



January 27, 2005

Dear Commissioners:

It is with great pleasure that I deliver the proposed San Francisco's Preschool For All Plan. This plan is the collective work of the Preschool For All Advisory Committee and the culmination of 12 months of meetings and outreach to a diverse community of stakeholders. It reflects the best thinking by our community leaders and partners about how to make Preschool For All a reality for children and families in San Francisco. The collaboration and dedication of time by Advisory Committee members to develop a plan that is workable, sustainable, and grounded in research and experience cannot be overstated.

The plan lays out the framework for the Preschool For All program with an estimated Year One budget of \$3.3 million dollars. It also identifies the ongoing work necessary to begin implementation in September 2005. Following are some highlights:

- In Year One, 683 children will benefit from high quality preschool services by enhancing quality in 539 existing spaces and creating 144 new spaces.
- Four target zip codes were selected based on a criteria that included the need for services; access to services, income and provider diversity and other factors. The four zip codes are: Mission (94110); Excelsior/OMI (94112); Bayview (94124) and Visitacion Valley (94134).
- An Arts, Science, and Literacy Resources initiative will be developed and available to all eligible PFA providers from across the city in Year One.
- Allocated funds for workforce and professional development, facilities, and evaluation are integral parts of the plan to improve quality and increase access.
- Outreach efforts to prioritize children not yet receiving care will ensure that Preschool For All is accessible and available to all children in the city.
- A commitment to build on, enhance, and strengthen the entire early care and education system by paying attention to the impact of PFA services for children 0-5.

This is a historic moment in our city as we embark on a journey to improve the lives of all children and families by making Preschool For All a reality. It is an investment in the future of our children that San Francisco stands ready and committed to make. San Francisco's families and children deserve nothing less.

Respectfully,

Moira Kenney, PhD
Executive Director

First Year Plan San Francisco Preschool For All (PFA)

Introduction and Background

In March 2004, San Francisco voters passed Proposition H, a Charter Amendment, declaring,

“It shall be the policy of the City and County of San Francisco to provide all four-year-old children who are City residents the opportunity to attend preschool, and it shall be the goal of the people in adopting this measure to do so no later than September 1, 2009.”¹

Approved by 71% of the electorate, the measure reserves \$3.3 million for Year One, 2005-06, and up to \$20 million annually between 2009-10 and 2014-15, from the City General Fund’s Public Education Enrichment Fund. According to the Controller’s Office, there is a need for a twenty-five percent reduction in the preschool allocation bringing it down to \$2.5 million. This plan assumes a \$3.3 million dollar budget.

These resources are geared towards creating a Preschool for All system by increasing access to and quality of preschool services. Preschool for All can be a catalyst for change within the current early care and education system by building upon it and by bringing together public and private providers to increase access to early education and ensuring that children enter kindergarten with a strong foundation for learning and succeeding in school and in life. Preschool For All can also support the entire system of care for children 0-5 to increase quality.

San Francisco’s Preschool for All efforts are consistent with other preschool initiatives in California. In 2003, acting on recommendations from the 1998 Universal Preschool Task Force and the 2002 Master Plan for Education to provide universal access to preschool programs, First 5 California committed \$100 million to universal preschool demonstration projects. The initiative will demonstrate the impact of voluntary preschool for four-year-olds on school readiness; and provide a “learning lab” for program implementation. It also aims to reduce disparity of outcomes among California’s children; and to inspire public will to support expansion of preschool for all children.² The statewide commitment was based on research reporting that:

- ◆ Large numbers of American children entering kindergarten have inadequate pre-literacy and pre-numeracy skills, and are unable to play cooperatively or pay attention long enough to learn. Children

¹ San Francisco City Charter SEC. 16.123-2. PUBLIC EDUCATION ENRICHMENT FUND.

² Susan Muenchow, American Institutes for Research, *Preschool For All: Step by Step, A Planning Guide and Toolkit (Draft)*. First 5 California, January, 2004, page 12.

attending quality preschool, however, have higher rates of school readiness, and fewer behavior problems.

- ◆ Funding spent on early education reduces future expenditures for special education, delinquency, crime control, welfare, and lost taxes.
- ◆ Middle class children are least likely to attend and reap the benefits of quality preschool programs.³

Appendix A provides additional research on the benefits of high quality preschool.

In addition to statewide efforts, local First 5 Commissions in Los Angeles, San Mateo and Alpine counties, as well as five California school districts are planning or implementing universal preschool programs.

This First Year Plan is in the context of a larger plan to make Preschool For All available and accessible to all the children in San Francisco. Thus, this plan describes the planning process, results of the research conducted by the Planning Advisory Committee and their recommendations for rolling out Preschool for All (PFA) in the first year of program implementation. Additional planning will continue through the coming years to ultimately meet the goal of making quality preschool accessible to all children whose families want to participate.

The Preschool For All Planning Process

Proposition H designated First 5 San Francisco, the Children and Families Commission, to plan for the implementation of the Preschool For All initiative. The First 5 Commission charged the Planning Advisory Committee with the following first year goals:

- ◆ Designing governance and administrative structures.
- ◆ Designing a program that builds upon the early care and education system, and is linked to and consistent with the State Master Plan for Education and First 5 California's statewide Preschool For All priorities and processes.
- ◆ Engaging the community and all stakeholders in the planning, implementation and accountability of Preschool For All, through interviews, meetings and other methods.
- ◆ Developing a budget for the first year of implementation, based on cost models addressing various types of early childhood and preschool providers.
- ◆ Establishing workforce requirements and supporting workforce preparation for the initiative.

³Muenchow, page 4-5

- ◆ Developing systems for parent enrollment and provider participation.
- ◆ Devising a communication plan.
- ◆ Implementing the first phase of the initiative in selected neighborhoods before expanding to the entire city.

A preliminary plan was presented to the Board of Supervisors in September 2004. The First Year Plan will be presented to the First 5 Commission in February 2005; upon the Commission's approval, it will be submitted to the Board of Supervisors, as required by Proposition H.

First 5 San Francisco appointed a Preschool For All Planning Advisory Committee to develop San Francisco's program. Chaired by Michele Rutherford, Vice Chair of the Commission and co-chaired by Commissioner Norman Yee, the working group is composed of parents, early childhood programs (including private and public centers, family child care, SFUSD's Child Development Program, and San Francisco Head Start), public agencies, institutions of higher education, private foundations, and other stakeholders. Sub-committees include the Program, Workforce, and Governance Committees. See Appendix B for a complete list of Planning Advisory Committee members.

Between April and January 2005, the Planning Advisory Committee met regularly in full-day "retreats" to discuss and make decisions about program design and implementation. Other components of the planning process included research on need, existing capacity, best practices and costs; subcommittee work to outline program components; and regular meetings with stakeholders to present ideas and gather feedback. In addition, the Planning Advisory Committee shared information regularly with First 5 California, as well as other California counties and school districts planning universal preschool programs. Regular presentations were made to the Joint City School Board Committee of the Board of Supervisors and the First 5 San Francisco Children and Families Commission.

Public and Stakeholder Meetings

Planning Advisory Committee members also conducted monthly meetings to gather input. More than 75 providers and other stakeholders attended these meetings to inform the development of the Preschool For All program proposal. Additionally, to increase input into the process, meetings were held with the community at-large via the Child Care Planning and Advisory Council (CPAC) and the San Francisco Family Child Care Association. See Appendix C for the dates and locations of the meetings.

Need, Best Practices, and Cost

To ensure that the new program meets the needs of, and provides effective, high quality services to San Francisco's children and families, the Planning

Advisory Committee conducted research on existing programs, best practices, and program costs. The committee also determined San Francisco's capacity and need for preschool services through reviewing a census of 4-year-olds, conducting a parent survey, and assessing neighborhood need and capacity. Finally, a series of meetings with stakeholders and families gathered information and feedback on program proposals.

"Census" and Needs Assessment of 4-Year-Olds

The Planning Advisory Committee gathered data to determine the demand, need, and family incomes for San Francisco families with four-year-olds. They found:

- ◆ An estimated 4,500 or about 75% of four-year-olds enter SFUSD as kindergartners.⁴
- ◆ Approximately 60% of four-year olds meet income eligibility criteria for state or federal subsidized child care programs (at or below the 75% State Median Income). Most of these children were already enrolled in these subsidized programs.⁵

Parent Survey

To determine parental need, demand, and preferences for preschool services, a telephone survey of 570 parents with children age 6 and under was conducted by the San Francisco State University Public Research Institute⁶. Among parents responding to the survey:

- ◆ 76 percent are *likely to enroll* their child in a city-sponsored preschool program.
- ◆ 85 percent reported that it is *essential or desirable* that the program be free.
- ◆ 77 percent said that it is *essential or desirable* that the program be full-day, although 93 percent would still enroll their child in a ½ day program.
- ◆ 89 percent of parents *likely to enroll* indicated that it is *essential or desirable* that the preschool program be linked to extended care.
- ◆ 78 percent said it is *essential or desirable* that the program be offered 5 days a week.

⁴ 2000 Census; San Francisco Unified School District, *2003-2004 Enrollment Data*.

⁵ San Francisco Human Services Agency and Child Care Planning Advisory Committee Data.

⁶ Over a period of two months, over 15,000 San Franciscans were called via a random-digit dialing survey method. From these attempts, 570 parents and relative caregivers with children ages 6 and under were surveyed.

- ◆ 91 percent said that the preschool curriculum should include reading and math readiness.
- ◆ 57 percent indicated that it was important that teachers reflect their family's cultural background; this finding was particularly strong among Asians and Hispanics.
- ◆ 34 percent reported it is *essential or desirable* that the program be within walking distance from their home. The most desirable locations were preschool classes in elementary schools (54%) and child care centers (15%); 23 percent indicated no preference.

Research on Neighborhoods

To determine where to implement the PFA program in Year One, the Planning Advisory Committee analyzed data for all the neighborhoods using the following criteria:

- ◆ High percentage of four-year-olds
- ◆ Insufficient capacity in existing programs
- ◆ Number of households below the self sufficiency index⁷
- ◆ Demographic diversity
- ◆ Low Academic Performance Index scores (low performance in K-3rd grade)
- ◆ Diversity of settings, i.e., Head Start, SFUSD, center-based and family child care
- ◆ High likelihood of success, i.e., existing providers are available and ready to expand to meet the need.

See Appendix D for detailed results of this analysis.

Based on this analysis, the Planning Advisory Committee selected four contiguous neighborhoods to pilot Preschool for All: Mission (94110), Excelsior/OMI (94112), Bayview (94124), and Visitacion Valley (94134). Further analysis of data on these four neighborhoods yielded information on existing capacity to serve four-year-olds within licensed center-based and family child care (FCC) programs (Chart 1), and the number and percentages of children with access to low-cost care through state and federal child care subsidies (Charts 2 and 3).

⁷ The Self Sufficiency Standard is a new index for calculating the actual cost of living in a given place (such as San Francisco) for a family of a given composition. The Standard includes costs of transportation, taxes, child care, housing, food, and health care. For a family of four (with an infant and a preschooler) living in San Francisco the family income cut-off was \$69,158 in 2003. Source: "The Bottom Line: Setting the Read Standard for Bay Area Working Families." United Way of the Bay Area, 2004.

Additional neighborhoods will be added each year until universal access is achieved. The process and criteria for determining Year Two neighborhoods will be similar to the process described above for selecting the Year One neighborhoods. However, some PFA supports (including arts, science, and literacy resource specialists) will be made available citywide beginning in 2006.

Preschool Need and Readiness of Current Providers

In the initial implementation years, roll-out of programs will be done by zip codes until resources are available to provide quality preschool services to all 4-year-olds citywide. In the priority zip codes, there is high need for quality early care. Current analysis of quality shows that while there is existing capacity to provide preschool services all providers do not meet the PFA quality standards. To date, approximately 50% of centers and 33% of family child care providers in the target zip codes meet the ECERS or FDCERS score to be eligible to participate in Preschool for All. It is important, therefore, to invest in quality improvement efforts to increase the availability of high quality care in these neighborhoods and to improve the quality of services for children already in care. Additional capacity will be needed to provide services to the 849 four-year-olds not currently receiving care.

Chart 1: Estimated Capacity in Year One Neighborhoods

| Estimated 4-Year-Old Capacity in Centers | Estimated 4-Year-Old Capacity in Family Child Care | Total Neighborhood 4-Year-Old Capacity | Total 4-Year-Olds in Neighborhood | Need for Additional Licensed Preschool Spaces |
|--|--|--|-----------------------------------|---|
| 1,024 | 506 | 1,530 | 2,379 | 849 |

Sources: California Department of Education, Report, March 2004 and 2000 Census

Chart 2: Child Care Capacity by Type of Care in Year One Neighborhoods

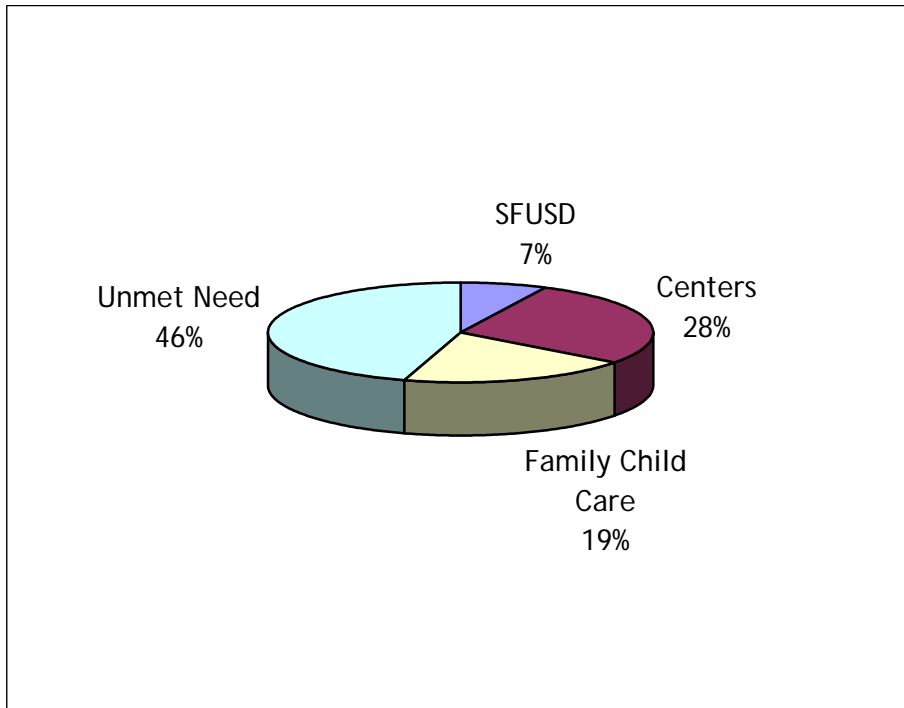
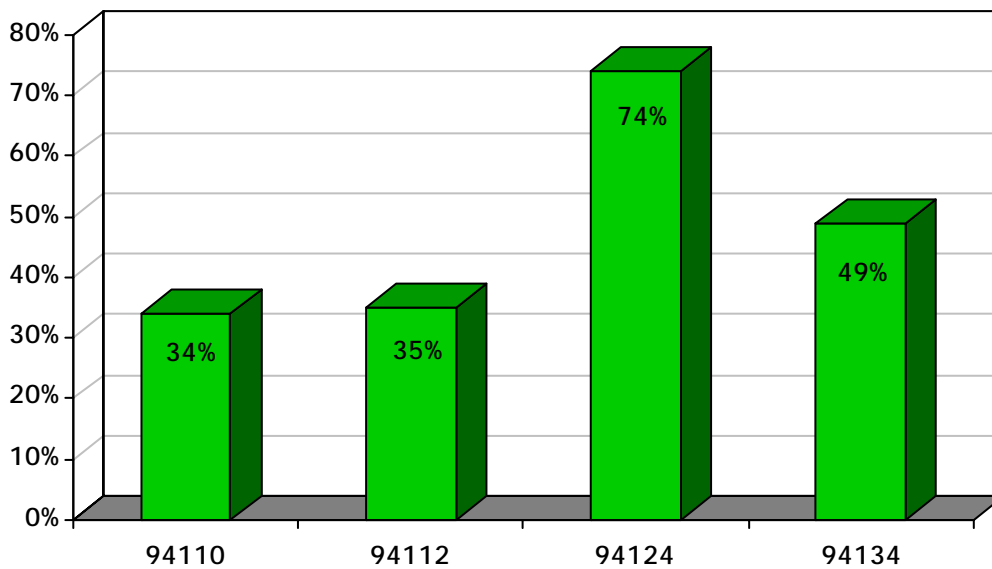


Chart 3: Subsidy Use in Year One Neighborhoods



Sources for Charts 2 and 3: Head Start SF and CDE-CDD Report, March 2004
Note: CDE-CDD Title V data is based on residence of child, not location of program. CalWorks data from CPAC Needs Assessment, 2001.

First Year Plan

Based on the work described above, the Planning Advisory Committee has developed a First Year plan for Preschool For All (PFA). The Plan includes the following sections: mission, vision and guiding principles for the program; program structure; eligibility for services; program requirements and provider qualifications; curriculum guidelines; parent and community involvement and support guidelines; workforce preparation; evaluation; facilities; governance and administration; and funding, costs, and reimbursements.

I. Mission, Vision, and Guiding Principles

Mission - Preschool For All in San Francisco will ensure that all children 3 to kindergarten-entry have equal access to and benefit from quality early care and education programs.

Vision - By 2010, Preschool For All in San Francisco will be an innovative, comprehensive, sustainable system of early care and education programs that is responsive to the diversity of families and their needs so that all children can start kindergarten with a love of learning and the tools and resources they need to be successful.

Guiding Principles

Preschool For All in San Francisco values:

- ◆ building on existing programs, structures, and licensed child care settings
- ◆ an adequately compensated, well-educated and supported workforce
- ◆ a seamless system of early care and education for children ages 0-5
- ◆ equity of access to quality programs in all neighborhoods and for families of all cultures and languages
- ◆ culturally-competent and linguistically-appropriate care and education
- ◆ diverse families, meeting their needs and supporting parental choice
- ◆ partnering with families in supporting their children's learning and development

- ◆ staffing by individuals who are committed to understanding and meeting the needs of young children
- ◆ full and proactive inclusion of children with special health care needs.⁸

II. Program Structure

A cornerstone of the Preschool For All initiative is the commitment to building on and supplementing existing preschool and child development programs in a diversity of settings.

Build Upon Existing Programs - In most cases, PFA will not be a new or stand-alone program. Typically, PFA will be offered as a supplementary curriculum with program and funding enhancement to existing qualified public and private early care and education programs, including both center-based and family child care settings. In neighborhoods where there is demonstrated need but inadequate capacity, PFA will support new part-day programs.

Part-Day Programs - PFA will be offered 3.5 hours per day, for 175 days a year, for programs operating only during the school year (e.g., September-June), or 2.5 hours per day for 245 days for programs operating on a full year schedule.

Extended Child Care - A plan will be developed in the Spring of 2005 for referring and maximizing access of families to extended child care services as needed.

Funding - PFA funding will be limited to supporting part-day preschool services; other portions of the day will be funded by parent/caregiver fees, vouchers, or existing subsidies. Funding to providers will be used to cover additional wages for qualified teachers and classroom staff. Minimum wage levels are described in Section VIII.

Diversity of Providers - All licensed public and private providers, including the school district, Head Start, child care centers, and family child care homes are eligible to apply.

Outreach Plan

Outreach to families is essential to successfully implement Preschool for All. First 5 San Francisco will ensure the Preschool For All outreach is fully integrated with existing efforts of Research and Referral Agencies (including Children's Council and Wu Yee Children's Services), family support agencies, and the Centralized Eligibility List. The First 5 San Francisco Family Ambassadors Program will also work to target children not currently receiving

⁸The broad definition of children with special health care needs developed by the federal Maternal and Child Health Bureau (MCH) and adopted by First 5 San Francisco is as follows: "a child who has or is at increased risk for chronic physical, developmental, behavioral, or emotional conditions and who also requires health and related services of a type or amount beyond that required by children generally."

early care and education services. A complete Outreach Plan will be developed in early Spring 2005.

Transition to Kindergarten

Preschool For All providers will support children and their families in their transition to kindergarten. Separately, through its other initiatives, First 5 San Francisco will work with providers and the San Francisco Unified School District to ensure a comprehensive and systemic approach to transitioning children to kindergarten.

Arts, Science, and Literacy Resources

Starting in Year One, Preschool programs citywide will have access to arts, science, and literacy resources. These resources will be developed to increase the ability of providers to address statewide arts and literacy standards, and to ensure that all children have access to these essential components of the preschool experience. These resources will be available to providers who meet PFA qualifications, regardless of neighborhood location. First 5 San Francisco will work with the San Francisco Arts Commission and others to develop the program.

Inclusion of Children with Special Health Care Needs

A stated goal of PFA is inclusion of children with special health care needs. There are a range of potential costs for PFA inclusion which are being further analyzed for program implementation. Depending on the unique needs of each child and participating programs, inclusion may require: specialized equipment, facility accommodations, training and professional development for PFA staff, site based consultation regarding inclusion, and specialized staff or consultants to oversee and support inclusion in the PFA program. In each year of the PFA program, it is proposed that five percent of funds be dedicated to inclusion activities.

Among the programs initially selected to participate in Preschool For All, model programs will be identified that exhibit best practices in preschool programming and are fully inclusive of children with disabilities and other special needs. These programs will offer high quality, well-implemented, and well-evaluated programming and services which result in positive outcomes for the children and families they serve (See Program Requirements and Provider Qualifications in Section IV.)

III. Population Served

Preschool For All is committed to providing quality early care and education for all of San Francisco's children. The following guidelines are intended to ensure that all children may participate in and benefit from the PFA program paying particular attention to children not currently receiving the benefits of a quality early care and education program.

Priority Population - During the first year (2005-2006), Preschool For All will operate in four priority neighborhoods, designated by the following zip codes: Mission (94110); Excelsior/OMI (94112); Bayview (94124); and Visitacion Valley (94134). Children living in these neighborhoods will be eligible for participation in PFA. Children in these neighborhoods do not have to attend a PFA program in their home zip code, but may attend any participating PFA program in a Year One zip code.

During the first year (2005-2006), to be eligible for PFA in September 2005, participating children must be four-years-old by December 2, 2005. Each year, PFA will be offered to children who are or will be four-years-old by December 2nd of the program year. Exceptions will be made to accommodate older children with developmental or special needs. In the first year, priority for enrollment will be given to children from families based on income.

Inclusion - Preschool For All will be open to all children and proactively include children with disabilities or other special needs.

Diversity - Preschool For All is committed to meeting the needs of San Francisco's diverse population by offering culturally-competent and linguistically-appropriate early care and education. Participating programs will strive to reflect the culture and speak the language(s) of the families served by the program, as well as engage families in curriculum development and support their participation in day-to-day activities and routines.

Voluntary Program - Preschool For All is a voluntary program. No child will be required to participate in Preschool For All.

Parent Fees - To the greatest extent possible, PFA will aim to eliminate cost as a barrier to participation in preschool with the goal of making Preschool For All free for all families who participate regardless of income. However, Proposition H alone does not provide sufficient funds to replace all parent fees paid by families enrolled in private preschools. To ensure the greatest participation of families in Preschool For All, and to ensure the continued diversity of the early care and education system in San Francisco, **Preschool For All will not charge family fees to participating families.** First 5 San Francisco will apply for additional funds as they become available from other sources, including First 5 California.

IV. Program Requirements and Provider Qualifications

The quality of a preschool program is, first and foremost, dependent on the education, experience, and dedication of the teachers and other adults who work closely with young children. To ensure high quality programs, providers who participate in PFA must meet the following program requirements to apply:

- ♦ **Licensing** - All preschool programs will be operating in facilities that are fully licensed and in good standing according to Title 22

Regulations of the Department of Social Services-Community Care Licensing Division.

- ♦ **Program Quality** - All preschool programs will have a minimum score of 4.5 out of 7 (1 is inadequate, 7 is excellent) on either the Early Childhood Environment Rating Scale (ECERS) or the Family Day Care Environment Rating Scale (FDCERS) as determined by a city-designated qualified assessor. These assessment tools measure the quality of interactions between all individuals in the preschool classroom, interactions between children and materials, and the space, schedule and materials supporting these interactions.⁹ Use of these quality scales is currently a contract requirement for all California Department of Education-Child Development Division Title V programs and for all First 5 California School Readiness Initiative programs.
- ♦ **Provider Locations** - During the first year (2005-2006), providers will be selected through an application process. Providers must be located in one of the four priority zip codes - Mission (94110); Excelsior/OMI (94112); Bayview (94124); and Visitacion Valley (94134) -to be eligible to participate. There may be, in addition, a small number of providers located within a few blocks of these zip code boundaries, serving a majority of children from these zip codes, who will be eligible to participate in the program. Additional neighborhoods will be added annually until full implementation is achieved in 2010.

In addition to meeting the program qualifications described above, PFA providers must agree to the following requirements:

- ♦ **Teacher Qualifications** - Every PFA program will have a minimum adult: child ratio of 1:8, except in those public programs where a 1:10 ratio is already in place. In addition, each program will have a lead teacher who either holds a Child Development Teacher Permit, or who is eligible and has an application pending for the permit with the California Commission on Teacher Credentialing (CCTC).¹⁰ If there are more than eight children in the PFA classroom, a second teacher is required; this teacher must hold a Child Development Associate Teacher Permit, or be eligible and have an application pending. If there are over sixteen children in a PFA classroom, then a third staff person is required; and that third staff must have

⁹ Muenchow, page 146-147.

¹⁰ The Child Development Permit verifies that an individual has fulfilled the requirements established by the CCTC, for assisting, teaching or supervising in a child development program as established by the CDE-CDD. Additional information, including application procedures is available at: http://www.ctc.ca.gov/credentialinfo/topics/child_dev.html

documentation that a minimum of six units in early childhood education have been earned.

The goal of PFA is that by 2010, every center-based and family child care program participating in PFA will be able to staff each PFA classroom with a lead teacher who holds a minimum of a Bachelors degree and 24 early childhood education units, and an assistant teacher who holds a minimum of an Associates degree and 12 early childhood education units and if needed a third staff with a minimum of six units in early childhood education. (See Workforce Preparation Section VII for a more detailed information).

- ◆ **Salary Standards** - All PFA programs will meet salary standards based on training and qualifications for all staff including the director. Minimum wage levels must be met for all qualified staff. This salary wage scale is set by First 5. See Appendix G for salary scale.
- ◆ **Diversity** - All PFA programs will have a demonstrated commitment to serving a diverse child and family population, including respecting cultural, linguistic, ability, and family structure differences.
- ◆ **Developmental Screenings and Referral** - Every child enrolled in a PFA program will be screened to identify possible developmental delays, disabilities, or other special needs, and to better understand the child's individual strengths and needs. Information from the screening may be used as the basis for referrals for health or special education evaluations and subsequent support services. *First 5 San Francisco will provide a list of approved screening instruments, data collection requirements, and referral process procedures in the Spring of 2005.*
- ◆ **Affirmative Inclusion** - All PFA programs will serve children with special health care needs to the maximum extent possible and seek resources to meet the needs of these children and their families. First 5 San Francisco will work with the Child Care Inclusion Challenge Project (CCICP) to assist programs and parents in this effort. To ensure that providers have adequate knowledge in this area, at least one PFA staff member must have taken at least one college level course or have equivalent experience in caring for children with disabilities or other special needs; and all PFA staff must participate in at least one in-service training on inclusion and caring for children with disabilities or other special needs each year. Additionally, PFA programs are encouraged to use the "Building an Inclusive Preschool for All Program: Principles and Considerations for Planning and Implementation" (Child Care Law Center) or subsequent resources identified by CCICP as a roadmap to guide their progress toward full inclusion.

- ♦ **Nutritious Meals and Snacks.** All PFA programs are required to provide meals and snacks according to the nutrition standards and guidelines set by the USDA and the California Five A Day program. PFA programs are encouraged to participate in the federal Child Care Food Program.

V. Curriculum Guidelines

An effective curriculum is critical to the quality of early care and education programs. PFA curricula must follow the standards as stated in the Curriculum Section (Chapter 6) of the *Prekindergarten Learning and Development Guidelines* developed by the Child Development Division of the California Department of Education. The Guidelines bring together information that program administrators and teaching staff can use to prepare appropriate learning environments for children. They include foundational skills for prekindergarten, carefully linked with the California State Board of Education standards for language arts and mathematics.

To ensure that children have access to programs that meet their needs and prepare them for kindergarten, each Preschool For All provider must develop a written statement of philosophy and goals for children, conduct outcomes assessments of each child, and offer a curriculum based on sound child development principles about how children grow and learn. Specifically,

- ♦ All PFA programs shall conduct periodic, observation-based child-outcome assessments of each child. These assessments identify the child's skills, information, strengths and needs. The assessment process should utilize multiple sources of information on all aspects of each child's development and behavior, including input from families, teachers, and other relevant staff who are familiar with the child. Ongoing children assessments help support staff in communicating and working with parents and families, planning and tailoring learning experiences (or individualizing the curriculum), and identifying other relevant services that may be needed. *Detailed child assessment guidelines and a child assessment technical assistance program will be developed prior to the start of the PFA program in September 2005.*
- ♦ Based on the results of the ongoing developmental assessments, PFA programs shall design curriculum plans, activities, and environments for each classroom that are responsive to the needs of each child. In developing these plans, programs must engage families as resources for cultural context, and ensure that the curricula reflects the population, home language, family structures, and special needs of the children and families being served, as well as the diversity of San Francisco.

PFA curricula must include:

- ◆ the goals for children’s development and learning;
- ◆ the activities, experiences and environments offered by staff and families through which the children will achieve these goals;
- ◆ Interactive strategies such as experimentation, inquiry, observation, plan and exploration suited to the developmental levels of each child to support development of:
 - Cognitive, language, literacy, and numeracy skills
 - Creative self expression including in art and music
 - Sensory motor development
 - Social and emotional competency
 - Health, nutrition and fitness;
- ◆ Materials suited to the developmental levels of each of the children enrolled in the program;
- ◆ Resources and support to children and families for transition to kindergarten.

VI. Parent and Community Involvement and Support Guidelines

A cornerstone of Preschool For All is the partnership with families. Preschool For All is committed to working with all families to support the learning and development of their children, to ensure that they are able to start kindergarten with a love for learning, as well as have the tools and resources they need to be successful. To promote the success of these partnerships, PFA programs must agree to the following guidelines:

- ◆ PFA programs will have a process for orienting children and families to the program. This process may include pre-enrollment visits, a family orientation meeting, and/or gradual introduction to the program.
- ◆ PFA programs will allow families unlimited access to their children, offer at least two parent-teacher conferences each year, and provide ongoing documentation of each child’s development.
- ◆ All PFA teachers will work in collaborative partnerships with families, establishing and maintaining ongoing, two-way communication with families, to build trust, better understand cultural and family differences, ensure that children’s learning and developmental needs are met, and build mutual understanding and respect.
- ◆ PFA programs will make every attempt to communicate effectively with families in their home language and provide written and verbal translation.

- ♦ PFA programs will provide and support opportunities for families to interact, network, and support one another.

VII. Workforce Preparation

To determine whether San Francisco PFA teachers will be able to meet the 2010 educational qualifications described above, the Planning Advisory Committee collected data on the education levels of current center-based and family child care teachers receiving stipends from the San Francisco Compensation and Retention Ensures Stability (SFCARES), as well as the teaching staff of Head Start and the San Francisco Unified School District Child Development programs in the four pilot neighborhoods. Among these teachers, the data showed that 5 (8%) held AA degrees, while 29 (44%) held BA degrees, and 4 (18%) had Masters degrees (see Appendix E for a complete analysis). Although there are many teachers who already meet the 2010 educational qualifications, there are still many others who will need further education in order to reach the PFA teacher requirements.

Preschool For All is committed to ensuring that providers have expanded access to training to meet the teacher qualifications and to train a diverse workforce to reflect our diverse community. As a first step, the Workforce Committee has identified the pathways, costs, and supports needed for current teachers with Associate degrees in Early Childhood Education to meet the 2010 qualifications. Completion of a BA typically requires eight part-time or four full-time semesters. Many teachers would need reimbursement for educational expenses including tuition, fees, books, and supplies. In addition, many would need support for transportation and child care costs, release time and language supports. Most significantly, teachers would lose wages and centers would incur the costs of substitutes while teachers attended classes. Limited supports currently available to teachers primarily going to school full-time (12 units) working towards a BA and AA include scholarships, loan forgiveness programs, the Child Development Training Consortium (CDTC) reimbursement, financial aid, degree completion programs, and on-line distance learning programs.

Professional Development and Technical Assistance

In addition to assisting providers to meet educational qualifications, Preschool For All will ensure that ongoing professional development, technical assistance, and support from early intervention, inclusion, mental health, and language development specialists are made available to PFA programs to assist in meeting the needs of English Language Learners and children with disabilities and other special needs.

VIII. Evaluation

First 5 San Francisco is currently working with the PFA Planning Advisory Committee and other interested parties to develop a plan for a formative

evaluation process that will provide ongoing information regarding the success and challenges of the pilot year and areas for program modifications. In March 2005, First 5 San Francisco (in collaboration with other local and regional partners) will host a research symposium to review possible approaches for a formative PFA evaluation. Following this symposium, First 5 San Francisco will issue a Request For Proposal (RFP) for an evaluation team which will begin work in August 2005. Among the questions to be answered by this formative evaluation are the following:

- ◆ Have we increased the number of children attending quality preschool programs?
- ◆ Does the PFA program effectively incorporate all aspects of quality?
- ◆ Which PFA strategies and services most effectively promote positive outcomes for children, particularly English Language Learners and children with disabilities and other special needs?
- ◆ How are PFA investments affecting the overall early care and education system?
- ◆ Have the PFA providers accessed higher education?
- ◆ Are parents included in and satisfied with the PFA program?

In addition to the formative evaluation, a longitudinal evaluation process will be developed.

San Francisco Preschool For All will also participate in the First 5 California statewide evaluation. The following questions are proposed for the statewide evaluation:¹¹

Statewide PFA Outcomes

- ◆ Are children who participate in PFA better prepared to be successful in school?
- ◆ Are we closing the “achievement gap” experienced by the diverse populations of California’s youngest children, including those with disabilities and other special needs and English language learners?
- ◆ Are more children receiving screening and assessments, provide appropriate services, and effectively included in First 5 PFA programs?
- ◆ Are outreach and other efforts effectively included?
- ◆ Do more preschool teachers and administrators have the expertise to include and effectively support children with disabilities and other special needs, and children who are English language learners?

¹¹ California Children and Families Commission, Project Proposal: First 5 Preschool For All Demonstration Projects Criteria and Timeline, presented as Agenda Item #12, October 21, 2004.

IX. Facilities

Preschool For All will work in a citywide partnership to expand, convert, or renovate facilities that represent best design practices for meeting the needs of all children, including those with special health care needs.

X. Governance and Administration

Commission Responsibilities

First 5 San Francisco will be responsible for planning and implementing Preschool For All. The Commission will establish policies to administer the program, and will approve the implementation plans, project outcomes, and annual budgets. The Commission will also establish a Preschool For All Advisory Committee to oversee and monitor Preschool For All implementation and operation. Commission staff will report to the Commission on a regular basis regarding the implementation of Preschool for All.

Preschool For All Advisory Committee

The Preschool For All Advisory Committee will be comprised of up to 21 members including two Commissioners and key stakeholders, inclusion specialists, parents, and representatives of administering agencies. Committee members will be selected and appointed according to the terms of the First 5 San Francisco Commission Bylaws and in consultation with the Child Care Planning and Advisory Council (CPAC). The Advisory Committee will meet quarterly. From the Advisory Committee, a Preschool For All Steering Committee of up to 7 members will be selected. The Steering Committee will meet monthly to oversee the PFA Annual Plan, budget, activities, performance outcomes, and make policy recommendations to the First 5 Commission. The Steering Committee will have the authority to establish sub-committees as needed and include stakeholders not represented in the Advisory Committee.

Program Administration

First 5 San Francisco staff will administer the implementation of the Preschool For All program on a day-to-day basis, and support the work of the Preschool For All Advisory Committee. First 5 San Francisco will add staff to administer PFA. First 5 San Francisco will be primarily responsible for program administration, including: the annual budget and plan; program design; contract with agencies overseeing aspects of the PFA program; evaluation; public information campaigns and other strategies to publicize the program; securing additional resources for the program; and coordination with other local and state preschool initiatives.

In addition, First 5 San Francisco will establish and administer a Request for Applications (RFA) to select Year One providers.

Partner Agencies. The Commission may contract out various aspects of program administration to one agency or a collaborative of agencies. The tasks may include: serving as a centralized referral point to provide families with information about the Preschool For All program and other early care and education resources an individual family may need; contracting with PFA providers; verifying the enrollment of eligible children and teacher qualifications; issuing payments to providers; monitoring providers in the areas set forth by the RFA and this plan; supporting the arts, science, and literacy program; and conducting assessments, developing quality improvement plans and providing technical assistance.

Providers will have primary responsibility for determining the eligibility of individual children and families, enrolling children, tracking attendance, collecting fees, conducting the PFA program at sites, conducting the required child-level assessments, and participating in the formative and longitudinal evaluation process. The Request For Applications for providers will more clearly delineate all the requirements of the program, following the guidelines set forth in this plan.

XI. Funding, Costs, and Reimbursement

The FY2005/2006 budget of \$3.3 million in PFA funding will be allocated to program implementation; early care and education infrastructure investments; and direct services to the community in both existing and new preschool spaces. A summary budget is provided as Appendix F.

The relative investments in each of these major categories will shift over time. Initially, program implementation and infrastructure investments will be proportionately higher than in subsequent years. Over time, these investments will shift toward direct services. The PFA program is designed to compliment and build upon the existing early care and education delivery system and investment in San Francisco. As such, direct PFA expenditures and in-kind contributions are noted in each major category and detailed in the summary budget (see Appendix F).

Program Implementation (20%)

Implementation of the program will require staffing and program administration as well as outside evaluation to aid in further program design and improvement.

Infrastructure Investment (10%)

PFA is designed to both compliment and build upon the existing early care and education infrastructure in San Francisco. PFA contributions to infrastructure in Year One is as follows:

- ♦ Quality Assessment of Preschool Classrooms: PFA funds will be used to augment the Gateway to Quality Project currently funded by First 5 San

Francisco, the Department of Children, Youth and Their Families and Department of Human Services.

- ◆ Facilities Allocation for Future Year Sites: In the initial year of PFA, it is anticipated that existing, underutilized licensed child care spaces are available for PFA programming. In subsequent years, however, facilities investments to expand and renovate existing sites may be required. In addition, the need for capital to create new facilities may also grow. Funding will be set aside in Year One to seed future facilities projects and investments.
- ◆ Citywide Professional Development: First 5 will host at least two citywide professional development opportunities per year focused on the specific delivery of PFA; these may be available for college credit.
- ◆ Workforce Development: In order to promote the development of a well-educated workforce, PFA will make funds available to both PFA sites and individual PFA staff members to cover some of the costs related to meeting PFA qualifications for a lead teacher. PFA investments in educational enhancements will be coordinated closely with existing resources.

PFA Services to Children & Families (70%)

PFA funds will be invested in services to children and families including:

- ◆ Enhancing existing preschool care for up to 539 children;
- ◆ Creating 144 new, quality preschool spaces;
- ◆ Providing arts, science, and literacy resources to eligible preschool providers citywide; and
- ◆ Promoting inclusion practices of special needs children.

Each of these major activities is discussed more fully below.

The proposed maximum reimbursement for PFA spaces is \$5,025 per child for a year of half-day preschool.¹² This assumes an economically efficient classroom model serving 24 children, with a staff to child ratio of 1:8. Appropriate program expenditure levels at each level of reimbursement will be detailed in the RFA.

¹² The projections are based on the best data available at this time. The pilot year presents the opportunity to gather more information and refine the program model for future years. The proposed maximum PFA rate was tested against the Regional Market Rate, which it exceeds at the 85th Percentile for both part time care and pro-rated full time care.

Costs of Upgrading or Enhancing Existing Services

Guided by the principles of building on the existing early care and education system and maximizing flexibility and access for all children, the majority of Year One PFA funds will be invested in enhancement of existing preschool spaces to meet PFA requirements. All providers will offer 612.5 hours of quality preschool over a 9 or 12 month period¹³; however, the specific costs of upgrading services to PFA standards will vary based on the type of setting, current expenditures, staff qualifications, and subsidy sources for the participating program; reimbursement amounts will be determined accordingly.¹⁴ While the RFA will detail the expectations around specific expenditure levels, projections of the **maximum** reimbursement rates for each type of site are summarized below:

- ◆ Head Start. The **maximum** PFA reimbursement for upgrading Head Start in Year One will be the difference between \$5,025 and the current average annualized reimbursement per child across the various Head Start settings. In this case, \$700 was used for illustrative purposes. In Year One, it is estimated that as many as 75% of Head Start programs serving four year olds in the target zip codes may apply to participate.
- ◆ State Preschool (Title V). The **maximum** PFA reimbursement for upgrading a space in the current State Preschool Program in Year One will be \$1,882 - the difference between \$5,025 and the current state reimbursement of \$3,143. In Year One, it is estimated as many as 80% of State Preschool programs serving four year olds in the target zip codes may apply to participate.
- ◆ General Child Care (Title V). The **maximum** PFA reimbursement for upgrading a space currently subsidized by the General Child Care program will be \$1,578-- or \$5,025 less \$3,447, representing 50% of the general child care reimbursement of \$6,894 annually. In Year One, it is estimated as many as 70% of General Child Care programs serving four year olds in the target zip codes may choose to participate.
- ◆ Vouchers. The **maximum** PFA reimbursement for serving a child who has a child care voucher from any subsidy sources will be \$1,895 - or \$5,025 less \$3,130.¹⁵ It is anticipated that the majority of voucher children

¹³ The reimbursement models assume 3.5 hours of quality preschool per day for 175 days per year or 2.5 hours per day for 245 days, and one-half hour per day of paid preparation time for teachers.

¹⁴ The basic methodology for estimating the costs of the upgrade was established by the First 5 California Preschool for All Toolkit.

¹⁵ This represents the Regional Market Rate for Child Care at the 85th percentile at the monthly rate for full time care, pro-rated for 2.5 PFA hours based on 8 hours per day (assuming full year operation).

participating in the program will be in full time care in a range of settings, including licensed exempt care. In Year One, it is estimated that as many as 30% of four year olds in the target zip codes with child care vouchers may enroll in a PFA program.

- ◆ Family child care homes (Title 22). The **maximum** PFA reimbursement for a PFA space provided by a family child care provider with no subsidy dollars in place is \$5,025. In Year One, it is estimated that two large family child care providers per targeted zip code will choose to participate.
- ◆ Other licensed child care in centers (Title 22). The **maximum** PFA reimbursement for a PFA space provided by a child care center with no subsidy dollars in place is \$5,025. In Year One, it is estimated that as many as 30% of these child care programs serving four year olds in the target zip codes may choose to participate.

Costs of Creating New Preschool Spaces

Given the demand for services in the community and the program goal of engaging children not currently enrolled in preschool, PFA will invest 20% of Year One funds to create 144 new preschool spaces in the target zip codes. The **maximum** reimbursement rate for new spaces will be \$5,025.

XII. Conclusion and Next Steps

The Preschool For All planning process has brought together a diverse group of stakeholders to create a plan that is responsive to the needs of San Francisco's families and children. By creating a preschool program that builds on and strengthens the existing early care and education infrastructure, all are working towards the goal of providing every child access to a high quality preschool experience that will lay a solid foundation for learning and future success in school and in life.

The plan will be voted on by the First 5 Commission on February 2, 2005 and upon approval will be submitted to the Office of the Controller for review. The plan is expected to be reviewed by the Board of Supervisors in early Spring. Year One implementation of Preschool for All begins in September 2005.

Appendix A

Research on the Benefits of High Quality Preschool

- Research shows that children who attend quality preschool are better able to learn to read and to do their best in school. Such children are:
 - ◆ less likely to be placed in special education or held back a grade;¹⁶
 - ◆ higher achievers on standardized tests of reading and math;¹⁷
 - ◆ better behaved in class;¹⁸ and
 - ◆ more likely to graduate from high school and attend college.¹⁹

- The benefits of preschool for all extend to families, schools, neighborhoods and the entire state of California.
 - ◆ Law enforcement and public safety would be enhanced by preschool programs that reduce the risk of school failure. One long-term study found that children who attended quality preschool were 80% less likely to be arrested than their peers who did not attend.²⁰
 - ◆ The return on public investments in quality preschool is high.
 - Economists report that for every dollar invested in quality preschool, the public could save as much as \$7 in future costs, including remedial education, welfare and incarceration.²¹
 - The Federal Reserve Bank of Minneapolis has calculated that investment in quality preschool yields an inflation-adjusted return of 16% per year.

¹⁶ Reynolds, A.J., et al., *Long Term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrests*, Journal of the American Medical Association 258 (2339-2346): 2001.

¹⁷ Karoly, L. et al., *Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions*, RAND: 1998.

¹⁸ Peisner-Feinberg, E.S., et al., *The Children of the Cost, Quality and Outcomes Study Go to School*, University of North Carolina: 1999.

¹⁹ Reynolds, et al.

²⁰ Schweinhart, L.J., *Benefits, Costs and Explanation of High/Scope Perry Preschool Program*, Society for Research in Child Development, April 2003.

²¹ Barnett, S., *Lives in the Balance: Age-27 Benefit-Cost Analysis of the High/Scope Perry Preschool Program*, High/Scope Press, 1996.

Appendix B
Roster of Planning Advisory Committee

Planning Advisory Committee Co-Chairs:

Michele Rutherford, Commissioner, First 5 San Francisco

Norman Yee, Commissioner, First 5 San Francisco

Linda Asato, Executive Director, Wu Yee Children's Services

Michele Blakely, Program Officer, Miriam and Peter Haas Fund

Ernestine Brown-Wells, Child Development Department Director, Wu Yee Children's Services

Hedy Chang, Senior Program Officer, Evelyn and Walter Haas Jr. Fund

Nani Coloretti, Director of Budget and Planning, DCYF

Gloria Corral, Deputy Director, First 5 San Francisco

Elise Crane, Program Manager, WAGES+

Fonda Davidson, Executive Director, Cross-Cultural Family Center

Sharon Donovan, PDP Project Coordinator, City College of San Francisco

Melinda Felice, Coordinator, San Francisco CPAC

David Fleishman, Project Manager, Gateway to Quality, San Francisco State University

Patsy Hampton, Coordinator, High Risk Infant Interagency Council

Christine Hiroshima, Chief Academic Officer, San Francisco Unified School District

Cathy Inamasu, Director, Nihonmachi Little Friends

Rosie Kennedy, Director, Family Child Care Association of San Francisco

Moira Kenney, Executive Director, First 5 San Francisco

Linnea Klee, Executive Director, Children's Council

Sally Large, Director, San Francisco Child Care Providers Association

Mardi Lucich, Citywide Child Care Administrator, DCYF

Mary Marin, Executive Director of Dream Schools, San Francisco Unified School District

Renu Nanda, Program Director, Child Care Facilities Fund

Farris Page, Director of Provider Training, Children's Council

Dan Safran, Deputy Director, Children's Council

Juanita Santana, Executive Director, San Francisco State University, Head Start/Early Head Start

Stephen Santos Rico, Department Chair, Child Development and Family Studies, City College of San Francisco

Carol Stevenson, Assistant Professor, Child and Adolescent Development, San Francisco State University

Nancy Strohl, Executive Director, Child Care Law Center

Maria Luz Torre, Parent Organizer, Parent Voices

Caroline Vance, Director, SF CARES

Jay Wang, Executive Director, Child Development Program, SFUSD

Oscaryne Williams, Director, Potrero Hill Family Resource Center

Candace Wong, Chair, Child Care Planning and Advisory Council (CPAC)

Special thanks to:

Lynn De Lapp, Consultant

Rinat Fried, Graduate Student Intern, Goldman School of Public Policy

Elisabeth Hensley, Graduate Student Intern, Goldman School of Public Policy

September Jarrett, Consultant

Marilyn Snider, Facilitator, Snider and Associates

Gail Tsuboi, Recorder

Appendix C

Meetings and Presentations

PFA Planning Advisory Committee Public Retreats

- January 5, 2004
- February 23, 2004
- March 30, 2004
- October 8, 2004
- November 3, 2004
- December 13, 2004
- January 26, 2005

Presentations to the Board of Supervisors

- Joint City-School Board Committee - May 4, 2004
- Joint City-School Board Committee - September 13, 2004
- Finance Committee - November 18, 2004

Other Public Meetings

- Presentation and Discussion with Parents - Women's Building, November 15, 2004
- Presentation and Discussion with Family Children Care Providers - December 8, 2004
- Press Conference at Visitacion Valley Community Center - June 2, 2004
- Presentation and Discussion with Hispanic Providers Association - January 13, 2005

Commission Presentations

- April 7, 2004
- September 1, 2004
- February 2, 2005

Appendix D

Analysis of San Francisco Neighborhoods

| Sources | Demographics | | Median Income of Young Householders | School Achievement | SFUSD Pre-K Capacity | | Children Waiting for Subsidized Care |
|--------------|--------------|-----------------------|-------------------------------------|--------------------------|----------------------|--------------------|--------------------------------------|
| | 4 Year Olds | SFUSD Kindergarteners | | Elem. Schools w/ Low API | Licensed Capacity | Current Enrollment | |
| | Census | 2004 Enrollment | 2000 Census | SFUSD | SFUSD | SFUSD | Centralized Eligibility List (CEL) |
| 94102 | 226 | 144 | \$32,476 | 2 | 74 | 72 | 10 |
| 94103 | 177 | 95 | \$50,773 | 2 | | | 11 |
| 94104 | 0 | 3 | \$2,499 | | | | 2 |
| 94105 | 4 | 0 | \$108,357 | | | | 0 |
| 94107 | 132 | 67 | \$94,620 | 3 | 171 | 127 | 4 |
| 94108 | 56 | 52 | \$48,281 | 0 | | | 23 |
| 94109 | 228 | 163 | \$61,032 | 0 | 91 | 43 | 11 |
| 94110 | 730 | 472 | \$61,906 | 6 | 283 | 259 | 26 |
| 94111 | 0 | 3 | \$66,389 | 1 | | | 1 |
| 94112 | 759 | 580 | \$65,052 | 4 | 178 | 178 | 58 |
| 94114 | 130 | 46 | \$87,171 | 3 | 48 | 48 | 3 |
| 94115 | 233 | 114 | \$72,220 | 3 | 80 | 80 | 12 |
| 94116 | 381 | 257 | \$74,167 | 0 | | | 16 |
| 94117 | 164 | 85 | \$72,392 | 4 | 53 | 48 | 8 |
| 94118 | 338 | 113 | \$79,684 | 0 | 108 | 87 | 8 |
| 94121 | 228 | 208 | \$65,532 | 0 | | | 10 |
| 94122 | 422 | 308 | \$68,683 | 0 | 184 | 126 | 12 |
| 94123 | 92 | 10 | \$96,975 | 0 | 72 | 72 | 2 |
| 94124 | 386 | 391 | \$31,574 | 5 | 261 | 151 | 32 |
| 94127 | 179 | 72 | \$98,426 | 1 | | | 4 |
| 94129 | 26 | 9 | \$74,792 | 0 | 109 | 40 | 0 |
| 94130 | 4 | 27 | \$66,944 | 1 | | | 5 |
| 94131 | 229 | 89 | \$79,763 | 3 | | | 7 |
| 94132 | 273 | 126 | \$59,076 | 1 | | | 10 |
| 94133 | 103 | 136 | \$76,260 | 1 | | | 35 |
| 94134 | 504 | 403 | \$48,333 | 2 | 80 | 24 | 26 |
| Total | 6004 | 3973 | | | 1792 | 1355 | 336 |

Appendix E

Education Level of CARES Participating Providers in Target Neighborhoods

CARES - Center-based Programs

| ZIP CODES | AA | BA | MA |
|--------------|-----------|-----------|----------|
| 94110 | 21 | 19 | 2 |
| 94112 | 21 | 9 | |
| 94124 | 11 | 11 | |
| 94134 | 15 | 9 | |
| Total | 68 | 48 | 2 |

CARES - Family Child Care

| ZIP CODES | AA | BA | MA |
|--------------|----------|----------|----|
| 94110 | 2 | 1 | |
| 94112 | | 2 | |
| 94124 | 2 | 5 | |
| 94134 | 1 | 2 | |
| Total | 5 | 8 | |

SFUSD - Child Development Programs

| ZIP CODES | AA | BA | MA |
|-------------------------|--------------|----------------|----------------|
| 94110 | 1 | 11 | 3 |
| 94112 | 1 | 7 | 5 |
| 94124 | 2 | 7 | |
| 94134 | 1 | 4 | 4 |
| Total/Percentage | 5(8%) | 29(44%) | 12(18%) |

Source: SF CARES and San Francisco Unified School District Workforce Databases, November 2004.

**Appendix F
Preschool For All Year One Budget**

| | Funding | Percent | Local Investment & In-Kind Contributions |
|---|----------------|------------|---|
| <i>Program Implementation</i> | | | |
| First 5 Staffing and Outside Administration | 495,000 | 15% | First 5 will administer PFA. |
| Evaluation | 165,000 | 5% | Goal to raise private funds for additional evaluation costs and/or to offset this amount. |
| <i>Subtotal</i> | <i>660,000</i> | <i>20%</i> | |
| <i>Infrastructure Investments</i> | | | |
| Quality Assessment of Classrooms | 50,000 | 2% | Gateway to Quality Project to meet 50% of hard assessment cost of \$1,000 per classroom from other sources (DCYF and DHS) year one, as well as providing project staffing costs, evaluation and monitoring in-kind. |
| City Wide Professional Development | 16,000 | 0% | PFA professional development will be coordinated and leveraged with local sources including CCSF, SFSU, CARES, WAGES+, Resource and Referral and other community based training. |
| Facilities Allocation for Year 2+ Sites | 100,000 | 3% | This allocation will be leveraged with activities of the Child Care Facilities Fund which is primarily funded by DHS, DCYF and local developer fees. |
| Workforce Development | 180,000 | 5% | PFA investments in education will be coordinated and leveraged with CARES; WAGES+, DCYF, DHS, CCSF and SFSU and other investments in and programs for education. |
| <i>Subtotal</i> | <i>346,000</i> | <i>10%</i> | |

Appendix F (Continued)

PFA Services to Children and Families

| | | | |
|---|------------------|-------------|--|
| Enhancing Existing Services (539 spaces) | 1,078,120 | 33% | PFA funded program to be combined with a diverse range of child care subsidy and funding sources. |
| Creation of New Preschool Spaces (144) | 650,880 | 20% | PFA funded programs. |
| Arts, Science, Literacy Resources | 400,000 | 12% | New program solely funded by PFA initially. |
| Inclusion | 165,000 | 5% | First 5, DHS, DCYF, HRIIC, Child Care Challenge Inclusion Project, consultation and other special needs services coordination and delivery system will be leveraged. |
| <i>Subtotal</i> | <i>2,294,000</i> | <i>70%</i> | |
| Total Year One Investments | 3,300,000 | 100% | |

First 5 Staff Assumptions

| | FTE | Total Projected Salary & Benefits 2005-06 |
|-----------------------------|-------------|--|
| Deputy Director - 0951 | 0.75 | \$78,140 |
| Grants Administrator - 9772 | 1.00 | \$87,468 |
| Fiscal Staff Person - 1842 | 1.00 | \$79,478 |
| | 2.75 | \$245,085 |

Appendix G
Year One Salary Scale for Preschool For All
Hourly Rate Comparison to WAGES+ and SFUSD

| Education Title | WAGES + | PFA | SFUSD |
|--|---------|---------|---------|
| Teacher Assistant | \$10.00 | \$9.52 | |
| Associate Teacher | \$11.95 | \$11.77 | |
| Teacher with 16 ECE units / Master Teacher | \$13.75 | \$15.02 | |
| AA Degree with 12-32 ECE units | | \$17.20 | \$25.27 |
| BA Degree with 12-32 ECE units | | \$18.56 | \$25.86 |
| MA Degree with 32 or more ECE units | | \$22.35 | |