

CSP 3 Baseline Criteria and Mandatory Quality Enhancement (QE) Program Requirements

REQUIREMENT	Period Required		PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	Baseline Criteria	QE Program			
1. Target Population	X	X	Economically disadvantaged (see Appendix E) and in API deciles 1-3 attendance areas	Economically disadvantaged (see Appendix E) and in API deciles 1-3 attendance areas	Economically disadvantaged (see Appendix E) and in API deciles 1-3 attendance areas
2. Mandatory Staff Positions	<i>Not required at baseline</i>	X	Hire or contract for the: <ul style="list-style-type: none"> • Early Education Expert • Local Evaluator • Family Support Specialist • Mental Health Specialist/Resource 	Hire or contract for the: <ul style="list-style-type: none"> • Early Education Expert • Local Evaluator • Family Support Specialist • Mental Health Specialist/Resource 	Hire or contract for the: <ul style="list-style-type: none"> • Early Education Expert • Local Evaluator • Family Support Specialist • Mental Health Specialist/Resource
3. Diversity	X	X	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers (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"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers (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"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers
4. Age	X	X	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	X	X	None	Continue pre-existing fees	Continue pre-existing fees if applicable

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6. Screening	X		Provide periodic health/developmental screenings	Provide periodic health/developmental screenings	Provide periodic health/developmental screenings
		X	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.
7. Length of Day	X	X	Preschool equivalent to 3 or more per hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)
8. Curriculum	X	X	Select from list provided in CSP RFA #3, Appendix K, or submit justification to include evidence and research based support of selection (must receive prior approval from F5CA for use)	Select from list provided in CSP RFA #3, Appendix K, or submit justification to include evidence and research based support of selection (must receive prior approval from F5CA for use)	Select from list provided in CSP RFA #3, Appendix K, or submit justification to include evidence and research based support of selection (must receive prior approval from F5CA for use)
9. Articulation	X	X	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 infant/toddler programs, preschools, kindergartens, school districts, and other partner agencies
10. Teacher/Provider: child ratio	X	X	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

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11. Maximum Group size	X	X	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	X	X	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	X	X	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
14. Nutrition Education	X	X	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	X	X	All staff must complete the on-line training titled “Kids and Smoke Don’t Mix...” Educate parents on the danger of smoking and tobacco cessation and refer families on on-line training.	All staff must complete the on-line training titled “Kids and Smoke Don’t Mix...” Educate parents on the danger of smoking and tobacco cessation and refer families on on-line training.	All staff must complete the on-line training titled “Kids and Smoke Don’t Mix...” Educate parents on the danger of smoking and tobacco cessation and refer families on on-line training.
16. Physical Activity	X	X	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 ITERS guidelines for full- day programs (greater than 4 hrs.)	At least 60 minutes of activity per day per FCCERS guidelines for full- day programs (greater than 4 hrs.)

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17. Transition Support	X	X	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	X	X	Directors and teachers must meet or exceed current First 5 California PoP Quality Level Educational Requirements (see Appendix M)	Directors and teachers must meet or exceed current First 5 California PoP Quality Level Educational Requirements (see Appendix M)	Classroom teacher must have a AA or coursework equivalent to a BA (see Appendix M)
19. Additional Teacher/Provider Requirement	X	X	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	X	X	Early Childhood Environmental Rating – Revised (ECERS-R) score of 5 or better, obtained by averaging the indicators*	Infant-Toddler Environmental Rating-Revised (ITERS-R) score of 5 or better, obtained by averaging the indicators*	Family Child Care Environmental Rating – Revised (FCCERS-R) score of 4.5 or better, obtained by averaging the indicators*

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21. Classroom Assessment Scoring System** (CLASS)	X	X	Score of: 5 on CLASS Emotional Support Domain 3 on CLASS Classroom Organization Domain 2.75 on CLASS Instructional Support Domain	Submit score for toddler tool	Submit score for toddler tool
22. DRDP 2010	X	X	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
23. Principles on Equity	X	X	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families (see Appendix H)	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families (see Appendix H)	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families (see Appendix H)
24. Evaluation	<i>Not required at baseline</i>	X	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	<i>Not applicable Completed in RFA 2</i>	X	Submit two-year budget projections that account for meeting all criteria in support of quality enhancement	Submit two-year budget projections that account for meeting all criteria in support of quality enhancement	Submit two-year budget projections that account for meeting all criteria in support of quality enhancement

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26. Families	X		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
		X	Implement family outreach and involvement, as indicated in the Parent Involvement and Support, CSP Program Element (CSP RFA #3, Section III, part C)	Implement family outreach and involvement, as indicated in the Parent Involvement and Support, CSP Program Element (CSP RFA #3, Section III, part C)	Implement family outreach and involvement, as indicated in the Parent Involvement and Support, CSP Program Element (CSP RFA #3, Section III, part C)
28. Collaboration	X	X	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 annually.

**Technical Assistance including Webinars and other resources will be provided for Quality Improvement through the E4 Learning Academy (see Section III, D and Section IV, Part D of the CSP RFA #3)