



## **Print Screen**

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**Contractor Legal Name:** Renu Hope Foundation

**Four Digit Vendor Number:** B540

**Headquarter County:** Riverside

**Contract Type(s):** General Childcare and Development Program (CCTR), Migrant Child Care and Development Programs (CMIG) and California State Preschool Program (CSPP)

**Executive or Program Director Name:** Saovaros Diehl-Hope

**Executive or Program Director Phone Number:** 951-378-3816

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**Statement of Completion:** Saovaros Diehl-Hope

How have staff and board members been involved in the program self-evaluation process? Program staff and board members developed a written list of tasks needed to modify the program in order to address all areas that needed improvement, 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 and Other

**Other (if applicable):** As part of our agency's Self-evaluation traditionally at the onset of the beginning of the Fiscal Year (July 2020) there is an Annual Staff Orientation whereby all Staff and Board are presented with the agency's Self-evaluation Summary of DRDP Program Findings, and program goals and objectives. Due to the pandemic, selected Centers began Reopening in the latter part of August 2020 and then again in September 2020 due to the wild fires. Thusly, Area Child Development Specialists and Site Supervisor Supports met with their local site Staff to review site specific

DRDP data/reports, and information within the ipinweel pertaining to recent ratings (if applicable). Throughout the year, virtual trainings were conducted for all Staff with Executive Leadership and Board members regarding the self-evaluation process, requirements, expectations and timelines for completion Ongoing communication with assigned QRIS Coordinator was conducted virtually between Area Child Development Specialists and Site Supervisor Supports to discuss the Continuous Plans of Improvement and each center's DRDP Summary of Findings. Due to the pandemic classrooms rated during FY 2019-20 ratings would remain unchanged until FY 2021-22. In addition, due to the pandemic there were no classrooms that would be rated. The Plans, goals and objectives were updated regularly by each Site Child Development Team (including teaching staff and family services staff and CD Director). The reports were shared with CEO and Board of Directors during regularly virtual meetings. Assigned CD Specialist worked in tandem with Subcontractors to ensure ongoing implementation of the DRDP System and required elements for completion of the program self-evaluation of their centers/classroom and program. Last year our agency formed a Quality Assurance unit which was limited to review of targeted licensing compliance. This program year the Quality Assurance Division was reestablished, comprised of two Board Liaisons, CEO, Child Development Director, selected Area Child Development Specialist, selected Site Supervisor Support, Facilities Coordinator, Food Services Coordinator and a Subcontractor's Supervisor. The Quality Assurance Team is formed to track and monitor on a monthly basis compliance to the Funding Terms and Conditions as related to ongoing implementation of the DRDP System (Modified View), implementation of assessment of learning environments using (to the extent feasible due to the impact of COVID-19) both the ITERS and ECERS, implementation of agency Surveys (DRDP Parent Surveys, Quarterly Survey Monkeys of Parents and Staff regarding services delivery model of distance learning and family engagement, and implementation of agency's Tier 1-Tier 4 Tracking and Monitoring of the Updated Program Operations Plan which specifies our goals, objectives and strategies for 100% compliance with Title 22, Title 5 and partner programming (Easter Seals, EHS Collaboration). As part of an agency wide shared responsibility model to accountability, program planning/strategic planning for continuous improvement and affirmation of goal attainment as identified in last year's Program DRDP Summaries for each contract, accountability begins at the local site levels lead by center Site Supervisors and Area Child Development Specialists with support from Business Services (HR and Data Audit Coordinators) in statistical tracking and data entries/uploads within the Quality Start, RCOE QRIS ipinweel program to ensure ongoing implementation and record keeping of the DRDP system and progress of Continuous Improvement Plans based on DRDP Program Summaries for each Center and contract. During the last quarter, Area Child Development Specialist, HR, Data Audit, CEO met on a weekly basis to review, track and modify program goals and objectives based on the ipinweel and the Learning Genie data related to present DRDP classroom reports, parent input and agency wide Staff meetings/discussions regarding Care and Child Development During COVID-19. The Newly Formed Quality Assurance Team began to conduct on site unannounced site visits, and online desk review (online review of the Learning Genie, ipinweel reports, DRDP online, Center Track records and randomly selected family data files and BambooHR personnel training records) during the last quarter of the year. This team consists of key Staff: Child Development Director, Site Supervisors, Area Child Development Specialists, Coordinators: Family Services, Business Services: HR, Data, Facilities, Food Services and Board Members (2 Board Liaisons assigned to the Child Development Division) and CEO/Advisor to the Child Development Division. On May 28, 2021 a virtual meeting will be scheduled with the Board of Directors, Agency Wide Staff, Subcontractors and Community Partners to present the outcomes of the Self-Assessment and agency three year Strategic Plan (2022-24). By July 1, 2021 an Agency Annual Report will be published in the agency's website which contains the three Year Strategic Plan and DRDP Program Summaries for each Contract.

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

Teachers/providers were provided with training and best practices for distance learning with infant and toddlers. 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 and Other

Other (if applicable): In preparation for the shift of distance learning and family engagement, as well as possible remote work assignments, our agency developed an online platform plan which identified these key areas of support: (a) facilities and equipment needs to ensure Staff and families have the equipment (laptops, ipad, iphone) and bandwidth capacity (internet) to support distance learning, electronic communication; (b) Resources available to support technology needs, i.e. funds within the existing budget and/or grants or Foundation supports for purchase of equipment, software, etc.; (c) Training needs of Staff and families; (d) IT support needs for the agency and (e) Existing Board personnel policies regarding remote work and current labor laws. Our agency utilized contract funds as a last resort and secured support technology resources through in-kind contributions from Xerox Image Source (provision of iPads for teachers use), Community Development and private foundation grants for both staff and families to purchase equipment for those who lacked internet and/or technology. Through our partnership with our EHS partner, local education agencies and higher education, we provided families and Staff with resources for low or no cost internet providers and loaner devices. Our IT vendor, Dynamic Nation is available to provide remote IT support and services at in-kind rate of 40% below market cost. Technology and software implementation is also supported through four onsite Staff (HR Coordinator, Facilities Coordinator, CD Director and CEO). Our EHS Collaboration program is actively utilizing the "Learning Genie" software for family engagement, child individual learning and tracking children's progress (DRDP System). Our agency formed our own collaboration/partnership with the Learning Genie to acquire licensed use for all enrolled children/families both in person and distance learners and our Subcontractors. Our staff (Teaching, CD Specialist, Family Services and HR) were trained by the Learning Genie Team on four different sessions. To support staff with online teaching environment, Staff were offered ongoing Zoom trainings on how to engage with families, resources/links to support distance learning, DAP and aligned teaching activities and tools. Our agency purchased our own Zoom account which enabled teachers to conduct "ZOOM IN A ROOM" with distance learners and integrate the 'in person' group with those not present. In addition, we purchased licensed use of Survey Monkey to obtain ongoing feedback from families, Staff and partners as we shifted to distance learning engagements. The results of the various Survey Monkeys will be included in our Parent Survey assessment of trends and implications directing program changes to meet the needs expressed by families and Staff. Within both our website and the Learning Genie staff, parents and community partners were informed of current resources about COVID-19, testing sites, vaccines and provider sites. Staff were also informed of agency's support in payment for testing as required.



How have the program support staff responded to modifications in program requirements and provided additional resources to support the changes? 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, Program supported the enrollment of essential workers in subsidized care and Other

Other (if applicable): Program support staff of our agency includes the following, and have provided these resources to support the changes as follows: 1. Business Services (Data Management Team): Prior to COVID data collection and management of data and reporting was not 100% interconnected within the agency. Presently data within each department (family services, child development, human resources) is entered by a Team and reports are shared with each department in real time to make informed program decisions and planning. 2. Human Resources Support: Staffing has been a challenge during COVID, specifically staff not able to return to work due to required care of their own family and the differential income from working versus unemployment and stimulus benefits. HR has developed tracking system for current staff and have become part of the QRIS ipinwheel data entry and tracking team to ensure all data related to personnel and staff training is up to date and current. HR has also effectively continued to recruit, interview and Onboard Staff using online platform (Team Meeting, Zoom and Confer Zoom). 3. Family Services Staff and Coordinators - Family services kept abreast of ongoing Management Bulletins related to program changes for enrollment/eligibility, such as family fees waivers, eligibility of essential workers, transitional kindergarten, allowance for challenges in families abilities to secure medical appointments for physicals, immunization updates and understanding of the need to create various systems for collecting family data for recertification, enrollment due to inability to come on site. 4. Coaches - Area Child Development Specialists have maintained their ongoing mentoring and coaching of staff through use of email, Conference Call and/or Zoom meetings 5. Food Services Coordinator and Staff - During COVID our agency has successfully been granted various CACFP waivers to provide distance learning children with weekly Grab and Go Meals. Food Services Staff have completed required CACFP trainings regarding the Waivers and how to effectively meet the CACFP requirements for each age group, optimum Grab and Go Weekly meals and how to ensure for safe food preparation and service during COVID. Staff have altered work shifts when needed and are also part of the online community - Menus and nutrition resources and activities are provided to families from the Food Services Team 6. Trainers - Due to the physical distancing requirements and limited group size, trainers conducted trainings during non traditional hours (Saturdays, Sundays) and in a virtual platform (ZOOM, Team Meetings and Confer Zoom). Trainers also agreed to record and provide Power Point slides when necessary. Due to the shortage of available First Aid Pediatric Trainers during COVID, our agency's former Board member, Dr. Allen Hope recertified as an American Red Cross Trainer of Renu Hope Foundation which allowed for 100% of current staff working in person as current in First Aid CPR certifications and the required Preventative Health course required by Title 22.

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 and Other (if applicable): To adhere to the CDC's guidelines for safe physical distancing, all indoor and outdoor environments were rearranged to ensure for safe physical distancing between children and adults. Materials which could not be properly cleaned, sanitized or disinfected daily were removed (i.e. soft toys, dramatic play clothes/high touch props, manipulatives, etc.) To ensure each child had a variety of learning materials, individual learning materials that support creative art, manipulative/fine motor skills development, STEM, language and literacy and outdoor games were created for each child attending in person. These learning materials were replenished and changed every two weeks to maintain children's interest, engagement and to increase children's developmental skills in various domains. To allow for circulation and increased air ventilation of classrooms, safety screens were added to windows and barriers (entry arch and low gates) to outside doors were added to allow for open windows and doors. The outdoor play space was redesigned to ensure for safe physical spacing among children and groups and to also integrate outdoor furniture for extending the learning activities and centers for individual and small groups in accordance to safe distancing guidelines. To ensure for adequate and increased hand washing, a sanitizing station and nearby sink at the point of entry (as part of the daily health screening before entering into the classroom) was added for all Centers. All children and adults were required to wash hands before entry into the building as part of the health temperature screening protocol. Prior to reopening of a Center or Classroom zoom orientations were conducted for staff and parents to review current CDC guidelines and the Safe Reopening of Child Care to inform everyone about the strategies for mitigating the spread of COVID and the use of PPE by children (above 2), parents and Staff. Both in person and distance learning children were provided learning activities that discussed the importance of handwashing, the agency wide hand washing song, and the accompanying posters, books and literature that was in the classroom and posted within the Learning Genie teaching resources for teachers and families. Staff received virtual trainings, at the onset of reopening a classroom and ongoing virtual trainings related to "Care During Covid"; "Physical Distancing Does Not Mean Social-Emotional Distancing"; "Quality Care Looks Like This...During COVID". Regular on site observations and Coaching conducted by Area CD Specialists and Quality Assurance of Teaching Staff to ensure center environments adhered to CDC and Safe Reopening of Child Care guidelines, proper use of PPE for children above two, Staff and adults. As the County's COVID Tier level transitioned from Purple to Orange, increased numbers of the persons receiving COVID 19 testing and increase vaccination levels among all persons within our service areas/county our Management Team, and Education Staff began to retransition classroom and outdoor environments to reintroduce safe materials, equipment and classroom layout to meet the growing/changing interest of children and skill level of children.

How has the program partnered with families to support their child's learning and development through use of 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, 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. and Other

Other (if applicable): Families were notified and provided overview of the distance family engagement and individual learning online program "The Learning Genie". Family Services Staff sent letters and email notifications for registering on the "Learning Genie" which includes information of each child's DRDP and supporting observations (i.e. anecdotal records, running records, checklists, rating scales, and work samples). Parents were notified that in addition to the online learning activities developed within the Learning Genie, there would be weekly educational packets to support each child's individual learning plans and parents were encouraged to review the individual learning packets/materials and guides as partners to assist with directed observations, recording (voice dictation and notation), and collection of child's work samples. Parents assisted with uploading children's work. Both family services and Teaching Staff provided families with a tutorial, one on one navigation of the Learning Genie so that families would be familiar with the vast resources within the program such as age, culturally and linguistic books, songs, games, and interactive activities. Families provided weekly input of their involvement and support of the learning activities and shared their request and updated developmental goals with the distance learning Team. The Learning Genie Dashboard provides a summary of each family's involvement in supporting their child's learning and development which assisted teaching and family services staff to know when to follow up with families to ensure they had accessed the distance learning materials.

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 and Other

Other (if applicable): We maintained ongoing communication with our families through ongoing/weekly postings of our website's Parent Page/Resources; the online distance learning and family engagement software program "The Learning Genie"; text, email, letters; "Parent Pick Up/Drop Off Parent Boxes" and offer of on site pick up of children's learning packets. To support families with an online learning platform for children and family engagement we partnered with "The Learning Genie" to implement this software that allowed families the option of engagement with the child's teaching team and assigned family services staff. The Learning Genie has a wealth of online learning materials (books, songs, resource books in various languages) that are accessible to families. Our program continued to provide nutrition support to children not attending in person through weekly on site distribution of "Grab and Go" meals which also included delivery of weekly learning packets, monthly distribution of 'my learning kit' (consisting of learning materials that children could use at home that supported identified developmental goals and the individual learning activities planned for each child) and on site visit to collect learning materials.

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. , 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 and Other

Most common resources (if applicable): 1. Tenant's rights and resources (i.e. financial resources) for relocation due to loss of income families were not able to maintain their residence and faced eviction 2. Coping with parenting during COVID, how to help multiple children with distance learning while working 3. Free or low cost food for the family  
Other (if applicable): Our agency has a collaboration with Early Head Start and families are afforded more than the weekly online/Zoom 'home visits', which facilitates timely follow up of family needs and connection to community resources. During the pandemic our staff and EHS staff partnered in working jointly to plan for securing resources that families need through weekly Family Needs Assessments and a family action plan. For our EHS collaboration and CCTR families, there were ongoing expressed needs for formula, diapers and wipes for infants and toddlers. Through collaborative planning and joint sharing of community connections and resources with EHS Partner, our agency afforded all families with Weekly Grab and Go Meals, educational materials/packets and contact information of local agencies to support the array of social services requested by families. Our agency actively met with Board of Supervisors, Mayors and local organizations to share our program needs which resulted in ongoing support (directly to families and Staff) as well as connections to providers: physicians, mental health providers, legal services, senior services support, homeless advocates, etc. Within our website the Parent page contains ongoing posting of resources that would be of benefit to families. Within the Learning Genie Announcement page families were notified weekly of resources offered by our agency, or the community at large.

How has the program collected and utilized feedback from families through the Desired Results Parent Survey or parent survey? 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 added additional questions to capture feedback on the program's hybrid and distance learning services provided in Fiscal Year 20-21, 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 and Other  
Other (if applicable): Each enrolled family (those with children attending in person and those participating in distance learning) were provided with the DRDP Parent Survey through this process: 1. All families were sent an email regarding the Parent Survey, it's purpose and how the information would affect programmatic changes that would be of benefit to children and families. A copy of the Parent Survey (DRDP Parent Survey) was attached. Families were asked to return the survey either by emailing, faxing or jot app text the completed survey to qacom@renuhope.org, dropping off the survey at the local site (if child was attending in person) or mailing the Parent Survey to the main office. 2. Families whose child attended in person may have the option of completing the survey (hard copy) at the site during pick up or drop off and returning to the local Site Supervisor 3. Families were notified within the Learning Genie parent information page about the Parent Survey and request to return via uploading in the Learning Genie As part of the self-evaluation process, all parent surveys were grouped according to Contracts, by classroom (i.e. Infant, Toddler, Preschool) and program (CCTR, CMIG or CSPP, CCTR or CSPP San Diego). Survey data were entered and implications were noted of areas needing improvement, change or modification. Each enrolled family (those with children attending in person and those participating in distance learning) were provided with the DRDP Parent Survey through this process: 1. All families were sent an email regarding the Parent Survey, it's purpose and how the information would be beneficial to improving or making changes that would be of benefit to children and families with a copy of the Parent Survey (DRDP Parent Survey) attached. Families were asked to return the survey either by emailing the completed survey, dropping off the survey at the local site or main office, faxing, scanning

and emailing or jot app and text send to qacom@renuhope.org 2. Families whose child attended in person may have the option of completing the survey (hard copy) and returning to the local Site Supervisor 3. Families were notified within the Learning Genie parent information page about the Parent Survey and request to return via uploading in the Learning Genie As part of the self-evaluation process, all parent surveys were grouped according to Contracts, by classroom and center. The data was input, tabulated and trends and implications were noted of areas needing improvement, change or modification. A Key Finding from the Parent Surveys within all Contracts noted parents felt the Centers are safe, but many noted with significant increase of homeless population and evident use/occupation and at times destruction of outdoor playgrounds or surrounding areas of centers, parents have asked what can be done to keep/maintain homeless individuals away from the playgrounds and centers. In response to the ongoing situation of increased homeless presence, our agency has formed a committee with request of participation from local County Board of Supervisors, Mayors, local Police, Landlords, Parent Advisory Committee and Staff that will convene mid June to discuss increased safety measures and steps that may be taken to ensure for safe Centers while centers are temporarily closed and/or not in use on weekends. This is a challenge we face since the beginning of the pandemic at many centers. Our centers are located in communities with high rates of poverty and homeless populations (i.e. Perris, Mead Valley, Banning, Escondido, and Oceanside). An immediate action has been to eliminate electricity and water supply sources to outside and on playgrounds, removal of outdoor equipment that converts easily to a nook/niche for hiding/sleeping; removal of outdoor storage sheds; increased security patrol from Landlord security services; installation of cage covered flood lighting so they are not tampered or removed; and frequent power washing and disinfecting of useused playgrounds and parking lots.

Is there anything else that you would like to share about your program this year? Similar to many programs our agency faced unforeseen and unprecedented events as a result of the COVID-19 pandemic, ranging from sudden closures of Centers for an extended time period, abrupt transition of program delivery model (in person to distance learning and distance family engagement), inability to plan for shift of workforce that included significant number of Staff inability to return to work; decision to seek other forms of employment or weighing the disparity between present income versus unemployment and stimulus benefits, and the profound social-emotional impact of the effects of COVID that hit home on many levels. Our agency experienced a number of losses due to COVID-19, specifically significant number of passing of enrolled adult family members and their families as well as Staff and their families. Through our partnership with CDE ELCD, our Consultant we reached out for guidance and support which resulted in CDE ELCD Leadership rallying to provide mental health resources directory of programs available to support the mental health needs of children, families and Staff. The face to face Zoom meeting to express appreciation and support to Staff, Subcontractors, Community Partners and Board members on behalf of CDE ELCD by our assigned Consultant, now Education Administrator was profoundly appreciated. From the onset of Reopening back in August 2020 various events prevented our ability to continue re-opening causing several closures, essentially ongoing stops and starts of Re-Opening due to three wildfires; confirmed cases of COVID and contact of a confirmed case of COVID of enrolled children, children's families, and Staff; ongoing homeless encampments of playgrounds and parking lots of various temporary closed Centers; Vandalism; adverse actions against perceived ethnicity of some Staff; and now the present shift of various programs from CDE to CDSS, creating yet another level of uncertainty for our Staff and families. In spite of the unusual events and circumstances during the past year, our agency has been reminded of our core mission: "individually we can and collectively will", with grace and pride, serve our communities through the partnership and collaboration of our Board, Community Partners, Staff, and our funding source CDE, ELCD and soon CDSS. In retrospect we have learned with a foundation of strong governance, effective systems, established partnerships, and spirit of willingness approach to change for the good of the whole, to look at



abilities rather than dis-abilities, we can meet our goal to afford families with "A Center of Learning Excellence". Thank you for the support, guidance and advocacy from all at CDE Early Learning and Care Division for affording our agency the opportunity to be a part of what may be a bit of "Hope...expectations to be fulfilled" during these uncertain and challenging times. 3.

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# Survey

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