File No. ___130088___

Committee Item No. ____3___

Board Item No. _____

COMMITTEE/BOARD OF SUPERVISORS
AGENDA PACKET CONTENTS LIST

Committee: Budget and Finance Committee

Date 02/27/2013

Board of Supervisors Meeting

Date _____

Cmte Board

Cmte	Board	
☐	☐	Motion
☒	☐	Resolution
☐	☐	Ordinance
☐	☐	Legislative Digest
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☐	☐	Legislative Analyst Report
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☒	☐	Grant Information Form
☒	☐	Grant Budget
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☐	☐	Form 126 – Ethics Commission
☒	☐	Award Letter
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OTHER   (Use back side if additional space is needed)

Cmte	Board	
☐	☐	_____
☐	☐	_____
☐	☐	_____
☐	☐	_____
☐	☐	_____
☐	☐	_____
☐	☐	_____
☐	☐	_____

Completed by: _Victor Young_____ Date_ February 22, 2013 _

Completed by: _Victor Young_____ Date_____

RESOLUTION NO.

1   [Accept and Expend Grant - Improving Early Learning and Development Programs for Young Children - $1,269,400]

2

3   **Resolution authorizing the Children and Families Commission to retroactively accept**

4   **and expend a grant in the amount of $1,269,400 from the United States Department of**

5   **Education through the California Department of Education to support an Early Learning**

6   **Quality Improvement System, for the period of July 1, 2012, through December 31,**

7   **2015.**

8

9   WHEREAS, The California Department of Education ("CDE") has awarded a Race to

10   the Top - Early Learning Challenge grant to the San Francisco Children and Families

11   Commission ("First 5 San Francisco") in the amount of $1,269,400 from July 1, 2012 through

12   December 31, 2015 to support an Early Learning Quality Improvement System to improve

13   early learning and development programs for young children; and

14   WHEREAS, On September 6, 2012, the Executive Director of First 5 San Francisco

15   entered into an agreement with CDE to accept the grant; and

16   WHEREAS, Under the grant agreement CDE requires First 5 San Francisco to apply

17   the awarded funds for activities to support the local Quality Rating and Improvement System

18   for early care and education programs proposed in the action plan submitted to CDE; and
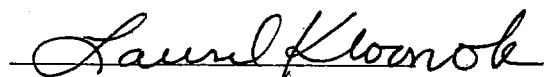
19   WHEREAS, First 5 San Francisco will prepare and submit reports required by the CDE;

20   and

21   WHEREAS, First 5 San Francisco proposes to maximize use of available grant funds

22   on program expenditures by not including indirect costs in the grant budget; now, therefore,

23   be it
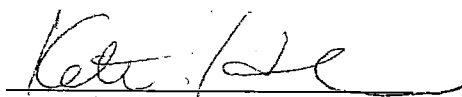
24   RESOLVED, That the Board of Supervisors hereby waives inclusion of indirect costs in

25   the grant budget; and be it

1   FURTHER RESOLVED, That the Board of Supervisors hereby authorizes the

2 Executive Director of First 5 San Francisco or her designee, on the behalf of the City, to

3 retroactively accept and expend the grant.

4

5 Recommended:

6
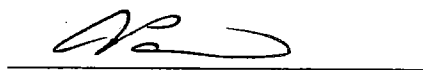
7 _Laurel Kloomok_

8 Laurel Kloomok, First 5 San Francisco

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10 Approved:

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12 _Edwin Lee_

13 Mayor   Controller

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FIRST 5
SAN FRANCISCO
CHILDREN AND FAMILIES COMMISSION

Suzanne Giraudo, Commission Chair
Psychologist Clinical Director
California Pacific Medical Center
Laurel Kloomok, Executive Director

December 18, 2012

Angela Calvillo, Clerk of the Board
Board of Supervisors
1 Dr. Carlton B. Goodlett Place, Room 244
San Francisco, CA 94102-4689

Dear Ms. Calvillo:

Attached please find an original and four copies of proposed resolution for the Board of Supervisors approval, which will allow the Children and Families Commission to accept and expend a federal grant for $1,269,400 from July 1, 2012 to December 31, 2015 to improve early learning and development programs for young children in the City.

The following is a list of accompanying documents (five sets):
- Proposed grant resolution
- Grant information form
- Grant budget
- Grant application
- Grant award letter from funding agency

The following person may be contacted regarding this matter:
Tracy Fong, 415-934-4875

Sincerely,

Laurel Kloomok
Executive Director, Children and Families Commission

TO: Angela Calvillo, Clerk of the Board of Supervisors

FROM: Tracy Fong, Children and Families Commission

DATE: November 29, 2012

SUBJECT: Accept and Expend Resolution for Federal Grant

GRANT TITLE: Race to the Top – Early Learning Challenge

Attached please find the original and 4 copies of each of the following:

_X_ Proposed grant resolution; original signed by Department, Mayor, Controller

_X_ Grant information form, including disability checklist

_X_ Grant budget

_X_ Grant application

_X_ Grant award letter from funding agency

_NA_ Ethics Form 126 (if applicable)

_NA_ Contracts, Leases/Agreements (if applicable)

____ Other (Explain):

Special Timeline Requirements:

Departmental representative to receive a copy of the adopted resolution:

Name: Tracy Fong   Phone: 415-934-4875

Interoffice Mail Address: Will pick up or email tfong@first5sf.org

Certified copy required Yes ☐   No ☒

(Note: certified copies have the seal of the City/County affixed and are occasionally required by funding agencies. In most cases ordinary copies without the seal are sufficient).

File Number: _____
(Provided by Clerk of Board of Supervisors)

Grant Resolution Information Form
(Effective July 2011)

Purpose: Accompanies proposed Board of Supervisors resolutions authorizing a Department to accept and expend grant funds.

The following describes the grant referred to in the accompanying resolution:

1. Grant Title: Race to the Top – Early Learning Challenge

2. Department: Children & Families Commission (dba First 5 San Francisco)

3. Contact Person: Tracy Fong   Telephone: 415-934-4875

4. Grant Approval Status (check one):

     [X] Approved by funding agency   [ ] Not yet approved

5. Amount of Grant Funding Approved or Applied for: $1,269,400

6a. Matching Funds Required: $0
  b. Source(s) of matching funds (if applicable):

7a. Grant Source Agency: U.S. Department of Education
  b. Grant Pass-Through Agency (if applicable): California Department of Education

8. Proposed Grant Project Summary:

The Race to the Top-Early Learning Challenge (RTT-ELC) is a federal grant that will focus in improving early learning and development programs for young children by supporting states' efforts to:
- increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs;
- design and implement an integrated system of high-quality early learning programs and services; and
- ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood.

California took the unique approach of building upon the state's local and statewide successes. This will allow locals to develop and maintain control over their own quality improvement processes and build off of local investments, from First 5 Commissions and others, while still allowing counties to coordinate efforts when feasible and share lessons learned. First 5 San Francisco was selected by the California Department of Education to lead this effort for the city and county of San Francisco, and is one of the 16-counties in the state participating in the federal RTT-ELC grant project.

9. Grant Project Schedule, as allowed in approval documents, or as proposed:

     Start-Date: 7/1/2012   End-Date: 12/31/2015

10a. Amount budgeted for contractual services: $840,000

  b. Will contractual services be put out to bid? RFP #513 released February 17, 2012

1

c. If so, will contract services help to further the goals of the Department's Local Business Enterprise (LBE) requirements? Yes

d. Is this likely to be a one-time or ongoing request for contracting out? The RFP is for 3 years

11a. Does the budget include indirect costs?   [ ] Yes   [X] No

b1. If yes, how much? $
b2. How was the amount calculated?

c1. If no, why are indirect costs not included?
    [ ] Not allowed by granting agency   [X] To maximize use of grant funds on direct services
    [ ] Other (please explain):

c2. If no indirect costs are included, what would have been the indirect costs?
    Rent, equipment lease/supplies, and general office support.

12. Any other significant grant requirements or comments:

Disability Access Checklist*(Department must forward a copy of all completed Grant Information Forms to the Mayor's Office of Disability)

13. This Grant is intended for activities at (check all that apply):

[ ] Existing Site(s)   [ ] Existing Structure(s)   [X] Existing Program(s) or Service(s)
[ ] Rehabilitated Site(s)   [ ] Rehabilitated Structure(s)   [ ] New Program(s) or Service(s)
[ ] New Site(s)   [ ] New Structure(s)

14. The Departmental ADA Coordinator or the Mayor's Office on Disability have reviewed the proposal and concluded that the project as proposed will be in compliance with the Americans with Disabilities Act and all other Federal, State and local disability rights laws and regulations and will allow the full inclusion of persons with disabilities. These requirements include, but are not limited to:

1. Having staff trained in how to provide reasonable modifications in policies, practices and procedures;

2. Having auxiliary aids and services available in a timely manner in order to ensure communication access;

3. Ensuring that any service areas and related facilities open to the public are architecturally accessible and have been inspected and approved by the DPW Access Compliance Officer or the Mayor's Office on Disability Compliance Officers.

If such access would be technically infeasible, this is described in the comments section below:

Comments: Where appropriate, grantee will provide paid auxiliary aids and services to facilitate communication w/ parents w/ disabilities and facilitate the educational advancement of teachers w/ disabilities

Departmental ADA Coordinator or Mayor's Office of Disability Reviewer:

Joanna Fraguli
(Name)

Deputy Director of Programmatic Access
(Title)

Date Reviewed: 12/28/2012

(Signature Required)

2

Department Head or Designee Approval of Grant Information Form:

Laurel Kloomok
(Name)

Executive Director
(Title)

Date Reviewed: 12-18-12

Laurel Kloomok
(Signature Required)

3

SACS		Grant Management / Consortia Operations	T&TA and QI Activities	Rating and Monitoring	Data Collection and Evaluation	Partnership Building	Mentoring other Communities	Capacity-building and Sustainability	TOTALS
	Personnel								
1000	Regional Lead	30,000.00							30,000.00
1000	Other Lead								-
2000	Support Staff								-
	Subtotal Salaries	30,000.00	-	-	-	-	-	-	30,000.00
3000	Benefits								
	Subtotal Benefits	-	-	-	-	-	-	-	-
A	**TOTAL PERSONNEL**	30,000.00	-	-	-	-	-	-	30,000.00
	Operations								
4000	Supplies and Services		2,100.00						2,100.00
5000	Travel								-
5000	Equipment								-
	Contractual			140,000.00	50,000.00				190,000.00
	Training Stipends		75,000.00						75,000.00
	Incentives								-
B	**TOTAL OPERATIONS**	-	77,100.00	140,000.00	50,000.00	-	-	-	267,100.00
C	**TOTAL DIRECT COSTS (A+B)**	30,000.00	77,100.00	140,000.00	50,000.00	-	-	-	297,100.00
	NOT SUBJECT TO INDIRECT								
D	**TOTAL USED TO CALCULATE INDIRECT**	30,000.00	77,100.00	140,000.00	50,000.00	-	-	-	297,100.00
E	**INDIRECT COSTS** 0.00%	-	-	-	-	-	-	-	-
F	**TOTAL GRANT FUNDS FY 2012-13 (C+E)**	30,000.00	77,100.00	140,000.00	50,000.00	-	-	-	297,100.00
	Funds from Other Sources to Support Action Plan								
	First 5 County Commission		500,000.00	600,000.00	122,500.00				1,222,500.00
	First 5 California		3,500,000.00	525,000.00	300,000.00				4,325,000.00
	County Office of Education								-
	Donations								-
	Grants			200,000.00					200,000.00
G	**TOTAL OTHER FUNDS**	-	4,000,000.00	1,325,000.00	422,500.00	-	-	-	5,747,500.00
H	**TOTAL FUNDS TO SUPPORT LOCAL QRIS (F+G)**	30,000.00	4,077,100.00	1,465,000.00	472,500.00	-	-	-	6,044,600.00

First 5 San Francisco

RTT-ELC Task-Level Budget Table
FY 2013-14

SACS		Grant Management / Consortia Operations	T&TA and QI Activities	Rating and Monitoring	Data Collection and Evaluation	Partnership Building	Mentoring other Communities	Capacity-building and Sustainability	TOTALS
	Personnel								
1000	Regional Lead	30,000.00							30,000.00
1000	Other Lead								-
2000	Support Staff								-
	Subtotal Salaries	30,000.00	-	-	-	-	-	-	30,000.00
3000	Benefits								
	Subtotal Benefits	-	-	-	-	-	-	-	-
A	**TOTAL PERSONNEL**	30,000.00	-	-	-	-	-	-	30,000.00
	Operations								
4000	Supplies and Services		3,150.00						3,150.00
5000	Travel								-
5000	Equipment								-
	Contractual			220,000.00					220,000.00
	Training Stipends		75,000.00						75,000.00
	Incentives								-
B	**TOTAL OPERATIONS**	-	78,150.00	220,000.00	-	-	-	-	298,150.00
C	**TOTAL DIRECT COSTS (A+B)**	30,000.00	78,150.00	220,000.00	-	-	-	-	328,150.00
	NOT SUBJECT TO INDIRECT								
D	**TOTAL USED TO CALCULATE INDIRECT**	30,000.00	78,150.00	220,000.00	-	-	-	-	328,150.00
E	**INDIRECT COSTS** 0.00%	-	-	-	-	-	-	-	-
F	**TOTAL GRANT FUNDS FY 2012-13 (C+E)**	30,000.00	78,150.00	220,000.00	-	-	-	-	328,150.00
	Funds from Other Sources to Support Action Plan								
	First 5 County Commission		500,000.00	600,000.00	122,500.00				1,222,500.00
	First 5 California		3,500,000.00	525,000.00	300,000.00				4,325,000.00
	County Office of Education								-
	Donations								
	Grants			200,000.00					200,000.00
G	**TOTAL OTHER FUNDS**	-	4,000,000.00	1,325,000.00	422,500.00	-	-	-	5,747,500.00
H	**TOTAL FUNDS TO SUPPORT LOCAL QRIS (F+G)**	30,000.00	4,078,150.00	1,545,000.00	422,500.00	-	-	-	6,075,650.00

First 5 San Francisco

RTT-ELC Task-Level Budget Table
FY 2014-15

SACS		Grant Management / Consortia Operations	T&TA and QI Activities	Rating and Monitoring	Data Collection and Evaluation	Partnership Building	Mentoring other Communities	Capacity-building and Sustainability	TOTALS
	Personnel								
1000	Regional Lead	30,000.00							30,000.00
1000	Other Lead								-
2000	Support Staff								-
	Subtotal Salaries	30,000.00	-	-	-	-	-	-	30,000.00
3000	**Benefits**								
	Subtotal Benefits	-	-	-	-	-	-	-	-
A	**TOTAL PERSONNEL**	30,000.00	-	-	-	-	-	-	30,000.00
	Operations								
4000	Supplies and Services		3,150.00						3,150.00
5000	Travel		2,650.00						2,650.00
5000	Equipment								-
	Contractual		70,000.00	200,000.00					270,000.00
	Training Stipends		75,000.00						75,000.00
	Incentives								-
B	**TOTAL OPERATIONS**	-	150,800.00	200,000.00	-	-	-	-	350,800.00
C	**TOTAL DIRECT COSTS (A+B)**	30,000.00	150,800.00	200,000.00	-	-	-	-	380,800.00
	NOT SUBJECT TO INDIRECT								
D	**TOTAL USED TO CALCULATE INDIRECT**	30,000.00	150,800.00	200,000.00	-	-	-	-	380,800.00
E	**INDIRECT COSTS** 0.00%	-	-	-	-	-	-	-	-
F	**TOTAL GRANT FUNDS FY 2012-13 (C+E)**	30,000.00	150,800.00	200,000.00	-	-	-	-	380,800.00
	Funds from Other Sources to Support Action Plan								
	First 5 County Commission		500,000.00	600,000.00	122,500.00				1,222,500.00
	First 5 California		3,500,000.00	525,000.00	300,000.00				4,325,000.00
	County Office of Education								-
	Donations								-
	Grants			200,000.00					200,000.00
G	**TOTAL OTHER FUNDS**	-	4,000,000.00	1,325,000.00	422,500.00	-	-	-	5,747,500.00
H	**TOTAL FUNDS TO SUPPORT LOCAL QRIS (F+G)**	30,000.00	4,150,800.00	1,525,000.00	422,500.00	-	-	-	6,128,300.00

RTT-ELC Task-Level Budget Table
7/1/2015 - 12/31/2015

SACS		Grant Management / Consortia Operations	T&TA and QI Activities	Rating and Monitoring	Data Collection and Evaluation	Partnership Building	Mentoring other Communities	Capacity-building and Sustainability	TOTALS
	Personnel								
1000	Regional Lead	15,000.00							15,000.00
1000	Other Lead								-
2000	Support Staff								-
	Subtotal Salaries	15,000.00	-	-	-	-	-	-	15,000.00
3000	Benefits								
	Subtotal Benefits	-	-	-	-	-	-	-	-
A	**TOTAL PERSONNEL**	15,000.00	-	-	-	-	-	-	15,000.00
	Operations								
4000	Supplies and Services		3,350.00						3,350.00
5000	Travel		-						-
5000	Equipment								-
	Contractual		85,000.00	75,000.00					160,000.00
	Training Stipends		35,000.00						35,000.00
	Incentives								-
B	**TOTAL OPERATIONS**	-	123,350.00	75,000.00	-	-	-	-	198,350.00
C	**TOTAL DIRECT COSTS (A+B)**	15,000.00	123,350.00	75,000.00	-	-	-	-	213,350.00
	NOT SUBJECT TO INDIRECT								
D	**TOTAL USED TO CALCULATE INDIRECT**	15,000.00	123,350.00	75,000.00	-	-	-	-	213,350.00
E	**INDIRECT COSTS** 0.00%	-	-	-	-	-	-	-	-
F	**TOTAL GRANT FUNDS FY 2012-13 (C+E)**	15,000.00	123,350.00	75,000.00	-	-	-	-	213,350.00
	Funds from Other Sources to Support Action Plan								
	First 5 County Commission		500,000.00	600,000.00	122,500.00				1,222,500.00
	First 5 California		3,500,000.00	525,000.00	300,000.00				4,325,000.00
	County Office of Education								-
	Donations								-
	Grants			200,000.00					200,000.00
G	**TOTAL OTHER FUNDS**	-	4,000,000.00	1,325,000.00	422,500.00	-	-	-	5,747,500.00
H	**TOTAL FUNDS TO SUPPORT LOCAL QRIS (F+G)**	15,000.00	4,123,350.00	1,400,000.00	422,500.00			-	5,960,850.00

California Department of Education
Legislative Affairs Division
AO-400 (REV. 09/2011)

Grant Award Notification

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
First 5 San Francisco County 1390 Market Street San Francisco CA 94102	FY	PCA	Vendor Number	Suffix
	2012	15181	2563	00

Attention Laurel Kloomok, Executive Director	STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY
Program Office	Resource Code	Revenue Object Code	38
Telephone 415-934-4849	5037	8290	INDEX
Name of Grant Program Race to the Top - Early Learning Challenge			0656

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	$1,269,400		$1,269,400		7/1/2012	12/31/2015

CFDA Number	Federal Grant Number	Federal Grant Name	Federal Agency
84.412A	S412A120003	Race to the Top - Early Learning Challenge	U.S. Department of Education

I am pleased to inform you that you have been funded for the Race to the Top – Early Learning Challenge. This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) within 10 days of receipt to:

Simon Marquez
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814-5901

California Department of Education Contact Simon Marquez	Job Title Staff Services Analyst
E-mail Address smarquez@cde.ca.gov	Telephone 916-319-0625
Signature of the State Superintendent of Public Instruction or Designee *Tom Tonlakson*	Date 9/6/2012

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent Laurel Kloomok	Title Ex. Director First5SF
E-mail Address Laurel@first5SF.org	Telephone 415 554-9250
Signature *Laurel Kloomok*	Date 9-30-12

First 5 San Francisco County Funding Information:
FY 2012-13: $347,100
FY 2013-14: $328,150
FY 2014-15: $380,800
FY 2015-16: $213,350

1) The grantee must use Race to the Top – Early Learning Challenge (RTT-ELC) funds in accordance with the following: 1) activities described in the Action Plans submitted by each consortium to the California Department of Education (CDE); 2) RTT-ELC Consortia Requirements (Enclosure 1); and 3) State and Federal regulations. The misuse of funds could result in discontinued funding, temporary suspension of payments, and/or withholding of payments. In addition, the misuse of funds could result in repayment of funds and termination of the grant award.

2) The federal budget period for the RTT-ELC grant is January 1, 2012, to December 31, 2015. Provision 2 of Item 6110-200-0890 of the 2012 Budget Act provides for the reimbursement of costs incurred by the regional leadership consortia in fiscal year 2011–12. The grantee must expend all RTT-ELC funds by December 31, 2015. The grantee must liquidate all legal obligations before it submits the final expenditure report due to CDE by January 25, 2016.

3) The CDE will distribute funds to the grantee on a quarterly basis with a final payment of 10 percent after the end of the grant period. The CDE will release the first disbursement once the grantee has returned the signed Grant Award Notification (Form AO-400). All disbursements will be issued in accordance with the Reporting and Disbursement Schedule available on the CDE Race to the Top – Early Learning Challenge Web page at http://www.cde.ca.gov/sp/cd/rt/. The final payment of 10 percent will be issued after the grantee has submitted the final expenditure report, progress report, and evaluation information/input, which is due on January 25, 2016.

4) While it is expected that grant funds will be spent in the year awarded, the grantee may use any unexpended funds in the following fiscal year.

5) The grantee must submit quarterly expenditure reports. Failure to submit the completed reports by the due dates may result in a reduction of any subsequent payments. The grantee may access the schedule for submitting the quarterly expenditure reports and the expenditure report forms on the CDE Race to the Top – Early Learning Challenge Web page at http://www.cde.ca.gov/sp/cd/rt/.

6) The grantee must submit bi-annual program progress reports each fiscal year. The schedule for submitting these reports can be found on the CDE Race to the Top – Early Learning Challenge Web page at http://www.cde.ca.gov/sp/cd/rt/.

7) The grantee will have the opportunity to amend the budget twice each fiscal year. At that time, amendments can be made to the line items and to the amounts allocated for each fiscal year. However, the total grant award amount cannot be changed. A budget amendment is required for any change of more than 10 percent to any line item in any fiscal year or a change of more than 10 percent to the total amount allocated for each fiscal year. The budget amendment shall include a revised budget narrative and a revised Action Plan. The budget amendment template and the schedule for submitting amendments are on the CDE Race to the Top – Early Learning Challenge Web page at http://www.cde.ca.gov/sp/cd/rt/.

10) Total Direct Costs
- $297,100

11) Indirect Costs
- None

12) Total Grant Funds FY 2012-13
- $297,100

13) Funds from Other Sources
- First 5 County Commission: $1,222,500 (includes local Prop H-PFA funds). Provides funding to support infrastructure and capacity building activities for the QRIS, including anchors and inter-rater reliability assessors contracted with WestEd to conduct annual ERS and CLASS assessments citywide.
- First 5 California: $4,325,000 (Child Signature Program). Supports overall training and technical assistance linked to ERS and CLASS assessments; coaching supports; curriculum adoption and alignment with Learning Foundations; dual-language and inclusion supports.
- County Office of Education: $0
- Grants: $200,000 (Mimi & Peter Haas, Jr. Fund) Augments the ERS and CLASS assessments to provide citywide coverage.
- Donations:

14) Total Funds to Support Local QRIS
- $6,044,600

XIII. **Project-Level Budget Narrative.** *A detailed budget narrative must be submitted with both the Action Plan and the project-level budget spreadsheet. The project-level budget spreadsheet will be attached to this Action Plan (separate excel document). The following information, at a minimum, must be included for each budget category of your Budget Narrative:*

1) Personnel
- **Bay AreaQRIS Coordinator:** personnel costs to coordinate activities associated with the regional planning, development, implementation and leadership of the Bay Area-QRIS. The Coordinator will implement a wide range of QRIS activities, including grant management for the rating and quality improvement services.

Personnel: The following requested personnel will work on Project *[add name and/or number]*.						
Position	Description	Agency	% FTE	Base Salary	Total	
Bay Area Coordinator	Pro-rated costs for Bay Area QRIS Coordinator	First 5 SF	30%	$100,0000	$30,000	
Total				$100,000	$30,000	

2) Benefits
Pro-rated share of salary includes benefits.

3) Travel
- None

4) Equipment
- None

5) Supplies
- Purchase of training supplies, e.g., CLASS, ECERS, PAS, DRDP, etc. $30 per manual x 70 manuals = $2,100.

6) Contractual
- Pro-rated county contribution towards the purchase of cloud-base data system to manage CLASS, ERS, PAS, DRDP data - $50,000. Total Project Cost is $335,000. This data-system will be used by the RTT- Bay Area counties to track and monitor the variety of assessments performed; training and technical assistance tied to assessments for individual sites/agencies by county. The data-system will provide detailed reports, including site-based quality improvement plans.
- Pro-rated county contribution towards increasing capacity of assessment team for annual rating services for CLASS and ERS - $140,000. Total Project Cost is $850,0000 (San Francisco-only). The pro-rated county contribution (RTT funds) will cover the cost of San Francisco providers assessed/rated for QRIS that are not currently participating in any of city-sponsored/funded projects, but still serving high-need populations.

7) Training Stipends
- **Upper Division Coursework:** provide stipends to participants in cohorts for evening and weekend classes and on-line instruction: 75 students x $1,000 = $75,000.

8) Incentives
- None

RTT-ELC Task Timeline

Tasks	Sub-tasks	Timeline	Responsible Parties
	development of course-work related to workforce development in alignment with QRIS (e.g., ERS, CLASS, dual language, CSEFEL, developmental screenings, child observation and assessment).		
Mentoring Other Communities	• Participate in regional planning sessions and with other neighboring counties to expand access to QRIS.	2012-2013 2013-2014 2014-2015	First 5 San Francisco
Capacity-building and Sustainability	• Informing and garnering support for future funding collaboration with SF ECE philanthropic community. • Develop detailed work plan that cross-walks QRIS and First 5 CA Child Signature Program activities; leverage CSP funds to implement alignment work between two initiatives. • Seek new funding opportunities to support future activities of the QRIS	2012-2013 2013-2014 2014-2015	First 5 San Francisco SFUSD Early Education Dept. SF Head Start Program

Project Timeline (by task and fiscal year). *Please explain how your Consortium will rollout each task throughout the course of the four-year RTT-ELC grant. Specify any sub-tasks that may be associated with the work of each main task below, along with the timeline broken out by fiscal year and the responsible party.*

RTT-ELC Task Timeline

Tasks	Sub-tasks	Timeline	Responsible Parties
Grant Management / Consortia Operations	• Coordinate stakeholder sessions; parent groups and policy-maker presentations: ○ CPAC Monthly Quality Committee ○ PFA Administrator Roundtables ○ Presentation to the Joint City School Board Committee of the Board of Supervisors and the County Office of Education	2012-2013 2013-2014 2014-2015	SF-QRIS Coordinator First 5 San Francisco SFUSD CPAC Quality Committee
Training & Technical Assistance and Quality Improvement Activities	• Map citywide ERS & CLASS scores and technical assistance supports • Quarterly Coaching Collaborative Meetings, ongoing assessment of professional development and coaching activities • Develop linkages between CSP funded activities and QRIS Training & Supports	2012-2013 2013-2014 2014-2015	SF-QR SF-QRIS Coordinator First 5 San Francisco SFUSD CPAC Quality Committee
Rating and Monitoring	• Issue Bay Area Regional Data System RFP for data-collection of ERS & CLASS assessments; tracking of training and technical assistance. • Manage and coordinate process with new web-base data system for rating and assessment; organize training of web-base system with rating and quality improvement providers	2012-2013 2013-2014 2014-2015	F5 PFA Technical Assistance SF-QRIS Coordinator SFUSD Early Education Dept. Regional Consortia
Data Collection and Evaluation	• Coordinate efforts with other public funded programs, including PFA child outcome, CSP professional development supports, and other evaluation projects. • Ensure various data systems have import/export capabilities, e.g., Workforce Data Registry, Cocoa, Rating & TA Datasystem	2012-2013 2013-2014 2014-2015	F5 PFA Technical Assistance F5 PFA Evaluation Team SF-QRIS Coordinator
Partnership Building	• Create horizontal alignment between publicly funded and private preschools participating in PFA to support QRIS goals. • Inform and engage institutions of higher learning with	2012-2013 2013-2014 2014-2015	F5 PFA Technical Assistance SF-QRIS Coordinator CPAC Workforce Committee

SF county is actively involved in the Bay Area QRIS Regional Consortium representing five counties that are officially sported to do this work: San Francisco, Santa Clara, Contra Costa, and Santa Cruz. The Regional Consortium was developed so that the neighboring counties Can strategize together, share resources, leverage funds, and align practices. The main areas to be worked on by sub groups of the Regional Consortium are professional development, data, communication, assessment and tiers implementation.

It is anticipated that this regional approach will result in strengthening and expanding the existing assessment and technical assistance resources available for professional development, coaching, mentoring and advisement. The five counties are also considering the use of a common data system that would lower costs and provide consistency with the collection of program and assessment data

2. How will the Consortium provide ELC incentives, through RTT-ELC grant funds and local resources, to surrounding communities that volunteer to initiate local QRIS efforts?

San Francisco, together with Alameda, Contra Costa, Santa Clara, and Santa Cruz are exploring how to support participation of surrounding communities in the regional QRIS effort. Smaller counties such as Marin, San Mateo and Solano have already expressed interest in initiating local QRIS efforts in the future. Our combined abilities to leverage funding for training, communication and outreach, cover initial start-up costs for data base development will be an cost-saving incentive for these communities.

XI. Key Personnel. *Please list key personnel who will be contact persons for the Consortium throughout the life of the RTT-ELC project.*

Laurel Kloomok, Executive Director, First 5 San Francisco
Ingrid Mezquita, PFA Sr. Program Officer, First 5 San Francisco
Lisa Lee, PFA Technical Assistance Director, First 5 San Francisco
Wei-min Wang, PFA Evaluation Officer, First 5 San Francisco
Bay Area QRIS Coordinator - TBH

2. How will the Consortium identify barriers to family access to state and federally subsidized programs?

In response to the state's elimination of funding for county's centralized eligibility lists, the county piloted a locally funded subsidy eligibility list, renamed the San Francisco Child Care Connection (SF3C).

SF3C maintains a web based eligibility database supporting the decentralized application to a centralized eligibility list. The program now adds the strategy of a case management team to pre-screen families for subsidy eligibility and enrollment, assist them with obtaining available subsidy slots and vouchers, and support their connection with Title 5 contractors. By screening families and aiding their readiness for enrollment and eligibility verification, SF3C will decrease delays in enrollment and assist Title 5 contractors in maximizing their contract earning. Based on the success of SF3C thus far, the joint city ECE funders have committed to SF3C as an important system initiative to support families and providers.

Goals
- Maintain and improve ease of access for low income families applying for and seeking enrollment in subsidized child care programs, thereby eliminating the need for families to be placed on a multitude of subsidy waiting lists
- Maintain an automated, efficient, and fair process for connecting the "most eligible" families with subsidized child care slots as they become available
- Improve timely enrollment of subsidy eligible families by Title 5 contractors
- Provide robust data on the demographics of families and children eligible and waiting for subsidized care

3. How will the Consortium work together to determine effective and cost efficient mechanisms to increase family and public awareness of the characteristics of early learning program quality that promote better outcomes for children?

There is much work ahead to leverage and align resources in San Francisco, including review of cost efficient mechanisms to engage families, increase public awareness to ensure all families have access to high-quality learning environments. Making change, especially with systems that are complex and entrenched, is always difficult. However, we will succeed only if the early leadership demonstrated by the mayor, school superintendent, city departments, private philanthropies and community based organizations is channeled into shared commitment, ownership and clear accountabilities. First 5 San Francisco, as the county lead for the QRIS will work earnestly to increase visibility of the work, communicate its urgency and forge community-wide commitment.

4. How will the Consortium address policies and practices that impede families' access to services, including continuity of services and issues such as transportation?

Families access to high-quality early learning environments must be supported with policy that advances, rather than works against our goals. First 5 San Francisco is working closely with the Human Services Agency to create awareness and opportunities for families to access quality early learning environments. First 5 San Francisco has implemented a policy to ensure that all PFA Providers accept CalWorks child care vouchers, and the Human Services Agency will begin phasing a requirement that families use vouchers at licensed facilities. This type of policy alignment is the beginning of addressing issues of access for families most in need, and children who would benefit the most from high-quality early learning environments.

Although San Francisco has one of the best public transportation services in the State, we will review the needs of access in relationship to transportation challenges for families.

X. **Mentoring Other Counties.** *Please answer each question in the respective box below.*

development of shared standards for readiness will allow all children entering public elementary school a common bridge which connects preschool to kindergarten.

We are committed to building on and rapidly accelerating our recent successes with SFUSD on Core Curriculum alignment, and we expect next steps will include supports to the district use of the DRDP-SR in transitional kindergarten classrooms. Unfortunately, SFUSD like many other districts throughout the state will offer limited transitional kindergarten classrooms due to the State's budget shortfalls. We will revisit this process once funding is secured by the district to fully reinstate transitional kindergarten across all elementary schools.

IX. Capacity-building & Sustainability. *Please answer each question in the respective box below.*

1. How will the Consortium use RTT-ELC funds to support capacity-building activities? Additionally, how will the Consortium utilize existing resources that can be redirected in support of the goals of the Consortium's plan, with the aim of sustainable change beyond the life of the grant?

San Francisco has a long track record of investing in children and families. In 1991, San Francisco became the first city in the country to guarantee yearly funding for children and youth services in the city budget. This was achieved by amending the city charter with what has become known as The Children's Amendment. This groundbreaking amendment, reauthorized in November 2000, guarantees funding for children and youth services by setting aside a portion of property taxes each year for a portion of the city's budget known as the Children's Fund, which is administered by DCYF.

Another example of San Francisco's commitment to its children is the establishment in 2004 of Preschool For All (PFA) through a public referendum process. As previously described, this initiative provides free half-day preschool for all four-year-old San Franciscans who'd like to attend, regardless of income.

First 5 San Francisco was awarded a three-year grant from First 5 California to implement the Child Signature Program (CSP) to enhance the quality of early care and learning environments for children 0-5 years of age. The CSP focuses on building on the success of Preschool for All and targets resources to children in high need areas of San Francisco, e.g., lowest API. The CSP resources will be leverage for the QRIS infrastructure and capacity building activities, including the development of the data-system to track assessments, trainings, and individual site quality improvement plans. Total funds to support local QRIS in the amount of $6,044,600 from the following resources have been committed for years 2012-2015:

- First 5 (Prop 10 & Prop H) $1,222,5000: funding to support training and technical assistance to programs not yet participating in Preschool for All; and infrastructure and capacity building for ERS & CLASS assessments citywide.
- First 5 CA Child Signature Program $4,325,000: funding to deepen professional development supports and parent engagement activities at specific PFA sites, including extending coaching to infant/toddler classrooms. PFA sites (90%) will be required to meet specific CSP benchmarks for quality, which includes a 5.0 ERS and cut-off scores for the CLASS instrument.
- The CSP has a specific framework for quality enhancement and requires that program improvement includes the implementation of three prescribed program elements: 1) instructional strategies that improve teacher/child interactions; 2) improve children's healthy social/emotional development; and 3) provide opportunities for parent/involvement and support.
- Mimi & Peter Haas Fund $200,000: to augment ERS & CLASS assessment capacity in San Francisco.

The groundwork has been laid for success, and we are fully aware that a steady and strong hand will be necessary to ensure that the resources and collaboration required to fulfill this plan's vision are marshaled beyond the life of the RTT-ELC grant.

☐ Tribal Child Care Program:

☑ Non-profit Agency(ies) or Other Agencies Providing Services for Children Birth to Age 5: mental health, health, and family support.

3. As the lead agency, how are you ensuring that all Consortium members stay engaged throughout the life of the RTT-ELC project?

The CPAC Quality Committee includes First 5 San Francisco representation and has developed a timeline to ensure stakeholder participation as described above.

4. How is the Consortium reaching out to families with local QRIS information and actively engaging and informing families within the communities served?

We will leverage existing service delivery platforms to reach families. First 5 San Francisco, Department of Children, Youth & Families, and the Department of Human Services, made a groundbreaking commitment to jointly fund 24 neighborhood-based Family Resource Centers (FRCs). The FRCs have quickly become a nexus of services and support and are now the primary way the city is able to reach families with young children, that live in low income areas, and need support linking to other families and to additional services. Nearly two-thirds of FRC parents have children ages birth-3. Building on these established relationships, the SF-QRIS will need to collaborate with established processes to collect parent input on the design and implementation of the QRIS. Within this model, FRCs have established Parent Advisory Councils which will be the base for ongoing conversations on the development of the QRIS.

5. As the lead agency, how are you encouraging networking at the local level to create coherence and alignment in planning and implementation efforts across communities with support and technical assistance from the CDE, participating state agencies, and other state partners?

Our plan calls for close coordination with major initiatives and focused on alignment of the city's ECE investments to support the planning and implementation of the QRIS. Despite the large number of focused early care and education initiatives in San Francisco, we have not been well coordinated, integrated or aligned. As a result, these efforts remain a "sum of parts" rather than a greater whole. The QRIS planning process will provide the impetus to invest time and resources over the next three years to improve collaboration and coordination to support children and develop a common quality framework. Technical Assistance from CDE will be sought as we further develop this system to measure citywide progress.

6. How is the Consortium developing strong partnerships with local education agencies that focus on aligning developmentally appropriate practices, creating and building a birth to age eight continuum that supports healthy transitions, aligns professional development, promotes family engagement, and includes local Transitional Kindergarten (TK) and traditional Kindergarten School Readiness programs in the quality efforts?

First 5 San Francisco as the Consortium lead has a strong partnership with the school district, which is also the county's LEA. The district has been involved in several early learning efforts, including a prominent role as one of the largest preschool provider in the City's universal preschool system (e.g., Preschool for All). First 5 San Francisco has worked with the district for the past five years to develop a framework to closely align and improve developmentally practices across the PFA system.

This alignment has included reviewing professional development supports for preschool teachers in the school district and community-based programs. Although this has been a community priority, in practice it has been difficult to work out the details. This past year, we started our alignment work with the school district's Core Curriculum to use as a framework. As we developed key strategies to improve instructional practice that supports language, literacy and math as a city-wide effort, we also developed share common readiness goals. This process included the adoption of the district's 21st Century Common Core Instructional Standards for Math and English language arts (approved by the SFUSD and in complete alignment with the CA Preschool Curriculum Framework and Learning Foundations). The purpose of this strategy is to create a horizontal alignment across publicly and privately funded sites that includes integrated language learning, explicit instruction and constructive play. The

Additional evaluation of the QRIS framework has yet to be determined and will be based on agreements with the Bay Area counties if a more rigorous evaluation of our local and regional planning processes is needed.

VIII. Convening & Strengthening Partnerships. *Please answer each question in the respective box below.*

> 1. How will the Consortium bring together organizations in their region with the same goal of improving the quality of early learning, including but not limited to: school districts, County Office of Education, the First 5 County Commission, local institutions of higher education, the local Child Care Planning Council, local R&R agency(ies), Early Head Start and Head Start, Child Development programs, migrant child care programs, alternative payment programs, tribal child care, county Health and Human Services including Women, Infants and Children (WIC), California Home Visiting Program (CHVP) and local home visiting programs, and non-profit agencies and other organizations providing services for children from birth to age 5?

First 5 San Francisco is a member of the local Child care Planning and Advisory Committee (CPAC), which established in 2010 a Quality Committee in anticipation for the California Early Learning and Quality Improvement System. The CPAC Quality Committee is composed of parents, early childhood programs (including private and public centers, family child care, SFUSD's Early Education Department, and San Francisco Head Start), public agencies, institutions of higher education, private foundations, and other stakeholders.

The CPAC Quality Committee has been engaged in the development of a Strategic Plan for the City's Early Care and Education System starting as early as 2009. In 2010, the CPAC Quality Committee met regularly to discuss and make decisions about program design and implementation for the state's QRIS. Other components of the planning process included research on need, existing capacity, best practices and costs. However, further discussions are still needed to properly vet the various SF-QRIS program components with stakeholders and present ideas and gather additional feedback. For example, as part of this process to further develop the quality components of the SF-QRIS, we will need to formalize our collaboration with SF's Department of Public Health, Child and Maternal Health Department Home Visiting Program and WIC. In addition, the CPAC Quality Committee will need to present to the Joint City School Board Committee of the Board of Supervisors and the County Office of Education to ensure the city is fully aware of the development of the SF-QRIS.

> 2. Who are the participating stakeholders in the Consortium? Please check the box of those participating and indicate the name, if relevant.

☑ School District(s):
☑ Alternative Payment Program(s):
☐ California Home Visiting Program (CHVP):
☑ Child Care Planning Council:
☑ Child Development Program representative(s): Title 5 contractors
☑ County Health and Human Services (including: Child Welfare Services, Welfare to Work, WIC, etc.):
☑ County Office of Education:
☑ Early Head Start Grantees:
☑ Head Start Grantees:
☑ First 5 County Commission:
☑ Institution(s) of Higher Education:
☑ Licensed Family Child Care Home representative(s):
☑ Licensed Child Care Center representative(s):
☐ Local Home Visiting Program:
☐ Migrant Child Care Program:
☑ Resource & Referral Agency(ies):

reliability anchor for each assessment instrument. Interrater reliability checks will need to be conducted every 10 observations to maintain consistency among all assessors. There will be three levels of training that support the key components to the delivery of valid, reliable and user-friendly external assessments: 1) Project Protocol and Procedures; 2) Reliable, Valid and Consistent Assessments and 3) Field Training. The external review team will be independent of any persons or teams providing technical assistance and coaching services. The intersection between the Quality Rating and Quality Improvement system teams will occur when assessment scores once scores are entered into the Wels data management system, and the Quality Improvement coach is notified that the report is available.

2. What is the local QRIS monitoring and rating frequency (based on local goals and resources)?

Utilizing existing systems for monitoring local publicly-funded programs, a SF-QRIS monitoring protocol will be developed and integrated as part of the city's annual site visits. San Francisco will begin to conduct ERS and CLASS assessments every two years rather than every three years. In 2012-2013, the CLASS instruments will be introduced to 50% of all publicly funded sites being rated in year 1 and 50% rated in year 2. This transition will be fully completed by 2014, where all sites will be assessed annually on either the CLASS or ERS instrument.

3. What type of local data systems are used to: implement a local monitoring process; gather quality and scoring information; track supports and incentives; ensure participation by targeted programs serving children with High Needs; and review progress in relation to the Consortium's local quality improvement targets.

In order to implement a local monitoring process, and use data effectively to track supports and incentives, First 5 San Francisco will leverage funding from First 5 California's Child Signature Program to make significant leaps in our capacity to use data to improve the effectiveness and accountability of our efforts. This cloud-system will be able to provide information on monitoring and programmatic compliance across the quality improvement system to inform any site technical assistance needs.

Beginning in FY 2012-2013, the city will begin to utilize and strengthen data management on several fronts to inform the SF-QRIS whether targeted programs are improving:

- Procurement of the WELS data management system. This system will house city-wide data on program performance and technical assistance provision. It will be able to track both ERS and CLASS data for each classroom. Coaches and other technical assistance providers will have access to assigned site information in order to work intentionally with directors and teachers to develop integrated quality improvement plans. The system has reporting and analysis capabilities which can be utilized to track and inform program performance.
- Adoption and use of the Registry for tracking workforce data and professional growth plans. The use of the registry will allow citywide analysis of workforce competencies and educational attainment.
- Further development of the Preschool for All child data management system. This system tracks child attendance, screening and assessment completion, and Title 5 programmatic assurances.
- Development of DRDP data management. While the cloud-based and child data management system has DRDP functions, the use of scanned forms and DRDP-TEC will enable teachers to analyze child and classroom level data to inform practice.
- Expanded use of literacy child screening tools and T-POT CSEFEL tools
- Use of family partnership plans to inform family supports and services

4. How will data be used to implement continued efficiencies and improvements?

As stated above, we will support the development and integrated use of data collected from all various systems to monitor and track for ongoing evaluation and performance of the SF-QRIS.

5. If a separate local RTT-ELC evaluation will be conducted, please describe it including: major research/evaluation questions; summary of evaluation design, evaluation contractor; and any findings.

Building on the successes of San Francisco's Preschool for All (PFA), and leveraging funding from First 5 California (e.g., Child Signature Program), local efforts will include supports to improve health and safety practices, and social-emotional development. These resources will be leveraged to ensure that programs being rated, regardless of PFA participation, will have access to a system of support s to promote children's healthy development.

Over the past six years, the PFA initiative has heavily invested in supporting providers in improving the social emotional development and behavioral skills of children ages 0-5. Fundamental to all of our interventions is the clear assumption that social emotional well being is the core building block for school readiness. Consequently, First 5's Preschool for All program, in partnership with our Head Start and SF Unified School District, have invested in implementation of the CSEFEL *Teaching Pyramid Model* which has been designed to promote children's success through relationship building, creating supportive learning environments, social emotional teaching strategies, and individualized intensive interventions. This evidence-based and systematic framework developed by Center on the Social and Emotional Foundations for Early Learning deepens understanding and practice to effectively promote the social-emotional development of all children which provides strategies for preventing and addressing challenging behavior. It is aligned with the proposed QRIS framework and is consistent with the California Preschool Learning Foundations and Curriculum Framework. Training for teachers and directors requires a multiple year commitment which incorporates 4 days of training for the entire staff and 11 days of leadership meetings and training for directors, and onsite classroom coaching.

As we implement the first year of the SF-QRIS, over 80% of Title 5 and Head Start classrooms have already participated in intense training and coaching interventions. We are building local capacity of coaches with 20 individuals already completing the CSEFEL/Teaching Pyramid Train the Trainer Sessions with Linda Brault of West Ed; and will continue to participate as an ongoing collaborative for coaching fidelity purposes. In 2012-2013, Child Signature Program (CSP) funds will be used to strengthen and expand the use of this approach to include additional classrooms, ensuring that programs who experience staff turnover have opportunities to have new teachers access the training for continuity. The CSP funding will support the coaching collaborative members to provide teacher workshops for the implementation of key visual strategies, use of scripted stories, conflict resolutions tools and emotional literacy skill building. Coaches will continue at all Title 5 sites who are in their second and third year of implementation, and we expect to be part of the SF-QRIS. Furthermore, SFUSD preschool classrooms have included the use of the Teaching Pyramid Observation Tool (T-POT) as a tool to inform the level of implementation and technical assistance needs. As more SF-QRIS sites begin to adopt the CSEFEL approach, the use of the T-POT may be used to inform targeted supports.

VII. Evaluation and Rating & Monitoring System. *Please answer each question in the respective box below.*

First 5 San Francisco issued a Request for Proposals as part of a jointly-funded project with the Department of Children, Youth & Families and the Human Services Agencies in February 2012, and WestEd was the successful applicant. First 5 San Francisco, as the city's lead department for QRIS, is in negotiations with WestEd to perform reliable and valid ratings using the various ERS and CLASS tools.

The proposed scope of work for WestEd will be to maintain an external review team consisting of a Quality Review Manager and Quality Assessors. The interrater reliability is to be maintained at a level of 85% agreement with the

access to Program Quality Enhancement Funds, which can only be used for the purchase of materials that advance the quality of an eligible site, based on the ERS assessment. The classrooms that will be prioritized for these quality improvements will be targeted and must be in the 1-3 API test score areas (also known as Superintendent Zones), which mostly are clustered in the eastern side of San Francisco. The area is largely representative of African American and Latino children under the 5 years of age and has a higher percentage of families that are low-income. In 2008, a commitment from the San Francisco's Unified School District (SFUSD) superintendent was to take full responsibility and create the necessary conditions to defy the power of demographics by ensuring that the 15 identified public schools in these zones reached the highest levels of academic performance and become full service community schools . To support this vision, our proposed SF-QRIS will closely align with and support the publicly funded programs in these neighborhoods that are feeders to the district's school reform models (either Transformation or Turnaround); which will ultimately help improve student achievement through a comprehensive plan for integrated services, e.g., high-quality early care and education and family support programs.

9. How will the Consortium offer Training & TA to program staff on developmental and behavioral screening using standardized, validated screening tools?

We will build upon the San Francisco's Preschool for All system to support inclusion of children with special health care and developmental needs. This system currently requires use of a validated screening tools, provides ongoing training and technical assistance in the use of the tools and has a data system which tracks the use of the tools at the program site level. Since 2005, all educators in PFA sites have been required to attend an in-depth training on inclusion and to use the ASQ as a developmental screening as a relationship building tool with families. In 2010, training on ASQ was expanded to infant/toddler and family child care programs. All SF-QRIS sites will be required to ensure that each individual children's developmental screening date, result in referral with date(s), follow-up status, and special needs, as it becomes available, is also entered in our child data-management system, Cocoa, to track and monitor the use of ASQ.

Going beyond the use of the ASQ tool, we will also leverage CSP funds to expand training opportunities with site-based technical assistance to ensure there is a well-developed and well-integrated screening and referral system. Building on existing services and supports, providers and families will have access to linkage supports from mental health consultants, Support For Families of Children with Disabilities and the Children's Round Table problem solving team, whose members include mandated service providers (Public Health, SFUSD Special Education Dept, GGRC) and other early intervention specialists.

10. What type of incentives and support mechanisms will the Consortium explore for high-quality providers to participate or continue participating in state and federally subsidized programs to support both increased and continued access to quality services?

The SF-QRIS is being built upon current local investments, which includes PFA, a San Francisco voter-approved initiative that brings together public and private providers to increase access to high quality early education. The PFA provider participation is most represented of publicly-funded programs (e.g., state and federal), with SFUSD as the largest public preschool provider.

PFA is the city's vision to ensure all children enter kindergarten with a strong foundation for learning and succeeding in school and in life. The SF-QRIS will be built on the existing PFA system, and First 5 San Francisco will leverage local resources, including state CSP funds, to achieve its goals of improving program access and quality, and preparing children for success in school.

There are approximately 230 preschool classrooms participating in the PFA initiative citywide, and First 5 San Francisco will provide the necessary resources to upgrade the quality in these classrooms. PFA, as a locally-funded initiative, will sunset in 2015 and is designed to be San Francisco's universal preschool system. As such, First 5 San Francisco continues to work towards increasing the capacity and quality of preschool spaces. As the preschool system grows to include additional providers, SF-QRIS will assist with the refining of our program quality framework to realize child outcomes and to support incoming providers serving low-income families to raise quality.

understand child assessment data (DRDP) to inform teacher practice and curriculum development in areas of math, language and literacy. In addition, sites in the superintendent zones will be supported to use data from the Phonological Awareness Literacy Screening (PALS) which is currently being used by the San Francisco Unified School District preschools.

7. How will the Consortium work with local institutions of higher education to support pursuit of degrees using a cohort model?

The "Pathways" component of SF CARES is being redesigned by lessons learned from the Dual-Language BA Cohort Program (previously supported by First 5 SF), the JOBS NOW! LIFT Program (supported by the Human Services Agency), and the Metro Early Childhood Academy (supported by the Mimi and Peter Haas Fund), each of which successfully improved the educational attainment of ECE teachers through cohort-based instructional models. The SF CARES pathways will support local institutions of higher education in providing specially tailored courses to target populations, with the ultimate goal of increasing the numbers of ECE teachers with bachelor's degrees in child development:

- **Metro Early Childhood Academy:** ECE teachers, primarily from state-subsidized, Title 5 child care centers, complete lower-division coursework in ECE and general education at City College in order to transfer to San Francisco State University to achieve bachelor's degrees in Child and Adolescent Development. Metro is currently funded by the Mimi and Peter Haas Fund, and City funding will allow expansion and diversification of the target population and participants to continue upper division coursework at SFSU.
- **Core Program Components:**
  - **Upper Division Coursework:** The program of study, which will organize students into cohorts, will meet current ECE teachers' needs through evening and weekend classes and on-line instruction. In addition, SFSU first generation college students who are working to become ECE teachers will join the working professionals' cohort to increase the quality and experience of students graduating with CAD degrees with an Early Childhood concentration.
  - **Faculty Learning Community Meetings:** Faculty instructors in this CAD Metro BA Degree Completion Program will participate in Metro's Faculty Learning Community meetings. These meetings provide faculty with the opportunity to discuss best practices in teaching among departments and at CCSF and SFSU. In these meetings faculty are encouraged to assess continually, their impact; to focus on building writing, critical thinking, oral communication and quantitative reasoning skills in themselves and their students; and to hold high expectations of each individual involved in the program. The goal is for faculty to engage in a critical analysis of complex social problems, create authentic assignments, and teach meaningful content.
  - **Student Support:** Metro works closely with a variety of departments and programs on campus to ensure students have access to tutoring, academic advising, counseling, and financial aid services. Wherever possible these services will be integrated into class time to support students who work.
  - **Upper Division Coordinator:** The Upper Division Coordinator will support the mission of the Metro Academy's ECE BA Degree Completion Program, to prepare students to be competent professionals in their work with children and families. The Child and Adolescent Development Department values teaching, and experiential learning that incorporates diversity of background, experiences, current and relevant research, and high quality instruction
  - **Tutor:** Through this intentional support, our aim is to increase the number of professionals working in the early childhood workforce who meet the cultural and linguistic needs of San Francisco's children and families.

8. How will the Consortium actively increase the quality of the available programs and eliminate barriers to access for children with High Needs?

The SF Quality Rating Services will provide a list of programs/sites that are eligible to participate in program improvement services on a regular basis, but no less than quarterly. First priority for services include sites with assessment scores below 3.0. Second priority for services include sites who are working to increase quality to as measured by ERS from 3.0 - 4.0. In the provision of targeted program improvement services, these sites will have

CARES experience and informed by initiatives in various states. (For example, North Carolina's program, T.E.A.C.H provides an example of a comprehensive stipend and scholarship program designed to improve educational levels and reduce turnover rates. Under the next generation of SF CARES, the program will include two primary components: "Incentives" and "Pathways" (*described in detailed below in Question 7*) that will be implemented utilizing the CA ECE Workforce Registry:

Incentives
A stipend program including tuition, fee and book reimbursement. Scope of eligibility (i.e., reimbursement of college tuition and fees or alternative criteria for eligibility) may be impacted by California Department of Education criteria for state AB212 funding, which shall be part of the revenue for the Professional Development for SF ECE Workforce grant.

The workforce registry is the reporting system for stipend participants. Reporting on educational advancement and linkage of participants with Title 5 classrooms will also be managed through the CA ECE Workforce Registry.

- **Learning with Income, Foundations to Teach (LIFT):** Individuals making the transition from CalWORKs public assistance are screened and placed into entry-level employment in participating child care centers and family child care homes while they take concurrent ECE coursework at City College to improve their job skills and develop their educational pathway. In the next iteration of the program, participants will be placed in two tracks based on their readiness to enter the Metro program. *(Metro Early Childhood Academy: ECE teachers, primarily from state-subsidized, Title 5 child care centers, complete lower-division coursework in ECE and general education at City College in order to transfer to San Francisco State University to achieve bachelor's degrees in Child and Adolescent Development).* Most of the LIFT participants are placed in Title 5 programs. Funding will also be set aside to fund FCC coursework for the field.
- **Basic Skills:** Using English/ESL and math placement test data collected by SF CARES in the last two years, ECE teachers with similar English and math proficiency would be taught together in a supportive environment to increase their likelihood of passing general education requirements, a current obstacle in their path to degree attainment. This pathway is under development with City/County funder input.

6. How will the Consortium expand the knowledge, skills and effectiveness of early childhood educators in the participating early childhood settings?

We will require that all coaches assigned to sites as part of the SF-QRIS participate in ERS training and CLASS observer training and incorporate CLASS goals in quality improvement plans, with training and introduction of CLASS assessments for all teachers. Intensive coaching will be provided to classrooms in the low-test score areas (1-3 API), also known as the school district's Superintendent Zones.

San Francisco plans to use a comprehensive approach to increase teachers' instructional skills and increase children's outcomes in language, literacy and early math skills development. Funding for these supports will be leveraged by Child Signature Program, which is influenced by the Educare approach and research, and our own PFA successes. The local strategy will be to utilize an intensive "coaching" model and further developing our Coaching Collaborative, which is a group consisting of dynamic instructional coaches and instructional leaders who have successfully worked in high-need areas of San Francisco, with an effective record of improving instructional practices. As we expand the capacity of the Coaching Collaborative, all coaches will be required to participate in training to develop required competencies. These include in-depth knowledge of CLASS, ERS, Dual Language Approaches, CSEFEL, the Program Administrator Scale, cultural competency, instructional coaching skills, and knowledge of curricular approaches. Coaching caseloads and dosage will be determined by site needs and location in superintendent zones. In order to implement this model across the SF-QRIS classrooms serving the target population, CSP funds will be leveraged with our local funds to hire full time coaches.

Data driven quality improvement plans will be developed for each SF-QRIS site. Consequently, coaching will be informed by assessment results (DRDP, ECERS and CLASS/teacher) as well as agreements between the sites' coach, site manager and teaching staff. Coaches will be responsible for supporting teaching staff to collect, use and

and ERS data to inform needed investments and efforts which are not working, and data meetings at family support collaborations in different neighborhoods where services can be informed by aggregated data from family partnership plans.

3. How will the Consortium provide locally-designed incentives for quality improvement?

All locally (publicly) funded ECE programs shall participate in the city's quality rating program and implement an ongoing quality improvement based on assessment findings. Locally-funded initiatives have been redesigned to include program assurances that mirror the QRIS, including reimbursement incentives. All ECE funded programs shall participate with ongoing program enhancement activities as part of their stated program assurances for participation in locally-funded initiatives. All locally-funded programs will develop program improvement plans based on the site's composite ERS assessment score. For sites that fall below a 3.0 on the ERS, sites will have one year to demonstrate improvement to a 4.0 or above. Inability to improve quality will result in a funding reduction or termination from locally-funded initiatives. Targeted technical assistance from the SF-QRIS will be made available to programs with less than a 3.0 ERS assessment score with the expectation to participate in technical assistance. Current city-funded programs also provide for increased reimbursement for sites which demonstrate higher performance.

4. How will the Consortium use a strength-based approach that employs coaching and mentoring for continuous quality improvement?

The SF-QRIS will not yield desired results for children unless they are coupled with a clear process to inform ongoing technical assistance and investments directed toward professional development efforts for continuous quality improvement. Consequently, an essential component for the optimal implementation of a QRIS will include an infrastructure to support the capacity and increase access for all coaches, preschool providers, family support staff, mental health consultants and families to use a variety of data sets to inform professional development or family and child supports.

The city-wide Preschool Coaching Collaborative will support the adoption of a client-driven, data based coaching model. By 2013-1014, all coaches will have met common core qualifications which include in-depth training on ERS, CLASS, CSEFEL, Dual Language and Cultural Competency, Aligned Core Content Standards, and DRDP-R --- incorporating California's research-based early learning system. Sites which participate in the QRIS will have access through a coach, local interventions or participation in the CARES Plus My Teaching Partner Intervention.

5. What are the priority local workforce needs and how will the Consortium link these with existing state and local efforts?

For more than a decade, the SF CARES program has provided annual stipends to eligible early care and education (ECE) teachers as incentives for continuing education. Throughout its history, the program has received funding from First 5 San Francisco, the Department of Children, Youth, and Their Families, and the state via AB 212 funds. From longitudinal program data, we know that the program has been successful in moving large segments of the ECE workforce up the education ladder, including the attainment of increasingly higher child development permit levels, associate's and bachelor's degrees. San Francisco now has one of the most highly educated ECE workforces in the state.

In 2010-11, the SF CARES program was revamped to focus on unit-bearing coursework, permit acquisition, transfer readiness, and degree attainment. This was done, in the context of reduced funding, to discourage haphazard training and education patterns that failed to lead to higher levels of certification or degrees and instead reward teachers enrolling in specific courses, including general education classes, leading to associate's and bachelor's degrees. In 2010-11, there were 556 stipends awarded through SF CARES, with an average stipend award of about $1,500. For the current fiscal year (2011-12), 640 participants are projected to earn an average stipend of $2,000.

San Francisco has aggressively worked to design a system of stipends and career pathway supports based on the SF

VI. **Quality Improvement Process.** *Please answer each question in the respective box below.*

The SF-QRIS is expected to build the capacity to use new tools and to provide provider-friendly training and rating services to support San Francisco's early care and education programs accordingly. The SF-QRIS will utilize a centralized, cloud-based regional data management system which will consolidate and process information needed for technical assistance, rating and outcome analysis. The Quality Rating Services and Quality Improvement Services will use this data management system, linking accountability, program improvement and performance components of SF-QRIS.

As part of the SF-QRIS, the proposed tiers will inform what's needed in professional development supports, and will be data-driven to capture where targeted interventions are needed to assist providers in moving through the tier system. The professional development and resources will be designed to support programs ranging from the lowest to highest tiers. This process will include development of a data-driven Quality Improvement Plans, direct linkages to professional development supports that includes coaching, training and technical assistance, and a quality framework to ensure accountability.

SF Consortium will ensure that quality improvement will include the above elements by:
- The local QRIS will be developed in partnership with members of the Child Care Planning and Advisory Council's Quality Subcommittee in order ensure a shared and well-communicated vision which incorporates local needs and priorities. The members of this subcommittee are representative of the city's quality improvement intermediaries (including the Resource and Referral agencies, mental health, inclusion providers, assessment, facilities development and coaching providers, private and publically funded ECE providers.
- The locally funded Quality Improvement Services provider will develop electronic and print media for distribution and use of the Preschool for All, Quality FCC Network Program, the technical assistance community and other entities.
- On an annual basis, local programs, with support for FCC network coordinators and Quality Improvement Coaches, are responsible for the development of Quality Improvement Plans. Coaches, with the support of a local evaluator will be able to use a combination of child and program data to inform quality improvement plans (QIP's) and classroom strategies. TA providers will be required to utilize the data management system to track interventions, support and monitor improvement on standardized forms. Coaching protocols will include regular meetings at the site and classroom level where data is used to inform ongoing program improvements.
- Training has been planned to improve use of data at all levels of the system. This includes meetings with mental health consultants where T-POT or CLASS information on social/emotional domains can be shared which will inform overall consultation services or strategies at a specific site, the continued use of CLASS

			ERS assessment using scale for the appropriate setting; All subscales completed and averaged to meet **overall score level of 4.0**; **(B2, B3)** Continuous improvement through a PAS or BAS action plan	using scale for the appropriate setting; All subscales completed and averaged to meet **overall score level of 5.0**; **(B2, B3)** Continuous improvement through a PAS or BAS action plan
C. Family Engagement	C1. ERS	CA Title 22 Licensing Standards (Overview of ERS)	**Involve Parents:** **(C1)** ERS item "Provisions for Parents" scores at least 4; when subscale item is less than 4, a quality improvement plan will be developed; Provider has a written transition plan that is activated when a child moves into another child care setting or into kindergarten.	**Engage Parents:** **(C1)** ERS item "Provisions for Parents" scores at least 5; when subscale item is less than 5, a quality improvement plan will be developed
D. Effective Data Practices	D1. National Data Quality Campaign's Framework	CA Title 22 Licensing Standards	Local data collected using National Data Quality Campaign's Framework	Local data collected using National Data Quality Campaign's Framework

Note: *Please describe scoring methodology, if additional Tiers are not based solely on the block system.*

San Francisco will implement the hybrid point system and once the hybrid point system is finalized, additional local tiers will be added. Planning is underway with the Bay Area Consortium to adopt the same hybrid point system along with the scoring methodology, completed no later than January 2013.

Common QRIS Elements	Common Tools and Resources	Tier 1 (Licensed in Good Standing)	Tier 2	Tier 3	Tier 4	Tier 5
B. Effective Teacher-Child Interactions	B1. Classroom Assessment Scoring System™ (CLASS™) B2. Program Assessment Rating Scale (PARS) B3. ERS			Overview of Overview of Foundations and Frameworks and ERS	**(B1 & B2)** Self-assessment with CLASS (pre-k/toddler) or PARS (infant/toddler) to measure teacher/child interactions in alternate rating periods. **(B3)** - See 3B1	**(B1 & B2)** Independent assessment with CLASS (pre-k/toddler) or PARS (infant/toddler) to measure teacher/child interactions in alternate rating periods. **(B3)** - See 3B1

3. Program and Environment

Common QRIS Elements	Common Tools and Resources	Tier 1 (Licensed in Good Standing)	Tier 2	Tier 3	Tier 4	Tier 5
A. Licensing and Regulatory Requirements	A1. Title 22 (DSS)	CA Title 22 Licensing Standard (Center: Infant/Toddler Ratio of 4:1, Preschool Ratio of 12:1, FCCH: Small, max of 8, or large, max of 14)		**Center: Infant/Toddler** Ratio of 3:1 or 4:1 with respective group size 12 or 8; **Preschool Ratio** of 8:1 or 10:1 with respective group size 24 or 20; **FCCH:** Small, max of 8, or large, max of 14 (DSS-Title 22 Licensing Standards)	**Center:** Infant/Toddler Ratio of 3:1 or 4:1 with respective group size 12 or 8; **Preschool Ratio** of 8:1 or 10:1 with respective group size 24 or 20; **FCCH:** Small, max of 8, or large, max of 14 (DSS-Title 22 Licensing Standards)	
	A2. Title 5 (CDE)					
B. Program Administration and Leadership	B1. ERS	CA Title 22 Licensing Standard (Center: 15 units ECE with 3 in administration; FCCH: 15 hours health/safety)		**Center Director Qualifications:** Associate's degree with 24 units core ECE, 6 units administration, 2 units supervision,; **Experience:** 2 years management or supervisory experience; **(B1) Independent**	**Center Director Qualifications:** Bachelor's degree with 24 units core ECE, 15 units management; **Experience:** 3 years management or supervisory experience; **(B1) Independent ERS assessment**	
	B2. Program Administration Scale (PAS)					
	B3. Business Administration Scale (BAS)					

Common QRIS Elements	Common Tools and Resources	Tier 1 (Licensed in Good Standing)	Tier 2	Tier 3	Tier 4	Tier 5
C. Health Promotion Practices	C1. CA Infant/Toddler and Preschool Learning and Development Foundations and Curriculum Framework C2. A valid and reliable health and mental health screener C3. Environment Rating Scales (ERS) C4. Center on the Social and Emotional Foundations for Early Learning (CSEFEL) pyramid model C5. DSS/CCL Title 22 health and safety licensing standards C6. USDA Child and Adult Care Food Program Guidelines	CA Title 22 Licensing Standard (Overview of Foundations and Frameworks, and ERS)		**(C1)** CA Infant/Toddler and Preschool Learning and Development Foundations and Curriculum Framework (See A1 above); **(C2)** Health Screener used at entry, then annually; **(C3)** Addressed in ERS Subscales; **(C4)** Overview of CSEFEL Model; **(C5)** Addressed in Title 22 regulations; **(C6)** Utilization of USDA Child and Adult Care Food Program Guidelines	**(C1)** CA Infant/Toddler and Preschool Learning and Development Foundations and Curriculum Framework (See A1 above); **(C2)** Health Screener used at entry, then annually; **(C3)** Addressed in ERS Subscales; **(C4)** Overview of CSEFEL Model; **(C5)** Addressed in Title 22 regulations; **(C6)** Utilization of USDA Child and Adult Care Food Program Guidelines	**(C1)** CA Infant/Toddler and Preschool Learning and Development Foundations and Curriculum Framework (See A1 above); **(C2)** Health Screener used at entry, then annually; **(C3)** Addressed in ERS Subscales; **(C4)** Overview of CSEFEL Model; **(C5)** Addressed in Title 22 regulations; **(C6)** Utilization of USDA Child and Adult Care Food Program Guidelines

2. Teachers and Teaching

Common QRIS Elements	Common Tools and Resources	Tier 1 (Licensed in Good Standing)	Tier 2	Tier 3	Tier 4	Tier 5
A. Early Childhood Educator Qualifications	A1. ECE Lower Division Core 8 A2. CDE Competencies Self-Reflective tool (available 2012-13) A3. Professional Growth Plans as required by the Commission on Teacher Credentialing (CTC)	CA Title 22 Licensing Standard (Center: 12 units ECE, FCCH: 15 hours health/safety)		**(A1) Education:** Lead Teacher/FCCH Operator Minimum Qualifications - 24 units of ECE (core 8) and 16 units of General Education (same as Title 5 and current Child Development Teacher permit); **Experience:** Two years of experience; **Professional Development:** 21 hours per year; **(A2)** Utilize when available; **(A3)** Use of Professional Growth Plan	**(A1) Education:** Lead Teacher/FCCH Operator Minimum Qualifications: Associate's degree in ECE OR 60 degree-applicable units, including 24 units of ECE OR associate's degree in any field plus 24 units of ECE; **Experience:** Two years of experience; **Professional Development:** 21 hours per year; **(A2)** Utilize when available; **(A3)** Use of Professional Growth Plan	

V. Quality Continuum Framework and Tiers. *In addition to the three Common Tiers, please identify how many tiers the Consortium's QRIS utilizes along with the elements, tools and resources associated with that system. Please insert any local additional tier(s) into the Quality Continuum Framework as needed. In addition, describe scoring methodology to move through the Tiers.*

Common QRIS Elements	Common Tools and Resources	First Common Tier (Licensed in Good Standing)	Additional Local Tier(s)?	Second Common Tier	Third Common Tier	Additional Local Tier(s)?
1. Child Development and School Readiness						
A. Early Learning and Development Standards	A1. CA Infant/Toddler and Preschool Learning and Development Foundations		San Francisco will implement the hybrid point system and once the hybrid point system is finalized, additional local tiers will be added. Planning is underway with the Bay Area Consortium to adopt the same hybrid point system along with the scoring methodology, completed no later than January 2013.			**Additional tiers are being developed using the hybrid model with community stakeholders. The final hybrid model with tiers will be submitted as part of the Action Plan update process.**
	A2. CDE Curriculum Framework			Developing competency in integrating Foundations and Frameworks. *Education Plan:* Social, emotional, cognitive, and physical domains in lesson plans linked to DCLA child assessments. *Professional Development Plan for Foundations and Frameworks.*	Building competency in integrating Foundations and Frameworks. *Education Plan:* Social, emotional, cognitive, and physical domains in lesson plans linked to DCLA child assessments. *Professional Development Plan for Foundations and Frameworks.*	
	A3. Preschool English Learner (PEL) Guide	Overview of *Foundations and Frameworks*				
B. Comprehensive Assessment System	B1. Desired Results Developmental Profile (DRDP) 2010	Overview of *Foundations and Frameworks*		**(B1)** DRDP 2010 (minimum twice a year); **(B2)** DRDP-SR (recommended); **(B3)** ASQ (at entry, then annually)	**(B1)** DRDP 2010 (minimum twice a year); **(B2)** DRDP-SR (recommended); **(B3)** ASQ (at entry, then annually)	
	B2. Desired Results Developmental Profile – School Readiness (DRDP-SR)					
	B3. Ages and Stages Questionnaire (ASQ) or comparable, validated screening tool					

II.   **Increasing the number and percentage of Early Learning and Development Programs (sites) participating in the Consortium's Tiered Quality Rating and Improvement System.** *Please enter baseline and annual target numbers and percentages for each program site within the Consortium.*

III.   **Increasing the number of Early Learning and Development Programs (sites) in the top tiers of the Consortium's Tiered Quality Rating and Improvement System.** *Please enter baseline and annual target numbers for the total number of sites and for the number of sites in each tier, based on the number of tiers in the Consortium's Quality Rating and Improvement System.*

IV.   **Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs (sites) that are in the top tiers of the Consortium's Tiered Quality Rating and Improvement System.** *Please enter baseline and annual target numbers and percentages for each type of program within the Consortium.*

   Refer to attached worksheets for updated tables II-IV.

to inform program improvement services in the area of teacher child interaction. Beginning in 2012-2013, use of the Classroom Assessment Scoring System (CLASS), developed by Robert C. Pianta, Ph.D., Karen M. La Paro, Ph.D., and Bridget K. Hamre, Ph.D, at the University of Virginia will be expanded to measure the quality of teacher/child interactions at all sites on a two-year schedule.

- Training and technical assistance based on the Program Administration Scale (PAS) has been used, with over 70% of preschool directors having participated in PAS training since 2006. By 2014-2015, the (PAS) assessment for classroom-based providers or a Business Administration Scale (BAS) assessment for family child care providers may be used for system-wide self-assessment to inform program improvement in San Francisco's QRIS.
- Current efforts to embed PITC and CSEFEL approaches will continue in SF through locally funded initiatives. Currently 98% of all Title V centers use PITC and 81% of all Title V Preschool for All sites use CSEFEL. SF will maintain a robust commitment through coaching and training to assure fidelity in the implementation of these approaches.

The SF-QRIS is expected to deepen and expand the capacity of early care and education programs to use new tools, particularly the Preschool Learning Foundations and Curriculum Frameworks. It will include provider-friendly training and rating services to increase providers' understanding, comfort, and efficacy to utilize the assessment tools of SF-QRIS.

Data Management System
The current data management capacity is limited to the tracking and monitoring the rating of programs using the ERS tools. It is not linked to the quality improvement system, able to provide real-time reporting for analysis, nor incorporate other data elements of quality. The SF-QRIS will utilize a centralized, cloud-based regional data management system which will consolidate and process information needed for technical assistance, rating and outcome analysis.

Targeted Quality Improvement Process
By linking the Quality Rating and Quality Improvement components, SF-QRIS will be able to use data to target investments in resources, coaching and technical assistance to ECE sites which are performing at the lower tiers based on the QRIS tiered system. A coaching collaborative will be responsible for working with sites serving low-income children who are performing below the second tier (ERS below 3).

Program enhancement departments of the Head Start agencies, SF Unified School District, Preschool for All and SF's Quality Child Care Network will also use the QRIS data management system to increase their capacity to support sites to perform at the highest levels of quality.

Local to Regional Focus
First 5 San Francisco will be leading the development of a locally-funded QRIS and be an active county member for the regional planning for a QRIS. We envision that the regional QRIS will have the ability to have a broader reach than the RTT funded counties, and these coordinated quality improvement efforts will leverage resources to ensure there is cultural relevancy and appropriate language capacity for rating of classrooms, professional development and instructional coaching.

I. QRIS Overview. *Please provide a brief summary of the Consortium's current QRIS system.*

The San Francisco QRIS (SF-QRIS) is in development and will be modeled after the California Early Learning Quality Improvement System, and the Race to the Top, Early Learning Challenge Quality Continuum Framework with Three Common Tiers. The overarching goals of the SF-QRIS are to:

- Ensure all children, with priority to those who can have greatest benefit, have access to quality programs
- Ensure public dollars are being used efficiently to support and encourage high-quality programs
- Determine the availability of quality early childhood education in San Francisco
- Create the necessary infrastructure for the measurement of performance to inform program improvement and professional development efforts, thereby supporting programs meet and maintain the quality standards.
- Develop a culture of ongoing program improvement in the early care and education community where providers are motivated and supported to improve the quality of their programs.

SF - QRIS will be built on locally-supported infrastructure elements which will be improved through increased alignment and coordination over the next three years. The following description provides a summary of the Consortium's current and future QRIS system:

System for Rating Programs
San Francisco currently conducts ERS validated assessments on a schedule of every three years for all early care and education providers participating in federal, state or local funding to serve low-income children in the city. In addition, approximately 135 providers are rated through the Preschool for All program for performance on additional programmatic elements such as developmental screening, teacher/child ratios, teacher qualifications, use of evidence based curriculum and DRDP-R assessment tools.

The SF-QRIS will be field-tested and initially implemented with the providers in Preschool for All. By 2014-2015, we will expand rating services to include early learning settings currently participating in locally funded initiatives (including sites which serve CalWorks families).

The SF-QRIS will continue rely on external rating services for licensed early care and education programs, with priority for services given to publically-funded early care and education programs serving low income or children with special needs. With SF-QRIS, San Francisco will begin to conduct ERS <u>and</u> CLASS assessments every two years rather than every three years. In 2012-2013, the CLASS instruments will be introduced to 50% of all publicly funded preschool sites being rated in year 1 and 50% rated in year 2. This transition will be fully completed by 2014, where all sites will be assessed annually on either the CLASS or ERS instrument.

There is a possibility that the same organization providing external rating services for the SF-QRIS may be part of the multi-county collaboration, with an increased need for external reviews as San Francisco moves towards participation in a regional approach to QRIS.

Tools for Rating and Improvement
The SF-QRIS will utilize a set of research-based common assessment tools as part of the framework to rate and improve quality in early care and education settings. San Francisco currently utilizes many of the proposed tools for assessment or technical assistance purposes.
- The Environment Rating Scales (ERS), developed by Harms, Clifford and Cryer has been used in San Francisco for the past six years and will be one of the tools to measure environmental quality in the SF-QRIS. Three ERS scales will be used in assessments: the Early Childhood Environment Rating Scale Revised (ECERS-R), the Infant Toddler Environment Rating Scale Revised (ITERS-R), and the Family Child Care Environment Rating Scale Revised (FCCERS-R).
- The CLASS has also been used since 2005, on a random sampling basis in Preschool for All sites,

Consortium Action Plan

As an initial step of RTT-ELC implementation, each participating Regional Leadership Consortia (Consortium) will develop an ELC Action Plan and roadmap with local goals and benchmarks for the four-year grant period.

Consortia Action Plans will include:

- An overview of the Consortium's current Quality Rating and Improvement System (QRIS);
- Early Learning and Development Program participation baseline and target data;
- Alignment and incorporation of the common elements and tools in the Quality Continuum Framework, in addition to any local elements and tools;
- Quality Improvement Process;
- Evaluation and Rating & Monitoring System;
- Convening & Strengthening Partnerships;
- Capacity-building & Sustainability;
- Mentoring Other Counties;
- Key Personnel;
- Project Timeline;
- Budget Narrative; and
- Project-level Budget Spreadsheet (separate excel document)

Each Consortium will set ambitious yet achievable targets and goals for early learning and program participation in the local QRIS. This template will be a guide for the submission of an ELC Action Plan for each Consortium. Please fill out each section, as appropriate, and sign and date below.

RLC Lead Agency	RLC Lead Agency Contact	Phone Number
First 5 San Francisco	Laurel Kloomok	(415) 554-9250

Address	City	State	Zip Code
1390 Market Street #318	San Francisco	CA	94112

Signature	Date	Phone Number
Laurel Kloomok	Oct. 22, 2012	(415) 554-9250

8) The Single Audit Act requires that grantees obtain a non-federal audit of their expenditures under their federal grants if the grantee expends more than $500,000 in federal funds in one fiscal year. The Office of Management and Budget (OMB) Circular A-133 contains the requirements imposed on grantees for audits done in connection with the law. The full text of the most recent version of the OMB circular can be found on the White House Web page at http://www.whitehouse.gov/sites/default/files/omb/assets/a133/a133_revised_2007.pdf.

The U.S. Department of Education recommends hiring auditors who have specific experience in auditing Federal awards under the circular and the Compliance Supplement, which can be found on the White House Office of Management and Budget Web page at http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2011. Grantees must submit audits to CDE within 30 days after the receipt of the auditor's report(s) or within nine months after the close of their fiscal year.

Grantees are also required to obtain a financial and compliance state audit each year that is performed by an independent auditor. The audit shall be performed in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. If the grantee is subject to the Single Audit requirements, the financial and compliance state audit shall build upon the Single Audit work already done. Grantees must submit audits to CDE within 30 days after the receipt of the auditor's report(s) or within nine months after the close of their fiscal year.

9) The grantee must comply with the requirements that pertain to sub-recipients in Title 34 *Code of Federal Regulations*, Part 80. In addition, Section 80.21 requires the grantee to promptly, but at least quarterly, remit to the Federal Agency any interest earned on payments greater than $100 per year. When reporting and remitting federal interest to the CDE, a grantee should specify the grantee's Data Universal Numbering System number, the time period associated with the interest earned, and the federal program resource codes. Please send interest on federal cash balances to the CDE at the following address:

Cashier's Office
California Department of Education
P.O. Box 515006
Sacramento, CA 95851

Please see the CDE Accounting Correspondence Web page at http://www.cde.ca.gov/fg/ac/co/interestearnedltr.asp for additional information regarding the administrative requirements for interest earned on federal funds.

10) The grantee must comply with the attached CDE General Assurances and Certifications (Enclosure 2).

General Assurances

California Department of Education General Assurances and Certifications

The Assurances and Certifications are requirements of grantees as a condition of receiving funds. Grantees do not need to sign and return the general assurances and certification with the grant award; instead, they must download them and keep them on file to be available for compliance with reviews, complaint investigations, or audits.

1. California Department of Education General Assurances and Certifications for fiscal year 2011-12. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act; Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, *California Code of Regulations* (*CCR*)

2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity administered by the grantee will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the Education Code, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 CFR 300, 303; and Section 504 of the Rehabilitation Act of 1973)

6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 USC §6321(b)(1); PL 107-110 §1120A(b)(1))

7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this grant will be met by the grantee in its administration of each program.

8. The grantee will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (CCR T5, §4202)

9. The grantee will make reports to the state agency as may reasonably be necessary to enable the state agency to perform its duties and will maintain such records and provide access to those records as the state agency deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)

10. The grantee declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

11. The grantee has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)

12. The grantee will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.

13. The grantee will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))

14. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

15. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

TO: Angela Calvillo, Clerk of the Board of Supervisors

FROM: Mayor Edwin M. Lee

RE: Accept and Expend Grant - Improving Early Learning and Development
            Programs for Young Children - $1,269,400 for FY13-FY16

DATE: January 29, 2013

Attached for introduction to the Board of Supervisors is the resolution authorizing the
Children and Families Commission to retroactively accept and expend a grant in the
amount of $1,269,400 from the U.S. Department of Education through the California
Department of Education to support an Early Learning Quality Improvement System.

I request that this item be calendared in Budget and Finance Committee.

Should you have any questions, please contact Jason Elliott (415) 554-5105.