### Big Lift Attachment A – RFP Cover Sheet

#### School District Information
Please enter the school district information below. Please specify the individual who will play the lead role for the district in managing and convening for The Big Lift.

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District Name</td>
<td>South San Francisco Unified School District</td>
</tr>
<tr>
<td>Main Contact &amp; Title</td>
<td>Sheryl Chan, Director of Child Development Program</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:schan@ssfusd.org">schan@ssfusd.org</a></td>
</tr>
<tr>
<td>Street Address</td>
<td>530 Tamarack Lane</td>
</tr>
<tr>
<td>City</td>
<td>South San Francisco</td>
</tr>
<tr>
<td>Phone</td>
<td>650-877-8836</td>
</tr>
<tr>
<td>Zip</td>
<td>94080</td>
</tr>
<tr>
<td>Fax</td>
<td>650-877-5232</td>
</tr>
</tbody>
</table>

#### Co-Lead Agency Information
Please enter the co-lead agency information below. Please specify the individual who will play the lead role for managing and convening for The Big Lift at that agency.

<table>
<thead>
<tr>
<th>Field</th>
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<tbody>
<tr>
<td>Agency Name</td>
<td>City of South San Francisco</td>
</tr>
<tr>
<td>Agency Type</td>
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<tr>
<td></td>
<td>Public School District, College or University</td>
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<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Main Contact &amp; Title</td>
<td>Sharon Ranals, Director of Parks and Recreation</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:Sharon.Ranals@ssf.net">Sharon.Ranals@ssf.net</a></td>
</tr>
<tr>
<td>Street Address</td>
<td>33 Arroyo Drive</td>
</tr>
<tr>
<td>City</td>
<td>South San Francisco</td>
</tr>
<tr>
<td>Phone</td>
<td>650-829-3807</td>
</tr>
<tr>
<td>Fax</td>
<td>650-877-8678</td>
</tr>
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#### Second Co-Lead Agency Information (if applicable)

<table>
<thead>
<tr>
<th>Field</th>
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<tr>
<td>Agency Name</td>
<td>Peninsula Family Service</td>
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<tr>
<td>Main Contact &amp; Title</td>
<td>Christy Rodgers, Director of Early Learning</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:crodgers@peninsulafamilyservice.org">crodgers@peninsulafamilyservice.org</a></td>
</tr>
<tr>
<td>Street Address</td>
<td>24 Second Avenue</td>
</tr>
<tr>
<td>City</td>
<td>San Mateo,</td>
</tr>
<tr>
<td>Phone</td>
<td>650-403-4300</td>
</tr>
<tr>
<td>Fax</td>
<td>650-403-4503</td>
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REQUEST FOR PROPOSALS The Big Lift: An Initiative of the Peninsula Partnership Leadership Council
Big Lift Attachment A – RFP Cover Sheet (cont.)

Preschool Program Partner Agencies - Summary

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Number of New Part-Day Spaces</th>
<th>Number of New Full-Day Spaces</th>
<th>Number of Enhanced Part-Day Spaces</th>
<th>Number of Enhanced Full-Day Spaces*</th>
<th>Number of Extended-Year Spaces*</th>
<th>Total Number of Proposed Participating Spaces</th>
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<tr>
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<td>0</td>
<td>48</td>
<td>0</td>
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<td>Institute For Human &amp; Social</td>
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<td>40</td>
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<td>0</td>
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<td>SSF Unified School District</td>
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<td>63</td>
<td>88</td>
<td>42</td>
<td>0</td>
<td>214</td>
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</table>

* Preschools may request prorated funds to extend the number of school days in existing preschool classrooms (e.g. from 165 days to 175 days per year).

Signatures of Leadership From Partner Agencies

We, the undersigned, have read and participated in this application's development, are fully committed to it and will collaboratively support its implementation.

School District Superintendent Name: Alejandro Hogan

Signature: [Signature]
Date: 1-15-15

Co-Lead Agency Name: Mike Futrell

Signature:* [Signature]
Date: 1-26-15

Title: SSF City Manager

Second Co-Lead Agency Name (if applicable): Arne Croce

Signature:* [Signature]
Date: 1-31-15

Title: Executive Director

* For co-lead agencies, the highest level of leadership should sign the document. For example, for nonprofit lead agencies, the executive director should sign; for cities, the city manager should sign.

Note: As part of the contracting process, communities selected for The Big Lift will be required to submit letters of support and agreement to participate from their school boards and boards of directors.
Big Lift Co-Lead Narrative: South San Francisco

1. The planning process utilized to prepare the community’s Big Lift proposal, including which stakeholders were part of the planning process and how the community’s preschool providers were included.

The planning process for this proposal was extensive. Since June 13th, South San Francisco Unified School District, the City of South San Francisco, Peninsula Family Service, Institute for Human and Social Development, and community librarian have met weekly, with additional partners attending meetings along the way, to establish how to best engage the community in improving third grade reading proficiency. Each of the community preschools in South San Francisco were contacted, first by email and later by phone, to share in the community efforts and invite them to a shared meeting held on July 28th. Preschool programs who were interested but unable to attend the community meeting were provided with a one-on-one meeting to discuss the Big Lift, including one on-site visit by co-lead preschool administrators to Temporary Tot Tending, who is interested in building quality to a tier three through Early Lift efforts, in the hope of participating in the Big Lift during the next round. After the preschool information meeting, the interested organizations joined the co-leads in discussing opportunities for expansion and enhancement and have participated in weekly meetings.

South San Francisco Unified School District Superintendent Alejandro Hogan presented the Big Lift opportunity to the School Board of Trustees and they embraced the proposal with enthusiasm and support. Letters of Support have been obtained from Watch Me Grow, UC Extension Cooperation, Prevent Blindness, Assemblymember Kevin Mullin, the South San Francisco Public Library, Second Harvest Food Bank, and StarVista to support services outlined in the proposal.

2. How the collaborative will function as a collective impact body to implement The Big Lift vision for achieving third grade reading success.

The South San Francisco collaborative of community partners will meet quarterly to review progress and develop new objectives and strategies for the Big Lift. Community partners will include Watch Me Grow, UC Extension, the Library, StarVista, school principals and teachers, the co-lead organizations, and parents in the community. During the first year, each quarterly meeting will focus on one specific goal and development of objectives and strategies informed by data, though overall review of the outcomes will be presented at the beginning of each meeting. Data collected through surveys outlined in the strategies below, designed by the collaborative and developed to address data not captured under formal assessment, or analyzed assessments will be provided to the collaborative in order to identify objectives and strategies for continued third grade literacy improvement.

Ongoing communication with the broader community will take place via weblog (ssbflift.wordpress.com), social networking, and in the Leisure Guide, a quarterly mailer sent to each resident in South San Francisco.

3. How districts will implement pre-kindergarten to third grade alignment strategies to ensure that children sustain the benefits of their preschool experience.

South San Francisco Unified School District is engaged in a Ready Schools Team plan to ensure alignment of Preschool Learning Foundations and Common Core State Standards. A collaborative of preschool and early elementary teachers will meet bi-monthly to establish an understanding of roles and responsibilities, share instructional practices, visit classrooms, and ensure a smooth transition from preschool to elementary school. Preschool teachers will receive professional development on the alignment of the Learning Foundations and the Common Core Standards and how to utilize both tools in their curriculum planning.

Transition meetings for families will be held at the end of each school year to assist families in becoming familiar with the elementary school environment, allow them to ask questions of administrators and teachers, and give them a preview of their opportunity to become engaged in their child’s learning. In order to share information from preschool to kindergarten, transition forms will capture data related to preschool outcomes. Kindergarten teachers will use this data to plan curriculum as children transition in.

The South San Francisco Unified Board of Trustees and District Cabinet will address preschool education as part of the LCAP no later than 2016. The Ready Schools Team will inform the plan during the 2015 year to ensure continuity from pre-k through third grade.

4. The manner in which communities commit to supporting the four pillars of The Big Lift.

The Community Collaborative has defined the following strategies to support the four pillars of the Big Lift:
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Measurement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal: Reduce Chronic Absenteeism in Kindergarten and First Grade by 20% by June 2016</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold attendance campaign for children in elementary school</td>
<td>- Utilize Back to School Night to showcase importance of attendance&lt;br&gt;- Post visual messages at elementary about the importance of school attendance&lt;br&gt;- tK and K teachers trained in engaging interactions with their children and families so they want to come to school</td>
<td>- Annually in fall&lt;br&gt;- Annually at beginning of school year&lt;br&gt;- Winter/Spring 2015-16</td>
</tr>
<tr>
<td>Align preschool attendance expectations with elementary</td>
<td>- Preschool partners part of attendance campaign at own centers</td>
<td>- Annually in fall</td>
</tr>
<tr>
<td>Assess barriers to attendance and create community plan to address chronic absenteeism</td>
<td>- Survey to families&lt;br&gt;- Community collaborative partners engaged in attendance outcomes per plan</td>
<td>- Fall 2015&lt;br&gt;- Winter 2015</td>
</tr>
<tr>
<td><strong>Goal: Increase Summer Learning Engagement through Outreach by 10% by June 2016</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure parents in community have access to available summer programs and additional activity ideas</td>
<td>- Calendar of events and activities in the community posted online and given at end of school year&lt;br&gt;- Use online supports to update families of opportunities&lt;br&gt;- Increased coordinated outreach through Leisure Guide, partners, and PTA</td>
<td>- Annually in February, update in May&lt;br&gt;- Annually in May&lt;br&gt;- Annually in May</td>
</tr>
<tr>
<td>Increase outreach for Kick Off to Kindergarten by 50%</td>
<td>- Outreach through HSA, 4C, doctor’s offices, Leisure Guide, and other partners</td>
<td>- Annually in January</td>
</tr>
<tr>
<td>Increase professional development of large summer learning program (City of SSF)</td>
<td>- Attend Summer Learning conference in San Antonio&lt;br&gt;- Utilize one of the quarterly collaborative meetings to share outcome of Summer Learning conference and develop plan to engage other summer learning partners</td>
<td>- November 2015&lt;br&gt;- Winter 2015-16</td>
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<tr>
<td><strong>Goal: Increase Family Engagement in Prek-3rd Grade by 25% by June 2016</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double school sites for parent/child play group (StarVista) for very young children</td>
<td>- Families engaged in early learning opportunities on school sites to become familiar with school environment&lt;br&gt;- Outreach for scholarship opportunities of parent/child play groups</td>
<td>- 6x Annually&lt;br&gt;- Quarterly</td>
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<tr>
<td>Provide and outreach for parent events such as parent coffee time, parent education opportunities, art shows, etc.</td>
<td>- Peer family support to engage families in their community&lt;br&gt;- Outreach to families who are not engaged in preschool programs for inclusive events via the Leisure Guide, posting flyers</td>
<td>- Ongoing&lt;br&gt;- Quarterly</td>
</tr>
<tr>
<td>Engage Parent Teacher Association and Parent Advisory Committees in promoting and supporting family engagement efforts</td>
<td>- SSF Big Lift collaborative members will attend minimum of one PTA/PAC meeting per year to discuss Big Lift outcomes&lt;br&gt;- PTA/PAC members will outreach to schools to promote family engagement opportunities</td>
<td>- Fall 2015&lt;br&gt;- Quarterly</td>
</tr>
</tbody>
</table>
| Assess current family engagement practices in prek-3rd grade per the Family Engagement Framework | • Develop assessment for school administrators to use to assess program  
• Utilize data during one quarterly collaborative meeting to develop district plan of action | • Spring 2015  
• Fall 2015 |
|---|---|---|
| **Goal:** Increase Quality of Current Preschool Providers (3pts on QRIS per year for those engaged) | Engage preschool providers who do not meet a Tier 3 on QRIS to take part in Race to the Top | • Outreach to providers on the Big Lift strategies and invite to training opportunities in the community  
• Preschool providers take part in collaborative meetings at least once annually | • Quarterly  
• Annually |
| Ensure partners engaged in Big Lift share training opportunities provided in community | • Shared training calendars | | • Quarterly |
| Increase child outcomes in self and social development, physical, cognitive, language, mathematical, and health domains | • Quality improvement plans on CLASS and ERS  
• Programs to develop individual program goals aligned with child outcomes | | • Annually  
• Annually |

5. The community’s plan of action to raise matching funds and identify sources of cash and in-kind resources that will be contributed as match to The Big Lift initiative

South San Francisco Unified School District, the City of South San Francisco, and Peninsula Family Service will provide facility space for ongoing meetings, staff time to coordinate and implement the collaborative structure, and office materials to support ongoing outreach and communication.

The South San Francisco Library has committed a variety of resources to assist in family literacy, including Reach Out and Read, support for families through the Community Learning Center, children’s programs in the community and at the library, and many other services included in the Memorandum of Understanding.

Second Harvest Food Bank will inform the Big Lift community of the services available to families in South San Francisco and qualification requirements (CalFresh, Family Harvest, Produce Mobile, Brown Bag, Pantries, free meal programs, summer meals, PIN & WIC). Second Harvest will work individually with each program to schedule and provide direct referral support for CalFresh at each preschool program engaged in the Big Lift as well as each elementary school as program sees appropriate.

Through UC Cooperative Extension, the goal of the CalFresh Nutrition Education Program is to “improve the likelihood that persons eligible for the Supplemental Nutrition Assistance Program (SNAP) will make healthy food choices within a limited budget, and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and MyPyramid.” UC CalFresh Nutrition Education program will provide Nutrition Curriculum and training to classroom staff at all eligible and targeted sites. UC Cooperative Extension will provide parent education series to programs who are interested in offering nutrition workshop. They will offer taste testing to elementary school classes.

Prevent Blindness of Northern California will offer vision screenings to preschool aged children. Annual vision screenings are identified as part of the Quality Rating and Improvement System as a necessary component of screening children for disabilities. Prevent Blindness is seeking additional funding to provide the screenings as well as to bring the Eye Bus to the child development centers in South San Francisco.

The roles and responsibilities described between Watch Me Grow and the South San Francisco Big Lift Community include developing a screening system for each provider that is consistent with their educational and parent education process and educating staff on importance and value of early identification of developmental and social-emotional problems using developmental screening. If the provider chooses to purchase their own ASQ materials and have internal staff administer the ASQ, Watch Me Grow will provide...
training staff how to administer and score the ASQ-3 and ASQ: SE and training to staff on how to share screening results with families and make appropriate referrals. If a provider chooses to contract with Watch Me Grow for developmental screening services, Watch Me Grow will administer the ASQ and ASQ: SE for each enrolled child (either in-person or via ASQ online tools) and share the results of the ASQ screenings with the provider. If the provider chooses to contract with Watch Me Grow for Care Coordination Services, Watch Me Grow will share screening results with the family, provider and child's pediatrician, provide tips for developmentally appropriate activities for families when a child is at risk for developmental delays, make referrals for children whose screening results indicate developmental concerns, and follow-up with the family and provider to ensure linkage to further assessment and/or services for children with developmental concerns.

StarVista, a behavioral health support for educators and families, will support the Ready Schools Team through parent and child playgroup series, conducting Play to Grow or Circle of Security, mental health consultant services for children identified through ASQ-SEs, parent education workshops, and providing facilitators for parent support group.

Peninsula Family Service has a fully staffed development department and raises over $2 million in funding from public and private funders each year to support the organization and continue to provide quality child development services. Peninsula Family Service is currently seeking new funding to support educator professional development through coaching as identified in their strategic plan and long term goals and objectives. Fund Development and Child Development work closely to raise dollars to fund quality initiatives outlined as part of the Quality Rating and Improvement System and the community’s goals and objectives. The Executive Director, Arne Croce, currently heads the Big Lift Finance Committee dedicated to raising the matching funds.

South San Francisco Unified School District’s in-kind contribution will include two classrooms, an office and full access to the playground at a school site currently used by the District’s Special Education Preschool Program. District meeting and training spaces can be made available to hold Big Lift events. Facility Maintenance for the classrooms and technology support for staff and students will ensure that the Big Life goals of quality education are met. South San Francisco Unified School District will explore leveraging matching fund through the district and Child Development Program's unrestricted funds. The District and Board of Trustees will examine allocating a portion of the monetary contribution using LCAP funds.

The City of South San Francisco will leverage Big Lift funds through unrestricted revenue (general fund), which subsidizes the early learning, after school, and After School Education and Safety programs in the community. The City will provide building space for community collaborative meetings.

6. The organizational capacity of the co-lead agencies to manage the community collaborative effectively.

The three co-lead agencies have extensive capacity to manage the community collaborative. South San Francisco Unified School District, the City of South San Francisco, and Peninsula Family Service have a long history of working collaboratively to ensure community outcomes and came together immediately to support the Big Lift. Each organization has dedicated their Preschool Director to meet monthly with the other co-leads to assess the outcome of the strategies identified and update the community partners through the weblog, social networks, and newsletter. There is executive support from the Superintendent and Board of Trustees at the District, the City Manager, and the Executive Director of Peninsula Family Service.

South San Francisco Unified School District preschool program operates an annual budget of $2.1 million, with executive support through their Superintendent and Board of Trustees. The District has a fully vetted accounting department with eight staff. The Director of Business Services has a MBA and 11 years of experience managing multiple sources of funding, including state and local funds. The District operates a student data information department and other supports to collect attendance, professional development, and information related to child health requirements. The Director of Child Development utilizes DRDPTech to analyze child outcome data and NoHo to maintain family and child eligibility data.

Peninsula Family Service has an annual operating budget of $12 million, with $7 million of funds dedicated to early learning services. Executive support is provided by a team consisting of the Executive Director, Director of Fund Development, Director of Finance, Director of Human Resources, and Director of Child Development and Education. A 30 member Board of Directors provides overall organizational governance and develops program policy. The Director of Finance is a certified Public Accountant, with a BS degree in Public Administration, almost 20 years in finance, and 10 years of experience managing multiple sources of funding, including federal, state, local, foundation, and private funding. The finance department includes four additional supports in accounting and
payroll management. The Director of Child Development and Education uses software such as KoHo, DRDP Tech, and Child Plus to monitor and analyze outcomes per funding requirements.

The City of South San Francisco Parks and Recreation Department has a 2014/15 operating budget of $12.1 million, with $1.9 million dedicated to preschool, before and after school, and summer camp programs. Policy direction is provided by a five-member City Council, elected to represent the community at large. Parks and Recreation programs and operations are guided by a seven-member Parks and Recreation Commission, appointed by City Council. The Commission holds monthly public meetings to discuss agenda items and receive public input. City Administration is provided by a professional staff under the direction of a City Manager. Administrative staffing within the Parks and Recreation Department’s Recreation Division includes a Director, Management Analyst, Recreation Supervisor in charge of Childcare, and Preschool Coordinator. The City of South San Francisco’s Finance Department is led by Finance Director Jim Steele. Mr. Steele has a Master’s Degree in Public Administration and 30 years of municipal finance experience, including 15 years as Finance Director with the City of South San Francisco. Richard Lee is the City’s Financial Services Manager. He has 10 years of municipal finance experience and is pursuing an MPA degree. The Finance staff of thirteen also includes Steven Lew, a Certified Public Accountant, and Joe Martin, Senior Financial Analyst, who has an MBA degree and is the Finance Department’s lead person on grants. Linda Fujimoto is the Accountant I, who has 6 years of experience with the City. The City has a proven track record of managing variety of county, state, and federal grants, as well as experience with corporate, foundation, and private grants and donations. The Preschool Program uses the DRDP to collect and analyze child outcomes.

7. Estimated annual costs associated with providing leadership to the Big Lift collaborative, such as meeting facilitation, refreshments and meeting Big Lift reporting requirements

The South San Francisco Community Collaborative will primarily utilize in-kind resources to achieve the goals and objectives outlined in the four pillar action plan. To support the community collaborative, the following additional costs have been identified.

Meeting Support. An estimated twenty community members, service providers, educators, and parents will attend quarterly collaborative meetings. Meeting support will include refreshments and any additional materials necessary to support information sharing and collaborative work towards achieving third grade reading outcomes.

Prek-3rd Grade Alignment Specialist. An identified need in South San Francisco is a dedicated professional who will support educators and the community in aligning Preschool Learning Foundations and Common Core State Standards. The Prek-3rd Grade Alignment Specialist will support preschool programs in better preparing children and their families for kindergarten through professional development and coaching as designated with the Quality Rating and Improvement System plan. While supporting preschool programs, the Prek-3rd Grade Alignment Specialist will work with transitional kindergarten, kindergarten, and lower elementary school teachers in ensuring a seamless transition to school and understanding of literacy outcomes. The Alignment Specialist will coordinate the Ready Schools Plan and manage the data collection as part of the Big Lift. In addition, the Alignment Specialist will work with afterschool programs and family support organizations to ensure the four pillars of the Big Lift are engaged in the success of the children in the community. A portion of the salary and benefits for the Prek-3rd Alignment Specialist will be explored as part of the LCAP funding in the 2015-2016 school year.

<table>
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<th>Activity</th>
<th>Budget</th>
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<tbody>
<tr>
<td>Meeting Support</td>
<td>$2,000</td>
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<tr>
<td>• Refreshments</td>
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<tr>
<td>• Materials to support objectives</td>
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<tr>
<td>Prek-3rd Grade Alignment Specialist</td>
<td>$90,000, including salary and benefits (FY 2015-2016)</td>
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<tr>
<td>• Data Collection and Analysis</td>
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<tr>
<td>• Educator Professional Development</td>
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<tr>
<td>• Coordination of Ready Schools Plan</td>
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<tr>
<td>• Coaching</td>
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City of South San Francisco
Preschool Narrative for the Big Lift

The program's organizational capacity to meet the data collection, evaluation and reporting requirements of The Big Lift.

The City of South San Francisco department of Parks, Recreation and Community Services Childcare Division has a great capacity to meet the data collection, evaluation and reporting requirements of the Big Lift. The administrative team with the support of other division within the City will be responsible for data collection, evaluation and reporting requirements. The program has office and program staff that will monitor preschool data throughout the year and use the information to support future direction and quality of the program.

The program's fiscal capacity to manage Big Lift Funds and monitor a budget in accordance with approved expenditures.

The City of South San Francisco finance department will assist in monitoring the budget. The Finance department is responsible for ensuring that adequate controls are maintained over the use of the City's funds. Service components include: maintaining the City's accounting system, auditing bills, managing the payroll function and purchasing procedures, issuing business licenses, managing the parking districts, and collecting occupancy taxes and other city fees. The childcare division submits budget projections both revenue and expenditure annually for approval from the Director of Parks Recreation & Community Services through the City Council. The division has a history of successfully meeting mandated revenue targets. The Childcare Division manages tuition based childcare programs including licensed preschool, licenses after school programs, fee based summer camps as well as 3 ASES (After School Education and Safety) grant funded programs. Our programs all maintain tuition rates that are affordable to our community as well as accept subsidy from outside agencies. The Recreation and Community Services supervisor and coordinator will collaborate with other divisions to meet all fiscal requirements of the Big Lift.

Anticipated needs and costs associated with dedicated staff time to ensure compliance with Big Lift reporting, accounting, data, evaluation and criminal background check requirements.

The childcare administrative team and finance department will be responsible for the fiscal reporting for the Big Lift and exploring ways to incorporate the requirements into the existing financial system. Both training and technical support would be essential elements to explore in this regard. The City of South San Francisco is exploring the cost of looking into hiring positions or upgrading a current position to assist with the administrative needs of the Big Lift, including data collection and evaluation, training, curriculum, and collaborative efforts. The anticipated cost would approximately be $100,000. These positions will work closely with the recreation and community services supervisor and coordinator to ensure the goals of the Big Lift. Criminal background checks are already a part of the hiring process for the City of South San Francisco in additional all staff hired in the Childcare Division are held to a stricter standard for fingerprinting as mandated for state licensing requirements. The childcare administrative
team will implement the fingerprint procedures for all Big Lift employees hired. The estimate cost for criminal background check per employee is $100.

How the program will participate in and contribute to the larger community vision to achieve third grade reading success, articulation and alignment across systems and support the four pillars of The Big Lift.

The City of South San Francisco is committed to our community and working with partners to achieve third grade reading success, articulation and alignment to support the four pillars of The Big Lift. Support for parks and recreation programs and issues is provided by City departments and divisions, including Human Resources, Finance, City Attorney, Public Works, Facility Maintenance, Parks, Police, Fire, Library, Information Technology, and Economic and Community Development.

The City of South San Francisco’s Preschool Program began in 1980 as a response to the growing need for quality childcare in our community. We currently operate two year round full day licensed preschools with a combined capacity of 104. We will be opening a third site with an anticipated capacity of 20 full day slots with Big Lift Funding. The South San Francisco Preschool curriculum provides a learning environment and experiences that help young children develop socially, intellectually, physically and emotionally.

Our program assesses children’s current levels and progress using the Desired Results Developmental Profile (DRDP), Ages and Stages Questionnaire and Ages and Stages Questionnaire Social Emotional (ASQ and ASQ-SE). The DRDP for children encompass the four developmental domains, i.e., cognitive, social-emotional, language, and physical development, which are reflected and integrated throughout the indicators, measures, and examples of the measures. The ASQ and ASQ-SE are developmental and social-emotional screening for children from 1 month to 5 ½ years. Highly reliable and valid, it looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents’ expert knowledge about their children. It is especially helpful to identify developmental delays, and addresses five development areas: communication, gross motor, fine motor, problem solving, and personal-social.

In addition to the high quality preschool program the Childcare Division also offers four licensed after school programs and two grant funded ASES programs serving 6 elementary sites. By offering these expanded learning programs it offers a bridge for a continuum of care from preschool through 5th grade.

We look forward to working with the school district and Peninsula Family Services to create a strong Prek-3rd leadership team that is responsible for building bridges across age/grade levels and demonstrate shared language and understanding of the four pillars. The City of South San Francisco will enhance or add the following to support The Big Lift Effort:

Quality Preschool
- Open a new classroom at the Community Learning Center
- Hire teachers
- Support professional development for teachers in curriculum and assessments
- Provide time for collaborative efforts for the team of teachers to work together in age/grade levels
- Conduct regular classroom observations and evaluations to provide constructive criticism and supportive feedback to teachers

**Chronic Absenteeism**
- Continue to educate parents on attendance policy and procedures
- Track families tardiness and absenteeism
- Educate families on the standards that exist for PreK-3rd and how they are used in schools and early childhood programs highlighting how attendance helps meet these standards
- Distribute information on the value of good attendance and the consequences of poor attendance to our families
- Provide incentives for those families who arrive to school on time and have good attendance
- Maintain communication with parents to help identify barriers the face such as transportation issues, health concerns, bed time routines, time management issues. Track that information in order to help parents

**Summer Learning Loss for School Age Children**
- Expose children to new adventures, skills and ideas
- Provide a variety of activities that are fun and engaging
- Provide opportunities for cooperative learning
- Promote healthy eating, active living
- Promote mastery of skills in interest areas
- Continue 10 weeks summer program

**Parent Engagement**
- Provide outreach to parents for resource and referral
- Provide regular opportunities for engaging families to support their children’s learning that are both educational as well as supportive and provide a sense of community
- Continue to conduct parent teacher’s conferences to review their child’s development. To assist families in setting educational goals for their children.

*How the program currently supports staff to engage in continuous program quality improvement, including staff development, training, planning and leadership support.*

The City of South San Francisco is dedicated to providing quality preschool experiences for children 2 ½ to 5 years old. High quality early learning experiences are essential to building a foundation for achieving positive outcomes for children. Internal and external trainings are offered to staff. We meet as a staff to evaluate and strategically plan going forward how to best meet the needs of the children in our programs. Every staff person receives an orientation to go over policies and procedures as well as best practices. All staff are encourage to attend trainings and time is provided to them to come back to share what they have learned. This lends itself to an open dialog to explore what portions of each training can be implemented in our programs. Staff has received training in CPR/First Aid, DRDP, identifying special needs in young children, CPIN (California Preschool Instructional Network) in math, Raising a Reader, handling
behavior problems in children and other trainings. It is important as a preschool to invest in an appropriate approach to teacher development that is focused on child development and on age appropriate curriculum, instruction and evaluation.

**How the program engages and partners with families.**

Parent orientation is the first connection to families. Policies and procedures are discussed as well as answering any questions. Once a year we conduct parent teacher conferences. Teachers meet with parents to review their child’s development and kindergarten readiness. Teachers and administrators are always available to attend additional meetings as requested by parents, teachers or the schools. We have an open door policy. Our preschool program offers activities that encourage parent participation such as the St. Judes trike-a-thon, fieldtrips, art shows, book fairs, and much more. The City also provides special events for the community that we encourage all of our families to attend such as movie nights, farmers market, food fun and fitness, Fun Run, family fitness days and much more. Teachers have daily communication with families and know the importance of connecting with parents so that a trust is established. Parents who know their child’s preschools are safe, trust the teachers and feel connected to them are more likely to have greater levels of parent engagement. We foster the shared belief that everyone has a role in providing educational opportunities for children in our care and honor that parents are their first teachers. With a mutual trust all parties can work toward identifying problems as well as solutions to problems like absenteeism. A new study from the Silicon Valley parent story stated that families were more likely to rely on professionals and other community leaders for advice regarding child-rearing. By talking with and offering programs geared towards family’s concerns we are able to address individual needs as well as community wide issues as well.

**How the program will meet the needs of working families.**

According to the Silicon Valley Parent Story, parents who reported problems finding child care most frequently indicated concerns with cost and quality of the care. Our City values providing a quality program as well as one that is affordable to our community. Our Preschool maintains low tuition in a concerted effort to make preschool affordable to the diverse families in our community. We are a year round preschool that offer a variety of enrollment options including full day, half day, five days, three days or two days. It is a popular program with over 400 children on our waiting list. We cannot guarantee placement from the waiting list which is currently 2-3 years. Our preschool families get a priority enrollment into all of our after school programs. We provide referrals to families that have financial need to outside agencies as well as provide some scholarships. We will continue to support families through flexible scheduling. By offering full time and part time options it gives parents the flexibility they may need. Parent visits, formal and informal communications and informal gatherings all provide opportunities for parents, staff and children to interact. This provides opportunities for parent networking and support. A positive relationship between parents and the teachers will yield rich rewards in the child’s development. Through the Big Lift they City is proposing to open a new preschool site with 20 full day slots for families in need of affordable preschool.
How the program will work to prioritize full two-year preschool experiences for a significant percentage of children served.

Currently there are 6 classrooms 4 of which are dedicated to a full two year program. Our priority is having children in preschool for 2 years. With the Big Lift money we are committed and dedicated to prioritizing this school as a 2 year preschool experience for the new students. The new preschool will be located at the Community Learning Center which is close to one of our existing preschools and in a targeted area of need. We will continue to collaborate and educate families in the community on the importance of preschool in a child’s development and work to serve additional preschool students.
SSFUSD Big Lift Preschool Narrative

1. The program’s organizational capacity to meet the data collection, evaluation and reporting requirements of The Big Lift.

SSFUSD has the capacity to integrate the Big Lift’s data collection, evaluation and reporting requirement into the programs’ existing reporting system. Child Development Director has developed a system of data collection for student assessment (DRDP-Tech), enrollment monitoring (NoHo), parent feedback through surveys and annual program reporting to the Department of Education, Child Development Division and the San Mateo County Office of Education. The program has office and program staff that can monitor preschool data throughout the year and use the data to support curriculum planning, enrollment projection and program quality improvement.

2. The program’s fiscal capacity to manage Big Lift Funds, including federal Social Innovation Fund dollars and monitor a budget in accordance with approved expenditures.

SSFUSD Child Development Program has consistently demonstrated excellent monitoring and management of program funds. Currently Child Development Director is responsible for managing six different funding sources (State, Federal and local) to provide direct and indirect services to students and the community. The Child Development Program Director has excellent skills in budget projection, determine enrollment capacity based on funding, monthly and quarterly monitoring and reporting of revenue and expenditure, blend funds to maximize services to families, balance revenue and expenditure and strategize to earn contracts yearly. For the past seven years the SSFUSD Child Development Program has had an excellent record of over-earning in the State’s CSPP and/or CCTR contracts. Over-earning contracts allowed the program to balance expenditure and more importantly it allowed the program to offer more services to the community when other programs may not have the capability to do so. In the 2013-2014 school-year, Child Development Director was able to secure a permanent increase of $60,000 into the program’s CSPP contract based on the program’s yearly over-earning record. Child Development Director also manages a tuition-based Before/After School Program. The program has maintained fiscally-secured through careful monitoring of revenue and expenditure. The tuition for that program has maintained the same rate since 2009.

In addition to the Child Development Director’s fiscal management skills, the District’s Business Services Director is also an excellent source of support for the Child Development Program. As we all know, Child Development funds are unique in its earning calculations. Our Business Services Director learned the Child Development fiscal monitoring and earning calculations by attending CCDAA fiscal workshops and met with the Child Development Fiscal consultant, Melinda Martin to learn about the complex earning calculation and spending guidelines. Our Business Services Director currently is responsible for managing the Child Development Contracts to ensure that spending and reporting are accurate and meets the Child Development Fiscal requirements. Our Child Development Director and Business Services Director will collaborate to meet all fiscal requirements should South San Francisco be awarded with the Big Lift funding.
3. Anticipated needs and costs associated with dedicated staff time to ensure compliance with Big Lift reporting, accounting, data, evaluation and criminal background check requirements.

The district with three Child Development contracts has a well-established system of meeting the existing reporting and evaluation requirements. Along with the State contracts, the Child Development Program Director also manages three other local funds for direct and indirect services. The Child Development Director and Business Services Director will be responsible for the fiscal reporting portion of the Big Lift contract. Both directors have ample knowledge of the current fiscal reporting system and will collaborate to learn and incorporate the Big Lift fiscal requirements into the existing system. With new reporting requirements, training is essential at the beginning of the year followed by technical support on an as needed basis.

Child Development Director is exploring hiring a curriculum/data specialist to focus on curriculum and instructional support, professional development, data collection and evaluation of the program. The estimated salary for the specialist will be $60,000 - $70,000. The curriculum/data specialist will work closely with the Big Lift community and district personnel to ensure grade-level alignment.

Criminal background check is an existing hiring requirement within the district. The Human Resources Department works with the San Mateo County Office of Education to schedule Life-Scan for every potential employee. The HR department will follow the same procedure for all Big Lift employee hires. The estimated cost for criminal background check per employee is $120.

4. How the program will participate in and contribute to the larger community vision to achieve third grade reading success, articulation and alignment across systems and support the four pillars of The Big Lift.

The Child Development Program plans to support the four pillars through existing practices and improve third grade reading with the following strategies.

Quality Preschool - The SSFUSD Child Development Program is an integrated component of the district’s vision for student success. Our annual program goals and objectives align and support the district’s goals and academic focus. The Child Development Program developed a system of identifying annual academic focus based on the spring assessment data. The Child Development Program also makes every effort to align with the San Mateo County Office of Education-State Preschool’s yearly curriculum focus in order for all classroom teachers to receive support both from the district and SMCOE-Early Learning Support Department. The program’s goal of offering quality preschool to every child is supported through identifying and targeting weekly curriculum focuses in the three volumes of Preschool Learning Foundations. Students are assessed with the State’s Desired Results Developmental Profile and teachers maintain a rich learning environment by using the standards of the Early Childhood Environmental Rating Scale. The program has created a well-rounded curriculum over the years by using curriculum planning resources that are used across San Mateo County preschool programs and receive professional development through SMCOE. Program director attends monthly principals’ meeting and Comprehensive Administrative Training in order to stay abreast of the district expectations throughout the year. Program director also informs principals of the preschool progress at the meetings.
Besides offering quality preschool program, the Child Development Program also offers before/after school program at four elementary sites. The after school program is offered as an additional support to students from TK—Fifth grade. The after school program’s main focus is to provide additional learning opportunities and support students’ homework and academic learning. The supportive learning offered in the after school program is implemented through games and enrichment activities to engage students in different ways from regular classroom time. Preschool and School-age teachers meet and train together on a monthly basis in order for teachers to understand grade-level learning expectations and learn instructional strategies across multiple grade-levels.

The district has taken advantage of utilizing Bridge-To-Success funds to support preschool to kindergarten transition. Over the past three years, elementary schools have received kindergarten transition form from preschool programs to inform them of students’ learning level in multiple areas. The Child Development Director also coordinated transition meetings between preschool and elementary teachers. Through the transition meetings and other school activities relationships have developed between teachers in Pre-K, TK and K.

The preschool expansion, if awarded, will open new classrooms at Hillside Elementary where our Special Education Preschool classes are located. The expansion will provide new opportunities for mainstreaming students to offer richer learning opportunities. Child Development Program Director and Special Education Director will work together to create a strong collaboration between the two programs.

**Summer Learning** - The school-age program also offers summer program at one site. The summer program promotes hands-on learning and project-based units. Each year the program staff (administrators and teachers) decides on the theme for the summer program. The thematic units consist of field trips, and hands-on project activities which incorporate various subject areas such as math, language arts, science, social science, art and technology. Physical activities are always a part of our summer program. In the summer of 2014, the Child Development Program partnered with multiple agencies to develop a comprehensive summer program. The partnered agencies were the SSF library to participate in the summer reading program, Community Learning Center to offer computer class to second to fifth graders, Peopleologie offered four social studies units—Africa Quilt, Indonesia Shadow Puppet, Print-Making and Recycling. The students went on field trips to Lawrence Hall of Science and Exploratorium. The summer program was a success and students enjoyed a different approach to learning. This year the summer program staff will begin the planning process in February 2015.

At the end of every school year, Child Development Program creates a two-month summer learning calendar for our Pre-K families. The calendar provides summer home activity suggestions to build parent/child engagement without monetary cost. It also identifies SSF community programs and businesses that offer summer promotions. Every year Child Development Director assists with promoting Kick-off to Kindergarten. This past summer, Child Development Program offered a four-week summer program to preschoolers who needed an extra month of support before entering kindergarten in the Fall.

**Chronic Absenteeism** - The Child Development Program created a set of procedure to support good attendance at the preschool level. We emphasize the importance of good
attendance at the beginning of the school year at parent orientation. Parents are informed of the positive impact of good attendance and emphasize on the link with student success. The effort at the beginning of the school year is utilized to build parent’s commitment to bring their child to school. Program staff makes every effort to develop strong relationship with families with invitation to classroom events such as field trips, assemblies, parent education workshops and classroom participation. Student attendances are tracked and monitor on a daily basis. Program administrator makes an effort to be visible in the classrooms and around campus and is available to parents daily. Through daily monitoring, program administrator implements a set of procedure to follow up with parents on absences when needed. Teachers, coach, parent liaison and administrators all take an active role in supporting the child and his/her family based on individual family needs. One of the main efforts that classroom staff makes is help children develop the love for school. When children like coming to school, they will share their excitement outside of school. The Parent Involvement Project (PIP), a supplemental support through a local-fund has two designated staff, a preschool coach and parent liaison, to work directly with parents. This is an additional layer of support that our program offers to preschool parents. Child Development Director is assisting to create a “Good Attendance Month” campaign to continue promoting the importance of consistent attendance in elementary schools.

**Parent Engagement -** The Child Development Program through PIP encourages parent participation in preschool classrooms. Parents in the half day preschool program participate in the classroom every four weeks while parents in the full day classrooms are encouraged to stay during drop-off or pick-up daily to read or play with their child in the classroom. Classroom participation is utilized to build staff-parent relationship while offering parents opportunities to become familiar with the classroom curriculum and instructional strategies. Classroom teachers offer home-based learning activities to link learning from school to home. Some of the programs we offer are Virtual Pre-K and Virtual Pre-K Math, Raising-A-Raiser, Nutrition Curriculum home activities etc. Parent liaison provides six home visits per year focusing on family support and parent engagement. Parent liaison provides individualized home strategies for parents to work with their child based on parent and teacher feedbacks. Parent Liaison will make referrals on an as needed basis. Liaison identifies child’s strength in the classroom and share information with parent during home visits. Parents have opportunities to talk to liaison privately throughout the year and seek assistance/support from school staff.

The Parent Advisory Committee meetings are scheduled monthly. This year the Child Development Program will begin a monthly parent coffee time in the second part of the year to offer a time for parent networking and engage in discussions/conversations about parenting. The program will explore offering training series such as Circle of Security and/or Play to Grow through Star Vista and the coffee time will be offered to parents who want to engage in sharing and support one another. The goal is for parents to have a safe, comfortable environment to gather regularly.

5. **How the program currently supports staff to engage in continuous program quality improvement, including staff development, training, planning and leadership support.**

SSFUSD’s Child Development Program has been consistently committed to increase program quality. This goal is accomplished yearly through a systematic plan of action. The school-year starts with one-day program-wide staff development training. The focus of the training is determined by the program’s annual report which identifies areas of
focus based on assessment data, the district's academic focus and SMCOE's curriculum focus. In August 2014 an all-day Environmental Rating Scale training was provided to all staff. The training was the beginning step of a year-long focus on increasing meaningful environmental learning in preschool classrooms. On a monthly basis throughout the year during staff meetings, program director conduct discussions on specific topics with instructional assistants while teachers participates in monthly curriculum meetings for professional discussions and trainings.

Classroom staff has two hours of early release time every month to meet for collaboration and/or utilize the time to focus on classroom environment, analyze assessment data or schedule classroom visits. Each teacher is provided with a minimum of thirty minutes prep time daily. Half-day teachers with two sessions have one hour prep time daily. Classroom staff is provided with program funds to purchase instructional materials yearly in order to maintain a challenging and inviting environment. Program administrators visit classrooms on a weekly basis to ensure instructional strategies and curriculum implementation are meeting program goals and expectations. Through the classroom visits, Program Director offers suggestions and lesson demonstration on an as needed basis.

The program has consistently participated in multiple quality improvement opportunities throughout the years to stay abreast of the current best practices. Some of the programs that we are currently involved in are: Child Signature Program, Race-To-The-Top, Watch Me Grow, and Bridge-To-Success-Ready Schools. All of our staff are trained in the Environmental Rating Scale too. We have teachers who are trained on CLASS and others will be trained in the coming year. We are very proud that three of our classrooms who were selected by WestEd to be evaluated by the CLASS tool all received scores that exceeded national average domain scores and all three classrooms exceeded the local average domain scores in two of out three domains.

For new teachers in the program, Program Director offers to meet with them once a week to provide support in the areas that teacher identifies (curriculum planning, classroom management, data collection...) This additional support is available to new teachers for two years during their probation period. Teachers have an option of continuing with the meetings after probation period if he/she desires. Staff is encouraged to attend professional development workshops from SMCOE. Program director contracts with various trainers throughout the year on specific topics.

6. How the program engages and partners families.

The program has implemented the Parent Involvement Project (PIP) through local-funding for the past seven years. The message of "Parents are their Child's First Teacher" is promoted in everything we do throughout the year. We believe that when parents and school staff work collaboratively, children will benefit from the strong bonds developed. There are four components to the Parent Involvement Project - classroom participation, parent education, home visits and enrichment activities. Parents are highly encouraged to participate in all four components throughout the year. At the beginning of the year, program offers a program orientation and a classroom orientation. The two levels of orientation allow the Program Administrator and classroom teachers to orient parents to different aspects of their child's preschool experiences. It also allows parents to have first point of engagement with different level of staff at the beginning of the school year. Throughout the year, PIP coach and parent liaison continuously
communicate and support parents at different levels. All levels of Child Development staff are visible in classrooms and on school sites on a daily basis. Our program has an “open-door” policy and parents can speak to a staff/program member anytime.

This year the PIP program will be implementing the Keys to Interactive Parenting Scale Assessment (KIPS). The assessment will provide an opportunity for our parent liaison to engage with parents in the area of interactive parenting. The assessment is a reliable tool that can be used to engage parents in deeper conversations on parenting that is relevant and will determine parent education topics based on the cumulative data of the first assessment. In addition, the Child Development Program will be offering monthly coffee time for parents to engage in conversation with one another. The coffee time will be supported with a parent education facilitator to ensure conversations are rich and beneficial to parents.

The program’s parent advisory committee (PAC) offers parents “a voice” into program’s curriculum, and partner with administrators to make decisions on program operations. The PAC is facilitated by parent officers and program administrators provide support in order for a successful partnership. Parents are responsible for generating monthly agenda items.

7. How the program will meet the needs of the working families.

The Child Development program currently offers forty-two subsidized full-day, year-round preschool slots to working parents. The full day classrooms are year-round and open two hundred forty-four days a year. The daily contracted times are offered on an individual basis based on parents’ work schedule. The classrooms operational time is staggered to match the family’s needs.

The program also offers subsidized and tuition-based before/after school program to families at four elementary sites to provide families a seamless transition to elementary school. The after school programs are designed to offer services during school days and full-day services are offered on non-school days such as staff development day, spring break and summer. The after-school curriculum aligns with district goals and objectives and supports students’ academic, social, emotional, and physical needs through enrichment activities. After-school staff promotes organization skills by encouraging students to do their homework during after school time. This will allow staff to support students’ homework which parents may not have the skill or time to do at home.

Through the Big Lift, SSFUSD is proposing to open three more full-day, full-year classrooms to serve sixty-three working families who may not have options to work due to the high cost of tuition-based preschool programs.

8. How the program will work to prioritize full two-year preschool experiences for a significant percentage of children served.

The SSFUSD Child Development Program’s philosophy has always been to promote two-years of preschool for every child before they enter kindergarten. The Big Lift requirement aligns with our program philosophy. The SSFUSD Child Development Program is well-established in the community. We are located in an accessible part of the city for both walking and driving parents. Over the years, parents have been our greatest promoters as they share their child’s positive experiences in preschool with other
parents with young children and encourage them to enroll. In all the years of our program’s existence, our biggest barrier has been the lack of subsidized spaces to serve our community. Our slots fill up quickly each year and we often have a wait list. Each year we have minimal availabilities during the year as students rarely drop once they are enrolled. Our Child Development staff promotes and supports two-years of quality preschool to families. The program staff has developed relationships with community agencies who work with families with young children.

If we are awarded with the Big Lift funds and additional full day spaces are available, we will extend our partnership with community agencies to educate parents on the importance of two-year preschool. Educating parents with young children below three years old is one of the strategies to outreach to parents early on to plant seeds about the importance of early education. Through partnership with Watch Me Grow, we have utilized Star Vista, an organization to support children, youth, adults and families through education, counseling and residential services; we have been able to rotate a parent/child play group at two of our elementary sites (Spruce and Martin Elementary schools). The play group is offered to parents with children from infancy up to three years old and the parent educator uses the groups to promote the importance of parent-child interaction, share strategies on language building, learn through play activities and encourage parents to enroll for preschool. Parent educator guides and inform parents of the preschool options in the city. Through this partnership, we will work on increasing the play group to other areas of South San Francisco. At Children’s Center, we partner with Watch Me Grow to host a Tu y Yo group, a bilingual parent-child support group offered to families in the community every Wednesday throughout the year. The group allows parents to be exposed to the preschool environment and classroom setting as the group is held in one of our classrooms.

Our PIP parent liaison is a well-known resident of SSF; she has been very successful in reaching out to parents in the community. She has been instrumental in putting up flyers in the community to promote our preschool enrollment during the summer and outreach to parents at the library, at the Community Learning Center and in the general community. Program Director will utilize the school district’s and program website to promote importance of early education. Elementary Principals have been instrumental in promoting preschool at their sites through flyers and posters throughout their campuses.
Peninsula Family Service

Big Lift: South San Francisco Unified School District Preschool Narrative

1. The program’s organizational capacity to meet the data collection, evaluation and reporting requirements of The Big Lift.

Peninsula Family Service employs a full service management team to collect, analyze, and report data. Our education team, made up of four Site Managers and a Director of Child Development and Education, analyzes child outcome data to create School Readiness goals twice annually at the program, site, and classroom level. The Family and Community Engagement Manager monitors enrollment and family engagement outcomes to ensure targets are met per the Community Needs Assessment and strategic planning. The Health and Nutrition Manager monitors health outcomes per QRIS and EPSDT guidelines. The Chief Financial Officer and a team of fiscal experts ensure fiscal reports are accurate.

Peninsula Family Service has been engaged in the Race to the Top-QRIS Early Lift since the planning stages and is developing a comprehensive action plan to ensure quality targets are achieved. Peninsula Family Services utilizes several databases, including NoHo, Child Plus, and DRDP Tech, which collect and analyze data for children and families. Data is used to report to Federal, State, County, and other local agencies for mandatory data reporting and continued funding. Monthly, quarterly, bi-annual, and annual reports are completed for various sources of funding.

2. The program’s fiscal capacity to manage The Big Lift funds, including federal Social Innovation Fund dollars, and monitor a budget in accordance with approved expenditures.

Peninsula Family Service operates an annual operating budget of $11.9 million composed of governmental contracts, grants, and private contributions. The Chief Financial Officer, who has been with the organization for five years, is a certified public accountant with almost 20 years’ experience in the field. Ten of those years include working with nonprofit organizations to manage the complicated process of managing layered funding streams. She manages a team of five staff that encompasses the areas of payroll, grants management, accounts payable, facilities and IT. Currently, Peninsula Family Service manages the fiscal requirements required for over 20 funding sources at the federal, state and local level, as well as over $2 million in private support and donations. This includes the stringent requirements for both federal Early Head Start and state contracts.
The organization employs a fully operational fiscal department to monitor budget expenditures for all reporting requirements and is backed by the Finance Committee, a subcommittee of the board which monitors fiscal integrity. An annual independent fiscal audit, reviewed by the Board’s Audit Committee, provides another layer of fiscal oversight. As a current federal grantee of an Early Head Start program, Peninsula Family Service already meets all of the requirements established as part of the Social Innovation Fund.

3. Anticipated needs and costs associated with dedicated staff time to ensure compliance with Big Lift reporting, accounting, data, evaluation and criminal background check requirements.

Peninsula Family Service utilizes a 15% indirect cost to cover the accounting and fiscal management of any grants or contracts. This includes the costs associated with board management, auditing, finance, human resources and payroll processing.

A portion of the Director of Child Development and Education’s salary is also necessary to ensure compliance and evaluation of the program. All Peninsula Family Service staff complete full background clearances per Community Child Care Licensing; no additional funding is necessary to ensure compliance.

4. How the program will participate in and contribute to the larger community vision to achieve third grade reading success, articulation and alignment across systems.

Peninsula Family Service is committed to improving third grade reading outcomes through coordinated and comprehensive programs and outreach efforts, including co-leading Big Lift strategies with South San Francisco Unified School District and the City of South San Francisco. Peninsula Family Service regularly engages in planning meetings and fully supports the community effort in ensuring quality preschool experiences, improved attendance, inspiring summer learning, and enhanced family engagement.

*Quality Preschool:* Since 1980, Peninsula Family Service has operated a continuum of preschool and school age care at Sunshine Gardens Elementary School. Ever committed to quality, Site Manager Liliya Sergiyenko leads qualified teaching staff in developmentally appropriate environments through child initiated lesson plans based on each child’s Desired Results Developmental Profile and aligned with Common Core Standards. Leo J. Ryan currently operates 48 full day, full year preschool spaces; each of the spaces is dedicated to low income and at-risk families in the community.
In an effort to further child outcomes and therefore increase third grade reading success, Peninsula Family Service seeks Big Lift enhancement funding to support these additional quality measures:

- **Mentor Coaching:** Many studies now show that professional development that focuses teachers on the quality of their interactions with children, for example through targeted analysis and viewing of video examples of effective interaction with coaches, improve effective practice. Employment of an Education Coach will provide expert Practice Based Coaching, a reflective practice, around more effective teacher-child interactions (based on Classroom Assessment Scoring System) and child-environment interactions (based on Environment Rating Scales). Release time for staff to complete knowledge-based training and reflection is necessary for education staff. For education staff that participates in mentor coaching and complete objectives, incentives such as material grants will be provided.

- **Professional Development:** Ongoing professional development is a key component of focusing education and family engagement staff towards the use of best practices. Peninsula Family Service will develop Assistant Teachers as well as Teachers in their capacity in order to promote a robust workforce where there are shortages in qualified staff. Peninsula Family Service values the ongoing growth within staff members and proposes to supplement staff time for training and educational attainment as well as cost of course/training and transportation, as they relate to annual professional and educational development plans.

- **Health and Developmental Screening:** Research shows that early intervention treatment services can greatly improve a child’s development. Research also shows that improved health outcomes will improve attendance. At enrollment, Family Engagement Coordinators collect the most recent well child exam to ensure child health. Education staff assess children within 60 days of entry using the Desired Results Developmental Profile and utilize Watch Me Grow when a developmental concern is identified. To ensure vision acuity prior to kindergarten entry, Prevent Blindness will provide annual vision screenings to all preschool age children at Leo J. Ryan. As an increased effort to ensure all children receive the appropriate developmental screening and families are referred to medical or other providers, Peninsula Family Service proposes a portion of the Health and Nutrition Manager, Family Engagement Coordinators and Teacher time be dedicated to collecting well child exams on an annual basis and screening and referring children for coordinated services as concerns arise.

- **Reflective Supervision/Consultation:** The goal of reflective supervision is to create an environment in which people do their best thinking—one characterized by safety,
calmness and support. Generally, staff meet with consultants, provided by StarVista, on a regular basis, providing material that will help stimulate a dialogue about the work. As a team, consultant and staff explore the range of emotions (positive and negative) related to the families and issues the staff is managing. As a team, they work to understand and identify appropriate next steps. Reflection is important because it empowers staff to assess their own performance. Awareness of one’s strengths, as well as one’s limits and vulnerabilities, allows individuals to make mid-course corrections in work performance that feel natural, unforced, and generated from within. Big Lift funds would be used to start services in order to better staff in their practice.

- **Family Engagement:** For children to be confident in their learning outcomes, families must feel confident in supporting their children in their elementary years. In addition to the support provided at the center through ongoing family engagement events, Peninsula Family Service proposes an incentive program for parents who want to engage in ESL or GED courses, including support for registration fees, transportation, child care, and gift cards for completing goals.

*Improved Attendance:* Good habits begin early in life, including a love of learning and health habits to ensure children are ready to learn. Improved teacher-child interactions will ensure positive relationships between teachers and children, growing children into lifelong learners. As part of the comprehensive approach, Peninsula Family Service will empower parents to bring their child to school through partnering with them and also through ensuring children are healthy and ready to learn, as described under health outcomes above. Peninsula Family Service will reinforce efforts by the school district to ensure families receive a clear and consistent message of the importance of school attendance.

*Inspiring Summers:* In South San Francisco, Leo J. Ryan child development center has operated a summer program for school age children (Club Leo J. Ryan) since its opening. Club Leo J. Ryan provides full day engaging summer learning activities to 72 children who attend Sunshine Gardens Elementary School. As other programs develop, Club Leo J. Ryan staff can serve as a support for school age staff, including sharing lesson plans, shared training, and referral of families.

*Family Engagement:* Peninsula Family Service understands the value that parents bring to their school environments as well as the boost children receive when their parents are active in their education. In addition to providing a solid family engagement program at the preschool level, Peninsula Family Service will work with families to strengthen their ability to advocate for their children and will continue to partner with schools to bridge preschool
and kindergarten. Additional family engagement staff are needed to lower caseloads to a maximum of 50 cases per Family Engagement Coordinator.

5. **How the program currently supports staff to engage in continuous program quality improvement, including staff development, training, planning and leadership support.**

Peninsula Family Service has prioritized quality improvement as part of a recently adopted three-year strategic plan. The Governing Body, Child Advocacy Committee, and Executive Team provide ongoing monitoring and support of the strategic plan and its components. Continuous program development encompasses the following components:

*Program Assessment and Planning:* The child development department engages in an annual evaluation process that includes the assessment of the learning environment with the Environment Rating Scale and Classroom Assessment Scoring System, development of school readiness goals based on child outcomes, and a newly added family engagement assessment. This data is compiled, analyzed, and cross-referenced for trends, strengths, and areas of development. Annual goal setting and regular monitoring of progress takes place with leadership staff and the Child Advocacy Committee, a subcommittee of the governing body.

*Professional Development:* The Child Advocacy Committee recently surveyed all levels of staff to compile data on professional development needs. From the survey came an awareness of the type of learning and opportunities necessary to grow the workforce. Staff have created reflective professional development plans based on educational, developmental, and performance related outcomes for the upcoming year. These plans will be monitored by their supervisor for support and guidance.

Program data relating to Classroom Assessment Scoring System (CLASS) outcomes identified a need to improve the effectiveness of the teaching practices in the preschool program. In April 2014, the preschool staff at each of the centers undertook a two-hour introduction to CLASS and followed in May and June of 2014 with in depth analysis of the three domains. For program year 2014-2015, staff completed 30 hours of professional development around quality teacher-child interactions through STEM education. A modified version of teacher led Practice Based Coaching will be used to support education staff in their outcomes.
6. How the program engages and partners with families.

Leo J. Ryan Child Development Center engages parents as first teachers and partners in the program through a variety of activities.

Family Well Being and Positive Parent-Child Relationships: Families are invited throughout the year to engage in multiple opportunities for family well-being. Twice annual parent-teacher conferences are held to share progress between home and school. Additional opportunities to engage in learning activities via parent education workshops to support positive relationships are provided through a grant with the Packard Foundation.

Families Engaged in Transitions: Transition is a smooth process for the families who attend Leo J. Ryan, as many of them start school at Sunshine Gardens. The Family Engagement Coordinator establish a transition plan so that families are successful as they transition to kindergarten. Families are oriented to the program through visiting the center prior to starting care and out of the program by visiting their kindergarten classroom.

Families as Advocates: Peninsula Family Service engages parents as part of the Child Advocacy Committee, a group made up of board, community, staff, and parents of currently enrolled children who meet quarterly to advise and develop program outcomes and next steps.

Ongoing Plan for Assessing Family Outcomes: Peninsula Family Service is in process of assessing family engagement throughout the child development department. Using the Markers of Progress assessment tool, a workgroup of staff and parents will assess the program in late summer 2014 and create a family engagement plan to address strengths and barriers to success.

7. How the program will meet the needs of working families.

Peninsula Family Service is committed to offering comprehensive and community responsive care options for working families. Our child development center operates 7:30am to 5:30pm to best serve the hours parents who are seeking housing or work or currently employed. The center currently houses 48 state funded preschool spaces for the full duration of the operating hours.

In addition to offering care that meets the needs of working families, family engagement opportunities are offered during times where the majority of families can attend. Enrollment and orientation is offered at the center at a time that is convenient for the parent and family engagement opportunities held in the evening.
8. How the program will work to prioritize full two-year preschool experiences for a significant percentage of children served.

Peninsula Family Service recruits age eligible children in the community and through formal and informal partnerships. Family Engagement Coordinators follow a recruitment plan developed by staff and families to ensure the most needy children in the community receive services. This recruitment starts with children placed on the waitlist before they are age three so they may enter services when they are age eligible.

The education continues while children are enrolled in our preschool programs to maintain services until kindergarten. Every attempt is made to ensure that families meet the requirements for the center through their self-sufficiency efforts as well as maintain preschool for children. Family Engagement Coordinators work in partnership with parents, staff, and the community.

In addition to the full time preschool programs, families have access to Peninsula Family Service’s menu of services to strengthen families. This includes one of the few existing Financial Empowerment Programs, which includes financial literacy, loan services, and asset building services, as well as linkages to employment programs. This holistic and family centered approach helps maintain children and families in the program for a minimum of two years and even longer as a result of the access to support.
IHSD Big Lift Narrative

IHSD Has The Experience And Expertise To Implement And Bring The Four Pillars Of The Big Lift Into Reality.

School Readiness, Kinder Transition, Summer Learning and Family Engagement

IHSD is experienced to convene community partners to develop school readiness goals that are aligned with the Head Start Early Learning Framework, and the California Preschool Learning Foundations, with a special focus on strategies to supporting dual language learners.

IHSD has been providing leadership in the parent engagement and school readiness content areas to other Head Start grantees in the bay area region. We provide research and outcome based family engagement strategies and below is a list of high-lighted services IHSD provides to ensure successful engagement with all families:

- **Family partnerships:** Family services staff assists families to set goals towards achieving self-sufficiency and guides families through the process of accessing community resources.
- **Community resource referrals:** Staff links families to a variety of resources available throughout the community. Assistance is provided to ensure contact is made with the appropriate agency and services are received.
- **Medical and dental home:** Program staff helps families to access an ongoing source of medical and dental care for their children.
- **Health exams and screenings:** IHSD ensures that all children receive required health exams and screening, including vision and hearing screenings, prior to enrollment in our programs. Referrals for free/low-cost health and dental care are given to families, and opportunities for obtaining health insurance coverage are provided at each center throughout the year.
- **Nutrition assessments:** A registered dietician assesses how specified children’s nutritional needs are met. Families receive training regarding healthy menus and safe food preparation in the home.
- **Annual health fairs:** IHSD provides opportunities for families to be linked to available health resources in San Mateo County; parents and health care providers learn about required and recommended health examinations and screenings for Head Start and Early Head Start children; community agencies are invited to set up information tables and provide activities for parents and children.
- **Priority enrollment for families currently receiving TANF:** Families participating in TANF programs are automatically eligible for Head Start and Early Head Start, and are given priority in the enrollment process.
- **Family literacy programs:** Family literacy is promoted through ESL classes, training workshops, interagency agreements, and access to books through literacy vans, local libraries, and the Raising a Reader program; families are invited to participate in a wide range of literacy activities throughout the program year.
- **Parent training:** IHSD staff coordinates training and information sessions for parents on topics ranging from understanding children’s development, to health and safety practices in the home, stress management, and accessing resources in the community.

- **Parent involvement and leadership opportunities:** Each child development center hosts a Parent Center Committee (PCC) which promotes parents as leaders in the program and in the community. Parent Center Committees develop program activities; make decisions about their individual sites, and share ideas, concerns and feedback about services.

- **Special education services - IFSP/IEP:** Children with disabilities are integrated into all programs and individualized plans are developed by the staff, in partnership with parents, to meet the special educational needs of these children.

- **Socializations:** Early Head Start program staff facilitate playgroup-based experiences that promote parent-child and parent-parent interactions.

- **Kindergarten Transition:** IHSD has been an active participant in with the Bridges to Success kindergarten Transition program in many school districts to support smooth kindergarten transition.

- **Training funds for ECE and computer skill classes:** Limited program funds are provided to help subsidize the costs of ECE and computer skill classes that parents can take at local community colleges.

- **Mental health:** Mental health professionals are available to parents for consultation on an as needed basis; referrals may be made to local community agencies in order to access comprehensive, low-cost mental health services.

**IHSD in South San Francisco**

IHSD has been in South San Francisco since its inception. Our South San Francisco site is the largest site in the agency serving 128 children and families. We have a wonderful partnership with the South San Francisco Unified School District on whose property we are located. Our partnership with the SSFUSD is one of longest standing partnerships in the county. A unique feature of the program at SSF is the fact that they serve the teen parents from the TAPP program which is also located on the property.

At the South San Francisco Site we serve a mixed population of students, working families, teen parents, and stay at home families. Because of the diverse needs of the community we converted two of the classrooms from part day classrooms to full day classrooms. In terms of population, South San Francisco is also one of our most culturally and linguistically diverse sites. It serves families who in total speak more than 7 different languages and who are from at least as many countries.

**#1: IHSD’s Technology, Data Collection Evaluation, and Reporting**

IHSD has a robust and accountable data system in place for data tracking for on-going quality improvement and monitoring purposes. IHSD employs the Child Plus database system to track and monitor child progress real time. An example of data we monitor real time includes:

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In 2013-14 school year, IHSD has partnered with the San Mateo County Office of Education to explore the use of the Desired Results Developmental Profile (DRDP) tech database system developed by the UC Berkeley, the Berkeley Evaluation and Assessment Research (BEAR) Center and WestEd to analyze DRDP data for the children enrolled in both Head Start and California State Funded programs. IHSD's expertise in data management and data analysis is recognized in the region. Due to IHSD's long history and reputation in providing high quality early care and education to the children and families in the highest needs areas, IHSD has been invited to participate in many large scale national research on early care and education child outcomes and school readiness related studies. Two recent research studies IHSD was involved in are the U.S. Department of Education, Ready to Learn project and the U.S. Department of Human and Social Services, Office of Planning, Research and Evaluation study to examine school readiness goals and Head Start Program functioning. The Ready To Learn initiative is focused on developing programs and resources that help young children build strong pre-reading and reading skills, using scientifically-based reading research (SBRR) to guide teaching strategies.

IHSD has a team of data experts stand ready to extract, interpret, analyze, and more importantly, to translate data to service delivery and to identify on-going improvement needs.

#2: IHSD's Strong Fiscal Capacity

IHSD has consistently demonstrated excellent financial management of our Head Start programs. The most recent audit identified no material weaknesses, no financial statement findings, no federal award findings, and no questioned costs. As a result, IHSD qualifies as a low-risk auditee. We also have effective systems in place to track independent funding streams and cost allocations. Internal controls and frequent monitoring allow us to meet the Head Start 15% limit on administrative costs. We also leverage community resources to control costs, such as partnering with local school districts to use classrooms at low or no cost, or referring families to partners who provide bus passes for transportation needs rather than arranging and bearing the cost for transportation for the families. We have been a Head Start grantee since 1983 with proven and tested systems in place to track, manage, and account for multiple funding streams and cost allocations. IHSD Financial Policies address Financial Management (policies and procedures, financial policies, internal controls, budgeting and planning, financial software, daily cash flow analysis, and record keeping); Reporting; Procurement; Compensation; Cost Principles; and Facilities and Property. The budgeting and planning, monitoring, internal
controls, and auditing systems are described below. We prepare an annual budget on the accrual basis of accounting that identifies all sources of revenue and expense and provides a framework for the fiscal viability and prudent use of resources of the agency. The final budget is adopted at least three months prior to the beginning of IHSD’s fiscal year (which is March 1 through February 28). Management staff of each program is required to develop a draft budget with input from their respective staff members that considers current and prior year expenditures as well as any proposed revisions to programs. The Fiscal Manager receives all proposed Departmental budgets and prepares the first draft of the organizational budget. All departmental budgets must include a narrative explanation of the sources and uses of funds and an explanation of material fluctuations in budgeted amounts from prior years. After discussion and possible revision of Departmental budgets, the Fiscal Manager will draft an organizational budget for review by the Finance Committee of the Board and the Finance Committee of the Policy Council. The Committees recommends adoption of the budget to the Policy Council and the Board of Directors. After a budget has been adopted, reclassifications of budgeted line items are only made with approval of the Executive Director and Associate Director. The Board of Directors and the Policy Council must approve all major budget revisions. IHSD has developed an Accounting Practices and Procedures Manual formalizing accounting policies and internal controls. This Manual is shared with the auditor and updated on an annual basis. Major policies cover: separation of duties; authorized signatures; budget adjustments; cash receipts; cash disbursements; payroll; and purchases. The Board of Directors is responsible for commissioning an annual audit of the agency’s financial records and statements from a certified public accounting firm in accordance with OMB Circular A-133. The Board receives the audit from the accounting firm, reviews all findings with the auditor, and ensures corrective action, if necessary, is taken to comply with all Federal, State, and other regulatory agencies’ laws and regulations. We have a stellar history of unqualified audits and are considered a low-risk auditee.

We believe the success of our Big Lift effort will depend on the alignment of our existing quality improvement efforts such as Race to the Top, Early Head Start Partnership Expansion, Child Signature Program, Head Start resources and local early care and education partnerships. IHSD is able to communicate best practices to inform the public on the importance of early childhood investments and will play a leadership role as a co-lead agency with the school district and community preschool service leader in the Big Lift process to provide expertise in the multidimensional early care and education environment.

The leadership team members at IHSD are experts in the field of early care and education. The IHSD Big Lift leadership team is comprised of Angel Barrios, M.A., IHSD Program Director, Daleanna Smith, MA, Family Engagement and Compliance Manager and Jennifer Bernard, Education Manager.
Each leadership team member brings an array of expertise in the field of early care of education necessary to construct the best in class early care and education model for our community and we look forward to working with the community partners to bring the Big Lift into reality.

#3: IHSD Is Committed To Compliance

As state previously, IHSD has not only a robust data system already in place but also a team of data and fiscal experts who stand ready to extract, interpret, analyze, and more importantly, to translate data to service delivery and to identify on-going improvement needs. Taking into account the large amount of data that will need to be collected, entered, analyzed and evaluated we anticipate needing additional personnel to help offset the additional work of the data and fiscal teams. We anticipate the cost for this personnel to be around $1200/month to support our site in South San Francisco.

# 4: IHSD Is Committed To Articulation and Alignment with the School District

IHSD has a proven track record of alignment and articulation in working with school districts and the larger community. IHSD has built relationships with the school districts in the various communities that our centers are in. We work to align and make the transition from preschool to kindergarten as smooth as possible for our students. Examples of this can be seen in IHSD partnering at all of our sites to provide kindergarten transition activities to the children and families that are enrolled in our program. At about the time of kindergarten registration (January-February) sites partner with their local school district to provide kindergarten information to their parents, registration information, as well as inviting kindergarten teachers or district personnel to present to the parents. Teachers incorporate transition activities into the curriculum as a way to prepare the children who are leaving for kindergarten. Examples of this are things like taking the kids on a field trip to a nearby elementary school; practicing cafeteria styles lunches with the children and having kindergarten teachers visit the classrooms. In some communities we have been a part of developing transition forms that are summaries of student’s assessments and abilities. These forms are filled out by the child’s primary teacher then sent to the school district for dissemination to the kindergarten teacher of the child. In districts where this form is not used we provide parents with a copy of their child’s latest assessment for them to present to the kindergarten teacher.

IHSD also participates in the Bridges to Success: Ready Schools Team meetings that occur throughout the county. Site supervisors and teachers are encouraged and allowed release time to attend these important meetings and contribute to the broader community around school readiness.

IHSD is committed to the vision of 3rd grade reading success. IHSD’s curriculum as well as the CA state preschool learning foundations and frameworks are aligned to the common core. IHSD’s school readiness goals in language and literacy are also aligned to the common core standards in reading and language arts. IHSD also participates in the Raising a Reader program in all of our classrooms, in order to support literacy development at home with our families. We look forward to new ways to partner with our school district to achieve the goal of 3rd grade reading proficiency.

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#5 IHSD Is Committed To a Strong Workforce

IHSD has a comprehensive, holistic approach to staff development that continuously results in attracting and retaining qualified staff and achieving outcomes for children and families. Evidence of our commitment to staff development is woven throughout the fabric of the organization and articulated by our Professional Development Plan: “In order to ensure the highest quality of care for children, IHSD is committed to the professional growth and development of all HS and EHS teaching staff. IHSD promotes and supports the education and training of teachers through a comprehensive Professional Development Plan that encompasses a spectrum of program components and benefits: a graduated hiring and pay scale, extensive training and technical assistance, financial assistance and reimbursement for education/training costs and release time to support coursework towards a college degree.” The plan includes three interrelated goals linking quality programming, teacher qualifications, and achieving IHSD outcomes for children and families. We continually to strongly promote the attainment of BA degrees for our staff—as of June 2014, 63% of HS teachers held a BA in ECE or equivalent. Our on-going Teacher Qualification program assists teaching staff in moving towards their degrees. IHSD’s Professional Development Plan also plays a critical role in facilitating our efforts to meet our current 3-year goal of NAEYC accreditation for 100% of our HS and EHS centers, demonstrating IHSD’s commitment to high quality. Applicants for NAEYC’s accreditation process must meet specific and rigorous educational requirements for the program administrator, teachers, and assistant teachers/teacher aides to be considered a candidate. We encourage our regular full-time employees to take advantage of outside, off-site educational opportunities which aid them in their employment and lead to career growth opportunities within IHSD. Benefits available to support staff participation in these off-site training opportunities include monetary reimbursement and overtime pay.

#6: IHSD’s Approach to Family Engagement:

IHSD believes that parents are their child(ren)'s primary teachers and that effectively engaging parents in their children’s learning and development is of primary importance. To support this belief, we build meaningful and trusting relationships with parents by warmly welcoming and supporting parents in IHSD classrooms or during home visits. IHSD also helps parents in managing stressors that might otherwise consume or overwhelm parental time and attention. IHSD has a strong focus on training staff to develop programming to take advantage of every opportunity to facilitate parental growth, participation, partnership, leadership, and success as a
parent. Achieving family outcomes is a primary component of activities woven throughout the School Readiness Plan. Starting from the first point of contact as a potential HS participant, IHSD involves parents in multiple meaningful ways as partners in their child’s learning and development. The Family Assessment is part of the initial intake of families and allows our staff to learn how to best provide resources and support to the family. The Family Assessment form includes questions on factors that affect the family’s overall well-being: safety (domestic violence), health (medical and dental coverage, food/nutrition, drug dependence, mental health), education (resources for high school through college education, ECE, ESL, marriage, parenting, health/nutrition, and prenatal classes), and financial and basic security (employment, transportation, energy assistance, budgeting/money management, housing/shelter, clothing). Parents and family members also participate in classroom activities as volunteers. As parents become more involved in their child’s early learning experience at IHSD, there are greater opportunities for involvement and leadership by attending parent meetings and joining the Parent Center Committee (PCC), and running for election to the Policy Council. Every month, parents representing all program options lead the Policy Council and make important decisions. This body of elected parents provides the opportunity to participate in policy and decision-making arenas such as annual budgets, program planning, operations, personnel, policies and procedures. Parents also play an important role in the Health Services Advisory Committee, which identifies barriers and solutions to meeting the health needs of children.

#7: IHSD meets the needs of working families

Working families and/or CalWORKS (California’s welfare to work program) recipients have priority for enrollment in any of the available HS slots in home-based and center-based services that best meet their needs. Center-based options provide a convenient location for working parents living on the coast and in North County. The home-based option suits families with one working parent and a parent at home to care for children with special needs. IHSD is the sole provider of Head Start services in San Mateo County. For low-income, working families in urban areas of San Mateo County, IHSD developed the wraparound concept to fund full-day childcare by pairing Head Start dollars with State of California Preschool dollars. This wraparound concept leverages funding for children who need full-day care.

#8: IHSD’s Model to providing two years of preschool services

All Head Start families are income eligible for the program for two years. All children that enter in our program at 3 years old will receive two years of preschool services. Approximately 24% of our children transition from Early Head Start to Head Start.
January 26, 2015

Prevent Blindness Northern California supports South San Francisco Unified School District’s Big Lift project by ensuring all preschoolers have the good vision they need to learn and be ready for kindergarten. Studies have shown that preschoolers who need glasses scored lower on standardized tests used to predict academic performance. After just 6 weeks of wearing glasses, their scores jumped to match those of the other children.

Low-income children have higher rates of vision problems and also have access issues with receiving vision services, which are essential to their development and education. Because of these access issues, the See Well to Learn initiative was started to provide vision screenings, exams, and all necessary follow-up services to low income children, directly at preschool sites. The program currently serves low income preschoolers in Oakland and San Francisco, and has proved very successful; since 2012 we have served over 21,000 low-income preschoolers and dispensed over 1,800 pairs of glasses.

Prevent Blindness plans to expand the See Well to Learn initiative to San Mateo County preschoolers this year. Several funding opportunities are being developed, including an LOI for Measure A funding. Once funding is secured, we will work closely with SSFUSD to offer the following services:

- Vision screening for all preschool sites. Vision screening will be performed in the classroom by a trained professional using a Retinoscan autorefractor, one of the most sensitive tools available for detecting possible vision issues.
- For children who fail the screening, a fully equipped Vision Van will return to the school site. All children who failed the screened will be eligible to receive a complete eye exam on board the Vision Van at no charge to the family.
- Children who are prescribed glasses during the exam will be able to choose from an assortment of cute, high-quality frames on board the Vision Van.
- Eyeglasses will be made and delivered to the school, again at no charge to the parents.
- Prevent Blindness offers on-going support to the parents of children prescribed glasses, helping with compliance and in many cases returning to the school to check the vision of children wearing their new glasses.

We are eager to partner with the SSFUSD to provide these important services to their preschoolers. Children with vision problems are often labeled as having behavior problems or learning disabilities. Something as simple as a pair of glasses can change the trajectory of a child’s life by giving them the vision they need to succeed from the very start.

Thank you,

April Nakayoshi
Program Director

Prevent Blindness Northern California is designated as a 501(c) 3 under Internal Revenue Service Tax Code. Tax ID: 94-6139683.
January 27, 2015

This is a letter in support of the South San Francisco Big Lift Project, an initiative of the Peninsula Partnership Leadership Council. The services identified below are contributions that the University of California, CalFresh Nutrition Education may provide as a potential partner in support to the preschool programs within the Big Lift Project and a commitment to improving third grade reading outcomes in South San Francisco.

The services described below are some of the roles and responsibilities between the University of California, CalFresh Nutrition Education and the South San Francisco Big Lift Community.

- Introduce a multitude of nutrition programs to potential preschool programs in the SSF Big Lift Community.
- Offer training to programs who are eligible to participate in the nutrition programs
- Provide nutrition education and nutrition related subject matter to promote healthy living and active lifestyles.
- Provide guidance/oversight to programs extending UC CalFresh Nutrition Education to students/parents to ensure programmatic soundness of delivery.

Preschool Programs will:

- Support the goals of the UC CalFresh Nutrition Education Program to "improve the likelihood that persons eligible for the Supplemental Nutrition Assistance Program (SNAP) will make healthy food choices within a limited budget, and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and MyPlate."
- Once agreed, preschool programs will actively implement the UC CalFresh Nutrition Education Program within the targeted sites based on Free and Reduced-Priced Meal percentages.
- Ensure that teacher extenders complete and turn in approved documentation using the Nutrition Program required enrollment and reporting forms for extending staff delivering UC CalFresh activities to meet State compliance requirements.
- Designate a staff to be the contact person and work with UCCE.

In conclusion, I fully support the efforts of the South San Francisco Big Lift team in their effort to apply for the Big Lift Funding.

Sincerely,

May Wong, RD
UCCE CalFresh Nutrition Educator
Watch Me Grow Demonstration Site

530 Tamarack Lane
South San Francisco, CA 94080

T 650-635-0876  F 650-873-6985
E watchmegrow@gatepath.com

December 22, 2014

This is a letter in support of the South San Francisco Big Lift Project, an initiative of the Peninsula Partnership Leadership Council. The services identified below are the contributions that the Watch Me Grow Demonstration Site may provide as potential partners in support to the preschool programs within the Big Lift Project and a commitment to improving third grade reading outcomes in South San Francisco.

The roles and responsibilities described below are between the Watch Me Grow and the South San Francisco Big Lift Community:

- Develop a screening system for each provider/program that is consistent with their educational and parent education process
- Educate staff on importance and value of early identification of developmental and social-emotional problems using developmental screening.

If the provider/program chooses purchase their own ASQ materials and have their own staff administer the ASQ, we would be able to contract to provide the following services:

- Train staff how to give and score the ASQ-3 and ASQ: SE
- Train staff on how to share screening results with families and make appropriate referrals

If the provider/program chooses to contract for Developmental Screening services, we would be able to provide the following services:

- Administer the ASQ and ASQ: SE for each enrolled child, either in-person or via ASQ online tools
- Share the results of the ASQ screenings with the provider/program

If the provider/program chooses to contract for Care Coordination Services, we would be able to provide the following services:

- Share screening results with the family, provider and child’s pediatrician.
- Provide tips for developmentally appropriate activities for families when a child is at risk for developmental delays
- Make referrals for children whose screening results indicate developmental concerns
- Follow-up with the family and provider to ensure linkage to further assessment and/or services for children with developmental concerns.
In conclusion, I fully support the efforts of the South San Francisco Big Lift team in their effort to apply for the Big Lift Funding.

Sincerely,

Cheryl Oku
Program Manager

Cc: Tracey Fecher
January 22, 2015

Silicon Valley Community Foundation
2440 W. El Camino Real, Suite 300
Mountain View, CA 94040

Dear Big Lift Grant Application Review Committee:

Please accept this letter in support of the South San Francisco Big Lift Project, an initiative of the Peninsula Partnership Leadership Council. Second Harvest Food Bank is pleased to be a member of the Big Lift Collaborative and to demonstrate our commitment to improving third grade reading outcomes in South San Francisco.

Second Harvest Food Bank of Santa Clara and San Mateo Counties is the trusted leader dedicated to ending local hunger. Since its inception in 1974, Second Harvest has become one of the largest food banks in the nation. The Food Bank mobilizes individuals, companies, and community partners to connect people to the nutritious food they need. In San Mateo County we work with a network of 130 agencies to distribute an average of 1,070,325 lbs of food to 73,098 individuals monthly. More than half of the food distributed is fresh produce. Second Harvest also plays a leading role in promoting federal nutrition programs. We have a team of staff dedicated to promoting CalFresh and providing education and application assistance to community members not yet enrolled in the program.

Children’s success in school and reading is linked to food security. The Food Bank has available food resources and we want to make sure that there are plentiful access points for struggling young families by partnering with the South San Francisco Big Lift project. Children’s Health Watch published a report “Too Hungry to Learn” http://www.childrenshealthwatch.org/wp-content/uploads/toohungrytolearn_report.pdf in which they reviewed research relating to the topic of food security and outcomes for children. Food insecurity disproportionately affects households with young children (ages 0-4 years) and harms young children’s health and development. Due to increased risk for developmental delays, many food-insecure children have greater difficulty acquiring social and academic skills necessary to successfully transition to pre-school or kindergarten. By kindergarten, food-insecure children often are cognitively, emotionally and physically behind their food-secure peers. Finally, and most critical to the Big Lift’s goals, food insecurity predicts poor performance during a child’s first years at school which has implications for future academic success. We want to change that by helping every child involved in the Big Lift to be food secure.

The services identified below are contributions that Second Harvest Food Bank can provide as potential partners in support to the preschool programs within the South San Francisco Big Lift:

- Explore current food distribution network in South San Francisco and the ability for Big Lift partners to increase food distribution access points if warranted.
- Provide food for on-site food distributions for targeted high need schools.
• Introduce multitude of programs to potential preschool programs and families in the SSF Big Lift community through presentations to staff and parents.
• Partner with agency staff and volunteers to outreach and pre-screen households; respond to referrals and make 3 attempts to contact the families to screen for program eligibility and provide CalFresh application and food program sign up assistance.

For the Big Lift, Preschool Programs will:
• Explore current food distribution network in South San Francisco and the ability for Big Lift partners to increase food distribution access points if warranted.
• Establish and promote food programs and application clinics via announcements, newsletters mailing, parent presentation etc.
• Post posters and collateral materials prominently.
• Include two nationally recognized and validated food security screening questions in the intake process with families and make referrals to the Food Bank when applicable.
  o Within the past 12 months, have you worried about whether food would run out before you got money to buy more?
  o Within the past 12 months did the food you bought not last and you didn’t have money to get more?
• Identify staff and volunteers to receive training and stay updated on program changes
• Designate contact person to assist SHFB to improve outreach strategies in the community

In fall 2014 we partnered with SSFUSD to provide parent presentations and application assistance to the pre-school and Migrant Education programs – it was a great collaboration. Our Food Bank fully supports the efforts of the South San Francisco Big Lift team in their effort to apply for the Big Lift Funding and we look forward to continuing the efforts to make sure children are food secure and successful at reading by 3rd grade!

Sincerely,

Kathy Jackson
Chief Executive Officer
December 23, 2014

This is a letter in support of the South San Francisco Big Lift Project, an initiative of the Peninsula Partnership Leadership Council. The services identified below are the contributions the South San Francisco Public Library may provide as a partner to support programs within the Big Lift Project with a commitment to improving third grade reading outcomes in South San Francisco.

South San Francisco Public Library is partnering with The Big Lift Co-Leads, South San Francisco Unified School District, the City of South San Francisco Parks and Recreation Department and Peninsula Family Service, in promoting the Four Pillars of the Big Lift:

1) A comprehensive school readiness strategy focused on high-quality preschool for 3- and 4-year olds, leading to an aligned and sequenced set of high-quality learning experiences in kindergarten through third grade:
   - Our library literacy project has operated a Reach Out and Read (ROR) program at the South San Francisco Clinic/ San Mateo Medical Center since 2007. ROR builds on the unique relationship between parents and medical providers to develop critical early reading skills in children, beginning at 6 months of age. ROR families read together more often, and their children enter kindergarten better prepared to succeed, with larger vocabularies and stronger language skills. During the preschool years, children served by ROR score three to six months ahead of their ROR peers on vocabulary tests. These early foundational language skills help start children on a path of success when they enter school.
   - At the Community Learning Center, we provide programs for younger children, many of whom are preschool age, who are at the CLC when their parents attend classes and workshops. Reading and math readiness skills are emphasized in activities for preschool children.
   - Community Learning Center homework programs include an afterschool program five days per week; primarily serving "at risk" children in third through fifth grades in local Title I schools, and twice-weekly homework and parenting assistance program for children in first and second grades, along with their parents or guardians. These programs partner with the local schools who provide feedback and statistical information on the participating students. Reading enrichment and assistance are emphasized in the CLC homework programs.
Throughout the year, the South San Francisco Public Library Children's Program staff host class visits for local preschools and schools, telling stories, issuing library cards and assisting children with book selection, as well as visiting local schools to encourage the love of reading through books, talks, and storytelling, and to provide ideas for school reports and projects.

The Project Read Learning Wheels (LW) preschool outreach van visits high-risk areas throughout the year to engage families in storytelling, educational activities, and sharing books. Each child selects their favorite book to add to their home libraries. LW visits churches, health centers, transitional facilities, preschools, family programs, and parks and community centers.

2) A focus on reducing chronic absence in the early grades, based upon research about the importance of attendance in the early years to improving academic outcomes:
   - After-school and parenting programs at the Community Learning Center (CLC) strive to support children and families and provide for successful outcomes and experiences at their local schools, thus encouraging attendance and engagement during the school day.

3) Development of inspiring summer learning opportunities that enable children to maintain their academic and developmental gains from high-quality preschool throughout the early grades:
   - In Summer 2014, South San Francisco Public Library was one of 5 libraries in San Mateo County that received Measure A support to address the summer learning loss by providing a federally-funded snack and lunch program to up to 70 children and teens, as well as an 8-week, 4 hours per week, Summer Literacy Camp for 20 students entering 3rd and 4th grades, who attend local Title I schools. This valuable program will continue during Summer 2015.
   - During the summer, the Library offers a special volunteer program for middle and high school volunteers in our Reader Leader program. In this program, older children assist elementary school children with reading skills and participation in the Summer Reading Program.
   - The Library features a Teen and a Children’s Summer Learning Program, intended to keep kids reading during the summer “gap” and provide them with activities and programs to encourage summer reading. In Summer 2014, more than 2,400 local children participated in the program.
   - The Community Learning Center summer education program provides reading and math skill-building assistance and learning activities to 74 “at risk” elementary school age children needing extra help during the summer gap. Participants needing summer reinforcement of skills are referred to the program by their teachers.

4) Strengthening family and community engagement through a substantial investment in strategies that support meaningful partnerships between families and teachers/
Support parents and caregivers as children's first and most influential teachers through authentic family engagement strategies:

- Project Read's Learning Wheels (LW) brings family literacy programs to South San Francisco, Colma, Daly City and San Bruno. Staff model book sharing and storytelling for parents; lead hands-on science and nutrition activities that can be replicated at home; lead children in music and movement activities; and distribute free, new books to the children for their home libraries. LW staff also provides parents with information about social services, health services and educational services available throughout the County.

- Through the Community Learning Center (CLC) parents are supported as their child's first teacher. Workshops are offered in multiple languages that address the parent's role in cultivating language arts and math skills in their children; understanding the school system and communicating with teachers; using positive discipline; using technology to support their child's learning and more.

- Parents, who are involved with Project Read, often focus their study on goals that enhance their ability to help their children with homework and develop greater reading proficiency so they can read to their children. Tutors target instruction to meet these goals as well as providing information and assistance in navigating the education system.

- At the Community Learning Center, the Start Now (SN) program provides homework assistance and support to parents with children in Kindergarten through second grade. Both parent and child participate in the program as they complete homework and engage in developmentally appropriate learning and play activities. For the majority of parents, English is their second language, so the bilingual SN staff members are critical to assisting parents in understanding the assignments and providing the instructional support needed.

- Parenting support and family guidance is provided through the Community Learning Center partnerships. Two parenting groups meet weekly to enhance their effectiveness with the family. They are the Touchpoints (Brazelton Institute) Parenting group for parents of preschoolers, and Padres e Hijos en Comunicacion for Spanish speaking parents of pre-teens.

- Other CLC partners include services from Legal Aid, citizenship application assistance, Community Safety supported by the Police Academy, transportation assistance, and Health Insurance counseling and workshops about the Affordable Care Act. In addition, CLC collaborates with local schools to increase parental understanding of their role in ensuring their child's academic achievement.

- Spanish Literacy, English Language classes, computer literacy, citizenship and job readiness are classes for adults at the CLC that further support the family and the success of the parent role as their child's first teacher.

- Weekly story time for babies, toddlers and preschool-age children at the Main and Grand Avenue Branch Libraries provides skills and activities to encourage parents and caregivers to support their child's early literacy development and promote school readiness skills in children.

In conclusion, South San Francisco Library will actively support the efforts of the South
San Francisco Big Lift team. We are enthusiastic about The Big Lift goals and promoting literacy by third grade.

Sincerely,

[Signature]

Valerie Sommer
Library Director
January 30, 2015

Dear SVCF’s Center for Early Learning,

Over the past several years through Learning Together, Healthy Homes, and Early Childhood Mental Health Consultation programs, StarVista has had the opportunity to get to know the South San Francisco community well, including the community of non-profits and service providers and the unique challenges facing families living in area. We have also had the pleasure of getting to work closely with the co-lead agencies, South San Francisco Unified School District and Peninsula Family Service, and wish to support their efforts to provide the South San Francisco community with high quality early learning to increase literacy rates for our 3rd graders by 2020.

StarVista has collaborated with South San Francisco Unified School District through Bridges to Success and the Kick-off-to-Kindergarten program to ensure successful transitions from preschool to kindergarten and transitional kindergarten, both in offering social-emotional trainings to staff as well as supporting the use of the Ages and Stages Questionnaire as a screening tool. Through our early childhood mental health consultation program, we have also worked with Peninsula Family Service preschool site to provide ongoing support to teachers around understanding children’s needs and working to respond effectively so as to promote higher classroom quality. Through these ongoing relationships we have developed with both SSFUSD and PFS, we are well aware of the ways in which their work, through on-site projects and partnerships with agencies like StarVista, has focused on each of the four pillars of the Big Lift.

Besides these ongoing efforts, StarVista has been working in areas related to The Big Lift within the South San Francisco community already and our agency is committed to continuing our work in the following areas:

1. **Family & Community Engagement.** StarVista currently leads parent-child interaction groups for families with children aged 0-5. Other family engagement services include case management provided to families with children aged 0-5 (including referrals to community resources) and parent education to parents around better understanding their children’s social, emotional, and developmental needs.

2. **Counseling Services.** StarVista currently provides child-parent psychotherapy to parents and children in South San Francisco. Child-parent psychotherapy is an evidence-based practice that emphasizes the importance of feelings of trust and safety in the parent-child relationship and works to support the parent-child dyad in establishing (or re-establishing) this important relationship.

3. **Supporting High Quality Preschool through Mental Health Consultation.** StarVista is currently providing mental health consultation to the South San Francisco Head Start
preschool program and the Baden Infant Center in the South San Francisco Unified School District region. Early childhood mental health consultation is considered a “promising practice”; the model we use has been correlated with increased ECERS scores and decreased rates of expulsion in early care settings. The mental health consultants provide support to teachers in better understanding the behaviors and the social, emotional, and developmental needs of children. Mental health consultation also supports professional development in giving teachers a space to reflect on their work with children and also their relationships with other staff, which we recognize to play a role in the quality of care provided.

4. **Supporting Inclusion and Assessment of Children with Special Needs through Consultation with Watch Me Grow.** StarVista's Early Childhood Mental Health Consultation Program also provides consultation to the staff of the Watch Me Grow initiative, partnering with them to reflect on how best to assess children's needs and support families in accessing resources. For the past several years, an ECMH Consultant has participated in the monthly Watch Me Grow Child Study Team and currently our consultant provides additional support to Watch Me Grow through regular reflective meetings with care coordinators and supervisors.

5. **Support for Ages and Stages Questionnaires.** StarVista is available to work with programs to complete ASQs with families, either in supporting the training of staff to complete these or in completing ASQ screenings for families when appropriate.

6. **Involvement in the Ready School Teams.** StarVista is committed to staying involved with the South San Francisco Ready School Teams (CRST) and having representation at other collaborative meetings related to the Big Lift.

I give The Big Lift initiative in South San Francisco my full support. Please contact our Early Childhood and Family Services Department Director, Sarah Poulain, at sarah.poulain@star-vista.org, if we can be of any further assistance.

Sincerely,

Sara Larlos Mitchell, Ph.D., MACP  
CEO  
StarVista