

## Program Self Evaluation (PSE) Survey

### Child Care and Development Programs (CCTR)

1. Describe the results of the file review. If any of the files reviewed were missing eligibility or need criteria, describe how the program will adjust practices to ensure all documentation collected meets eligibility and need requirements.

*Family Data File: Select two files from each contract type held. Review the family data file to ensure the following eligibility and need criteria has been met:*

#### *Eligibility*

- *Application for Services is complete with signatures and certification*
- *Family size determined correctly based on supporting documentation*
- *Eligibility criteria has been documented by one or more of the following: Child Protective Services and/or At-risk, Current Aid Recipient, Homeless, Income*
- *Case notes - electronic or written documentation*

#### *Need for Services*

- *Supporting documentation and verification of Need for Service for one or more of the following: employment, self-employment, seeking employment, vocational training, education program, parent incapacitation, homeless, seeking permanent housing, CPS and/or at risk*

#### *Notice of Action*

- *Notice of Action was completed and issued within the required timelines*

Upon reviewing two CCTR family eligibility files, all applicable criteria were met. Program will continue to monitor and maintain the current practices and up to date with applicable CDSS modifications as it relates to family eligibility and certification.

## 2.Desired Results Parent Survey Data: What feedback was received and how did the program respond?

Per the 2021-22 school year, our programs parent survey showed parents would like more interactions with other parents and how to be involved in our program. Resulting in the COVID pandemic, in person events and prolonged interactions were limited for the health and safety of all. Though as a result and the scaling back of COVID restrictions, program conducted an in person back to school night. Parents were invited to join their child's classroom during this event upon proof of vaccination or proof of a negative Covid test taken within 48 hours of the event. In the upcoming fiscal year, program plan to reinstate in person events for families and parents.

**3. Parent Advisory Committee (PAC): Describe how the PAC advised the program on issues related to the services provided to children and families.**

In relates to program related concerns, the PAC assisted with Covid related items and concerns such as mask mandate and mixing of students from different classes. The PAC assisted in retrieving feedback from other families and bringing the information back to the program and PAC.

**4. Parent Education and Involvement: Describe the education and involvement opportunities for parents.**

In the 21-22 school year, program offered virtual parent education in the following topics: Stress and Impact of COVID19, Speech & Inclusion, and additional 4C's and Starvista workshops. Flyers with the applicable information was shared with families to join. As the program reintroduced in person events such as open house and graduation, families are invited to join on site for their child's specific classroom event.

**5. Parent Orientation: Describe the orientation process for families.**

Annually before the start of the school year, program will conduct a parent orientation for all families. In the recent two years, the orientation has been virtual. Families are sent an email with the provided link to join. During the duration of the orientation parents will gain an understanding of program related policies such a absences, sign in/out, parent ed and PAC, daily drop off, daily schedule, etc. More importantly, we review the bus drop off schedule with families by school to ensure their child will be dropped off and signed in by a staff member. Furthermore the program will review the 12month program calendar clarifying for families which are non-school days and holidays for our program in comparison to their children's district school calendar. Prior to the end of the parent orientation, parents are asked if anyone would be interested in joining PAC alongside any outstanding questions that have yet to be answered.

## **CCD 08: Health and Social Services**

*The program includes identification of the child or family health and social service needs and makes referrals to appropriate agencies for services.*

**6. Briefly describe your process for identifying a family's health and social service needs. Once a need is identified, indicate the programs process to refer the family to the appropriate supports and how is follow up conducted to ensure the needs of the family have been met.**

In order to survey individual family's service needs, the program will provide family's with a Family Needs Survey at the time of enrollment. The need of each family is documented electronically. Thereafter, with the applicable resources and contact persons, parents will receive a letter with the requested resources. Teachers will work with StarVista mental health consultant to address the needs of the families and follow up through consultation.

**7. Using the Agency Summary of Findings, describe two key findings from the ERS and what action steps the program is taking to address the key findings.**

Per the 21-22 ERS, program will address the subscales of 1. Activities and 2. Space and furnishing, impacted by COVID19. The program coach and coordinator will continue to work with classroom teams in reorganizing and returning previously existing classroom items into the teaching space. Such items include dramatic play clothing, soft toys, and more. In addition, program will make additional purchases for new sensory items to meet the needs of children served in the program. Teaching teams will also create an action plan and system in rotating classroom materials to include previously existing and new items.

## **CCD 12: Nutritional Needs**

*The program includes a nutrition component that ensures children have nutritious meals and snacks during the time in which they are in the program.*

### **8. Describe how the program provides for the nutritional needs of the children.**

The program provides a snack to students during school days and a breakfast, lunch, and snack on district school holidays. Individually wrapped foods are provided and serviced by the district's nutrition department in compliance to State and Nutritional requirements. A monthly calendar is posted in the classroom and on the District's website. If a child has an allergy, the program works with the family and the District's Child Nutrition Department to make sure the food provide is appropriate.

## **CCD 13: Desired Results Developmental Profile**

### **9. Describe the practices used to ensure that the program is collecting authentic assessment data.**

To support the process of collecting authentic assessment DRDP data, professional development is provided annually by a certified DRDP trainer. In addition, the coordinator and program coach work with each team to review their written DRDP observations in Learning Genie and provide applicable recommendations. Coordinator speaks with staff regarding DRDP quarterly during staff meetings and provide resources such as CECO and different techniques/practices to retrieve and document observations objectively.

### **10. List two key findings from the agency summary of findings and the action steps that will be taken to address the findings.**

Per DRDP SA(Simplified Version), N(11) students of 14 are at or above integrating in self and social development/health. To further develop the overall domain, coordinator or coach and the teaching team will meet to brainstorm additional curricula to support the social development of children. This will include a variety of group games and classroom debrief activities that offer new opportunities for students to build on their current problem solving and leadership skills.

## **CCD 14: Qualified Staff and Director**

### **11. Describe your plan for recruiting and retaining qualified teachers and describe current challenges with finding qualified staff.**

In retaining currently qualified teachers, program will continue to create a sense of belonging for staff through intentional team building, success/dilemma protocol PLC, inquiring input and ideas from staff, etc.

Through the impact of the pandemic, we have lost qualified staff as a result of lay-offs. The utmost challenge in finding qualified staff is finding available staff. The field, like many other related fields are experiencing a staffing shortage. Upon posting jobs for hire, there are little to no applicants available for hire. The availability of possible candidates is a hardship.

## **CCD 15: Staff Development Program**

*The program has developed and implemented a staff development program (5 CCR 18274)*

**12. Staff development is an ongoing process and should be based on the current needs of the staff and families participating in the program. Describe some of the staff development opportunities provided to staff/providers.**

Staff are provided with professional development opportunities throughout the year within the program in addition to County of Education and 4C's. As a program that values and have a strong interest to further develop inclusive classrooms, many professional development this school year was related to this topic. This included interactive workshop to learn and create sensory and adaptive items used in classrooms, how to understand and assess student behaviors as it relates to sensory needs and temperament, etc. Furthermore, staff joined trainings offered by the County of Education offered related to ASQ, Dual –language learners, trauma and more.

**13. What data was used to determine what staff development trainings were offered?**

Professional Development trainings are determined per our annual PSE, QRIS, and coaching assessments. In doing so, our program identify program goals for the upcoming school year. Staff also provide feedback during staff meetings and professional development exit tickets.

## **CCD 20: Annual Evaluation Plan**

*The program has developed and implemented an annual evaluation plan that addresses areas identified during the self-evaluation as needing improvement. Staff and board members must be included in the process. To ensure an inclusive self-evaluation process programs should provide ample time for providers and staff to provide feedback.*

**14. Describe two goals for your program. Include in your response; the data collected to identify the goal and include the action steps to be taken to improve the practice or program requirement.**

DRDP Parent Survey indicated parents would like to have more support in parenting skills and discipline related problems. Program will partner with StarVista to provide resources and parent workshops in the upcoming school year. Program will identify San Mateo County's parent cafe dates and schedule for next school year to share applicable workshops with families. Program will also share with parents related educational and parenting articles per the Early Education field.

In addition to enhancing the parent education/engagement aspect of our program, based on the program's annual ERS(ECERS) results, program will address the subscales of 1. Activities and 2. Space and furnishing. Resulting from COVID restrictions, the mentioned subscales were heavily impacted. Program coach and coordinator will continue to work with classroom teams to reorganize and return previously existing items into the classroom space. This includes all sensory items, dramatic play, soft toys, and more. Furthermore, classrooms will develop new processes to rotate classroom materials accordingly to include previously used materials, current, and new supplies/equipment.

**15. Describe how staff and board members were a part of the self-evaluation process.**

During our annual program self evaluation process, different stakeholders support and take part in the process. This include direct line staff, program coach, administrators, and the Board of Trustees. All children were assessed using the DRDP within 60 days of enrollment and then again 6 months thereafter. Coordinator and

program coach follow up with classroom teams to brainstorm, review and complete 3900 DRDP summary of findings together. The parent survey was distributed to all families, collected and analyzed by program staff. Fall and Spring parent teacher conferences were held for each child. Each classroom was rated on ERS. Staff review individual classroom ERS scores with internal assessor and program coach to identify a plan of action and next steps. Classroom teams share and identify supplies and materials necessary to enhance program quality per DRDP and ERS reviews. The PSE was shared at Board Meeting for approval.