

Race to the Top – Early Learning Challenge (RTT-ELC)
Regional Leadership Consortia

Consortium Action Plan

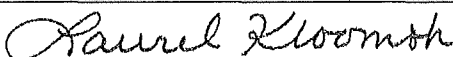
As an initial step of RTT-ELC implementation, each participating Regional Leadership Consortia (Consortium) will develop an ELC Action Plan and roadmap with local goals and benchmarks for the four-year grant period.

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
	Oct. 22, 2012	(415) 554-9250

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 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 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,

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.

- 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.

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	Overview of Foundations and Frameworks	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.	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.	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					
	A3. Preschool English Learner (PEL) Guide					
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					

C. Health Promotion Practices	C1. CA Infant/Toddler and Preschool Learning and Development Foundations and Curriculum Framework	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	
	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					
Common QRIS Elements	Common Tools and Resources	Tier 1 (Licensed in Good Standing)	Tier 2	Tier 3	Tier 4	Tier 5
2. Teachers and Teaching						
A. Early Childhood Educator Qualifications	A1. ECE Lower Division Core 8	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	
	A2. CDE Competencies Self-Reflective tool (available 2012-13)					
	A3. Professional Growth Plans as required by the Commission on Teacher Credentialing (CTC)					

B. Effective Teacher-Child Interactions	B1. Classroom Assessment Scoring System™ (CLASS™)	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	
	B2. Program Assessment Rating Scale (PARS)					
	B3. ERS					

Common QRIS Elements	Common Tools and Resources	Tier 1 (Licensed in Good Standing)	Tier 2	Tier 3	Tier 4	Tier 5
3. Program and Environment						
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)					

				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.

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

1. How will the Consortium implement continuous quality improvement and support participating Early Learning and Development Programs to ensure their progress along the Quality Continuum Framework?

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.

2. How will the Consortium ensure that quality improvement Technical Assistance (TA) will include the following:

- Inform programs about the local QRIS, helping programs to move up the locally-based tiers, and sustain higher quality;
- Incorporate local needs and priorities;
- Support the implementation of local programs' Quality Improvement Plans;
- Build on local, state and national expertise and delivery systems, using a client-driven, data-based coaching model as well as other strategies;
- Link into the California Department of Education (CDE) Child Care and Development Fund (CCDF) quality projects and other state ELC TA research-based resources; and
- Incorporate California's research-based early learning system.

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

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

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

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

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.

11. How will the Consortium include some of the local efforts that support healthy development, such as health and safety practices, active physical play, and adult-child relationships, which support social-emotional development?

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 supports 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.

1. Who are the training personnel who are conducting the assessments (QRIS ratings), and what is their processes for ongoing quality control for maintaining an appropriate degree of rigor, including inter-rater reliability, in their rating processes?

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

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.

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):

☐ 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

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

7. How is the Consortium working with local educational agencies to support their use of the DRDP-SR in their local Transitional Kindergarten and traditional kindergarten programs during the life of the grant and ensuring DRDP-SR results are reported into CALPADS?

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.

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.*

1. How will the Consortium mentor and support peer organizations in the use of the Framework and in joining or implementing their own local QRIS?

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

- XII. **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	<ul style="list-style-type: none"> Coordinate stakeholder sessions; parent groups and policy-maker presentations: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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 <i>[add name and/or number]</i> .					
Position	Description	Agency	% FTE	Base Salary	Total
Bay Area Coordinator	Pro-rated costs for Bay Area QRIS Coordinator	First 5 SF	30%	\$100,000	\$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 \$850,000 (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

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