

Administration

Content Area 1: CSP Baseline Criteria

Program Implementation

Licensure/Certification

1. Title 22 (Community Care Licensing) license is current, or license exempt under Title 22 § 101158:
 - Yes (choose all that apply):
 - Title 22 license is current and visibly posted in facility
 - Program meets Title 22 criteria for exemption from licensure
 - Other: _____
 - No

Target Population

1. Program uses effective approaches for reaching parents of children with disabilities and special needs:
 - Yes (choose all that apply):
 - Documentation of recruitment efforts at Regional Centers, EHS, SELPA, Easter Seals
 - Other: _____
 - No
2. Program uses culturally and linguistically appropriate outreach strategies to ensure that infant and toddler slots are filled:
 - Yes (choose all that apply):
 - Attendance rosters demonstrating census approaching or at capacity and evidence of culturally and linguistically appropriate recruitment efforts targeted to infants/toddlers
 - This program does not serve infants/toddlers
 - Other: _____
 - No
3. Program uses culturally and linguistically appropriate outreach strategies to ensure that preschool slots are filled:
 - Yes (choose all that apply):
 - Attendance rosters demonstrating census approaching or at capacity and evidence of culturally and linguistically appropriate recruitment efforts targeted to preschoolers
 - This program does not serve preschoolers
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

Parent Fees

1. Program charges no parent fees for preschoolers except those imposed by State Preschool:
 - Yes (choose all that apply):
 - Evidenced by enrollment forms and financial records
 - Program does not serve preschoolers
 - Other: _____
 - No

2. Program only charges pre-existing fees for infants/toddlers that are consistent with CDEs income ceiling:
 - Yes (choose all that apply):
 - Evidenced by enrollment forms and financial records
 - Program does not serve infant/toddlers
 - Other: _____
 - No

Additional Teacher/Provider Requirement

1. Staff participates in regular staff development activities to increase effectiveness in working with children with varied language and cultures and children with disabilities or special needs:
 - Yes (choose all that apply):
 - Documentation of completed professional development by staff related to the topic is on file
 - Other: _____
 - No

Tobacco Education

1. All staff have completed the on-line training titled "Kids and Smoke Don't Mix":
 - Yes (choose all that apply):
 - Certificates of course completion in staff personnel files
 - Other: _____
 - No

Articulation

Articulation

1. Preschool program builds strong relationships with FCCH, Kindergartens, School Districts and other partner agencies:
 - Yes (choose all that apply):
 - Documented history of Preschool/Kindergarten transition activities
 - Letters of verification from school district, FCCH, etc. indicating partnership
 - MOU with local elementary school/school district
 - Protocol for sharing individual child level information with other program
 - I/T teachers meet with Preschool teachers prior to transition
 - Preschool teachers meet with Kindergarten teachers prior to transition
 - Program does not serve preschool children
 - Other: _____
 - No
2. Infant/Toddler program builds strong relationships with FCCH, and Preschool programs:
 - Yes (choose all that apply):
 - I/T teachers meet with preschool teachers prior to transition
 - Protocol for sharing individual child level information with other program
 - Program does not serve infant/toddlers
 - Other: _____
 - No

Content Area 2: Leadership/Governance

Program Administration

Administrator Qualifications

1. Program Director meets minimum First 5 CA CSP qualifications:
 - Yes (choose all that apply):
 - Documentation of qualifications (refer to TAG) in program director's personnel file
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

Administration and Management

1. Program director has competence in basic administration and management and demonstrates effective control and accountability in key areas (human resources, facilities and licensing operations, budget and finance, child assessments, health and safety):
 - Yes (choose all that apply):
 - Documentation of Program Director's training in key areas
 - Independent assessment of program administrator using Program Administration Scales, BAS, Head Start or other equivalent assessment as appropriate
 - Other: _____
 - No

2. Policies and procedures in place in key areas and effectively communicated to staff:
 - Yes (choose all that apply):
 - Employee handbook in place with formal staff orientation procedures
 - Documentation that policies and procedures are updated and are readily accessible to staff
 - Other: _____
 - No

3. Policies and procedures in place in key areas and effectively communicated to families and community partners:
 - Yes (choose all that apply):
 - Documentation that policies and procedures are updated and are readily accessible to staff and communicated to community partners and to parents in their primary language
 - Other: _____
 - No

4. Program has a proactive response to changing conditions in early care and education (fiscal, educational or other changes in the environment):
 - Yes (choose all that apply):
 - Evidence of adaptation and incorporation of emerging knowledge in ECE and anticipatory modifications to program (i.e., reflected in Advisory/Staff Meeting minutes)
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

5. Program administration is accountable for compliance with key laws and other related mandates (e.g., Title VI of the Civil Rights Act of 1964; Americans with Disabilities Act of 1990 [ADA]; Individuals with Disabilities Education Act [IDEA]; Furatani, Dymally-Alatore Bilingual Services Act [CA], Presidential Executive Order 13166, August 11, 2000):
- Yes (choose all that apply):
 - Statement in Parent Handbook that program complies with all laws and mandates
 - Other: _____
 - No
6. Program administrator demonstrates leadership in assuring that staff receive training regularly, and are knowledgeable about legislative or regulatory mandates and have the skills and resources necessary to implement:
- Yes (choose all that apply):
 - Evidence in staff files that training has taken place
 - Staff meeting/training agendas
 - Other: _____
 - No

Governance Body with Community Engagement

Governance Body with Community Engagement

1. Program uses culturally and linguistically appropriate outreach strategies for community engagement:
- Yes (choose all that apply):
 - Documentation on file that parents and community members representing diverse groups constitute 30% of program advisory board
 - Other: _____
 - No
2. Parents and community members representing diverse groups participate in program planning and decision making:
- Yes (choose all that apply):
 - Documentation that program advisory board reflects diversity of community served
 - Documentation that DRDP or more comprehensive parent satisfaction survey results are considered in decision making (i.e., minutes from parent advisory meeting)
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

3. Parents and community members have one or more means by which they can give input:
 - Yes (choose all that apply):
 - Documentation of one or more means by which parents and community can give input into program planning (suggestion box, parent meeting agenda, etc.)
 - Other: _____
 - No

4. Program promotes and supports the development of emerging parent and community leaders:
 - Yes (choose all that apply):
 - Evidence that ongoing parent and community leadership/advocacy training has taken place (e.g., training/workshop agendas)
 - Other: _____
 - No

5. Program regularly assesses the governance process and provides updates on the extent of the family involvement and engagement throughout all phases of program development:
 - Yes (choose all that apply):
 - Board Meeting minutes/agendas

 - Other: _____
 - No

6. Program has established partnerships with key community agencies, consultants and organizations:
 - Yes (choose all that apply):
 - Program advisory board includes members from community-based service organizations with which program has partnerships
 - Other: _____
 - No

7. Program ensures that program management functions for family and community partnerships are assigned to and adopted by staff:
 - Yes (choose all that apply):
 - Program policies, roles and responsibilities are documented; documentation is available for review by parents and staff
 - Evidence that clear delegation of responsibilities has been communicated to staff to plan, implement and manage family and community partnerships (not limited to organizational chart)
 - Other: _____
 - No

Program Mission and Philosophy

Program Mission and Philosophy

1. Program has well-articulated mission and philosophy consistent with First 5 CA that is communicated to community partners and parents in their primary language:
 - Yes (choose all that apply):
 - Evidence that mission and philosophy is communicated to community partners and parents in their primary language
 - Other: _____
 - No

2. Program planning is linked to mission, goals and objectives:
 - Yes (choose all that apply):
 - Evidence of meetings/planning that link program operations to mission, goals and objectives
 - Other: _____
 - No

3. Program has well-articulated commitment and procedures to support quality improvement:
 - Yes (choose all that apply):
 - Staff has been introduced to quality improvement methods and evidence exists that quality improvement activities are in place and monitored at least quarterly
 - Other: _____
 - No

4. Program strategic plan in place to guide operations:
 - Yes (choose all that apply):
 - Documentation of strategic plan with current goals and objectives
 - Evidence of meetings/planning that link program operations to strategic plan
 - Other: _____
 - No

5. Program sets measurable goals and objectives for increasing access to services and achieving equity for underserved populations:
 - Yes (choose all that apply):
 - Strategic Plan
 - Board Meeting agendas/minutes
 - Other: _____
 - No

Program Evaluation, Accountability and Improvement

Program Evaluation, Accountability and Improvement

1. Program has a plan in place for regular formal program evaluation:
 - Yes (choose all that apply):
 - Program evaluation performed at least every three years by independent evaluator
 - Other: _____
 - No

2. Program has a plan in place to incorporate evaluation of children's progress in program evaluation:
 - Yes (choose all that apply):
 - Independent evaluator performs child assessments on at least a sample of children using the same formal developmental screening tool(s) teachers use
 - Independent evaluator performs child assessments on at least a sample of children using alternate or additional formal developmental screening tool(s) teachers use
 - Independent evaluator reviews child assessment summaries completed by program staff
 - Other: _____
 - No

3. Program has a plan in place for formal teacher assessments performed by an independent, trained and certified CLASS observer:
 - Yes (choose all that apply):
 - CLASS assessments completed within the last 24 months
 - Other: _____
 - No

4. Program has a plan in place for formal environmental assessments with a reliable assessor:
 - Yes (choose all that apply):
 - Environment Rating Scale Assessments completed within the last 24 months
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

5. Program allocates sufficient resources to support accountability and evaluation:
- Yes (choose all that apply):
 - Job descriptions for those staff with designated responsibility for accountability and evaluation activities
 - Organization charts clearly showing designated staff for accountability and evaluation activities
 - Budgets showing resources allocated for accountability and evaluation activities
 - Other: _____
 - No
6. Program regularly utilizes assessments and other information for program improvement and disseminates best practices and promising practices for the benefit of all children and their service providers:
- Yes (choose all that apply):
 - Documentation that program director/ other senior staff/consultants utilize assessment results as an opportunity to counsel and build skills among teachers, improve classroom, management and programming, and to determine and provide needed resources at least quarterly
 - Other: _____
 - No
7. Program collects and reports disaggregated data that describes children and families served and the achievement of access, equity and desired results as well as gaps and challenges, and uses the data in program design and setting benchmarks and goals:
- Yes (choose all that apply):
 - Board and/or staff meeting minutes/agendas documenting that DRDP, parent surveys, demographic information on children and families and other data are used for program planning and improvement and goal setting
 - Other: _____
 - No

Partnerships

Partnerships: Head Start/Early Head Start

1. Program has active partnerships with HS/EHS programs that can be leveraged to advance ECE quality:
- Yes (choose all that apply):
 - Program has contractual agreement or MOU with HS/EHS
 - Program has documentation of the sharing of resources with HS/EHS
 - Program has documentation that supports cost-sharing arrangements with HS/EHS
 - Co- location of HS and non-HS centers/classrooms
 - Program is HS/EHS
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

Partnerships: State Preschool

1. Program has active partnerships with State Preschool programs that can be leveraged to advance ECE quality:
 - Yes (choose all that apply):
 - Program has contractual agreement or MOU with State Preschool
 - Program has documentation of the sharing of resources with State Preschool
 - Program has documentation that supports cost-sharing arrangements with State Preschool
 - Co- location of State Preschool and non-State Preschool centers/classrooms
 - Program is a State Preschool
 - Other: _____
 - No

Partnerships: Family Child Care Homes

1. Partnerships exist between center-based programs and Family Child Care Homes (FCCHs):
 - Yes (choose all that apply):
 - Formal relationship (i.e., MOU or other written agreement) between Center and FCCH
 - Commission/center based program to engage FCC staff in professional development opportunities
 - Commission or Center based program provides oversight and feedback to FCCH leadership to enhance quality
 - Other: _____
 - No

Partnerships: Institutions of Higher Learning

1. Program has active partnerships with institutions of higher education that serve as ECE resources for workforce development, teacher training, student teacher placements, etc.:
 - Yes (choose all that apply):
 - Evidence that program/staff access funding for workforce development through local institutions of higher learning
 - Documentation of program participating in workforce development task force/work group with local institute of higher learning
 - Documentation that program serves as student teacher placement site for local institute(s) of higher learning
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

Partnerships: Social Support Services

1. Program has active partnerships with Regional Centers, Health Services, Social Service Agencies, any agency offering home visitation or services that provide social service supports to families:
 - Yes (choose all that apply):
 - Program has documented agreements (MOU/Contract) with 1 or more social service partners
 - Program has liaison at 1 or more social service agencies
 - Program receives and documents consultation from 1 or more social service partners
 - Program has articulated procedures and protocols for referrals and exchanging information with social service partners
 - Other: _____
 - No

Partnerships: Mental/Behavioral Health

1. Program has on-site Mental Health Specialist(s) or active partnerships with local mental/behavioral health agency (public or private) that provides services to children ages 0-5, including any agency that offers a home visiting program/component that provides mental health services to families:
 - Yes (choose all that apply):
 - Program has documented agreements (i.e., MOU, contractual agreement) with mental/behavioral health agency
 - Program has documentation of delivery of services by on-site staff
 - Program has liaison at local mental/behavioral health agency
 - Program receives and documents consultation from mental/behavioral health agency
 - Program has procedures and protocols for referrals and exchanging information with mental/behavioral health partners
 - Other: _____
 - No

Partnerships: Private/Philanthropic

1. Program has active partnership with private/philanthropic entities that support efforts to advance ECE quality for children, families and/or communities:
 - Yes (choose all that apply):
 - Documentation that program has successful links with local, state and/or national ECE efforts (e.g., Reach Out and Read, local library programs)
 - Documentation that program has secured past grants/funding for advancing ECE quality within the last 5 years
 - Documentation that program has private/philanthropic investments to leverage for advancing/sustaining ECE quality
 - Other: _____
 - No

Content Area 4: Classroom Instruction

Use of Data for Classroom Instruction

1. Administrators, senior/mentor teachers or other consultants work at least quarterly with staff to review results and use data to improve classroom management, instruction, programming, and determine needed resources:
 - Yes (choose all that apply):
 - Documentation of process for reviewing assessment results with teachers and using data for program planning
 - Other: _____
 - No

Professional Development Opportunities

1. Staff participate regularly in professional development specific to Curriculum planning, Early Literacy and Language, Early Math Skills, Social-Emotional Development, assessments and instructional planning, Dual Language Learners:
 - Yes (choose all that apply):
 - Evidence that program offers on-going professional development opportunities that facilitate staff participation
 - Documentation of staff training in staff files
 - Other: _____
 - No
2. Programs with limited on-site professional development opportunities plan and secures funding for professional development opportunities specific to Curriculum planning, Early Literacy and Language, Early Math Skills, Social Emotional Development, assessments and instructional planning, Dual Language Learners:
 - Yes (choose all that apply):
 - Evidence of use of on-site training/professional development resources
 - Evidence of shared professional development resources with other ECE programs
 - Budget showing allocation of program funds for providing in-house professional development opportunities for staff
 - Other: _____
 - No
3. Infant /Toddler staff have specialized training in infant/toddler development and learning, and health and safety:
 - Yes (choose all that apply):
 - At least half of infant/toddler staff have completed *PITC in Practice* training or PITC Infant/Toddler Teacher Institute
 - This program does not serve infants/toddlers
 - Other: _____
 - No

Content Area 5: Social-Emotional Development

Teacher Training

1. Program provides teacher training/coaching in promoting Social Emotional Development and behavior management strategies:
 - Yes (choose all that apply):
 - Documentation of staff participation in related trainings
 - Evidence of on-going use of related resources
 - Documentation of mental/behavioral health consultation
 - Other: _____
 - No

Identifying and Monitoring Children's Needs

1. Program uses data and assessments to identify and monitor children's Social Emotional needs:
 - Yes (choose all that apply):
 - Documentation of program's use of ASQ SE or other formal assessment tool, compiled ASQ SE results and referrals/follow-up
 - Program has articulated center policy, procedures and protocol for using information from SE screening and assessment to inform responses to children's needs
 - Other: _____
 - No

Use of Interdisciplinary Approaches

1. Program implements strategies to ensure staff understand the importance of multiple perspectives, and uses interdisciplinary approaches in supporting the social-emotional development of children :
 - Yes (choose all that apply):
 - Program has articulated center policy for conducting and documenting team meetings, joint parent meetings, and interdisciplinary meetings
 - Documentation of regularly scheduled time dedicated to interdisciplinary planning
 - Other: _____
 - No
2. Education staff meet regularly with consultants/family support staff/ other interdisciplinary team members in order to discuss and understand the child in the context of his/her family for educational planning purposes:
 - Yes (choose all that apply):
 - Meeting agendas or minutes from joint meetings with partner agencies regarding individual children and family services as needed
 - Other: _____
 - No

Content Area 6: Parent Involvement and Support

Relationships

Engagement Approaches

1. Program provides opportunities for parent involvement that are effectively communicated in a culturally and linguistically appropriate ways
 - Yes (choose all that apply):
 - Documentation/tracking of parent participation in activities
 - Documentation that Parent Handbook that includes information about parent involvement is provided to each family upon enrollment in their primary language
 - Documentation that formal, in-person parent orientation is held in the family's primary language
 - Other: _____
 - No
2. Program staff works to overcome barriers to family involvement:
 - Yes (choose all that apply):
 - Documentation that program staff/family support specialist make efforts to overcome barriers to family involvement (e.g., discussion of barriers and solutions at family or advisory board meetings, evidence of accommodations to address barriers)
 - Other: _____
 - No

Parent Satisfaction

1. Parent satisfaction survey is completed at least annually and results from culturally and linguistically diverse parent populations considered in making program improvement:
 - Yes (choose all that apply):
 - Documentation that DRDP or more comprehensive parent survey is completed annually and used to inform programming/operations
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

On-site Family Supports

1. Resources for families (e.g., social support, parenting, mental/behavioral health, crisis intervention, adult education) are available in family's primary language:
 - Yes (choose all that apply):
 - Standard set of resources are routinely made available to all families and are available upon request, and specialized resources are available based on family need
 - Dedicated Family Support Specialist is available on-site or easily accessible through formal partnership with appropriate human services agency
 - Other: _____
 - No

2. The cultural and linguistic needs of families are met:
 - Yes (choose all that apply):
 - Translation and interpretation service available to meet family needs
 - Staffing reflects the family cultures and languages of families served
 - Other: _____
 - No

3. Parent support needs are regularly assessed for each family:
 - Yes (choose all that apply):
 - Family history/needs assessment at enrollment and updated as appropriate
 - Current Family Partnership Agreements in place
 - Other: _____
 - No

Classroom

Content Area 1: CSP Baseline Criteria

Population Served

Target Population

1. Program serves the target population:
 - Yes (choose all that apply):
 - Children live in elementary school catchment areas with current API score in deciles 1-3
 - County has demonstrated that they have no elementary schools with an API ranking at or below the 3rd decile
 - Program is a Head Start, Early Head Start, Migrant Child Care or State Preschool or meets income eligibility for one or more of those programs
 - Infants/toddlers meet income eligibility based on the Schedule of Income Ceilings used by CDE (refer to TAG)
 - Other: _____
 - No
2. Program uses community organizations, formal and informal networks, and other communication vehicles to reach out and serve diverse populations:
 - Yes (choose all that apply):
 - Evidence of outreach efforts (e.g., letters of introduction, presentations given, flyers posted at targeted locations)
 - Other: _____
 - No

Diversity

1. Program serves children from diverse populations that include children with disabilities/special needs (min. 10%), Dual Language Learners, Migrant Families, Infants/Toddlers and other under-served populations:
 - Yes (choose all that apply):
 - Demographic summary profiles of children (as provided by parents upon enrollment) on file reflects the ethnic, cultural and socio-economic diversity of the community and/or other under-served populations
 - Program provides a justification, has received approval from First 5 CA to waive the diversity requirement, and has a plan in place that demonstrates continuous outreach to diverse/underserved populations
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

2. Teacher/child ratio proportionately represents the diversity of children served:
- Yes (choose all that apply):
 - Demographic summary profiles of teachers reflects those of children
 - Program provides a justification, and has received approval from First 5 CA, for not meeting the teacher/child ratio for diversity due to teacher unavailability and program has a plan in place that demonstrates continuous outreach and retention of a diverse workforce
 - Other: _____
 - No
3. Program offers services regardless of family's immigration status:
- Yes (choose all that apply):
 - Statement in Parent Handbook
 - Statement on enrollment forms and/or does not request this information on enrollment forms
 - Other: _____
 - No

Screening and Assessment

Screening

1. Program ensures that health screenings to include vision, hearing and dental take place at least annually:
- Yes (choose all that apply):
 - Copies of forms used for health screening (even if completed by outside physician) on file
 - Copy of contract/MOU with outside agency who conducts screening on file
 - Protocols for screening outlined in policy handbook or operations manual indicating screening is required for all children
 - Other: _____
 - No
2. Program provides screening for developmental delays and disorders on all children annually:
- Yes (choose all that apply):
 - A validated checklist or developmental screening tool is used
 - Copies of developmental screening tools on file for each child within last 12 months
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

3. Program uses culturally and linguistically appropriate screening tools, instruments and other research methods to collect relevant data from the population and communities served, including questions on disabilities and special needs:
 - Yes (choose all that apply):
 - A validated checklist or developmental screening tool is used that has been translated into the target population's language and has been tested/validated with the target population
 - Adult translators (preferably not family members) are made available to assist family with completing the developmental screening tool
 - Other: _____
 - No

4. Families are provided referrals, follow-up services and/or resources as needed for any concerns identified in screenings/assessments referred to in this section:
 - Yes (choose all that apply):
 - Documentation of referral/follow-up in child/family file
 - Other: _____
 - No

5. Staff is knowledgeable of and makes referrals to services, resources and other supports available to children with disabilities and other special needs:
 - Yes (choose all that apply):
 - Documentation in child's file of referrals made
 - IFSP or IEP in child's file
 - Evidence of staff training in staff files
 - Other: _____
 - No

Environment Rating Scales (ECERS, ITERS, FDCRS)

1. Program scores 5 or better, obtained by averaging indicators:
 - Yes (choose all that apply):
 - Copies of appropriate completed tool (within last 24 months, by a reliable interrater assessor) with domain and overall scores completed by external rater
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

Classroom Assessment Scoring System (CLASS)

1. Scores of 5 on Emotional Support within last 24 months by an independent, trained and certified CLASS observer:

- Yes (choose all that apply):
 - Copies of completed CLASS results
 - This classroom does not serve preschool children
 - Other: _____
- No

Assessment of Classroom Organization and Instructional Strategies

1. Program uses Preschool CLASS assessment and obtains a score, by validated observers, of 3 on Classroom Organization and 2.75 on Instructional Support:

- Yes (choose all that apply):
 - Copies of completed CLASS results completed in the last 24 months
 - This classroom does not serve preschool children
 - Other: _____
- No

DRDP 2010

1. Program has completed DRDP at appropriate intervals on each child:

- Yes (choose all that apply):
 - Copies of submitted DRDP results (Excel spreadsheet or other) for each child
 - Other: _____
- No

Program Implementation

Teacher/Provider Qualifications

1. Teachers meet First 5 CA CSP Teacher/Provider qualifications (refer to TAG):

- Yes (choose all that apply):
 - Personnel files verifying qualifications for all staff
 - Other: _____
- No

First 5 California Child Signature Program (CSP) Readiness Assessment

2. Assistant teachers meet First 5 CA CSP Assistant teacher qualifications (refer to TAG):

- Yes (choose all that apply):
 - Personnel files verifying qualifications for all staff
 - Other: _____
- No

Length of day

1. Preschool program operates 3 or more hours per day:

- Yes (choose all that apply):
 - Copy of daily schedule/hours of operation posted
 - Copy of Parent Handbook that includes daily schedule/hours of operation
 - This classroom does not serve preschool children
 - Other: _____
- No

2. Infant/Toddler Program is full day (6 hrs. or more):

- Yes (choose all that apply):
 - Copy of daily schedule/hours of operation posted
 - Copy of Parent Handbook that includes daily schedule/hours of operation
 - This classroom does not serve infant/toddlers
 - Other: _____
- No

Curriculum

1. Program uses a preschool curriculum (refer to TAG) that addresses general development, early literacy and language, early math skills and social-emotional development:

- Yes (choose all that apply):
 - Curiosity Corner*
 - Explorations with Young Children/Bank Street (1992)*
 - High Reach*
 - High/Scope (2002)*
 - Montessori*
 - OWL (2005)*
 - Project Approach*
 - Reggio Emilio*
 - Creative Curriculum 4th Edition (2000)*
 - Tools of the Mind*

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- Big Day for Pre-K*
- Houghton Mifflin Pre-K*
- Little Treasures Pre-K*
- Creative Curriculum for Family Child Care 2nd Edition*
- Other curriculum with documentation of First 5 CA approval
- This classroom does not serve preschool children
- Other: _____

▪ No

2. Program uses an Infant/Toddler Curriculum (refer to TAG) that addresses general development, language, perceptual and motor, cognitive, and social- emotional development:

▪ Yes (choose all that apply):

- High/Scope Infant/Toddler (2000)*
- Creative Curriculum for Infants, Toddlers and Twos (2006)*
- The Program for Infant/Toddler Care (PITC)*
- Creative Curriculum for Family Child Care 2nd Edition*
- Other curriculum with documentation of First 5 CA approval
- This classroom does not serve infant/toddlers
- Other: _____

▪ No

Teacher/Adult: Child Ratios

1. Center-Based-Adult: Infant- 1:3 (Title 5), 1:4 (EHS) /Qualified Teacher (refer to TAG): Child- 1:18 (Title 5), 1:4 (EHS)

▪ Yes (choose all that apply):

- Enrollment data plus staffing assignments with analysis of ratios for each group and written policy guidelines
- This classroom does not serve infants
- This is a family child care home
- Other: _____

▪ No

2. Center-Based-Adult: Toddler- 1:4 (Title 5 and EHS) /Qualified Teacher (refer to TAG):Toddler- 1:16 (Title 5), 1:4 (EHS):

▪ Yes (choose all that apply):

- Enrollment data plus staffing assignments with analysis of ratios for each group and written policy guidelines
- This classroom does not serve toddlers
- This is a family child care home
- Other: _____

▪ No

First 5 California Child Signature Program (CSP) Readiness Assessment

3. Center-Based- Adult: Preschooler- 1:8 (Title 5), for HS refer to TAG, / Qualified Teacher (refer to TAG): Child-1:24 (Title 5), for HS refer to TAG:
- Yes (choose all that apply):
 - Enrollment data plus staffing assignments with analysis of ratios for each group and written policy guidelines
 - This classroom does not serve preschool children
 - This is a family child care home
 - Other: _____
 - No
4. Family Child Care Home adheres to licensing requirements for ratios:
- Yes (choose all that apply):
 - Attendance records plus staffing assignments
 - This is a center-based program
 - Other: _____
 - No

Maximum Group Size

1. Infant: 8:
- Yes (choose all that apply):
 - Enrollment data and/or attendance records
 - This classroom does not serve infants
 - This is a Family Child Care Home
 - Other: _____
 - No
2. Toddler: 12 (8 EHS):
- Yes (choose all that apply):
 - Enrollment data and/or attendance records
 - This classroom does not serve toddlers
 - This is a Family Child Care Home
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

3. Preschool: 24, for HS refer to TAG:
- Yes (choose all that apply):
 - Enrollment data and/or attendance records
 - This classroom does not serve preschool children
 - This is a Family Child Care Home
 - Other: _____
 - No
4. Family Child Care Home adheres to licensing requirements for maximum group size:
- Yes (choose all that apply):
 - Enrollment data and/or attendance records
 - This is a center-based program
 - Other: _____
 - No

Transition Support

Transition Support

1. Program provides transition support among classroom activities and for all children (infants/toddlers and preschool):
- Yes (choose all that apply):
 - Schedule and lesson plans on file that provide ample time for activities with minimal transitions, which are short in duration
 - Schedule and lesson plans on file that provide a balance of active and quiet periods throughout the day
 - Lesson plans on file that include transition activities (e.g., special songs) that provide learning experiences, help familiarize children with daily routines and prepare them for the next activity
 - Other: _____
 - No
2. Program provides transition support for infants entering toddler classroom:
- Yes (choose all that apply):
 - Program has Transition Coordinator
 - Current documented history of infant/toddler transition activities
 - Documentation that infant teachers meet with toddler teachers prior to transition
 - Protocol for sharing individual child level information with toddler program
 - Documentation that infants and current caregivers visit toddler room several times prior to transition
 - Documentation that infants visit toddler room several times prior to transition and spend time with new caregiver
 - This program does not serve infants
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

3. Program provides transition support for toddlers entering preschool:
- Yes (choose all that apply):
 - Current documented history of toddler transition activities
 - Documentation that toddler teachers meet with preschool teachers prior to transition
 - Protocol for sharing individual child level information with preschool program
 - Documentation that toddlers and current caregiver visit preschool several times prior to transition
 - Documentation that toddlers visit preschool several times prior to transition and spend time with new caregiver
 - This program does not serve toddlers
 - Other: _____
 - No
4. Program provides transition support for children entering kindergarten:
- Yes (choose all that apply):
 - Current documented history of Preschool/kindergarten transition activities
 - Letters of verification from school district indicating partnership
 - MOU with local elementary school/school district
 - Protocol for sharing individual child level information with Kindergarten
 - Preschool teachers meet with kindergarten teachers prior to transition
 - Kindergarten teachers meet with children and parents at preschool
 - Preschool children visit kindergarten
 - This program does not serve Preschool children
 - Other: _____
 - No

Health and Well Being

Health Education

1. Program provides on-going physical, emotional and general health education for parents that is culturally and linguistically relevant, written at appropriate literacy levels for all communities served and is available for specialized populations:
- Yes (choose all that apply):
 - Schedule, topic, and supporting documentation of health education workshops for parents that are culturally and linguistically relevant
 - Parent-friendly, culturally and linguistically relevant, easily accessible health education print materials
 - MOU with other agency providing on-going, on-site, culturally and linguistically relevant health education to parents on file
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

2. Program provides on-going physical, emotional and general health education for children that is culturally and linguistically relevant for all communities served and is available for specialized populations:
- Yes (choose all that apply):
 - Lesson Plans
 - MOU with other agency providing on-going, on-site, culturally and linguistically relevant health education to children on file
 - Other: _____
 - No

Nutrition

1. Program provides nutritious meals and snacks using USDA Child & Adult Food Program Standards and participates in USDA Child & Adult Care Food Program:
- Yes (choose all that apply):
 - Weekly/monthly menus
 - Approval notice from CDE to Copy of USDA Child & Adult Care Food Program Monitoring Review Report completed within the last year with no identified deficiencies
 - Other: _____
 - No

Nutrition Education

1. Age-appropriate, on-going, culturally and linguistically relevant nutrition education is provided to children:
- Yes (choose all that apply):
 - Lesson plans
 - MOU with other agency providing on-going, on-site, culturally and linguistically relevant nutrition education to children on file
 - Other: _____
 - No
2. Program provides on-going nutrition education for parents that is culturally and linguistically relevant, written at appropriate literacy levels for all communities served, and is available for specialized populations:
- Yes (choose all that apply):
 - Schedule, topic, and supporting documentation, of nutrition education workshops held for parents that are culturally and linguistically relevant
 - Parent-friendly, culturally and linguistically relevant, easily accessible nutrition education print materials
 - MOU with other agency providing on-going, on-site, culturally and linguistically relevant nutrition education to parents on file
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

Physical Activity

1. Preschool: Program provides at least 30 minutes of physical activity per day for half-day programs or at least 60 minutes per day for full day programs:
 - Yes (choose all that apply):
 - Copy of daily schedule and access to appropriate outdoor space and age-appropriate equipment
 - This classroom does not serve preschool children
 - Other: _____
 - No
2. Infant/Toddler: Program provides at least 60 minutes of physical activity per day for full-day programs at least 30 minutes per day for half day programs:
 - Yes (choose all that apply):
 - Copy of individualized lesson plans and appropriate indoor/outdoor space conducive to age-appropriate physical activity
 - This classroom does not serve infant/toddlers
 - Other: _____
 - No

Family Involvement and Support

Families

1. Implement culturally and linguistically appropriate family outreach and involvement, preferably mirroring the CSP Program Element-Parent Involvement and Support (refer to TAG):
 - Yes (choose all that apply):
 - Formal in-person (with organized agenda) parent orientation and Parent Handbook provided in parent's primary language
 - DRDP or more comprehensive parent survey completed annually
 - Minimum score of ≥ 5 on Environmental Rating Scale (Parents and Staff subscale)
 - Dedicated family support specialist on-site or through formal partnership
 - Other: _____
 - No
2. Program provides parents with access to child development information and resources:
 - Yes (choose all that apply):
 - Documentation in child's file that parent conferences have taken place at least twice a year and parents are provided with information (verbal or written) on developmental milestones in their primary language
 - Parent education materials regarding child development are readily available to parents in their primary language
 - Documentation that parent workshops/meetings covering child development topics have been held in their primary language
 - Other: _____
 - No

First 5 California Child Signature Program (CSP) Readiness Assessment

3. Program informs parents of their rights and responsibilities and those of their children:
- Yes (choose all that apply):
 - "Parent Rights" and other required CCL forms are posted and available in families' primary languages
 - Parent/child rights and responsibilities are included in Parent Handbook, which is available in families' primary languages
 - All required CCL forms pertaining to rights and responsibilities are completed and kept in child's file
 - Other: _____
 - No

Connections

1. Program connects parents with wraparound child care as needed:
- Yes (choose all that apply):
 - Information on how/where to obtain child care (including local Resource and Referral Agency contact information) is readily accessible to, and shared with, parents
 - Staff is knowledgeable of local child care resources and directs parents to appropriate resources
 - Other: _____
 - No
2. Program connects parents with family supports/services as needed:
- Yes (choose all that apply):
 - Standard set of resources, and specialized resources based on need, available to families
 - Evidence-based Home Visiting program in place
 - Staff is knowledgeable of local family support services/resources and directs parents to appropriate resources
 - Other: _____
 - No

Content Area 3: Infrastructure

Technology

Technology to Support the Use of Data

2. Classrooms/centers utilize technology to gather and analyze assessments and other individual child level data to inform instruction:
- Yes (choose all that apply):
 - Program utilizes software that can collect and analyze child level data
 - Program has designated resources/staff for supporting the use of technology in the classroom
 - Program offers professional development focused on the use of data and technology to inform instruction
 - Other: _____
 - No

Content Area 4: Classroom Instruction

Curriculum

General Curriculum

1. Program has standardized training procedures and curricular materials to support implementation of curriculum identified in the TAG:
 - Yes (choose all that apply):
 - Program shows evidence of training on the use of curriculum
 - Other: _____
 - No

2. Curricula align with California Preschool Learning Foundations and Preschool Curriculum Framework or California Infant/Toddler:
 - Yes (choose all that apply):
 - Program shows evidence of using curriculum from the TAG
 - Learning and Development Foundations and Infant/Toddler Curriculum Framework
 - Program has submitted justification to include evidence and research based support for each curricula used
 - Other: _____
 - No

Approach to Dual Language Learners

1. Program incorporates specific instructional supports and strategies to support the overall development and school readiness of Dual Language Learners (DLL):
 - Yes (choose all that apply):
 - Program has documentation of professional development activities within the last 12 months in which staff has participated
 - Program employs specially trained staff dedicated to supporting development and school readiness of dual language learners
 - Program brings in consultants who are subject matter experts on DLL
 - Other: _____
 - No

Reflective Practice

Using Data and Assessments to Inform Instruction

1. Program uses information from assessments to respond to children's individual needs and inform instructional planning:
 - Yes (choose all that apply):
 - Program has documented procedures, process(es) and protocols by which information from screening and assessment informs instructional planning and/or is integrated with curriculum
 - Documentation of regular staff time dedicated to using assessment data to inform instructional planning
 - Documentation of regular (at least quarterly) staff support for reviewing assessments and instructional planning (e.g., mentor or senior teachers)
 - Other: _____
 - No

Content Area 5: Social-Emotional Development

Curriculum

1. Program uses a social-emotional preschool curriculum listed in the TAG or other evidence-based curriculum approved by First 5 California:
 - Yes (choose all that apply):
 - Al's Pals (1998)*
 - Incredible Years, Dina Dinosaur Classroom Curriculum (2008)*
 - Preschool I Can Problem Solve (1972)*
 - Preschool PATHS (2007)*
 - Second Step (2000)*
 - Other curriculum with documentation of First 5 CA approval
 - This classroom does not serve preschool children
 - Other: _____
 - No

Content Area 6: Parent Involvement and Support

Shared Goals

Communication, Education, and Home Learning Support

1. Program offers parents information about their child’s developmental progress :
 - Yes (choose all that apply):
 - Teacher holds parent-teacher conferences at least semi-annually and child assessment information is shared in culturally and linguistically appropriate ways
 - Other: _____
 - No

2. Program provides opportunities for staff to help parents support their child’s development at home:
 - Yes (choose all that apply):
 - Structured education, advice and home learning is provided to parents using culturally and linguistically appropriate methods of communication
 - Parent-teacher conferences, held at least semi-annually, offer an opportunity for education and for parents to provide input
 - Program provides and discusses with parents a checklist of developmental/readiness skills and corresponding activities to facilitate their child’s development
 - Program makes educational resources available to parents for use at home (i.e. lending library)
 - Other: _____
 - No