

Program Self-Evaluation

Fiscal Year 2020–21

For Fiscal Year 2020–21 (FY 20–21) contractors will complete a multiple-choice question survey to satisfy the submission requirements for the PSE. The survey will identify how programs successfully responded to the pandemic and identify any challenges in meeting requirements. Along with multiple choice options for each question, contractors will have an opportunity to add their own unique experiences by selecting **other** and adding additional information, if applicable. If you are unable to check any boxes under each question please indicate in **other**, any challenges you had in meeting the requirements.

1. How have staff and board members been involved in the program self-evaluation process?

- Held virtual meeting(s) with board and staff to review program self-evaluation process
- Staff reviewed ERS, Environment Self-Certification During Pandemic Conditions, DRDP, Parent Surveys, and Program Instrument and developed an action plan to address areas requiring improvement
- Contractor identified areas that required modification in response to guidance released from CDE, and developed an action plan to respond to any changes in guidance (Examples include newly issued Management Bulletins, COVID-19 webinars, and email communications)
- Presented summary of the PSE process and findings to the board and gathered input from board members
- Other: Subcontractor maintains a clear line of communication with the district liaison, sharing all of the programs DR summary of findings.

2. How has the program provided staff/providers with training and tools to support distance learning, as applicable?

- Teachers/providers were provided training and best practices for distance learning with preschool children
- Contractor purchased the necessary learning materials to carry out distance learning services (learning packets, curriculum resources, open-ended materials, etc.)
- Staff were provided with the necessary training on the technology and software to carry out distance learning services
- Program purchased laptops, tablets, digital applications, or internet services for staff and teachers to carry out distance learning services

- Program provided staff development, or access to professional development through distance learning opportunities for priority topics including, but not limited to, health and safety, child development, supporting resilience and trauma-informed care, implicit bias, effective interactions, and serving children with disabilities.
- Program utilized professional development resources to provide a variety of staff training opportunities (i.e., California Early Childhood Online [CECO], West Ed, National Association for the Education of Young Children [NAEYC], etc.)
- Program provided information to staff/providers on the availability and process to access testing and/or vaccines
- Other: Program utilized existing training materials and provided many Zoom/Teams training opportunities for all Teachers/Program Staff. Refer to sections 5 and 6 for information on parent involvement.

3. How have the program support staff responded to modifications in program requirements and provided additional resources to support the changes? Note: Support staff could include enrollment coordinators, coaches, trainers, health advocates, nutrition staff, etc.

- Support staff were trained on COVID-19 guidance released through management bulletins, email communications, and webinars for Fiscal Year 20–21
- Support staff working from home were provided with technology and software to support program staff, providers, and families
- Program supported the enrollment of essential workers in subsidized care

4. How have environment/classroom modifications and/or home schedule adaptations been made to meet the 5 CCR requirements for the Environment Rating Scale while maintaining social distancing?

- Program/Provider ensured that adequate handwashing and sanitary procedures are carried out adequately and in accordance with public health guidance
- Program/Provider purchased additional materials to ensure Personal Care Routines indicators are met during pandemic conditions
- Program/Provider continued to allow free use of materials while considering public health recommendations
- Program/Provider made modifications to the interest areas to ensure social distancing guidelines are met
- Program/Provider continued to be responsive to and involved with the children while maintaining physical (social) distancing guidelines

- Program/Provider continued to offer opportunities for children to engage in small group and large group activities while maintaining physical (social) distancing guidelines

Other: Due to state COVID Tiers, in-person preschool did not return until 4/12/21. We have made the following modifications:

- Sanitizing stations for used materials
- Adapted interest areas to allow for physical distancing
- Created individual supply caddies for each child
- Social distancing markers for reference
- Assigned/modified seating for meal service

5. How has the program partnered with families to support their child's learning and development through use of the Desired Results Developmental Profile (DRDP)?

- Teachers/Providers gathered observations in consultation with families participating in hybrid or distance learning services to complete the DRDP
- Teachers/Providers utilized parent observations as a part of the information used to complete the child's DRDP
- Results of the DRDP were used to develop individual activities for each child participating in distance learning, hybrid, or in person services.
- Teachers/Providers met with parents virtually to share DRDP results and developed goals
- Program/Provider ensured families have access to information about their children, through parent engagement and parent-teacher conferences
- Program utilized DRDP Modified Essential View for Fiscal Year 20–21
- Other: In addition to weekly Zoom calls teacher scheduled one-on-ones weekly with each child to provide individualized curriculum

6. How has the program ensured that all enrolled families that are not receiving in-person services have access to learning materials, as applicable?

- Program provided learning materials were provided in the family's preferred language, when necessary/needed
- Program supplied families with hands on materials for use at home to support full participation in the early learning program in a hybrid or distance learning setting
- Parent orientations, individual conferences, parent meetings, and Parent Advisory Committee meetings were held virtually

- Other: Program would supply children participating in distancing learning with a device and access to internet services if needed. Families surveyed to determine if there was a need.

7. How has the program ensured that all enrolled families have access to health and social services, community resources, etc.?

- Program contacted each family participating in distance learning a minimum of once (1) per week to keep updated on the child and family.
- Program provided virtual parent meetings to provide resources to families participating in distance learning
- Program identified additional resources within the community to support families through the COVID-19 pandemic and shared information with families
- Program referred child/family to appropriate agencies in the community based on their health and social service needs. What are the most common resources sought by families-1) Santa Clara/San Joaquin County Public Health Announcements 2) Santa Clara County Rent Memorandum 3) Santa Clara County Office of Education Self Care Information
- Program conducted follow-up procedures via phone, email, text, or virtual meeting to ensure health and social service needs were met
- Program provided information to families on the availability of and process to access testing and/or vaccines

8. How has the program collected and utilized feedback from families through the Desired Results Parent Survey or parent?

- Program delivered and collected surveys in a format that is easily accessible and convenient to families (email, software application, etc.)
- Parent surveys were provided in the family's preferred language
- Program reviewed completed surveys and developed an action plan to respond to feedback provided as a part of the self-evaluation process
- Program shared parent survey and PSE results with staff, board, and Parent Advisory Committee
- Program provided information to families on the availability and process to access testing and/or vaccines

9. Is there anything else that you would like to share about your program this year?

We believe that all children benefit from the inclusion of children with all abilities. Therefore, we strive to make the accommodations necessary for all children to participate in our program.

Children with special needs are enrolled in the center based upon collaborative planning and agreement between the family and the center Site Supervisor/Center Manager. If an Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) has been developed, a copy is required before the child's first day in the program. Each individual child's unique needs will be considered on a child-by-child basis. To support inclusion, specific adaptations and accommodations will be examined and reasonable alternatives explored. Modifications to policies and procedures can be made if they do not fundamentally alter the nature of the program and services the center provides or adversely affect the operation of the center. We comply with the Americans with Disabilities Act