



**Preschool for All
Program Operating Guidelines
Program Year 2009/2010**

**For Child Care Centers and
Family Child Care Homes**

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Overview of San Francisco Preschool for All

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.”* First 5 San Francisco was designated as the agency to implement the Preschool For All initiative. This initiative provides free high quality half-day preschool for all San Francisco’s four-year-olds, regardless of income.

All 4-year-old children living in San Francisco are eligible for PFA. PFA is offered minimally for 3.5 hours per day for 175 days a year (September-June) or 2.5 hours per day for 245 days for a full year (September-August).

A. Memorandum of Understanding for Preschool for All Services

PFA sites are selected through an annual application process which includes a site visit from First 5 San Francisco staff. Once a preschool site is recommended to participate in PFA, the participating agency enters into a programmatic Memorandum of Understanding (MOU) with First 5 San Francisco to implement PFA.

B. Funding Agreement for Preschool for All Services

Once the MOU is signed by both parties, PFA sites are required to enter into a funding agreement with First 5 San Francisco’s Fiscal Services Agency. The Fiscal Agreement will detail the number of children enrolled per classroom, Lead Teacher’s Child Development Permit and the number, type and amount of publicly subsidized and PFA-funded children. These agreements will need to be revised, as necessary, based on changes to child enrollment or teaching staff or staff qualifications.

C. Introduction to Program Operating Guidelines

The Program Operating Guidelines is a document designed to support Providers to successfully participate in PFA. It provides a detailed overview of the program components and also serves as a quick reference tool.

The Program Operating Guidelines is divided into five sections that outline PFA’s programmatic specifications and reporting requirements.

Included in the back of the operating guidelines are a glossary of terms and appendices.

While it is the Provider’s responsibility to thoroughly read, understand and comply with the guidelines in this document, First 5 San Francisco will work with you to answer any questions or concerns you may have so you may provide high-quality preschool to four-year old children in San Francisco.

Section 1: Operations and Services

A. General Program Operations and Services Information

Purpose The purpose of the PFA Program is to both increase access to quality preschool and to enhance quality in existing early education programs for four-year-old children of San Francisco.

Dates of Service The PFA Program will operate within the dates stated in the Provider's Funding Agreement with the Fiscal Services Agency.

Days of Service All Providers must offer the PFA Program for a minimum of 175 days per year for part-year programs, or 245 days for year-round programs. This includes 170 or 240 days of instructional program and 5 days of training for Provider's staff.

Program Hours & the PFA Minimum Service Hours Requirement The PFA Program will consist of a minimum of 2.5 hours, and up to 3.5 hours per day, of instructional programming, depending on program model. The 2.5 or 3.5 hours per day define the "PFA Portion of the Day".

For a child to be PFA eligible, the child's enrollment must be established at a minimum number of days that, when multiplied by the "PFA Portion of the Day", equals at least 612.5 hours.

- **Example: 3.5 PFA hours per day x 175 days per year = 612.5 hours per year**
Full-week enrollments at a part-year program that operates 175 days per year are PFA-eligible because the PFA Portion of the Day is 3.5 hours, multiplied by 175 days, equaling the service hours minimum, 612.5. Note that this applies ONLY to the program's FULL-WEEK ENROLLMENTS that include ALL operational days. A partial-week (3 or 4 days per week) enrollment in the same program is NOT PFA eligible, because the child does not experience the full 175 operational days, and so does not reach the minimum 612.5 service hours.
- **Example: 2.5 PFA hours per day x 245 days per year = 612.5 hours per year**
Full-week enrollments at a full-year program that operates 245 days per year are PFA-eligible because the PFA portion of the day is 2.5 hours, multiplied by 245, equaling the service hours minimum, 612.5. Again, ONLY FULL-WEEK ENROLLMENTS are eligible in this scenario, because families with partial week enrollments do not meet the service hours minimum.

Partial week enrollments are only PFA eligible when the scheduled days of care multiplied by 2.5 (full-year) or 3.5 (part-year) and equal 612.5 or more hours per year. First 5 San Francisco staff are available to review Program Year calendars to assist in determining eligibility.

B. Child Eligibility

Age Requirement To participate in the PFA Program, children must be four years of age on or before December 2nd of the program-year. Four-year old children are eligible to attend PFA

Program for one year only. Exceptions will be made to accommodate older children with developmental or special needs where documentation is available.

Proof of age eligibility, based on acceptable documentation such as, but not limited to, Birth Certificate; hospital record; well-child check from health care provider; medical insurance card; passport; Head Start Application; or CD 9600 form; or official documents from another country, must be on file with the Provider the day the child begins the PFA Program.

Residency Requirement Children participating in the PFA Program must be a San Francisco resident. The proof of residency must contain the name and address of the parent/guardian.

One of the following documents (with parent/guardian name) is acceptable:

- A utility (electric, gas, water) bill, cellular phone bill, cable television bill, dated within ninety (90) days
- Current automobile, homeowner or rental insurance policy
- Current bank or property tax statement showing address
- A current CD 9600 form, endorsed by the parent(s)
- Letter from a social services or governmental agency dated within 90 days
- In situations where a room is rented and one of the documents above is not available, a letter shall be submitted from the lessor confirming residency
- **NOTE:** homeless families do not have to provide documentation of San Francisco residency; self reporting of their homeless status is sufficient

Enrollment Requirement Children participating in the PFA Program must be contracted by the provider for an enrollment that meets the PFA service hours minimum (see Section I.A., above), which is typically only full-week (5 days per week) enrollments. Partial week enrollments where the child is not scheduled to attend for the annual service hours minimum (612.5/yr) ARE NOT PFA-ELIGIBLE, and will not be funded by First 5 San Francisco. Parents of age- and residency-eligible children who choose to change a part-week enrollment to a full-week enrollment in mid-year become PFA eligible on the date the enrollment status changes, provided that it is prior to the “Final Enrollment Deadline” (see I-C, below).

C. Child Enrollments

Children of Mixed Ages in the Classroom PFA will only provide funding for eligible 4-year-old children in each classroom.

Maximum Class Size and Adult Ratio Maximum class size may not exceed twenty-four (24) children of any age. Ratio groups are one adult per eight (8) children (except in places where 1:10 is a maximum) with at least one adult qualifying as the Lead Teacher with a minimum of a Child Development Teacher Permit. This ratio requirement applies to all children in the group/classroom, not only PFA-eligible children.

Concurrent and Commingled Groups Maximum group size may not exceed twenty four (24) children. Providers are responsible for ensuring that two or more groups of children sharing the same physical classroom space operate as Concurrent Groups, not Commingled Groups. Two groups of twenty four (24) children (Concurrent Groups) may rotate in a single classroom

and alternate use of classroom interest centers and/or indoor/outdoor space. These two groups may not operate as one Commingled Group of forty eight (48) children.

Open Enrollment Enrollment in the PFA Program will be open and nondiscriminatory. Providers must not discriminate against any child or his or her parent on the basis of race, color, national origin, sex, sexual orientation, religion or disability.

Providers should develop written enrollment policies to meet the needs of children and families in the community. Enrollment policies must state that the preschool program is open and non-discriminatory. Written enrollment policies must be made available to Parents (at their request) and kept on-site.

Final Enrollment Deadlines Providers will not be reimbursed for eligible children enrolled after March 1st for 9-month programs or June 1st for 12-month programs.

Children with Disabilities and Special Needs Providers offering the PFA Program will make reasonable accommodations for children identified as eligible for special education and/or related services under the Individuals with Disabilities Act (“IDEA”). Appropriate special education and related services placement will be determined by the child’s Individualized Education Program (“IEP”).

All PFA Programs must comply with applicable provisions of the Americans with Disabilities Act (“ADA”) and IDEA.

Enrollment Recordkeeping PFA providers shall establish and maintain a basic data file for each family participating in Preschool for All. The Provider may choose to establish a separate file for each PFA-enrolled child, or to use an existing child data file (such as those maintained per Head Start or Title 5 requirements) to organize the required PFA documentation. The basic data file must contain:

- Enrollment Form (CD 9600 or Head Start Application, if applicable)
- Verification of Child’s Age (as noted above)
- Verification of Home Residence zip code (as noted above)
- PFA Enrollment Package
 - Cover Checklist
 - Form 1: First 5 General Consent Form
 - Form 2: PFA Parent Fee Statement form (verifying a Parent Fee Offset for all PFA-enrolled children; see Section 1(F)., below)
 - Form 3: Photographic Release form
- Copies of Child’s Developmental Assessment (DRDP-R)
- Verification of two Parent-Teacher Conferences

Child attendance records must also be maintained, and may align with CCLD recordkeeping requirements.

Child Attendance Policy Enrolled children are allowed up to 8 unexcused (vacation, leave, “best interest of child”) and 8 excused absences (such as sick and family emergency) in a 9-month program; or 10 unexcused and 10 excused absences in a 12-month program.

PFA providers must ensure sufficient utilization of the preschool services supported by PFA funds, including taking and recording daily child attendance; monitoring absences to determine whether they are excused or unexcused, and noticing families of excessive absences that can terminate their PFA funding. The provider is responsible to notice the family and First 5 San Francisco of all terminations of PFA funding due to excessive absences.

Please consult First 5 San Francisco for guidance in the termination of funding for irregular attendance.

D. Curriculum

Program Quality Guidelines Providers must have curricula that follow and implement the PFA Program Quality Guidelines. The Quality Guidelines bring together information that program administrators and teaching staff can use to prepare appropriate learning environments for children. Please refer to the Program Quality Guidelines (provided in a separate document) for full description of curricula requirements. 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; and
- Materials suited to the developmental levels of each of the children enrolled in the program.

Providers are required to: (a) post a formal daily schedule of indoor and outdoor activities and routines, with opportunity for child-initiated and teacher-directed activities; (b) post activity plans; and (c) make a written curriculum statement available for staff and parents.

Ongoing Assessment The curriculum must provide an on-going process of collecting information from multiple sources about a child’s needs, which may include observations, portfolios, and screenings to determine a child’s strengths and support needs, in order to plan his/her educational services.

Developmental Screenings Programs will conduct a developmental screening on every child within the first 60 days of program entry to identify possible developmental delays, disabilities, or other special needs, and to better understand the child’s individual strengths and needs.

Programs may administer the Ages & Stages Questionnaire (ASQ) to all PFA-enrolled children *within 60 calendar days of initial enrollment*. As a partner with First 5 San Francisco’s Special Needs Project, the High-Risk Infant Interagency Council (HRIIC) Round Table is available to provide training and ongoing assistance to PFA sites as needed, in administering the ASQ.

It is very important screening results are properly documented, and if necessary, Risk Factors or other developmental concerns are clearly identified. In cases where the ASQ reveals Risk Factors or developmental concerns, the Provider must counsel the family and make appropriate referrals.

Programs with existing early intervention strategies and documented protocols may use existing developmental screening tools where the site staff is able to demonstrate that PFA screening tools duplicate existing procedure. Such consideration is only on a case-by-case basis, and requires a review by First 5 San Francisco staff to ensure the process in use is comprehensive, supportive to families seeking resource referrals, and effective in its identification of developmental concerns. First 5 San Francisco is committed to facilitating early intervention strategies that work for programs and families, and will help individual PFA providers determine how best to implement an initial developmental screenings that are effective.

Developmental Assessment, DRDP- R Providers are required to use the Desired Results Developmental Profile - *Revised* (DRDP-R) instrument twice during the program year. The DRDP-R is a tool for observing children's achievement of desired results across time. *The initial DRDP-R assessment must be completed within 60 calendar days of initial PFA enrollment* for all children. After completion of the initial DRDP-R, subsequent DRDP-Rs must be completed in the following intervals: for children 3 years of age and older, once every six months.

Providers will ensure that child assessment procedures reflect appropriate practices for young children. As part of the DRDP-R, instructional staff will maintain and update a portfolio for each child in the PFA Program (Title 5 and Head Start providers should have already established portfolios for each child; these meet the PFA requirement). This type of assessment for young children involves teachers documenting specific skills learned by children through the use of anecdotal observations, work artifacts and curriculum assessment tools.

Developmental assessments are an integral part of ensuring that the needs of children are identified, as well as to inform instructional and programmatic decisions. First 5 San Francisco will offer trainings on the DRDP-R tool and practices to support children's development to meet the assessment requirement. Refer to the Desired Results website by Wested for additional resources: <http://www.wested.org/desiredresults/training/>.

Requirements for Faith-based Providers Faith-based Providers must meet the following additional requirements to participate in the PFA Program:

- Provider may not advance any religion during the PFA portion of the program, although religious symbols do not need to be removed from the classroom;
- Provider must have 501(c)3 tax-exempt status separate and apart from the affiliated congregation;
- Provider must separately account for PFA funding; and
- Provider must welcome children from all faiths.
- First 5 San Francisco will offer support and guidance to faith-based Providers to ensure all PFA Program requirements are met.

E. Parent Involvement

Parent Participation Preschool For All expects programs to place a high value on the provider/parent/child relationship. PFA will require that programs demonstrate their efforts to engage parents/families in their children’s preschool experiences. PFA Programs must:

- Schedule regular parent meetings;
- Provide regular communication with parents about the progress of their children;
- Connect parents/families to education opportunities and supportive resources, either on-site or through other local agencies;
- Provide verbal/written materials/information to assist parents/families in their efforts at home;
- Welcome parent/family input in all aspects of the program, including curriculum and evaluation;
- Promote shared decision-making;
- Provide at least two individual conferences with the parent(s) per year to discuss child’s progress;
- And establish and document a family involvement and support program designed to engage parents/families in the program (refer to the Program Quality Guidelines).

First 5 San Francisco will analyze data from Provider’s initial PFA site visit to identify potential areas for improvement in Provider’s parent engagement strategies. Provider agrees to work with PFA’s quality support team to continually increase its effectiveness in engaging parents.

Programs should provide effective vehicles for parent input in all aspects of the program. Providers should also reflect and be responsive to the cultural and linguistic backgrounds of the children they serve.

Parent Handbook Providers should have a parent handbook that includes the Provider’s administrative policies in writing.

Parent Survey Providers are required to annually request feedback from families and to evaluate families’ program satisfaction. Programs will use the PFA adapted Desired Results Family Survey, or incorporate required family support indicators to locally designed forms. For Providers that compile aggregate parent survey data to satisfy other program requirements (per Title 5, for example), these results may be reported to PFA as well in order to satisfy this requirement. For programs that do not compile aggregate survey data, First 5 San Francisco staff is available to assist with the aggregation and reporting of survey data.

Parent survey reports are due in conjunction with the PFA Program Annual Self-Assessment (within 14 days of program completion); see “Annual Self-Assessment” section.

F. Program Fees

Prohibition Against Charging Tuition Fee for PFA Providers *must not charge family fees for the Preschool For All portion of the day* for all enrolled children whose families wish to participate, and who meet the residency and age requirements. Providers may charge parents

for fees associated with extended (or “wrap-around”) care, registration, field trip, and other administrative fees that are required by the program, and are not part of the PFA portion of the day. The PFA Parent Fee Statement (“Form 3” included in each PFA Program Enrollment Packet), endorsed by the parent, is required documentation of this provision.

Many PFA Providers leverage other funding programs or subsidies to achieve “wrap-around” care for PFA-enrolled children. In these circumstances, it is important to ensure that the “Parent Fee” or other program family fee is appropriately offset using PFA funds, and that such use of funds is accounted for in program budget line items. Providers should contact First 5 San Francisco staff for technical assistance with regard to accounting for multi-funded enrollments in order to ensure compliance with all program provisions.

Instructional Opportunities (e.g., field trips) All children must receive the same instructional opportunities during the PFA portion of the day. Field trips are part of the instructional program and must be free and available to all children participating in the PFA Program. PFA funds may be used to provide field trips or other appropriate instructional activities to the children.

G. Licensing Requirements

Preschool for All sites must remain compliant with the licensing requirements of the Community Care Licensing Division (CCLD) of the California Department of Social Services.

PFA sites are required to inform First 5 San Francisco of any licensing visit or violations noted during a licensing visit.

First 5 San Francisco reserves the right to review a PFA site’s licensing records at any time during the terms of the Funding Agreement, which may include, but not limited to:

- Copies of any licensing report that documents a Type A citation. This includes facility visits and substantiated compliant investigations.
- Copies of any licensing documents pertaining to a noncompliance conference with CCLD.
- Copies of a summary of any accusation indicating CCLD’s intent to revoke the facility’s license.

The PFA site shall forward, upon receipt, to First 5 San Francisco any licensing report, any licensing documents that document noncompliance conference between CCLD and the licensee, and/or a copy of an Accusation that indicates CCLD intent to revoke the facility’s license.

A full copy of the CCLD report must be forwarded within three (3) calendar days to First 5 San Francisco for review. Failure to provide this information may result in suspension or termination from the PFA Program.

Upon review of the CCLD report, First 5 San Francisco will determine: a) whether a “Conditional Status” amendment to the program’s MOU is necessary for the remainder of the contract period; or b) suspend or terminate funding.

A Funding Agreement placed on conditional status will follow the procedures outlined in the *Corrective Action Plan* as defined in Appendix A of the PFA Program Operating Guidelines.

First 5 San Francisco will forward a determination of its decision to the PFA site within seven (7) days from receipt of the CCLD report.

H. Insurance Requirements

General Liability An agency must have a minimum of \$1,000,000 per occurrence for bodily injury and property damage, personal injury and completed operations. The agency must name First 5 San Francisco as an additional insured on its general liability policy. A certificate of insurance evidencing such coverage must be maintained at the agency's site and submitted to First 5 San Francisco upon request.

Automobile Liability Program must ensure that all drivers transporting children must have at least the minimum automobile liability insurance mandated by state law. Children **MUST** be secured in an appropriate child passenger restraint (safety seat or booster seat) until they are at least 6 years old or weigh at least 60 pounds. For additional information visit: www.chp.ca.gov; www.carseat.org; www.aap.org/family/cps.htm; www.nhtsa.dot.gov/people/injury/childps/

Workers' Compensation Agency must have at least the minimum worker's compensation insurance mandated by state law.

I. Required PFA Data Reporting with Cocoa

Cocoa, the PFA data management system "Cocoa" is the web-based PFA data management system, and will replace the PFA Monthly Updates effective with the 2009/2010 Program Year. ALL PFA participating sites are required to enter PFA data using the Cocoa system, per the Provider Responsibilities listed in their Memorandum of Understanding contractual agreement.

Cocoa is located at <http://www.cocoa.first5sf.org>. Login requires a username that is issued by First 5 San Francisco.

Provider payments are based on data that is entered into Cocoa, such as child name and date of birth, family residency ZIP code, classroom teacher permit level, etc. This data is subsequently verified during on-site monitoring visits (see Section J. below). Failure to enter complete child, family, site, classroom, agency, and teacher data may result in inaccurate or delayed payments.

In addition to enrollment and site data that determine provider reimbursement, there are required data fields that report information such as child and family demographics. Providers are responsible to complete all data fields as instructed. Required data fields are listed in the most current Cocoa Version Update Manual, Data Table Attachment (see Appendix B).

Cocoa Version Update Manuals As the Cocoa system is upgraded, new versions will be released and accompanied with a Version Update Manual. All changes to provider reporting requirements will be stipulated in the Version Update Manual, and each new Manual will

supercede the previous edition. The current Cocoa Version Update Manual will always list required data fields. See Appendix B for Version Update Manual 1.2.

J. PFA Site Visits

Site Visit Types First 5 San Francisco conducts two types of visits to PFA participating sites during each Program Year: administrative (“Contract Monitoring Review”, or CMR); and programmatic. The timing and frequency of both types of site visits varies, and may occur at any time during the program year defined in the Memorandum of Understanding. First 5 San Francisco may conduct site visits, announced and unannounced, to support and monitor compliance with PFA requirements during the duration of the term of the Funding Agreement.

Programmatic Site Visits First 5 San Francisco Technical Assistance Coordinators will conduct one (1) programmatic visits to all non-school district PFA sites, between July and October each year, to learn about ongoing efforts to implement the PFA Program Quality Guidelines (see Sec.1[D]), and assist as-needed in the site’s plans for continued program improvement. For new sites that enter midyear, program visits will be conducted within 60 days of entry into PFA.

Program visits are intended to promote excellence by deepening the supports offered to Preschool for All sites. The purpose of the annual visit is to:

- Learn more about the unique curriculum and program services offered at each site;
- Gain information and hear suggestions regarding each site’s utilization of Science and Art Curriculum Enhancement services and Raising a Reader;
- Offer resources and supports tailored to each site’s ongoing improvement plan;
- Inform First 5’s overall efforts to support professional and program development which results in high quality preschool experiences for children;
- Serve as an opportunity to answer questions and to talk to teachers and directors about Preschool for All.

First 5 San Francisco staff will work closely with Providers to identify technical assistance needs, and to help Providers maintain compliance with PFA Funding Agreement and MOU. PFA will continuously offer supports designed to promote ongoing professional development & program improvement in PFA sites. These supports include quarterly learning circles held at multiple locations; language, family support and leadership institutes; teacher action grants; tailored technical assistance for setting up child assessment systems (DRDP-R); and provider coaching and mentoring in partnership with city wide technical assistance providers.

Contract Monitoring Review Site Visits, or “CMRs” First 5 San Francisco staff will conduct site visits to all PFA sites in order to monitor compliance with requirements as stated in contractual agreements, and these Program Operating Guidelines. Sites in their first year of PFA funding will receive two (2) such CMR visits during the term stated in their MOU; renewing sites will receive one (1) visit per year.

PFA administrative monitoring visits (“CMRs”) may not be required for Title 5 and/or Head Start-funded programs that undergo compliance monitoring and/or audits with other government agencies during the same quarter as the scheduled First 5 San Francisco visit. Such exception is granted on a case-by-case basis, after administrative review of documentation submitted to

support a written request by the site Program Director to the First 5 San Francisco PFA Program Officer.

Children's data files are to be made available and appropriate program staff should be available to explain program records and respond to general inquiries. All PFA child documentation and verification must be kept in the child's file:

- For Age Eligibility, Date of Birth Documentation
- For Residency Eligibility, Zip Code Documentation
- Special Needs Documentation (if any)
- Homeless Documentation (if any)
- Ages and Stages Questionnaire
- Desired Results Developmental Profile (DRDP-R)
- Parent Conference(s)
- Review of Provider's documentation for efforts to reduce tuition fees for Parents with children in full-day programs (Parent Fee Statement)
- Other documentation to be reviewed during an on-site monitoring visit will include:
 - Monthly child attendance records
 - Teacher Education Verification (if staff changes have occurred prior to monthly reporting); all education documentation and certificates must be kept in the PFA teacher's file
 - Documentation of the use of PFA funds for Quality Enhancements (Fiscal Site Visit – see below)
 - Documentation of site visits by PFA Science & Art Curriculum Enhancement Partner(s), and Raising A Reader
 - Provider's parent participation plan (e.g. newsletters, parent meeting sign-in sheets and parent resources)
 - Provider's staff development and training programs
 - Provider's licensing records

Fiscal management of PFA funds is also a monitoring area covered during the CMR site visit. This area includes:

- Review of the PFA Budget Form, which submitted by the PFA Provider to First 5 San Francisco by October 31st of each Program Year (refer to the current year's PFA Provider Orientation Binder for a copy of the the PFA Budget Form that should be used in each Program Year)
- Verification of methods used by the provider to track and record PFA income and expenses
- Verification of receipts and other documentation of PFA expenses
- Review of the provider's staff compensation plan, where PFA funds are used to supplement wages or benefits to employees.
- Review of the provider's cost allocation plan, where multiple funding sources support PFA enrollments.

Also part of the CMR site visit is a review of the provider's resources allocated from PFA funds to support the program's professional development plan. This includes provider having

available documentation that demonstrates compliance with staff qualifications and required trainings as stipulated in these Guidelines (Section 2[A.-B.]; and Appendix D)

Non-compliance findings will result in the initiation of a Corrective Action Process with the Provider, as defined in the Preschool for All Corrective Action Process Guidelines and Procedures (see Appendix A). This is a collaborative effort to resolve areas of non-compliance and support Provider efforts to meet applicable PFA Program requirements.

Annual Self-Assessment Providers are required to utilize the Program Quality Self-Assessment Tool, which is designed to assess how well the Preschool for All Program is being implemented. The Annual Program Self-Assessment will be required to be submitted to First 5 San Francisco within 14 days of program completion (usually by the end of June, or before the beginning of the new Program Year for year-round sites; dates vary).

Program Evaluation Providers will participate in the ongoing evaluation of Preschool for All by collection and provision of data – including collection of child-level and teacher-level data, participation in focus groups or other methods determined by the Preschool for All local evaluation plan and state-level demonstration grant.

K. Marketing and Logo Usage

Providers are encouraged to use an approved First 5 San Francisco logo and the words ***“Increasing access to High-Quality Preschool for all children in San Francisco”*** in all materials used to market the PFA Program, including flyers, banners, website postings, and print advertisements. First 5 San Francisco will provide approved templates for Providers to use for this purpose. If a Provider chooses to use a different format for their flyer, banner or other advertisement, using the First 5 San Francisco logo, that format must be approved in advance by the First 5 San Francisco. (Those Providers should contact the PFA Program Officer at First 5 San Francisco for electronic versions of the logo and approval of the marketing materials prior to dissemination to the public.)

Section 2: Personnel and Training

A. General Personnel and Training Information

Criminal Background Checks Provider's staff involved in the PFA Program must have documentation of a completed and satisfactory criminal background check on file with Provider.

Program Director Qualifications See Appendix C for education and experience requirements for program directors.

Site Supervisor Qualifications See Appendix C for education and experience requirements for site supervisors. Provider must have a qualified site supervisor on-site during the PFA Program.

Lead Teacher Qualifications See Appendix C for education and Child Development Permit level. Each PFA classroom must have at least one Lead Teacher with a minimum of a CDD Teacher level permit at all times during PFA operation.

Assistant Teacher Qualifications See Appendix C for education and Child Development Permit level. The Assistant Teacher must hold a Child Development Associate Teacher Permit. When there are more than 16 children, then a third staff must hold an Assistant Permit based on the Child Development Permit Matrix.

Substitute Teacher Employment Requirements Provider will ensure a substitute lead teacher and/or teacher assistant is present and working in the PFA classroom for each day a lead teacher and/or assistant teacher is absent, whether due to illness, required training or personal leave.

Long-term lead teacher or teacher assistant substitutes (e.g., a teacher on maternity leave or other extended leave longer than three weeks) should have qualifications equivalent to the original teaching staff. If this is not possible, the qualifications of the long-term substitute must meet PFA minimum requirements and be reported to First 5 San Francisco in writing within fourteen (14) calendar days for modification of reimbursement amount. Failure of Providers to report this information to First 5 San Francisco will result in noncompliance and may jeopardize future funding.

Notification of Staff and Management Changes Provider must notify First 5 San Francisco of any staffing and management changes or extended leaves longer than three weeks including, but not limited to, changes in lead teacher, assistant teacher, site supervisor, program director and senior management personnel at PFA classroom and site. Failure of Providers to report this information to First 5 San Francisco will result in noncompliance and may jeopardize future funding.

Notification should be entered into the Cocoa data management system (see Section 1[1], in these Guidelines) wherever possible; however, for leaves of absence and in other situations where more detailed information is necessary than Cocoa can collect, the Provider is responsible to notify the PFA Program Officer during the calendar month in which the change occurs.

B. Staff Development

Orientations and Training Sessions First 5 San Francisco will provide orientation and training sessions to Providers covering topics such as reporting, recordkeeping and fiscal requirements, staff development, Family Engagement, working with children with special needs, curricula and quality issues.

Purpose of Training Training for Providers and their staff is intended to enhance the skills and knowledge of staff already in PFA classrooms. Training is not designed or intended to prepare personnel to be PFA teachers. It is the responsibility of the Provider to ensure all teaching staff is qualified and able to deliver quality instruction on the date they are hired.

Required Trainings, Language The provider must ensure,

- (1.) All PFA teachers participate in an in-depth training with a minimum of eight hours in language acquisition and literacy for dual language learners. One teacher per classroom must participate in training during each PFA Program Year until all PFA teachers have met this requirement.
- (2.) The provider must also ensure all PFA classroom staff participate in one (1) in-service training on literacy and language development during each PFA Program Year.

Please see Appendix D for a complete description of this Guideline, its goals, and resources for achieving compliance.

Required Trainings, Inclusion The provider must ensure,

- (1.) All PFA teachers participate in an in-depth training with a minimum of eight hours of inclusion and /or meeting the needs of children with disabilities or other special needs. One teacher per classroom must participate during each PFA Program Year until all PFA teachers have met this requirement.
- (2.) The provider must also ensure all Preschool For All classroom staff participates in one (1) in-service training workshop on Inclusion and /or meeting the needs of children with disabilities or other special needs during each PFA Program Year.

Please see Appendix D for a complete description of this Guideline, its goals, and resources for achieving compliance.

Administrators' Roundtables The following members of Provider's staff are required to attend PFA orientations and training sessions: (a) administrative/program director or equivalent, (b) staff member responsible for fiscal management; and/or (c) program site supervisor if different than (a). First 5 San Francisco will notify Provider in a timely manner if teaching staff or other staff members are required to attend certain training sessions.

First 5 San Francisco will verify documentation of staff attendance at required orientations and training sessions. Failure of Provider's staff to participate in required orientations and training sessions will place the program in noncompliance and may jeopardize future funding. Provider should keep certificates on file at the Provider's site to document attendance of these sessions.

Training Costs and Reimbursement to Staff Provider may use PFA funds to pay for substitutes and training costs associated with required PFA orientations and training sessions.

Section 3: Funding

A. Contract Notification and Initial Budgets

The Funding Agreement is made between Fiscal Services Agency (FSA) and the PFA Provider to provide free high-quality part-time preschool services to eligible children. The Funding Agreement details fiscal requirements, and the relationship between FSA and PFA Provider during the contract period.

PFA Funding PFA Funding Agreements are legally binding agreements to deliver preschool programs according to defined programmatic and fiscal requirements. The FSA is required to compensate Providers for those services according to defined limits.

Multi-Site Preschool Providers FSA will issue an agency Funding Agreement that details each participating site in PFA. Providers must follow required PFA operating guidelines at each site.

Funding Calculation. Providers are reimbursed to provide instructional program to eligible four-year-old children. The Provider's payment rate is calculated according to the following criteria:

- (a) PFA Classroom Lead Teacher Child Development Permit Level
- (b) Number of PFA eligible four-year-old children in each class;
- (c) Less any public funding the program currently receives for each PFA child
- (d) Dates of operation

The FSA will clearly communicate the funding and payment process to Providers. The total funding amount for each Provider will be determined at the beginning of the Funding Agreement. Provider will receive PFA funds for the term of the Funding Agreement.

Payment Models Funds transfers or checks will be paid at the beginning of the Program Year as an advance; thereafter, on a quarterly basis for center-based Providers, and on a monthly basis for Family Child Care Providers. All payments shall be made by the end of the month following the last day of the payment period; for example, payment for the quarter (for centers) or month (for FCCs) ending on November 30 will be issued on or before December 31st. Before receiving the initial payment, Providers must follow the procedures discussed in Section 3(C) ("Payment Process") below. Quarterly (for centers) or monthly (for FCCs) payments are based on the reconciliation of the projected number of PFA-eligible children actual enrollment, and the lead teacher's Child Development Permit Level for each PFA classroom.

Parent Fees Providers may not charge any parent fess for Preschool for All services during the PFA portion of the day. This includes any share-of-cost fees (such as CDE "Parent Fees", scholarship co-pays, tuition, etc.). Providers may, however, charge fees for registration, field trip or other administrative fees required by the program that are not associated with the PFA-portion of the day.

When offsetting the family fees in order to meet this requirement, Providers should contact First 5 San Francisco staff for technical assistance.

B. Expenditure Guidelines

Acceptable Uses of PFA Funds Acceptable uses of PFA funds for program enhancement include, but are not limited to:

- (a) Providing free PFA services to parents
- (b) Teacher Wages/Compensation (see Compensation Plan, below)
- (c) Staff health benefits
- (d) Release time for professional development activities
- (e) Paid preparation and planning time
- (f) Monthly staff meetings
- (g) Improving curriculum
- (h) Assessment tools
- (i) Participation in professional and community events
- (j) Parent involvement
- (k) Coordination of social services for children and families
- (l) Facilitation of children's transition to kindergarten

Any capital expenditure in excess of five thousand dollars (\$5,000) per item must be approved in writing in advance by First 5 San Francisco staff. To request such approval, Providers must submit a letter to First 5 San Francisco and provide documentation for at least three (3) bids or estimates. Provider shall purchase the goods or services from the lowest responsible bidder.

Carry-over Funds At the end of the fiscal year, unspent PFA funds must be identified as such and carried forward separately into the following fiscal year for a PFA-approved use. Providers must use a PFA Budget Form to identify the unspent funding amount and stipulate their plan for utilizing such funds within a specified time period. The PFA Budget Form for unspent funds must be submitted to First 5 San Francisco for approval within 30 days of the end of the fiscal year.

Administrative & Indirect Costs Total Administrative Expenses may not exceed 15% of total grant. Administrative Costs may include: audit, insurance, administrative postage and reproduction, copier lease, administrative rent and utilities, pagers, landline and cell phone bills, janitorial services, and a portion of salaries and benefits for administrative staff (e.g. executive director, bookkeeper, MIS staff and receptionist).

The agency must have a cost allocation plan that shows the percentages used to allocate Administrative Costs to the budget. Acceptable methods include allocating costs by number of FTEs working on the program or square footage used by program staff, or another methodology approved by First 5 San Francisco staff. The agency must be prepared to present and explain the cost allocation plan. Exceptions to the policy will be considered on a case-by-case basis, and will require approval of Commission staff and the Fiscal Committee.

Prohibited Expenditures PFA funds may not be used to supplant other public funding sources including, but not limited to, any state or federal funding. PFA funds must be treated as restricted income and used solely to enhance the quality of and increase access to a Provider's preschool program. First 5 San Francisco prohibits the use of its funds to cover expenses that are not directly related to the PFA Program. Prohibited expenses include, but are not limited to, the following:

- Purchase of vehicles or other transportation equipment;
- Bad debts, including losses arising from uncollectible accounts and any related legal costs;
- Costs of amusement or entertainment that does not benefit children in the PFA Program; Cost of idle facilities unless those costs are related to the PFA Program and the costs of the idle facilities have been approved by PFA;
- Costs incurred after the Contract has been terminated;
- Fund raising costs;
- Investment management costs;
- Costs of organization of a nonprofit corporation such as incorporation fees or consultant fees;
- Public relations consultant fees;
- Costs of legal, consulting and accounting services incurred in prosecution; and
- Compensation to the members of the board of directors, if applicable.

Staff Compensation Plan The provider will examine internal compensation practices in order to develop a Staff Compensation Plan to submit to First 5 San Francisco. First 5 San Francisco will provide technical assistance to the PFA Provider as needed or requested (e.g., enhancing wages; expanding dependent coverage and/or employer-contribution to employee retirement accounts; offering paid release time for professional development; issuing tuition reimbursements for staff education). The Provider's Staff Compensation Plan will indicate how PFA funds will support efforts to increase salaries, benefits, and education levels for PFA classroom staff.

Annual Budget Providers must submit an annual budget that outlines the intended use of PFA funds. The format and requirements of the budget will be provided with the Funding Agreement. All categories in the budget report must be in compliance with PFA guidelines and approved by First 5 San Francisco.

C. Payment Process

Tracking of PFA Program Funds The Provider must maintain detailed financial records, including receipts, invoices and all supporting documentation to track PFA Program expenditures. All records must be retained for a minimum of five (5) years.

Accounting Requirements PFA funds must be deposited in a bank account (interest-bearing, if possible) and restricted. This restricted account must be used by the Provider to account for PFA funds and related PFA Program costs. Interest earned from PFA funds must be used for the PFA Program. Providers must use separate fund accounting for PFA funds.

Deposit of Funds As requested by the Provider, payments will be deposited in Provider's PFA Account by direct deposit. The Fiscal Services Agency will provide the appropriate forms for direct deposit to Provider. Provider is responsible for the correct routing of their payments by promptly notifying the Fiscal Services Agency of changes in bank account information or ownership. Provider is responsible for reviewing reimbursement and payment documentation.

D. Financial Management Systems

Budget Control Actual expenditures must be compared with budgeted amounts for each grant. Agencies generally produce monthly budget comparison reports which compare budgeted line item amounts with monthly expenditures and expenditures for the grant year to-date. The reports also indicate the current balance remaining for each budgeted line item. The agency's program and administrative management staff then use this information each month to effectively manage each of their programs.

Accounting Records Records must be maintained (1) that adequately identify and segregate the source and application of funds provided for PFA-related activities, and (2) which contain information pertaining to expenditures, liabilities, income and interest. The PFA Provider's accounting records must include not only expenditures of PFA funds, but also non-PFA funds, e.g., tuition, scholarships, State, Federal, or local public funding.

Source Documentation All accounting records, including cost accounting records, must be supported by source documentation, such as cancelled checks, paid bills, payrolls, time and attendance records, contracts, consultant agreements, etc. In addition, the source documentation should be dated, and contain all required approval signatures and authorizations.

Financial Reporting Accurate, current and complete disclosure of the financial results must be made during the fiscal site visit performed by First 5 San Francisco; with a year-end financial report provided to First 5 San Francisco by the end of a fiscal year.

Internal Control (1) Effective control over, and accountability must be maintained for all funds, and for all real and personal property and other assets; (2) PFA Providers must adequately safeguard all such assets; and (3) must assure that the assets are used solely for authorized purposes.

First 5 San Francisco is responsible for monitoring the stewardship over public funds. In accordance with the city ordinances and regulations, First 5 San Francisco may review the adequacy of the financial management system of any PFA Provider at any time.

E. Audit and Accounting Requirements

Expenditure Reviews All Providers are subject to expenditure reviews by First 5 San Francisco, First 5 San Francisco contracted auditors during the Funding Agreement upon reasonable notice and during regular business hours. Program and financial records must be retained for a minimum of five (5) years.

Audit Guidelines First 5 San Francisco has the right to examine and audit the books, records, documents and accounting procedures and practices and other evidence of costs claimed to have been incurred or fees claimed to have been received under the PFA Program.

Annual Independent Audit If Provider is subject to an independent certified audit, a copy of the audit report and financial statements received by the Provider must be submitted to First 5 San Francisco within thirty (30) days of receipt.

Access to Records and Other Documentation Provider will provide access to First 5 San Francisco to all records including, but not limited to: children enrollment records in the PFA Program; Enrollment Applications; Parent Consent Forms; Attendance Records; student absence verification records (Parent/doctor notes, telephone logs, and related documents); staff lists specifying permits and/or qualifications, business licenses held, dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service sub-contracts; documentation relating to Family Engagement; parent handbook; liability and worker's compensation insurance policies; marketing materials; list of current Board of Directors, if incorporated; licensing records; tuition rates; statements of income and expenses; general journals; cash receipts and disbursement books; general ledgers, invoices and supporting documents; payroll ledgers and supporting documents; and bank statements and canceled checks from Provider's PFA Account. Provider will make available budgetary information including back-up documentation for operating budgets submitted by Provider for the relevant Funding Agreement being audited.

Fraudulent Use of Funds Misuse of funds may result in the denial of current and future participation in the PFA Program. First 5 San Francisco may use information from other sources to assess the fiscal viability of a Provider's program or to make decisions with respect to offering a contract to a Provider or continuing to fund a Provider's program. Provider will ensure that expenses charged to the PFA funding source are not concurrently charged to another program fund source. Provider will also ensure that no PFA funds are used to pay penalties associated with adverse actions imposed by licensing or governmental agencies. PFA funds should be identifiable as separate from federal and state funds. First 5 San Francisco will recover any PFA funds determined to have been spent fraudulently.

F. ECERS / FCCERS Assessments and Re-assessments

Assessments: PFA sites require a new assessment every three (3) years from the original date of the ECERS assessment with Gateway to Quality (GTQ). PFA sites will receive a reminder letter from GTQ indicating the need for reassessment and instructions for scheduling.

PFA programs may be required to have an assessment completed before the third-year cycle if there have been significant changes in the program, such as: physical relocation for program (new location); change of site director and/or supervisor; major programmatic and/or physical changes to the site; or at the discretion of GTQ staff and/or funders.

Staffing Changes: If a PFA site experiences significant staffing changes, First 5 San Francisco may request a new assessment and PFA site will have up to three (3) months to schedule an ECERS/FDCRS assessment with GTQ. Gateway can offer Technical Assistance to new site supervisors to introduce them to existing Quality Improvement Plans at their sites, if needed.

Site/Location; Substantial Physical &/or Programmatic Changes: A PFA site will have up to six (6) months to schedule an ECERS/FCCERS assessment with GTQ if the site has moved to a new location; if the program has made substantial physical changes to its classroom(s); or if substantial programmatic changes (such as curriculum) have been implemented.

Once a new assessment has been completed due to program changes, the PFA site will forward the final Quality Improvement Plan to First 5 San Francisco for continued funding eligibility.

Quality Improvement Plan (QIP) All PFA providers must have an ECERS or FCCERS assessment conducted by the Gateway to Quality Child Care Project (GTQ). The assessments yield each provider a Quality Improvement Plan (QIP), which is used in coordination with technical assistance from First 5 San Francisco PFA staff to provide support to each site throughout the year. Quality improvement efforts subsequent to the QIP should be to enhance and enrich the children’s environment and experiences. The Provider will also use the QIP as a planning tool during the Annual Self Assessment process.

Funding Eligibility: PFA sites are required to maintain the First 5 San Francisco PFA baseline criteria of a minimum classroom score of 4.5 on ECERS or FCCERS for every preschool classroom participating in PFA, and the site composite score of 4.0 averaged across all classrooms.

Re-assessments: in the event that a PFA classroom(s) and/or site(s) fail to meet PFA baseline criteria 4.5, but not below a 4.0, during its third year assessment, the PFA Provider will be required to submit an action plan to First 5 San Francisco.

However, should a PFA classroom(s) and/or site(s) fail to meet PFA baseline criteria and fall below a 4.0, a re-assessment will be requested by First 5 San Francisco to Gateway to Quality. In addition, the PFA program must submit in writing *all* changes made since the last assessment to the GTQ assessor. GTQ Anchors will review changes, and if necessary, contact the site for further clarification.

New Classrooms: Existing PFA sites will be required to schedule an ECERS/FCCERS assessment with GTQ for all new classrooms, and are required to meet the minimum classroom core of 4.5 on ECERS before being approved as an additional PFA classroom at an existing PFA site.

Section 4: Suspension and Termination

A. Non-compliance

Corrective Action Process & Conditional Status Amendments First 5 San Francisco staff routinely monitor PFA Providers for compliance with these Program Operating Guidelines, Memoranda of Understanding (MOUs), Funding Agreements (FAs), and Program Quality Guidelines. When monitoring activities identify areas of non-compliance, First 5 San Francisco endeavors to work collaboratively with the Provider through a defined Corrective Action Process (see Appendix A) to resolve identified issues and support the Provider's efforts to meet applicable PFA requirements. The Corrective Action Process seeks to remedy problems efficiently and amicably, but also provides for a clear stipulation of consequences in cases where non-compliance is persistent. See Appendix A, Corrective Action Process Guidelines and Procedures, for more information.

The Conditional Status Amendment is an addendum to the MOU, which as part of the Corrective Action Process, may be used to document areas of non-compliance and identify specific activities with timelines for completion. Conditional Status Amendments are developed collaboratively by First 5 San Francisco Technical Assistance Coordinators and the Program Director or other lead staff at the site. They become part of the contractual obligations for the term defined by the MOU.

Unresolved Issues Programs that have issues or non-compliance areas that are not resolved through the Corrective Action Process may have their PFA Memorandum of Understanding and Funding Agreement suspended or terminated by First 5 San Francisco.

B. Suspension & Termination

Criteria for Suspension or Termination of PFA Provider First 5 San Francisco reserves the right to suspend or terminate a Provider's participation in the PFA Program for any of the following reasons:

1. Provider's license is suspended or revoked. (First 5 San Francisco will immediately report a Provider to licensing authorities in cases where a serious care deficit exists or the health and safety of children is being endangered by the Provider);
2. A Provider is found to have committed a violation of licensing requirements, which is deemed by First 5 San Francisco to be a serious deficiency;
3. A Provider's teaching staff is found to have committed a violation of licensing requirements, which is deemed by First 5 San Francisco to be a serious deficiency;
4. A report of child abuse by Provider is substantiated;
5. Provider is repeatedly uncooperative with First 5 San Francisco staff (e.g., refuses unannounced visits, quality monitoring or quality support, non-compliance with reporting requirements);
6. Provider provides false information to First 5 San Francisco;
7. Provider makes fraudulent use of PFA funds;

8. Serious or repeated instances involving noncompliance with PFA Program requirements;
9. Funding no longer exists or is insufficient to pay for the PFA Program;
10. Provider is unwilling to effect changes to the Operating Guidelines in violation of First 5 San Francisco policies or administrative and statutory guidelines issued by any state, federal or local governmental agency; or
11. Failure to comply with the provisions of the Funding Agreement.

Provider will be informed, in writing, of the basis for First 5 San Francisco's termination action, and the effective date of such action. Review procedures are outlined below.

In most cases, Provider termination actions will only be initiated by First 5 San Francisco after first engaging in a Corrective Action Process, as defined in the Preschool for All Corrective Action Process Guidelines and Procedures (see Appendix A). This process seeks to remedy non-compliance areas in cooperation with the Provider, and support Provider efforts to meet applicable PFA Program requirements. This process includes a clear stipulation of the consequences for Providers' PFA funding status in cases of persistent non-compliance.

Review Procedure for Suspended or Terminated Provider A review procedure will be available to any Provider whose Funding Agreement is suspended or terminated for the reasons stated in (a.) through (k.) above. The Provider may contest the suspension or termination by filing a petition with First 5 San Francisco and requesting a review hearing. The petition must be filed within ten (10) days of the notice of suspension or termination, and will include:

- (i) A clear statement of the action being appealed;
- (ii) The reasons the action is unwarranted; and
- (iii) Any written documentation in support of the appeal.

If the Provider requests a review hearing, it will be held within thirty (30) days of the petition. The Provider will receive at least fourteen (14) days notice of the time and place of the review hearing. First 5 San Francisco will issue a final, written decision within thirty (30) days after the hearing. The decision will be sent by registered mail to the Provider.

Obligations of Terminated Provider After receiving notice of First 5 San Francisco's decision to terminate the contract, the Provider will submit to First 5 San Francisco's all of the following:

- (i) A current inventory of equipment purchased in whole or in part with PFA funds;
- (ii) Names, addresses and telephone numbers of all families served by the PFA Funding Agreement; and
- (iii) Monthly enrollment and attendance reports until the Funding Agreement is actually terminated.

Section 5: General Provisions

Notification of Address Change Provider will notify First 5 San Francisco in writing of any change in mailing address for communications regarding the Contract within ten (10) days of the address change. Provider will notify First 5 San Francisco in writing of any proposed change in operating facility address at least thirty (30) calendar days in advance of the change. If such change is required by an emergency, such as fire, flooding or earthquake, Provider will notify First 5 San Francisco of a change in operating facility address as soon as possible.

Prohibition Against Loans Provider will not loan or advance funds to individuals, corporations, organizations, public agencies or private agencies. PFA funds may not be used as collateral for loans.

Modifications and Amendments These operating guidelines may be modified or amended by First 5 San Francisco during the Funding Agreement term to conform to policies or administrative and statutory guidelines issued by any state, federal or local governmental agency. First 5 San Francisco will give Provider thirty (30) days notice of any changes or modifications made to the operating guidelines.

Continued Funding Provider has no vested right to a subsequent years' PFA Funding Agreement. If Provider receives an offer to continue services, it will respond to a continued funding application request from First 5 San Francisco in accordance with the instructions and timelines specified in the request. Failure to respond within the specified timeline will constitute notification to First 5 San Francisco of the Provider's intent to discontinue services at the end of the current PFA Funding Agreement. (Note: Provider must comply with any modifications to the PFA Program to participate in future funding opportunities.)

Glossary of Terms

“ADA” refers to the Americans With Disabilities Act, which provides the basis for including children with disabilities into typical child development settings.

“Administrative Expenditures” are costs incurred for administrative activities where neither the family nor the children participating in the PFA Program directly benefit from the activity. Administrative costs include non-program related allocations, such as office supplies, telephone, printing, postage, insurance, rent/mortgage interest, mileage, accounting costs, maintenance costs, taxes and licenses, and utilities.

“Adult” means a person who is at least eighteen (18) years of age.

“CCLD” refers to the Community Care Licensing Division of the California Department of Social Services.

“Child not receiving subsidies” means a child who currently does not receive publicly funded subsidies for child care.

“Childcare Subsidy” is a subsidy received from public sources for preschool or child care services, such as Alternative Payment (AP), California Work Opportunity and Responsibility to Kids (CalWORKs), Head Start, General Child Care, State Preschool, or another Title 5 Program.

“Cocoa” is the web-based data management system for required data entry by participating PFA providers. It is located at <http://cocoa.first5sf.org/>

“Concurrent Group” means two or more groups of children sharing the same physical classroom space. Groups alternate use of interest centers and indoor/outdoor space. Groups do not exceed PFA-maximum group size and stay with designated teaching staff. This is allowable.

“Commingled Group” means two groups of children that combine for part or all of the PFA Program day. Groups intermingle, do not stay with their group’s designated PFA teaching staff and are supervised by other group’s teaching staff. This is not allowable.

“Funding Agreement” means the term of Provider’s individual contract with Wu Yee Children Services.

“Day of Service” means a day in which the Provider provides services to age-eligible children enrolled in the PFA Program.

“Days” means calendar days, including Saturdays, Sundays and federally recognized holidays.

“ECE” refers to units of college coursework in Early Childhood Education or Child Development.

“ECERS or FCCRS” refers to the Early Childhood Environmental Rating Scale or the Family Child Care Environmental Rating Scale, a reliable and accepted scale for evaluating program quality using the following program components: Space and

Furnishings, Personal Care Routines, Language Reasoning, Activities, Interaction, Program Structure and Parents and Staff.

“General Child Care” is a full-day (6 to 10 hours long) child care program serving families having income at or below 75% of state median income at the time of enrollment. This program is funded by the California Department of Education Child Development Division.

“Head Start” is a federal program administered by the Administration for Children and Families division of the U.S. Department of Health & Human Services. Head Start is a family-oriented center-based model serving children ages 3 to 5 years old from families earning less than 100% of the recognized federal poverty level.

“IEP” is an individualized education program. An IEP is a quasi-contractual agreement developed for children with disabilities to help, guide, orchestrate, and document specially designed instruction for each student based on his or her unique academic social and behavioral needs.

“Parent Fee Offset” (PFO) is the amount by which the family’s fee or tuition is reduced with the PFA per-child reimbursement. ALL family fees, including tuition; or CDE, voucher agency, or independent scholarship share-of-cost fees, must be “offset” by PFA funding for the PFA Portion of the Day. The PFO provides a discount to the enrolled fee-paying family at a minimum rate that is determined by the following ratio
PFA Portion of the Day : Total Enrollment Hours per Day.

“PFA” refers to the San Francisco Preschool for All, which is a program of First 5 SF and operates the universal preschool system in San Francisco.

“PFA Account” means the restricted, interest-bearing account used by the Provider to receive PFA funding deposits and to account for the contract funds and related program costs.

“PFA Portion of the Day” is the period within the program’s daily schedule that is defined as instructional, and during which all PFA requirements and guidelines apply. It is defined at a minimum of 2.5 hours and maximum of 3.5 hours per day, and must total 612.5 service hours per Program Year for all eligible enrollments. In ratio with the Total Enrollment Hours per Day, it determines the minimum allowable Parent Fee Offset.

“PFA Program” means the universal preschool program that First 5 SF Preschool for All funds.

“Parent” means the natural parent, adoptive parent, parent surrogate, legal guardian, or any other adult granted educational decision making rights by the natural or adoptive parent or a court of competent jurisdiction.

“Program Year” is the period within the calendar year that is defined as the PFA program, and during which all PFA requirements and guidelines apply. It is the minimum 9-month, maximum 12-month period during which all tuition/fees for eligible children is discounted by the Parent Fee Offset (see above).

“Provider” means a Child Care Center or Family Child Care Home contracted with to provide universal preschool-related services.

“Service Hours Minimum” for PFA-eligibility is 612.5 hours per Program Year. The Service Hours Minimum is determined by multiplying 2.5 hours per day x 245 enrollment days per year; OR, by multiplying 3.5 hours per day x 175 enrollment days per year. Some variances may occur in the PFA Portion of the Day and/or the number of enrollment days per year, but the Service Hours Minimum of 612.5 must be met by all enrollment types that are funded by PFA.

“State Preschool” is a part-day center-based program serving families having income at or below 75% of the state median income at the time of enrollment. Developed in the state of California to emulate the federal Head Start Program, State Preschool is funded by the Department of Education Child Development Division.

“Supplant” means to take the place of something that currently exists, e.g., a pre-existing, publicly funded program.

“Supplement” means to add to or augment something that currently exists, e.g., a pre-existing publicly funded program.

“Total Enrollment Hours per Day” is the number of hours that an enrolled child has access to services on a typical enrollment day. For example, a “full day” enrollment at a site that operates from 8:00 a.m. to 6:00 p.m. has access to 10 Total Enrollment Hours per Day if there are no additional drop-off or pick-up time restrictions.

APPENDICES

Appendix A

The Preschool for All Corrective Action Process
Guidelines and Procedures

The Preschool for All Program Corrective Action Process:

Determination of Non-Compliance,
Action Plans, and Conditional Status Amendments

Guidelines and Procedures

Overview

First 5 San Francisco (F5SF) routinely monitors Preschool for All (PFA) providers for compliance with PFA Operating Guidelines, Memoranda of Understanding (MOUs), and Funding Agreements (FAs). If monitoring activities identify issues of non-compliance, F5SF endeavors to work collaboratively with the affected Provider to resolve identified issues and support efforts to meet applicable requirements. The corrective action process seeks to remedy problems efficiently and amicably, but also provides for consequences in cases of persistent non-compliance.

The guidelines below are intended to provide ample opportunity for affected providers to be successful PFA partners.

Summary of Process

When reviews of program data in Cocoa, or site visits identify areas of non-compliance, F5SF will typically initiate the corrective action process and take the following actions:

1. **Initial Collaboration:** A F5SF representative will discuss with the Program Director particular areas of concern where action is needed in order to meet PFA program requirements. F5SF will also discuss suggestions and a timeline for resolution. Such communication may occur in person or by phone and is documented by F5SF PFA staff for follow-up.
2. **Conditional Status:** F5SF may require amendment of the MOU to place the Provider on Conditional Status to address areas of non-compliance. Conditional Status begins when F5SF Technical Assistance staff work with the Provider to develop an Action Plan. This Action Plan becomes an amendment to the Provider's current MOU contractual agreement, and stipulates specific areas of non-compliance; actions to be taken for resolution; timelines for completion; and responsible parties. The Provider will be required to facilitate special site monitoring with appropriate PFA staff, including supplemental site visits, additional reporting, site support plans, or other conditions. Failure to meet the goals of the Action Plan will result in suspension or termination of the MOU/Funding Agreement or no offer of continued funding.

F5SF reserves the right to place a Provider on Conditional Status, require development and completion of Action Plans, withhold funding, and terminate a Provider's PFA eligibility at any time during the Funding Agreement period.

A Closer Look at the Process

The Conditional Status Action Plan

F5SF may require collaborative development of an Action Plan to address areas of non-compliance.

1. F5SF PFA Program Officer and/or Technical Assistance Coordinator will schedule an appointment with the provider's Program Director (and other appropriate staff) to review in detail all non-compliance findings, and develop an Action Plan together.
2. The Action Plan will identify the needs of the Provider and itemize unmet PFA program requirements. It will include due dates and timeframes for progress where applicable.
3. Provider concerns will be discussed and documented, as appropriate, in the "Clarification" section.
4. The Provider and F5SF PFA Program Officer will sign the Action Plan. Executed copies are made available to all parties, and will become an amendment to the Provider's MOU contractual agreement with F5SF, placing the provider in a Conditional Status.
5. If the MOU is amended to Conditional Status during the last ninety (90) days of the program year, and the PFA Provider is offered continued funding, the MOU for the subsequent contract period will include Conditional Status and the applicable Action Plan amendment.
6. If the Provider does not agree with the non-compliance findings, or disagrees with the area(s) of non-compliance per the Action Plan, the Provider's comments will be documented in the appropriate place on the form. In these cases, F5SF will proceed with suspension or termination actions.

Duration of Conditional Status

A PFA Provider shall remain on Conditional Status until the Provider has corrected area(s) of non-compliance and/or has met requirements identified in the Action Plan Amendment.

A PFA Provider may request written verification from F5SF of the corrected area(s) of noncompliance even if the PFA Provider is not removed from conditional contract status.

Review Procedure for Suspension or Termination of PFA Funding

The aforementioned procedures shall be used to resolve area(s) of programmatic and/or administrative noncompliance that may arise regarding the interpretation and application of any term or condition of the PFA Program Operating Guidelines MOU or FA.

First 5 SF reserves the right to suspend or terminate a Provider's participation in the PFA Program. Accordingly, a review procedure* is available when a Provider is suspended or terminated. The Provider may contest the suspension or termination by filing a petition with First 5 SF and requesting a review an administrative hearing.

* Please refer to Section 4 of the PFA Operating Guidelines for the Review Procedure in its entirety. It contains a complete list of areas of non-compliance, which include, but are not limited to: Facility Childcare License suspended or revoked; Provider is repeatedly uncooperative with First 5 SF (e.g., refuses visits, quality monitoring or quality support, non-compliance with reporting requirements).

Appendix B

Cocoa Version Update Manual 1.2



Preschool For All Required Data Reporting Cocoa Version Update Manual, 1.2 4/1/2009

Welcome to **Cocoa**, the new web-based data system for Preschool for All. Cocoa was created by WestEd, under a contract from First 5 San Francisco, to:

1. Centralize and standardize collection and reporting of Preschool for All program data;
2. Minimize duplicative data entry by providing data management and reporting functions for state-subsidized Title 5 programs, including State Preschool and General Child Care; and
3. Further minimize duplication by providing other data management functions useful for the general operation of early care and education (ECE) programs.

Cocoa is capable of storing and organizing a wide range of data for ECE programs, including data related to children, families, and teachers at the agency, site, classroom, and session level. Some of its features include keeping track of child enrollment, attendance, and demographics, teacher permits and expiration dates, family contact and eligibility information, and generating reports needed to operate California Department of Education child development programs.

As a PFA program, *your only obligation to First 5 San Francisco for 2008-09 is to enter into Cocoa the PFA-related data detailed in Table 1 below.* Other functions within Cocoa were developed for the benefit of programs looking for a modern, online alternative to existing data management systems—such as paper and pencil or spreadsheets—and to streamline reporting to multiple funders.

Although Cocoa version 1.2 is a fully functional and capable data management system, our goal is to expand its capabilities over time. Therefore, we will be looking to you, the end user, to provide us with feedback on technological bugs that we might have missed, aspects of the program that you feel would work better if implemented differently, or additional features and useful reports you'd like to see in future versions. Please send your comments and suggestions about Cocoa to Wei-min Wang (wwang@first5sf.org) and Sandra Leung (sandra@first5sf.org) or call Sandra at 415-554-9129.

We would like to thank staff members from Cross Cultural Family Center, Portola Family Connections, San Francisco Unified School District Child Development Program,

Visitacion Valley Community Center, and YMCA of San Francisco for pilot testing the beta version of Cocoa from November 2008 to January 2009 and providing us with valuable feedback that we've sought to implement in this first public version of Cocoa.

Logging into Cocoa for the first time

First 5 SF is providing every agency with a temporary username and password to access your Cocoa account. This temporary account was used by First 5 SF to perform some initial setup tasks and pre-fill some data fields. The username takes the general form, "sandra+XXXXXXX@first5sf.org." The first thing you should do upon logging into Cocoa for the first time is to set up **a new user account with your own unique username and password**. Once you have your own self-selected username and password, you should deactivate the "sandra+" account, so that First 5 SF no longer has access to confidential, non-PFA-related information that you may enter into Cocoa.

Maintaining Security

Cocoa is equipped with a number of security features designed to protect private information. This includes password-protected access to the system, encrypted communications between your computer and the server that stores all the data, and different levels of access for different types of users. In addition to taking advantage of these built-in security measures, each agency should also establish its own internal protocols for the human side of security, such as determining who has access to Cocoa and training those individuals on how to properly use the system and to protect their passwords.

Your Cocoa Responsibilities for 2008-09

The first time you log in, you will immediately see that First 5 SF has set up your agency, sites, classrooms, and sessions, and pre-filled Cocoa with selected data on children, families and teachers. This data came from you, through applications, enrollment updates, and other forms you have submitted to First 5 SF for this year. Table 1 below shows which data fields were pre-filled to reduce your administrative burden. **One of your key responsibilities is to verify the accuracy of the data that has been entered already and make corrections, as needed.**

In order to fulfill its own reporting responsibilities to local stakeholders and First 5 California (the state commission), **First 5 SF needs to collect additional data from you**. Therefore, in addition to reviewing the data already in Cocoa, you will need to supplement it with additional information. The fields that we need additional data from you for are also detailed in Table 1 below. **All data described in Table 1 must be verified and/or entered into Cocoa for all PFA programs no later than close of business on Friday, May 15, 2009.**

As this is the first year that Cocoa is being implemented, we are only asking programs to provide us with a snapshot of what their programs look like between April 1 and May

15, 2009. You will **not** be required to continuously update the information after May 15. Instead, please continue to submit your monthly enrollment and staff change updates to First 5 SF, as you have since the beginning of the year.

Next year, 2009-10, First 5 SF will transition into using Cocoa to track enrollment and staff assignments in real time. When that time comes—and you will receive guidance from First 5 SF in advance—it will be essential for you to keep the information in the data system updated, as PFA reimbursements will hinge on the accuracy of the information you enter. You will need to develop protocols within your agency to ensure that data is up to date.

Classrooms vs. Sessions

In Cocoa, a classroom refers to a physical space—a room in which the preschool program is delivered. A session refers to the actual program that occurs within a classroom. One classroom may have just one session per day (e.g., a single full-day preschool session), or it may contain more than one session (e.g., a morning half-day preschool session plus an afternoon half-day preschool session, or a morning preschool session plus an afternoon after-school session). Cocoa stores very little information in the classroom record—basically just the name of the classroom (e.g., Room 1, Room 2, Butterflies Room, etc.). The session record contains much more information, such as start and end times, enrollment, teachers assignments, etc.

Session Calendars

Cocoa handles program calendars in a very specific way. Each session is initially set up with both 9-month and 12-month calendars, to allow for the possibility that there may be a mix of children in both types of programs within the same session. A 12-month session is assumed to run from July 1 through June 30. A 9-month session is assumed to run from September 1 through June 1. Session calendars are used to support Cocoa's attendance-keeping functions, to keep track of whether children are present or absent on a given day. Taking attendance with Cocoa is optional.

When a child is enrolled into a classroom, his/her funding type determines whether he/she will be assigned a 9- or 12-month calendar. Funding types are associated with 9- or 12-month calendars as follows:

Funding Types with 9-Month Calendars	Funding Types with 12-Month Calendars
PFA 9-month	PFA 12-month
CPRE	CCTR
CPRE/PFA	CCTR/PFA
Head Start	CFDP
Head Start/PFA	CFDP/PFA
Title I	APP/CalWORKS Voucher
Title I/PFA	APP/CalWORKS Voucher/PFA
	DCYF
	DCYF/PFA
	Special
	Special/PFA
	Tuition

Cocoa uses the child’s funding type, combined with the session calendar, to create individual attendance records for that child, beginning with the child’s enrollment date and ending with the session end date.

IMPORTANT NOTE ON SESSION CALENDARS

If you plan to take attendance using Cocoa, or if you plan to use Cocoa’s Title 5 management features that rely on attendance keeping, you will need to make the appropriate corrections to your session calendars and re-enroll children so that their attendance records reflect the correct session calendars. Please see your User Guide for details.

Enrollment Dates

Within Cocoa, enrollment dates are tracked on a fiscal year basis, meaning that each fiscal year (July 1 through June 30), a child must be re-enrolled for the next year if he/she is to continue in the program.

Where to Get Help

If you need additional help after the March 26 and April 1 Cocoa orientations, you have several options:

1. WestEd has developed an Agency and Site Admin User Guide which you can also access by clicking the Help link in the upper right corner of any Cocoa web page.
2. In addition, First 5 SF is hosting office hours, where you can receive individualized or group technical assistance. All office hours will be held at the SFUSD Child Development Program offices at 20 Cook Street, using the computer lab on the bottom level. The lab is equipped with both PCs and Macs, so you do not need to bring your own computer. **You must sign up at least three (3) business days in advance with Sandra Leung (554-9129 or**

sandra@first5sf.org) to reserve a spot. If there are no sign-ups within three business days of a session, then office hours will be cancelled for that day. Given space and time constraints, please do not show up to office hours without a reservation, because a computer may not be available or because no one may be available to help you. Office hours are scheduled for the following dates and times:

- Monday, April 6 2:30 – 5:30 p.m.
 - Friday, April 10 8:30 – 11:30 a.m.
 - Tuesday, April 14 8:30 – 11:30 a.m.
 - Friday, April 17 8:30 – 11:30 a.m.
 - Thursday, April 23 2:30 – 5:30 p.m.
 - Friday, May 1 2:30 – 5:30 p.m.
 - Thursday, May 7 2:30 – 5:30 p.m.
 - Monday, May 11 2:30 – 5:30 p.m.
 - Tuesday, May 12 8:30 – 11:30 a.m.
3. First 5 SF is also providing technical assistance by phone and email. If you have questions or need help, please contact Sandra Leung (554-9129 or sandra@first5sf.org). We will endeavor to post answers to frequently asked questions through links on Cocoa's online help page.

PFA REQUIRED DATA TABLE: Required Data that All PFA Programs Must Report through Cocoa

All PFA programs are required to verify and enter the following data into Cocoa by May 15, 2009

If a field is marked as “First 5 SF Entered,” then First 5 San Francisco staff has pre-filled Cocoa with data that you have provided to us during the year. This reduces the data entry burden for you. However, individual agencies are responsible for verifying that the information entered by First 5 SF is correct. If the data are not correct, please make the appropriate changes.

If a field is marked as “Agency to Enter,” then you are responsible for entering data into the field using your own data sources.

Please enter information using upper and lower case letters, not all caps or all lower case.

Field Name	First 5 SF Entered?	Agency to Enter?	Notes and Special Instructions
Agency Overview			
Agency Name	X		Please do not modify your agency name.
Agency Type	X		
Street Address	X		Do not abbreviate street addresses. Spell them out (e.g., Street, Avenue).
Zip Code	X		
Main Contacts	X		
- First Name	X		
- Last Name	X		
- Title	X		
- Email	X		
- Address	X		Do not abbreviate street addresses. Spell them out (e.g., Street, Avenue).
- Contact Area	X		
- Zip Code	X		
- Phone	X		Enter phone numbers in the format XXX-XXX-XXXX.
- Fax	X		Enter phone numbers in the format XXX-XXX-XXXX.
Site			
Site Name	X		Please do not modify your site name.
Street Address	X		Do not abbreviate street addresses. Spell them out (e.g., Street, Avenue).
Zip Code	X		
Phone	X		Enter phone numbers in the format XXX-XXX-XXXX.
Fax	X		Enter phone numbers in the format XXX-XXX-XXXX.
CCLD License Number	X		
License Effective Date	X		
Contacts	X		
- Primary Contact Name	X		

- Primary Contact Title	X		
- Primary Contact Address	X		
- Primary Contact Email	X		
Classroom			
Classroom Name	X		
Session			
Session Type	X		Session types are preschool, before school, after school, or infant/toddler. First 5 SF has only input PFA-funded preschool sessions.
Capacity	X		Enter the licensed capacity of the classroom.
Start Time		X	Enter the official start time for the session.
End Time		X	Enter the official end time for the session.
Nine Month Start Date		X	A 12-month session is assumed to run from July 1 through June 30. A 9-month session is assumed to run from September 1 through June 1. If you plan to take attendance using Cocoa, or if you plan to use Cocoa's Title 5 management features that rely on attendance keeping, you will need to make the appropriate corrections to your session calendars and re-enroll children so that their attendance records reflect the correct session calendars.
Nine Month End Date		X	
Twelve Month Start Date		X	
Twelve Month End Date		X	
Assign Teacher	X		Make sure that all teachers and assistants who regularly teach in the session are assigned to the session. Teacher information must be entered in the system before teachers can be assigned to sessions.
Child			
First Name	X		Use the child's legal name.
Last Name	X		Use the child's legal name.
Date of Birth	X		Date of birth is needed to determine PFA eligibility.
Gender		X	You are required to report demographic information on children and families. However, families are not necessarily required to disclose this information to you. If a family opts not to provide this information, please enter "Unknown/Decline to State," rather than leaving the field blank.
Limited English Proficiency?		X	
Home/Native Language (including specifying "Other" if applicable)		X	
Ethnicity (including specifying "Other" if applicable)		X	
48 Month Screening Type		X	First 5 SF requires that every child enrolled in PFA receive a developmental screening within the first 60 days of program entry. The ASQ is the preferred tool. If you are using something other than the ASQ, please be sure to specify the name of the tool.
48 Month Screening Completion Date		X	
48 Month Screening Result in Referral		X	
48 Month Screening Referral Date		X	
Enrollment			
Is this child eligible for PFA funding?	X		
What is PFA Enhancing?	X		
Enrollment Year	X		The only enrollment year to be concerned with for now is 2008-09.
Enrollment Site	X		
Enrollment Classroom	X		

Enrollment Session	X		
Enrollment Start Date	X		Enrollment start dates are for 2008-09 only. If a child was enrolled prior to 2008-09, First 5 SF assigned a July 1 start date for 12-month children and a September 1 start date for 9-month children.
Enrollment End Date	X		First 5 SF entered end dates for children who we have a record as having dropped out of the program.
Enrollment Start Time		X	First 5 SF entered in placeholder data for start and end times. If you plan on using Cocoa in 2008-09 to run Title 5 reports for CDE, you will need to undo the enrollment created by First 5 SF and re-enter the correct data.
Enrollment End Time		X	
Family			
Parent A (Primary Caregiver) First Name	X		Parent A is the parent whose residency in San Francisco (through his/her zip code) establishes the child's eligibility for PFA.
Parent A (Primary Caregiver) Last Name	X		
Parent A Zip Code	X		
Parent A Gender		X	
Parent A Relationship to Child		X	
Education Reports			
First DRDP Date		X	All PFA programs are required to administer the DRDP-R at least twice a year, within 60 calendar days of initial PFA enrollment and six months later, for each child in the program.
Second DRDP Date		X	
Parent/Teacher Conference 1 Date		X	All PFA programs are required to provide at least two individual parent-teacher conferences per year to discuss children's progress.
Parent/Teacher Conference 2 Date		X	
Has Special Needs		X	
IEP Date		X	
Special Needs Type (if applicable, including specifying "Other")		X	
Teacher			
First Name	X		Information on all teachers and assistant teachers assigned to each session must be entered into the system.
Last Name	X		
Title		X	You are required to report demographic information on teachers. However, teachers are not necessarily required to disclose this information to you. If a teacher opts not to provide this information, please enter "Unknown/Decline to State," rather than leaving the field blank. The Gender field has been pre-filled as Female, so please make the appropriate correction if the teacher is Male. The Language field refers to any language other than English that the teacher is proficient in.
Gender		X	
Ethnicity (including specifying "Other" if applicable)	X		
Language (including specifying "Other" if applicable)		X	
Temporary Assignment		X	Indicate whether the teacher a short-term substitute.
Assign to Sites	X		Indicate any sites the teacher is assigned to.
Teacher Education Profile			
Degree		X	Indicate the highest education level attained by each teacher.

Field of Study		X	
Foreign Degree		X	Indicate if the highest degree attained was granted by a foreign institution.
Permit Level	X		
Permit Number	X		
Permit Valid Date	X		
Permit Expiration Date	X		
In-service training on language development and literacy completed		X	All PFA programs are required to conduct an in-service training on each of these two topics each program year.
In-service training on inclusion and/or special needs completed		X	
One-unit course on language development and literacy completed		X	At least one staff member per PFA classroom must complete a one-unit course on each of these two topics each program year, unless First 5 SF grants a waiver of these requirements.
One-unit course on inclusion and/or special needs completed		X	

Appendix C

Staff Qualifications Requirement

San Francisco Preschool for All

Staffing Qualifications Requirement 2009/2010

The PFA Provider shall employ a program director and/or a site director(s)/supervisor(s) with administrative and programmatic responsibility for the program, and shall meet the following requirements:

	Program Director Permit	Site Director (or Site Supervisor) Permit
Criteria	BA with 24 ECE/CD units including: core courses; 6 administration units; 2 adult supervision units; and 1 year child development site supervisor experience.	AA (or 60 units) with 24 ECE/CD units including: Core courses; 6 administration units; 2 adult supervision units; and 350 days of experience, including at least 100 days supervising adults in last 4 years.

The following staff qualifications are required since funding is based on the permit level of the **PFA Lead Classroom Teacher**. Each preschool class must have a PFA Lead Teacher with a permit based on the qualifications below:

Education Level of Lead PFA Teacher	Qualification
Teacher Permit	24 units ECE/CD including core courses* + 16 GE** units.
Master Teacher Permit	24 units ECE/CD including core courses* + 16 GE** units + 6 specialization units + 2 adult supervision units.
Site Supervisor Permit	AA (or 60 units) with 24 ECE/CD units (including core*) + 6 units administration + 2 units adult supervision.
Program Director Permit	BA with 24 ECE/CD units (including core*) + 6 units administration + 2 units adult supervision.

***Core courses:** child/human growth & development; child/family/community or child/family relations; and programs/curriculum.

****General Education (GE):** English, Science, Humanities, Social Science & Mathematics.

Appendix D

Meeting Guideline 2(B): Required Trainings in Language & Inclusion

2009 – 2010 PFA Language Training Requirement, Part (2.)

The PFA Provider will ensure that all staff in the Preschool For All classroom participates in at least 1 in-service training workshop on literacy and language development during each PFA program year.

Content Options for In-Service Training that Meets PFA Requirements for Literacy and Language Development (sites are encouraged to choose workshops based on the program needs, interests and contexts):

- Providing language-rich and print-rich environment to support children's language and literacy across curricular areas.
- Oral language development
- The process of second language acquisition
- Strengthening culturally competent parent-teacher partnerships
- Best practices for supporting the language development of English language learners.
- Categories of English language development: listening, speaking, reading, writing
- Using differentiated strategies targeted to each child's level of language development
- Understanding the benefits of intentional use of the child's home language.
- Strategies for intentionally teaching vocabulary
- Strategies for reading storybooks in English and in the child's home language
- Strategies for early literacy development:
 - Alphabetic knowledge
 - Phonological awareness
 - Book and print concepts

Training Resources:

- CPIN: <http://www.cpin.us/>
- ELLLEY – English Learners, Language, and Literacy in the Early Years – trainings conducted by WestEd and sponsored by Children's Council with funds from First 5 SF
- Learning Circles and other trainings events organized by First 5 SF – PFA: <http://www.first5sf.org/pfa.htm>
- Courses and training provided by SF City College and other community trainings
- www.kqed.org
- <http://jumpstart-sf.sfsu.edu>.
- www.raisingareder.org
- San Francisco Public Library, *Every Child Ready to Read*, (415) 557-4272

Meeting PFA Program Operating Guideline 2(B.): Staff Development Required Trainings

INCLUSION

Goal

To ensure that the Preschool for All system is genuinely universal and accessible, programs will actively embrace a strong commitment to inclusion as a benefit to all children, families and communities. Teachers will have the knowledge and skills to best meet the individual needs of a child with a disability or other special needs.

2009/2010 PFA Inclusion Training Requirements Part (1.)

The PFA Provider will ensure that all Preschool For All teachers participate in an in-depth training in inclusion and/or meeting the needs of young children with disabilities or other special needs which is a minimum of eight hours. At least one teacher per classroom must participate during each program year until all PFA teachers have met this requirement.

Content Guidelines for In-Depth Training that Meets PFA Requirements
For Supporting Children with Special Needs:

I. General characteristics of different disabilities.

Example

- Communication Delays
- Developmental Delays
- Physical Disabilities
- Autism
- Social / Emotional
- Etc.

II. Inclusive practices to create optimal inclusive programs and environment.

Examples:

- Using People First Language - an inclusive perspective that helps to examine and change how we address people with disabilities shifting focus from the disability to the person.
- Adapting the environment for optimum inclusive care
- Increasing awareness of adaptive toys and materials
- Structuring activities to meet children's differing abilities

III. Federal and local regulations regarding the care of children with disabilities:

- Americans with Disabilities Act - understanding the intent of the law pertaining to the protection of the rights of children with disabilities
- Confidentiality and professional commitment when caring for children with disabilities
- IDEA

Meeting PFA Program Operating Guideline 2(B.): Staff Development Required Trainings

LANGUAGE

Goal

Preschool for All is committed to ensuring that all children enter kindergarten with a strong foundation for learning and succeeding in school and in life. Given that Dual Language Learners make up approximately 65% of all children in San Francisco, PFA teachers and programs will actively embrace new knowledge and evidence-based practices which support optimal development of language acquisition and early literacy for English Language Learners.

2009/2010 PFA Language Training Requirements, Part (1.)

The PFA Provider will ensure that all PFA teachers participate in an in-depth training in language acquisition and literacy for dual language learners, which is a minimum of eight hours. At least one teacher per classroom must participate in training during each PFA program year until all PFA teachers have met this requirement.

Content Guidelines for In-Depth Training that Meets PFA Requirements for Supporting Language Acquisition and Literacy for Dual Language Learners:

- The process of second language acquisition
- Strengthening culturally competent parent-teacher partnerships
- Best practices for supporting the language development of English language learners.
- Categories of English language development: listening, speaking, reading, writing
- Using differentiated strategies targeted to each child's level of language development
- Understanding the benefits of intentional use of the child's home language.
- Strategies for intentionally teaching vocabulary
- Strategies for reading storybooks in English and in the child's home language
- Strategies for early literacy development:
 - Alphabetic knowledge
 - Phonological awareness
 - Book and print concepts

Options for Meeting the PFA Language Training Requirement Part (1.)

- **Participate in an 8-hour training which meets the content guidelines.**
- **Complete an academic course on Dual Language Learning**
- **Participate in ELLLEY Institute & Coaching Program**
- **Participate in the PFA-sponsored Instructional Support Training (based on CLASS) with onsite practicum and TA**
- **Complete an online course on Dual Language Learning (such as the course offered through the California Preschool Instructional Network)**

IV. Community services and resources regarding children with special needs assist teachers and parents to meet the needs of children with disabilities:

Examples:

- Resources for parents of children with disabilities
- Understanding IEPs and the goals for children with IEPs
- Integrating teacher practice with other professionals such as Mental Health Consultants, Therapists, Special Education personnel

V. Communicating with parents of children with disabilities

Options for Meeting the PFA Inclusion Training Requirement Part (1.)

- **Participate in an 8-hour training which meets the content guidelines.**
- **Complete an academic course on inclusion and or meeting the needs of children with special needs.**

2009/2010 PFA Inclusion Training Requirements Part (2.)

The PFA Provider will ensure that all staff in the PFA classroom participates in at least 1 in-service training workshop on Inclusion and /or meeting the needs of children with disabilities or other special needs during each PFA program year.

PFA Sites will use the content guideline as listed above for Part (1.) when planning the in-service for meeting this requirement. Sites are encouraged to choose workshops based on the program needs, interests and contexts.

Training Resources (partial list):

- CPIN: <http://www.cpin.us/>
- Learning Circles and other trainings events organized by First 5 SF – PFA, <http://www.first5sf.org/pfa.htm>
- Courses and training provided by SF City College and other community training events
- Support for Families of Children with Disabilities <http://www.supportforfamilies.org/aboutus.html> - (415) 282-7494
- Project Commotion - <http://www.projectcommotion.org/staff.html>
- The Child Care Inclusion Challenge Project: www.inclusionproject.org