

Fiscal Year 2024-2025 Program Self-Evaluation Survey for Child Care and Development Programs

2. Contractor Information

1. Contractor name:

Renu Hope Foundation

2. Contractor vendor number:

B540

3. Program Director name:

Saovaros Diehl-Hope

4. Program Director email:

shope@renuhope.org

5. Select all contract types held:

General Child Care and Development (CCTR)
Migrant Child Care and Development (CMIG)

6. One or more of the direct contracts held by the agency provide services through a Family Child Care Home Education Network. (CCTR, CMIG, or CFCC)

Yes

7. Select all types of General Child Care and Development (CCTR):

Centers
Homes - please enter the number of homes:: 2

8. Select all types of Migrant Child Care and Development (CMIG):

Centers

9. Select all age groups served:

Infant (birth to 18 months)
Toddler (18 to 36 months)
Preschool (3 years old to enrollment in transitional kindergarten or kindergarten)
School age (transitional kindergarten or kindergarten to 13 years old, or children with exceptional needs up to 21 years of age)

10. Name of staff completing the survey:

Saovaros Diehl-Hope

11. Email of staff completing the survey:

shope@renuhope.org

Reminder: Contractors are to respond to all questions in the survey that apply to the contract types held.

12. Are you a contractor that serves in Los Angeles or Ventura County that has been impacted by the state of emergency related to the wildfires? Impacted is defined as contractors who were subject to the evacuation orders or warnings, and/or experienced a complete loss or significant damage to property as a result of the fire.

No

3. Dimension I: Family Files

CCD 01: Program Integrity: Family Data Files

Applies to CAPP, C2AP, C3AP, CCTR, CFCC, CHAN, CMAP, and CMIG.

Select a sample of 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 date

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, and Categorical Eligibility

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

Family Fees

Program reviewed CCB 24-13 Revised Family Fee Schedule For Fiscal Year (FY) 2024-25

Beginning July1, 2024 programs use Revised Family Fee Schedule for Fiscal Year (FY) 2024-25.

Notice of Action (NOA)

The NOA was completed and issued within the required timelines.

The NOA has the appeal officer's information listed and the appeal information is shared with families upon enrollment into the program.

13. Agency has completed a file review from each contract type held. If any of the files reviewed were missing eligibility or need criteria, the program shall include within their program action plan steps to adjust practices to ensure all documentation collected meets eligibility and need requirements.

Has the contractor met this requirement?

Yes

14. Describe the agency's internal procedures to review family data files continuously to ensure all documentation needed to certify families for services is collected and verified.

Renu Hope Foundation has written admissions policies and procedures that indicate enrollment priorities for families in the CDSS CCTR and CMIG programs, to ensure that families with the highest priority are enrolled into the programs first. RHF maintains a waiting list and families are prioritized within the waiting list.

The enrollment files are uploaded into the Center Track system. RHF ensures that family services staff and subcontractor staff receive ongoing training and follow the eligibility requirements needed to ensure that the proper documentation is maintained for each child. Family eligibility requirements and Family Fee Policies are included in the RHF Parent Handbook. The Family Services Coordinator reviews all enrollment files (including subcontractors) prior to approval of enrollment to ensure that the highest need/priority family is enrolled next into the program. Once approved, a Notice of Action is completed and given to the enrolling parent.

Family Services Staff recertifies families no less than 24 months intervals. Center Track is the system used to track and monitor each family data files and provides alerts every 30-60-90 days of upcoming recertifications required. Each month, the Family Services Coordinator identifies families that are coming due for recertification. If there is a past due recertification, there is a plan of action developed for the assigned Family Services Staff to ensure recertification is completed.

4. Dimension I: Family Files

CCD 05a: Attendance and Provider Payments

Payments [Applies to CAPP, CMAP, C2AP, C3AP only / Does not apply to CCTR, CFCC, CMIG, and CHAN]

The program has policies and procedures that are consistent with statutes and regulations for timely provider reimbursement.

15. Self-Certification. Contractor has implemented internal procedures to ensure that payments to providers are made within 21 days of receipt of a complete and accurate record. Complete record contains name of the child receiving services, actual times child entered and left daily, and signatures of the provider and the parent at the end of the month attesting under penalty of perjury that the information provided on the attendance record or invoice is accurate.

Has the contractor met this requirement?

Yes

5. Dimension I: Family Files

CCD 05b: Attendance and Provider Payments

[Applies to CCTR, CFCC, CMIG, CHAN only / Does not apply to CAPP, CMAP, C2AP, and C3AP]

The program has policies and procedures that are consistent with statutes and regulations on verification of excused absences and abandonment of care. For Family Child Care Home Education Networks the contractor shall maintain records that verify provider payments were made within the required 21-day timeline.

16. Program maintains documentation of attendance recording and reporting consistent with certified hours of care. Evidence of completed daily attendance records and best interest days are maintained.
Has the contractor met this requirement?

Yes

6. Dimension II. Family Engagement

17. Families with children enrolled in the programs are selected according to the priorities of that program.
(Select all that apply)

Contractor maintains a waiting list or central eligibility list by contract type

Families are enrolled according to the priorities of the program

Written information for families includes the priorities for the program and describes how family selection occurs

CCD 07: Parent Involvement and Education [Applies to CMIG, CFCC, CHAN, CCTR / Does not apply to CAPP, C2AP, C3AP, and CMAP]

There is a parent involvement and education component, including the sharing of program goals and structure with families. Describe how the program promotes family engagement through the following:

18. Parent Education and Involvement: Describe the education and involvement opportunities for parents. Responses shall be inclusive of Parent Advisory Committee activities, parent education opportunities, parent orientation, parent conferences and family engagement activities.

RHF values parent engagement and involvement, as parents are an integral part of the program to ensure success. Family engagement begins at enrollment with families oriented to multiple levels and opportunities for parent involvement, parent education and engagement through overview of the Parent Handbook and request to completing a Parent Involvement and Training Topic Interest Survey. Families are provided with the Parent Handbook and guidance to accessing the Learning Genie featuring the family engagement and child development portal. Parent orientations are conducted at the beginning of the year, to ensure that parents are aware of RHF policies/procedures, the parent involvement and education plan and opportunity to participate in quarterly Parent Advisory Committee. Through the Learning Genie, Parent or classroom bulletin boards and daily meet and greets, information shared with families include weekly lesson plans, menus, and community resources.

RHF utilizes a tracking system to ensure that parent/teacher conferences take place throughout the year. The Site Supervisors, in conjunction with the Area Child Development Coordinators, determine the schedule of the parent/teacher conferences, update the tracking system, and ensure for the coordination of the conferences to take place. Parent/teacher conferences are completed twice per year and also include data from the DRDP assessments and results from the Ages and Stages Questionnaires.

RHF has an open-door policy to welcome parents into the classrooms and center at any time. Information is shared with parents through the bulletin boards, RHF website and through the Learning Genie app. Various parent meetings and trainings are offered to parents throughout the year, such as CPR/First Aid, child development trainings, etc. Parent Advisory Committee meetings are conducted on a quarterly basis at each center, either via zoom or in person.

7. Dimension II. Family Engagement

19. Describe the process used for identification of any health and social services needed by the family or for the child(ren). Include in the response the process for referring and conducting follow-up to ensure families were connected to the requested support and/or resources.

RHF utilizes a Family Needs Assessment to identify family health and/or social service needs. At the time of enrollment, Family Services Staff work with the parent(s) to identify any needs, through a strength based model. The Family Needs Assessment gathers needs (such as housing, food, clothing, utilities, transportation, employment, vocational training, education attainment, parenting support, mental health, etc.) as well as information on the child's immediate needs (such as diapers, clothing, behavior challenges, suspected developmental delay, etc.). Family Services Staff track the information and provide resources to families and provide follow up to ensure that the resources provided have met the family/child's needs. A Family Action Plan is developed by the Family Services Staff in conjunction with the parent, to determine goals with strategies identified, resources and timelines for goal attainment. Family Services Quality Assurance Team conducts ongoing monitoring of status of Family Action Plans.

Each site maintains a local Community Resources Directory to ensure that families have access to resources in the local community via collaborative partners. Family Services Staff work closely with the Site Supervisors to invite speakers from collaborative partners to present information at the Parent Advisory Committee meetings. Examples of local resources provided to families from local agencies include Lift to Rise, Hope Through Housing (Housing Support), Learn 4 Life (Continuing Education, GED); People Helping People (Financial Literacy), and IEHP (Health, Wellness and Mental Health Support).

8. Dimension III. Program Quality

20. Written information for families: Program has provided written policies to child's parents or legal guardians of the limitations on disenrollment, including suspension and expulsion. This notification shall be in writing and shall inform parents on how they may file an appeal, to the department, in the event of the suspension or expulsion of a child. Has the contractor met this requirement

Yes

21. Program has documentation of policies and procedures outlining suspension and expulsion and as to which behaviors would warrant an expulsion that meet the requirements outlined in the Child Care Bulletins for Expulsion And Suspension Procedures In Child Care And Development Programs

Has the contractor met this requirement?

Yes

22. Describe the training and resources provided to children, families, and providers (if applicable) to support the social emotional development of children in the program and inclusive practices used to help children exhibiting serious and persistent challenging behaviors.

In efforts to provide training and resources to children, families and staff to support social emotional development of children, RHF works with several consultants, with expertise and education in working with young children. This year, RHF contracted with Dr. Christie McPeck, who recently completed research on effects of program type and teaching strategies on social-emotional development, to provide classroom observations and provide one on one training to teachers and teaching assistants regarding classroom environments and intentional teaching strategies that facilitate positive social-emotional affect for children and staff.

To provide ongoing support, mentor-coaching to staff, Renu Hope Foundation employs two Area Child Development Specialist, both of whom are CLASS certified and one of which is a certified PITC Trainer or Trainer, serve as Mentor-Coaches to assigned site teaching staff.

Our agency continues to collaborate with West Ed to secure facilitators to offer 16 weeks Program for Infant Toddlers Caregivers (PITC) training modules specific to social-emotional development.

9. Dimension III: Program Quality

23. Each site/home has a current license issued by Community Care Licensing or Classroom/Family Childcare Home meets Criteria of License Exempt Status per Health & Safety Code Section 1596.792.

Has the contractor met this requirement?

Yes

10. Dimension III. Program Quality

24. Contractor has met the applicable staff-child ratios for the contract types held (WIC 10275(a)(3) and 5 CCR 18290).

Has the contractor met this requirement?

Optional form for direct service center-based programs: [CCD 36 Staff-Child Ratio Schedule](#)

Yes

11. Dimension III. Program Quality

25. Program has completed Environment Rating Scale(s) on all classroom(s)/home(s).

Has the contractor met this requirement?

Yes

26. Program has completed Environment Rating Scale(s) Summary of Findings on all classroom(s)/home(s).

Has the contractor met this requirement?

Yes

12. Dimension III. Program Quality

27. The program includes a nutrition component that ensures children are provided with nutritious meals and snacks during the time in which they are in the program. The meals and snacks are culturally and developmentally appropriate and meet the nutritional requirements specified by the federal Child and Adult Care Food Program (CACFP) or the National School Lunch Program (NLSP). A list of any children with food allergies is regularly updated and available to all staff preparing and/or serving food.

Has the contractor met this requirement?

Yes

13. Dimension III. Program Quality

28. DRDP Online upload is complete for each rating period.

Has the contractor met this requirement?

Yes

29. Program has completed Summary of Findings on all Classroom(s)/Home(s).

Has the contractor met this requirement?

Yes

30. Describe the program's process for providing developmentally, linguistically, and culturally appropriate activities to children in the program that aligns with individual and classroom/home DRDP data.

RHF operates with a philosophy that each child is a unique individual with varying skills and developmental levels. With this philosophy in mind, RHF creates goals and objectives on an annual basis, based on the findings of the annual Program Self-Assessment, which is thoroughly discussed and approved with the Board of Directors.

RHF center-based staff complete the Desired Results Developmental Profile for each child enrolled, within 60 days of enrollment. The DRDP is completed every six months for each child. The DRDP is inputted into the Learning Genie system, to allow for the collective data to be obtained and measured. Based on the DRDP results, teachers utilize this information to develop lesson plans and ensure for the most appropriate activities in the indoor and outdoor setting.

Lesson plans are created for each classroom that have appropriate activities for the children. Lesson plans are posted each week, so that families are informed of the activities that are occurring. If needed, activities are modified to meet the needs of all children. The RHF Area Child Development Coordinator in conjunction with the Site Supervisor reviews each lesson plan to ensure that activities are developmentally appropriate, culturally relevant and the proper materials are purchased to support the learning environment.

14. Dimension III. Program Quality

31. Each contractor/ operating two or more sites or a contractor operating through a Family Child Care Home Education Network has a qualified Program Director.

Has the contractor met this requirement?

Yes

32. Each program with more than one site has a qualified Site Supervisor at each site.

Yes

33. Each site has qualified Teachers.

Yes

34. What percentage of your qualified teachers hold Associate Teacher Permits?

Applies to CCTR, CMIG, and CHAN / Does not apply to CFCC

56%

35. Describe agency practices and procedures to recruit and retain qualified staff.

Applies to CCTR, CMIG, and CHAN / Does not apply to CFCC

RHF has an established system for ongoing recruitment and retention of qualified staff. Recruitment efforts (posting and notification of 'Now Hiring') continue year-round through postings within our agency's website, agency's daily meal transport vehicles, published "Local Phone Book", flyers, door knockers, and posted banners at each local site. RHF participates in community event Job Faires throughout the year (i.e. Local Chamber of Commerce, Child Development Day at local community colleges/ECS Department, Workforce Development).

Staff retention measures include establishing wage scales that are derived from wage-comparability study, to ensure wages are competitive, and offering benefits such as 100% employer paid health, dental, vision and life insurance, paid personal time off and a system of Staff Financial Assistance for professional growth and development activities towards college accredited course work, permit and/or degree attainment and certifications (i.e. CLASS, P.I.T.C).

Title 5 Staff-Child ratios are consistently maintained. In the event there is a need for a substitute and/or need to fill a vacancy, RHF utilizes a temporary staffing agency (such as Child Care Careers, Inyon Solutions Global or A+ Subs) to fill a teacher position, in addition to utilizing an internal substitute on-call teacher list.

In efforts to ensure that there are a minimum number of qualified staff assigned to each center, each Site Supervisor submits a monthly "Site Staffing Plan" that details each staff, position, hours of assigned work. As part of the Staff Plan at each site, a full time Floater Teacher and Floater Teacher Assistant is employed to provide ten-minute breaks, meal periods along with weekly planning time to allow for teaching staff completion of data entry into the Learning Genie (updating DRDPs, work samples/portfolios) and lesson plans.

Each new staff onboarded is provided with a job description for review and acceptance. Upon completion of the weeklong onboarding process, all newly hired staff meet one on one with the assigned Site Supervisor to jointly develop an initial Professional Growth and Development Plan. Each staff member is registered on the California Early Care and Education Workforce Registry to track his/her professional growth and development path.

15. Dimension III. Program Quality

36. Describe some of the staff development opportunities provided to staff/providers. Include the process for using data to identify the training opportunities provided to staff and/or providers. In the response include how Program Self-Evaluation and other data sources are used to determine the training needs of staff and/or providers.

On a monthly basis, Area Child Development Coordinators review and track the status of professional growth activities of assigned staff. The Professional Growth Tracking Record is submitted to the Human Resources Coordinator to track and update the RHF Professional Growth Tracking. On a monthly basis, the Area Child Development Coordinators review the reports in the HUBBE system, that are maintained by the Riverside County Office of Education Quality Counts (QRIS System), which tracks that each staff member completes a minimum of 21 professional growth hours each year.

On an annual basis, the staff development plan and calendar of staff development and training is reviewed by the CEO, Child Development Director, Human Resources Coordinator and Area Child Development Coordinators to ensure that there is a system of ongoing support and training that addresses the areas of training needs identified in the DRDP Summary of Findings, ITERS/ECERS and Program Plan of Action.

Our agency has sought and continued to partner with West Ed to provide Teaching staff with ongoing on-line Module trainings within the Program for Infant and Toddler Caregivers (PITC). Renu Hope Foundation has an approved vendor agreement with San Bernardino Valley College (Contract Ed) to offer agency requested online, hybrid and in person classes tailored to our agency staff needs, such as Infant Toddler Care and Development and Curriculum Planning for Infants and Toddlers. CDSS Funding along with non CDSS funds (i.e. Visual Edge, Kenzie Kindness, Laura May Stewart and Corporate Funds) support staff request for financial assistance to enroll in college accredited courses and/or certifications that enhance skills, knowledge and career path.

37. Program has a process for orienting new staff. Documentation is maintained on the training and resources provided to new staff and/or providers.

Yes

16. Dimension IV. Administrative

38. Contractor has a current inventory containing all the required elements listed in Funding Terms & Conditions (FT&Cs):

Description

Serial number or other identification number

The source of funding

The acquisition date

The cost

The location, use and condition

Any ultimate disposition date including date of disposal and sale price if applicable

Has the contractor met this requirement?

Yes

39. Program maintains documentation of most recent physical check of the inventory. If no purchases were made it is documented on the inventory form. An authorized representative signs the inventory record at least once every two years.

Has the contractor met this requirement?

Yes

40. For non-Local Education Agency (LEA): contractor has a procedure for competitive purchases of equipment and services.

Yes

Reminder: Inventory must include all equipment and all non-disposable items with an estimated useful life of more than a year purchased in whole or in part with Child Care and Development Funds. [CDSS Inventory Record Form](#).

17. Dimension IV. Administrative

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

For the RHF CMIG and CCTR Program:

RHF Goal 1: Based on the Environmental Rating Scale Summary of Findings, one key area identified is the need to add materials that represent nature and science, with an overall rating of 5.10. This score can be increased by adding natural/nature science materials such as magnifying glasses, microscopes, seashells, sensory rocks, pinecones, live plants, (i.e. terrarium); live animals (i.e. assorted fishes, aquarium, iguana, ant farm) in the indoor environment. In addition, adding a wider selection of books, print materials and audio medium that are related to nature/science. Teaching staff will increase simple conversations related to nature/science with children throughout the day.

RHF has explored outdoor playground equipment, materials and elements to create outdoor learning environments that introduce children to nature/science and offer STEM activities. In efforts to further increase and encourage STEM throughout, RHF plans to enhance outdoor environments through placement of multi-sensory nature/science play areas such as natural scape stepping-stones, benches, playhouse, mud play kitchen play, natural scape rock climber; water and sand tables; and open mud pit. It remains important to introduce new science and STEM materials and experiences to young infants and toddlers.

RHF Goal 2: Based on review of staff Professional Development Needs Surveys, recently hired Infant and Toddler teaching staff assigned to the expansion CCTR classrooms indicated need for trainings related to infant care and development, developmentally appropriate, affective and effective teaching strategies, fostering social-emotional, language and cognitive development of young toddlers.

It is our agency's position that ongoing staff development and training are key factors of affective/effective classroom management, intentional teaching strategies that meets individualized needs of children and support professional growth and development. To ensure for a system of ongoing staff training that provides tools and techniques for working effectively with infants and toddlers, all teaching staff working with infants and toddlers will be offered a series of ongoing trainings that include, Infant/Toddler CLASS introductory training, Program for Infant Toddler Care (PITC) training, social emotional development training and "Babies Can't Wait". To further a system of support, guidance and feedback Area Child Development Specialists will provide regular side by side mentor coaching and validation through CLASS observation, validation of Infant Toddler Environmental Rating Scales and reviews of children's DRDPs, noting continuum of developmental progress.

In addition, RHF works collaboratively with San Bernardino Valley College and has established a vendor agreement for contract ed that allows for tailor, course specific who has agreed to provide infant/toddler courses to RHF staff, which will allow staff to obtain college units for the completed courses.

42. Parent Survey: Describe the results of the parent survey and the action plans to address the feedback received from parents.

Key findings from the parent surveys for the 2024-2025 year included:

1. Parents requesting more detailed and frequent communication regarding their child's daily activities, behavior, and developmental milestones.
2. Parents desire more educational resources on child development and increased opportunities for involvement.

Action steps will include the following to address the key findings:

- Enhance parent updates: Implement daily updates via Learning Genie on activities, meals, behavior, and milestones, with weekly progress reports to improve communication satisfaction by September 30, 2025.
- Increase engagement: Host family events (first event by September 15, 2025; and December 2025 for the CMIG program) to boost parent involvement and share in Learning Genie Monthly. Launch monthly site-based newsletters (through Learning Genie) by August 1, 2025, covering nutrition, health and wellness, child progress, and community resources.
- Host workshops: Start monthly parenting and child development workshops by October 15, 2025, to provide educational support.
- Improve staff skills: Train staff by July 15, 2026, on digital reporting (Learning Genie), communication, bilingual (Spanish) engagement, and parent interaction to enhance communication and support.
- Monitor progress: Site Supervisors and Area Child Development Coordinators to check quality and effectiveness of digital report weekly

43. Briefly describe how staff and board members were a part of the self-evaluation process.

All staff are presented with the agency's self-evaluation summary of findings, program goals and objectives and program action plans during the annual staff in service. Site based trainings are conducted for all staff by Area Child Development Coordinators, regarding the self-evaluation process, requirements, expectations and timelines for completion. Trainings are held with parents throughout the year based on results gathered in the Self Evaluation process.

Renu Hope Foundation continues to share and update the plans, goals and objectives with the teachers, family services staff and Area Child Development Coordinators. The reports are shared with the CEO and Board of Directors during regular meetings. The assigned Area Child Development Coordinator works with the subcontractors to ensure the ongoing implementation of the DRDP System and required elements are completed.

The Chief Executive Officer conducted an agency wide overview of the Program Self Evaluation process, procedures, timelines and roles and responsibilities of the Team. Participants on the team included the Child Development Director, Area Child Development Coordinators, Site Supervisors, Family Services Staff and Board Members. Training consisted of an overview of the Desired Results Developmental Profiles, Environmental Rating Scales (ERS) and parent surveys.

The Program Self Evaluation will be discussed and reviewed with the Board of Directors on June 23, 2025.

18. Dimension IV. Administrative

44. Program has completed the Agency Summary of Findings.

Has the contractor met this requirement?

Yes

45. List key findings from the agency summary of findings and the action steps that will be taken to address the findings. If the program provides services to multiple age groups provide one key finding with action steps for each age group served.

Based on the DRDP data collected for the CCTR program, the results indicated that in Language and Literacy Development, 17% of children are at "Responding Earlier" and 23% at "Exploring Earlier" in this domain. This indicates a significant need for support in language skills, particularly expressive and receptive language, for infants and toddlers.

In the area of Cognition (including Math and Science): 16% of children are at "Responding Earlier".

Finding 1: For toddlers (18-36 months) Language and Literacy Development: Increase the percentage of children progressing from Responding Earlier and Exploring Earlier to Exploring Middle or higher by 10% by the end of Fall 2025, focusing on enhancing expressive and receptive language through interactive and bilingual activities.

Action Steps: There will be daily bilingual story time and small group language games (naming, songs, etc) tailored to age groups. RHF will purchase bilingual books, flashcards, puppets and labeling materials to utilize in the classrooms. RHF will work with professional development trainers to conduct workshops on language strategies with CCTR staff.

Finding 2: For infants (0-18 months) Cognition, Including Math and Science: Increase the percentage of children progressing from Responding Earlier to Exploring Earlier or higher by 10% by the end of Fall 2025, focusing on fostering early problem-solving and cognitive exploration through hands-on, age-appropriate activities.

Action Steps: There will be cognitive activities (sorting, stacking) and science exploration (water play) included in daily activities for children. RHF will purchase puzzles, stacking toys, sensory kits, and science tools with bilingual labels. "Discovery zones" will be set up to include rotating materials.

19. Dimension IV. Administrative

46. Program has completed Agency Summary of Findings.

Has the contractor met this requirement?

Yes

47. 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. Include resources, training, or materials to address the key findings. If the program provides services to multiple age groups provide one key finding with action steps for each age group served.

Finding 1 (0-18 months): Language and Books scored 6.10. Staff Use of Books with Children scored 5.60 on the Infant/Toddler Rating Scale. Based on the rating scale completed, it was found that there is a need for more frequent and interactive book sharing to support expressive language development. Classroom environments will include a wide array of board books, puppets and storytelling props. In addition, board books with textures and flaps will be included for further engagement. RHF Mentor Coach/Area Child Development Coordinators will provide training to teachers focusing on pointing, labeling, and vocalizing.

Finding 2 (18-36 months): Activities scored 5.51, and specifically the Nature/Science scored 5.10 on the Infant/Toddler Rating Scale. Based on the rating scale completed, it was found that there are limited activities for children to engage in sensory-rich exploration of natural materials or cause and effect activities. In efforts to address this finding, RHF will introduce daily sensory bins with natural materials (for example, leaves, water, sand) to explore cause and effect. Classroom environments will incorporate additional sensory materials and be inclusive of cause and effect materials including materials that light up and water tables. RHF will ensure that teachers will be trained on sensory based science activities that are aligned with the curriculum framework.

20. Dimension IV. Administrative

48. Describe the processes and procedures for conducting regular visits to providers within the network to support implementation of the program quality requirements. (Include supporting the implementation of DRDP, ERS, and developmentally appropriate activities)

Ongoing monitoring and evaluation of Family Child Care Providers is conducted by the Area Child Development Coordinators who provide training and assistance as needed for the completion of DRDP and Environment Rating Scale and activities that are conducted in the family childcare home. Training was provided on Learning Genie, observations and DRDP assessment tool throughout the year.

49. FCCHEN contractors are required to develop processes and document their assessment of each family child care provider within the network to ensure services are educationally and developmentally appropriate. Describe the processes to assess each provider and what strength-based supports are provided.

Ongoing assessment is conducted for family child care providers. Each family child care provider completes a professional development survey to determine needs and interests to further strengthen their family child care home/program.

The RHF Area Child Development Coordinators meet one on one with Family Child Care Providers to ensure that their individualized needs are met. They jointly determine if needs for children served in the Family Child Care Provider Home are being met, and if additional supports are identified, RHF Family Services Team provides resources and/or direct referrals for families.

CCD 20: Contractor Policies

Please use Appendix A, from the Program Integrity Monitoring Tool, to answer the questions below.

50. Contractor, annually or as needed, reviews their Written Information for Families and Providers (if applicable) and updates information to align with current regulations (5 CCR and Funding Terms and Conditions), CDSS training webinars, and guidance provided through Child Care Bulletins (CCB).

Has the contractor met this requirement?

[Resource: Child Care Bulletins \(CCB\) – By year](#)

Yes

21. Dimension V. Fiscal/Audit

51. The program has submitted a report for each contract that is consistent with the laws for state and federal fiscal reporting.

Has the contractor met this requirement?

Resource: [Fiscal Resources](#)

Yes

52. How will the program continue to maximize enrollment to meet the child care needs of the community? Describe the procedures in place to increase enrollment in the program.

RHF develops an annual projected 100% earnings plan to determine the number of children needed to fully earn the contract. The Plan lists both RHF direct operated and Subcontractors sites detailing required number of children by age (i.e. infant, toddler or school age) and minimum number of days of operation. On a monthly basis the 100% enrollment earning plan is compared to the Center Track monthly actual enrollment report. In event of significant variance between the site/location/classroom number of children enrolled is identified (i.e. under enrollment per projection or over enrollment per projection), changes are made as to where enrollment opportunities will be targeted. Subcontractors Agreements are reviewed quarterly to determine if contracts require amendment to ensure enrollment is maximized to meet childcare needs of the communities served by RHF and its Subcontracts.

In efforts to ensure full enrollment, RHF and its Subcontractors will continue to implement the enrollment and recruitment plan for FY 2025-2026 which includes ongoing recruitment and outreach throughout the year. Each RHF site an 8' by 4' banner is placed prominently announcing "Now Enrolling Free Subsidized Childcare -Infants to School Age"; transport vehicles are graphically wrapped with the same information. RHF is registered within the Childcare Resources and Referral, published in the "local Phone Book" and flyers are posted at collaboration partner agencies offices.

22. Dimension V. Fiscal/Audit

53. The program has submitted an acceptable financial and compliance audit within the required timelines. Has the contractor met this requirement?

Resource: [Contracting Agencies Audit Guidelines & Resources](#)

Yes

54. If findings were identified through the annual audit process how is the program adjusting practices and processes to resolve the findings? If no findings were identified, please write N/A.

N/A To date audit closure notification has not been received for the FY 23-24 audit, nor any questions or concerns communicated by CDSS Audits to our Audit firm or agency.

23. CCD 23 Child Development Reporting Data

55. Contractor has notified their assigned consultant of any changes to the Executive Director, Program Director, Site Supervisor(s), headquarter address or sites. Sites includes any sub contracted facilities. Alternative Payment contracts do not include sites in CDMIS. Contracts operated through Family Child Care Home Education Networks have added all providers into their CDMIS profile.

Yes

56. Describe your plan to resolve and meet this requirement.

Not applicable

24. Optional: Celebrating Promising Practices

CCDD has implemented a process to identify exemplary work and practices during the contract monitoring review process. A promising practice is defined as a practice, procedure, or activity that exceeds program requirements. The CCDD wants to celebrate continuous program improvement successes with our contractors. Programs have the option of sharing a promising practice which may include a narrative explaining the exemplary work done by the contractor and may include uploading a picture, sharing data outcomes, video links, etc.

57. Share your promising practices: Narrative

Key to Renu Hope Foundation's success in achieving its goals and objectives of the mission and vision to afford "Centers of Excellence" subsidized community-based programs, leveraging, breeding and maximizing funding and resources beyond annual contract funding from CDSS. To achieve this objective our agency adopts an "A.B.C. model - Assisted by Community Collaboration", which requires formal agreements from collaboration partners such as local businesses, aligned agencies/services providers, local, state and federal agencies. Through formalized partnerships our agency has realized an estimated \$300K of direct in-kind of services, goods, materials, and funding that address program needs and elevate program services delivery in these areas: (a) Need to secure and control affordable quality licensed facilities; (b) Need to secure onsite early intervention assessment and direct child/family services to children with exceptional needs; (c) Need to recruit, retain quality, qualified staff and support staff professional growth and need.

The immediate demand for quality licensed facilities has required efforts to secure 12 additional sites within three counties. Through formalized Subcontract agreements and partnership with National Core and Hope Through Housing 8 rent free (no cost rent and utilities) sites within Orange, San Bernardino and San Diego County will be licensed to increase enrollment of 280 CCTR infant, toddler and school age children. Through formal MOU with National Parks and Recreation, Joints Power of Authority Riverside County, and City of Moreno Valley the former March Air Force Base Community Child Care Facility will be licensed by RHF Subcontractor at 65% below market valuation of \$750 dollars (versus \$8,750 per month) to serve 69 additional CCTR children. Through partnership with the City of Beaumont and local Business, the additional office spaces required will be leased at below market valuation (\$1560 per month versus \$4,600), security and maintenance included.

The MOU with Beaumont USD Special Education initiated in 2022 is established resulting in opportunities for families to place children with IFSP or IEP in four Beaumont/Banning RHF centers. Early assessment, intervention, direct services and training for staff and parents will be through BUSD Special Education Multi-disciplinary team housed on site at the center affording early intervention and support for children and families. Collaboration with the Learning Lab will afford children with disabilities with ABA services on site and at a Learning Lab center near the family's home at no cost to qualifying families.

Through collaboration support of County Board of Supervisor 5th District incentive funding and Private Foundations funding there is a system of Staff Financial Assistance for costs associated with certification and/or degree attainment. Contract Education with local community college and West Ed PITC provides staff and parents seeking training in the field with tuition free online ECE college accredited courses. Partnership with Sysco, Inc. and private funding will afford staff access to free nutritious refreshments and snacks and once a month "Caught You Caring: Teaching with CLASS" site recognitions/incentives starting FY 25-26.

Our "A.B.C - Assisted by Community Collaborations" has assisted our goal to leverage, braid, maximize resources, generated significant in-kind and elevated our services delivery to children, families and staff.

58. Upload your files here, if applicable.

25. Review

Please review your responses and click the "Submit**" button once you have confirmed your responses. If you wish to keep a copy of your survey, scroll down to the bottom of the page and click "Download PDF Version."**

26. Thank You!

Thank you for completing the Program Self-Evaluation Survey for Child Care and Development Programs at the California Department of Social Services (CDSS).

A copy of your responses will be sent to shope@renuhope.org (if the email does not arrive after a couple minutes, please check your Spam or Junk Mail folder). A copy of your responses was also sent to the CDSS.

(A copy will also be sent to Tracey Maupin-Uppal and Elyse Polis)

Password to open the attachment: FY24-25PSE