



Child Signature Program
Technical Assistance Guide
for the Readiness Assessment

November 2012

FIRST EDITION

Acknowledgments

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How to use the Technical Assistance Guide

Overview

This Technical Assistance Guide (TAG) provides a detailed description and explanation of each of the six First 5 California Child Signature Program Readiness Assessment content areas and related features. This guide does not describe the rationale for each feature in great detail. Rather, it provides some of the research justification for areas where the current literature establishes or informs the evidence on how the feature can improve quality in early care settings.

Who should use the TAG?

The TAG is intended to serve as a resource manual for those assisting with the completion of the First 5 California Child Signature Program Readiness Assessment, including, but not limited to, local First 5 county commission staff, the Early Learning Systems Specialists, those providing training and technical assistance to participating classrooms and programs, as well as the administrator of Early Learning Centers or Family Child Care Home owners participating in the Readiness Assessment.

How is the TAG organized?

The TAG is divided into 6 content areas (Note: Content Area 7, Infants and Toddlers, which appeared in the Request for Application (RFA) #2, has been incorporated in appropriate features throughout the TAG):

1. Child Signature Program (CSP) Baseline Criteria
2. Leadership/Governance
3. Infrastructure
4. Classroom Instruction
5. Social-Emotional Development
6. Parent Involvement and Support

Within each content area, specific features of early care and education programs are described in detail. For each feature, this guide provides information, divided into the following sections:

- **Criteria/Expectations** – a brief restatement of the criteria
- **Description of Criteria** – a more detailed explanation of the criteria, which includes specificity on what it might look like at the program or classroom level
- **Assessment Questions** – a set of questions that can serve as an internal checklist to assess how a program may be meeting the criteria
- **Source Material** – source material and references that can be used to assess the program and/or classroom readiness for meeting criteria and/or provide resources to assist in moving toward meeting criteria (In some cases, there may be a fee associated with accessing specific resources).
- **Individuals to be Interviewed** – a list of potential persons at an Early Care and Education (ECE) program or classroom who may have knowledge about a program's or classroom's evidence of meeting the criteria
- **Documents to be Reviewed** – a list of potential documentation that could provide evidence of meeting the criteria for each feature

The source material for each feature includes a collection of resources pertinent to the establishment and ongoing operations of early care and education programs. While this list is not exhaustive, it does include many resources that may be helpful in achieving compliance with each of the features. For each feature, the “Source Material” section of the TAG is organized into the following five categories:

- **Policy/Policy Suggestions/Program Requirements:** Sets explicit direction for programs and practice.
- **Standards/Statements of Practice:** A required or agreed upon level of quality or practices. Standard(s) add clarity to the policy and describe what it means to institute a policy.
- **Exemplars:** Descriptions of practices or models worthy of imitation. These are examples of what those practices look like in the classroom/program setting.
- **Tools/Templates:** Actual instruments, resources, or materials to facilitate implementation of a policy, requirement, standard, or practice.
- **Research:** Documents that describe scholarly or scientific investigation aimed at the discovery, interpretation, or practical application of facts, theories or questions. Publications in this section may be in peer reviewed or non-peer reviewed.

Reconciling the TAG and the Readiness Assessment (RA):

This TAG is intended to be used as a comprehensive reference guide and resource to aid understanding and successful completion of the electronic Readiness Assessment (RA) produced by First 5 California. The Administration RA includes items from content areas 1, 2, 4, 5 and 6, while the Classroom RA includes items from content areas 1, 3, 4, 5 and 6. Because the TAG is a comprehensive source for all 6 content areas, it is important for the user to be able to readily identify corresponding sections across both sets of documents. Several elements have been included in the TAG to facilitate the correlation between electronic RAs and the TAG.

- Coding – Because the headers in the electronic RAs are not always identical to those in the TAG, a parenthetical code follows immediately after each feature in the TAG to identify the corresponding header in the RA.
- RA – TAG Index – page 7 of this TAG is an index that identifies the page in the TAG that corresponds with each header in the RAs.

In addition, it is important to note that the Licensure/Certification feature in the RA was not an explicit feature listed in Content Area 1, Baseline Criteria for RFA #2. However, it has always been a First 5 California program requirement that all participating programs have a current and valid license, or are license exempt under Title 22 § 101158. Consequently, while it is included in the RA, it is not detailed in the TAG.

Additional information about the TAG

There are no specific sections in the TAG for four of the features in Content Area 1, Baseline Criteria: Licensure, Age, Budget, and Principles on Equity. Age of children to be served and licensure are contract requirements of the Child Signature Program and required no additional detail for description in the TAG. First 5 California establishes budget criteria for contracts related to the Child Signature Program, and other funded programs that are consistent with its statutory mandate and the State Commission’s by-laws and policies. Consequently, there is no additional detail to describe in the TAG.

The Principles on Equity were first established by First 5 California in 2001. These foundational principles provide a framework by which much of the criteria for the Child Signature Program, and all of First 5 California's programs are applied and implemented. Specific elements of the Principles on Equity are included throughout the TAG to highlight their application to specific criteria and features. These are indicated by an asterisk (*). The complete description of the Principles on Equity is included as Appendix A.

Some of the information in Content Area 1, CSP Baseline Criteria, is repeated in other Content Areas where there is a related feature (e.g., "Curriculum" appears in Content Area 1 as well as Content Area 4, etc.). This duplication is intentional and meant to support users in responding to features that are applicable to more than one section of the RAs.

Counties who have programs that intend to apply for RFA #3 of the Child Signature Program should note that they must meet all criteria in Content Areas 1, 2 and 3 in order to be eligible to apply for RFA #3.

It is worthwhile noting that some features contain criteria that have been designated as "Aspirational." Except where noted as required for RFA #3 eligibility, these aspirational elements of the criteria are intended to be included as guidance toward best practice, but should not be considered as required for making progress toward meeting the criteria.

In all instances, the term parent should be interpreted to include legal guardians as well.

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Content Area 1: CSP Baseline Criteria

Feature: Target Population

(Section in Readiness Assessment: CLASSROOM, Population Served, Target Population and ADMINISTRATION, Program Implementation, Target Population)

Criteria/Expectations

Program serves economically disadvantaged children and children living in attendance areas of elementary schools with Academic Performance Index (API) scores in deciles 1-3.

Programs such as Head Start, Early Head Start, Migrant Child Care, and State Preschool that have strict eligibility requirements targeting low-income high risk children are eligible for participation regardless of the API for the program location.

County commissions may apply for an exception to the API 1-3 requirement.

Description of Criteria

The Center or Family Child Care Home should serve children who are at greatest risk of falling behind in their overall development, as well as children from additional categories that include economically disadvantaged children living in catchment areas of elementary schools with API rankings at or below the 3rd decile. Families that meet the family income ceilings for California Department of Education (CDE) child care and development programs are considered to have met the “economically disadvantaged” criteria. Programs such as Head Start, Early Head Start, Migrant Child Care and State Preschool that have strict eligibility requirements targeting low-income high risk children are eligible for participation regardless of the API for the program location. County commissions may apply for an exemption to the API 1-3 requirement.

The Center or Family Child Care Home should conduct outreach activities in order to serve the intended First 5 California CSP target population and to ensure all preschool and/or infant and toddler slots are filled. This includes using effective approaches for reaching parents of children with special needs and disabilities. * Programs should coordinate outreach efforts with Regional Centers, Early Head Start, Head Start, Special Education Local Planning Areas (SELPA), and/or local Easter Seals.

Outreach activities must include culturally and linguistically appropriate strategies to meet this requirement. Programs must outreach to community organizations, formal and informal networks, and other communication vehicles to reach out and serve diverse populations, including Dual Language Learners (DLL) and children with special needs and disabilities.* In order to reach those infants, toddlers, and preschoolers most in need of early care and education services, each Center or Family Child Care Home must develop and implement a recruitment process that is designed to actively inform all families with eligible children within the recruitment area, of the availability of early care and education services and encourage them to apply for admission to the program.

*PoE: These criteria are directly related to the First 5 California Principles on Equity, Inclusive Governance and Participation and Access to Services.

Assessment Questions

- Are you serving the CSP target population?
- Do you track the school attendance areas in which your families live?
- Can you verify that your families are in the school attendance areas of elementary schools with API of 1-3 (an exemption may be made for select counties)?
- Do you collect information on income, number of days child is enrolled, information on other siblings enrolled, and family size from families to determine whether families meet the income ceilings for CDE child care and development programs?
- Do your families meet the schedule of income ceilings from the CDE for infants and toddlers?
- Do you have a process to monitor and track that you are serving the target population?
- Have you received an exemption to the API 1-3 requirement for the classroom?
- Do you have a systematic approach to fill all of your Infant and Toddler slots?
- Do you have a systematic approach to fill your preschool slots?
- Do you conduct outreach activities to community programs, formal or informal networks, or other communication vehicles to inform the community about your services?
- Are your outreach activities provided in a culturally and linguistically appropriate manner (e.g., presentations and outreach print materials in other languages)?
- Do you have a way of monitoring the number of preschoolers/infants and toddlers in your program (compared to the number of I/T and preschool spaces)?

Source Material (references)

Policy/ Requirements: Funding Terms and Conditions for CDE child care and development programs are available at the following website: <http://www.cde.ca.gov/fg/aa/cd/ftc2011.asp>

California Department of Education, Child Development Division, Management Bulletin 11-26 contains the current guidelines for income ceilings and family fee schedule: www.cde.ca.gov/sp/cd/ci/mb1126.asp (July 2011)

**Schedule of Income Ceilings
for
Child Care and Development Programs**

Family Size	Family Monthly Income	Family Yearly Income
1 – 2	\$3,283	\$39,396
3	\$3,518	\$42,216
4	\$3,908	\$46,896
5	\$4,534	\$54,408
6	\$5,159	\$61,908
7	\$5,276	\$63,312
8	\$5,394	\$64,728
9	\$5,511	\$66,132
10	\$5,628	\$67,536
11	\$5,745	\$68,940
12	\$5,863	\$70,356

Policy/Requirements and Tools/Templates: List of elementary school API scores available via CDE website: <http://www.cde.ca.gov/ta/ac/ap/apireports.asp>

Tools/Templates: For attendance area, check maps of school catchment area available from local school district. These are also available, in some cases, through <http://www.healthycity.org>. To locate a school attendance boundary by a family’s address, you may try the following resource: CA Hometown Locator <http://california.hometownlocator.com/schools/>.

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1305.50 Recruitment of Children
- 45 CFR Section 1308.50 Recruitment and Enrollment of Children with Disabilities

Resources, specifically on the recruitment of specific categories of families, are available at the Early Childhood Learning Knowledge Center, which can be accessed online at the links below.

For immigrant families

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/ELLsinEarlyChi.htm>

For infants and toddlers

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/disabilities/TIP%20SHEET%2019.pdf>

Additional resources on recruitment of immigrant families can be accessed online at:
<http://www.colorincolorado.org/article/25820/>

Karoly, L., Gonzalez, G. "Early Care and Education for Immigrant Families. The Future of Children," Vol 21(1). Spring, 2011.
http://futureofchildren.org/futureofchildren/publications/docs/21_01_04.pdf

The Individual with Disabilities Education Act (IDEA) provides additional resources on this topic (for disabled children) that are available online at: <http://www.childfindidea.org/>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director or Assistant Director
- Center administrative office staff
- Family Child Care Home owner, other partners (e.g., local First 5 Commission) who assist in recruitment and enrollment

Document(s) to be Reviewed

- List of enrolled children/families and their home addresses, with indications of which families live within the catchment area of an elementary school with an API score at or below the 3rd decile. The list should indicate in which elementary school catchment area each family falls.
- Map of school catchment areas of elementary schools in the area with an API score at or below the 3rd decile
- Documentation of family income and size for infants/toddlers consistent with the methodology set forth in the Funding Terms and Conditions for applicable CDE and Early Head Start child care and development programs
- Copies of outreach materials (e.g., letters of introduction, presentations given, flyers in multiple languages)
- Documentation of recruitment efforts with Regional Centers, Early Head Start, Special Education Local Planning Areas, and/or Easter Seals
- Center training manual and related documentation
- Recruitment and enrollment program documents
- Documents from contracted partners who assist with recruitment and enrollment
- Policies and Procedure manuals

Content Area 1: CSP Baseline Criteria

Feature: Diversity

(Section in Readiness Assessment: CLASSROOM, Population Served, Diversity)

Criteria/Expectations

Program serves children from diverse populations that include:*

- Children with special needs/disabilities (10% minimum served)
- Dual Language Learners
- Migrant Families
- Infants and Toddlers

Description of Criteria

The Center or Family Child Care Home must serve children from diverse populations, including children who have a disability or other special needs, reside in a home where a language other than English is used as the primary means of communication, or live in a household where a parent is employed as a migrant worker. First 5 California uses the California Department of Education definitions of these terms (See “Source Materials” below for the complete definition). To waive this requirement, a program must provide justification and receive approval from First 5 California for not meeting this diversity requirement. In addition, the program must demonstrate that a plan is in place for conducting continuous outreach to diverse/underserved populations. The program must offer services regardless of individual family’s immigration status.

*PoE: These criteria are directly related to the First 5 California Principles on Equity, Access to Services.

Aspirational Criteria/Expectation

Ideally, the ethnicity of program teaching staff/child ratio proportionately represents the diversity of children served. Programs applying for RFA #3 must meet this element of the criteria or otherwise submit justification and receive approval from First 5 California for not meeting the teacher/child ratio for diversity due to teacher unavailability. In this case, a program must have a plan in place that demonstrates continuous outreach and retention of a diverse workforce.

Assessment Questions

- Do you meet the CSP Baseline criteria for diversity among enrolled children?
- Do you have a process for monitoring and maintaining the diversity of your enrolled families?
- Do you collect information on family ethnicity, home language, parent employment, and a child’s status as having been identified as a child with special needs?
- Do you have a process for identifying families with children who may have special needs?

- Do you conduct outreach activities in multiple languages according to your local population to encourage diversity of enrollment in your program?
- Do you have a statement in your Parent Handbook or similar parent guide that indicates that you offer services regardless of a family's immigration status?
- Do you outreach to community organizations, formal and information networks, and other communication vehicles to reach out and serve diverse populations?
- Do you have a process to summarize the demographic profiles of the families you serve and can you compare them to the demographic profiles of the community you serve (e.g., using census information, school accountability report cards, Kids Count, etc.)?
- Are at least 10% of the children served identified as children with disabilities or special needs?
- Does your teacher/child ratio proportionately represent the diversity of children served? If not, does your program have a plan in place that demonstrates continuous outreach and retention of a diverse workforce? (This is aspirational for RFA #2 participants but required for RFA #3 applicants.)

Source Material (references)

Policy/Requirements: First 5 California defines children with special needs as having one of the following:

- Children with identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports; or
- Children without identified conditions, but requiring specialized services, supports, or monitoring.

The following link has additional detail on the definition:

http://www.cfc.ca.gov/evaluation/PDF/Special%20Needs%20Def%2001_08.pdf

For migrant children, First 5 California uses the California Department of Education definition: *A child is considered "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years.* A "qualifying" move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on their own for the same reasons. The eligibility period is three years from the date of the last move. Eligibility is established through an interview conducted by a migrant education recruiter who visits both home and employment locations where migrant workers are employed. The law states that migrant education services are a priority for those students whose education has been interrupted during the current school year and who are failing, or are most at risk of failing, to meet state content and performance standards.

Standard/Statement of Practice: The National Association for the Education of Young Children, Early Childhood Position Statement on Early Childhood Inclusion provides recommendations for using the statement to improve inclusive early childhood services. The position statement can be accessed at:

http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

Tools/Templates: Mangione, P.L. (Ed.). (1995). *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*. Sacramento, CA: California Department of Education.
http://www.pitc.org/cs/pitclib/view/pitc_res/160

This guide accompanies the training on the *Program for Infant/Toddler Caregivers* (PITC). The training focuses on the role of Family Child Care Home providers as well as center-based caregivers in promoting the development of young children. It provides guidance on how to provide inclusive and culturally sensitive care for young children.

Tools/Templates and Research:

First 5 California Children and Families Commission published a report entitled, “The Hard to Reach Populations Research Project.” This report includes a definition for, and description of, hard to reach population as well as recommendations for communications, and a grassroots outreach database of organizations that can assist with such outreach. The report can be accessed at:

http://www.cffc.ca.gov/pdf/press/First5CA-Hard_to_Reach_Populations_Research_Project.pdf

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director or Assistant Director
- Center administrative office staff
- Family Child Care Home owner

Document(s) to be Reviewed

- Demographic summary profiles of children enrolled
- List of enrolled children with indications of ethnicity/race, any special needs/disabilities, parental employment, language spoken at home, and child’s age or date of birth
- Sample enrollment form, survey, or other documentation with places for families to indicate ethnicity/race, identification of special needs, parents’ employment, language spoken at home and age of children served*
- Demographic summary profiles of teachers and classroom staff (Aspirational for RFA #2 participants, required for RFA #3 applicants)

Content Area 1: CSP Baseline Criteria

Feature: Parent Fees

(Section in Readiness Assessment: ADMINISTRATION, Program Implementation, Parent Fees)

Criteria/Expectations

Preschool: No fees, with exception of those imposed by State Preschool

Infant/Toddler: Continue pre-existing fees consistent with CDE's income ceiling, if applicable

Description of Criteria

Center or Family Child Care Home should not collect fees from the families they serve, *except* for those imposed by State Preschool. The program should only charge pre-existing fees for infants/toddlers that are consistent with CDE income ceiling criteria.

Assessment Questions

- Does your program require parent fees?
- Are any of your children enrolled as part of a State Preschool program?
- Are any fees charged consistent with those allowed under the CDE income ceiling criteria?

Source Material (references)

Policy/Requirements: California Department of Education, Child Development Division, Management Bulletin 11-26 contains the current guidelines for income ceilings:
<http://www.cde.ca.gov/sp/cd/ci/mb1126.asp> (July 2011)

Schedule of Income Ceilings for Child Care and Development Programs

Family Size	Family Monthly Income	Family Yearly Income
1 – 2	\$3,283	\$39,396
3	\$3,518	\$42,216
4	\$3,908	\$46,896
5	\$4,534	\$54,408
6	\$5,159	\$61,908
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9	\$5,511	\$66,132
10	\$5,628	\$67,536
11	\$5,745	\$68,940
12	\$5,863	\$70,356

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Program enrollment forms and documentation showing that parent fees are not imposed for preschool children other than State Preschool
- Program enrollment forms and documentation showing that parent fees are charged for Infants/Toddlers consistent with CDE income ceiling criteria

Content Area 1: CSP Baseline Criteria

Feature: Screening

(Section in Readiness Assessment: CLASSROOM, Screening and Assessment, Screening)

Criteria/Expectations

Program provides vision, hearing, and oral health screenings at least once a year.

Program provides screening for developmental delays and disorders for all children enrolled in the classroom annually.

Description of Criteria

Center and Family Child Care Homes must provide annual health screenings that include an assessment of a child's vision, hearing, and dental health. In addition, the Center and Family Child Care Home should provide screening for developmental delays and disorders to all children in the program *no less than once a year*.

Any instruments administered should be conducted in manner consistent with the Principles on Equity.* Any developmental screening instrument selected for use by the program should be standardized and validated. Validated screening instruments are shown to have the sensitivity to identify children who need further assessment and the specificity to exclude those who do not. The preferred developmental screening tools are the *Ages and Stages Questionnaires (ASQ)*. If using screening tools other than the ASQ, programs should use culturally and linguistically appropriate questions and instruments.

Programs should implement a systematic approach for developmental screening. Centers and Family Child Care Homes may decide to contract with another agency to provide the screenings. However, there should be a protocol for sharing the results back with teaching staff as well as the Center Director/Family Child Care Home owner. At a minimum, these screenings should be done at least once per year and more frequently for monitoring purposes, as deemed appropriate based on the initial results.

All classrooms should have a written protocol for administering and sharing the results of such screenings with families, along with referrals for further examination or support and services, as necessary. Protocols should address the timing and scheduling of the administration and policies or guidelines for staff to share the results with families and provide referrals, when necessary, along with any accommodations necessary to support the diversity of the population of families served.* For example, programs should provide materials/instruments, letters or forms in the primary language of the family, or adult translators/interpreters (other than family members) for those whose primary language is other than English. In addition, staff should be made available and offered to assist with completing assessments for any families with limited literacy skills.

Staff should receive training in the administration, interpretation, and sharing of results of any screening instruments with families.

*PoE: These criteria are directly related to the First 5 California Principles on Equity, Access to Services.

Assessment Questions

- Do you use a structured, validated tool to assess health and developmental needs and child outcomes?
- Do you use a formal set of tools, surveys or instruments for families to have completed by the child's physician on the health of their child (e.g., Community Care Licensing's Physician's Report form)?
- Does your health screening include obtaining information on the child's vision?
- Does your health screening include obtaining information on the child's hearing?
- Does your health screening include obtaining information on the child's dental health?
- Do you have any written protocols (e.g., within a policy handbook or operations manual) in place that state when, where and how health and developmental assessments are conducted? Do those protocols indicate at least one time in the year that screening is conducted on all enrolled children? Do those protocols indicate more frequent screening for select children whose initial results indicate a need for more frequent monitoring (at least twice a year)? Do those protocols indicate how (e.g., via parent conference or written notes/form) and when results are to be shared?
- Are the screenings completed at least once a year?
- Are the screenings completed for every child enrolled in the program?
- Are screening instruments made available to families in multiple languages?
- Do you or your partner agency use the ASQ to conduct a developmental screening?
- Do you or your partner agency provide translators or bilingual staff who can support families in their completion of the formal developmental screening tool?
- Do you provide translators (within your program or through another partner agency) or bilingual staff who can help provide the results of screenings to parents whose primary language is not English?
- If staff conducts the developmental screening tools, does the staff receive training in the use and interpretation of the assessment tools? Do they receive training on how to share results of screenings and making referrals?
- If those screenings are conducted by an outside agency, is there a formal communication mechanism for the agency staff to communicate those results with your program staff?
- Do you have written protocols for sharing the results of the screenings with families?
- Does staff have a list of community agencies, programs, or other services to refer families to for additional support?
- Do you have written protocols for referring families, if necessary, based on the results of the screenings?

Source Material (references)

Standards/Statements of Practice: In general, Head Start Performance Standards are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the Head Start Performance Standards can be accessed at <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

The Head Start Performance Standards pertinent to this expectation/requirement includes the following:

- 45 CFR Section 1308.6 Assessment of children

The National Association for the Education of Young Children provides an accreditation process that is a marker of quality in early childhood education. The NAEYC provides rigorous national standards on education, health and safety. Each standard describes an essential element that together with the other nine standards provide a definition of quality for child care, preschools, and kindergarten programs. Program Standard 4 covers the Criteria for Assessment of Child Progress. <http://oldweb.naeyc.org/academy/standards/standard4/standard4C.asp>

Tools/Templates: Community Care Licensing Division's Physician's Report Form for Child Care Centers can be accessed at <http://www.dss.cahwnet.gov/cdssweb/entres/forms/English/LIC701.pdf>

This health evaluation is provided to parents prior to enrollment and is to be completed by the child's physician and includes spaces for the physician to identify problems with the child's health, including hearing, vision, development, language/speech, and dental health.

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Classroom Teacher

Document(s) to be Reviewed

- Community Care Licensing's Physician's Report form completed by child's physician required as part of enrollment/admission
- Copy of formal checklist or any developmental screening tools (e.g., self-developed; Parents' Evaluation of Developmental Status [PEDS]; Ages and Stages Questionnaire [ASQ])
- Protocols for screening outlined in policy handbook or operations manual with sections covering health, speech, hearing/vision, and dental screening, as well as developmental screening. Should indicate that developmental screening is required for all children. Should include timing/scheduling of the administration and policies/guidelines for sharing results with families and making referrals, when necessary.
- Copies of culturally and linguistically appropriate developmental screening tools on file for each child within last 12 months
- Copies of forms used for annual health screening (including sections for speech, vision, hearing and dental evaluation) – even if completed by outside physician

- Copy of contract or Memorandum of Understanding (MOU) agreement with outside agency who conducts screenings, if not done by program staff
- Documentation that teachers have received training on conducting screening and/or sharing results of screening
- Documentation of referral list for families that includes appropriate agencies (e.g., Regional Center, Family Resource Centers, medical providers, etc.)
- Documentation of referrals and follow-up made in child/family's files
- Copies of any Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) in children's files

Content Area 1: CSP Baseline Criteria

Feature: Length of Day

(Section in Readiness Assessment: CLASSROOM, Program Implementation, Length of Day)

Criteria/Expectations

Preschool program operates 3 or more hours per day

Infant/Toddler program is full day (6 hours or more)

Description of Criteria

Centers or Family Child Care Home classrooms serving preschoolers must operate at least 3 hours per day for a part-day program.

Centers or Family Child Care Home classrooms serving infants/toddler must operate at least 6 hours per day.

Assessment Questions

- Do you meet the CSP Baseline Criteria for length of day services for infants, toddlers and preschool-aged children?
- Do you monitor the length of day for enrollees?

Source Material (references)

Not applicable (N/A)

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Copy of daily schedule/hours of operation
- Copy of parent handbook with daily schedule/hours of operation
- Copy of family sign-in sheets

Content Area 1: CSP Baseline Criteria

Feature: Curriculum

(Section in Readiness Assessment: CLASSROOM, Program Implementation, Curriculum)

Criteria/Expectations

Program implements a comprehensive curriculum based on scientifically valid research.

Program uses a preschool curriculum that addresses general development, early literacy and language, early math skills, and social-emotional development.

Program uses an infant/toddler curriculum that addresses general development, language, perceptual and motor, cognitive, and social-emotional development.

Description of Criteria

Early care and education curriculum is defined as content and organization of experiences that are grounded in developmentally appropriate practices and educational goals. Curriculum includes planned and spontaneous developmentally appropriate activities, materials, and routines that are meaningful and challenging.

Curricula that meet these criteria are listed in “Source Material” below. Curricula not listed in “Source Material” below must be supported by:

- 1) a cross-walk of curricula used with the California Department of Education age appropriate (Infant/Toddler or Preschool) *Curriculum Framework* and/or age appropriate (Infant/Toddler or Preschool) *Learning Foundations* that demonstrates how the curricular elements align with CDE principles for supporting young children’s learning, key components of curriculum planning, descriptions of routines, environments, and materials that engage children in learning; and strategies for building on children’s knowledge, skills and interest; *AND*
- 2) a justification of the curricula including evidence and research based support of selected curricula (e.g., peer reviewed journal articles, other articles) *AND* provision of the rationale for selected curricula for the population served.

Comprehensive curriculum and/or curricular elements include planned and spontaneous developmentally appropriate individual, small- and large-group activities, materials, and routines that focus on oral language skills, phonological awareness, early math skills, and print knowledge, are meaningful and challenging, and support elements predictive of later literacy including: alphabet knowledge, rapid naming of letters and digits, rapid naming of objects and colors, writing, and phonological memory.¹ A list of accepted curricula is listed below in the “Source Material.”

¹ Bridges M, Diggs N, Ly J, Fuller B. *Features of Quality Early Care and Education: Recent Rigorous Evidence on What Matters Most for Children*. Prepared for First 5 California, November 2011

This list reflects only comprehensive curricula recommended by reviews of state agencies, other professional organizations and educational experts. Specific elements (e.g., early math skills, social-emotional skills, language development) are not always represented evenly among the comprehensive curricula listed below. This may prompt Center Directors and FCCH owners to augment the comprehensive curricula with curricula that target early math, language, or social-emotional development. A more detailed description of the characteristics of evidence-based curricula and curricular components is provided in Content Area 4: Classroom Instruction, and Content Area 5: Social-Emotional Development.

Assessment Questions

- Do you use any of the curricula listed in “Source Material” below?
- If using a published set of curricular materials, do you incorporate the curriculum daily as part of your lesson plan?
- If you are not using any of the curricula or approaches listed in “Source Material” below, is there a cross-walk of curricula used with the CDE Curriculum Framework and/or age appropriate Learning Foundations that demonstrates how the curricular elements align with CDE principles for supporting young children’s learning, key components of curriculum planning, descriptions of routines, environments, and materials that engage children in learning, and strategies for building on children’s knowledge, skills and interest OR evidence of scientifically valid research indicating basis for selected curricula (e.g., peer-reviewed journals, other articles)?
- If you are not using any of the curricula or approaches listed in “Source Material” below, is there any evidence of scientifically valid research indicating its effectiveness with dual language learners or diverse populations?

Source Material (references)

Policy/Requirements: CSP Recommended Curricula:

Infant/Toddler Curricula

- *High/Scope Infant-Toddler Curriculum* (2000)
- *The Creative Curriculum for Infants, Toddlers, and Twos* (2006)
- *The Program for Infant/Toddler Care* (PITC) (Not a curriculum, but an approved approach)

Preschool Curricula

- *Curiosity Corner*
- *Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education* (1992)
- *High Reach*
- *High/Scope Preschool Curriculum* (2002)
- Montessori (Not a curriculum, but an approved approach)
- *Opening the World of Learning™* (OWL) (2005)
- *Project Approach*
- Reggio Emilia (Not a curriculum, but an approved approach)
- *The Creative Curriculum for Preschool*, 4th ed. (2000)
- *Tools of the Mind*

Standards/Statements of Practice and Tools/Templates:

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.21 Education and early childhood development

Head Start Child Development and Early Learning Framework – See Language Development and Literacy Knowledge and Skills. PDF can be accessed at:

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS Revised Child Outcomes Framework%28rev-Sept2011%29.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework%28rev-Sept2011%29.pdf)

Standards/Statements of Practice, Exemplars and Tools/Templates: Head Start National Center on Cultural and Linguistic Responsiveness. Website can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

Additional details and source materials relating to the California Department of Education (CDE) Preschool or Infant/Toddler Curriculum Framework and CDE Preschool or Infant/Toddler Learning Foundations are located under Content Area 4 beginning on page 97 of the TAG.

Individuals to be Interviewed

Staff responsible for selecting and implementing curricula, for example:

- Center Director/Administrator
- Family Child Care Home owner
- Classroom teachers

Document(s) to be Reviewed

- Curricula materials: Training materials/guides, planning forms, observation forms, teaching materials, lesson guides, learning objectives, other implementation and assessment materials
- Literature and research studies that review and substantiate developmental appropriateness and evidence base for curricula used
- Documentation from First 5 California that approves the curricula/approach used in the classroom/program

Content Area 1: CSP Baseline Criteria

Feature: Articulation

(Section in Readiness Assessment: ADMINISTRATION, Articulation and Transition Support, Articulation)

Criteria/Expectations

Program must build strong partnerships with Family Child Care Homes, infant/toddler programs, kindergartens, school districts, and other partner agencies.

Description of Criteria

Center and Family Child Care Homes must engage in activities to support the seamless transition of children between early care and education programs as they progress from infant/toddler care to preschool and eventually, to kindergarten. These activities should include periodic articulation meetings between infant/toddler caregivers with preschool teachers/providers and preschool teachers/providers with kindergarten teachers and their local district elementary school staff. These articulation meetings are intended to facilitate a dialogue regarding student success, develop common language and expectations of children's competencies and developmental milestones within each program, and coordinate the resources and services available between early care and education (ECE) providers and local district elementary schools and kindergartens. In addition, the programs should coordinate and conduct common staff development between infant/toddler programs, preschool providers and kindergarten/administration of local elementary schools. Programs should coordinate regular data sharing and tracking of student progress between and amongst early care and education programs and kindergarten programs. In this context, articulation is focused on promoting consistency in program curricula and expectations throughout a child's movement from infant and toddler care to preschool and into the K-12 school system, recognizing a child's expected developmental progress.

Assessment Questions

- Do you have informal or formal (written) agreements with these agencies?
 - School districts/kindergartens
 - Family Child Care Homes
 - Infant/toddler programs
- Do these formal agreements outline the role of the partners in supporting the smooth transitions for children and families from one set of services to the next?
- Do you coordinate and conduct common staff professional development with your program's staff/providers and any local kindergarten staff/administration?
- Do you have any formal documentation (e.g., portfolios, summaries of assessments, etc.) that communicates a child's strengths and needs for the next possible teacher that will serve the child/family?
- Do you have written protocols for sharing individual child level information about a child's progress and development and/or any special services a child is receiving with the preschool classroom, local school or kindergarten?

Source Material (references)

Research: Patton, C., Wang, J. (2012). “Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten.” *Family Involvement Network of Educators (FINE) Newsletter, Vol. IV* (3). Retrieved September 27, 2012 from <http://www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Documented history of infant/toddler/preschool/kindergarten transition activities (including visits to local kindergarten classrooms)
- Letters of verification from school district, FCCH, other programs, indicating partnership and description of partnership
- Copies of scheduled professional development that includes both preschool teachers/staff and local kindergarten staff/administration
- Copies of MOU with local elementary school/school district or FCCH
- Copies of information outlining articulation between infant/toddler programs and preschool programs and kindergarten classroom
- Documented protocol for sharing individual child level information about a child’s progress and development and/or any special services a child is receiving with the preschool classroom, local school or kindergarten

Content Area 1: CSP Baseline Criteria

Feature: Teacher/Adult: Child Ratios

(Section in Readiness Assessment: CLASSROOM, Program Implementation, Teacher/Adult: Child Ratios)

Criteria/Expectations

Infant (Center-based): Adult to child ratio of 1:3 (Title 5), 1:4 (EHS)

Qualified Teacher to child ratio 1:18 (Title 5), 1:4 (EHS), current Title 22 criteria for Infant Family Child Care Homes (FCCH)

Toddler (Center-based): Adult to child ratio of 1:4 (EHS) OR Current Title 22 Licensing Criteria for Toddler Family Child Care Home

Qualified Teacher to child ratio of 1:16 (Title 5), 1:4 (EHS)

Preschool: Adult-to-child ratio of 1:8 (Title 5); for Head Start, refer to *Head Start Performance Standards* under “Source Material” below

Qualified Teacher to child ratio of 1:24 (Title 5); for Head Start, refer to Head Start Performance Standards under “Source Material” below

Description of Criteria

One caregiver employed by a center may care for up to three infants if they are operating under Title 5 regulations. A “Qualified Teacher” employed by a center may care for up to four infants if they are operating under Early Head Start guidelines. There must be at least one “Qualified Teacher” for every 18 children under Title 5 regulations. One family child care provider may care for up to the maximum allowed under current year Title 22 licensing criteria for Infant Family Child Care Homes.

One caregiver employed by a center may care for up to four toddlers if they are operating under Title 5 regulations. There must be at least one “Qualified Teacher” for every 16 children under Title 5 regulations.

One caregiver employed by a center may care for up to eight preschoolers (age 3-6 years old). There must be at least one “Qualified Teacher” for every 24 children for those Centers operating under Title 5 regulations. One family child care provider may care for up to the maximum allowed under current year Title 22 licensing criteria for Toddler Family Child Care Homes.

Teacher child ratios will vary for Head Start programs, depending on the age of children in the program and predominant age of children in the classroom, which will determine which appropriate program ratio applies.

Assessment Questions

- Do you meet the CSP Baseline criteria for teacher/adult: child ratios?
- Do you monitor and maintain that ratio?
- What do you do to maintain your teacher/provider: child ratios?

Source Material (references)

Policy/Requirements: *California Code of Regulations, Title 5, Division 1, Chapter 19 (Child Care and Development Programs), Section 18290*²

*California Code of Regulations, Title 22, Division 12, Chapter 3 (Family Child Care Homes)*³

First 5 California Definitions for “Qualified Teacher” (See also “Teacher/Provider Qualifications” feature.)

Requirements for CSP Program		Criteria for Preschool and Infant/Toddler (Center-Based)	Criteria for Infant/Toddler (FCCH)
Classrooms must have staff at this level.	First 5 Quality Level	<p>Director/Teacher: Bachelor of Arts (BA) degree plus 24 ECE units (including core*), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director</p> <p>Assistant Teacher: Associate in Arts (AA) degree (or equivalent course work in BA program) with appropriate ECE credits (recommend 24 units)</p>	State licensing requirements and: AA degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)

² 5 CCR § 18290 Division 1. California Department of Education, Chapter 19. Child Care and Development Programs Subchapter 13. Staffing Ratios

§ 18290. Staffing Ratios for Child Care and Development Programs.

Contractors shall maintain at least the following minimum ratios in all centers:

- (a) Infants (birth to 18 months old)-1:3 adult-child ratio, 1:18 teacher-child ratio.
- (b) Toddlers (18 months to 36 months old)-1:4 adult-child ratio, 1:16 teacher-child ratio.
- (c) Preschool (36 months to enrollment in kindergarten)-1:8 adult-child ratio, 1:24 teacher child ratio.

³ <http://www.dss.cahwnet.gov/ord/PG587.htm>

Standards/Statement of Practice: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1306.20 Program staffing patterns ⁴
- 45 CFR Section 1306.32 Center-based program option
- 45 CFR Section 1306.35 Family child care program option

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Written policy guidelines in program policy manual
- Enrollment data plus staffing assignments with analysis of ratios and teacher qualifications for each age group

⁴ 45 CFR § 1306.20 Program staffing

(c). Grantees operating center-based program options must employ two paid staff persons (a teacher and a teacher aide or two teachers) for each class. Whenever possible, there should be a third person in the classroom who is a volunteer.

(e) Grantees operating a combination program option must employ, for their classroom operations, two paid staff persons, a teacher and a teacher aide or two teachers, for each class. Whenever possible, there should be a third person in the classroom who is a volunteer. They must employ staff for home visits who meet the qualifications the grantee requires for home visitors.

(g) Grantee and delegate agencies offering the family child care program option must ensure that in each family child care home where Head Start children are enrolled, the group size does not exceed the limits specified in this paragraph. Whenever present, not at school or with another care provider, the family child care provider's own children under the age of six years must be included in the count. (1) When there is one family child care provider, the maximum group size is six children and no more than two of the six may be under two years of age. When there is a provider and an assistant, the maximum group size is twelve children with no more than four of the twelve children under two years of age. (2) One family child care provider may care for up to four infants and toddlers, with no more than two of the four children under the age of 18 months. (3) Additional assistance or smaller group size may be necessary when serving children with special needs who require additional care.

Content Area 1: CSP Baseline Criteria

Feature: Maximum Group Size

(Section in Readiness Assessment: CLASSROOM, Program Implementation, Maximum Group Size)

Criteria/Expectations

Infant: 8

Toddler: 12

Preschool: 24 or for Head Start refer to Head Start Performance Standards

For Family Child Care Homes, current Title 22 licensing criteria for all age groups

Description of Criteria

The maximum group size shall not exceed 8 infants for programs serving infants. The maximum group size shall not exceed 12 toddlers in accordance with RFA #2 requirements. The maximum group size for preschool programs in center-based care is 24 preschool-age children.

While Title 5 does not impose specific maximum group sizes, center-based programs participating in the Child Signature Program shall adhere to the maximum group sizes set forth by First 5 California.

For Family Child Care Homes, the maximum group size is based on the program's license and Title 22 licensing criteria for all age groups.

Assessment Questions

- Do you meet the CSP Baseline Criteria for class size?

Source Material (references)

Policy/Requirements: *California Code of Regulations, Title 22, Division 12, Chapter 3* (Family Child Care Homes)⁵

Standards/Statement of Practice: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

⁵ <http://www.dss.cahwnet.gov/ord/PG587.htm>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1306.20 Program staffing patterns
- 45 CFR Section 1306.32 Center-based program option
- 45 CFR Section 1306.32 (a) (12)

Predominant age of children in the class	Funded class size [Funded enrollment]
4 and 5 year olds	Program average of 17-20 children enrolled per class in these classes. No more than 20 children enrolled in any class.
4 and 5 year olds in double session classes	Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.
3 year olds	Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.
3 year olds in double session classes	Program average of 13-15 children enrolled per class in these classes. No more than 15 children enrolled in any class.

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Enrollment data plus number of classrooms with analysis for each age group
- Copy of program's license, indicating the maximum number of children the program is licensed for

Content Area 1: CSP Baseline Criteria

Feature: Health Education*

(Section in Readiness Assessment: CLASSROOM, Health and Well Being, Health Education)

Criteria/Expectation

Program provides physical, emotional and general health education for children and parents that are culturally and linguistically relevant for all communities served and are available for specialized populations.*

Description of Criteria

Centers and Family Child Care Homes engage in activities that promote families' education of the best practices that promote the physical, emotional, and general health of their children and family. Centers and Family Child Care Homes may do this by developing linkages and promoting collaboration between and among health and safety professionals and child care professionals. Programs may establish MOUs or informal agreements with other agencies to provide this ongoing, on-site health education to parents and children. Programs should have materials and programming tailored for children and adults. This includes providing regular workshops or the posting and distribution of materials that support this education. All materials posted or distributed to families should be culturally and linguistically appropriate as well as written at appropriate literacy levels for all communities served, based on the diversity of the families enrolled.* Materials and workshops should be tailored as necessary for specialized populations. Any workshops should be conducted by bilingual staff or have opportunities for the workshops to be conducted in languages other than English, depending on the families served by the program.

*PoE: These criteria are directly related to the First 5 California Principles on Equity, Access to Services.

Assessment Questions

- Do you have teaching or other relevant staff who interact with parents and have the knowledge to train parents on physical, emotional and general health education issues of children?
- Has any of your staff received training on how to provide physical, emotional or general health education to families and children?
- Do you distribute any educational materials to families on the topics of physical, emotional, or general health of children?
- Are the materials in the primary languages of families served?
- Do you or any agency that you partner with host any workshops/educational sessions for families on the topic of how to promote the physical, emotional, and general health of their children?
- Do you offer translators for any workshops or are there workshops offered in languages that meet the language needs of your families?

Source Material (references)

Standards/Statements of Practice: The National Association for the Education of Young Children, Early Childhood Program Standards are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the NAEYC standards can be accessed at:

<http://www.naeyc.org/academy/primary/viewstandards>

Some of the NAEYC Standards pertinent to this expectation/requirement include the following:

- Standard 2.K. – Curriculum Content Area for Cognitive Development: Health and Safety

Tools/Templates: *Champions for Change* is part of the Network for a Healthy California. The mission of the Network for a Healthy California (Network) is to create innovative partnerships that empower low-income Californians to increase fruit and vegetable consumption, physical activity, and food security with the goal of preventing obesity and other diet related chronic diseases. *Champions for Change* educational materials and resources around healthy eating and physical activity can be accessed at:

<http://www.cachampionsforchange.cdph.ca.gov/en/index.php>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Schedule of parenting education workshops held on-site (along with topic list)
- Applicable parent-friendly and culturally and linguistically relevant print materials readily available and accessible to all parents*
- MOU with another agency that provides special programming or child/parent curricula implemented on-site on this topic

Content Area 1: CSP Baseline Criteria

Feature: Nutrition

(Section in Readiness Assessment: **CLASSROOM, Health and Well Being, Nutrition**)

Criteria/Expectation

Program provides nutritious meals and snacks using USDA Child & Adult Care Food Program standards.

Description of Criteria

Centers and Family Child Care Homes should serve meals and snacks that are consistent with the USDA Child and Adult Care Food Program standards. Centers and Family Child Care Homes should keep records of the daily menus provided to children on-site.

Assessment Questions

- Do you provide meals and snacks using USDA Child and Adult Care Food Program standards?
- How do you monitor that?

Source Material (references)

Policy/Requirements and Standards/Statements of Practice: Child & Adult Care Food Program <http://www.fns.usda.gov/cnd/care/Homes.htm>

Standards/Statements of Practice: *Caring for Our Children, National Health and Safety Performance Standards, Guidelines for Early Care and Education Programs*, 3rd edition. See Chapter 4: Nutrition. This publication is the work of the American Academy of Pediatrics (AAP), the American Public Health Association (APHA), and the National Resource Center for Health and Safety in Child Care and Early Education (NRC). These standards represent the evidence and expertise of early childhood service providers on quality health and safety practices in early care and education settings. The standards can be accessed at: http://nrkids.org/CFOC3/CFOC3_color.pdf

Standards/Statements of Practice and Tools/Templates: The *California Preschool Curriculum Framework, Volume 2* is a companion to the *California Preschool Learning Foundations, Volume 2*, and presents strategies and information to enrich learning and development opportunities for all of California's preschool children. Volume 2 focuses on three learning domains: visual and performing arts, physical development and health (CDE, 2012). Chapter 4 focuses on Health and includes a section on Nutrition.

California Preschool Curriculum Framework can be accessed at: <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>

Tools/Templates: *Champions for Change* is part of the Network for a Healthy California. The mission of the Network for a Healthy California (Network) is to create

innovative partnerships that empower low-income Californians to increase fruit and vegetable consumption, physical activity, and food security with the goal of preventing obesity and other diet related chronic diseases. *Champions for Change* educational materials and resources around healthy eating and physical activity can be accessed at: <http://www.cachampionsforchange.cdph.ca.gov/en/index.php>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Weekly/monthly menu of food provided to children
- Copy of approval notice by CDE to participate in USDA
- Child and Adult Care Food Program for reimbursement
- Copy of *Child and Adult Care Food Program Center Monitoring Review Report* completed within the last year

Content Area 1: CSP Baseline Criteria

Feature: Nutrition Education*

(Section in Readiness Assessment: CLASSROOM, Health and Well Being, Nutrition Education)

Criteria/Expectation

Nutrition education must be included in children’s curricula and Parent Education classes.

Description of Criteria

Nutrition education must be included as part of a Center’s or Family Child Care Home’s classroom and ongoing parent education program. The program should include:

- Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets; and
- Staff discussions with parents about the nutritional status of their child.

Ongoing nutrition education must be included as part of a classroom’s lesson plans. Centers or Family Child Care Homes may establish an MOU with an agency or entity to provide the ongoing, on-site, culturally and linguistically relevant nutrition education to the children and/or parents. Examples of agencies or persons who could provide support to teachers and/or parents include registered dietitians or nutritionists; local Women, Infants, and Children (WIC) programs; local, county and state Maternal and Child Health Programs; State university and college nutrition departments, and local community colleges and trade schools. All programming should be written or presented at appropriate literacy levels and languages for the communities served and available to parents of specialized populations. Parent education programming should emphasize using teachable moments throughout the year and the importance of good nutrition and appropriate physical activity to prevent obesity. Parent-friendly, culturally and linguistically relevant, easily accessible nutrition education print materials should be made available for families.*

*PoE: These criteria are directly related to the First 5 California Principles on Equity, Access to Services.

Assessment Questions

- Is your teaching staff trained on nutrition education for children and parents?
- Do you offer parent programs (e.g., workshops, classes, etc.) on nutrition, healthy food choices, and the importance of physical activity to prevent obesity?
- Are your materials or workshops culturally and linguistically relevant to the population served?
- Do you provide information for parents and children on nutrition through print or on-line accessible materials?
- Do teacher lesson plans include topics of making healthy food choices for children?

- Do you have any formal arrangements (e.g., MOUs or contracts) with partners who help provide nutrition education to your children and/or families?
- Do you or your partner agency offer programming for children to incorporate nutrition education in the children’s curricula (e.g., videos, cooking demonstration class, themes in curricula covering nutrition/food, field trips to farmer’s markets, stores, farms, etc.)?
- Do teachers and staff use meal-time as a teachable moment?
- Do staff model healthy food choices?

Source Material (references)

Standards/Statements of Practice: Child & Adult Care Food Program

<http://www.fns.usda.gov/cnd/care/Homes.htm>

Caring for Our Children, National Health and Safety Performance Standards, Guidelines for Early Care and Education Programs, 3rd edition. See Standard 2.4.1.2: Staff Modeling of Healthy and Safe Behavior and Health and Safety Education Activities, Standard 4.7.0.2: Nutrition Education for Parents/Guardians, and Standard 2.1.1.2: Health, Nutrition, Physical Activity, and Safety Awareness. This publication is the work of the American Academy of Pediatrics (AAP), the American Public Health Association (APHA), and the National Resource Center for Health and Safety in Child Care and Early Education (NRC). These standards represent the evidence and expertise of early childhood service providers on quality health and safety practices in early care and education settings. The standards can be accessed at:

http://nrkids.org/CFOC3/CFOC3_color.pdf

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.40 Family partnerships

Standards/Statements of Practice and Tools/Templates: *The California Preschool Curriculum Framework, Volume 2* is a companion to the *California Preschool Learning Foundations, Volume 2*, and presents strategies and information to enrich learning and development opportunities for all of California's preschool children. Volume 2 focuses on three learning domains: visual and performing arts, physical development and health (CDE, 2012). Chapter 4 focuses on Health and includes a section on Nutrition.

California Preschool Curriculum Framework can be accessed at:

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>

Tools/Templates: The USDA Center for Nutrition Policy and Promotion (CNPP) works to improve the health and well-being of Americans by developing and promoting dietary guidance that links scientific research to the nutrition needs of consumers. The USDA

CNPP has published several educational materials around nutrition, which can be accessed at the following website: <http://www.cnpp.usda.gov/>

Champions for Change is part of the Network for a Healthy California. The mission of the Network for a Healthy California (Network) is to create innovative partnerships that empower low-income Californians to increase fruit and vegetable consumption, physical activity, and food security with the goal of preventing obesity and other diet related chronic diseases. Champions for Change educational materials and resources around healthy eating and physical activity can be accessed at: <http://www.cachampionsforchange.cdph.ca.gov/en/index.php>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Other Center/Family Child Care Home staff or partner agencies that may provide nutrition education for families enrolled in your program

Document(s) to be Reviewed

- Lesson plans indicating nutrition education covered throughout the year- in curricula (e.g., videos, cooking demonstration class, themes in curricula covering nutrition/food, field trips to farmer's markets, stores, farms, etc.)
- Parent education on Nutrition Education provided using culturally and linguistically relevant methods of communication*
- MOU, contract or other agreement with partner agency who provides nutrition education for parents/children
- Culturally and linguistically relevant resources made available to parents/families regarding nutrition (including information about identifying sources of fresh food, accessing fresh food sources, and healthful food choices and habits)*

Content Area 1: CSP Baseline Criteria

Feature: Tobacco Education

(Section in Readiness Assessment: ADMINISTRATION, Program Implementation, Tobacco Education)

Criteria/Expectation

All staff will be required to complete on-line training titled, “Kids and Smoke Don’t Mix: A Tobacco Training for Child Care Providers and Preschool Teachers.”

Description of Criteria

Classroom teaching staff and administrators/owners of center-based programs or Family Child Care Homes must complete the on-line training titled, “Kids and Smoke Don’t Mix: A Tobacco Training for Child Care Providers and Preschool Teachers” as part of their participation in the CSP. This training must be completed by December 31, 2013.

Assessment Questions

- Are all of your staff trained on the dangers associated with smoking and tobacco cessation material, including completion of the on-line tobacco training titled, “Kids and Smoke Don’t Mix: A Tobacco Training for Child Care Providers and Preschool Teachers,” funded by First 5 California?
- Do you monitor staff completion of training?

Source Material (references)

Tools/Templates: "Kids and Smoke Don't Mix: A Tobacco Training for Child Care Providers and Preschool Teachers" is a self-paced, FREE online training that takes approximately 45 minutes to complete. It is offered in English and Spanish.

The training is funded by First 5 California. In this on-line training, participants will:

- Learn about secondhand and third-hand smoke and their dangers
- Learn how to protect children from tobacco smoke
- Become comfortable giving smokers and their family members information about resources to help them quit, including referral to the Helpline

The login page for the training can be accessed at: <http://helpline.ucsd.edu/login/>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Certificate of completion of course

Content Area 1: CSP Baseline Criteria

Feature: Physical Activity

(Section in Readiness Assessment: CLASSROOM, Health and Well Being, Physical Activity)

Criteria/Expectations

Preschool: Program provides at least 30 minutes of physical activity per day per ECERS guidelines for half-day programs (less than 4 hrs.) or at least 60 minutes per day for full day programs.

Infant/Toddler: Program provides at least 60 minutes of physical activity per day per ITERS /FCCERS guidelines for full-day programs (greater than 4 hrs.) or at least 30 minutes per day for half day programs.

Description of Criteria

Early care and education programs provide an opportunity to promote the development of physically active lifestyles among children. The Center or Family Child Care Home should provide at least 30 minutes of physical activity per day for preschool half day programs. For infant/toddler programs, at least 60 minutes of activity per day should be provided.

The Program should have a written physical activity policy outlining the promotion of physical activity by teachers/caregivers.

Aspirational Criteria/Expectation

Children have access to indoor and outdoor space and age-appropriate indoor and outdoor equipment. Information about age-appropriate equipment can be found in the section, "Source Material" below. For example, children ages 6-23 months may access climbing equipment that is under 32" high, or use swings with bucket seats. Children age 2-5 years may have access to equipment with rung ladders. Ideally, programs serving toddlers (twelve months to three years) and preschoolers (three to six years) should allow at least 60 minutes of physical activity outdoors. These outdoor times can be curtailed somewhat during adverse weather conditions in which children may still play safely outdoors for shorter periods, but should increase the time of indoor activity, so the total amount of exercise should remain the same.

Assessment Questions

- Do you have a schedule for daily physical activity for each classroom?
- Do you follow the guidelines for physical activity according to the age group and hours that you serve the children?
- Do you monitor whether each classroom follows the daily schedule?

Source Material (references)

Standards/Statements of Practice: *Caring for Our Children, National Health and Safety Performance Standards, Guidelines for Early Care and Education Programs, 3rd edition*. See Standard 3.1.3: Physical Activity and Limiting Screen Time, Standard 3.1.3.1: Active Opportunities for Physical Activity. This publication is the work of the American Academy of Pediatrics (AAP), the American Public Health Association (APHA), and the National Resource Center for Health and Safety in Child Care and Early Education (NRC). These standards represent the evidence and expertise of early childhood service providers on quality health and safety practices in early care and education settings. The standards can be accessed at:
http://nrckids.org/CFOC3/CFOC3_color.pdf

The U.S. Consumer Product Safety Commission (CPSC) has created guidelines for playground equipment. The Commission also provides guidance on selecting suitable toys for children depending on their age. For information about which toys are appropriate for which children, see the following publication:
<http://www.cpsc.gov/cpscpub/pubs/285.pdf>

For information and examples of outdoor equipment appropriate for children age 0-5, see page 7 of the following publication from the U.S. CPSC:
<http://www.cpsc.gov/cpscpub/pubs/325.pdf>

Tools/Templates: For more information on the Environmental Rating tools, see the following: <http://ers.fpg.unc.edu/about-environment-rating-scales>

Let's Move! is a comprehensive initiative launched by First Lady Michelle Obama, dedicated to solving the problem of obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams. Materials and resources can be accessed at: <http://www.letsmove.gov/>

Champions for Change is part of the Network for a Healthy California. The mission of the Network for a Healthy California (Network) is to create innovative partnerships that empower low-income Californians to increase fruit and vegetable consumption, physical activity, and food security with the goal of preventing obesity and other diet related chronic diseases. Champions for Change educational materials and resources around healthy eating and physical activity can be accessed at:
<http://www.cachampionsforchange.cdph.ca.gov/en/index.php>

Research: “Federal Interagency Forum on Child and Family Statistics. America's Children in Brief: Key National Indicators of Well-being,” 2006. Washington, DC: US Government Printing Office; 2006

Patrick K, Spear B, Holt K, Sofka D, eds. "Bright Futures in Practice: Physical Activity." Arlington, VA: National Center for Education in Maternal and Child Health; 2001. This publication provides some physical activity guidelines for young children and information that can be used by professionals to screen and assess the physical activity of young children. It also contains information that is useful to parents in understanding what motor skills they can expect their child to develop throughout the years.

Thompson, D., Hudson, S.D., & Mack, M.G. (1999, March/April). Matching children and play equipment: A developmental approach. *Early Childhood News, 11* (2), 14-25. This publication includes guidance on the ideal characteristics of playground equipment based on children's age and their expected physical, social-emotional, and intellectual development.

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Copy of daily schedule
- Copy of operating guidelines or manual indicating program policies for physical activity
- Schedule with specific programming of developmentally appropriate and noncompetitive games or other opportunities for physical activity
- Appropriate outdoor and indoor space to engage children in play-based, structured, and spontaneous physical activity
- Copies of the appropriate Environmental Rating Scale tools, indicating appropriate score for features related to physical activity for children

Content Area 1: CSP Baseline Criteria

Feature: Transition Support

(Section in Readiness Assessment: CLASSROOM, Transition Support, Transition Support)

Criteria/Expectation

Program must provide transition support among classroom activities and for children in all phases of transition (i.e., infants entering toddler classroom, toddlers entering preschool, and preschoolers entering kindergarten).

Description of Criteria

Center and Family Child Care Homes have planned activities that support transition between activities throughout the day. Transitions between activities should be short in duration and the overall lesson plan of activities for children should provide a daily balance of active and quiet periods throughout the day. Examples of transitional strategies include special songs that provide learning experiences, help familiarize children with daily routines and prepare them for the next activity. The lesson plan of activities for preschool children should provide a daily balance of teacher-guided activities and opportunities for free exploration.

In addition, Center and Family Child Care Home should have planned activities to support the seamless transition of children and their families between various early care and education environments through kindergarten. These activities should include educating and introducing the families to the next phase in their child's education. Activities should improve the knowledge of parents on what kinds of behaviors or knowledge their child is expected to acquire prior to the transition, as well as the kinds of behaviors that will be expected of the child as they transition into the next phase. Where possible, programs should make connections with the school district or other preschool to provide opportunities for families to visit the classroom that their child will be entering. Activities should also include opportunities for the child to visit the next classroom (infant to toddler and from toddler to preschool and from preschool to kindergarten) prior to the formal transition into the next class. Examples of transition activities from the infant/toddler room include meeting the next teacher and spending part of the day in the new classroom for a few days prior to the transition to the new classroom. Other transition support activities include providing families with information about local kindergarten/preschool enrollment due dates/ orientation, requirements for entry and enrollment, what to expect, etc.

Assessment Questions

- Do you partner with the agencies listed below to support smooth transitions for children and families from one program to the next? How do you document those partnerships?
 - School districts/Kindergartens
 - Family Child Care Homes
- Do infant/toddler programs have a Transition Coordinator?

- Do you have a protocol for sharing individual child level information with the next program that the child is entering or transitioning to?
- Do you have a protocol that schedules children to visit the next classroom they will be entering prior to transition?
- Do you have special songs or other strategies that support transition between classroom activities?

Source Material (references)

Standards/Statements of Practice: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.4(c) Transition Services

Early Head Start Program Strategies. Transition Strategies: Continuity and Change in the Lives of Infants and Toddlers can be accessed at:

http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/transition_strategies.pdf

Standards/Statements of Practice and Tools/Templates: The National Early Childhood Technical Assistance Center (NECTAC), *Transition from Preschool Services to Kindergarten*. The following webpage provides links to best practices, policy briefs, and research on the topic of transition from preschool to kindergarten:

<http://www.nectac.org/topics/transtoK/transtoK.asp>

The National Association for the Education of Young Children (NAEYC) provides an accreditation process that is a marker of quality in early childhood education. The NAEYC provide rigorous national standards on education, health and safety. NAEYC also maintains a focus on the provision of educational and developmental services and resources. The following are NAEYC educational materials/resources related to classroom transitions:

Resources for teaching and learning through routines and transitions

http://journal.naeyc.org/btj/200805/pdf/BTJ_Transition_Resources.pdf

Transition movement into the curriculum

<http://www.naeyc.org/files/yc/file/201003/LeapsandBoundsWeb0310.pdf>

Planning transitions to prevent challenging behavior

http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf

Research: Patton, C., Wang, J. (2012). "Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten." *Family Involvement Network of Educators (FINE) Newsletter, Vol. IV (3)*. Retrieved September 27, 2012 from:

<http://www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-Kindergarten>

Bohan-Baker, Marielle and Little, Priscilla M. D. (April 2002). "The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families, Harvard Family Research Project." Retrieved September 30, 2012 from <http://gseweb.harvard.edu/hfrp/projects/fine/resources/research/bohan.html>

This resource provides an array of research including surveys of Kindergarten teachers. It promotes practices in this area including:

- Periodic contact with families of preschoolers to begin sharing information
- Periodic contact with the children themselves to begin to develop a relationship prior to school entry
- Invitations to visit the Kindergarten in the spring of the child's preschool year
- Preparation and dissemination of home-learning activities, including summer literacy activities
- Family meetings prior to the onset of Kindergarten
- Partner with local parent-teacher association to inform parents and families
- Dissemination of information to parents on the transition to Kindergarten,
- Home visits before and after children enter Kindergarten
- Support groups for parents as their children transition to Kindergarten
- Facilitation of early registration for Kindergarten
- In areas with a large percentage of limited English proficiency families, staff early care and education and Kindergartens with bilingual teacher aides

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Partner Agencies (e.g., local elementary school administrators & Kindergarten teachers)
- Classroom Teacher
- Transition Coordinator (if applicable)

Document(s) to be Reviewed

- Copies of schedules indicating when Infant teachers meet with Toddler teachers and when Toddler teachers meet with Preschool teachers prior to transition
- Copies of MOU with other early care and education programs, Family Child Care Homes, or school districts/Kindergartens, indicating roles and activities that encourage transition support between programs/classrooms
- Copies of packets of information shared between Infant and Toddler teachers and Toddler and Preschool teachers or between Preschool teachers and Kindergarten teachers

- Copies of any materials shared with parents providing information to them about the transition from infant to toddler care and toddler care to preschool and from preschool to Kindergarten and what to expect
- Lesson plans indicating strategies (e.g., songs) or other tools to support children's transition between activities (e.g., outdoor playtime to getting ready for circle time)

Content Area 1: CSP Baseline Criteria

Feature: Teacher/Provider Qualifications

(Section in Readiness Assessment: CLASSROOM, Program Implementation, Teacher/Provider Qualifications)

Criteria/Expectation

For FCCH Infant/Toddler and Preschool classrooms: Teachers and Assistant Teachers must meet or exceed current First 5 California Teacher/Provider Qualification quality levels listed under “Source Material” below.

Description of Criteria

Center-based Teachers must have a Bachelor of Arts (BA) degree plus 24 ECE units (including core⁶), or ECE or Multiple Subject teaching credential. An Assistant Teacher must have an Associate in Arts (AA) degree (or equivalent coursework in a BA program) with appropriate ECE credits (recommend 24 units).

For Family Child Care Homes serving infants/toddlers, all teaching classroom staff must meet State licensing requirements and AA degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units).

Assessment Questions

- Do all teachers and assistance teachers meet or exceed current First 5 California Teacher/Provider Quality Levels listed under “Source Material” below?

Source Material (references)

Policy/Requirements: *Request for Application, Child Signature Program (CSP) – RFA #2 (3-30-12), Attachment D: Teacher/Provider Qualification Quality Levels for Preschool (Pre-K) and Infant/Toddlers (I/T) – Center-Based and Family Child Care Homes (FCCH)*

⁶ Core courses and general education units as defined for the Child Development Permit. (See <http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html>)

Requirements for CSP Program		Criteria for Preschool and Infant/Toddler (Center-Based)	Criteria for Infant/Toddler (FCCH)
Classrooms must have staff at this level.	First 5 California Quality Level	<p>Director/Teacher: Bachelor of Arts (BA) degree plus 24 ECE units (including core*), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director</p> <p>Assistant Teacher: Associate in Arts (AA) degree (or equivalent course work in BA program) with appropriate ECE credits (recommend 24 units)</p>	State licensing requirements and: AA degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Personnel files verifying education and certification of teachers and administrators
- Copies of degree certificates from staff
- Copy of transcripts for relevant coursework

Content Area 1: CSP Baseline Criteria

Feature: Additional Teacher/Provider Requirement*

(Section in Readiness Assessment: ADMINISTRATION, Program Implementation, Additional Teacher/Provider Requirement)

Criteria/Expectation

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.*

Description of Criteria

Participating Center staff and Family Child Care Home staff will participate in professional development activities that address strategies for working with children with varied language and cultures, and children with disabilities and other special needs. At a minimum, all staff will participate in such professional development activities annually.

*PoE: These criteria are directly related to the First 5 California Principles on Equity, Access to Services.

Assessment Questions

- Do you seek out professional development opportunities offered by other agencies (e.g., local child care resource and referral agencies) for your staff to increase effectiveness in working with:
 - Culturally and linguistically diverse children?*
 - Children with special needs?*
- Do you contract with other agencies/individuals to provide professional development opportunities for your staff to increase effectiveness in working with:
 - Culturally and linguistically diverse children?*
 - Children with special needs?*
- Do you provide paid release time for your teachers to participate in such professional development opportunities?
- Do you provide staff with these professional development opportunities annually?

Source Material (references)

Research: Bridges M, Diggs N, Ly J, Fuller B. “Features of Quality Early Care and Education: Recent Rigorous Evidence on What Matters Most for Children.” Prepared for First 5 California, November 2011.

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Classroom Teacher
- Family Child Care Home owner

Document(s) to be Reviewed

- Annual schedule with indication of paid professional development time set aside for teachers
- Agenda for trainings and certificates of completion

Content Area 1: CSP Baseline Criteria

Feature: Environment Rating Scales (ERS)

- **Early Childhood Environment Rating Scale – Revised Edition (ECERS-R)**
- **Infant/Toddler Environment Rating Scales (ITERS)**
- **Family Child Care Environment Rating Scales (FCCERS)**

(Section in Readiness Assessment: CLASSROOM, Screening and Assessment, Environment Rating Scales)

Criteria/Expectations

ECERS-R score of 5 or better, obtained by averaging the indicators

ITERS-R score of 5 or better, obtained by averaging the indicators

FCCERS-R score of 5 or better for Family Child Care Homes, obtained by averaging the indicators

Description of Criteria

Center classrooms or Family Child Care Homes should achieve an overall score of 5 or better on the FCCERS-R, ITERS-R or ECERS-R, as appropriate for the population served in the classroom. The FCCERS-R, ECERS-R and ITERS-R rating must be completed within the last 24 months by a reliable assessor, as indicated in “Developing and Maintaining Reliability” located on the ERSI website.

Assessment Questions

- Do you have an ECERS-R/ITERS-R or FCCERS-R rating completed within the last 24 months by a reliable assessor?
- How frequently is the ECERS-R/ITERS-R or FCCERS-R conducted and by whom?
- Do you use the ECERS-R/ITERS-R or FCCERS-R results to inform program planning and improvement?

Source Material (references)

Tools/Templates: For more information on the ECERS-R tool, see the following:

<http://ers.fpg.unc.edu/b-development-ecers-r>

For more information on the ITERS-R tool, see the following:

<http://ers.fpg.unc.edu/node/84>

For more information on the FCCERS-R tool, see the following:

<http://ers.fpg.unc.edu/family-child-care-environment-rating-scale-revised-edition-fccers-r>

For more information about training and maintaining reliability between assessors of the Environmental Rating Scales, please visit the Environmental Rating Scales Institute at: <http://www.ersi.info/info.html>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Classroom Teacher
- Family Child Care Home owner
- Partner Agency who conducts the ECERS-R, ITERS-R, or FCCERS-R rating for the classroom/program

Document(s) to be Reviewed

- Copies of completed ECERS-R/ITERS-R or FCCERS-R tool, with scores by domain and overall score completed by a reliable assessor

Content Area 1: CSP Baseline Criteria

Feature: Classroom Assessment Scoring System (CLASS) (Section in Readiness Assessment: CLASSROOM, Screening and Assessment, Classroom Assessment Scoring System)

Criteria/Expectations

Score of:

- **5** on CLASS Emotional Support
- **3** on CLASS Classroom Organization
- **2.75** on CLASS Instructional Support

Description of Criteria

Center classrooms or Family Child Care Homes must be evaluated by a trained and certified CLASS observer and achieve an overall score of 5 or better on the CLASS Emotional Support domain, a score of 3 or better on the Classroom Organization domain, and a 2.75 or better on the Instructional Support domain. Teachers should receive training and support around the interpretation of the results and how to use the results to inform program planning and improvement of their classroom interaction practices.

Assessment Questions

- Has the CLASS been completed by a trained and certified CLASS observer in the last 24 months?
- Does your program have scores on the CLASS tool that meet CSP Baseline Criteria (**5** on Emotional Support, **3** on Classroom Organization, **2.75** on Instructional Support)?
- Do you provide ongoing training and coaching to teachers around the interpretation of the results and how to use the results to inform program planning and improvement in classroom interaction strategies?

Source Material (references)

Tools/Templates: For more information about the CLASS tool, see the following website: <http://www.teachstone.org/about-the-class>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Enrollment data plus number of classrooms with CLASS analysis for each age group

Content Area 1: CSP Baseline Criteria

Feature: Desired Results Development Profile (DRDP) 2010

(Section in Readiness Assessment: CLASSROOM, Screening and Assessment, DRDP 2010)

Criteria/Expectations

Program completes the DRDP-IT 2010 and/or DRDP –PS 2010 at appropriate intervals within past 12 months on each child.

Description of Criteria

The Desired Results Development Profile (DRDP) assessment instruments were developed for teachers to observe, document, and reflect on young children’s learning and developmental progress.

Program must assess child progress and outcomes using the DRDP-IT or DRDP-PS 2010 for each student at the beginning and end of the school year. The DRDP must be administered according to the guidance set forth by the California Department of Education for implementation of DRDP.

All programs should have written protocols for implementing the DRDP. Protocols should address the timing and scheduling for conducting the DRDP, and policies or guidelines for implementing assessment tools and sharing results with families, along with any accommodations necessary to support the diversity of the population of children and families served.*

Staff should receive training in the administration, interpretation, and sharing of results of the DRDP and/or any additional developmental assessment tool with families.

*PoE: These criteria are directly related to the First 5 California Principles on Equity, Access to Services.

Aspirational Criteria/Expectation

Program may assess child progress and outcomes, including outcomes for Dual Language Learners, using additional developmental assessment tools (e.g., Bayley, DECA, PLS-4, Pre-IPT). Any additional developmental tools selected for use by the program should be standardized and validated for the population of children served. Programs should implement a systematic approach to conducting additional developmental assessments, and assessments should be conducted by staff qualified to administer the assessment. Any developmental assessments used should be administered in a manner consistent with the Principles on Equity.*

Assessment Questions

- Does your program have DRDP 2010-PS or DRDP- I/T data on individual children collected within the last 12 months at appropriate intervals?
- Do you have protocols in place to ensure the DRDP is conducted twice annually? Does your protocol for collecting and maintaining DRDP data allow for individual level analysis and tracking children longitudinally?
- Do you analyze DRDP 2010 results to inform instruction?

Source Material (references)

Tools/Templates: Desired Results. Exhaustive resources for training and implementation of the Desired Results Developmental Profile (DRDP) can be accessed at:

http://www.wested.org/desiredresults/training/form_drdp.htm

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Classroom teachers
- Outside evaluator

Document(s) to be Reviewed

- Copies of submitted DRDP-IT and DRDP-PS results (excel file or other) for each child within last school year or past 12 months at appropriate intervals

Content Area 1: Parent Involvement and Support

Feature: Families

(Section in Readiness Assessment: CLASSROOM, Family Involvement and Support, Families)

Criteria/Expectation

Program implements culturally and linguistically appropriate family outreach and involvement, provides parents with access to child development information and resources, and informs parents of their rights and responsibilities and those of their children.

Description of Criteria

Center or Family Child Care Home must conduct formal parent orientations with newly enrolled families and provide a Parent Handbook.

Programs should have a list of resources for families available for distribution (e.g., social support, parenting, mental/behavioral health, crisis intervention/emergency support, literacy, adult education, safe housing, etc.).* Programs may use a dedicated family support specialist on-site or through formal partnership with another agency.

Program must receive a minimum score of 5 on the Parents and Staff subscale of the applicable Environmental Rating Scale.

Programs must provide parents with access to child development information and resources. This includes conducting parent-teacher conferences at least twice yearly. Programs should distribute educational materials on general child development (developmental milestones) to parents and ensure all materials are culturally and linguistically appropriate.* Where necessary, programs should provide translators for conducting parent-teacher conferences. Ideally the translators should be adults who are not family members, but rather program staff or other contracted individuals for this translation support.

Programs must inform parents of their rights and responsibilities and those of their children at the time of enrollment. These forms are required from the Community Care Licensing Division and should be made available in the primary language of the family. Information about rights and responsibilities should be included in the program's Parent Handbook.

Programs solicit parent input and feedback on their programs, using the DRDP parent survey or a similar survey covering at least the same topics, if not more comprehensive, at least once annually.

*PoE: These criteria are directly related to the First 5 California Principles on Equity, Access to Services.

Assessment Questions

- Do you have a list of the kinds of support services or referrals you make available (directly or indirectly) to families of enrolled children? Are any printed lists made available in the languages of the families that you serve?
- Do you have staff that is designated specifically for family support and engagement? Are those resources on-site or through another arrangement (describe if the latter)?
- Do you provide translators (ideally not other family members) when necessary to provide families with the resources and supports?
- Do you involve families in program planning and decision-making?
- Is there any home visiting component(s) of your program, including partnership with another agency for home visiting support if applicable?

Source Material (references)

Standards/Statements of Practice: California Early Learning Quality Improvement System Advisory Committee: “Dream Big for Our Youngest Children: The Final Report,” Nov. 23, 2011. Appendices E and H, which can be accessed online at: <http://www.cde.ca.gov/sp/cd/re/sb1629committee.asp>

Exemplars: Educare includes on-site family support services as a core feature of its program model. Additional information about Educare’s on-site family support services Family Support Specialists, can be accessed online at: <http://www.educareschools.org/about/pdfs/EducareCoreFeatures-Jan2012.pdf> (see, On-site family support services.

An example of the job description and responsibilities for Educare family support specialists can be accessed at:

<http://www.educareschools.org/about/jobs/family-support-specialist.htm>

Research: Olds, D. et al., “Effects of Nurse Home Visiting on Maternal Life Course and Child Development: Age 6 Follow-up Results of a Randomized Trial.” *Pediatrics* Vol. 114 No. 6, December 1, 2004, pp. 1550 -1559. (doi: 10.1542/peds.2004-0962) *Pediatrics* Vol. 114 No. 6 December 1, 2004

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Family Support Specialist or contractor from community based family support/services agency
- Leadership at the local home visiting agency with which Center has a relationship
- Family member of an enrolled child

Document(s) to be Reviewed

- Center training manual and related documentation
- Family support program documents
- Documents from contracted partners who provide family support or home visiting services
- Professional development (PD) schedule, topical content, and coaching sessions
- Policies and Procedure manuals
- Program's Parent Handbook
- Rosters, documentation, and other data demonstrating the use of and need for family support and home visiting services

Content Area 1: CSP Baseline Criteria

Feature: Connections

(Section in Readiness Assessment: CLASSROOM, Family Involvement and Support, Connections)

Criteria/Expectation

Programs connect with wrap-around child care and other family supports/services as needed.

Description of Criteria

Centers or Family Child Care Homes provide information and assistance to families who need to access additional child care during the hours in which the child is not attending the formal infant/toddler or preschool program. Centers or Family Child Care Homes may do this by providing a list of alternative early care and education programs that provide such care as well as information on how to contact the program, eligibility information, etc.

Programs should connect families with family supports/services as needed. Staff should be knowledgeable of local family support services and have protocols for sharing resources with families.

Aspirational Criteria/Expectations

Centers or Family Child Care Homes should provide assistance for families who need to access multiple service systems, including social services, health, other child care, and family support services. Centers should provide assistance to families for the coordination all of these services. Such coordination may include coordination of service providers from other agencies to provide care at the Center or Family Child Care Home. Coordination may be provided by a Family Support Specialist or similar staff person, employed or contracted by the program. Ideally, programs should provide an evidence-based home visiting program that supports families with connecting with necessary resources and supports.

Programs should also support families as they transition from infant/toddler services to preschool services and Kindergarten. Programs should support families who have children with special needs or developmental delays in navigating the service systems such as Early Start, Regional Center, and special education from the local education agency as they move through these systems based on their age and eligibility for services. Programs should establish relationships with such agencies and provide parents with information about their rights, responsibilities, contacts and eligibility for the relevant agencies and service systems as children transition from one system to the next.

Assessment Questions

- Do you have staff who can provide information to families about wrap-around child care or other family support services?
- Do you have a list of resources that provide wrap around child care services nearby?
- Do you have a list of additional local resources (housing, job training, medical services, etc.) available to staff and families?
- Do you have staff who coordinate service providers from multiple agencies to provide care at the Center or Family Child Care Home for your families?

Source Material (references)

Standards/Statements of Practice: California Early Learning Quality Improvement System Advisory Committee: “Dream Big for Our Youngest Children: The Final Report,” Nov. 23, 2011. Appendices E and H, which can be accessed online at: <http://www.cde.ca.gov/sp/cd/re/sb1629committee.asp>

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the Head Start Performance Standards can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.40 (a) 1-5 The Family Partnership Agreement Process

Standards/Statements of Practice and Tools/Templates: The National Early Childhood Technical Assistance Center (NECTAC), Transition from Preschool Services to Kindergarten. The following webpage provides links to best practices, policy briefs, and research on the topic of transition from preschool to Kindergarten: <http://www.nectac.org/topics/transtoK/transtoK.asp>

Tools/Templates: Additional resources on this topic are available at the Early Childhood Learning Knowledge Center, which can be accessed online at the link below. These resources include more detailed information about partnering with families, as well as descriptions of exemplary programs.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/family-engagement/working-with-families/famcom_rep_00084_071405.html

Program for Infant/Toddler Care: A Guide to Creating Partnerships with Families, 2nd Edition 2010 contains information to help caregivers develop partnerships of mutual trust and respect with families. Studying the family in its culture, involving families in the program, helping families under stress, and handling difficult issues are among the topics discussed. Also included are sample agreement forms for parents and caregivers, points to consider, and suggested readings and other resources. A link to purchase information can be found at: http://www.pitc.org/cs/pitclib/view/pitc_res/177

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Copy of MOU with agency that provides support in coordination of wrap-around services for families in your program
- List of referral resources
- Parent Handbook

Content Area 2: Leadership/Governance

Feature: Administrator Qualifications

(Section in Readiness Assessment: ADMINISTRATION, Program Administration, Administrator Qualifications)

Criteria/Expectations

Center-based program: Meets CSP Minimum Standards for Program Director

Family Child Care Home: Meets CSP Minimum Standards for Director

Process in place for performance evaluation of Program Director

Description of Criteria

Staff qualification and professional development are considered to be important aspects of quality in early care and education settings. These criteria detail the qualifications for Program Directors in programs participating in the Child Signature Program. The center Program Director must have a B.A. plus 24 ECE units (including core), or obtained an ECE or Multiple Subject teaching credential, or Child Development Program Director Permit issued by the California Commission on Teacher Credentialing.

The owner of the Family Child Care Home must meet state licensing requirements AND have an Associate's degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)⁷.

Assessment Questions

- Does the Program Director or Family Child Care Home owner meet CSP minimum qualification requirements?
- What documentation of the Program Director's/Owner's qualifications are available?
- Is there a process in place for regular evaluation of the Program Director/Owner?

Source Material (references)

Policy/ Program Requirements: *Request for Application Child Signature Program (CSP) – RFA #2 (3-30-12) Attachment D: Teacher/Provider Qualification Quality Levels for Preschool (Pre-K) and Infant/Toddlers (I/T) – Center-Based and Family Child Care Home (FCCH)*

http://www.cfc.ca.gov/pdf/funding/CSP_RFA-2_Mar2012/11%20RFA%202%20-%20Attachment%20D%20-%20Teach-Provider%20Qual%20Table%20CSP.pdf

⁷ If FCCH is serving infants, at least 3 ECE units should be in infant care.

Policy/Requirements and Tools/Templates: *Resources for California Child Development Program Director Permits: The Child Development Permit Matrix* is a tool that lists required general education units and other requirements for the Child Development Permits. This and many other resources and personalized technical assistance can be accessed through the Child Development Training Consortium at: http://www.childdevelopment.org/cs/cdte/print/htdocs/services_permit.htm.

Child Development Program Director permits are issued by the California Commission on Teacher Credentialing. More information about the application process can be accessed at: <http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html>

Standards/Statements of Practice: Requirements for NAEYC Accreditation – <http://www.naeyc.org/academy/pursuing/requirementoverview>

- NAEYC Candidacy Requirements (Step 3 of Accreditation) Related to Staff Qualifications <http://www.naeyc.org/academy/pursuing/edquals/candidacy>

Research: Bridges M, Diggs N, Ly J, Fuller B. “Features of Quality Early Care and Education: Recent Rigorous Evidence on What Matters Most for Children.” Prepared for First 5 California, November 2011

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Human Resources Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Documentation of FCCH owner’s/ center administrator’s personnel or related files that include educational diplomas, certificates, transcripts/enrollment in coursework toward meeting requirements
- Documentation of past employment in other child care settings
- FCCH owner’s/center administrator’s credential certificates

Content Area 2: Leadership/Governance

Feature: Administration and Management

(Section in Readiness Assessment: ADMINISTRATION, Program Administration, Administration and Management)

Criteria/Expectations

Program Director competence in basic administration and management demonstrating effective control and accountability in key areas (including human resources development and assessment, child assessments, facilities and operations, budget and finance, health and safety, licensing)

FCCH owner competence in key areas listed above as appropriate to the scope of their operations

Policies and procedures in place in each of the administration and management categories listed above, and effectively communicated to staff, families, and community partners

Proactive response to changing conditions and new knowledge and information about early care and education

Program Administration accountable for compliance with all key laws and mandates including for example: Title VI of the Civil Rights Act of 1964; Americans with Disabilities Act of 1990 [ADA]; Individuals with Disabilities Education Act [IDEA]; Furutani Dymally-Alatorre Bilingual Services Act [CA], Presidential Executive Order 13166, August 11, 2000.

Program Administrator demonstrates leadership in assuring that staff receive regular training, and are knowledgeable about legislative and regulatory mandates and have the skills and resources to implement them.

Description of Criteria

Having program leadership in place who possess and evidence basic management and administration skills is a foundational requirement for operating a high quality early care and education program and related services. These criteria describe national standards that articulate the scope of administrative and management skills expected of ECE program directors. Similarly, training and assessment procedures should be in place to ensure those skills are present, maintained in a manner consistent with current administration and management standards in the ECE community in particular, and in the business community in general.

Program Directors or FCCH owners are expected to keep abreast of emerging knowledge in the field of early care and education, and to incorporate new knowledge and best practices as appropriate.

Additionally, program leadership is expected to ensure that all staff has familiarity with and resources to implement pertinent regulatory and legislative requirements.

Program Directors or FCCH owners are responsible for maintaining and updating program documentation of the programs policies and procedures, including the program's parent handbook, any employee handbooks (include staff orientation procedures), and/or other program policies/procedures manuals. Program Directors or FCCH owners must ensure those documents are readily accessible to staff and community partners and parents as applicable. All materials must be accessible in the primary language of parents and partners as applicable. Parent handbooks should include statements that the program complies with all applicable laws and mandates.

Assessment Questions

- Does the Program Director have basic management skills in the following areas: human resources development and assessment, child assessments, facilities and operations, budget and finance, health and safety, licensing?
- How are the Program Director's management and administrative skills assessed or evaluated (has the director participated in an independent assessment using *Program Administration Scales* [or *Business Administration Scales* - BAS - for FCCCs]), Head Start, or equivalent assessment (e.g., Advisory Board, Commission or other oversight leadership individual/organization is engaged in evaluation of administrator)? Do those assessments include a clear mechanism or plan to address opportunities for improvement?
- Do you have comprehensive policies and procedures in place? How are they accessible and communicated to staff, parents and community partners?
- How is accountability for and compliance with regulatory requirements demonstrated?
- How do you ensure staff are familiar with and implementing pertinent regulatory and legislative requirements?

Source Material (references)

Policy/Requirements: Title VI of the Civil Rights Act of 1964 can be accessed at: <http://www.justice.gov/crt/about/cor/coord/titlevi.php>

An overall Guide to Disability Rights can be accessed at: <http://www.ada.gov/cguide.htm>

Resources that aid in interpretation of the Americans with Disabilities Act as it relates to child care can be accessed at: <http://www.ada.gov/chcinfo.pdf> for a quick overview <http://www.ada.gov/childq%26a.htm> or for commonly asked questions: <http://www.childcarelaw.org/docs/qanda-ada.pdf>

Many resources related to the Individuals with Disabilities Education Act as it relates to child care can be accessed at: <http://www.childcarelaw.org/pubs-issue.shtml>

Resources related to the Furutani Dymally-Allatorre Bilingual Services Act can be accessed at:

<http://legix.info/us-ca/measures;2011-12;ab0305/doc> - the actual legislation

<http://www.ada.gov/cguide.htm> - a recent audit of compliance

Presidential Executive Order 13166 and related resources can be accessed at:

<http://www.lep.gov/13166/eo13166.html>

Standard/Statements of Practice: Requirements for NAEYC Accreditation

<http://www.naeyc.org/academy/pursuing/requirementoverview>

Candidacy Requirements (Step 3 of Accreditation) Related to Staff Qualifications

<http://www.naeyc.org/academy/pursuing/edquals/candidacy>

Administrator Credentials Recognized by NAEYC in the Alternative Pathways to Achieve Educational Qualifications of the Designated Program Administrator

<http://www.naeyc.org/files/academy/file/AdministratorCredentials.pdf>

Handbook for Early Childhood Administrators: Directing with a Mission

<http://www.naeyc.org/store/node/136>

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the Head Start Performance Standards can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 74.21: Standards for Financial Management Systems
- 45 CFR Section 1301.30: General Requirements
- 45 CFR Section 1304.41: Community Partnerships
- 45 CFR Section 1304.50: Program Governance
- 45 CFR Section 1304.51: Management Systems and Procedures
- 45 CFR Section 1304.52: Human Resource Management

California Department of Education, *Infant/Toddler Learning & Development Guidelines* (2006), Chapter 4, can be accessed at

<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Exemplars: The McCormick Center for Early Childhood Leadership developed the *Program Administration Scales* (PAS) and for Family Child Care Homes, the *Business Administration Scales* (BAS) as a reliable and easy to administer tool for measuring the quality of administrative and management practices of early care and education programs.

The PAS assesses quality in 10 areas: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. The PAS and BAS and related training materials can be accessed online at: <http://cecl.nl.edu/evaluation/pas.htm>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Advisory Board Chair and officers
- Center staff
- Center Director's immediate supervisor

Document(s) to be Reviewed

- Center Manual or Administrative Procedures Documents
- Policies and Procedures manuals
- Staff and Parent Handbook or Orientation Manuals
- Staff meeting/professional development agendas and sign-in sheets

Content Area 2: Leadership/Governance

Feature: Governance Body with Community Engagement*

(Section in Readiness Assessment: ADMINISTRATION, Governance Body with Community Engagement)

Criteria/Expectations

Program uses culturally and linguistically appropriate outreach strategies for community engagement.*

Parents and community members representing diverse groups participate in program planning and decision-making.*

Parents have one or more means by which they can provide input in planning and decision making.*

Program promotes and supports the development of parents as community leaders.*

Program regularly assesses the governance process and provides updates on the extent of family involvement and engagement throughout all phases of program development.

Program provides effective communication with staff, families and community partners on governance, administration and community engagement.

Program ensures that program management functions for family and community partnerships are assigned to and adopted by staff within the program.

Program establishes partnerships with key community agencies, consultants and organizations.

Program maintains a well-developed organizational structure of qualified staff to plan, implement, and manage program services and ensure attainment of the program's mission and goals.

*PoE: These features and associated criteria are directly related to First 5 California Principles on Equity, Inclusive Governance and Participation.

Description of Criteria

The presence of an Advisory Body and a governance structure can be valuable resources for ensuring improvement, innovation and smooth operation in an early care and education family child care center. Governance, planning and decision-making at all center and family-based early care and education centers in the CSP include and incorporate input from parents/guardians of enrolled students, as well as from key community partners. That input should be apparent in all phases of program development including but not limited to strategic planning, services provided by the program, opportunities for parent involvement, teacher-parent relationships, parent education,

program evaluation, selection of key program staff (e.g., director), and community partners. Moreover, the diversity of parents and other community stakeholders engaged in governance and program planning should represent the diversity of children in the program. Many public entities with stakeholder governing bodies require that the at least 50% of the membership on those governing bodies represent the communities served. The goal for the CSP is that at least 30% of the program governing bodies be made up of parents, and community members be parents or other key community members, and that these members represent the diversity present in the population served.

While the governing body should not represent the only mechanism for parent involvement and input, parents interested in governance should be supported in their desire to develop as leaders, either directly through the program, or through other resources to which program staff or partners can direct them. Opportunities for providing input should be communicated and well-publicized to parents/guardians and community partners.

High quality programs that serve populations with varied needs are expected to have formalized relationships with local agencies and other service providers who have expertise working with targeted children and families, including but not limited to Head Start/ Early Head Start, State Preschool, Mental/Behavioral Health, Institutions of Higher Learning, Social Service, and Philanthropy.

Center leadership, including the Director and Advisory Board, have an operational plan in place that ensures adequate staffing, high quality early care and education services and family supports that are consistent with the mission and goals of the program.

Assessment Questions

- Describe the membership and role of the Advisory Board.
- What mechanisms are in place to ensure membership of the governance body reflects the diversity of the community served (what percentage of the members are from diverse backgrounds)?
- What types of community-based agencies, consultants, or other key partners are represented on the Board?
- How do you staff and manage the Advisory Board?
- What mechanisms do you have in place to ensure and regularly assess that parents and community members are engaged in program planning and shared decision-making?*
- What mechanisms are in place to ensure culturally and linguistically appropriate outreach strategies for community engagement?
- What training is in place to supports parents' development as effective Board members?
- How does the program assess the governance process?
- Does the program track and provide updates on the extent of family involvement in various phases of program development?
- What community partners are engaged in governance and program planning?
- How do you communicate program policies, roles, and responsibilities to parents and staff?

- How do you ensure implementation of program policies, roles, and responsibilities?
- What data and information do you incorporate into program planning and decision-making?

Source Material (references)

Policy/Requirements: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the Head Start Performance Standards can be accessed at: <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1301.30: General Requirements
- 45 CFR Section 1304.41: Community Partnerships
- 45 CFR Section 1304.50: Program Governance

Research: Other general research in this area includes the following: Coghlan, M., Bergeron, C., White, K., Sharp, C., Morris, M. & Rutt, S. (2009). *Narrowing the gap in outcomes for young children through effective practices in the early years*. London: Centre for Excellence and Outcomes in children and Young People’s Services.

Henderson, A. & Mapp, K.A. (2002). *New wave of evidence: the impact of school, family, and community connections on student achievement*. Austin, Texas: Southwest Educational Development Laboratory.

Miedel, W.T., & Reynolds, A.J. (1999). “Parent involvement in early intervention for disadvantaged children: Does it matter?” *Journal of School Psychology*, 37(4), 379–402. EJ607658.

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Advisory Board Chair and Officers
- Family Child Care Home owner

Document(s) to be Reviewed

- Center Manual or Administrative Procedures Documents
- Center Strategic Plan
- Staff and Parent Orientation Manuals
- Advisory Board Charter or Administration documents

Content Area 2: Leadership/Governance

Feature: Program Mission and Philosophy

(Section in Readiness Assessment: ADMINISTRATION, Program Mission and Philosophy)

Criteria/Expectations

Well-articulated program mission and philosophy is consistent with First 5 California's mission.

Program has well-articulated commitment and procedures to support quality and improvement.

Program strategic plan, goals and objectives are linked to the mission, and in place to guide operations.

Program sets measureable goals and objectives for increasing access to services and achieving equity for underserved populations.

Description of Criteria

The Center or Family Child Care Home has a well-articulated mission and philosophy that guide decision-making and implementation of all programmatic and operational aspects of the facility including but not limited to the features described as part of the CSP. The mission and philosophy should be clearly written in documents accessible to staff, and parents, and communicated to them in their primary language on a regular basis.

Goals and objectives for the Center should be set and revisited on a regular basis. Input from parents and the Advisory Board should be sought in determining goals and objectives for the Center. Mechanisms should be in place to ensure that the program mission and philosophy drive how programs, policies, and procedures are implemented in the Center, and that goals and objectives are met. In particular, programs should focus on improving access to services for all populations, ensuring diversity appropriate to the target population.

Centers that recognize the importance of data collection and feedback to inform efforts to improve the quality and outcomes, and that encourage the use of systematic approaches to ensure continuous improvement are among early care and education facilities with the best outcomes in the country. Many models and approaches exist to improve the quality of services in programs in a number of industries including early care and education. The specific approach a program uses is not as important as is the commitment to continuous improvement as evidenced by the regular use and review of data to assess quality and inform improvements, and the encouragement and insistence from leadership that all staff be engaged in improvement efforts.

Assessment Questions

- What is the mission and overall philosophy of the program? What documentation exists to articulate these?
- What mechanisms are in place to ensure the mission and program philosophy are communicated to parents and community partners?
- How is the work organized to ensure consistency with the philosophy?
- Is there a strategic plan in place or some other document that articulates measurable goals and objectives for the program?
- How do you ensure program goals and objectives are linked to program planning?
- What mechanisms are in place to ensure ongoing program improvement?

Source Material (references)

Policy/Policy Suggestions/Program Requirements: Documents related to First 5 California's Mission, Vision, and Guiding Principles can be accessed online at: http://www.cafc.ca.gov/commission/about_us.asp

First 5 California's Strategic Plan can be accessed at: http://www.cafc.ca.gov/pdf/F5C_StrategicPlan08.pdf

Standards/Statements of Practice: *Head Start Training and Technical Assistance, Module 1, Understanding the Role of the Governing Body Covers* can be accessed online at: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/New%20Parental%20Involvement/Program%20Governance/famcom_lea_00126_081905.html

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Advisory Board Chair and Officers

Document(s) to be Reviewed

- Center Manual or Administrative Procedures Documents
- Center Strategic Plan
- Staff and Parent Orientation Manuals

Content Area 2: Leadership/Governance

Feature: Program Evaluation, Accountability, and Improvement

(Section in Readiness Assessment: ADMINISTRATION, Program Evaluation, Accountability and Improvement)

Criteria/Expectations

Program has a plan in place for regular formal program evaluation.

Program has a plan in place to incorporate assessment of children’s progress in program evaluation.

Program has a plan in place for formal teacher assessments performed by an independent, trained and certified CLASS observer.

Program has a plan in place for formal environmental assessments with a reliable assessor.

Program allocates sufficient resources to support accountability and evaluation.

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.

Program collects and reports disaggregated data that describes children and families served; the achievement of access, equity and desired results; and gaps and challenges, and uses the data in program design and setting benchmarks and goals.*

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Results Based Accountability.

Description of Criteria

The improvement and maintenance of a high quality early care and education program relies on leadership’s ability to ensure continuous improvement and regular evaluation and assessment of program effectiveness. Moreover, the use of a rigorous, well-designed program evaluation is necessary to determine what features and approaches are effective in increasing the school readiness of children served in the CSP.

These criteria make explicit the importance of program evaluation and improvement, with the expectation that this is conducted in a manner that: 1) can be used for continuous improvement; 2) is guided by the program goals and objectives; 3) focuses on children’s outcomes and gains over time; 4) uses a valid design and multiple data sources; 5) is conducted by well-trained, competent and independent evaluators; and 6) that the results will be shared publicly and used to improve the program.

Program summarizes results of individual child assessments to determine trends and/or areas for concentration to improve child performance. For example, if after compiling the results of individual child level data it appears that children are performing below expectation in literacy, the program would focus their efforts on incorporating enrichment activities focused in this area (i.e., labeling for a print rich environment, increasing the number of books available to the children etc.) A program's evaluation plan must include formal assessments of children's progress, and the classroom environment. At a minimum, the independent evaluator should review the results of child assessments completed by staff.

Aspirational Criteria/Expectations

Ideally, a program's evaluation plan should include the assessments of children's progress using appropriate child-level assessment tools on at least a sample of children conducted by an independent assessor/evaluator. Independent evaluators should not be employed staff of the program and have the relevant knowledge and expertise in evaluation methods and approaches.

Assessment Questions

- What specific provisions have you made for a formal program evaluation? Does that evaluation plan include assessment of children's developmental progress, teacher assessments and environmental assessments?
- Describe your basic approach to program evaluation.
- Does your evaluation approach include demographic data on your clients, as well as monitoring of how well you meet the demand for services, and incorporate diverse populations?
- What resources are committed to program evaluation?
- Describe the results of the last program evaluation and how those results were used.

Source Material (references)

Standards/Statements of Practice and Tools/Templates: The Administration for Children Youth and Families (ACYF), the federal agency responsible for the administration of the Head Start program, has produced an online resource that may be useful to CSP Program Directors: "The Program Manager's Guide to Evaluation," 2nd Edition, 2010. It can be accessed online at:

<http://www.acf.hhs.gov/programs/opre/resource/the-program-managers-guide-to-evaluation-second-edition>

The full manual may be accessed at:

http://www.acf.hhs.gov/sites/default/files/opre/program_managers_guide_to_eval2010.pdf

The National Association of Educators of Young Children (NAEYC) provides position statements with expanded resources, and updated information on how to structure a well-designed program evaluation. Those materials can be accessed online at:

<http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>

<http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Advisory Board Chair and officers
- Evaluation Contractor

Document(s) to be Reviewed

- Center Manual or Administrative Procedures Documents
- Center Strategic Plan
- Program Evaluation Report(s)

Content Area 2: Leadership/Governance

Feature: Partnerships - Head Start/Early Head Start

(Section in Readiness Assessment: ADMINISTRATION, Partnerships, Head Start/ Early Head Start)

Criteria/Expectations

Program has collaborative partnerships with Head Start and/or Early Head Start programs that can be leveraged to advance ECE quality.

The “collaborative partnership” is one in which both entities bring substantial resources to the table, including, but not limited to, leveraging financial resources as they work together to develop the terms of the partnership, specific goals and activities of the partnership, and valuing of the existing resources. These partnerships (whether they are categorized as “collaborative” or not) can be manifested in formal documents, such as Memoranda of Understanding, or through a more informal means, such as verbal agreements.

Description of Criteria

Program has partnerships with Head Start and/or Early Head Start programs that can leverage: 1) funds to support child care access (e.g., coordinating funds from Head Start, subsidized child care to provide full day, full-year care); 2) infrastructure; 3) tools, resources, and trainings that support program development and evaluation; 4) additional services; and 5) relationships with and/or knowledge of other local partners.

These criteria are specifically intended to describe how the Center or Family Child Care Home partners with Head Start/Early Head Start to leverage existing infrastructure to promote and expand access to quality in early childhood education.

Program has a formal partnership with Head Start/Early Head Start that includes one or more of the following:

- Subsidies for child slots
- Support for achieving and accountability to performance standards
- Cost-sharing opportunities to blend or braid funding for additional staff / specialist/consultants
- Cost-sharing opportunities to share resources that enhance quality and/or access to services for children and families
- Shared training and professional development opportunities for staff across both programs
- Shared parent education opportunities

An example of an informal agreement is the use of shared playground space with coordinated schedules of use.

Assessment Questions

- Do you have a formal/informal relationship with HS/EHS programs?
- Does that relationship involve sharing resources or cost-sharing arrangements that benefit children in your center?
- How do you or would you involve HS and EHS programs as a partner in advancing quality?

Source Material (references)

Standards/Statements of Practice: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.41(a)(2) Partnerships

The Administration for Children Youth and Families (ACYF), the federal agency responsible for the administration of the Head Start program, has produced an online resource that may be useful to CSP Program Directors desiring to realize the full potential of partnerships with Head Start and State Preschool: *Full-day, Full Year Early Care and Education Partnership*, 2002, can be accessed online at:

<http://www.cde.ca.gov/sp/cd/re/documents/edpartnerships.pdf>

Exemplars: The Educare program offers some insights and resources for establishing partnerships that may be helpful. The resources available can be accessed online at:

<http://www.educareschools.org/about/educare-Partnership.php>

Tools/Templates: Additionally, there are a number of resources on planning for community partnerships that can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/family/Family%20and%20Community%20Partnerships/Community%20Partnership>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director/Administrator
- Family Child Care Home owner
- Head Start partners

Document(s) to be Reviewed

- Center operations manual and related documents
- Contractual agreement, MOU or informal agreement defining partnership with Head Start and/or Early Head Start
- Cost-sharing agreements with Head Start/Early Head Start

Content Area 2: Leadership/Governance

Feature: Partnerships - State Preschool

(Section in Readiness Assessment: ADMINISTRATION, Partnerships, State Preschool)

Criteria/Expectation:

Program has collaborative partnership with State Preschool programs that can be leveraged to advance ECE quality.

The “collaborative partnership” is one in which both entities bring substantial resources to the table, including but not limited to leveraging financial resources, as they work together to develop the terms of the partnership, specific goals and activities of the partnership, and valuing of the existing resources. These partnerships (whether they are categorized as “collaborative” or not) can be manifested in formal documents, such as Memoranda of Understanding, or through a more informal means, such as a verbal agreement.

Description of Criteria

Program has partnerships with State Preschool that can leverage: 1) funds to support child care access (e.g., coordinating funds from State Preschool and subsidized child care to provide full day, full-year care); 2) infrastructure; 3) tools and resources that support program development and evaluation; 4) additional services; and 5) relationships with and/or knowledge of other local partners.

These criteria are specifically intended to describe how the Center or Family Child Care Home partners with State Preschool programs to leverage existing infrastructure to promote and expand access to quality in early childhood education.

Program is expected to have formal partnership with the State Preschool program that includes one or more of the following:

- Subsidies for child slots
- Adherence to California Department of Education Preschool and/or Infant/Toddler *Learning Foundations* and Preschool and/or Infant/Toddler *Curriculum Framework*
- Cost-sharing opportunities to blend or braid funding for additional staff/specialist/consultants
- Cost-sharing opportunities to share resources that enhance quality and/or access to services for children and families
- Shared training and professional development opportunities for staff across both programs
- Shared parent education opportunities

Assessment Questions

- Do you have a formal/informal relationship with State Preschool programs?
- Does that relationship involve sharing resources or cost-sharing arrangements that benefit children in your center?
- How do you or would you involve State Preschool programs as a partner in advancing quality?

Source Material (references)

Standards/Statements of Practice: The Administration for Children Youth and Families (ACYF), the federal agency responsible for the administration of the Head Start program, has produced an online resource that may be useful to CSP Program Directors desiring to realize the full potential of partnerships with Head Start and State Preschool, *Full-day, Full Year Early Care and Education Partnership*, 2002, can be accessed online at: <http://www.cde.ca.gov/sp/cd/re/documents/edpartnerships.pdf>

Exemplars: The Educare program offers some insights and resources for establishing partnerships that may be helpful. The resources available can be accessed online at: <http://www.educareschools.org/about/educare-Partnership.php>

Tools/Templates: There are a number of resources on planning for community partnerships that can be accessed on the Head Start website at: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Community%20Partnership>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director / Administrator
- Family Child Care Home owner
- State Preschool partner

Document(s) to be Reviewed

- Center operations manual and related documents
- Contractual agreement, MOU, or informal agreement defining partnership with State Preschool programs
- Cost-sharing agreements

Content Area 2: Leadership/Governance

Feature: Partnerships – Family Child Care Homes

(Section in Readiness Assessment: ADMINISTRATION, Partnerships, Family Child Care Homes)

Criteria/Expectations

For Family Child Care Homes (FCCH) participating in the First 5 California Child Signature Program, the FCCH has a collaborative partnership with a local center-based program or other early education entity that supports the advancement of ECE quality.

Description of Criteria

Each FCCH participating in the First 5 California Child Signature Program is expected to develop a collaborative partnership with a local center-based documented partnership with a local center-based program or other early childhood education administrative entity. The partnership is one in which FCCH owner/director participates in leadership development and mentoring with administrative staff from local early education programs to support and enhance quality. The partnership enables FCCH access to professional development and training resources for staff in the following areas:

- Infant/toddler and preschool development
- Curriculum implementation
- Children with special needs
- Effective communication with families
- Safety and universal precautions

These partnerships would support the seamless transition of children between FCCHs and center-based programs, the coordination and extension of common professional development and training opportunities to FCCH staff, and engagement of FCCHs to enhance the availability of quality early childhood education at the local level.

These partnerships (whether they are categorized as “collaborative” or not) can be manifested in formal documents, such as Memoranda of Understanding, or through more informal means, such as verbal agreements.

Aspirational Criteria/Expectation:

For center-based programs participating in the First 5 California CSP, partnership with local FCCHs is not a requirement, but is aspirational.

Assessment Questions

For FCCHs:

- Do you have a formal/informal relationship with local center-based programs or early care and education entity that supports the advancement of ECE quality?
- Does that relationship involve participation in leadership development, mentorship for FCCH administration?

- Does that relationship enable the FCCH’s access to professional development and training resources for staff sharing resources or cost-sharing arrangements that benefit children in your center?

For center-based programs:

- Does your program have a relationship with one or more local FCCH (or FCCH organization) that allows their participation in professional development or related activities to enhance the quality of early care and education in your local community?

Source Material (references)

Standards/Statements of Practice and Tools/Templates:

The Early Head Start (EHS) program undertook an extensive project in 2010-11 to identify replicable models for partnerships between EHS Programs and FCCH provider. The following website includes a number of specific resources about potential models and value of these partnerships, including a technical assistance paper, archived webinars, and tip sheets for making partnerships work. While this project focused specifically on children under 3 years of age, some findings and resources from the project can be generalized to programs for preschool-aged children. These resources can be accessed at: <http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/ehsnrc/Early%20Head%20Start/ehs-fcc>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Family Child Care Home owner
- Center Director/Administrator

Document(s) to be Reviewed

- Contractual agreement, MOU, or informal agreement defining partnership with center-based program or other early education entity
- Policies, procedures, and processes for supporting staff participation in professional development opportunities

Content Area 2: Leadership/Governance

Feature: Partnerships - Institutions of Higher Learning

(Section in Readiness Assessment, ADMINISTRATION, Partnerships, Institutions of Higher Learning)

Criteria/Expectations

Program has active partnerships with institutions of higher education that serve as ECE resources for workforce development, teacher training opportunities, student teaching placements, program evaluation, etc.

The “collaborative partnership” is one in which both entities bring substantial resources to the table, including but not limited to financial resources, as they work together to develop of the terms of the partnership, specific goals and activities of the partnership, and valuing of the existing resources. These partnerships (whether they are categorized as “collaborative” or not) can be manifested in formal documents, such as Memoranda of Understanding, or through a more informal means, such as verbal agreements.

Description of Criteria

Partnerships with local institutions of higher education that can leverage: 1) funds to support professional development opportunities and teacher training (e.g., assist with identification of tuition reduction/waiver, financial aid, or scholarship opportunities); 2) opportunities for student teacher placements; 3) relationships with local entities that are current in research-based approaches to early childhood education and can support workforce development, program development, and evaluation; and 4) participation in local professional networks committed to improving quality in early childhood education.

The criteria below are specifically intended to describe how the Center or Family Child Care Home partners with or takes advantage of other partnerships (e.g., local First 5 Commission) with institutions of higher learning to leverage existing infrastructure to increase the expertise and training of center staff, promote research-based approaches to program implementation and evaluation, and in general to expand access to quality in early childhood education.

Program is expected to have formal and/or informal partnership with local institutions of higher education or other entities that promote professional development that includes one or more of the following:

- Mechanism for receiving and distributing information about classes and workforce development opportunities at local institutions of higher education to program staff
- Evidence that program/program staff accesses funding opportunities for workforce development through local institutions of higher education or other entities that provide such funding opportunities/subsidies
- Program/program leaderships participation in workforce development task force/network with local institutions of higher education

- Program serves as student teacher placement site for local institutions of higher education

Assessment Questions

- Do you have formal/informal relationships with institutions of higher learning?
- Do those relationships afford opportunities for ECE workforce development, teacher training, student teaching placements, evaluation, or other activities that benefit staff or children in your program?

Source Material (references)

Standards/Statements of Practice: Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.41(a)(2) Partnerships

Exemplars: For examples of how early care and education can collaborate with academic institutions on work force development, please see:

<http://www.laup.net/workforce-development/laup-projects/early-care-workforce-initiative>

Tools/Templates: Additionally, there are a number of resources on planning in general for community partnerships that can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Community%20Partnership>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director / Administrator
- Family Child Care Home owner
- Partner Academic Institutions

Document(s) to be Reviewed

- Center operations manual and related documents
- Contractual agreement, MOU, or informal agreement defining partnership with academic institutions
- Resource-sharing agreements

Content Area 2: Leadership/Governance

Feature: Partnerships - Social Support Services*

(Section in Readiness Assessment: ADMINISTRATION, Partnerships, Social Support Services)

Criteria/Expectations

Program has active partnerships with the following:

- Family support service agencies
- Health Services
- Social Service Agencies (e.g., DPSS, Child Protective Services, etc.)
- Any agency that offers a home visiting program/component that provides social supports to families

Active partnership implies regular involvement of partners in addressing the service needs of program clients including but not limited to onsite services, established referral mechanism that supports “warm handoffs” (i.e., direct introduction by program staff of program clients to service provider), participation in program planning, etc. These partnerships (whether they are categorized as “collaborative” or not) can be manifested in formal documents, such as Memoranda of Understanding, or through a more informal means, such as verbal agreements.

Description of Criteria

These criteria are specifically intended to describe how the Center or Family Child Care Home partners with agencies that provide a range of social support services to young children and families. These might include but are not be limited to such agencies as the Department of Public Social Services, Family Support Centers, Health Service agencies, and Child Protective Services. The expectation is that relationships with these kinds of organizations result in increased access to services that support and meet the needs of enrolled children and families, and in general expand access to quality early childhood education.

Center and Family Child Care Home must be proactive in establishing and maintaining ongoing collaborative partnerships with social support agencies equipped to address the needs of children and families that are beyond the scope and expertise of the early education program. Partnerships with social support agencies should facilitate access to available community services, promote communication and exchange of information between the social support agency, program staff and families, and establish mechanisms that improve linkage to community resources and delivery of community services available to children and families.

Service delivery and/or partnership agreements should include processes and protocols for referrals to necessary social supports, exchange of information, and ongoing communication and collaboration with program staff and families in accordance with

applicable confidentiality policies. Service partners should be responsive to the cultural and linguistic diversity of children and families served, and should be knowledgeable about children with special needs.

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Access to Services.

Assessment Questions

- Do you have any formal/informal relationships with social supports agencies/providers (e.g., Health Service agencies, Child Protective Services, Department of Public Social Services, etc.)?
- Do those relationships involve sharing resources or funding, providing or arranging for the provision of services, ECE workforce development, or other activities that benefit staff or children in your center?

Source Material (references)

Standards/Statements of Practice: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at: <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.40 Family Partnerships
- 45 CFR Section 1304.41 Community Partnerships

The Administration for Children Youth and Families (ACYF), the federal agency responsible for the administration of the Head Start program, has resources that may be useful in developing partnerships with social support agencies. It can be accessed online at: <http://www.acf.hhs.gov/programs/occ/ta/pubs/nitcci/ChildWelfareECEBrief.pdf>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director/Administrator
- Family Child Care Home owner
- Partner Social Service Agencies

Document(s) to be Reviewed

- Center operations manual and related documents
- Contractual agreement, MOU, or informal agreement defining partnership with Social Service Agencies
- Resource-sharing agreements

Content Area 2: Leadership/Governance

Feature: Partnerships - Mental/Behavioral Health Providers*

(Section in Readiness Assessment: ADMINISTRATION, Partnerships, Mental/ Behavioral Health)

Criteria/Expectations

Program has on-site Mental/Behavioral Health Specialists or active partnership 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.

Active partnership implies regular involvement of partner in addressing the service needs of program clients including, but not limited to, onsite services, established referral mechanism that supports “warm handoffs” (i.e., direct introduction by program staff of program clients to service provider), participation in program planning, etc. These partnerships (whether they are categorized as “collaborative” or not) can be manifested in formal documents, such as Memoranda of Understanding, or through a more informal means such as a verbal agreement or program specific referral forms.

Description of Criteria

These criteria are specifically intended to describe how the Child Care Center or Family Child Care Home partners with agencies that provide a range of behavioral and mental health support services to young children and families. These might include but are not limited to such agencies as the local Department of Mental Health, Public Health Department, Regional Centers, Child Guidance Center and related agencies. The expectation is that relationships with these kinds of organizations result in increased access to services that support and meet the mental and behavioral health needs of enrolled children and families, and in general expand access to quality early childhood education.

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Access to Services.

Aspirational Criteria/Expectation

Center and Family Child Care Home should secure the services of mental health specialists/professionals on a schedule that is adequate for supporting staff and families in recognizing and responding to the mental and behavioral health needs of children served. Mental and behavioral health services provided should include family support and parent education related to mental and behavioral health, staff consultation, program planning and practices for identifying and responding to the behavioral and mental health of individual children, and mechanisms for linking with other mental health resources.

Services may be delivered by program staff qualified in infant, toddler, and preschool mental and behavioral health, or through partnership with qualified professionals. Service delivery requirements and/or partnership agreements should include the

frequency and nature of on-site consultation, processes and protocols for screening, assessment, referrals to additional supports as needed, ongoing monitoring of child needs and progress, and communication and collaboration with center staff and families. Service partners should be responsive to the cultural and linguistic diversity of children and families served, and should be knowledgeable about children with special needs.

Assessment Questions

- Do you have any formal/informal relationships with behavioral and mental health agencies/providers?
- Do those relationships involve sharing resources or funding, providing or arranging for the provision of services, ECE workforce development, or other activities that meet the behavioral and mental health needs of children and families and that support staff in your center?

Source Material (references)

Standards/Statements of Practice: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at: <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.24 Mental Health

Additional resources on this topic are available at the Early Childhood Learning Knowledge Center, which can be accessed online at the link below. This link provides a list of other resources with information about addressing the mental health needs of young children and families, as well as descriptions of exemplary programs in other states.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Mental%20Health>

Standards/Statement of Practice and Tools/Templates: WestEd Center for Prevention and Early Intervention: *California Infant, Preschool, and Family Mental Health Initiative* has produced reports and recommendations for screening, assessment, service delivery, and training related to the promotion of infant social and emotional mental health for a range of early education service providers. These can be accessed at <http://www.wested.org/cs/we/view/pj/207>

Exemplars and Tools/Templates: The Center on the Social and Emotional Foundations of Early Learning (CSEFEL) has produced resources on “Early Childhood Mental Health Consultation: A Research Synthesis” that includes recommendations for establishing partnerships with and ensuring effective mental health consultation for children in ECE settings. This resource is available on line at: http://csefel.vanderbilt.edu/documents/rs_ecmhc.pdf

California Institute of Mental Health (CIMH): “Infant/Toddler Preschool Mental Health Initiative Reports.” Infant, Preschool, Family, Mental Health Initiative (IPFMHI) issued a set of three guides that offer information and outline structures that can support the development of programs that identify social-emotional developmental delays and disorders, and promote access to prevention, early intervention, and treatment services for children ages 0 to 5. These products were a joint effort of First 5 California, the California Department of Mental Health, and the California Institute of Mental Health. <http://www.cimh.org/Services/Child-Family/Free-Publications.aspx>

Tools/Templates: *Children with Challenging Behavior: Strategies for Reflective Thinking*. Linda and Tom Brault (2005). http://www.cainclusivechildcare.org/camap/pdfs/ChallengingBehavior_2005.pdf

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director / Administrator
- Family Child Care Home owner
- Partner Mental/behavioral Health Agencies

Document(s) to be Reviewed

- Center operations manual and related documents
- Contractual agreement, MOU, or informal agreement defining partnership with Mental/behavioral Health Agencies
- Resource-sharing agreements

Content Area 2: Leadership/Governance

Feature: Partnerships - Private and/or Philanthropic Organizations

(Section in Readiness Assessment: ADMINISTRATION, Partnerships, Private/Philanthropic)

Criteria/Expectation:

Program has active partnerships with private/philanthropic entities that support efforts to advance ECE quality for children, families, and/or communities.

The cultivation and maintenance of strategic partnerships with private and/or philanthropic organizations that can provide financial and/or programming resources and galvanize local and/or policy support to promote the importance of high quality early care and education program are critical to the sustainability and expansion of quality in early childhood education. These partnerships can be manifested in formal documents, such as grant awards, contracts, Memoranda of Understanding or through a more informal means, such as verbal agreements.

Description of Criteria

Partnerships with private and/or philanthropic organizations that can leverage funds to support child care access, program development, and program evaluation; and knowledge of other funding opportunities, grants, and policy linkages.

The criteria below are specifically intended to describe how the Center or Family Child Care Home partners with, or takes advantage of other partnerships with (e.g., the local First 5 Commission) private and/or philanthropic agencies that may provide funds or other special programming (e.g., art and music opportunities) to support quality early care and education for young children and families. The expectation is that relationships with these kinds of organizations result in maintenance and expansion of access to quality early childhood education.

Program demonstrates formal and/or informal partnerships with private and/or philanthropic organizations that include one or more of the following:

- Successful links with local, state and/or national efforts to support early childhood education (e.g., Reach and Read, local library programs)
- Current or past grants/funding for advancing ECE quality
- Evidence of private and/or philanthropic investments that can be leveraged to sustain and/or advance ECE quality (e.g., facilities, equipment, art, music, and/or science programs)

Assessment Questions

- Do you have any formal/informal relationships with private/philanthropic entities that support ECE efforts in your program, community and/or county and that benefit children in your program?
- Do those relationships involve activities beyond grant support (e.g., local museum provides on-site arts programming for children and families)?

Source Material (references)

Tools/Templates: Grantmakers for Children, Youth, and Families (GCYF) is a membership association of grant making institutions that serves as a point of contact for grant makers seeking collegial and collaborative relationships with other funders to promote effective grant making that integrates research, policy and practice to bring about systemic change for children, youth and families. *Making the Link: Entering Into Public-Private Partnerships*, Volume 2, 2009 is entirely devoted to and provides useful information about the development of public private partnership involving philanthropic organizations. The publication is accessible to GCYF members online at: <http://resourcelibrary.gcyf.org/node/933>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director/Administrator
- Family Child Care Home owner
- Partner Philanthropic Organizations, or Regional Philanthropic Associations

Document(s) to be Reviewed

- Center operations manual and related documents
- Contractual agreement, MOU, or informal agreement defining partnership with Philanthropic Organizations
- Grants, contracts, or other resource-sharing agreements

Content Area 3: Infrastructure

Feature: Technology to Support the Use of Data

(Section in Readiness Assessment: CLASSROOM, Technology, Technology to Support the Use of Data)

Criteria/Expectation:

Classrooms/centers will utilize technology to gather and analyze assessments and other individual child level data to inform instruction.

Description of Criteria

Centers and Family Child Care Homes will use appropriate software and technology to collect and analyze individual level child data, including the results of DRDP 2010, any curricular-based assessments, and screening results to inform instruction, program planning, and improvement. Centers and Family Child Care Homes may use an outside contractor to support the collection, analysis, and interpretation of the results of this data. However, all data and analysis and interpretation of results must be readily accessible to staff, and regular and timely presentation of results of the data is expected (within the same year that the data is collected). Recent and past data should be reviewed to assess trends.

Assessment Questions

- Do you currently use technology to collect, analyze and use child, teacher, family, and program-level data (e.g., ECERS-R, DRDP-2010, CLASS, etc.) to inform instruction, program planning and improvement?
- Do you collect data about classrooms and students in an electronic format (e.g., Excel spreadsheet)?
- Is it in a format that you can analyze readily?
- Do you have a formal contractor who collects the data and/or analyzes it for you?

Source Material (references)

Tools/Templates: DRDP tech CLOUD – DRDP tech is available to CDE-funded agencies and Head Start programs. This software system collects DRDP data and provides analysis of the data. Information about DRDP tech can be accessed on-line at: http://www.wested.org/desiredresults/training/form_drdp_tech.htm

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner

Document(s) to be Reviewed

- Software that can collect and analyze child-level data
- Designated resources/staff for supporting use of technology in classroom
- Professional development focused on use of data and technology

Content Area 4: Classroom Instruction

Feature: Use of Data for Classroom Instruction/Using Data and Assessment to Inform Instruction /Reflective Practice

(Section in Readiness Assessment: CLASSROOM, Reflective Practice, Using Data and Assessment to Inform Instruction AND ADMINISTRATION, Classroom Instruction, Use of Data for Classroom Instruction)

Criteria/Expectations

Program uses information from assessments to respond to children's individual needs and inform instructional planning.

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.

Description of Criteria

Program should have written policies, procedures, processes and protocols for using child assessment and/or curriculum-based assessment results to inform instructional planning. Processes and procedures for reflective practice might include structured staff time dedicated for teachers to review and reflect on child assessment results; discuss assessment results with a mentor, coach, consultant and/or supervisory staff; or plan for classroom instructional activities based on assessment results. Program has documented procedures, processes, and protocols by which information from screening and assessment informs instructional planning and/or is integrated with curriculum.

Policies, procedures, and protocols should address the required frequency of structured staff time set aside for reviewing and reflecting on assessment results for the purpose of instructional planning and the nature of the supervision and/or mentorship provided to teachers (i.e., mentoring, coaching, consultation).

Assessment Questions

- Do you use assessment data to inform instruction?
- Do you have procedures, protocols, and/or processes in place for collecting, analyzing, and reporting child assessment data in order to inform instruction?
- Do you have procedures, protocols, and/or processes in place for sharing results of assessments with teachers and using results to inform instruction and planning?
- Does your program staff receive support from an Administrator, Mentor, or Master Teacher for reviewing assessment results and using results to inform instructional planning?

Source Material (references)

Standards/Statements of Practice: National Association for the Education of Young Children (NAEYC); See Standards 2.A.05 and 2.A.06. Website can be accessed at: <http://www.naeyc.org/academy/primary/viewstandards>

Tools/Templates – Desired Results: Exhaustive resources for training and implementation of the Desired Results Developmental Profile (DRDP) – including training opportunities for using the DRDP to plan for individual children and groups of children; using DRDP results with a local curriculum; and using DRDP summary findings for supporting children’s progress – can be accessed at: http://www.wested.org/desiredresults/training/form_drdp.htm

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director/Administrator
- Family Child Care Home owner
- Teachers
- Mentor Teachers
- Consultants

Document(s) to be Reviewed

- Policies, procedures, processes, protocols, and/or planning forms or worksheets for reviewing child assessment results, using assessment results to inform instructional planning and to discuss and develop individual child goals with families
- Policies indicating allocation of staff time for reviewing assessments and instructional planning and/or for mentoring, coaching, consultation, etc.
- Documentation of staff participation in relevant trainings (e.g., Activity Planning in the Preschool Classroom).

Content Area 4: Classroom Instruction

Feature: Professional Development Opportunities*

(Section in Readiness Assessment: ADMINISTRATION, Classroom Instruction, Professional Development Opportunities)

Criteria/Expectations

Staff participates regularly in professional development specific to:

- Curriculum/curricular planning
- Early literacy and language
- Early math skills
- Social-emotional development
- Assessments and instructional planning
- Dual Language Learners
- Infant and toddler development and learning
- Health and safety

Description of Criteria

Professional development includes ongoing in-service learning opportunities and specialized training designed to improve teacher knowledge, attitudes, skill, and practice in early childhood education.

Programs should focus ongoing learning opportunities on particular skills and instructional practices that align with *California Early Childhood Educator Competencies*, that have been shown to improve teacher-child interactions, and that address the needs of special populations including culturally and linguistically diverse children and children with special needs.* Programs should have policies, procedures, and processes for supporting staff participation in professional development opportunities, including designated time, funding allocation, incentive structures, if applicable; and internal structures, activities, and/or processes that facilitate application of information gained from training opportunities.

*PoE: These criteria are directly related to First 5 California Principles on Equity, Access to Services.

Assessment Questions

- Do you provide staff with professional development opportunities and specialized training that focuses on supporting key aspects of child development for culturally and linguistically diverse children?
- Do you have policies in place to ensure staff participation in professional development opportunities?
- Do you obtain or allocate funding to support professional development?

Source Material (references)

Policy/Requirements and Standards/Statements of Practice: The *California Early Childhood Educator (ECE) Competencies* describe the knowledge, skills, and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families. The *California ECE Competencies* are organized into twelve overlapping areas: 1) Child Development and Learning; 2) Culture, Diversity and Equity; 3) Relationships, Interactions, and Guidance; 4) Family and Community Engagement; 5) Dual-Language Development; 6) Observation, Screening, Assessment, and Documentation; 7) Special Needs and Inclusion; 8) Learning Environments and Curriculum; 9) Health, Safety, and Nutrition; 10) Leadership in Early Childhood Education; 11) Professionalism; and 12) Administration and Supervision. The *California Early Childhood Education Competencies* can be accessed at: <http://www.cde.ca.gov/sp/cd/re/ececomps.asp>

Standards/Statements of Practice: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at: <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1303.31 Personnel Policies
- 45 CFR Section 1304.52 Human Resources Managements, (I) Training and Development

Standards/Statements of Practice and Tools/Templates: *Infant/Toddler Learning and Development Guidelines* (CDE, 2006). This document presents a comprehensive set of guidelines for care and education during the first three years of a child's life. It also identifies specific policies and practices for early childhood professionals to follow as they seek to create high-quality programs for infants and toddlers. The document offers a coherent framework for extending the benefits of high-quality care and education to all young children. Chapter 4 focuses on Program Leadership and Administration, including support for teacher's professional development growth. <http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Standards/Statements of Practice, Tools/Templates, and Research: WestEd Excellence in Early Education (E3) Institute website provides local, state, and national resources, including the *Program for Infant/Toddler Care (PITC)*, that may be useful in assessing and guiding professional development planning. <http://www.e3institute.org/home.csp>

Tools/Templates: The California Preschool Instructional Network (CPIN) was initiated during the 2003-04 school year by the California Department of Education (CDE). One aspect of CPIN is to provide, facilitate and/or coordinate professional development opportunities for early childhood/school readiness staffs.

<http://www.cde.ca.gov/sp/cd/re/cddprofdevtrain.asp>

Individuals to be Interviewed

Staff responsible for promoting staff participation in professional development activities in areas mentioned above:

- Center Director/Administrator
- Family Child Care Home owner
- Classroom teachers

Document(s) to be Reviewed

- Policies, procedures, and processes for supporting staff participation in professional development opportunities, including funding allocation
- Program plans, professional development plans, and performance reviews identifying professional development needs and opportunities to meet needs
- Annual schedule for professional development days
- List of professional development opportunities offered to staff in preceding 24 months
- Copies of staff qualifications and certifications

Content Area 4: Classroom Instruction

Feature: General Curriculum

(Section in Readiness Assessment: CLASSROOM, Curriculum, General Curriculum)

Criteria/Expectations

Program implements a curriculum based on scientifically valid research and has standardized training procedures and curricular materials to support implementation. Program implements a curriculum that includes early literacy and language development, early math/cognitive skills, perceptual motor skills, and social-emotional development.

Program provides training and support to teaching staff on curricular elements and implementation in the classroom.

Curricula align with California Department of Education (CDE) Preschool or Infant/Toddler *Curriculum Framework* and CDE Preschool or Infant/Toddler *Learning Foundations*, and are culturally and linguistically appropriate for the population served.

If curriculum/curricula or program approach used are not listed in “Source Material” below), program: 1) demonstrates how the curricula used aligns with the age-appropriate CDE *Curriculum Framework* and/or age-appropriate *Learning Foundations*; AND 2) submits justification to include evidence and research based support for curriculum or each curricula used, (e.g., peer-reviewed journal articles, other articles); AND 3) provides rationale for selected curricula for population served.

Early Literacy/Language: Curricula align with California Department of Education (CDE) *Preschool Curriculum Framework*, Chapter 4; *Infant/Toddler Curriculum Framework*, Chapter 4; and the CDE *Preschool Learning Foundations* section on Language and Literacy; and *Infant/Toddler Learning and Development Foundations* section on Language Development. Curricula also are culturally and linguistically appropriate for the population served.*

If curriculum/curricula used are not listed below under “Source Material,” program: 1) demonstrates cross-walk of curricula used with Chapter 4 of the age appropriate *Curriculum Framework* and/or the Language section of the age appropriate *Learning Foundations*; AND 2) submits justification to include evidence and research based support for curriculum or each curricula used, (e.g., peer-reviewed journal articles, other articles); AND 3) provides rationale for selected curricula for population served.

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Access to Services and Results Based Accountability.

Description of Criteria

Early care and education curriculum is defined as content and organization of experiences that are grounded in developmentally appropriate practice and educational goals. Curriculum includes planned and spontaneous developmentally appropriate activities, materials, and routines that are meaningful and challenging.

Curricula are developmentally appropriate and have been proven effective in research studies and align with the principles and elements articulated in the California Department of Education (CDE) *California Preschool Curriculum Framework*, and the *California Preschool Learning Foundations*, or, for programs serving infants and toddlers, the *Infant/Toddler Learning & Development Foundations* and *California Infant/Toddler Curriculum Framework*. Curricula are supported by training procedures, protocols and materials for teachers that inform implementation and curricular materials that guide instruction.

Curricula that meet these criteria are listed in “Source Material” below. Curricula not listed below under “Source Material” are supported by: 1) a cross-walk of curricula used with the CDE *Curriculum Framework* and/or age-appropriate *Learning Foundations* that demonstrate how the curricular elements align with CDE principles for supporting young children’s learning; key components of curriculum planning; descriptions of routines, environments, and materials that engage children in learning; and strategies for building on children’s knowledge, skills, and interest; AND 2) a justification of the curricula, including evidence and research-based support of selected curricula (e.g., peer-reviewed journal articles, other articles); AND 3) provision of the rationale for selected curricula for the population served.

Teachers receive training and support to implement the curricula in the classroom.

Early Literacy/Language:

Specific language and literacy curriculum or curricular elements are defined as content and organization of experiences that are grounded in developmentally appropriate practice, accompanied by educational goals and focus on supporting the following areas:

- Listening and Speaking (including language use and conventions, vocabulary, grammar)
- Literacy and Reading (including concepts about print, phonological awareness, alphabets and word/print recognition, comprehension, analysis of age-appropriate text, and literacy interest and response)
- Writing

Curriculum and/or curricular elements include planned and spontaneous developmentally appropriate individual, small-, and large-group activities; materials and routines that focus on oral language skills, phonological awareness, and print knowledge; and materials and routines that are meaningful and challenging and support elements

predictive of later literacy, including: alphabet knowledge, rapid naming of letters and digits, rapid naming of objects and colors, writing, and phonological memory.⁸

Early Math:

Early math curriculum or curricular elements are defined as content and organization of experiences that are grounded in developmentally appropriate practice, accompanied by educational goals and focus on supporting the following areas:

- Number sense/numeric concepts
- Classification and patterns
- Measurement concepts
- Geometric concepts
- Mathematical reasoning (application of number concepts in everyday activities)

Curriculum and/or curricular elements include planned and spontaneous developmentally appropriate individual, small and large group activities, materials, and routines that include instruction that supports thinking processes identified by the Committee on Early Childhood Mathematics (2009) as “underpinning all levels of mathematics.” These include 1) the general processes of representing, problem-solving, reasoning, connecting, and communicating, and 2) more specific processes of unitizing, decomposing and composing, relating and ordering, looking for patterns and structures, and organizing and classifying information (p. 337).⁹

Assessment Questions

- Do you use any of the curricula listed below in “Source Material”?
- If using a published set of curricular materials, do you incorporate the curriculum daily as part of your lesson plan?
- If you are not using any of the curricula or approaches listed below under “Source Material,” is there a cross-walk of curricula used with the CDE *Curriculum Framework* and/or age-appropriate *Learning Foundations* that demonstrates how the curricular elements align with CDE principles for supporting young children’s learning; key components of curriculum planning; descriptions of routines, environments, materials that engage children in learning; and strategies for building on children’s knowledge, skills, and interest; OR evidence of scientifically valid research indicating basis for selected curricula (e.g., peer-reviewed journals, other articles)?
- If you are not using any of the curricula or approaches listed in “Source Material,” is there any evidence of scientifically valid research indicating its effectiveness with Dual Language Learners or diverse populations?

⁸ Bridges M, Diggs N, Ly J, Fuller B. *Features of Quality Early Care and Education: Recent Rigorous Evidence on What Matters Most for Children*. Prepared for First 5 California, November 2011

⁹ Committee on Early Childhood Mathematics (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. Washington, DC :National Academies Press.

- Have all teachers in the classroom received training on the use of the selected curricula/approach?
- Do teachers receive ongoing coaching and/or other support to implement the curricula or approach in the classroom?

Source Material (references)

Policy/ Requirements: CSP Recommended Curricula:

Infant-Toddler Curricula

- *High/Scope Infant-Toddler Curriculum* (2000)
- *The Creative Curriculum for Infants, Toddlers, and Twos* (2006)
- The Program for Infant/Toddler Care (PITC) (Not a curriculum, but an approved approach)

Preschool Curricula

- *Big Math for Little People* (exclusively math curriculum)
- Curiosity Corner
- *Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education* (1992)
- *High Reach*
- *High Scope Preschool Curriculum* (2002)
- Montessori (Not a curriculum, but an approved approach)
- *Opening the World of Learning™* (OWL) (2005)
- *Project Approach*
- Reggio Emilia (Not a curriculum, but an approved approach)
- *The Creative Curriculum for Preschool*, 4th ed. (2000)
- *Tools of the Mind*

Standards/Statements of Practice and Tools/Templates:

The California Preschool Curriculum Framework, Volume 1 is a companion to the *California Preschool Learning Foundations, Volume 1*, and presents strategies and information to enrich learning and development opportunities for all of California's preschool children. Volume 1 focuses on four learning domains: social-emotional development, language and literacy, English-language development, and mathematics (CDE, 2012)

California Preschool Curriculum Framework can be accessed at:

www.cde.ca.gov/sp/cd/re/documents/psframeworkkvoll1.pdf

A companion curriculum framework for the [California Infant/Toddler Learning and Development Foundations](#), this publication is aligned with the *Preschool Curriculum Framework* in both design and function. Together these frameworks support early childhood educators working in programs serving children birth to three years of age in implementing high-quality curriculum practices that lead to acquisition of the knowledge and skills described in the foundations.

California Infant/Toddler Curriculum Framework can be accessed at:
<http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>

The *California Preschool Learning Foundations* outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program (CDE, 2012).

California Preschool Learning Foundations can be accessed at:
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

The *California Infant/Toddler Learning & Development Foundations* describes research and evidence-based expectations for the way most infants and toddlers make progress in the major domains of social-emotional, language, cognitive, and perceptual and motor development. By creating a common language to facilitate communication among families, infant care professionals, community members, and policymakers, the foundations build an understanding about the importance of the early years in children's learning and development (CDE, 2012).

California Infant/Toddler Learning & Development Foundations can be accessed at:
<http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.21 Education and early childhood development.

CDE's *Infant/Toddler Learning & Development Guidelines* (2006).
<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Head Start Child Development and Early Learning Framework – See Language Development and Literacy Knowledge and skills. PDF can be accessed at:
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework%28rev-Sept2011%29.pdf

Standards/Statements of Practice, Exemplars and Tools/Templates: Head Start National Center on Cultural and Linguistic Responsiveness. Website can be accessed at:
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

Research: “Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity Report” can be accessed at: http://www.nap.edu/openbook.php?record_id=12519

Individuals to be Interviewed

Staff responsible for selecting and implementing curricula, for example:

- Center Director/Administrator
- Family Child Care Home owner
- Classroom teachers

Document(s) to be Reviewed

- Curricula materials: Training materials/guides, planning forms, observation forms, teaching materials, lesson guides, learning objectives, other implementation and assessment materials
- Literature and research studies that review and substantiate developmental appropriateness and evidence base for curricula used
- Documentation from First 5 California that approves the curricula/approach used in the classroom/program

Content Area 4: Classroom Instruction

Feature: Approaches to Dual Language Learners (DLL)*

(Section in Readiness Assessment: CLASSROOM, Curriculum, Approach to Dual Language Learners)

Criteria/Expectations

Program incorporates specific instructional supports and strategies to support the overall development and school readiness of Dual Language Learners.

Support and strategies align with California Department of Education (CDE) *Preschool Curriculum Framework*, Chapter 5, and the CDE *Preschool Learning Foundations* section on English Language Development; or for programs serving infants and toddlers, the *Infant/Toddler Learning & Development Foundations* and the *California Infant/Toddler Curriculum Framework*.

Description of Criteria

Supports and strategies to support Dual Language Learners (DLLs) include the use of professional development materials, training or mentoring for teaching staff by DLL experts, documented curricular and instructional adaptations, including bi-lingual instruction, and adaptations to classroom environment and materials that address the learning needs of DLLs in the following areas identified in the CDE *Preschool Curriculum Framework*:

- Listening
 - Children listen with understanding
- Speaking
 - Children use nonverbal and verbal strategies to communicate with others
 - Children begin to understand and use social conventions in English
 - Children use language to create oral narratives about their personal experiences
- Reading
 - Children demonstrate appreciation and enjoyment of reading and literature
 - Children show an increasing understanding of book reading
 - Children demonstrate an understanding of print conventions
 - Children demonstrate awareness that print carries meaning
 - Children demonstrate progress in their knowledge of the alphabet in English
 - Children demonstrate phonological awareness
- Writing
 - Children use writing to communicate their ideas; curriculum or curricular elements are defined as content and organization of experiences that are grounded in developmentally appropriate practice, accompanied by educational goals and focus on supporting the following areas:

Teachers receive training and support in implementing instructional strategies to address the needs of DLLs. Staff participate in professional development directed toward support of DLLs no less than annually.

Evidence of effective support of the development and school readiness of DLLs is demonstrated in documented progress toward school readiness goals through the use of culturally and linguistically assessment tools (e.g., Desired Results Development Profile).

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Access to Services and Results Based Accountability.

Assessment Questions

- Do you incorporate specific instructional supports and strategies to support the development and overall school readiness of dual language learners?
- Does your program staff receive professional development materials, training or mentoring for addressing the needs of dual language learners? Has this happened within the last 12 months?
- Do you have documented curricular and instructional adaptations, strategies and/or supports, including the use of bi-lingual instruction that address the needs of dual language learners?

Source Material (references)

Standards/Statements of Practice: The *California Preschool Learning Foundations* outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program (CDE, 2012). See section, Foundations in English Language Development.

California *Preschool Learning Foundations* can be accessed at:
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.21 Education and early childhood development.

Additional sources for information on best practice in supporting Dual Language Learners include:

National Association for the Education of Young Children (NAEYC) – See Position Statements and Standards. Websites can be accessed at:

<http://www.naeyc.org/positionstatements>

<http://www.naeyc.org/academy/primary/viewstandards>

Standards/Statements of Practice and Tools/Templates: The *California Preschool Curriculum Framework*, Volume 1 is a companion to the *California Preschool Learning Foundations*, Volume 1, and presents strategies and information to enrich learning and development opportunities for all of California's preschool children. Volume 1 focuses on four learning domains: social-emotional development, language and literacy, English Language Development, and mathematics (CDE, 2012). Chapter 5 focuses on English Language Development

California Preschool Curriculum Framework can be accessed at:

www.cde.ca.gov/sp/cd/re/documents/psframeworkkv01.pdf

California Infant/Toddler Curriculum Framework can be accessed at:

<http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>

Standards/Statements of Practice, Exemplars and Tools/Templates: Head Start National Center on Cultural and Linguistic Responsiveness. Website can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

Tools/Templates: The *Preschool English Learners Resource Guide* offers early childhood care and education providers resources to assist in understanding and supporting preschool children who are learning English as a second language.

Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning (2nd Edition) can be accessed at:

<http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>

A World Full of Language, Supporting Preschool English Learners, developed by WestED, is a DVD that provides information on how young children acquire English as a second language. Research-based strategies are featured for teachers to support English learners. It is an accompaniment to the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* guidebook.

A World Full of Language information can be purchased at:

<http://www.wested.org/cs/we/print/docs/we/preschool-english-learners.html>

Individuals to be Interviewed

Staff responsible for supporting and implementing strategies and support for DLLs for example:

- Center Director/Administrator
- Family Child Care Home owner
- Mentor Teachers
- Classroom Teachers

Document(s) to be Reviewed

- Documentation of strategies and supports: Professional development materials, training materials, specific curriculum for DLLs (e.g., *Literacy Express Preschool Curriculum*) planning forms, teaching materials, lesson plans and /or assessment materials that focus on supporting the development and school readiness of DLLs
- Documentation of bilingual status of staff
- Compiled DRDP assessment for DLL
- Documentation of staff participation in professional development addressing the needs of DLLs within the past 12 months

Content Area 5: Social-Emotional Development

Feature: Teacher Training

(Section in Readiness Assessment: ADMINISTRATION, Social-Emotional Development, Teacher Training)

Criteria/Expectations

Program provides ongoing resource support and training to staff in promoting social-emotional development and positive behavior management.

Description of Criteria

These criteria describe expectations for both teacher training (including teacher assistants) as well as regular coaching in the area of social-emotional development. These resources may be available at the Center (or Family Child Care Home), or county level, but must be readily accessible to teachers and staff.

Social-emotional development includes, but is not limited to, “skills and behaviors such as problem-solving, self-regulation, emotion recognition, appropriate play, and positive relationships with others.”¹⁰ In particular, it is important for the Center (or Family Child Care Home) staff to be trained to foster healthy social-emotional development by enhancing children’s strengths through strategies and environments that build trust, foster independence, and encourage self-control.

Program identifies specific training for staff in social-emotional curriculum and/or systematic and structured use of materials designed to support social-emotional development (e.g., structured use of training materials from the Center on the Social-Emotional Foundations of Early Learning) for staff.

Assessment Questions

- Does your program support staff in addressing the social-emotional and behavioral needs of children in your program?
- Do you provide specific training and/or resources to staff on how to address social-emotional or behavior needs of children and families in your program?
- How do you ensure that teachers and staff take advantage of those resources?
- Does your program have access to mental/behavioral health consultation (may be on-site staff or contracted with outside consultant)?

¹⁰ Bridges M, Diggs N, Ly J, Fuller B. *Features of Quality Early Care and Education: Recent Rigorous Evidence on What Matters Most for Children*. Prepared for First 5 California, November 2011

Source Material (references)

Standards/Statements of Practice: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at: <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.24 Child Mental Health
- 45 CFR Section 1304.21 Education and Early Childhood Development

National Association for the Education of Young Children (NAEYC) – See Position Statements and Standards. Websites can be accessed at:

<http://www.naeyc.org/positionstatements>
<http://www.naeyc.org/academy/primary/viewstandards>

Standards/Statements of Practice and Tools/Templates: Zero to Three National Center for Infants Toddlers and Families. See Behavior and Development and Care and Education. Website can be accessed at: <http://www.zerotothree.org/>

Exemplars and Tools/Templates: Center for Social-Emotional Foundations of Early Learning. Website can be accessed at: <http://csefel.vanderbilt.edu/>

Tools/Templates: *Children with Challenging Behavior: Strategies for Reflective Thinking*. Linda and Tom Brault (2005).

http://www.cainclusivechildcare.org/camap/pdfs/ChallengingBehavior_2005.pdf

Individuals to be Interviewed

Staff responsible for providing ongoing resource support for staff training in promoting social-emotional development and positive behavior management:

- Center Director/Administrator
- Family Child Care Home owner
- Designated Staff /Early Learning System Specialist
- Mental/Behavioral Health Partners or Consultants responsible for coaching or training

Document(s) to be Reviewed

- Center training manual and related documentation
- Professional development (PD) schedule, topical content, and roster/record of attendance in PD as well as coaching sessions
- Curricula and/or training materials used to support teacher training in social-emotional development and addressing behavioral needs of students. (This may include: training guides, planning forms, observation forms, and other implementation and assessment materials that focus on coaching and ongoing staff training in Social-Emotional development.)

Content Area 5: Social-Emotional Development

Feature: Identifying and Monitoring Children’s Needs

(Section in Readiness Assessment: ADMINISTRATION, Social-Emotional Development, Identifying and Monitoring Children’s Needs)

Criteria/Expectation

Program uses data and assessments to identify and monitor children’s social-emotional needs.

Description of Criteria

These criteria are intended to describe how the Center or Family Child Care Home uses data to identify and address the social-emotional needs of children, monitor children over time, and inform responses to children’s needs. This should include the scope of data and assessments; the types of assessment tools; and the frequency with which data is collected or assessments conducted.

Center and Family Child Care Home classrooms should evaluate or assess the social-emotional development of all children using the *Ages and Stages Questionnaire for Social-Emotional Development* (ASQ-SE), or another formal tool for screening social-emotional development and needs. Any developmental screening instrument selected for use by the program for assessing social-emotional development should be standardized and validated. Validated screening instruments are shown to have the sensitivity to identify children who need further assessment and the specificity to exclude those who do not. Any instrument administered should also be conducted in a manner consistent the Principles on Equity.*

Programs should implement a systematic approach for implementing the ASQ-SE or other validated screening tool. Center and Family Child Care Home may decide to contract with another agency to provide the screenings. At a minimum, these screenings should be done at least once per year and more frequently for monitoring purposes, as deemed appropriate based on the initial results.

All classrooms should have written protocols and procedures for administering and communicating screening results with families, managing referrals for further assessment, support, or services, and using data to address children’s needs in the classroom setting. Confidentiality must be ensured regarding child and family information and data; this must be reflected in the program’s policies and procedures. Protocols should address the timing and scheduling of the administration along with any accommodations necessary to support the diversity of the population of families served.*

Staff should receive training in the administration, interpretation, and sharing of results of any screening instruments with families.

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Access to Services and Results-based Accountability.

Assessment Questions

- Do you use the ASQ-SE or other standardized tools to evaluate/assess the social-emotional development and needs of children in your program?
- Do you have articulated policies and practices that ensure that assessment tools are used to identify children who have social-emotional development needs, respond to those needs in the classroom, and to connect families to appropriate referrals?

Source Material (references)

Standards/Statement of Practice: In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at: <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1308.6 Assessment of Children

Exemplars, Tools/Templates and Research: The Technical Assistance Center on Social-Emotional Intervention (TACSEI) - TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. TACSEI resources can be accessed at <http://www.challengingbehavior.org/>

See specifically, Screening for Social-Emotional Concerns: Considerations in the Selection of Instruments which can be accessed at http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf

Tools/Templates: National Early Childhood Education Technical Assistance Center, Ringwalt, Sharon. Developmental Screening and Assessment Instruments with an Emphasis on Social and Emotional Development for Young Children Ages Birth through Five. NECTAC, 2008. <http://www.nectac.org/~pdfs/pubs/screening.pdf>

Ages and Stages Questionnaires: Information on the ASQ and the ASQ-SE questionnaires can be accessed at <http://agesandstages.com/what-is-asq/>

Individuals to be Interviewed

Staff responsible for providing ongoing resource support for staff training in promoting social-emotional development and positive behavior management:

- Center Director/Administrator
- Family Child Care Home owner
- Designated Staff /Assessment Specialist (on site or contracted with outside partner)
- Early Learning Systems Specialist

Document(s) to be Reviewed

- Program administrative information systems or databases that may be used to track data about enrolled participants
- Copy of ASQ-SE or other screening tool used to assess social-emotional development and needs
- Protocols and procedures for screening social-emotional development concerns outlined in policy handbook or operations manual
- Documentation that teachers have received training on conducting screening and/or sharing results of screening
- Copy of contract/MOU agreement with outside agency who conducts screenings, if not done by program staff

Content Area 5: Social-Emotional Development

Feature: Use of Interdisciplinary Approaches

(Section in Readiness Assessment: ADMINISTRATION, Social-Emotional Development, Use of Interdisciplinary Approaches)

Criteria/Expectations

Program implements and documents strategies to ensure staff understand the importance of multiple perspectives and include interdisciplinary approaches in supporting the social-emotional development of children.

Education staff meet regularly with consultants and other family support staff in order to discuss and understand the child in the context of his/her family.*

Parent conferences include family support and other appropriate staff as well as teachers.*

Description of Criteria

Interdisciplinary approaches, the inclusion of different perspectives and consultation, is important in understanding the needs of the young child as a whole person. These criteria describe the expectations for employing interdisciplinary approaches in the ECE environment.

Interdisciplinary approaches involve participation of members from multiple disciplines, on a team that collaborates on the development of intervention plans to meet the needs of individual children and families.¹¹ Parents and family members are important members of the team.

Center and Family Child Care Home build effective teams among supervisors, teachers, family support staff, other staff, consultants and families. Programs should allocate adequate time for and implement strategies to ensure that teachers, consultants and other service providers supporting children and families have the opportunity to meet and collaborate on a regular basis. Collaboration includes regularly scheduled, planned opportunities to work together to review assessment results, develop shared goals, develop and/or modify intervention plans, and discuss progress, supports and strategies to address child needs. Program should have policies, procedures and/or schedules that include joint meetings, staff planning time, and consultation supports that promote interaction among staff involved in providing services to children, emphasize shared responsibility in implementing intervention plans and achieving goals, and establish expectations that service teams (teachers, therapists, consultants, family support personnel, etc.) and parents partner in planning, implementing, and evaluating services for children and families. Program should coordinate regular data sharing and tracking of

¹¹ Bridges M, Diggs N, Ly J, Fuller B. *Features of Quality Early Care and Education: Recent Rigorous Evidence on What Matters Most for Children*. Prepared for First 5 California, November 2011

student progress between teachers and other professionals providing services to children and families. Program should employ culturally and linguistically relevant approaches to communicating with and including parents as members of the team.*

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Access to Services and Results-based Accountability.

Assessment Questions

- Do you engage other disciplines and/or collaborate with consultants or other agencies in supporting the development and meeting the needs of children and families in your program?
- Does program staff have dedicated time for and opportunities to consult with providers from other disciplines in order to better meet the needs of children and families in your program?
- Do you have an articulated policy for conducting and documenting interdisciplinary team meetings?

Source Material (references)

Exemplars: Educare core features on this topic can be found at http://www.educareschools.org/about/pdfs/Core-Features6-09%20_2.pdf

Individuals to be Interviewed

Staff responsible for ensuring support to interdisciplinary team approaches:

- Center Director/Administrator
- Family Child Care Home owner
- Teachers
- Designated staff /family support staff
- Other service providers/consultants

Document(s) to be Reviewed

- Documented center policy, procedures and protocols articulating frequency of, allocated time for, and professionals involved in team meetings, joint parent meetings, and interdisciplinary meetings
- Planning forms used for team meetings, review of goals and progress, data sharing and monitoring
- Documented service and intervention plans for children and families

Content Area 5: Social-Emotional Development

Feature: Curriculum

(Section in Readiness Assessment: CLASSROOM, Social-Emotional Development, Curriculum)

Criteria/Expectations

Program uses a social-emotional preschool curriculum listed under source material below or, other evidence based curriculum approved by First 5 California.

Description of Criteria

Program implements a curriculum that covers, or is specific to, social-emotional development. Curriculum is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation.

Curricula align with **California Department of Education (CDE) Preschool Curriculum Framework, Chapter 3, or Infant/Toddler Curriculum Framework, Chapter 3, and CDE Preschool Learning Foundations section on Social-Emotional Development, or Infant/Toddler Learning and Development Foundations section on Social-Emotional Development** and are culturally and linguistically appropriate for the population served.*

If curriculum/curricula used are not listed below under “Source Material,” program: 1) demonstrates cross-walk of curricula used with Chapter 3 of the CDE age-appropriate *Curriculum Framework* and/or the Social-Emotional Development sections of the age-appropriate *Learning Foundations*; AND 2) submits justification to include evidence and research based support for curriculum or each curricula used, (e.g., peer-reviewed journal articles, other articles); AND 3) provides rationale for selected curricula for population served.

Curriculum or curricular elements that support social-emotional development, including but not limited to “skills and behaviors such as problem-solving, self-regulation, emotion recognition, appropriate play, and positive relationships with others,”¹² are defined as intentional and deliberate teacher-child interactions, design of classroom and environment, content, and organization of experiences that are grounded in developmentally appropriate practice, accompanied by social-emotional goals and address the following areas:

- Self
 - Self-awareness
 - Self-regulation

¹² Bridges M, Diggs N, Ly J, Fuller B. *Features of Quality Early Care and Education: Recent Rigorous Evidence on What Matters Most for Children*. Prepared for First 5 California, November 2011

- Social and emotional understanding
- Empathy and caring
- Initiative in learning
- Social Interaction
 - Interactions with familiar adults
 - Interactions with peers
 - Group participation
 - Cooperation and responsibility
- Relationships
 - Attachments to parents
 - Relationships with teachers and caregivers
 - Friendships

As identified by the CDE *Curriculum Frameworks*, curriculum and/or curricular elements and practices that support social-emotional development guide the design of “indoor and outdoor environment, routines and activities, and teacher–child interaction that:

- Allow many opportunities for practicing social interaction and relationship skills
- Provide support for the growth of age- and developmentally appropriate self-regulation abilities
- Encourage curiosity and initiative; and
- Provide each child a network of nurturing, dependable adults who will actively support and scaffold his or her learning in a group setting”¹³

Curricula that meet these criteria are listed in “Source Material” below. Curricula not listed below under “Source Material,” are supported by: 1) a cross-walk of curricula used with Chapter 3 of the CDE age-appropriate *Curriculum Framework* and/or the Social-Emotional Development sections of the age appropriate *Learning Foundations* that demonstrate how the curriculum or curricular elements inform design of the classroom environment and align with CDE’s: A) guiding principles for supporting social-emotional development, and B) recommendations for environments and materials that set the expectations for and structure interactions that support positive relationships, behaviors, play experiences and promote opportunities for emotion recognition and self-regulation and prevent and address challenging behaviors; AND 2) a justification of the curricula including evidence and research based support of selected curricula (e.g., peer reviewed journal articles, other articles); AND 3) provision of the rationale for selected curricula for the population served (i.e., why the curricula was chosen and how it supports the social-emotional development of the children and families in your program).

¹³ California Department of Education, *Preschool Curriculum Framework*, Volume 1, (2010).

Assessment Questions

- Do you use any of the curricula listed in “Source Material” below?
- If using a published set of curricular materials specific to social-emotional development, do you incorporate the curriculum daily as part of your lesson plan?
- If you are not using any of the curricula or approaches listed in “Source Material” below, is there a cross-walk of curricula used with the CDE age-appropriate *Curriculum Framework* (see Chapter 3, Social-Emotional Development) and/or age appropriate *Learning Foundations* that demonstrate how the curricular elements align with CDE principles for supporting young children’s social-emotional development?
- Have all teachers in the classroom received training on the use of the selected curricula/approach to support social-emotional development?
- Do teachers receive ongoing coaching and/or other support to implement the curricula or approach?

Source Material (references)

Policy/Requirements: CSP Recommended Curricula:

Social-Emotional Development

- *Al’s Pals* (1998)
- *Incredible Years, Dina Dinosaur Classroom Curriculum* (2008)
- *Preschool I Can Problem Solve* (1972)
- *Preschool PATHS* (2007)
- *Second Step* (2000)
- *Emotions Course* (Izard 2001)

Standards/Statements of Practice: The *California Preschool Learning Foundations* outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program (CDE, 2012). See section, Foundations Social-Emotional Development.

California Preschool Learning Foundations can be accessed at:
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

The *California Infant/Toddler Learning and Development Foundations* describes research and evidence-based expectations for the way most infants and toddlers make progress in the major domains of social-emotional, language, cognitive, and perceptual and motor development. By creating a common language to facilitate communication among families, infant care professionals, community members, and policymakers, the *Foundations* build an understanding about the importance of the early years in children’s learning and development (CDE, 2012). See section, Cognitive Development.

California Infant/Toddler Learning & Development Foundations can be accessed at:
<http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.21 Education and early childhood development

Additional sources for information on evidenced based practice in supporting Social-Emotional development include:

National Association for the Education of Young Children (NAEYC) – See Position Statements and Standards. Websites can be accessed at:

<http://www.naeyc.org/positionstatements>
<http://www.naeyc.org/academy/primary/viewstandards>

Standards/Statements of Practice and Tools/Templates: The *California Preschool Curriculum Framework*, Volume 1 is a companion to the *California Preschool Learning Foundations*, Volume 1, and presents strategies and information to enrich learning and development opportunities for all of California's preschool children. Volume 1 focuses on four learning domains: social-emotional development, language and literacy, English-language development, and mathematics (CDE, 2012). Chapter 3 focuses on Social-Emotional Development.

California Preschool Curriculum Framework can be accessed at:
www.cde.ca.gov/sp/cd/re/documents/psframeworkkvoll1.pdf

A companion curriculum framework for the [*California Infant/Toddler Learning and Development Foundations*](#), this publication is aligned with the *Preschool Curriculum Framework* in both design and function. Together these frameworks support early childhood educators working in programs serving children birth to three years of age in implementing high-quality curriculum practices that lead to acquisition of the knowledge and skills described in the foundations.

California Infant/Toddler Curriculum Framework can be accessed at:
<http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>

Zero to Three National Center for Infants Toddlers and Families. See Behavior and Development and Care and Education. Website can be accessed at:
<http://www.zerotothree.org/>

Standard/Statement of Practice, Exemplars Tools/Templates: Head Start National Center on Cultural and Linguistic Responsiveness. Website can be accessed at:
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

Exemplars and Tools/Templates: Center for Social-Emotional Foundations of Early Learning. Website can be accessed at: <http://csefel.vanderbilt.edu/>

Individuals to be Interviewed

Staff responsible for selecting and implementing curricula, for example:

- Center Director/Administrator
- Family Child Care Home owner
- Classroom teachers

Document(s) to be Reviewed

- Curricula materials: Training materials, including training guides, planning forms, observation forms, teaching materials, lesson guides, learning objectives, other implementation and assessment materials that focus on supporting social-emotional development
- Literature and research studies that review and substantiate developmental appropriateness and evidence base for curricula used

Content Area 6: Parent Involvement and Support

Feature: Engagement Approaches *

(Section in Readiness Assessment: ADMINISTRATION, Relationships, Engagement Approaches)

Criteria/Expectations

Program provides opportunities for parent involvement that are effectively communicated in a culturally and linguistically appropriate way.*

Program staff works to overcome barriers to family involvement.

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Inclusive Governance and Participation.

Description of Criteria

Recognizing the important role of family involvement in early care and education in school readiness, school achievement, and social-emotional development, these criteria lay out the expectations for the development of relationships and agreements between Centers/ Family Child Care Homes and families. These criteria make explicit the notion that all families should be engaged regardless of immigration status, living arrangements, language, culture, ethnicity, or how those families are constituted. Families should have the opportunity to learn about the Center or Family Child Care Home and opportunities for involvement. Even if families do not voluntarily take advantage of those opportunities, outreach efforts should be made to engage those families.

Program provides Parent Handbook to all families upon enrollment that includes information on at least the following: program philosophy, curriculum, approach to discipline, program policies and hours of operation. The Parent Handbook, Parent Orientation and all communication are provided in the family's primary language. Program has a plan in place to engage "hard-to-reach" families and, policies and procedures that guide staff in engaging these families.* Program ensures provision of comprehensive family support services and has Family Partnership Agreements in place.

Assessment Questions

- Do you have a structured approach to family engagement and support? Is there on-site family support staff?
- Do you routinely communicate to parents, and through what mechanism do you communicate with them?
- Do you encourage parents to actively participate or volunteer in your program or program-related activities? Are there specific activities that parents are invited to attend or assist with? Do you communicate those opportunities to parents via a parent newsletter, calendar, or message board?
- Do you engage and assist in reducing barriers for families of DLL, or hard-to-reach families? How does staff work to overcome barriers to family participation?
- Do you monitor parent engagement?

Source Material (references)

Standards/Statements of Practice: California Early Learning Quality Improvement System Advisory Committee: “Dream Big for Our Youngest Children: The Final Report,” Nov. 23, 2011. Appendices E and H, which can be accessed online at: <http://www.cde.ca.gov/sp/cd/re/sb1629committee.asp>

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at: <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.40 (a) 1-5 The Family Partnership Agreement Process

Tools/Templates: Additional resources on this topic are available at the Early Childhood Learning Knowledge Center, which can be accessed online at the link below. These resources include more detailed information about partnering with families, as well as descriptions of exemplary programs.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/family-engagement/working-with-families/famcom_rep_00084_071405.html

Program for Infant/Toddler Care: A Guide to Creating Partnerships with Families, 2nd Edition 2010 contains information to help caregivers develop partnerships of mutual trust and respect with families. Studying the family in its culture, involving families in the program, helping families under stress, and handling difficult issues are among the topics discussed. Also included are sample agreement forms for parents and caregivers, points to consider, and suggested readings and other resources. A link to purchase information can be found at: http://www.pitc.org/cs/pitclib/view/pitc_res/177

California Department of Education *Infant/Toddler Learning & Development Guidelines* (2006), Chapter 1 can be accessed at <http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Family Support Specialist or contractor from community based family support/services agency
- A family member of an enrolled child

Document(s) to be Reviewed

- Program's training manual, Parent Handbook, and related documentation
- Family support program documents
- Documents from contracted partners who provide family support services
- Professional development (PD) schedule, topical content, and coaching sessions
- Policies and Procedure manuals
- Parent satisfaction surveys or other assessments and results thereof
- Documentation of orientation and other tracking of parent participation
- Advisory/Planning Committee minutes of other records demonstrating how parent surveys and other feedback are incorporated into program planning and improvement

Content Area 6: Parent Involvement and Support

Feature: Parent Satisfaction*

(Section in Readiness Assessment: ADMINISTRATION, Relationships, Parent Satisfaction)

Criteria/Expectations

Parent satisfaction survey completed at least annually.

Parent satisfaction results from culturally and linguistically diverse parent populations considered in making program improvements.*

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Inclusive Governance and Participation.

Description of Criteria

Recognizing the important role of family involvement in early care and education in school readiness, school achievement, and social-emotional development, this particular criterion lays out the expectations for assessing parental satisfaction. These criteria make explicit the notion that all families should be engaged regardless of immigration status, language, culture, ethnicity, or how those families are constituted. Families should have the opportunity to learn about the Center and opportunities for involvement. Even if families do not voluntarily take advantage of those opportunities, outreach efforts should be made to engage those families. The Desired Results Parent (DR-P) survey is one option for assessing parental satisfaction; however, only two items in the current DR-P address parent involvement. Programs may want to consider other or additional options to assess parent's satisfaction with and knowledge about opportunities for involvement. Moreover, feedback from families should be solicited and utilized in making program changes to meet the needs of children and families.

Assessment Questions

- Do you obtain parent feedback about the program, using regular surveys or other mechanism?
- Do you review the feedback and use it to inform program improvements?

Source Material (references)

Standards/Statements of Practice: California Early Learning Quality Improvement System Advisory Committee: "Dream Big for Our Youngest Children: The Final Report," Nov. 23, 2011. Appendices E and H, which can be accessed online at: <http://www.cde.ca.gov/sp/cd/re/sb1629committee.asp>

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.40 (a) 1-5 The Family Partnership Agreement Process

Tools/Templates: Additional resources on this topic are available at the Early Childhood Learning Knowledge Center, which can be accessed online at the link below. These resources include more detailed information about partnering with families, as well as descriptions of exemplary programs.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/family-engagement/working-with-families/famcom_rep_00084_071405.html

Program for Infant/Toddler Care: A Guide to Creating Partnerships with Families, 2nd Edition 2010 contains information to help caregivers develop partnerships of mutual trust and respect with families. Studying the family in its culture, involving families in the program, helping families under stress, and handling difficult issues are among the topics discussed. Also included are sample agreement forms for parents and caregivers, points to consider, and suggested readings and other resources. A link to purchase information can be found at: http://www.pitc.org/cs/pitclib/view/pitc_res/177

California Department of Education *Infant/Toddler Learning & Development Guidelines* (2006); Chapter 1 can be accessed at:

<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Family Support Specialist or contractor from community based family support/services agency
- Ideally a family member of an enrolled child

Document(s) to be Reviewed

- Program's training manual, Parent Handbook, and related documentation
- Policies and Procedure manuals
- Parent satisfaction surveys or other assessments and results thereof
- Documentation of orientation and other tracking of parent participation
- Advisory/Planning Committee minutes of other records demonstrating how parent surveys and other feedback are incorporated into program planning and improvement

Content Area 6: Parent Involvement and Support

Feature: On-site Family Supports*

(Section in Readiness Assessment: ADMINISTRATION, Relationships, On-Site Family Supports)

Criteria/Expectations

Program provides resources for families available for distribution (e.g., social support, parenting, mental/behavioral health, crisis intervention/emergency support, literacy, adult education, safe housing, etc.)*

Program provides accommodations to meet needs of dual language and multicultural families*

Program provides opportunities to regularly assess parent support needs.

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Inclusive Governance and Participation and Access to Services.

Description of Criteria

Recognizing the variation in assets and needs among families and children in early care and education settings these criteria lay out the expectations for access to family support services, Family Support Specialists, and to home visiting services for at risk families. Both Center-based and Family Child Care homes should have identified processes for identifying social support needs of children and families and providing staff and families with education on available community resources. These resources would include on-site staff or collaborative partners, in addition to the Center's teaching and administrative staff, who can assist with assessment of family needs and directly work with families and children to provide them with the services and supports they may need.

Programs must have an "open door policy" that provides opportunities for families to visit prior to enrollment and observe classroom activity after enrollment (while adhering to visitor check-in policies of the program). *

Program completes family history/intake at enrollment.*

Center/Family Child Care Home staff or local community coalition/lead agency (on behalf of Center/FCCH) creates formal partnership with local Home Visiting agency to support at risk children and families.*

*PoE: This feature and associated criteria are indirectly related to First 5 California Principles on Equity, Inclusive Governance and Participation and Access to Services.

Assessment Questions

- Describe the kinds of support services you make available (directly or indirectly) to families of enrolled children.
- How are parents' needs assessed and with what frequency?
- What staff is designated for family support and engagement? Are those resources on-site or through another arrangement? (Describe if the latter.)
- Do you address the cultural and linguistic needs of families by providing translators when necessary, bilingual staff, and materials in the home language of families?
- Do you have ways that you involve families in program planning and decision-making (e.g., parent-representative on program planning meetings, parent boards, or parent associations)?
- Do you have a home visiting component(s) of your program, or a partnership with another agency for home visiting support, if applicable?

Source Material (references)

Standards/Statements of Practice: California Early Learning Quality Improvement System Advisory Committee: "Dream Big for Our Youngest Children: The Final Report," Nov. 23, 2011. Appendices E and H, which can be accessed online at: <http://www.cde.ca.gov/sp/cd/re/sb1629committee.asp>

Exemplars:

Educare includes on-site family support services as a core feature of its program model. Additional information about Educare's on-site family support services Family Support Specialists, can be accessed online at: <http://www.educareschools.org/about/pdfs/EducareCoreFeatures-Jan2012.pdf> (see, On-site family support services.

An example of the job description and responsibilities for Educare family support specialists can be accessed at: <http://www.educareschools.org/about/jobs/family-support-specialist.htm>

Research: Olds, D. et al., Effects of Nurse Home Visiting on Maternal Life Course and Child Development: Age 6 Follow-up Results of a Randomized Trial. *Pediatrics* Vol. 114 No. 6, December 1, 2004, pp. 1550 -1559. (doi: 10.1542/peds.2004-0962) *Pediatrics* Vol. 114 No. 6 December 1, 2004.

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Family Support Specialist or contractor from community based family support/services agency
- Leadership at the local Home visiting agency with which Center has a relationship
- Ideally a family member of an enrolled child

Document(s) to be Reviewed

- Center training manual and related documentation
- Family support program documents
- Home visiting program documents
- Documents from contracted partners who provide family support or home visiting services
- Professional development (PD) schedule, topical content, and coaching sessions
- Policies and Procedure manuals
- Rosters, documentation, and other data demonstrating the use of and need for family support and home visiting services

Content Area 6: Parent Involvement and Support

Feature: Communication; Education; and Home Learning Support*

(Section in Readiness Assessment: CLASSROOM, Shared Goals, Communication, Education, and Home Learning Support)

Criteria/Expectations

Program offers parents information about their child’s developmental progress.

Program provides opportunities for staff to help parents support their child’s development at home.

*PoE: This feature and associated criteria are directly related to First 5 California Principles on Equity, Results Based Accountability.

Description of Criteria

Recognizing the important role of family involvement in early care and education in school readiness, school achievement, and social-emotional development, these criteria lay out the expectations for communication between Child Care Centers/Family Child Care Homes and families. These criteria cover all forms of communications that must be conveyed in culturally and linguistically appropriate ways (e.g., written, in-person meetings and orientations, electronic, telephonic, etc.), calling particular attention to the importance of providing families with information, resources and tools to help them support children’s development at home as well as in the ECE environment. Parent-teacher conferences held no less than twice a year include information about the child’s developmental progress, assessment results and future planning. Assistance with in-home learning should be tailored to the needs of the child and to parental concerns, be culturally and linguistically appropriate, and responsive to observations and assessments about the child’s developmental status and needs. Examples of how the program can support the family could be by providing them with a checklist of developmental/readiness skills and discussing with them developmental milestones, expectations and “red-flags” (when to be concerned); linking them to a lending library for books and materials; offering Parent Education workshops, etc.

Assessment Questions

- Do you share information with parents about their children’s developmental progress? How often is that shared and through what mechanisms?
- Do you provide opportunities for staff to help parents support their children’s development and home learning (e.g., parent-teacher conference protocols)?
- Do you provide resources to parents to support their children’s development at home?

Source Material (references)

Standards/Statements of Practice: California Early Learning Quality Improvement System Advisory Committee: “Dream Big for Our Youngest Children: The Final Report,” Nov. 23, 2011. Appendices E and H, which can be accessed online at: <http://www.cde.ca.gov/sp/cd/re/sb1629committee.asp>

In general, *Head Start Performance Standards* are well-researched and provide good benchmarks for many of the features employed in the CSP. Detail on all of the *Head Start Performance Standards* can be accessed at:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Some of the *Head Start Performance Standards* pertinent to this expectation/requirement include the following:

- 45 CFR Section 1304.40 (a) 1-5 The Family Partnership Agreement Process

Tools/Templates: Additional resources on this topic are available at the Early Childhood Learning Knowledge Center, which can be accessed online at the link below. These resources include more detailed information about partnering with families, as well as descriptions of exemplary programs.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/family-engagement/working-with-families/famcom_rep_00084_071405.html

Individuals to be Interviewed

Staff responsible for the activities described above, for example:

- Center Director
- Family Child Care Home owner
- Teachers, teacher assistants and others who communicate with parents
- Family Support Specialist or contractor from community based family support/services agency
- Ideally a family member of an enrolled child

Document(s) to be Reviewed

- Program training manual and related documentation
- Family support program documents
- Documents from contracted partners who provide family support services
- Professional development (PD) schedule, topical content, and coaching sessions
- Policies and Procedure manuals
- Documentation of parent-teacher conferences and other meetings

APPENDIX A

Child Signature Program *Principles on Equity*

On October 18, 2001, the First 5 California Children and Families Commission adopted the *Principles on Equity*. These principles serve to ensure that California's children from diverse populations and those with special needs are integrated into the planning and implementation of programs supported by Proposition 10. A respected group of leaders in early childhood development, health, and special needs served to outline the parameters and craft the *Principles on Equity*. The *Principles on Equity* address four major areas:

- Inclusive Governance and Participation
- Access to Services
- Legislative and Regulatory Mandates
- Results-based Accountability

Inclusive Governance and Participation

Children develop within the context of their families and communities. Proposition 10 programs shall secure meaningful participation and input of those families by governance and participation:

- Use culturally and linguistically appropriate outreach strategies, as well as approaches effective in reaching parents of children with disabilities and other special needs.
- Assure that all diverse groups, particularly those who have been traditionally underrepresented and underserved, are actively engaged and involved and have an equal voice in defining needs and providing solutions.
- Use community organizations, formal and informal networks, and other communication vehicles to reach out and serve diverse groups.
- Promote and support the development of emerging parent and community leaders.
- Assure that families representing diverse groups participate equitably in the planning, delivery, and evaluation of initiatives.

Access to Services

To assure that children from diverse backgrounds and diverse abilities have access to high quality, culturally competent, and developmentally appropriate opportunities, Proposition 10 programs shall:

- Set measurable goals and objectives for increasing access and achieving equity.
- Use culturally and linguistically relevant methods of communication and community outreach.
- Assure that programs provide access to information, resources, and support regarding a child's development.

- Conduct assessments that include assets, challenges, gaps in communities, systems, and disaggregated data (ethnicity, disabilities, language, age, socio-economic status, preschool enrollment). These assessment data will aid in program design and in setting benchmarks and goals.
- Provide information and support through culturally and linguistically responsive service providers who are knowledgeable about children with disabilities and other special needs.
- Promote collaboration across disciplines, service delivery systems, and communities.
- Develop print, audio-visual, and electronic materials that are culturally and linguistically relevant for all communities served, are written at appropriate literacy levels, and are available for specialized populations.
- Schedule services in accordance with family needs and situations.
- Support programs that are individualized to address the cultural and linguistic diversity, ability levels, and behavioral and learning styles representative of California's children and families.
- Ensure availability of adapted and specialized services and supports as needed to assure full participation for all children and their families.
- Demonstrate awareness of, and referrals to, services, resources, and other supports available for children with disabilities and other special needs and their families.
- Promote policies to assure training and technical assistance to improve knowledge, skills, and attitudes and build capacity to work better within culturally and linguistically diverse communities.

Legislative and Regulatory Mandates

Agencies must adhere to all legislative, regulatory, and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities. Proposition 10 programs shall:

- Demonstrate leadership in assuring that staff members receive training, are knowledgeable about legislative or regulatory mandates, and have the skills and resources necessary to implement programs.
- Inform parents of their rights and responsibilities as well as those of their children.
- Offer services to all children and their families regardless of immigration status (California Children and Families Resolution – June 24, 1999).

- Be 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 1990, Individuals with Disabilities Education Act, Furantani, Dymally-Alatorre Bilingual Services Act, Executive Order 13166, August 11, 2000).

Results-based Accountability

Programs shall have well-defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities. Proposition 10 programs shall:

- Commit to attaining their stated program outcomes realizing that their results are crucial to ongoing sustainability and advocacy.
- Allocate sufficient resources to support accountability and evaluation activities.
- Use program planners, evaluators, and other experts culturally competent and knowledgeable about children’s differing abilities to develop effective assessment methods and evaluation tools.
- Regularly assess the governance process and provide updates on the extent of family involvement and engagement throughout all phases of program development.
- Use culturally and linguistically appropriate questions, instruments, and other research methods to collect relevant data from the populations and communities served including questions on disabilities and special needs.
- Collect and report disaggregated data (e.g., ethnicity, disabilities, language, age, socio-economic status, etc.) that describes children and families served and the achievement of access, equity, and desired results.
- Assess and disseminate best and promising practices for the benefit of all children and their service providers.

* * *