

## California State Preschool Program Fiscal Year 2021–22 Expansion Funding

### Written Program Narrative

A written program narrative must be provided for all questions in Sections A-E, as outlined below:

- A. Preschool Program Quality (A1-A8)
- B. Inclusion (B1-B3)
- C. Dual Language Learners (C1-C2)
- D. Program Accountability (D1-D2)
- E. Program Operations (E1-E4)

Written program narrative responses must be completed in accordance with information described in this section of the application and align with the Scoring criteria set forth below, which is aligned to the scoring rubric. As applicants complete the written program narrative, the following requirements must be adhered to:

- Information included in the application must be relevant and unique to the program being administered by the applicant.
- Applicants must describe the preschool program that the agency will implement. Any application containing false or misleading information is cause for disqualification.
- 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.
- Each individual question must be completed following the format requirements provided below:
  - All Program Narrative responses must align with the Scoring Rubric.

- Program Narrative responses shall 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. **(Note:** The Early Education Division (EED) readers will not consider portions of a response that exceeds the stated limit for each question).
- Applicants must use 8-1/2 x 11-inch white paper; single-sided only.
- All margins must be a minimum of one-half inch from the edge of the paper.
- Only standard 12-point font (e.g., Arial or Times New Roman) that does not exceed six (6) lines per inch must be used. Do not use a compressed, narrow, or script font.
- Each response must include a header with the following information:
  - Legal name of agency
  - Page number
  - Title of Program Narrative section and item number (e.g., A1. Preschool Program Quality – Desired results Developmental Profile, B1. Inclusion, etc.) Each response belongs under their respective titles and pages and responses are limited to one page per question.

## Preschool Program Quality

### A1. Desired Results Developmental Profile (DRDP)

Describe, in detail, how the agency implements, or will implement, the use of the DRDP to meet all of the following required components:

- The age-appropriate DRDP is utilized for each child who is enrolled in the program for at least 10 hours per week.
- The DRDP is completed for each child within 90 calendar days of enrollment and at least once every 6 months thereafter.
- The DRDP is used to plan and conduct age and developmentally appropriate activities.
- When a child will be transferring to a local public school from a program serving preschool-age children, the contractor shall provide the parent or guardian with information from the previous year deemed beneficial to the child and the public-school teacher.
- If a child has a disability, and/or has an Individualized Education Program, the developmental profile is completed with any necessary accommodations and adaptations.
- A developmental profile for a child with an Individualized Education Program is completed even if that child is enrolled for less than 10 hours per week.
- If a language other than English is spoken in the child's home, the English Language Development measures are completed.

**Scoring Criteria**

<b>Non-Responsive</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Comprehensive</b>
<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>
The narrative <b>does not</b> describe how the agency will implement any of the required components of DRDP.	The narrative describes, in detail, how the agency will implement <b>one-two</b> of the required components of DRDP.	The narrative describes, in detail, how the agency will implement <b>three-four</b> of the required components of DRDP.	The narrative describes, in detail, how the agency will implement <b>five or more</b> of the required components of DRDP.

**A1: Preschool Program Quality – Desired Results Developmental Profile  
Applicant Response:**

**A2. Education Program**

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

- The program approach is developmentally, linguistically, and culturally appropriate
- The program is inclusive of children with special 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 and language 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**

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



**A2: Preschool Program Quality – Education Program  
Applicant Response**



### **A3. Staff Development Program**

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

- Identification of staff training needs related to the staff job description and duties
- An orientation for new staff
- Staff development opportunities related to staff job descriptions and duties
- Identification of how the agency will support staff acquisition of units towards credentials and/or degrees to advance on their career ladder/trajectory/lattice through professional development that is offered

**Note:** Staff development topics should include, but not be limited to, the following:

- California State Preschool Program (CSPP) Requirements and Contract Terms and Conditions
- Preschool Learning Foundations
- DRDP and the Desired Results System
- Effective adult-child interactions
- Children’s developing literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
- Children’s developing math and science (aligned with the Preschool Learning Foundations and Frameworks)
- Children’s social-emotional development (aligned with the Preschool Learning Foundations and Frameworks)

- Curriculum selection and implementation
- Implicit bias, restorative justice practices, and cultural and linguistically responsive practice
- Adverse Childhood Experiences (ACEs) and trauma/healing-informed practice
- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - Engaging culturally and linguistically diverse families

**Scoring Criteria**

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

**A3: Preschool Program Quality – Staff Development Program  
Applicant Response**

**A4. Family Engagement and Education**

Describe, in detail, how the agency currently implements, or will implement, the delivery of a family engagement and education 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/parent communication
- At least two individual conferences each year
- Parent meetings with program staff, including an interpreter when necessary for effective staff/parent communication
- An open-door policy that encourages participation in the daily program activities whenever possible
- A Parent Advisory Committee that advises the contractor on issues related to services for children and families, including an interpreter when necessary for effective staff/parent communication
- Sharing of information between staff and families concerning their child’s progress

**Scoring Criteria**

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



**A4: Preschool Program Quality – Family Engagement and Education  
Application Response**

**A5. 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 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**

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

**A5. Preschool Program Quality - Health and Social Services  
Applicant Response**



**A6. 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:

- Solicit support from the community, including the solicitation for donated goods and services
- Provide information to the community regarding CSPP services available, including translation when necessary
- Types of communication in the community

**Scoring Criteria**

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

**A6: Preschool Program Quality – Community Involvement  
Applicant Response**

**A7. Nutrition**

Describe, in detail, how the agency currently implements, or will implement, a nutrition component to ensure that children receive nutritious meals and snacks that meet all of 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**

<b>Non-Responsive</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Comprehensive</b>
<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>
The narrative <b>does not</b> describe how the agency will implement any of the required components for nutrition services.	The narrative describes, in detail, how the agency will implement <b>one</b> of the three required components for nutrition.	The narrative describes, in detail, how the agency will implement <b>two</b> of the three required components for nutrition.	The narrative describes, in detail, how the agency will implement all of the <b>three</b> required components for nutrition.

**A7. Program Quality – Nutrition  
Applicant Response**

**A8. Program Self-Evaluation (PSE)**

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 (PI)
- 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 (CMR) and/or Federal Program Monitoring (FPM) 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**

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

**A8: Preschool Program Quality – Program Self-evaluation  
Applicant Response**

**Inclusion**

**B1. Accommodations, Adaptations, and Modifications**

CSPP programs serving children with disabilities need to provide access to instruction, collaborate with local educational agencies who have designed the supports and services necessary for the child through the Individualized Education Program (IEP) or Individualized Family Service Program (IFSP), promote the child’s sense of belonging in the class with their same aged peers, and hold students to high expectations. Describe, in detail, the accommodations, adaptations, and modifications the agency currently uses, or will implement, to ensure children will be able to participate in high-quality and supportive inclusion program for children with an IEP, an IFSP, and children with disabilities within the program.

**Scoring Criteria**

<b>Non-Responsive</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Comprehensive</b>
<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>
The narrative <b>does not</b> describe any of the three required elements (accommodations, adaptations, and modifications) in the description of how inclusion is promoted within the program.	The narrative describes, in detail, how the agency ensures inclusion through <b>one</b> of the three required elements (accommodations, adaptations, and modifications) within the program.	The narrative describes, in detail, how the agency ensures inclusion through <b>two</b> of the three required elements (accommodations, adaptations, and modifications) within the program.	The narrative describes, in detail, how the agency ensures inclusion through <b>all three</b> of the required elements (accommodations, adaptations, and modifications) within the program.

**B1: Inclusion – Accommodations, Adaptations, and Modifications  
Applicant Response**



**B2. Access**

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

**Scoring Criteria**

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

**B2. Inclusion – Access**  
**Applicant Response**

**B3. Resources**

Describe, in detail, the resources which the agency currently uses, or will implement, to ensure that coordination of special education supports and services can be delivered in the classroom to maintain participation in the least restrictive learning environment for children with IEPs, IFSPs, and children with disabilities.

**Scoring Criteria**

Non-Responsive 0	Inadequate 2	Adequate 4	Comprehensive 6
The narrative <b>does not</b> describe any resources the agency will use to ensure that coordination of special education supports and services can be delivered in the classroom to maintain participation in the CSPP’s least restrictive learning environment for children with IEPs, IFSPs, and children with disabilities.	The narrative describes, in detail, <b>one resource</b> the agency will use to ensure that coordination of special education supports and services can be delivered in the classroom to maintain participation in the CSPP’s least restrictive learning environment for children with IEPs, IFSPs, and children with disabilities.	The narrative describes, in detail, <b>two resources</b> the agency will use to ensure that coordination of special education supports and services can be delivered in the classroom to maintain participation in the CSPP’s least restrictive learning environment for children with IEPs, IFSPs, and children with disabilities.	The narrative describes, in detail, <b>three or more resources</b> the agency will use to ensure children that coordination of special education supports and services can be delivered in the classroom to maintain participation in the CSPP’s least restrictive learning environment for children with IEPs, IFSPs, and children with disabilities.

**B3: Inclusion – Resources**  
**Applicant Response**

**Multilingual Language Learners**

**C1. Family Home Language Identification**

Describe, in detail, the processes the agency currently uses, or will implement, to identify the home language(s) of children and families within the program, and within the community.

**Scoring Criteria**

<b>Non-Responsive</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Comprehensive</b>
<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>
The narrative <b>does not</b> describe any processes the agency uses, or will implement, to identify the home language(s) of children and families within the program, and within the community.	The narrative describes, in detail <b>one process</b> the agency uses, or will implement to identify the home language(s) of children and families within the program, and within the community.	The narrative describes, in detail <b>two processes</b> the agency uses, or will implement to identify the home language(s) of children and families within the program, and within the community.	The narrative describes, in detail <b>three or more processes</b> the agency uses, or will implement to identify the home language(s) of children and families within the program, and within the community.

**C1: Multilingual Language Learners – Family Home Language Identification  
Applicant Response**

**C2. 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**

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

**C2: Multilingual Language Learners – Methods, Supports and Resources  
Applicant Response**



**Program Accountability**

**D1. Enrollment**

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

**Scoring Criteria**

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

**D1: Program Accountability – Enrollment  
Applicant Response**

**D2. 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 attendance recording and reporting requirements of the CSPP contract.

**Scoring Criteria**

<b>Non-Responsive</b> <b>0</b>	<b>Inadequate</b> <b>2</b>	<b>Adequate</b> <b>4</b>	<b>Comprehensive</b> <b>6</b>
The narrative <b>does not</b> describe policies nor procedures used, or to be implemented, to ensure the agency’s compliance with attendance recording nor reporting requirements of the CSPP contract.	The narrative describes, in detail, only policies <b>or</b> only procedures used, or to be implemented, to ensure the agency’s compliance with attendance recording <b>or</b> reporting requirements of the CSPP contract.	The narrative describes, in detail, policies <b>and</b> procedures used, or to be implemented, to ensure the agency’s compliance with attendance recording <b>or</b> reporting requirements of the CSPP contract.	The narrative describes, in detail, policies <b>and</b> procedures used, or to be implemented, to ensure the agency’s compliance with attendance recording <b>and</b> reporting requirements of the CSPP contract.

**D2: Program Accountability – Attendance Recording and Reporting  
Applicant Response**

## Program Operations

### E1. Hours of Operation for Four-Year-Old Children

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 of **four-year-old children**. If the CSPP will operate for less than nine (9) hours per day, describe the model of service delivery the local educational agencies (LEA) will use to offer extended hours of service through other LEA programs (e.g. Transitional Kindergarten (TK), Head Start, Expanded Learning Programs on LEA or Community Based Organization (CBO) sites, such as the After-School Education and Safety (ASES) program, 21<sup>st</sup> Century Community Learning Centers, etc.) to meet the need for full-day services for eligible families of four-year-old children.

### Scoring Criteria

Non-Responsive 0	Inadequate 2	Adequate 4	Comprehensive 6
The narrative <b>does not</b> state the daily hours of operation that the agency will provide CSPP services, <b>nor</b> how the daily hours of operation will meet the need for full-day services for eligible families of four-year-old children.	The narrative states the daily hours of operation ( <b>up to four hours</b> ) for providing CSPP services but the hours of operation do not meet the need for full-day services for eligible families of <b>four-year-old</b> children.	The narrative states the daily hours of operation and describes how the hours will <b>partially (over four, up to nine hours)</b> meet the need for full-day services for eligible families of <b>four-year-old</b> children, 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 <b>fully (nine or more hours)</b> meet the need for full-day services for eligible families of <b>four-year-old</b> children, 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.

**E1. Program Operations – Hours of Operation for Four-year-old Children  
Applicant Response**

**E2. Minimum Days of Operation for Four-Year-Old Children**

State the minimum days of operation 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 of **four-year-old children**. 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 (e.g. Transitional Kindergarten (TK), Head Start, Expanded Learning Programs on LEA or Community Based Organization (CBO) sites, such as the After-School Education and Safety (ASES) program, 21<sup>st</sup> Century Community Learning Centers, etc.) to meet the need for full-year services for eligible families of four-year-old-children.

**Scoring Criteria**

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

**E2: Program Operations – Minimum Days of Operation for Four-Year-Old Children  
Applicant Response**



**E3. Hours of Operation for Three-Year-Old Children:**

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 subsidized services (nine [9] or more hours per day) for eligible families of **three-year-old children**. If the CSPP 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 through other early education programs. (e.g., the LEA funded preschool program, CBOs, Head Start, etc.)

**Scoring Criteria**

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

**E3: Program Operations - Hours of Operation for Three-year-old Children  
Applicant Response**

**E4. Minimum Days of Operation for Three-Year-Old Children**

State the minimum days of operation 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), subsidized services for eligible families of **three-year-old** children. 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 early education programs (e.g., the LEA funded preschool program CBOs, Head Start, etc.).

**Scoring Criteria**

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

**E4: Program Operations - Minimum Days of Operation for Three-Year-Old Children  
Applicant Response**