

Child Signature Program – PoP Maintenance of Effort (MOE) Quality Program Requirements

Highlighted items reflect changes to the PoP Bridge 2011-12 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 2011-2012	Classroom must serve at least 90% of eligible children in the same targeted areas as PoP Bridge 2011-2012, 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 2011-2012, if infant/toddlers were served
3. Diversity	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers 	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers 	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers
4. 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)	Infant: Zero to 2 years

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5. Parent Fees	None	Continue pre-existing fees if applicable	Continue pre-existing fees if applicable
6. Screening	Periodic health/developmental screenings	Periodic health/developmental screenings	Periodic health/developmental screenings
7. Length of Day	Preschool equivalent to 3 hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)
8. 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
9. 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
10. Teacher/Provider: child ratio	1:8 or 1:10 with appropriate teacher qualifications	Infant: 1:3 (Title 5) or 1:4 (EHS) Toddler: 1:4 (1:6 with Toddler license)	Current Title 22 Licensing Criteria
11. Maximum Group size	20 (HS) or 24 (Title 5)	Infant: 8 or 12 (EHS) Toddler: 12	Current Title 22 Licensing Criteria
12. 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

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13. Food	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
14. Nutrition Education	Must be included in children’s curricula and recommended for Parent Education classes	Must be included in children’s curricula and recommended for Parent Education classes	Must be included in children’s curricula and recommended for Parent Education classes
15. Tobacco Education	All staff must complete the on-line training titled, “Kids and Smoke Don’t Mix…” and refer parents to on-line tobacco training	All staff must complete the on-line training titled, “Kids and Smoke Don’t Mix…” and refer parents to on-line tobacco training	All staff must complete the on-line training titled, “Kids and Smoke Don’t Mix…” and refer parents to on-line tobacco training
16. 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.)
17. Transition Support	Provide transition support among classroom activities and for children entering preschool and preschoolers entering Kindergarten	Provide transition support among classroom activities and for children entering preschool	Provide transition support among classroom activities and for children entering preschool
18. Teacher/Provider Qualifications	Directors and Teachers must meet current First 5 California PoP Quality Level Educational requirements (See Attachment A1)	Directors and Teachers must meet 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)

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19. Additional Teacher/Provider Requirement	Staff will participate 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 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 annually in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs
20. Environmental Rating Scales revised* (ECERS-F) 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 or better, obtained by averaging the indicators
21. Classroom Assessment Scoring System (CLASS)	CLASS Score of: 5 on Emotional Support 3 on Classroom Organization 2.75 on Instructional Support	TBD:	TBD
22. 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
23. Principles on Equity	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families	Demonstrate how the <i>Principles on Equity</i> are met and used the program to serve diverse children and families	Demonstrate how the <i>Principles on Equity</i> are met and used the program to serve diverse children and families

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24. Evaluation	Must participate in local and Statewide Evaluation. Comply with Attachment B requirements.	Must participate in local Statewide Evaluation. Comply with Attachment B requirements.	Must participate in local and Statewide Evaluation. Comply with Attachment B requirements.
25. Budget	Submit three year budget projections that account for meeting all criteria in support of maintenance of effort and any added quality improvements	Submit three year budget projections that account for meeting all criteria in support of maintenance of effort and any added quality improvements	Submit three year budget projections that account for meeting all criteria in support of maintenance of effort and any added quality improvements
26. Families	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (Section VI, Part C)	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (Section VI, Part C)	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (Section VI, Part C)
27. Connections	Connect with wraparound child care and other family supports as needed	Connect with wraparound child care and other family supports as needed	Connect with wraparound child care and other family supports as needed