



**Thank you for joining
us, we will begin
shortly.**

The presentation, as well as the
PowerPoint slides, will be recorded and
posted on the Child Care and
Development Division site

Child Care & Development Division

Program Self-Evaluation (PSE) 2024-2025

CDSS

CALIFORNIA
DEPARTMENT OF
SOCIAL SERVICES



Welcome from the Deputy Director of CCDD



Maria Guadalupe "Lupe" Jaime-Mileham, EdD

Agenda

- Welcome and Introductions
- Program Self-Evaluation Requirements
- CDSS PSE Submission Process
 - PSE Survey Question Walkthrough
 - Highlight Promising Practices
- Documents Maintained Onsite
- Questions



Introductions and Housekeeping

Introductions

- Program Quality Improvement Bureau
 - Diana Saenz, Child Development Consultant
 - Dr. Sandra Flores, Child Development Consultant
 - Megan G. Jones, Administrator
- Special Guests: Promising Practices
- Housekeeping
- Questions and Answers





Session Topics

- Review the PSE Requirements
- Walk through the PSE survey and submission process
- Support contractors with continuous program improvement
- Remind programs of the documentation to be maintained onsite
- **Direct Service Contractors:** Desired Results Overview

Audience:

- CDSS Child Care and Development Contractors

Note: Individual Family Child Care Home Providers do not complete a survey.

FY 2024-25 PSE Process



Survey using the CDSS Monitoring Tool:

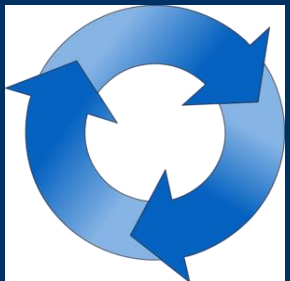
- Survey provides prompts and intentional questions to help contractors take a deeper dive into the annual review process
- Satisfies the submission requirement and use of the tool as a part of the annual self-evaluation process
- Successes and areas of improvement
- The information collected will provide the PQI Branch with useful data to inform training, technical assistance, and more.



Program Self-Evaluation Requirements

**California Code of Regulations (5 CCR) 18279:
Program Self-Evaluation Process**

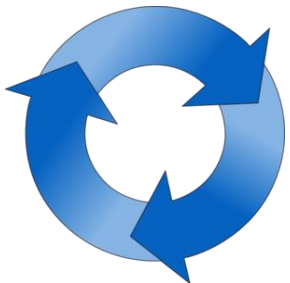
Continuous Program Improvement System



Data Collection and Analysis

5 CCR 18279

- Program Integrity Monitoring Tool
- **For Direct Service Providers (Center-based & Family Child Care Home Education Network):** A thorough review of the summary of findings for the Desired Results Developmental Profile (DRDP), Environment Rating Scales, Desired Results Parent Survey.
- **For Voucher-based Alternative Payment:** A review of the applicable parent survey.
- An assessment of the program by staff and board members in writing



Continuous Improvement Plan

5 CCR 18279

- A written list of tasks needed to modify the program in order to address all areas that need improvement
- Procedures for the ongoing monitoring of the program to assure that areas of the program that are satisfactory continue to meet standards, and areas requiring modification are addressed in a timely and effective manner.
- The contractor shall modify its program to address any areas identified during the self-evaluation as needing improvement

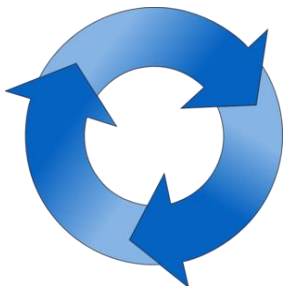


CDSS Submission Requirement

5 CCR 18279



- For Fiscal Year 2024-25 CCDD, contractors will complete and submit one survey per contractor, regardless of the number of contracts held with CDSS.
- Survey is due by Monday June 2, 2025, at 5 p.m. as June 1 falls on a Sunday.
- **Reminder: Individual Family Child Care Home Providers do not complete the survey**



Program Self-Evaluation = Continuous Improvement System

Data Collection and Analysis

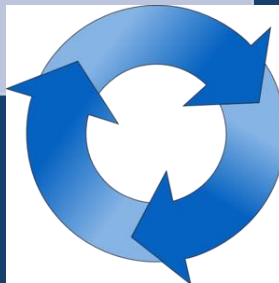
- Child Care and Development Monitoring Tool
- Desired Results System
- Parent Survey
- Staff/Board/Provider Feedback

Continuous Improvement Plan

- PSE Survey Results
- Program Action Plan
- Procedures for Ongoing Monitoring

CDSS Submission Requirement

- PSE Survey for CDSS Programs



If our program has contracts with both departments (CDE and CDSS), do I have to complete the survey?

Yes, to fulfill this requirement, CCDD contractors will complete and submit one survey to CDSS by June 2, 2025, as June 1, 2025, falls on a Sunday.

Follow California Department of Education (CDE) guidance for PSE submission requirements for CSPP programs.



POLL:

When is the FY 2024-25 Program Self-Evaluation Due?

- a) December 31, 2025
- b) As soon as possible
- c) Before the end of the school year
- d) June 2, 2025, by 5 p.m.



PSE Survey Walkthrough

Fiscal Year 2024-25 PSE Survey:
Program Integrity Monitoring Tool

Who is required to complete the survey?

- **Alternative Payment Programs (CAPP)**
- **California Work Opportunity and Responsibility to Kids (CalWORKs)**
 - **CalWORKs Stage Two (C2AP)**
 - **CalWORKs Stage Three (C3AP)**
- **Migrant Alternative Payment Program (CMAP)**
- **General Child Care & Development (CCTR)**
- **Family Child Care Home Education Networks (CFCC)**
- **Children with Severe Disabilities (CHAN)**
- **California Migrant Child Care Program (CMIG)**

Note: Individual Family Child Care Home Providers do not complete the PSE Survey

CDSS PSE Survey Format

- Survey using Alchemer
- Mixture of self-certification, multiple choice, and open-ended questions
- Like the monitoring tool, some items do not apply to all contract types
- Skip logic (by contract type)
- Save and continue feature



Do I have to complete the PSE survey all at once?

No, the survey application called Alchemer has a 'save and continue' feature. The survey will ask for an email and will send the questions that have been completed so far to the email entered.

Please supply an email address to save your progress. A unique link will be emailed to you that will allow you to return where you left off.

Email:

Verify Email:

Contractor Information

- Contractor Name
- Contractor Vendor Number
- Program Director Name/Email
- Select all Contract Types Held
 - Services provided through a network
 - For CCTR/CFCC/CMIG enter # of homes and/or centers
- Ages Served
- Name/email of staff completing the survey
 - Copy of final responses will be sent to this address



Executive Order N-17-25: Los Angeles and Ventura Wildfire Impact

- 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.
- Self-Certification: As an impacted program, do you intend to complete the FY 24-25 Program Self-Evaluation Survey (PSE)?
- If the answer is no, contractor will describe the impact to your program and why the FY 24-25 PSE will not be completed.

Does the Program Director have to complete the PSE survey?

No, an alternate staff member may complete.

Ensure the following:

- The Program Director name and email is entered accurately
- Alternate staff completing enters their name and email on the information page
- The alternate staff completing is familiar with all contract types (or can connect with all the appropriate staff)

Screen Share Survey

Will I be able to review the questions before I complete the survey?

Yes, the copy provided includes all the questions on the survey. Programs can use the document to review questions and prepare answers prior to completing the survey.



CCD 01 - CCD 04: Program Integrity

- Eligibility, Need, Family Fees, and Notice of Action



- Self Certification: Agency has completed a file review from each contract type held.
- 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.

CAPP, C2AP, C3AP, CMAP
CCTR, CFCC, CHAN, CMIG

CCD 05a: Attendance and Provider Payments

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.

CAPP, C2AP, C3AP, CMAP



CCD 05b: Attendance and Provider Payments

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.

Self Certification: 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.

CCTR, CHAN, CMIG, CFCC



5-Minute BREAK (1)



CCD 06: Family Selection

Self-Certification: 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

**CAPP, CMAP,
CCTR, CFCC, CHAN, CMIG**



CCD 07: Parent Involvement and Education

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

CCTR, CFCC, CHAN, CMIG





Promising Practices

Family Engagement *Strength-Based and Integrated*

- Creating a sense of belonging
 - Families reflected in program and learning environment
 - Photos, learning center signs, books, classroom design
- Curriculum materials
 - Music
 - Books
 - Social-Dramatic Play
 - Cooking utensils, recipes, menus, clothing
- Relevant and Meaningful
 - Invitation to participate in informal and formal ways
 - Sharing of home cultures
 - Songs, dance, stories, special skills and talents
- Learning Opportunities
 - Children
 - Families
 - Staff





Promising Practices

Family Engagement
Strength-Based and Integrated



CCD 08: Health and Social Services (1)



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

Describe the process for identifying and referring families to their identified health and social service needs. Include in the response the process for follow-up to ensure families were connected to the requested support and/or resources.

CCTR, CFCC, CHAN, CMIG

CCD 08: Health and Social Services (2)

- Identifying the family's needs
 - Survey
 - Checklist
- Referring to the appropriate services or agencies
 - Food
 - Housing
 - Physical Health
 - Mental Health
 - Social Services
- Follow-up Process
 - Documentation
 - Ensuring needs have been met



CCTR, CFCC, CHAN, CMIG

CCD 09: Expulsion and Suspension Procedures

- Written notification is provided to the parents or legal guardians of the limitations on disenrollment, including suspension and expulsion.
- Describe the local contacts or partners who will provide consultation, social service and/or mental health, or behavioral services for the program
- 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.

CCTR, CFCC, CHAN, CMIG



Promising Practices

Ongoing Provider Training & Support to Prevent Suspension and Expulsion



Supporting Social & Emotional Development and Preventing Challenging Behaviors Series:

Join us to learn strategies for creating safe and supportive environments that promote the social & emotional well-being and growth in children.



Topic: High Quality Supportive Environments

Date: October 3rd, 2024

Time: 6:00pm - 8:30pm

Location: 3735 Stephen Dr.
North Highlands,
CA 95660

To register, please contact the ECE Specialist Assistant Manager by **September 26th**.



Supporting Social & Emotional Development and Preventing Challenging Behaviors Series:

Join us to learn strategies for creating safe and supportive environments that promote the social & emotional well-being and growth in children.


Topic: Understanding & Responding to Challenging Behavior

Date: December 5th, 2024

Time: 6:30pm - 8:30pm

Location: 3735 Stephen Dr.
North Highlands,
CA 95660

To register, please contact the ECE Specialist Assistant Manager by **November 28th**.



Act Calm	Steps for Managing Challenging Behaviors	
De-escalate the Situation		
Acknowledge Feelings	Problem-Solve Together	Think Reflectively

Promising Practices

Expulsion and Suspension Procedures



Beanstalk FCCHEN
 Process Procedure to Support Children with
 Persistent/ Serious Challenging Behaviors

Persistent and serious challenging behaviors are either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance. This includes but is not limited to physical aggression, property destruction, and self-injury.

STEP 1 Child is Identified and Persistent Serious Behavior Report is Taken

When a Beanstalk child's behavior meets the definition above for "persistent and serious" the Provider will contact their Beanstalk ECE Specialist to report their concerns. A Beanstalk ECE Specialist will gather information about the child's behavior using the Persistent and Serious Behavior Report. Provider should also begin discussing child's behavior with the Parent/Guardian.

STEP 2 Gather Data about the Child and their Behaviors

Provider will document child's behavior using the Beanstalk Child Behavior Log and submit the documentation to their ECE Specialist weekly. Beanstalk ECE Specialist will ensure parent has completed an Ages and Stages Questionnaire (ASQ) screening.

STEP 3 ECE Specialist Visits the Family Child Care Program

The purpose of this visit is to:

- Observe the child while at the program
- Gather more information on factors that could be influencing the child's behavior
- Review classroom practices and provide support and resources

STEP 4 Establish Child Success Team, Develop Behavior Support Plan, Provide Resources/Referrals

Beanstalk establishes a Child Success Team (Example: Beanstalk ECE Specialist, Social Emotional Coach, Provider, Parent/Guardian) and together develops a Behavior Support Plan to better support the child who is exhibiting persistent and/or serious behavior and to help ensure all children's safe participation in the program. Parent/guardian receives a copy of the Behavior Support Plan and any resources/referrals that may be helpful.

STEP 5 Behavior Support Plan Check-In

Child Success team reviews plan and implementation and makes changes as necessary.

Zoom Informational sessions in January with Providers in multiple languages on new policy and procedures

Procedural forms:

- An intake report for gathering initial information about behavior concerns
- A log for documenting persistent and serious behavior
- Suspension Action Plans and Behavior Support Plans



Persistent and Serious Behavior Log

Child's Name: _____ DOB: _____
 FCC Provider: _____



DATE AND TIME When did it occur?	BEFORE What happened? Who was there? Location?	BEHAVIOR What concerning behavior was observed?	AFTER What did the child say/do? What did the teacher say/do?



Beanstalk Family Child Care Behavior Support Plan

Child's Name: _____ DOB: _____ Plan Date: _____		Possible Function of Behavior:
Child's Strengths and Interests: _____		
Persistent Serious Challenging Behavior: _____		
Strategies		Working/Not Working/Notes
Prevention Strategies-Use before situations that usually trigger challenging behavior		
Teaching- List new skills to be taught (Ex: turn taking, sharing play initiation etc.)		
New Responses to challenging behavior-how will we respond when challenging behavior occurs?		
Responses when new skills are used-how will we respond when child uses new skills? (reinforcement)		
Things Parents/guardians can do at home to support positive behavior and/or teaching of new skills		

Signatures: Provider _____ Parent/guardian _____ Beanstalk Staff _____

Promising Practices

Beanstalk staff visit the Family Child Care Home to observe the child. Establish a Child Success Team (Example: Beanstalk ECE Specialist, ECMHC, Provider, Parent/Guardian) and together develop a Behavior Support Plan to better support the child.

CCD 10: Licensing

Self-Certification

- Each site/home has a current license issued by Community Care Licensing or is exempt from licensure.

**CAPP, C2AP, C3AP, CMAP,
CCTR, CFCC, CHAN, CMIG**



CCD 11: Ratios

Self-Certification of Staff Child Ratios

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

Resource: CCD 36

CFCC, CCTR, CHAN, CMIG



CCD 12: Environment Rating Scale (ERS)

- The ERS is a quality assessment tool used by child care and development programs to support the continuous quality improvement process. The tools emphasize the importance of providing children with adequate space, time, and open-ended materials to engage in intentional learning opportunities.
- Programs shall use the findings for technical assistance, to identify the training needs of staff and/or providers, and to ensure children have the resources within their environment to support concept development
- **Self-Certification:** Program has completed Environment Rating Scale(s) on all classroom(s)/home(s).
- **Self-Certification:** Program has completed Environment Rating Scale(s) Summary of Findings on all classroom(s)/home(s).

CCTR, CFCC, CHAN, CMIG

Promising Practices: Tustin USD Subcontractor: Catalyst Kids

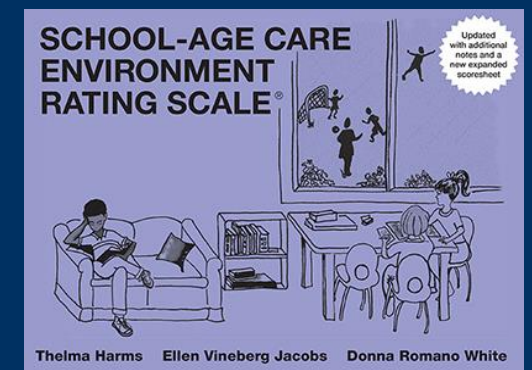
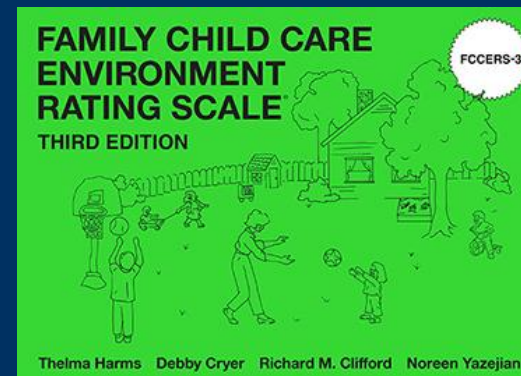
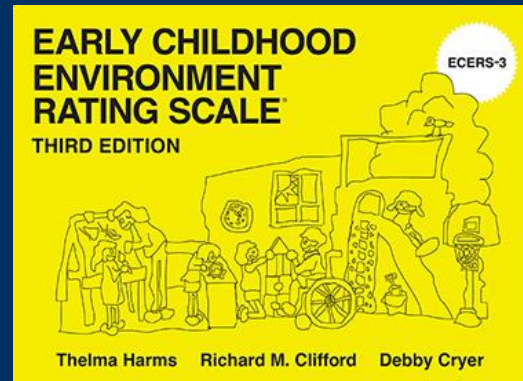
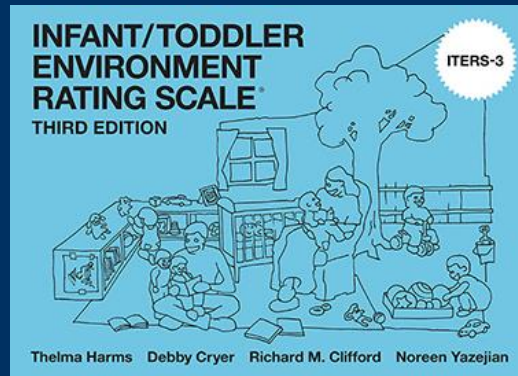


Promising Practices: Tustin USD Subcontractor: Catalyst Kids



Are CDSS programs required to use the ERS tools for the PSE?

Yes, CDSS programs providing direct services are required to complete ERS on each classroom and/or home to meet 5 CCR 18281. Programs can use the revised or third edition. School age uses the updated version.



CCD 13: Nutritional Program

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

- Meet CACFP or NSLP Guidelines
- Culturally and developmentally appropriate
- A list of any children with food allergies is regularly updated and available to all staff preparing and/or serving food



CCTR, CFCC, CHAN, CMIG

CCD 14: Desired Results Developmental Profile and Education Program



Self-Certification:

- DRDP Online upload is complete for each rating period.
- Program has completed Classroom/Home/Site Summary of Findings.

Open Ended:

- 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.

CCTR, CFCC, CHAN, CMIG

CCD 15: Qualified Staff



Self-Certification:

- Each program/FCCHEN operating two or more sites/homes has a qualified program director Yes/No/N/A
- Each program with more than one site has a qualified site supervisor Yes/No/N/A
- Each site has qualified teachers Yes/No/N/A

Open-ended (Center-based contracts only):

- Practices and procedures to recruit and retain qualified staff

CCTR, CFCC, CHAN, CMIG

CCD 16: Staff Development/Provider Support

The program has developed and implemented a staff development program.

Self-Certification:

- Orientation Process

Open Ended:

- 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. In the response include how Program Self-Evaluation and other data sources are used to determine the training needs of staff and/or providers.
- Examples:
 - Desired Results Developmental Profile
 - Enrolling Families
 - Trauma Informed Care
 - Family Partnerships
 - CA Early Childcare Online (CECO)

**CAPP, C2AP, C3AP, CMAP,
CCTR, CFCC, CHAN, CMIG,**



Riverside County Office of Education

Early Education Services

Early Care and Education (ECE)

Michelle Sanders and Rosamaria Rodriguez



ECE University

- Started in 2020
- Virtual Professional Development Plan
- Origin and evolution overtime
- Ongoing development- adding an ECE Leadership University for management
- Number/types of modules
- ECE Staff Hub website
- Decrease in error rate
- Passports track staff progress
- Graduates receive Certificates of Completion
- Presented at CAPPAR&R Conference
- Golden Bell winner

New RCOE Professional Development Opportunities are available. Check them out [HERE](#)

Early Care and Education

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Onboarding. Collaboration. Resources. Development.

ECE Staff Hub

Home

ECE Master Calendar

Frequently Used Links


▼ ECE University

▼ ECE Resources

Photos

Q & A

Coming Soon...

 Division of Early Education Services
Early Care and Education

Passport to Success

- Started in 2021
- Virtual and In-Person trainings
- Two Pathways
 - CCIP
 - R&R
- Participants receive:
 - Professional Development Hours
 - Materials related to the training
- Embedded large-scale training events:
 - In Our Hands Conference
 - Quality Early Learning Symposiums

New RCOE Professional Development Opportunities are available. Check them out [HERE](#)

Early Care and Education

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The ECE Staff Hub

Onboarding. Collaboration. Resources. Development.

Division of Early Education Services
Early Care and Education

RIVERSIDE COUNTY
OFFICE OF EDUCATION
EDWIN GOMEZ, Ed.D. | County Superintendent of Schools

CCD 17: Inventory Record

Self-Certification:

- Contractor has a current inventory containing all the required elements listed in Funding Terms & Conditions
- 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
- For non-LEA: contractor has a procedure for competitive purchases of equipment and services (LEA's will select they follow Public Contract Code)

All Contract Types

EXAMPLE: CDSS Inventory Form

California Health & Human Services Agency

California Department of Social Services

EQUIPMENT INVENTORY

Page ____ of ____

CONTRACTOR LEGAL NAME				FUNDING SOURCE					
ITEM DESCRIPTION*	SERIAL OR IDENTIFICATION NUMBER	ORIGINAL COST	ACQUISITION DATE	LOCATION OF ITEM	USE	CURRENT CONDITION	DISPOSAL**		
<i>Example: King-Wade desktop computer</i>	12345678-9011	\$1,500	7/12/2004	B.L. Warren Preschool	In Classroom #5	Good			
<i>Example: Met over refrigerator</i>	23434234-90	\$1,200	2/13/1995				6/5/2011	Transfer to U.L. Max C.D.C.	
I certify the information contained in this Equipment Inventory form represents a complete and accurate disclosure of items purchased with California Department of Social Services (CDSS) funds.				SIGNATURE			INVENTORY COMPLETION DATE		

*List each piece of equipment, purchased in whole or part, with child care services funds provided by the CDSS.

**Enter date the item was removed from service and its disposition. Equipment can be either: 1) donated to another CDSS funded service provider; or 2) sold with the proceeds deposited into the Child Development Fund as restricted income. Contact the Child Care and Development Division to find out more about the property transfer option.

Note: A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

CCD 18: Program Self-Evaluation

All Contractors:

- 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
- Parent Survey: Describe the results of the parent survey and the action plans to address the feedback received from parents.
- Briefly describe how staff and board members were a part of the self-evaluation process

All Contract Types

CCD 18: Program Self-Evaluation (2)

Desired Results Developmental Profile

- Self-Certification: Program has Completed Agency Summary of Findings.
- List key findings from the agency summary of findings and the action steps that will be taken to address the findings

Environment Rating Scale

- Self-Certification: Agency Summary of Findings
- List key findings from the ERS and what action steps the program is taking to address the key findings

Parent Survey

- Contractors may deliver and collect surveys in a format that is easily accessible and convenient to families.
- Methods include digital surveys, electronic submissions, and/or mailed hardcopies.
- Surveys should be provided in the family's preferred language.
- Alternative Payment Programs may develop their own survey to gather data that aligns with the services they provide.



CCD 19: Family Child Care Home Education Network

- Describe the processes and procedures for conducting regular visits to providers within the network to support implementation of the program quality requirements.
- Describe the processes to assess each provider and what strength-based supports are provided

CCTR, CFCC, CMIG





Promising Practices

Family Child Care Education Network Program



CCD 20: Contractor Policies

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)

CAPP, C2AP, C3AP, CMAP
CCTR, CFCC, CHAN, CMIG



CCD 21 : Fiscal Reporting

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

- 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.



All Contract Types

CCD 22: Annual Audit



The program has submitted an acceptable financial and compliance audit within the required timelines.

If findings were identified through the annual audit process how is the program adjusting practices and processes to resolve the findings?

- What is the finding
- How will you adjust practices, policies, or systems to resolve?

All Contract Types

CCD 23: Child Development Data Reporting

Self Certification:

- Notify consultant of any changes to:
 - Executive or Program Director
 - Headquarter Address
 - Licensed Sites (including subcontracted program sites)
 - Site Supervisors
- FCCHENS: adding Family Child Care Providers into CDMIS profile
- Updating Child Counts

All Contracts



Optional: Promising Practices



- The CCDD wants to celebrate continuous program improvement successes with our contractors.
- A promising practice is defined as a practice, procedure, or activity that exceeds program requirements
- Programs have the option of sharing a promising practice through a narrative and may include attachments.

End of Survey

Fiscal Year 2024-25

5-Minute BREAK (2)



**Will I receive notification that my survey has been received?
Will I receive a copy of my responses for program planning?**


Yes, the survey application will provide the following:

- Email confirmation that the survey has been received.
- A copy of all the responses will be emailed to the contractor
- If the email does not arrive after a couple minutes, please check your Spam or Junk Mail folder (Look for Alchemer)

What happens if I accidentally submit prior to completing?

Reach out to assigned consultant to get a link to access the survey. We will provide you with a link that will allow you to update your responses.





Why is it important to evaluate your program?

The Program Self-Evaluation allows programs to examine their systems and practices to:

- Identify areas of strength and improvement
- Ensure alignment with current program requirements
- Adjust or modify practices or systems
- Celebrate successes
- Work collaboratively with staff/board/providers/families

Documentation Maintained Onsite

- Direct Service
- Alternative Payment

1. PSE Documentation Maintained Onsite

CCTR, CFCC, CHAN, CMIG

- Completed Environment Rating Scales
 - Environment Rating Scale Classroom/Agency Summary of Findings
- Desired Results Parent Survey results and Summary of Findings
- DRDP Classroom/Site/Agency Summary of Findings
- 5 CCR 18279 (3) An assessment of the program by staff and board members.
- Documentation from the self-evaluation process used to develop a written list of tasks needed to modify the program in order to address all areas that need improvement.



2. PSE Documentation Maintained Onsite

CAPP, C2AP, C3AP, CMAP

- Parent survey results and findings
- [5 CCR 18279 \(3\)](#) An assessment of the program by staff and board members as evidenced by written documentation.
- Documentation from the self-evaluation process used to develop a written list of tasks needed to modify the program in order to address all areas that need improvement.



Closing

- Use the PDF survey copy to plan with staff/providers/board
- Contact your consultant with any questions
- Submit the PSE Survey by June 2, 2025
- Celebrate successes and develop clear steps to move forward with program improvement plans

Thank you for all that you do for children, families, providers, and your community!

Resources

- Program Integrity Monitoring Tool
- Program Integrity and Improvement (PII) Review Guide
- Desired Results Webpage
- CECO Modules
- Program Requirements
- Assigned Consultant
- Fiscal Analysts



Thank You!

This concludes the Program Self-Evaluation Session

