

Program Narrative

California State Preschool Program

Fiscal Year 2024–25

Program Name:

Directions

1. A Program Narrative must be provided for all questions in Sections A through E, as outlined below:
 - a. Preschool Program Quality (A1–A11)
 - b. Inclusion (B1–B3)
 - c. Multilingual Language Learners (C1–C2)
 - d. Program Accountability (D1–D3)
 - e. Program Operations (E1–E2)
2. Program Narrative responses must be complete and align with the Scoring Rubric.
 - a. Program Narrative must be limited to the identified page restrictions for each response. An individual question may require an entire page or a partial page response. If a question is completed without using the entire page, the remaining page space cannot be used to expand on a different question. Portions of a response that exceeds the stated limit for each question will not be reviewed or considered in the score.
 - b. Only standard 12-point Arial font may be used when responding to program narrative questions.
3. Each response must include a header with the following information:
 - a. Legal name of agency.
 - b. Page number.
 - c. Title of Program Narrative section and item number (for example, A1. Preschool Program Quality – Desired results Developmental Profile, B1. Inclusion, and so on) Each response belongs under their respective titles and pages and responses are limited to one page per question.

4. Information included in the application must be relevant and unique to the program being administered by the applicant.
5. Applicants must describe the preschool program that the agency will implement.
 - a. Any application containing false or misleading information is cause for disqualification.
 - b. An application that is plagiarized in any part or form from another agency's application will automatically be rejected. Applicants must not submit an application where the text has been copied from another agency's previous or current application, whether another agency has voluntarily or involuntarily provided the information.
 - c. An application that is plagiarized in any part or form from a published source without citing the original author will automatically be rejected.

Preschool Program Quality (60 total points possible)

A1. Preschool Program Quality – Desired Results Developmental Profile

Describe, in detail, how the agency effectively utilizes, or will utilize, the Desired Results Developmental Profile (DRDP) to meet the following requirements:

- The age appropriate and most recent version of DRDP is utilized for each child who is enrolled in the program for at least 10 hours per week and for all children with an Individualized Education Program (IEP) even if that child is enrolled for less than 10 hours per week.
- The DRDP is completed for each child within 60 to 90 calendar days of enrollment and at least once every six (6) months thereafter.
- Data collected from each child’s DRDP is used to plan and conduct age and developmentally appropriate activities following a curriculum that supports individual, classroom, and program goals.
- The DRDP is completed with any necessary accommodations and adaptations if a child has a disability and/or an IEP.
- The completed DRDP ratings for each child are submitted to DRDP Online, as directed by the California Department of Education.
- Provide the parent or guardian with DRDP information, including during parent conferences, from the previous year when a child will be transferring from a program serving preschool-age children to a local public school.
- Complete the English Language Development measures if a language other than English is spoken in the child’s home.
- Staff development opportunities to support implementation of the DRDP.

Scoring Criteria (A1)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|---|--|---|
| The narrative does not describe how the agency effectively utilizes or will effectively utilize any of the DRDP requirements. | The narrative describes, in detail, how the agency effectively utilizes or will effectively utilize one to three of the DRDP requirements. | The narrative describes, in detail, how the agency effectively utilizes or will effectively utilize four to six of the DRDP requirements. | The narrative describes, in detail, how the agency effectively utilizes or will effectively utilize seven to eight of the DRDP requirements. |

Applicant Response (A1):

A2. Preschool Program Quality – Education Program

Describe, in detail, how the agency implements, or will implement an education program for all children enrolled in the program that meets the following required components:

- The program approach is developmentally, linguistically, and culturally appropriate.
- The program is inclusive of children with exceptional needs, and/or disabilities.
- The program encourages respect for the feelings and rights of others.
- The program supports children’s social and emotional development.
- The program provides for the development of each child’s cognitive, including math, and language and literacy skills.
- The program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement.
- The program promotes and maintains practices that are healthy and safe.

Scoring Criteria (A2)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|---|--|--|--|
| <p>The narrative does not describe how the agency will effectively implement any of the required components to ensure the delivery of an education program for all children enrolled in the program.</p> | <p>The narrative describes, in detail, how the agency will effectively implement two to three of the seven required components to ensure the delivery of an education program for all children enrolled in the program.</p> | <p>The narrative describes, in detail, how the agency will effectively implement four to five of the seven required components to ensure the delivery of an education program for all children enrolled in the program.</p> | <p>The narrative describes, in detail, how the agency will effectively implement six to seven of the seven required components to ensure the delivery of an education program for all children enrolled in the program.</p> |

Applicant Response (A2):

A3. Preschool Program Quality – Prevention of Suspension and Expulsion of Children Enrolled in California State Preschool Program

Management Bulletin (MB) 23-08: Suspension and Expulsion in the California State Preschool Program (CSPP), here: <https://www.cde.ca.gov/sp/cd/ci/mb2308.asp>, sets forth the requirements for prevention of suspension and expulsion of children enrolled in the CSPP, as well as the requirements CSPP contractors must follow before suspending or expelling children enrolled in the CSPP due to serious and persistent challenging behaviors. Describe in detail the processes the agency currently uses, or will effectively implement to **prevent suspension and expulsion**, including:

- Notifying families **prior** to suspending or expelling a child
- Collaborating with the child’s parents or legal guardians and using appropriate community resources, as needed, before suspending a child to determine no other reasonable option is appropriate, and providing written notice through a Notice of Action to the child’s parents or legal guardians
- Implementing all steps described in MB 23-08 before expelling a child due to behavior, and
- Collecting data on the suspension and expulsion of children on the CSPP, as described in MB 23-08.

Scoring Criteria (A3)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|---|--|---|---|
| <p>The narrative does not describe any processes the agency uses or will effectively implement to prevent suspension and expulsion of children enrolled in the CSPP due to serious and persistent behaviors.</p> | <p>The narrative describes, in detail, the processes the agency uses, or will effectively implement to meet one of the requirements to prevent suspension and expulsion of children enrolled in the CSPP due to serious and persistent behaviors.</p> | <p>The narrative describes, in detail, the processes the agency uses, or will effectively implement to meet two to three of the requirements to prevent suspension and expulsion of children enrolled in the CSPP due to serious and persistent behaviors.</p> | <p>The narrative describes, in detail, the processes the agency uses, or will effectively implement to meet all four of the requirements to prevent suspension and expulsion of children enrolled in the CSPP due to serious and persistent behaviors.</p> |

Applicant Response (A3):

A4. Preschool Program Quality – Prevention of Suspension and Expulsion – Staff Training, Supports, and Resources

Describe, in detail, how the agency currently uses, or will implement, training, and provide supports and resources for program staff to ensure they are adequately trained and have the supports and resources needed to prevent the suspension and expulsion of children enrolled in CSPP due to serious and persistent behaviors.

Scoring Criteria (A4)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|---|---|---|---|
| <p>The narrative does not describe any training, supports or resources for program staff to prevent the suspension and expulsion of children enrolled in CSPP due to serious and persistent behaviors.</p> | <p>The narrative describes, in detail, how the agency uses, or will effectively implement at least one to two trainings, and provide one to two supports and one to two resources for program staff to ensure they are adequately trained and have the supports and resources needed to prevent the suspension and expulsion of children enrolled in CSPP due to serious and persistent behaviors.</p> | <p>The narrative describes, in detail, how the agency uses, or will effectively implement at least three to four trainings, and provide three to four supports and three to four resources for program staff to ensure they are adequately trained and have the supports and resources needed to prevent the suspension and expulsion of children enrolled in CSPP due to serious and persistent behaviors.</p> | <p>The narrative describes, in detail, how the agency uses, or will effectively implement five or more trainings, and provide five or more supports and five or more resources for program staff to ensure they are adequately trained and have the supports and resources needed to prevent the suspension and expulsion of children enrolled in CSPP due to serious and persistent behaviors.</p> |

Applicant Response (A4):

A5. Preschool Program Quality – Staff Development Program

Describe, in detail, how the agency currently implements, or will implement, the delivery of a staff development program that includes the following four components and the topics for staff development opportunities:

1. Identification of staff training needs related to the staff job description and duties
2. An orientation, specific to the specific job description and duties for new staff
3. Staff development opportunities related to staff job descriptions and duties
4. Identification of how the agency will support staff acquisition of units towards credentials and/or degrees to advance on their career ladder, trajectory, or lattice through professional development that is offered **Note:** Staff development topics should include, but not be limited to, the following:
 - a. California State Preschool Program (CSPP) Requirements and Contract Terms and Conditions
 - b. Preschool Learning Foundations
 - c. DRDP and the Desired Results System
 - d. CLASS and effective and responsive adult-child interactions and CLASS Environment
 - e. Children’s developing literacy and language development (aligned with the Preschool Learning Foundations and Frameworks, and when available, the Preschool and Transitional Kindergarten Learning Foundations)
 - f. Children’s developing math and science (aligned with the Preschool Learning Foundations and Frameworks)
 - g. Children’s social-emotional development (aligned with the Preschool Learning Foundations and Framework)
 - h. Curriculum selection and implementation
 - i. Implicit bias, restorative justice practices, and cultural and linguistically responsive practice
 - j. Adverse Childhood Experiences and trauma and healing-informed practice
 - k. Creating developmentally informed environments

- l Administration and use of child assessments to inform instruction
- m Support for multilingual learners, including instructional support for home language development
- n Serving children with disabilities in inclusive settings, including Universal Design for Learning
- o Engaging culturally and linguistically diverse families

Scoring Criteria (A5)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|--|---|---|
| The narrative does not describe how the agency will effectively implement any of the required components to ensure the delivery of a staff development program. | The narrative describes, in detail, how the agency will effectively implement one to two of the four required components to ensure the delivery of a staff development program. | The narrative describes, in detail, how the agency will effectively implement three of the four required components to ensure the delivery of a staff development program. | The narrative describes, in detail, how the agency will effectively implement all four of the required components to ensure the delivery of a staff development program. |

Applicant Response (A5):

A6. Preschool Program Quality – Family Engagement and Strengthening Program

Describe, in detail, how the agency currently implements, or will implement, the delivery of a family engagement and strengthening program to support and expand awareness of early education and care of children that includes each of the following required components:

- An orientation for parents, including an interpreter when necessary for effective staff or parent communication
- At least two individual conferences each year
- Parent meetings with program staff, including an interpreter when necessary for effective staff or parent communication
- An open-door policy that encourages participation in the daily program activities whenever possible
- A Parent Advisory Committee that advises the agency on issues related to services for children and families, including an interpreter when necessary for effective staff or parent communication
- Sharing of information between staff and families concerning their child’s progress, including but not limited to the DRDP

Scoring Criteria (A6)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|---|---|--|
| The narrative does not describe how the agency will effectively implement any of the required components for the delivery of a family engagement and education program. | The narrative describes, in detail, how the agency will effectively implement two to three of the six required components for the delivery of a family engagement and education program. | The narrative describes, in detail, how the agency will effectively implement four to five of the six required components for the delivery of a family engagement and education program. | The narrative describes, in detail, how the agency will effectively implement all of the six required components for the delivery of a family engagement and education program. |

Applicant Response (A6):

A7. Preschool Program Quality – Health and Social Services

Describe, in detail, the procedures for health and social services which the agency currently uses, or will implement, for the following required components:

- Identification of the child’s and family’s health, including behavioral health, and social service needs
- Referrals to the appropriate resources for the provision of health and social services
- Conduct and document follow up to ensure the identified health and social services needs have been met

Scoring Criteria (A7)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|---|---|---|---|
| The narrative does not describe how the agency will effectively implement any of the required components for health and social services. | The narrative describes, in detail, how the agency will effectively implement one of the three required components for health and social services. | The narrative describes, in detail, how the agency will effectively implement two of the three required components for health and social services. | The narrative describes, in detail, how the agency will effectively implement all of the three required components for health and social services. |

Applicant Response (A7):

A8. Preschool Program Quality – Community Involvement

Describe, in detail, how the agency currently implements, or will implement, a community involvement component that includes each of the following required components:

- Facilitating relationships between the local educational agency or local regional centers and families that need services.
- Soliciting support from the community. This includes the solicitation of donated goods and services.
- Providing information to the community regarding the services available. Contractors may utilize media or other forms of communication in the community.

Scoring Criteria (A8)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|---|---|---|---|
| The narrative does not describe how the agency will effectively implement any of the required components for health and social services. | The narrative describes, in detail, how the agency will effectively implement one of the three required components for health and social services. | The narrative describes, in detail, how the agency will effectively implement two of the three required components for health and social services. | The narrative describes, in detail, how the agency will effectively implement all of the three required components for health and social services. |

Applicant Response (A8):

A9. Preschool Program Quality – Nutrition

Describe, in detail, how the agency currently implements, or will implement, a nutrition program to ensure that children receive nutritious meals and snacks that meet the following required components:

- Nutritious meals and snacks are provided to all children, at no additional cost to families, during the time in which they are in the program
- Meals and snacks, including the setting and time provided, are culturally and developmentally appropriate
- Meals and snacks meet the nutritional requirements specified by the Child and Adult Care Food or the National School Nutrition program

Scoring Criteria (A9)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|---|--|--|
| The narrative does not describe how the agency will effectively implement any of the required components for the nutrition program. | The narrative describes, in detail, how the agency will effectively implement one of the three required components for the nutrition program | The narrative describes, in detail, how the agency will effectively implement two of the three required components for the nutrition program. | The narrative describes, in detail, how the agency will effectively implement all of the three required components for the nutrition program. |

Applicant Response (A9):

A10. Preschool Program Quality – Program Self-Evaluation

Describe, in detail, how the agency currently implements, or will implement, an annual plan for its program self-evaluation process that includes all of the following required components:

- A self-evaluation based on the use of the Early Education Program Instrument
- An assessment of the program by families using the Desired Results parent survey
- An assessment of the program by staff and board members, as evidenced by written documentation
- An analysis of the Contract Monitoring Review or Federal Program Monitoring review findings, including the DRDPs, the environment rating scales, and the Desired Results parent survey
- A written list of tasks needed to modify the program to address all identified areas in need of improvement
- Procedures for the ongoing monitoring of the program

Scoring Criteria (A10)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|--|--|--|
| The narrative does not describe how the agency will effectively implement any the required components for an annual plan for its program self-evaluation. | The narrative describes, in detail, how the agency will effectively implement two to three of the six required components for an annual plan for its program self-evaluation. | The narrative describes, in detail, how the agency will effectively implement four to five of the six required components for an annual plan for its program self-evaluation. | The narrative describes, in detail, how the agency will effectively implement all the six required components for an annual plan for its program self-evaluation. |

Applicant Response (A10):

A11: Preschool Program Quality – CLASS

Management Bulletin 23-10: Guidance on Implementation of the Classroom Assessment Scoring System (CLASS®) and the CLASS® Environment in the California State Preschool Program sets forth the requirements for CSPP contractors to begin utilizing the CLASS beginning July 1, 2024. Describe in detail how the agency will effectively implement the following requirements for the CLASS and CLASS Environment:

- Training of program staff, which may include CLASS observer certification, and recertifications
- Annual CLASS and CLASS Environment observations are conducted by certified CLASS observers in CSPP classrooms or Family Childcare Homes (for applicants proposing to provide services through a FCCHEN), and
- CLASS data will be analyzed and used to inform and implement professional development, coaching, and other continuous quality improvement efforts.

For reference, Management Bulletin 23-10 can be accessed at <https://www.cde.ca.gov/sp/cd/ci/mb2310.asp>

Scoring Criteria (A11)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|--|--|--|
| The narrative does not describe how the agency will effectively implement any of the required components for implementation of the CLASS or the CLASS Environment tools | The narrative describes in detail how the agency will effectively implement one of the required components for implementation of the CLASS and the CLASS Environment tools | The narrative describes in detail how the agency will effectively implement two of the required components for implementation of the CLASS and the CLASS Environment tools | The narrative describes in detail how the agency will effectively implement all three of the required components for implementation of the CLASS and the CLASS Environment |

Applicant Response (A11):

Inclusion (18 points possible)

B1. Inclusion – Access

Describe, in detail, the policies and processes that the agency currently uses, or will implement, to effectively ensure children with disabilities who have an IEP or IFSP have access to fully participate in instruction and activities utilizing materials that are accessible in the CSPP classroom.

Scoring Criteria (B1)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|---|---|---|
| <p>The narrative does not describe any program policies or processes for effectively ensuring children with disabilities who have an IEP or IFSP have access to fully participate in instruction and activities utilizing materials that are accessible in the CSPP classroom.</p> | <p>The narrative describes, in detail, one program policy and one process for effectively ensuring children with disabilities who have an IEP or IFSP have access to fully participate in instruction and activities utilizing materials that are accessible in the CSPP classroom.</p> | <p>The narrative describes, in detail, two program policies and two processes for effectively ensuring children with disabilities who have an IEP or IFSP have access to fully participate in instruction and activities utilizing materials that are accessible in the CSPP classroom.</p> | <p>The narrative describes, in detail, three or more program policies and three or more processes for effectively ensuring children with disabilities who have an IEP or IFSP have access to fully participate in instruction and activities utilizing materials that are accessible in the CSPP classroom.</p> |

Applicant Response (B1):

B2. Inclusion – Resources and Partnerships

Describe, in detail, the resources and collaborative partnerships which the agency currently uses, or will implement, to ensure that special education supports and services can be effectively delivered in the classroom to maintain children’s participation in the least restrictive learning environment (LRE) for children with disabilities who have an IEP or IFSP.

Scoring Criteria (B2)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|--|--|--|
| The narrative does not describe any resources and partnerships the agency will use to ensure that special education supports and services can be effectively delivered in the classroom to maintain children’s participation in the CSPP’s in the LRE for children with an IEP or IFSP. | The narrative describes, in detail, one resource and partner the agency will use to ensure that special education supports and services can be effectively delivered in the classroom to maintain children’s participation in the CSPP’s in the LRE for children with an IEP or IFSP. | The narrative describes, in detail, two resources and partners the agency will use to ensure that special education supports and services can be effectively delivered in the classroom to maintain children’s participation in the CSPP’s in the LRE for children with an IEP or IFSP. | The narrative describes, in detail, three or more resources and partners the agency will use to ensure that special education supports and services can be effectively delivered in the classroom to maintain children’s participation in the CSPP’s in the LRE for children with an IEP or IFSP. |

Applicant Response (B2):

B3. Inclusion – Inclusion Training and Professional Development

Describe in detail the training and professional development that your agency currently uses or will effectively implement to ensure program staff and teachers are well-prepared to support children in a fully inclusive program, and maintain children’s participation in the LRE for children with disabilities who have an IEP or IFSP. Include how training and professional development will be accessed, the training and professional development topics and the organization(s) that will deliver the training and professional development (for example, California Early Childhood Online (CECO), Quality Counts California (QCC), Universal Design for Learning (UDL), Pyramid Model with practiced-based coaching, Embedded Instruction for Learning, California Project (EIEL), Ages and Stages (ASQ) Training).

Scoring Criteria (B3)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|---|--|--|
| <p>The narrative does not describe any training and professional development the agency will use to ensure program staff and teachers are well-prepared to support children in a fully inclusive program, and maintain children’s participation in the LRE for children with disabilities who have an IEP or IFSP. The narrative does not include any training and professional development topics or the organization(s) that will deliver the training and professional development.</p> | <p>The narrative describes, in detail, how they will implement one training and professional development opportunity to ensure program staff and teachers are well-prepared to support children in a fully inclusive program, and maintain children’s participation in the LRE for children with disabilities who have an IEP or IFSP. The narrative includes the training and professional development topics and the organization(s) that will deliver the training and professional development.</p> | <p>The narrative describes, in detail, how they will implement two to three training and professional development opportunities to ensure program staff and teachers are well-prepared to support children in a fully inclusive program, and maintain children’s participation in the LRE for children with disabilities who have an IEP or IFSP. The narrative includes the training and professional development topics and the organization(s) that will deliver the training and professional development.</p> | <p>The narrative describes, in detail, how they will implement four or more training and professional development opportunities to ensure program staff and teachers are well-prepared to support children in a fully inclusive program, and maintain children’s participation in the LRE for children with disabilities who have an IEP or IFSP. The narrative includes the training and professional development topics and the organization(s) that will deliver the training and professional development.</p> |

Multilingual Language Learners (12 points possible)

C1. Multilingual Language Learners – Identification of Children’s Dual Language Learner Status

MB 23-03: Updated Guidance on Identification of Dual Language Learners, found here: <https://www.cde.ca.gov/sp/cd/ci/mb2303.asp>, sets forth the requirements for CSPP contractors to conduct the Family Language Instrument to determine the dual language learner status of the child. (If the child is enrolled in Transitional Kindergarten or Kindergarten and is using CSPP for extended learning and care around their school day, contractors can use English Learner designation as determined by the school the child is enrolled in, in place of using the Family Language Instrument.) Once contractors determine whether a child is a dual language learner, contractors must conduct the Family Language and Interest Interview for children that are designated as dual language learners. Describe, in detail, the processes the agency currently uses, or will implement, to meet the requirements for identification of children’s dual language learner status, and the processes the agency currently uses, or will implement, to conduct the Family Language and Interest interview for children that are designated as dual language learners.

Scoring Criteria (C1)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|---|---|---|---|
| The narrative does not describe any processes the agency uses, or will effectively implement, to identify the dual language learner status of children enrolled in the CSPP. | The narrative describes in detail one process the agency uses or will effectively implement to identify the dual language learner status of children enrolled in the CSPP. | The narrative describes in detail two processes the agency uses or will effectively implement to identify the dual language learner status of children enrolled in the CSPP. | The narrative describes in detail three or more processes the agency uses or will effectively implement to identify the dual language learner status of children enrolled in the CSPP. |

Applicant Response (C1):

C2. Multilingual Language Learners – Methods, Supports, and Resources

Describe, in detail, the methods, supports, and resources the agency currently uses, or will implement, to support multilingual learners’ acquisition and development of the English language within the classroom while strengthening the development of their home language. If the CSPP program is a dual language immersion or bilingual language program, also include how children who speak English will be supported in their acquisition and development of the second language used in the program.

Scoring Criteria (C2)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|---|---|---|---|
| The narrative does not describe any methods, supports or resources the agency currently uses, or will effectively implement, to support multilingual learners’ acquisition and development of the English language while strengthening the development of their home language. | The narrative describes, in detail, one method, one support, and one resource the agency currently uses, or will effectively implement, to support multilingual learners’ acquisition and development of the English language within the classroom while strengthening the development of their home language. | The narrative describes, in detail, two methods, two supports and two resources the agency currently uses, or will effectively implement, to support multilingual learners’ acquisition and development of the English language within the classroom while strengthening the development of their home language. | The narrative describes, in detail, three or more methods, three or more supports, and three or more resources the agency currently uses, or will effectively implement, to support multilingual learners’ acquisition and development of the English language within the classroom while strengthening the development of their home language. |

Applicant Response (C2):

Program Accountability (18 points possible)

D1. Program Accountability – Enrollment: Family Eligibility

Describe, in detail, the processes the agency currently uses, or will effectively implement, to ensure families enrolled in the program meet the CSPP eligibility requirements.

Scoring Criteria (D1)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|---|---|---|---|
| The narrative does not describe any process the agency uses, or will effectively implement, to ensure families enrolled in the program meet the CSPP eligibility requirements. | The narrative describes, in detail, one process the agency uses, or will effectively implement, to ensure families enrolled in the program meet the CSPP eligibility requirements. | The narrative describes, in detail, two processes the agency uses, or will effectively implement, to ensure families enrolled in the program meet the CSPP eligibility requirements. | The narrative describes, in detail, three or more processes the agency uses, or will effectively implement, to ensure families enrolled in the program meet the CSPP eligibility requirements. |

Applicant Response (D1):

D2. Program Accountability – Meeting the funded enrollment set aside for serving children with disabilities

Management Bulletin (MB) 23-02: California State Preschool Program and Children with Disabilities (CWD) sets forth the requirements for setting aside funded enrollment for serving children with disabilities. Describe in detail the processes the agency currently uses or how it will effectively implement all of the following: 1) meeting the set-aside and filling CSPP enrollment requirements for CWD, 2.) prioritizing and enrolling CWD in part-day and full-day CSPP, and 3) reporting data to the CDE related to serving CWD.

MB 23-02 can be found on the CDE EED MB webpage at <https://www.cde.ca.gov/sp/cd/ci/mb2302.asp>.

Scoring Criteria (D2)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|---|--|--|
| The narrative does not describe any process the agency uses, or will effectively implement, to ensure the above three listed requirements, as set forth in MB 23-02 for serving CWD, are met. | The narrative describes, in detail, the processes the agency uses, or will effectively implement, to ensure that one of the above three listed requirements, as set forth in MB 23-02 for serving CWD, is met. | The narrative describes, in detail, the processes the agency uses, or will effectively implement, to ensure that two of the above three listed requirements, as set forth in MB 23-02 for serving CWD, are met. | The narrative describes, in detail, the processes the agency uses, or will effectively implement, to ensure that all three of the above three listed requirements, as set forth in MB 23-02 for serving CWD, are met. |

Applicant Response (D2):

D3. Program Accountability – Attendance Recording and Reporting

Describe, in detail, the policies and procedures which the agency currently uses, or will implement, to ensure the agency’s compliance with the CSPP attendance recording and reporting requirements.

Scoring Criteria (D3)

| Non-Responsive (0) | Inadequate (2) | Adequate (3) | Comprehensive (6) |
|--|---|--|---|
| <p>The narrative does not describe policies nor procedures used, or to be effectively implemented, to ensure the agency’s compliance with CSPP attendance recording nor reporting requirements.</p> | <p>The narrative describes, in detail, only policies or only procedures used, or to be effectively implemented, to ensure the agency’s compliance with CSPP attendance recording or reporting requirements.</p> | <p>The narrative describes, in detail, policies or procedures used, or to be effectively implemented, to ensure the agency’s compliance with CSPP attendance recording and reporting requirements.</p> | <p>The narrative describes, in detail, policies and procedures used, or to be effectively implemented, to ensure the agency’s compliance with CSPP attendance recording and reporting requirements.</p> |

Applicant Response (D3):

Program Operations (12 points possible)

E1. Program Operations – Hours of Operation

State the daily hours of operation that your program will provide CSPP services and describe how these hours will meet the need for full-day services (nine [9] or more hours per day) for eligible families. If the CSPP is a part-day CSPP, or will operate for less than nine (9) hours per day, describe the model of service delivery the LEA will use to offer extended hours of service beyond other LEA programs (for example, transitional kindergarten [TK] for four-year-old children enrolled in part-day CSPP, Head Start, expanded learning programs on LEA or community-based organization (CBO) sites such as the After-School Education and Safety (ASES) program, 21st Century Community Learning Centers, and so on) to meet the need for full-day services for eligible families of four-year-old children.

Scoring Criteria (E1)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|--|---|--|--|
| The narrative does not state the daily hours of operation that the agency will provide CSPP services, nor how the daily hours of operation will meet the need for full-day services for eligible families. | The narrative states the daily hours of operation (up to four hours) for providing CSPP services, but the hours of operation do not meet the need for full-day services for eligible families. | The narrative states the daily hours of operation and describes how the hours will partially (over four, up to nine hours) meet the need for full-day services for eligible families, either through offering over four, and up to nine hours of CSPP services, or a combination of CSPP and other services to offer over four, and up to nine hours of services per day. | The narrative states the daily hours of operation and describes how the hours will fully (nine or more hours) meet the need for full-day services for eligible families either through offering nine or more hours of CSPP services, or a combination of CSPP and other services for a total of nine or more hours of services per day. |

Applicant Response (E1):

E2. Program Operations – Minimum Days of Operation

State the Minimum Days of Operation (MDO) that your program will offer CSPP services annually, and how these days of operation will meet the need for full-year (defined as 246 days annually) services for eligible families. If the CSPP will operate for less than 246 days annually, describe the model of service delivery the LEA will use to offer additional days of service through other LEA programs (for example, TK, Head Start, expanded learning programs on LEA or CBO sites such as the ASES program, 21st Century Community Learning Centers, and so on) to meet the need for full-year services for eligible families.

Scoring Criteria (E2)

| Non-Responsive (0) | Inadequate (2) | Adequate (4) | Comprehensive (6) |
|---|---|---|---|
| <p>The narrative does not state the MDO nor how the days of operation meet the need for full-year services for eligible families.</p> | <p>The narrative states the MDO but does not describe how the days of operation will meet the need for full-year services for eligible families.</p> | <p>The narrative states the MDO and describes how the days of operation will partially (220 or more days) meet the need for full-year services for eligible families, either through offering 220 or more days of operation of CSPP services, or through offering a combination of CSPP and other services.</p> | <p>The narrative states the MDO and describes how the days of operation will fully (246 or more days) meet the need for full-year services for eligible families, either through offering a minimum of 246 days of operation of CSPP services, or through offering a combination of CSPP and other services.</p> |

Applicant Response (E2):