

**Mandatory CSP Quality Enhancement (QE) Program Requirements  
(for potential RFA #3 applicants)**

<b>REQUIREMENT</b>	<b>PRESCHOOL</b>	<b>INFANT/TODDLER – Center-Based</b>	<b>INFANT/TODDLER – Family Child Care Homes (FCCH)</b>
1. Target Population	Economically disadvantaged (see Attachment F) and in API deciles 1-3 attendance areas	Economically disadvantaged (see Attachment F) and in API deciles 1-3 attendance areas	Economically disadvantaged (see Attachment F) and in API deciles 1-3 attendance areas
2. 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>
3. 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>
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)	FCCH may include children through age 5 if CSP criteria are met
5. Parent Fees	None	Continue pre-existing fees	Continue pre-existing fees
6. Screening	Provide periodic health screenings	Provide periodic health screenings	Provide periodic health screenings

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	to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.
7. Length of Day	Preschool equivalent to 3 or more per hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)
8. 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
9. 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
10. 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
11. 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
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
13. Nutrition	Provide nutritious meals and	Provide nutritious meals and	Provide nutritious meals and

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	snacks using USDA Child & Adult Care Food Program Standards	snacks using USDA Child & Adult Care Food Program Standards	snacks using USDA Child & Adult Care Food Program Standards
14. 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
15. Tobacco Education	Educate parents on 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 on 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 on 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…”
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	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
18. Teacher/Provider Qualifications	Directors and teachers must meet or exceed current First 5 California	Directors and teachers must meet or exceed current First 5 California	Classroom teacher must have a AA or coursework equivalent to a BA

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	PoP Quality Level Educational Requirements (see Attachment D)	PoP Quality Level Educational Requirements (see Attachment D)	(see Attachment D)
19. 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
20. 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*	<del>ITERS-R</del> <del>FCCERS</del> – R score of 4.5 or better, obtained by averaging the indicators*
21. 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
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	Demonstrate how the <i>Principles on</i>	Demonstrate how the <i>Principles on</i>	Demonstrate how the <i>Principles on</i>

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Equity	<i>Equity</i> are met and used in the program to serve diverse children and families, see Attachment B	<i>Equity</i> are met and used in the program to serve diverse children and families, see Attachment B	<i>Equity</i> are met and used in the program to serve diverse children and families, see Attachment B
24. Evaluation	Must coordinate with Local Evaluator; participate in local evaluation and Statewide Evaluation	Must coordinate with Local Evaluator; participate in local evaluation and Statewide Evaluation	Must coordinate with Local Evaluator; participate in local evaluation and Statewide Evaluation
25. 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
26. 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 IV, Part D of the CSP RFA #2)