

**CSP Baseline Criteria
 (for Promise Sites)**

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
1. Target Population	Economically disadvantaged (see Attachment F) and in API 1-3 attendance areas	Economically disadvantaged (see Attachment F) and in API 1-3 attendance areas	Economically disadvantaged (see Attachment F) and in API 1-3 attendance areas
2. 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
3. Age	3 through 5 years old (Child may be 2.5 years old dependent 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
4. Parent Fees	None	Continue pre-existing fees if applicable	Continue pre-existing fees if applicable
5. Screening	Provide periodic health/developmental screenings	Provide periodic health/developmental screenings	Provide periodic health/developmental screenings
6. Length of Day	Preschool equivalent to 3 hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)

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7. Curriculum	Select from list provided in CSP RFA #1, Attachment J, or submit justification to include evidence and research based support of selection	Select from list provided in CSP RFA #1, Attachment J, or submit justification to include evidence and research based support of selection	Select from list provided in CSP RFA #1, Attachment J, or submit justification to include evidence and research based support of selection
8. Articulation	Build strong partnerships with FCCH, infant/toddler programs, kindergartens, school districts, and other partner agencies	Build strong partnerships with preschools, school districts, and other partner agencies	Build strong partnerships with FCCH, infant/toddler programs, preschools, kindergartens, school districts, and other partner agencies
9. 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
10. Maximum Group size	20 (HS) or 24 (Title 5)	Infant: 8 or 12 (EHS) Toddler: 12	Current Title 22 Licensing Criteria
11. 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
12. Food	Provide nutritious meals and snacks using USDA Child & Adult Care Food Program Standards	Provide nutritious meals and snacks using USDA Child & Adult Care Food Program Standards	Provide nutritious meals and snacks using USDA Child & Adult Care Food Program Standards
13. 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

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14. 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
15. 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.)
16. 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
17. Teacher/Provider Qualifications	Directors and teachers must meet current First 5 California PoP Quality Level Educational requirements (see Attachment D)	Directors and teachers must meet current First 5 California PoP Quality Level Educational requirements (see Attachment D)	Classroom teacher must have a AA or coursework equivalent to a BA (see Attachment D for details)
18. 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

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19. 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 FCCERS – R score of 5 or better, obtained by averaging the indicators
20. Classroom Assessment Scoring System (CLASS)	CLASS Score of: 5 on Emotional Support 3 on Classroom Organization 2.75 on Instructional Support	CLASS Score of: 5 on Emotional Support 3 on Classroom Organization 2.75 on Instructional Support	CLASS Score of: 5 on Emotional Support 3 on Classroom Organization 2.75 on Instructional Support
21. DRDP 2010	Complete the DRDP 2010 at the beginning and end of each school year and participate in external review processes	Complete the DRDP 2010 at the beginning and end of each school year and participate in external review processes	Complete the DRDP 2010 at the beginning and end of each school year and participate in external review processes
22. Principles on Equity	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families (See Attachment B)	Demonstrate how the <i>Principles on Equity</i> are met and used the program to serve diverse children and families (See Attachment B)	Demonstrate how the <i>Principles on Equity</i> are met and used the program to serve diverse children and families (See Attachment B)
23. Budget	Submit three-year budget projections that account for meeting all CSP Baseline Criteria in support of maintenance of effort and any	Submit three-year budget projections that account for meeting all CSP Baseline Criteria in support of maintenance of effort and any	Submit three-year budget projections that account for meeting all CSP Baseline Criteria in support of maintenance of effort and any

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	added quality improvements	added quality improvements	added quality improvements
24. Families	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (CSP RFA #1, Section VI, Part C)	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (CSP RFA #1, Section VI, Part C)	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (CSP RFA #1, Section VI, Part C)
25. Connections	Connect with wrap around child care and other family supports as needed	Connect with wrap around child care and other family supports as needed	Connect with wrap around child care and other family supports as needed

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