 3. Provide opportunities for parents to engage in setting goals for their children and policy setting for the school.
 4. Convene an interdisciplinary team that includes the on-site coach, Education Specialist, family support, health and/or mental health provider, and teacher to ensure that each child identified with learning difficulties will have an intervention plan developed and implemented in coloration with the child's family.
 5. Provide information to parents about parenting classes, educational support models for families available in the city or provide informative evenings at the preschool. Examples include:
 - Families as Teachers
 - Leadership/advocacy for Families
 - Navigating the School System
 - The Value of Home Literacy
- b. Family Participation:** It is well documented that children from families without sufficient access to basic needs are not able to learn adequately. Step Ahead preschools will be aware of family needs and provide an abundant set of resources for referring families to partner agencies for assistance in getting their basic needs met. There will be comprehensive services that address needs of children and families and that are culturally and linguistically competent. Step Ahead providers will:
1. Provide orientation to families at enrollment about the program's philosophy, services, and resources available to support family goals and service needs.
 2. Provide opportunities throughout the year for families and staff to give input to the program design and to develop leadership and advocacy skills within the program, school and community environments.

3. Provide family activities, training and support based upon the interests, goals and needs as identified by the families. All activities must be built upon each family's strengths and assets, and designed to support the family's culture and language, with parent involvement.
 4. Provide an opportunity for every family to participate in health and developmental screenings of children, and develop a corresponding health and family strengthening plan using existing community resources. Referrals will be readily accessible to family centers, family advocates, public health, housing and nutrition resources.
 5. Use a system to document family interests, goals and needs that ensures follow-up.
 6. Utilize private meeting spaces for families and staff when engaging in confidential discussion.
 7. Promote family involvement throughout the year including activities of screening and assessment; developing learning plans; kindergarten readiness; program planning and special events.
- c. **Culturally Responsive Services:** All services will be delivered in a culturally responsive manner. In order to help children maintain and develop optimal language skills, a cluster of six students maximum who speak the same language will be placed in a group together (when possible).
- ix. **Kindergarten Transition:** Step Ahead Preschools provide families with supports and services to ensure that children transition successfully to kindergarten. Preschools that form strong partnerships with elementary schools and after-school programs are more effective. Kindergarten transition services that support a child's school readiness include, but are not limited to the following:
1. Preschools will provide opportunities for early registration to kindergarten, including enrollment and welcoming events in partnership with the elementary schools and before and after-school programs.
 2. Preschools will prepare families with information necessary to support their child's transition to kindergarten, particularly for a child with special needs. This includes connecting the family, as early as possible, to the additional services in Seattle Public Schools that support the identified children or family's special needs. Examples include, but are not limited to: children that have received additional assessments or have been referred to CHILDFIND; children or families appropriate for family support services with a Seattle Public School family support worker; or children with a home language other than English that may need additional support acquiring proficiency in English.
 3. Preschools will work in partnership with Seattle Public Schools to acquire invitations to visit kindergarten in the spring of the child's final preschool year.
 4. Preschool staff will communicate with elementary schools about individual students, providing information that introduces the kindergarten teacher to the child.
 5. Preschools will share a portfolio of child information, family survey, or home visits via WaKIDS.
 6. Preschools will 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.

7. Preschools will 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.