

### Child Signature Program – Mandatory CSP Quality Enhancement (QE) Program Requirements

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
1. Target Population	Universal in API deciles 1-3 attendance areas effective July 1, 2012, for new classrooms	Economically disadvantaged (See Attachment A2) in API deciles 1-3 attendance areas	Economically disadvantaged (See Attachment A2) in API deciles 1-3 attendance areas
2. Maintenance of Effort	Classroom must serve at least 90% of eligible children in the same targeted areas as PoP Bridge 2012	Classroom must serve at least 90% of eligible children in the same targeted areas as PoP Bridge 2012, if infants/toddlers were served	For FCCH that meet CSP criteria: Classroom must serve at least 90% of eligible children in the same targeted areas of PoP Bridge 2012, if infant/toddlers were served
3. Mandatory Staff Positions	Hire or contract for the: <ul style="list-style-type: none"> <li>• Early Education Expert</li> <li>• Local Evaluator</li> <li>• Family Support Specialist</li> <li>• Mental Health Specialist/Resource</li> </ul>	Hire or contract for the: <ul style="list-style-type: none"> <li>• Early Education Expert</li> <li>• Local Evaluator</li> <li>• Family Support Specialist</li> <li>• Mental Health Specialist/Resource</li> </ul>	Hire or contract for the: <ul style="list-style-type: none"> <li>• Early Education Expert</li> <li>• Local Evaluator</li> <li>• Family Support Specialist</li> <li>• Mental Health Specialist/Resource</li> </ul>
4. Diversity	Serve children from diverse populations that include: <ul style="list-style-type: none"> <li>• Special needs/disabled</li> <li>• Dual Language Learners</li> <li>• Migrant families</li> <li>• Infants and toddlers</li> </ul> (Teacher/child ratio must proportionately represent the diversity of the children served)	Serve children from diverse populations that include: <ul style="list-style-type: none"> <li>• Special needs/disabled</li> <li>• Dual Language Learners</li> <li>• Migrant families</li> <li>• Infants and toddlers</li> </ul> (Teacher/child ratio must proportionately represent the diversity of the children served)	Serve children from diverse populations that include: <ul style="list-style-type: none"> <li>• Special needs/disabled</li> <li>• Dual Language Learners</li> <li>• Migrant families</li> <li>• Infants and toddlers</li> </ul>
5. Age	3 through 5 years old (Child may be 2.5 years old dependant on Title 5 or 22 guidelines)	Infant/Toddler: Zero to 2 years old (up to 30 months with Toddler component); (in compliance with Title 5 or 22 guidelines)	FCCH may include children through age 5 if CSP criteria is met

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6. Parent Fees	None	Continue pre-existing fees from PoP Bridge FY 2011-12, if applicable	Continue pre-existing fees from PoP Bridge FY 2011-12, if applicable
7. Screening	Provide periodic health screenings to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	Provide periodic health screenings to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	Provide periodic health screenings to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.
8. Length of Day	Preschool equivalent to 3 or more per hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)
9. Curriculum	Select from list provided in Attachment J or submit justification to include evidence and research based support of selection	Select from list provided in Attachment J or submit justification to include evidence and research based support of selection	Select from list provided in Attachment J or submit justification to include evidence and research based support of selection
10. Articulation	Must build strong partnerships with FCCH, Infant/Toddler Programs, Kindergartens, School Districts, and other partner agencies	Must build strong partnerships with Preschools, School Districts, and other partner agencies	Must build strong partnerships with FCCH, Infant/Toddler Programs, Preschools, Kindergartens, School Districts, and other partner agencies
11. Teacher/Provider: child ratio	1:8 or better with appropriate teacher qualifications	Infant: 1:3 (Title 5) or 1:4 (EHS) Toddler: 1:4 (1:6 with Toddler license) or better	Current Title 22 Licensing Criteria
12. Maximum Group size	20 (HS) or 24 (Title 5) or better	Infant: 8 or 12 (EHS) Toddler: 12 or better	Current Title 22 Licensing Criteria or better

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13. Health Education	Provide physical, emotional and general health education for children and parents	Provide physical, emotional and general health education for children and parents	Provide physical, emotional and general health education for children and parents
14. Nutrition	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards
15. Nutrition Education	Must be included in children’s curricula and mandatory for Parent Education classes	Must be included in children’s curricula and mandatory for Parent Education classes	Must be included in children’s curricula and mandatory for Parent Education classes
16. Tobacco Education	Educate parents to the danger of smoking and tobacco cessation, refer family to parent focused tobacco training and review annually. FSS Staff will be required to complete on-line training titled, “Kids and Smoke Don’t Mix...”	Educate parents to the danger of smoking and tobacco cessation, refer family to parent focused tobacco training and review annually. FSS Staff will be required to complete on-line training titled, “Kids and Smoke Don’t Mix...”	Educate parents to the danger of smoking and tobacco cessation, refer family to parent focused tobacco training and review annually. FSS Staff will be required to complete on-line training titled, “Kids and Smoke Don’t Mix...”
17. Physical Activity	At least 30 minutes of activity per day per ECERS guidelines for half-day programs (less than 4 hrs.)	At least 60 minutes of activity per day per ECERS guidelines for full-day programs (greater than 4 hrs.)	At least 60 minutes of activity per day per ECERS guidelines for full-day programs (greater than 4 hrs.)
18. Transition Support	Must work with the EEE to provide transition support among classroom activities and for children entering preschool and preschoolers entering Kindergarten	Must work with the EEE to provide transition support among classroom activities and for children entering preschool	Must work with the EEE to provide transition support among classroom activities and for children entering preschool

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19. Teacher/Provider Qualifications	Directors and Teachers must meet or exceed current First 5 California PoP Quality Level Educational Requirements (See Attachment A1)	Directors and Teachers must meet or exceed current First 5 California PoP Quality Level Educational Requirements (See Attachment A1)	Classroom teacher must have a AA or coursework equivalent to a BA (See Attachment A1 for details)
20. Additional Teacher/Provider Requirement	Staff will participate regularly in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs	Staff will participate regularly in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs	Staff will participate regularly in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs
21. Environmental Rating Scales revised* (ECERS-R) Infant/Toddler Environmental Rating Scale (ITERS)	ECERS-R score of 5 or better, obtained by averaging the indicators*	ITERS-R score of 5 or better, obtained by averaging the indicators*	ITERS-R score of 5.0 or better, obtained by averaging the indicators*
22. Classroom Assessment Scoring System* (CLASS)	Score of: <b>5</b> on CLASS Emotional Support <b>3</b> on CLASS Classroom Organization <b>2.75</b> on CLASS Instructional Support	TBD	TBD
23. DRDP 2010	Complete the DRDP 2010 and participate in external review processes	Complete the DRDP 2010 and participate in external review processes	Complete the DRDP 2010 and participate in external review processes

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24. Principles on Equity	Demonstrate how the Principles on Equity are met and used in the program to serve diverse children and families as listed in CSP RFA #1	Demonstrate how the Principles on Equity are met and used in the program to serve diverse children and families as listed CSP RFA #1	Demonstrate how the Principles on Equity are met and used in the program to serve diverse children and families as listed CSP RFA #1
25. Evaluation	Must coordinate with LE, participate in local evaluation and Statewide Evaluation	Must coordinate with LE, participate in local evaluation and Statewide Evaluation	Must coordinate with LE, participate in local evaluation and Statewide Evaluation
26. Budget	Submit three year budget projections that account for meeting all criteria in support of quality enhancement	Submit three year budget projections that account for meeting all criteria in support of quality enhancement	Submit three year budget projections that account for meeting all criteria in support of quality enhancement
27. Families	Must participate in the program requirements and services provided by the Family Support Specialist	Must participate in the program requirements and services provided by the Family Support Specialist	Must participate in the program requirements and services provided by the Family Support Specialist
28. Collaboration	All staff working with families must work with the Family Support Specialist to identify and connect with wraparound child care and other family supports/services as needed	All staff working with families must work with the Family Support Specialist to identify and connect with wraparound child care and other family supports/services as needed	All staff working with families must work with the Family Support Specialist to identify and connect with wrap around child care and other family supports/services as needed

\*ECERS or CLASS observation tool are required and may be used every other year with no less than one assessment completed annually.

\*\*Technical Assistance including Webinars and other resources will be provided for Quality Improvement through the E4 Learning Academy (see Section III of the CSP RFA #1)