

## **Program Self-Evaluation ELCD 4000M**

### **Fiscal Year 2020–21**

**Contractor Legal Name:** San Mateo-Foster City School District

**Contract Type(s) held:** CSPP and CCTR

**Program Director Name:** Karrie Haselton

**Four-Digit Vendor Number:** 6903

**Headquarter County:** San Mateo

**1. How have staff and board members been involved in the 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)
- Other (Add additional information here): Presented summary of PSE findings to the Board of Trustees for input and approval. Program presented preschool updates during Board Meetings.

**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
- Teachers/providers were provided training and best practices for distance learning with school age 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 purchased and provided training on applications to complete Desired Results Developmental Profiles (DRDPs), parent involvement and education, health and social services, etc.
- Program provided information to staff/providers on the availability and process to access testing and/or vaccines
- Other (add additional information here): Program purchased and provided training on Learning Genie and Seesaw. Star Vista, mental health consultation services provided workshops for staff and family. In addition, Star Vista provided individual consultations and support to staff and family as needed. Program utilized staff meeting and professional development days to continue to provide training, support, and resources as it related to COVID adjustments, health and safety protocols, etc. San Mateo County Office of Education provided a variety of tangible classroom like supplies to students through the “Teachers and Families Partnering Together” distance learning kits training.

**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 purchased and distributed learning materials and resources to program staff and providers
- Other (Add additional information here): Administrators for the program stayed up to date with consistent State related webinars, county and licensing regulations and mandates. Program COVID guides by site were developed based on licensing, state, and county regulations and shared with families prior to returning for onsite learning.

**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 (Add additional information here): Administrators of the program assessed and reorganized the classroom environments, outside areas, and drop off/pick up procedures to meet the necessary regulations as it related to onsite learning during COVID pandemic. Distance learning staff surveyed and maintained weekly communication with families to gather the necessary information and create their daily program and support individual family needs.

**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
- Children with an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) were assessed using a combination of the measures from the DRDP Access Interim and Modified Essential Views.
- Other (Add additional information here): Program continued using the DRDP Essential View for Fiscal Year 20-21.

**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
- Program supplied children participating in distancing learning with a device and access to internet services, as applicable to support full participation in the early learning program in a hybrid or distance learning setting

- 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 (Add additional information here): Parent Involvement Project (PIP) classes conducted virtual home visits with families throughout the school year. Program provided distance learning kits from San Mateo County Office of Education “Teachers and Families Partnering Together” training. In addition, the program purchased Seesaw subscription and provided parent ed/training on access and usage to the additional learning materials that families could access outside of distance learning class.

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

- 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 (**list up to three [3] resources**): Star Vista, Help Me Grow, and Samaritan House
- 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
- Other (Add additional information here): The District provided regular COVID updates and resources to all families, including preschool through school messenger phone calls, text messages, and emails, as well as posting the communication along with local and community resources on the District’s website. Program provided hard copies of documents to families when requested.

**8. How has the program collected and utilized feedback from families through the Desired Results Parent Survey or parent survey (Choose all that that apply)?**

- 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 (Open ended response)?**

- a. Program reopened all full day 12-month classes in July 2020 and the part day Parent Involvement Project (PIP) classes later in the school year. Onsite students attend the program 5 days per week. Distance learning students participate in virtual sessions daily.