

Report of the Family Child Care Advisory Committee:

Recommended Option for the Family Child Care Pilot of the Seattle Preschool Program¹

Background

In September 2013, Seattle’s City Council approved Resolution 31478, which formalized “the City Council’s goal of making voluntary, high-quality preschool available and affordable to all of Seattle’s children.” In November 2014, Seattle voters overwhelmingly approved Proposition 1B, which authorized a \$58 million property tax levy to fund the Seattle Preschool Program (SPP). SPP supports preschool with public funding and family tuition on a sliding scale; sets standards for preschool; provides professional development and other supports; and increases compensation for qualified preschool teachers. SPP is currently in the first year of a four-year demonstration phase (school years 2015-16 through 2018-19).

The Process

The Family Child Care (FCC) Pilot was included in the SPP Action Plan, published in 2014. Preparation for the FCC Pilot of SPP is slated to begin in the 2016-17 school year, with the first children enrolling in the 2017-18 school year. The goal of the Pilot is “to assess whether, and how, partnerships with Family Child Care providers can be implemented to achieve the same quality standards attained by center- and school-based providers, in a cost-effective manner.” To inform the design of the FCC-SPP Pilot program, the City contracted with consultants. The consultants reviewed FCC preschool models currently in existence; interviewed FCC providers and knowledgeable experts in Seattle; recommended the creation of an FCC Advisory Committee; and facilitated three Advisory Committee meetings.

In late summer 2015, the City of Seattle Department of Education and Early Learning (DEEL) appointed an Advisory Committee to make recommendations on options for how FCC providers can participate in SPP. The Advisory Committee met three times: November 2015, January 2016, and March 2016. Information on the Advisory Committee members and agendas for each meeting are included in the Appendix of this report. This report describes the FCC Advisory Committee’s recommendation for FCC participation in SPP. This report also presents guidance on the next steps needed to implement the recommendation.

¹ This draft was written by Anne Mitchell and Simon Workman for the Advisory Committee.

The Benefits and Challenges of Family Child Care

A family child care home is a small, community-based business. FCC providers are sole proprietors, owner-operators, and proud professionals offering a valuable service to families in their communities. According to providers in Seattle, FCC is a high-energy business: Similar to FCC providers elsewhere in the U.S., Seattle FCC providers work long hours, typically 50 hours a week with children and another 10 to 12 hours a week preparing for the children's learning and managing the business.

Family child care has many benefits for families. All the children from a family can be in one place, in a small, family-like setting, that is a good match with family language and culture. FCC offers continuity of relationships for both children and parents: Children stay with the same provider/teacher each year instead of changing to a new teacher/classroom. Many FCC homes offer multi-lingual learning environments (e.g. Vietnamese-English-American Sign Language, Somali-English, or Spanish-English).

Family child care also has challenges. For providers, welcoming a group of children and their families into their homes all day, every day is a deep commitment. It can be difficult for FCC providers to keep enrollment at the level needed to maintain financial stability. It can also be difficult to collect payments from families in full and on time. Friendships between providers and parents can conflict with business relationships. Key considerations for working in the setting of one's own home include recruiting children to achieve a desired mix of ages, and selecting a congenial group of families.

From SPP's perspective, family child care has many advantages. It is the setting most likely to reflect the diversity of families in Seattle and be located in nearly every neighborhood of the City. There is enthusiasm for SPP among providers. Many providers already offer high-quality learning programs, and some already use one of the two curricula required for SPP. If DEEL manages enrollment, as it does now for centers in SPP, it will work to fill all SPP slots contracted in a site and will pay for those slots regardless of whether the slots are filled. This supports the financial stability of these small FCC businesses.

There are also several potential challenges associated with implementing SPP in family child care homes:

1. There may be a lack of fully qualified providers, though complete data on the educational qualifications of the current FCC provider community in Seattle are not available.
2. About half of FCC providers in Seattle, 226 of 449, are participating in Early Achievers (EA). Of the 29 that have been rated as of January 2016, 18 are at Level 3 or higher.²
3. If each FCC provider has a separate SPP contract, the costs of contract administration for the FCC-SPP Pilot may be high for DEEL.
4. The support system developed for center-based SPP providers may need modification to align with the specific needs of FCC providers. For example, it is essential to identify provider coaches

² Source: 3SI Data Analytics Repository, 1/31/2016.

who have FCC experience (e.g. experience working in an FCC home, experience working with FCC providers) and who can be appropriately culturally responsive to the FCC environment.

5. FCC providers aim for a good match among children and families when selecting enrollees. Within the current SPP recruitment and enrollment procedures, DEEL assigns families to preschool programs based on geographic location. This procedure may need to be modified to give FCC providers more autonomy over who they enroll.
6. There will need to be good supports for FCC homes to meet SPP's strict 'no suspension/no expulsion' policy, such as mental health referrals, in-home consultation, etc. The policy should be carefully reviewed in light of the realities of FCC homes.

The Advisory Committee reviewed three potential models for SPP implementation with FCC providers:

- Option #1: The FCC provider 'specializes' in preschool, enrolling only preschool-age children and essentially operating a home-based preschool program according to SPP requirements.
- Option #2: The FCC provider offers SPP, enrolling a minimum number of preschoolers (four) and continues to enroll other children of different ages (within license limits). Both of the curricula used in SPP, High/Scope or Creative Curriculum, are designed for a wide age span.
- Option #3: A group of FCC providers identify an existing incorporated organization (or establish such an organization) that can serve as the core of an FCC network. The network supports FCC providers in delivering SPP. Homes in the network may 'specialize' in preschoolers or may continue to enroll some children of other ages.

To take full advantage of the benefits of family child care and address the challenges, the Advisory Committee recommends that networks of FCC providers be established to offer SPP in FCC homes (Option #3 above).

Recommendation: A network of FCC providers offers SPP.

A network of FCC providers has two essentials: (1) an organization that is the central hub and (2) a number of FCC homes that are affiliated with each other and with the hub. FCC providers are equal partners with each other and with the hub. The network hub contracts with DEEL to offer SPP in its affiliated homes. The FCC homes in the network offer SPP in a variety of ways, with FCC homes in the network choosing the way that best works for them. Models for offering SPP as part of an FCC network are described in detail below. In each model, the cost of delivering SPP would be shared between the FCC home and the hub. The amount of money the home receives in each option depends on the number of SPP children the home enrolls and on the extent of services the hub provides to the home.

Model 1: FCC home meets SPP requirements and enrolls only SPP children.

The FCC home meets all SPP minimum requirements and wants to fill all its spaces with SPP children (four-year-olds and income-eligible three-year-olds). The home uses either of the two approved curricula, and uses SPP-recommended family engagement practices. The FCC provider is the SPP teacher and meets the teacher requirements (described in the paragraph below). The home's program meets all other SPP requirements. If the provider has employees, they meet the 'teacher assistant' requirement.

The FCC owner/director is the SPP lead teacher, has at least an associate's degree in Early Childhood Education (ECE) and is working toward a bachelor's degree in ECE. If there is an assistant teacher during the SPP hours, s/he has some preparation, such as a Child Development Associate (CDA) credential or some ECE coursework, and is working toward an associate's degree in ECE (or its equivalent).

Depending on its license, the all-SPP FCC home may enroll 10 children and have one teacher, or may enroll 12 children with one teacher and one assistant. The home must operate at a minimum for the school day (six hours) and school year (180 days). If the provider desires to offer, and families need, longer hours, then the home may offer full-day and year-round service (e.g. before/after-SPP services, service during school vacation weeks, a summer program). The non-SPP services are paid for either by the parents, according to the provider's tuition scale; through WCCC (the state child care subsidy); or through CCAP (city child care subsidy). The provider manages all programmatic aspects of SPP, including attendance records. The hub manages billing to DEEL, and the hub pays SPP funds to the provider.

As SPP covers only six hours per day, it is likely that it operates within a full-day/full-year program, although some providers may offer SPP exclusively. When operated as part of a full-day/full-year program, the six hours of SPP could be split into two three-hour blocks, with lunch and/or a nap in between, and with additional care provided before and after these blocks. Appendix C includes a sample schedule for how SPP could operate within an FCC home. Flexibility for FCC providers in the exact timing of delivering the required SPP hours would help SPP reach children in families where parents work non-traditional hours – families that are often served by FCC providers rather than child care centers.

Model 2: FCC home designates four slots specifically for SPP children.

Another FCC home might choose to designate four slots for SPP children (four-year-olds or income-eligible three-year-olds) and continue to enroll other children of different ages, younger and older than preschoolers, within the home's license limits.

The FCC owner/director or another employee who meets the requirements can be the SPP lead teacher. Whoever is designated as SPP teacher must have at least an associate's degree in ECE and work toward a bachelor's degree in ECE. If the home's license allows 12 children, requiring an assistant, then either the owner or another employee can fill the assistant role.

The home uses one of the SPP curricula (both High/Scope and Creative Curriculum are designed for a wide age span). Family engagement practices for SPP can include all enrolled families. Within its full-

day/full-year program, the home offers the SPP school day (six hours) and school year (180 days). Offering full-day/full-year service for the non-SPP children maintains the FCC strength of serving multiple children in a family. If SPP-funded children need longer hours than SPP covers, then the families pay for those according to the provider's tuition scale, or with city or state child care subsidies. The provider tracks attendance of the SPP children, the hub manages the SPP billing with DEEL, and the hub pays SPP funds to the provider.

Model 3: FCC home offers some SPP, with network support.

Some FCC providers may want to offer SPP but do not currently meet all the requirements. The most likely challenge to meeting the SPP requirements is that the provider lacks the necessary teaching qualifications. To support this provider to be able to offer SPP, the network would engage fully qualified teachers who have experience with family child care to work as 'coach-teachers' in the FCC home. One coach-teacher might work with two to three homes, spending 10 to 12 hours a week in each home supporting the provider and any staff in the home to implement SPP. To cost-effectively cover the coach and the FCC home's delivery of SPP to children, each FCC home probably needs to enroll a minimum number of SPP children. The number can be determined in drafting the budget for the network.

The daily schedule would be the same as that of the home offering SPP within the full-day/full-year program (as discussed above). The coach would be on-site in the provider's home, working with her/him for about 12 hours per week. The coach is serving as the SPP-qualified teacher working alongside the provider for most of those hours, demonstrating and supporting the provider; the rest of the time is for direct interaction with the provider on whatever s/he needs (e.g. curriculum planning for four-year-olds, help with conducting child assessments and using the results). In a typical week, coach time with a provider might include the coach being on-site with the provider for part of the day, two to three days per week. This on-site time would include co-teaching with the provider, conducting observations, and meeting with the provider for feedback/discussion sessions (likely during nap time). A sample schedule is included in Appendix C.

The provider tracks the SPP children's attendance, the hub manages the SPP billing with DEEL, and the hub pays SPP funds to the provider. Coaches are paid through the hub organization, with the cost covered by SPP funds generated by the SPP children in the homes receiving coaching. The home in this option would receive less SPP funding per child than in the other options.

Model 4: FCC homes bring four-year-olds into a centralized hub classroom that offers SPP.

Another possibility to support homes that are not currently meeting the SPP qualifications is that the hub organization can create a classroom for SPP, with the children coming from various FCC homes in the network. The SPP teacher would be employed by the network and would meet the requirements for SPP. If each home brought four or five four-year-olds to the hub classroom, then four homes could together populate a full SPP classroom (20 children).

One approach under this model would be an FCC home's SPP children coming to the hub classroom every day, with the full 180 days of SPP delivered in the hub classroom. If the home offered care outside of the SPP hours, and families needed that care, then outside SPP-hours care would be provided at the FCC home. The SPP funds would be mainly supporting the hub classroom, with smaller amounts for each participating FCC home. Offering SPP through a hub classroom would require the homes and the hub to be located close to each other. This may only work for a FCC provider with an assistant. The home would need the assistant to either bring the children to and from the hub, or to remain in the FCC home with the other children (who are not preschool age).

Other Network Supports

The network is an opportunity for FCC providers to come together and share resources among themselves. The hub itself is a resource and support for providers. The hub's primary responsibility is to manage the SPP contracting and payment processing with DEEL. The hub might also be able to offer the FCC provider members other administrative supports (e.g. food program (CACFP) record-keeping and billing, tuition billing and collections for private pay families, subsidy billing, etc.), with the supports centralized to free providers from some of the long hours of their work.

More important, the network can support professional advancement of the FCC providers in the network, promoting options for higher education for providers who work 50 to 60 hours per week, helping them obtain credit for prior learning, promoting acceptance of early education degrees earned in other countries, and finding community-based college classes.

Some providers will want to immediately get on the path to earning the bachelor's degree. The network might offer professional development courses on-site, and might link providers with welcoming degree-granting institutions. It can facilitate college coursework for providers, bringing on-site evening classes to the community or possibly bringing daytime classes with support from substitutes.

The network can provide qualified substitutes so that providers can have time off for professional development, business planning, or vacation. Availability of substitutes also makes it easier for providers to visit each other's homes to learn from one another. Essentially, the network can offer a variety of services and supports for FCC provider members, in a cost-effective way.

Creating a Network Hub

Key to the success of the FCC-SPP Pilot is the identification of existing incorporated organizations and/or the establishment of such organizations to be the hub of an FCC network. Currently, there are no FCC networks in the city of Seattle. The FCC-SPP Pilot needs at least one, and probably several, FCC networks for the Pilot to be successful.

Although there are no FCC networks in Seattle, as the Advisory Committee discussed at its first meeting, there are examples of such networks in other states and counties, as well as examples of provider networks that don't currently include FCC providers. The closest example is Puget Sound Education

Service District (PSESD), which has several years of experience with FCC providers. The PSESD federal Head Start/Early Head Start (HS/EHS) grant includes FCC providers (some in King County, but none located in Seattle). In their model, the FCC provider is the teacher for HS/EHS purposes. Any HS/EHS-eligible children in their home are counted as enrolled in HS/EHS. The PSESD supports the FCC providers with funding, professional development, on-site coaching, and consistent substitute teachers to provide relief time for the provider to do child assessment, planning, etc.

There is a network of child care centers in Seattle called Sound Child Care Solutions. This network may have experiential knowledge about the financial support a network needs. Sound Child Care Solutions could offer advice on helping to create respectful relationships among small child care businesses – advice that may be useful to the creation of a network of FCCs in Seattle.

Organizations that may be able to work with FCC providers to create a FCC network to pilot SPP include

- a college with strong ECE programs, such as Seattle Central College or North Seattle College;
- SEIU 925 Early Learning Division (the union that represents family child care providers);
- an existing FCC association in Seattle;
- a child care consortium such as the South East Child Care Director's Consortium; or
- other cultural organizations.

Timeline for the FCC-SPP Pilot

The current timeline calls for the FCC-SPP Pilot to begin serving children in September 2017, with recruitment and enrollment of children in the spring and summer 2017. FCC providers would apply for SPP in November 2016, with the selection of providers and the contracting process slated for January and February 2017. The full timeline with more detail can be found in Appendix E. If DEEL accepts the recommendation of the Advisory Committee to implement a network model for delivering SPP in FCC homes, the timeline may need modification to allot appropriate time for the process of developing the FCC networks.

Recommended Next Steps

If the FCC network model were to be implemented as the method to deliver SPP in FCC homes, there would be work to do on many fronts. FCC providers, DEEL and others have important roles in this work.

Figure out the financial impact SPP will have on an FCC home.

FCC providers need to estimate the cost of delivering SPP in their home context and determine if it is financially sustainable to provide the required services with the available funding from SPP. Providers need to determine how costs will be shared between homes and the hub. Cost-sharing depends on which services the hub offers and on how much of SPP is delivered primarily in the FCC home.

Financially skilled FCC providers need to draft budgets for a FCC home operating each of the approaches described above. Currently, SPP requires a minimum amount for teacher salaries based on qualifications

and salaries for people in similar positions, such as prekindergarten teachers. Salary amounts look different in an FCC budget, since an FCC provider is not paid a salary directly. Rather, the net annual revenue of the FCC home is essentially the provider's salary, and the provider works many more hours than a center staff person. Budgets for an FCC provider within the FCC-SPP Pilot will need to account for the same compensation parity that applies in an SPP center.

Determine the cost of operating the hub of the network.

FCC providers and DEEL can work together to draft a budget for a network, showing the allocation of costs between the hub and the homes. The allocation of costs depends on (1) how the delivery of SPP is shared between provider members and the hub and on (2) how DEEL may modify the SPP support system for FCC providers. For example, DEEL can keep all the SPP supports that now apply to centers at DEEL, or can contract some supports (e.g. coaching, health supports) to FCC network(s).

Agree on modifications of SPP.

The Advisory Committee raised some concerns about SPP in family child care homes, including about recruitment and selection of families, and about enrollment. These are also concerns for centers. When reviewing the overall SPP recruitment/enrollment process, DEEL should take account of FCC home business practices when considering any re-design of these processes. There may need to be modification to how SPP is promoted to families, so that FCC-SPP as an option is clear and is presented as an equal choice for families. In addition, DEEL should clarify what flexibility, if any, might exist around the delivery of the required SPP hours (six hours per day, five days per week) to allow FCC providers who serve children from families where parents work non-traditional hours to offer SPP. For example, an FCC provider might be able to offer 30 hours per week, but some days in that week might include eight hours of SPP curriculum, while other days might include only four hours.

Ramp-up higher education support for FCC providers.

DEEL and others need to work together to identify FCC providers who have the qualifications for SPP. These providers may be the core of FCC-SPP but may not exist in sufficient numbers for the Pilot. To increase the number of providers who will meet the requirements, DEEL can collaborate with colleges and Child Care Aware to identify tuition support resources for FCC providers, especially those colleges that are familiar with the family child care context.

Engage more FCC providers to participate in SPP.

To have a robust FCC-SPP Pilot, many FCC providers need to be engaged to learn about SPP, how the FCC-SPP Pilot will work, and the benefits of participating. FCC providers and their associations can work with DEEL to learn more about SPP, and DEEL should also reach out to FCC providers, targeting the existing Early Achievers networks of FCC providers and the FCC communities of practice. Providers that intend to participate need to promote FCC-SPP as an option to families currently enrolled in their homes, and need to more generally promote FCC-SPP to families in their communities.

Establish FCC network(s).

FCC networks need to be established, and a hub organization needs to be engaged or created to support the network(s). The time frame to establish a network will vary depending on the organization chosen to act as the hub, and the connections that currently exist among FCC providers that can be leveraged to create a network. DEEL could provide some guidelines for key characteristics of hubs (such as familiarity/experience with FCC providers, early childhood services, etc.). FCC providers will need to establish an operating agreement, including rules of engagement for how the network will work together and how the hub will operate as part of the network. These processes need to be built into the timeline for the Pilot.

Appendices

A. FCC Advisory Committee Members

Name	Affiliation
Maryan Abdulle	FCC Owner
Grace Alams	FCC and Child Care Center Director
Patricia Bailey	FCC Owner
Mai-Tham Dovin	FCC Owner
Katherine Green	FCC Owner
Saadia Hamid	Education Engagement Specialist, Seattle Housing Authority
Marjon Heru	Parent Educator, North Seattle CC
Theresa Lenear	Senior Manager, Child Care Resources
Denise Mathis	FCC Owner
Andrea McGraw	FCC Owner
Zamzam Mohammed	CEO, Voices of Tomorrow
Erica Watson	Past FCC Owner, Center Director
Kathy Yasi	FCC Owner
Monica Liang-Aguirre	Early Learning Director, DEEL
Sid Sidorowicz	Deputy Director, DEEL
Erica Johnson	Senior Policy Advisor, DEEL
Cameron Clark	Senior Policy Specialist, DEEL
Leilani Dela Cruz	Operations Director, DEEL
Sonja Griffin	Director of Quality Assurance, DEEL
Glenn Davis	Program and Policy Specialist, Office of Immigrant and Refugee Affairs
Anne Mitchell	Consultant, APA
Simon Workman	Consultant, APA
Sarah Wool	Consultant, APA
Joelle Gruber	Consultant, 3SI

B. Meeting Agendas

Seattle Preschool Program Family Child Care Pilot Advisory Committee AGENDA

Saturday, November 7, 2015, 9:00 a.m. – 1:00 p.m.

El Centro de la Raza

Seattle, WA

Desired Goals for this meeting:

1. Understand how other states and cities include family child care providers in Preschool
2. Increase our knowledge of the local Seattle family child care context from the perspectives of local family child care providers
3. Review data on the current characteristics of family child care in Seattle
4. Discuss Seattle Preschool Program in relation to Family Child Care

When	What
8:45 AM	Gather and light breakfast
9:00 AM	Welcome from the Seattle DEEL Introductions
9:30 AM	What is the Seattle Preschool Program and what are the role and purpose of this FCC Pilot Advisory Committee?
10:00 AM	How do other cities and states include FCC in preschool? Presentation with Q&A
10:30 AM	What are the perspectives of Seattle Family Child Care providers? Discussion
10:45 AM	Break
11:00 AM	What are the current characteristics of FCC providers in Seattle? Presentation with Q&A
11:30 AM	Small group discussion of key features of SPP and options for FCC (Discussion Guide handout)
12:30 LUNCH	Reporting: each small group shares (5-7 minutes). Focus on agreements, any questions for the whole group
	Conclusion – Comments, affirmations, questions
1:00 PM	Adjourn

Seattle Preschool Program Family Child Care Pilot Advisory Committee

AGENDA

Saturday, January 23, 9:00 a.m. – 1:00 p.m.

El Centro de la Raza

Seattle, WA

Purpose of this meeting:

1. Discuss the draft options for the FCC Pilot of SPP and choose which to recommend
 2. Understand the Evaluation of the SPP, with discussion of the family child care context
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When	What
8:45 AM	Gather and light breakfast
9:00 AM	Welcome from the Seattle Dept. of Education and Early Learning Introductions
9:15 AM	Presentation: Three options for the Advisory Committee's consideration for the FCC-SPP Pilot (review the discussion draft)
9:45 AM	Small group discussion of options <ul style="list-style-type: none">* What are the strengths of each?* Do you think other FCC providers would be interested in it?* What are your questions or concerns (if any) about the option?
10:45 AM	Break
11:00 AM	Informational presentation with Q&A: <i>The Comprehensive Evaluation Strategy for the SPP</i> (process and products) Dr. Gail Joseph, UW
11:45 AM	Review Options for FCC-SPP Pilot
12:15	Express your opinion on each Option Discussion: Focus on agreements, and anything further to be explored before next (final) Advisory Committee meeting
12:30	Break to get LUNCH
12:45	Conclusion – Comments, affirmations, questions
1:00 PM	Adjourn

Seattle Preschool Program Family Child Care Pilot Advisory Committee

AGENDA

Saturday, March 12, 9:00 a.m. – 1:00 p.m.

El Centro de la Raza

Seattle, WA

Purpose of this meeting:

1. Advisory Committee agreement on recommendation to DEEL
2. Celebrate!

When	What
8:45 AM	Gather and light breakfast
9:00 AM	Welcome from the Seattle Dept. of Education and Early Learning Introductions
9:15 AM	Whole group discussion of comments from Advisory Committee review of Recommendation paper
9:30 AM	Whole group discussion of issues <ul style="list-style-type: none">• What would you change or add to fix this issue?
10:15 AM	Break
10:30 AM	Whole group discussion: NETWORKS <ul style="list-style-type: none">• See handout for questions
11:30 AM	Review timeline for FCC-SPP and actions needed for success <ul style="list-style-type: none">• Who needs to do what by when to make the FCC-SPP Pilot a reality?
Noon	Break to get LUNCH
12:30 PM	Conclusion – Comments, affirmations, thanks, celebrate!
1:00 PM	Adjourn

Seattle Preschool Program Family Child Care Pilot Advisory Committee

Saturday, March 12, 2016

Discussion Questions: Networks

1. What qualifies an agency to be a network hub?
 - a. What experience/capacities should they have?
 - b. How can they provide evidence of this?
2. Is a FCC network more likely to succeed if the homes are geographically close to each other rather than being spread all over the City of Seattle?
3. Is a FCC network more likely to succeed if the provider/members share some affinity in addition to being FCC providers (e.g., culture, language)?
4. How does a network get started?
 - a. Do FCC providers come together to create it?
 - b. Do organizations that want to be the hub reach out to FCC homes?
5. Does DEEL need to have some sort of initiating process, with funding (modest), to speed the development of FCC networks?
6. How many networks are needed?
7. What is the capacity of existing FCC Associations? Do any have interest and have/can develop the capacity to become a hub?
8. Some Advisory Committee members are associated with organizations that might be a hub.
 - a. What is your level of commitment to creating a hub?
9. Some Advisory Committee members are FCC providers.
 - a. Are you interested in participating in the Seattle Preschool Program under this model?
 - b. Are you willing to participate in a Network?
 - c. What is your level of commitment to participating in FCC-SPP?

C. Sample FCC-SPP schedules

Schedule for FCC home operating SPP within a full-day/full-year program	
7:00am	Early morning care and learning
9:00	SPP day begins: Breakfast
9:30-noon	Morning play and learning activities/indoors and outdoors
noon	Lunch
12:30-1:30pm	Nap
1:30-3:00	Afternoon play and learning activities/indoors and outdoors
3:00	SPP day ends: Snack
3:00-6:00pm	Late afternoon care and learning

Schedule for FCC home offering SPP with coach support from the network						
		MONDAY	TUESDAY	WEDS	THURS	FRIDAY
7:00am	Early morning care and learning	Coach arrives by 8:30am				
9:00	SPP day begins: Breakfast	Co-teaches with provider				
9:30-noon	Morning play and learning activities/indoors and outdoors					
noon	Lunch					
12:30-1:30pm	Nap	Meets with provider to discuss SPP; coach leaves at 1:30pm		Coach arrives by 12:30pm & meets with provider		
1:30-3:00	Afternoon play and learning activities/indoors and outdoors			Co-teaches with provider		
3:00	SPP day ends: Snack					
3:00-6:00pm	Late afternoon care and learning			Coach leaves at 4:30pm		

D. SPP Minimum Requirements and WA FCC regulations

SPP Minimum Requirements

For the FCC-SPP Pilot, the following minimum requirements apply:

1. Home is licensed by the Washington Department of Early Learning (DEL).
2. Home is enrolled in Early Achievers (EA) and holds a rating of Level 3 or above.
3. At least one staff person working in the home has at least an associate's degree in Early Childhood Education (ECE)
4. Home now uses, or is willing to begin using, either the Creative Curriculum or High/Scope, which are the two curricula supported by DEEL.
5. Home operates SPP for at least 6 hours per day, 5 days per week, for 180 days per year (36 weeks).
6. Home allows coaches provided by DEEL access to the home and its program.
7. Home agrees to participate in the Comprehensive Evaluation of SPP.

Washington State Regulations for family child care providers with experience

Age of Children	Ratio Adults to Children
if 4 under 3 years (only 2 not walking), then 4 others	1 to 8
if none under 3 years, then 10 other ages	1 to 10 (same ratio as SPP)
if 4 not walking, then up to 8 others	2 to 12

E. FCC-SPP Implementation Timeline

