



SAN DIEGO COMMUNITY COLLEGE DISTRICT

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San Diego Community College District
Child Development Lab Centers

Distance Learning Plan

During COVID-19 Closure

2020-2021

In response to CDE ELCD Management Bulletin 20-17
Subject: Requirements for Distance Learning Plans, Program Quality, and Distance Learning Services
September 11, 2020

San Diego Community College District CCTR and CSPP Contractor Distance Learning Plan

The San Diego Community College District (SDCCD) has three child development centers located on the college campuses of San Diego City, Mesa, and Miramar colleges. Each college serves a large and diverse population of students and community members. The enrollment at the child development centers reflect this population and the services provided are tailored to meet the unique needs of the families and children. This exceptional service continues even in cases of emergency closures.

When offering State-Subsidized early learning and care programs, the SDCCD Child Development Centers must continue to provide modified quality program activities to all currently enrolled children and families in compliance with 5 CCR Sections 18270.5 through 18281.

This Agency Plan provides districtwide guidance regarding modified program operations to address the needs of children and families who are no longer being served in the physical setting during an emergency closure.

Per the requirements of CDE ELCD Management Bulletin 20-17, the SDCCD Distance Learning Plan includes districtwide requirements that addresses the program quality requirements and the delivery of distance learning, outreach and communication services for:

- Parent Involvement and Education
- Education Program
- Staff Development
- Nutrition

The SDCCD Distance Learning Plan will be on file at each Center and at the District office. Electronic versions will be maintained by each Center Director and the District Program Director.

In addition to the guidance and requirements included in this plan, the SDCCD Centers will contact the local [Resource & Referral agency](#) and the local Quality Counts California (QCC) consortia to identify additional resources to meet the needs of children, families, and staff.

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Contract Review

The SDCCD Child Development Centers will comply with all California Department of Education (CDE) Early Learning and Care Division (ELCD) guidance regarding the requirements for the Distance Learning Plan, program quality, and the delivery of distance services for children and families who are not receiving in-person services.

These requirements only apply to Fiscal year (FY) 2020-2021, pursuant to Chapter 24 of the Statutes of 2020.

Parent Involvement

Distance Learning for Non-School Age Children and Families Contractors must adhere to program quality requirements and provide distance learning services for non-school age children and families who are not receiving in-person services.

Below is detailed information that describes our plan to implement the following provisions:

1) How the contractor will ensure that families are able to fully engage in distance learning services, and how the contractor will solicit information from the family on the available resources and methods they have available and prefer for distance learning services. Contractors must provide distance learning services in the preferred method of the family.

Upon the start of the school year, the San Diego Community College District (SDCCD) Child Development Centers (San Diego City College, Mesa College, and Miramar College Child Development Centers) office staff e-mailed a letter to parents informing them of the decision to offer remote services to start the fall semester. This letter was followed up by contacting each parent currently enrolled and any parent on the waitlist, if an opening was available, to inquire if they were interested and able to engage in distance learning services.

Parents who had an interest in distance learning were then contacted within a week by the teaching and office staff (via phone call, text, Learning Genie, or email) to solicit information from the family on the available resources, preferred language, and preferred methods of service delivery which included, but were not limited to; video call, phone call, pre-recorded videos, tangible learning kits, and/or online learning software. Teaching staff make all reasonable accommodations to ensure the delivery of distance learning is in the preferred method.

Teaching staff and office also ensure parents have access to resources and follow-up with those in need of internet connection and/or computers. In the interim, and when necessary, accommodations are being made for any family who does not have access to technology and/or technology services.

2) How the contractor will, to the greatest extent possible, conduct distance learning services in the family's preferred language and how these services will include a combination of teacher interactions and family activities to maintain relationships and supports for families and children with each other and with program staff.

Teaching and office staff who can provide services in the preferred language are assigned to engage with the family during distance learning. Staff conduct family outreach in the family's preferred language via phone calls, emails, and/or texts.

Services offered to parents include a combination of teacher interactions and family activities, including family outreach by Center staff consisting of a mix of online individual and group activities to maintain relationships and a support system for families and children. Teacher to parent and/or child contact is made in a variety of ways, including Learning Genie software (email/text), texts, phone call, and pre-recorded videos sent via YouTube link, Learning Genie and/or closed Facebook groups. Learning Genie software also can translate messages and provide many of the materials in the preferred languages.

Teaching staff provide family engagement activities and child learning activities, similar to those conducted on-site, including developing a regular routine or schedule to help the child build a sense of predictability, trust, safety, and comfort. Activities promote social-emotional skills, language and literacy skills, problem-solving skills, math and science skills, and physical health. When needed, Teachers provide individualized activities and guidance to parents for the modification of activities to suit the individual needs of the family and/or child.

Center Directors also ensure ongoing weekly contact and communication with the parents through emails, texts, and/or phone calls, including distribution of college and community news, sharing of local resources, distribution of upcoming teacher communication, and resources for children activities, and staff meetings to discuss services and to coordinate efforts. Center Directors are encouraged to include social-emotional communication that strengthens parent/center relationships and the feeling of community. Heart-felt well-wishes during times of emergency are also encouraged.

3) How the contractor will contact each family a minimum of once a week to keep updated on the child and family, and to provide distance learning services. Services and outreach efforts must be documented in accordance with 5 CCR Sections 18273 [Education Program], 18275 [Parent Involvement & Education] and 18276 [Health & Social Services].

The office staff are responsible for completing all annual and new certifications where they review the center's parent involvement and education components in accordance with 5 CCR Section 18275. These certification appointments are scheduled and conducted via phone call, email, text, and/or video call.

The teaching staff are responsible for making weekly contact with the parent about family activities and child learning activities, similar to those conducted on-site, including developing a routine or schedule to help the child build a sense of predictability, trust, safety, and comfort. Activities promote social-emotional skills, language and literacy skills, problem-solving skills, math and science skills, and physical health in accordance with 5 CCR 18273. When needed, Teachers provide individualized activities and guidance to parents for the modification of activities to suit the individual needs of the family and/or child.

The teaching staff also offer virtual learning opportunities daily through various methods to maintain currently enrolled children's developmental progress. These methods include, but are not limited to email, online learning platforms, video and/or activity packets. The preparation and dissemination of all learning activity packets and materials comply with the SDCCD, County, and State social distancing requirements.

Every week, teaching staff inquire with the parent about any additional needs with distance learning, the child's learning, development, routines, activities, and behavior, and the family's overall well-being. Teaching staff and/or office staff provide resources and referrals to support services, social services, and health services as needed. All referrals and resources are documented and filed at each center for record-keeping. When individual referrals are provided to a parent, the staff conduct follow-up contact within a two-week period to document the referrals outcome in accordance with 5 CCR 18276.

4) How the contractor will communicate with families about their progress and needs with distance learning services, the child's learning, development, routines, activities, and behavior, as well as the family's overall well-being.

There is continuous outreach and communication to parents about the distance learning progress, needs with distance learning, their child's learning, development, routine, activities and behavior, and the family's overall well-being. These outreach efforts consist of a mix of individual and group activities to maintain relationships and support for families and children with each other and the Center staff.

Outreach occurs via phone calls, emails, and/or texts and to the use of Learning Genie and other software tools and based on the family's preferred method and, to the extent possible, conducted in the family's preferred language. Teacher outreach also focuses on family engagement activities and child learning activities, similar to those conducted on-site, including developing a routine or schedule to help the child build a sense of predictability, trust, safety, and comfort. Activities promote social-emotional skills, language and literacy skills, problem-solving skills, math and science skills, and physical health. When needed, Teachers provide individualized activities and guidance to parents for the modification of activities to suit the individual needs of the family and/or child.

Center Directors are also ensuring ongoing contact and communication with the parents through emails, texts, and/or phone calls, including distribution of college and community news, sharing of local resources, distribution of upcoming teacher communication, and resources for children activities.

5) How the contractor will provide families with resources and referrals to support services, social services, and health services as needed.

Office and teaching staff provide families with resources and referrals to support services, social services, and health services as needed through regular, on-going communication.

Every week, teaching staff inquire with the parent about any additional needs with distance learning, the child's learning, development, routines, activities, and behavior, and the family's overall well-being. Teaching staff and/or office staff provide resources and referrals to support services, social services, and health services as needed. All referrals and resources are documented and filed at each Center for record-keeping. When individual referrals are provided to a parent, the staff conduct follow-up contact within a two-week period to document the referral's outcome in accordance with 5 CCR 18276.

The SDCCD Child Development Centers at San Diego City and San Diego Mesa College collaborate with the local Head Start program to provide additional office and teaching staff. The Head Start staff make weekly phone calls to ensure parents are receiving resources and/or to assess new needs for other resources that may benefit their family during the Center's closure. They also provide follow-up communication with the family on all referrals made, to ensure the family's needs were met.

To avoid any duplication of communication with families, the Center staff and Head Start staff maintain weekly contact to review outreach efforts, results, and any local resource updates.

6) How the contractor will re-engage families whom the contractor has been unable to reach for more than a week, and how re-engagement efforts will be documented.

The office staff make the first contact with families at the start of the school year or when contacting families from the waitlist. They attempt to reach parents using various methods including phone calls, text messaging, email, and US postal mail.

For parents on the waitlist, office staff attempt up to three times to reach the parent. After the last attempt, the office staff documents the attempts to reach the parent and purges the application. For currently enrolled parents, office staff make numerous attempts to reach parents while documenting the attempts in the family file. If they cannot reach the parent, they send a US postal letter to the parent notifying the family of their attempts to reach them. Finally, to reach the parent, office staff make contact with the family's emergency contacts in the family file.

In a case where the family is enrolled and engaged in distance learning, the teaching staff is required to notify office staff after they are unable to reach the parent for more than a week. The office staff then try to contact the parent by sending a US postal letter indicating their attempts to reach them. Finally, the office staff will make contact with the family's emergency contacts in the family file. Documentation of these efforts are written in the family file.

7) How the contractor will conduct at least two (2) individual conferences with parents during FY 2020-21, in compliance with 5 CCR Section 18275(b)(2). These conferences can be completed virtually if needed.

During distance learning, the teaching staff maintain weekly contact with the parents. Part of the communication includes discussing the child's development and documenting relevant information to the child's Desired Result Development Profile (DRDP). Toward the end of both

the Fall and Spring semesters (2 individual conferences), the teacher schedules parent conferences via video call or phone call, depending on parent access, to review the DRDP, and complete the Child's Developmental Progress form. Written documentation of each parent conference is kept in the child's DRDP file.

Educational Programs

The SDCCD Child Development Centers provide all enrolled families with developmentally appropriate activities that can be done at home. Activities comply with 5 CCR Section 18273 and are documented.

Below is detailed information that describes our plan to implement the following provisions:

8) How the contractor will provide families with distance learning activities that can be incorporated into daily activities and assist with creating a predictable routine in the family's home.

The teaching staff provide an activity plan for each child that can be incorporated into daily activities at home and/or with the parent. Teacher outreach also focuses on family engagement activities and child learning activities, similar to those conducted on-site, including developing a routine or schedule to help the child build a sense of predictability, trust, safety, and comfort. Activities promote social-emotional skills, language and literacy skills, problem-solving skills, math and science skills, and physical health. To the extent possible, activities are provided in the family's preferred language. When needed, Teachers provide individualized activities and guidance to parents for the modification of activities to suit the individual needs of the family and/or child. Activities include, but will not be limited to email, online learning platforms, video and/or activity packets. The preparation and dissemination of all learning activity packets and materials will comply with the SDCCD, County, and State social distancing requirements.

Teaching staff make weekly contact with families and made in various ways, including Learning Genie software (email/text), text, phone call, or a pre-recorded video sent via a YouTube link. Teachers continue to develop weekly lesson plans to share with families to provide ideas that can be incorporated at home with typical household materials. Teachers and/or Center staff will provide resources and follow-up with families who need access to free internet and/or computers. In the interim, and if necessary, accommodations will be made by the teachers for any family who does not have access to technology.

9) How the contractor will offer developmentally appropriate activities that align with those activities conducted in the program, and how activities that can be done at home will be included. These activities must align with the California Infant/Toddler Learning and Development Foundations, the California Preschool Learning Foundations, the California Infant/Toddler Curriculum Framework, and the California Preschool Curriculum Frameworks.

The Center Directors are responsible for meeting regularly with teaching staff to review the California Foundations and Frameworks for preschool and infant/toddlers. Teacher lesson

plans are discussed to ensure the activities planned are aligned with the Foundations and Frameworks. Additional time is provided to discuss previous lesson plan outcomes. Results are shared and discussed to create or adjust future lesson plans while ensuring individual needs are met, and activities continue to follow the Foundations and Frameworks.

The teaching staff work on developing relationships with parents and children to support the child's development at home. Activities shared by the teacher to the parents are to help the child's development through the environment and experiences that can occur with the parents, family, and friends.

The SDCCD Child Development Centers at San Diego City and San Diego Mesa College collaborate with the local Head Start program to provide additional support to the center with staff, supplies, and resources including iPads for children with the software Hatch- Ignite loaded onto the iPad. The interactive child/age-friendly software is a virtual on-line curriculum intended for a child to use for no more than six minutes a day (via the iPad). The Hatch-Ignite software program aligns with Preschool Learning Foundations, DRDP, and CLASS.

10) How the contractor will provide, to the extent possible, the "accommodations necessary" for children with special needs, and how children's distance learning services will be individualized and focused on activities that would have meaning and interest to the family and the child.

For children who have an Individualized Education Plan (IEP), the Center Director and/or teaching staff review the IEP goals and discuss how the center staff can support the goals. During distance learning, center staff continue to review IEP goals with parents and make the accommodations necessary to support goal outcomes. Accommodations may include: additional time interacting with child and parent, visual guides for communication (i.e., Picture Exchange Communication System-PECS), and specific supplies (BIGmack buttons, microphones, headphones, sensory materials, etc.).

The teaching staff will make contact the local R&R agency and the local QCC consortia to identify additional resources to meet the needs of children, families, and staff.

11) How the contractor will keep records that include the activities planned for distance learning services, and the amount of time each family and child have participated in distance learning services.

Currently, teachers have regular access to their classrooms to maintain and file records and to gather resources and materials to support their distance learning activities. They create lesson plans weekly that describes the activities planned to families during distance learning. After the lesson plan has been implemented they are saved in Learning Genie and/or kept at the center for record-keeping.

Teaching staff use the Learning Genie and/or the Hatch-Ignite software to communicate distance learning and use it to document time spent with the family and child on distance learning activities. Distance learning activities are limited to a maximum of 15 minutes per

session with infants and toddlers, 30 minutes per session for children two to three years of age, and 45 minutes per session for preschool-age children.

12) How the contractor will provide interactions based on the family's resources and preferred methods of receiving distance learning services. These interactions should include a combination of teacher interactions and family activities to maintain relationships and supports for families and children with each other and with program staff.

Teacher outreach focuses on family engagement activities and child learning activities, similar to those conducted on-site, including developing a routine or schedule. Outreach also consists of a mix of individual and group activities to maintain relationships and supports for families and children with each other and with the Center staff. To the extent possible, activities are provided in the family's preferred language. When needed, Teachers guide parents in the modification of activities to suit the individual needs of the family and/or child.

Teaching staff also ensure parents have access to resources and follow-up with those in need of internet connection and/or computers. In the interim, and when necessary, accommodations are being made for any family who does not have access to technology and/or technology services.

Every week, teaching staff inquire with the parent about any additional needs with distance learning, the child's learning, development, routines, activities, and behavior, and the family's overall well-being. Teaching staff and/or office staff provide resources and referrals to support services, social services, and health services as needed. All referrals and resources are documented and filed at each center for record-keeping. When individual referrals are provided to a parent, the staff conduct follow-up contact within a two-week period to document the referral's outcome in accordance with 5 CCR 18276.

Nutrition

As many school districts closed, serving meals and complying with Child Nutrition programs became challenging. To encourage continuation of meal service, on March 20-25, 2020 the United States Department of Agriculture (USDA) issued meal waivers as part of the COVID-19 Child Nutrition Response Act. SDCCD proceeded to apply and receive the following USDA Child and Adult Care Food Program (CACFP) waivers:

- Non-congregate Meal Service
- Meal Pattern Waiver
- Monitoring Waiver

The Non-congregate Meal Service waiver allows meals to be taken away from the site and consumed elsewhere. SDCCD will begin distributing CACFP meals on August 31, 2020 and will follow all district and/or County COVID-19 guidelines include having center staff wash hands, wear face masks and disposable gloves before handling and distributing meal bags.

Part of receiving these waivers, CACFP requires SDCCD to have a written plan/procedure in place and retain accurate records of the meals served under the waivers. The SDCCD Meal Distribution Plan can be found on the district website.

Staff Development

The SDCCD values professional development and provides regular and ongoing access to professional development opportunities. All Center professional development will comply with SDCCD policies.

The SDCCD will continue to provide Center staff professional development and/or access to professional development through distance learning opportunities for priority topics including, but not limited to, health and safety and child development. Center staff Development will continue to comply with 5 CCR 18274.

The SDCCD Centers will continue to engage in existing statewide quality projects supporting 5 CCR contractors for local and/or virtual professional development and support activities.

Each Center Director will continue to document all professional development activities.

Each Center provides staff development using, but not limited to, the [CDE resources](#) as well as the following:

- [California Early Childhood Online](#) Health and Safety Modules for Child Care
- Local Quality Counts California [professional communities of practice](#)
- Local Resource and Referral Network agency for [professional development opportunities](#).
- Professional development resources at the [Head Start Early Childhood Knowledge Center](#)

Additionally, the Center Directors will continue to distribute and encourage engagement in the following professional development resources to all Center staff:

- [Learning Genie YouTube learning videos](#)
- [Desired Results Developmental Profile](#)
- [Community Care Licensing](#)
- [Child and Adult Care Food Program](#)
- [EveryChild California](#)
- [YMCA Childcare Resource Service](#)
- [San Diego Community College District](#)
- [Vision Resource Center](#)
- [California Community College Chancellors Office](#)

The SDCCD Child Development Districtwide Program Director will provide, at minimum, bi-weekly support to the Center Directors and enrollment staff via online meetings, emails, and phone calls. Support and communication includes new or upcoming changes that impact the programs operations, reporting, compliance, professional development opportunities, and child care information for essential workers as per the local resource and referral agency

information. Additionally, the Program Director will provide, as needed, online live trainings regarding Title 5 and 22 requirements, Child and Adult Care Food Program requirements, and other relevant information. These trainings may be provided to all three Centers or tailored to a specific Center's unique needs. Center Directors may request additional training topics from the Program Director and/or the SDCCD.

Center Evidence and File Management

The SDCCD Child Development Centers and the SDCCD office each maintain an evidence box. Each box is set-up identically with labeled files to easily place documents (flyers, printed emails, photos, etc.) that will demonstrate the area of compliance. Family files documenting need and eligibility for the CCTR and CSPP services are stored and maintained in the center locked offices. During operation of the centers documentation of ongoing services are placed in the family file.

This Distance Learning Plan will be maintained in the Centers' evidence box as well as the District's evidence box. Electronic copies will be maintained by the Center Directors and District Program Director and made available to Center staff remotely.

Development & Maintenance of Family Engagement Plan(s) for Disasters

This Distance Learning Plan serves as the districtwide comprehensive plan for family engagement during disasters. Family Engagement Planning for disasters will be integrated into the Board Approved Family Handbook and Center Staff Handbook. Each center developed and has available their individual family engagement plans for disasters.