



San Jose's Early Education Quality Standards

Neighborhood Services and Education Committee
February 14, 2019

EDL STRATEGY

Build on City Efforts in Education, Digital Literacy, and Inclusion

- Schools/City Collaborative
- My Brother's Keeper
- Broadband and Digital Inclusion

Education as a Key Indicator of Community Success

- Economic and Community Development
- Workforce Development and Employment
- Public Safety

Education and Digital Literacy Strategy

- Adopted by City Council on May 7, 2018

EDL VALUES

- Equity
- Opportunity
- Quality
- Accountability

EDL APPROACH

- Early Education
- Learning at Grade Level
- Graduating Ready for College & Career
- Digital Literacy
- Governance Recommendations

EARLY EDUCATION

ENTERING SCHOOL READY TO
LEARN AND SUCCEED

80% OF A CHILD'S BRAIN DEVELOPS BY AGE 3
AND 90% BY AGE 5.

MEET THANH!



- 4 years old
- Recent Vietnamese immigrant
- English Language Learner
- Lives with mom, grandma, uncle and sister
- Learns English by watching cartoons
- Thanh and his grandma utilize Family Resource Centers, parks, community library branches, and public transit
- Accesses ESL/citizenship information, early education learning programs, Vietnamese language books, and health referrals through these centers.

START SMART

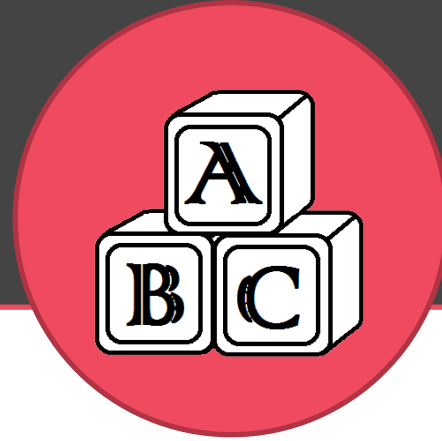
EARLY EDUCATION MATTERS



76,000
children under the
age of 5 live in
San José



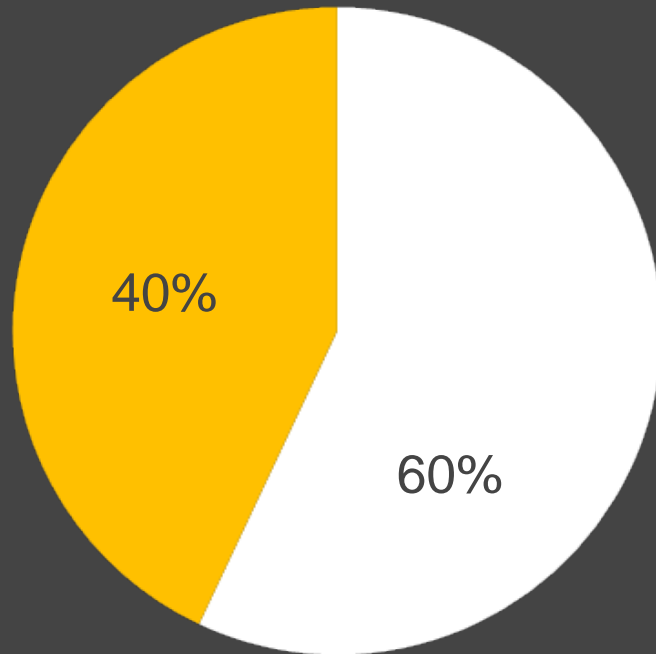
90%
of a child's critical
brain development
happens by age 5



75%
of the unmet need
for licensed
preschools in the
County is in SJ

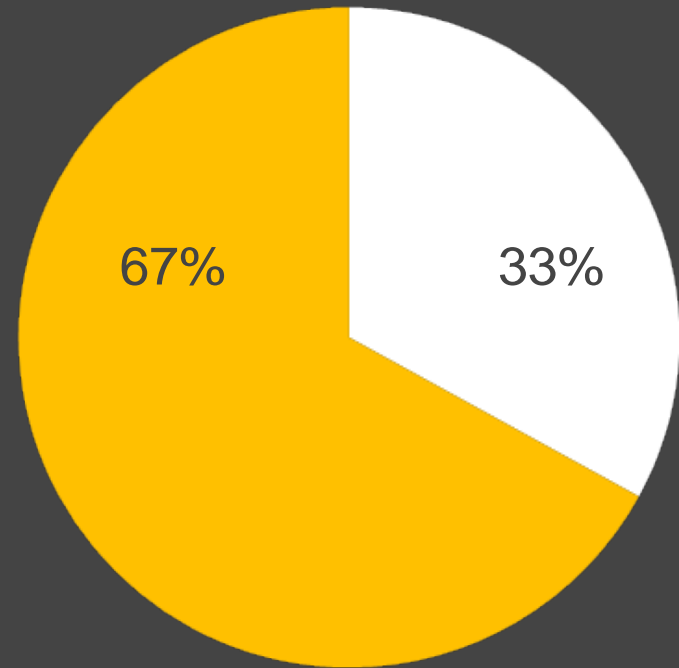
County-wide Preschool Access Gaps

All Children



■ Served ■ Unserved

Children in Poverty



■ Served ■ Unserved

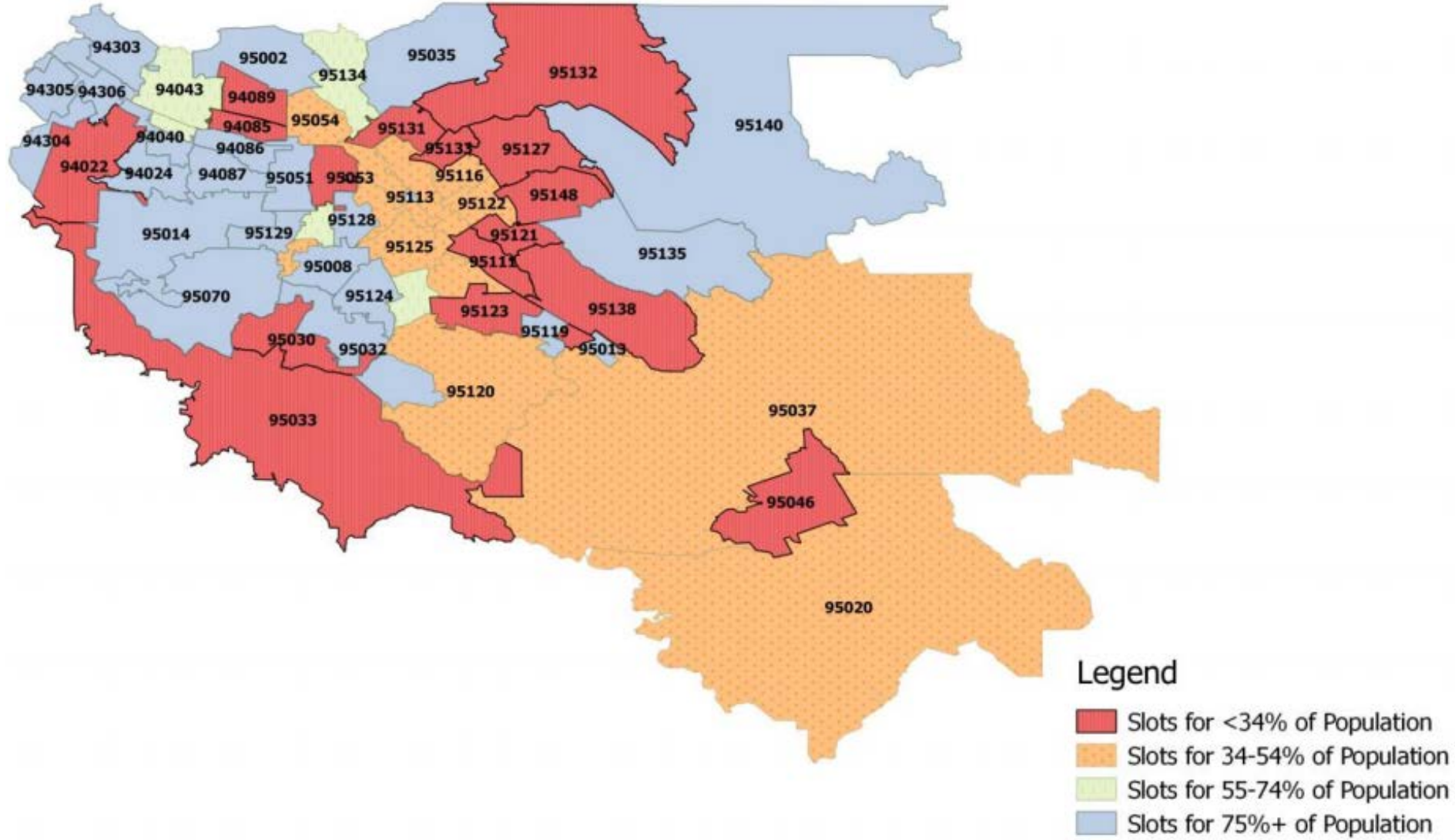
“Affordable” child care costs 7% of family income

Average cost of a licensed pre-school slot- \$11,991

Average cost of a licensed infant-toddler slot- \$16,375

A family must earn **\$171,300** to make fulltime licensed care for one preschooler affordable in Santa Clara County

EARLY EDUCATION



EDL STRATEGY ACTIONS

Establish evidence-based quality standards for all programs that are City-funded, sponsored, or endorsed;

- Work in collaboration with all partners to determine appropriate standards,
- Align program standards with existing program standards and assessments whenever possible

Staff will develop quality standards for license-exempt early care & education programs that reflect differences in program type and intent.

Staff will assess and align programs with the quality standards, collect data on performance, & report out annually to Commission, Committee, & City Council.



**EARLY EDUCATION QUALITY
STANDARDS
(EEQS)
DEVELOPMENT PROCESS**

EEQS DEVELOPMENT PROCESS

Ad-hoc Advisory Committee leadership from the Library and Early Education Commission

Project Advisory Team expertise from the field

Reference Resources drawing on established knowledge and quality standards, assessment tools

List of Acronyms because organizational names and titles are long

EEQS Standards

EEQS Implementation Timeline

PROJECT ADVISORY TEAM MEMBERSHIP



Go Kids, Inc.



Library &
Early Education
Commission

————— SAN JOSE —————

**PARKS, RECREATION &
NEIGHBORHOOD SERVICES**



STANDARD AREAS

Health and Safety

Child Learning and Development

Curriculum and Teaching Practices

Learning Environment

Staffing and Professional Development

Program Leadership and Management

Family Engagement and Partnerships

Equity, Diversity, and Inclusion

FOCUS AREAS

STANDARD FOCUS	FOCUS AREAS	
Health + Safety	<ul style="list-style-type: none"> • Child Supervision • Staff Training + Certification 	<ul style="list-style-type: none"> • Facility Safety
Child Learning + Development	<ul style="list-style-type: none"> • Evaluation with Children • Adult/Education/Child Interactions 	<ul style="list-style-type: none"> • Developmentally Appropriate Practices
Curriculum + Teaching Practices	<ul style="list-style-type: none"> • Evidence-based Curriculum • Adaptive Teaching Strategies 	<ul style="list-style-type: none"> • Outcome-based Program Evaluations
Learning Environment	<ul style="list-style-type: none"> • Physical Environment 	
Staffing + Professional Development	<ul style="list-style-type: none"> • Qualification and Expertise 	<ul style="list-style-type: none"> • Training and Professional Development
Program Leadership + Management	<ul style="list-style-type: none"> • Ethical Standards • Practices, Policies + Procedures • Vision, Mission, + Values 	<ul style="list-style-type: none"> • Community Stakeholder Connections • Partnership Engagement
Family Engagement + Partnerships	<ul style="list-style-type: none"> • Parent/Caregiver Voice/Decision-Making 	<ul style="list-style-type: none"> • Balanced Communication • Strengthening Families
Equity, Diversity + Inclusion	<ul style="list-style-type: none"> • Inclusive + Supportive Practices • Promoting Racial Equity 	<ul style="list-style-type: none"> • Physical, Behavioral, and Developmental Screenings + Referrals

QUALITY CONTINUUM

Basic Quality Not Met necessitates immediate corrective action

Basic Standard required baseline level for all City programs

Proficient Quality target standard for all City programs

Advanced Quality goal for progressive continuous improvement

RUBRIC

Program Quality Standard Area #1: Health and Safety				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Facility Safety				
Staff Training and Certification				

Focus Areas

Quality Standards

Quality Continuum

Quality Indicators

The diagram illustrates the structure of the rubric. 'Focus Areas' points to the first column of the table. 'Quality Standards' points to the top header of the table. 'Quality Continuum' points to the top row of the table. 'Quality Indicators' points to the empty cells within the table, specifically in the 'Basic Standards', 'Proficient Quality', and 'Advanced Quality' columns for the 'Facility Safety' and 'Staff Training and Certification' rows.

EEQS STANDARDS

Provide detailed descriptions outlining expectations for each type of early education program

Incorporates evidence based educational markers with health, safety, and early care standards

Describes both aspirational and tangible goals and targets that create a beneficial early care ecosystem

Standards will be utilized as context for program assessments to be done within the year

IMPLEMENTATION PLAN

Immediate Approach focus on specific high-impact programs and standard areas

Department	Program	Standard Areas
Library	Storytime	<ul style="list-style-type: none">•Curriculum & Teaching Practices (Area 3)•Family Engagement (Area 7)•Equity, Diversity, & Inclusion (Area 8)
PRNS	Recreation Preschool	<ul style="list-style-type: none">•Child Development & Learning (Area 2)•Curriculum & Teaching Practices (Area 3)•Equity, Diversity, & Inclusion (Area 8)

Expand to All Programs per detailed implementation timeline

Provide Quality Standards and Tools to other license-exempt programs

EARLY EDUCATION

How might Thanh's experience change if we:

- Ensured that all programs implemented quality standards
- Worked to add more preschool enrollment opportunities?



- Enrolled in preschool in his neighborhood
- Made great strides learning English
- Was screened for learning disabilities in preschool
- Assessment showed he was ready to enter Kindergarten!

RECOMMENDATION

Accept the Staff Report on the development of quality standards for City Programs that serve young children, as specified by the EDL Strategy.

Refer the Proposed Early Education Quality Standards to City Council for consideration and adoption at a meeting in Spring 2019.

Direct Staff to Report on progress implementing the Early Education Quality Standards in September 2019.