CITY OF
SAN JOSE
CAPITAL OF SILICON VALLEY

Memorandum

TO: NEIGHBORHOOD SERVICES & EDUCATION COMMITTEE

FROM: Jill Bourne

SUBJECT: REPORT ON EARLY EDUCATION AND UPDATE ON COUNCIL POLICY PRIORITY #14 (CHILDCARE AND EARLY EDUCATION)

DATE: February 24, 2020

Approved _Angel Rio_

Date _3/5/2020_

RECOMMENDATION

Accept the report on the City's efforts to improve access to quality childcare and early education opportunities, including updates on implementation of the Early Education Quality Standards Implementation and Assessment; Council Policy Priority #14 (Childcare and Early Education/Preschool Facilities); the Workforce Training Program partnership with work2future; and the Family Friendly Initiative.

OUTCOME

Committee feedback will inform implementation of Childcare and Early Education programs and initiatives.

EXECUTIVE SUMMARY

This memorandum provides a midyear report on the implementation of four notable initiatives intended to improve educational outcomes and services for young children and their families.

In an update on the implementation of the Early Education Quality Standards, which were adopted for all City-sponsored programs that serve young children in April 2019, the San José Public Library (Library, SJPL) and Parks, Recreation, and Neighborhood Services (PRNS) detail how they have incorporated the standards into programs, assessments, and professional development.

Staff have similarly worked to implement the City Council Policy Priority #14 (Childcare and Early Education). This update describes efforts to identify potential modifications to policies

and procedures that could result in an increase in the number of available quality childcare and preschool facilities and seats. Due to the cross-departmental nature of this priority, a plan of next steps and timeline for advancing each element is also provided.

To address the need to support home-based childcare providers, Library staff conducted an environmental scan, analysis of findings, and a recommended approach to implementing a customized workforce development training program for informal and license-exempt care providers. A proposed 18-month implementation plan is provided.

Lastly, the Department of Public Works, Library, and PRNS have coordinated to identify locations for changing tables and private lactation amenities in libraries and community centers, in support of the Family Friendly Initiative. Public Works is currently overseeing a competitive procurement process for the purchase and installation of the lactation pods. The procurement and installation of changing tables have been completed at City Hall and is in progress for the remaining City facilities.

BACKGROUND

On May 7, 2018, the City Council approved the Education and Digital Literacy Strategy, as presented by the Library in partnership with City Departments, school districts and the Santa Clara Office of Education, and collaborative organizations in four educational development areas, starting with *Early Education – Entering School Ready to Learn and Succeed*.

A record of notable actions since the approval of the Education and Digital Literacy Strategy is provided in Attachment A. These include activities related to the establishment of City Council Policy Priority #14 and the fiscal year 2019-2020 Budget.

ANALYSIS

City staff have made significant progress in implementing key priorities intended to improve childcare and early education opportunities and outcomes for young children in San José: the Early Education Quality Standards; Council Policy Priority #14 (Childcare and Early Education); Workforce Development training for early education care providers; and the Family Friendly Initiative goal of providing changing stations and private lactation amenities for parents of young children.

Early Education Quality Standards and Assessments

Upon approval of the Early Education Quality Standards (EEQS), City departments initiated efforts to ensure that all City-sponsored programs for children ages 0-5 were complying with the adopted standards. This analysis required implementation of appropriate and approved assessment tools, specific to each program, to identify which programs are in alignment and which programs are in need of additional improvements. To initiate this work, each department

identified City programs and quality Standard Areas on which to develop targeted assessment and quality improvement plans as detailed below:

EEQS IMPLEMENTATION – INITIAL DEPARTMENT APPROACH				
Fiscal Year	Dept	Program	Standard Areas	Children Served
2019-2020	Library	Storytime	• Curriculum & Teaching Practices (Area 3) • Family Engagement (Area 7) • Equity, Diversity, & Inclusion (Area 8)	28,400
	PRNS	Recreation Preschool	• Child Development & Learning (Area 2) • Curriculum & Teaching Practices (Area 3) • Equity, Diversity, & Inclusion (Area 8)	650
2020-2021	Library	All Programs	• All Standard Areas – Assessments & Plans	33,400
	PRNS	All Programs	• All Standard Areas – Assessments & Plans	650

EEQS Implementation – Mid Year Report

In late Summer and Fall of 2019, staff assessed programs on each of the eight program quality standards areas and rated according to the progressive levels of quality: (1) Basic Not Met; (2) Basic; (3) Proficient Quality; and (4) Advanced Quality. Information from the baseline assessment has informed administration on program strengths and opportunities for growth and will be utilized for comparison to the first-year assessment.

Storytime Programs

Library storytimes have the potential to play a critical role in preparing young children to enter school ready to learn. They also serve as an opportunity to support caregivers in encouraging the development of early literacy skills at home. Annually, SJPL provides over 4,500 storytime programs throughout the city, reaching approximately 28,000 children annually in four (4) categories: Baby Lapsit (birth to non-walkers); Infant/Toddler Storytime (birth to 3 years old); Preschool Storytime (4-5 years old); and Family Storytime (mixed age group).

To implement the EEQS, the Library conducted extensive research on best practices in storytime programming, child growth, and development. By July 2019, the Library implemented a new intentionally designed, evidence-based structure and content for all storytime programs citywide, featuring:

- SJPL Storytime Standards align with the EEQS, incorporating best practices in the field of library science and child growth and development. The Storytime Standards are multifaceted, with a focus on the presentation of the storytime, the physical environment, and the librarian's interactions with children and their caregivers.
- The Storytime Curriculum incorporates the framework from the California Preschool Learning Foundations to facilitate age-appropriate learning opportunities. To date, 72 concept curricula tools have been created for staff use, including topics such as feelings, healthy eating, making friends, rabbits, robots, and more.

Recreation Preschool

The San José Recreation Preschool program provides an important option for families in San José to find safe and affordable part-time care for their young children. To begin implementing the EEQS within the program, PRNS staff partnered with FIRST 5 of Santa Clara County (FIRST 5) and evaluation consultant Applied Survey Research to:

- Leverage training, curriculum, evaluation support, and technical assistance of partners;
- Launch a pilot program that will serve as a learning laboratory for PRNS, FIRST 5, and Applied Survey Research to inform best practices, operations, and strategies to expand the use of SEEDS[1] programming citywide within a public, license-exempt setting;
- Implemented the SEEDS pilot in for 11 classrooms (Almaden, Noble, Evergreen, Mayfair, Roosevelt, and Seven Trees community centers) in August 2019, by adopting a number of tools and practices;
- Implement an evaluation framework in alignment with the EEQS Evaluation Framework identified using ELLCO (Early Language and Literacy Classroom Observation), MyIGDI (Individual Growth & Development Indicators), PALS (Phonological Awareness Literacy Screening) tools, and a Family Intake Form implemented to collect socio-economic demographic information specific to the families served by the SJRP;
- Conducted Child-Level Assessments conducted for 225 children, ages 3-5, using MyIGDI, PALS, and ASQ (Ages and Stages Questionnaire) to assess a child's growth and development in early literacy and fundamental skills necessary for academic success and kindergarten readiness, as well as overall development; and
- Environmental Assessments conducted using ELLCO at all 11 pilot classrooms.

Staff Professional Development

An essential element of the EEQS is the need to ensure that staff who provide care for young children have the appropriate levels of training and expertise in defined areas of early childhood development, social and emotional needs, health and safety, and education. To achieve this goal, City departments focus on continual quality improvement by investing in staff training and professional development.

EEQS IMPLEMENTATION - STAFF PROFESSIONAL DEVELOPMENT					
Program	Dept	Staff Trained	Hours Each	Hours Total FY	Training Topics
Library	Library	69	21[2]	1,451	Storytime Standards Child Development and Theory Cultural Competency Customer Service Developmentally Appropriate Practices

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[1] The five tenets of the SEEDS program are Sensitivity, Encouragement, Education, Development through Doing, and Self-Image Support.

[2] Storytime Standards training is on track to meet goal of 30 hours per staff member by end of FY 2019-2020.

					Family and Community Engagement Health and Safety Inclusion Leadership Program Implementation
Recreation Preschool EEQS Pilot	PRNS	38	36	1368	SEEDS Curriculum
EEQS SEEDS Leadership	PRNS	18	4	72	Program Development EEQS Assessment
Recreation Preschool EEQS Pilot & Non-Pilot Staff	PRNS	60	10	600	Health and Safety Child Development Teaching Practices Adult-Child Interactions Early Literacy

Library staff receive ongoing coaching and observational feedback. SJRP Classroom instructors and Recreation Leaders also receive ongoing in-person coaching and technical support throughout the pilot to ensure curriculum fidelity and effective implementation of instructional tools and materials.

Next Steps for Implementation of the EEQS

At the completion of the first year of implementation of the EEQS, City programs are expected to report formal assessment results to the NSE Committee in Fall 2020.
- Storytime Quality Standards will be assessed through direct observation, providing insight into how staff and the community are connecting with the new Storytime Curriculum.
- San José Recreation Preschool will follow up on child level assessments by conducting post-assessments at the end of the school year and collecting program effectiveness data in comparison with earlier baseline analysis for the eleven (11) classrooms. In year two, PRNS will build capacity with the intent of expanding the EEQS to all remaining sites in year 3.

City Council Policy Priority #14, Childcare and Early Education

When adopted for implementation in FY 2019-2020, Council Policy Priority #14 identified the following overarching goals:
1. Annual increase of 1,000 childcare slots
2. Increase in the number of facilities suitable for and accessed by quality licensed and license-exempt childcare providers
3. Improve access and affordability to childcare and early education services
4. Improve kindergarten-readiness

To better understand the needs and potential options for how the City could proceed, staff first conducted research regarding:

- Childcare seat availability and need (i.e. gap) by zip code[3] (Attachment B)
- Need for quality childcare/preschool seats by zip code as measured by school (kindergarten) readiness assessments[4]
- State funding opportunity defined in Governor's 2019-20 budget
- Preliminary review of best practices in promoting childcare in cities

<u>Priority Strategies and Activities</u>

Recognizing that achieving the long-term goals of increasing quality childcare opportunities throughout San José, particularly in areas of high demand and high need, will require cross-sector leadership and intentional change, Priority #14 also detailed a number of specific potential strategies.

In response to the overall direction to "Pursue and prioritize new policies or policy modifications to incentivize new childcare facilities," staff have identified: citywide policies that pertain to child care and early education and a number of internal procedures and practices across multiple City departments that may be amended to encourage/increase the availability of childcare facilities.

Citywide Policies

On February 11, 2020, City Council approved the replacement of City Council Policy 0-30 Schools/City Collaborative with new City Council Policy 0-30 San José Education Initiative. The new version of the policy defines Early Education as a key focus of the Education and Digital Literacy Strategy, including the need to improve access to quality early care and education opportunities, implement adopted standards, ensure that program assessments are conducted, and report outcomes to City Council.

Staff has also identified City Council Policy 6-14 Guidelines for Child Care (rev. June 24, 2003) as a priority for review to reflect the City's intended approach to increasing the availability of affordable, quality childcare and early education options for residents. The City Manager's Office of Administration, Policy, and Intergovernmental Relations (API) and the Department of Planning, Building, and Code Enforcement (PBCE) anticipate bringing forward recommendations in conjunction with potential updates to the Zoning Code.

Internal Procedures and Practices

As specified in Priority #14, staff have conducted a thorough review of potential actions that increase quality childcare options in San José in each of the following prescribed areas:

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[3] *Santa Clara County Early Learning Facilities Study. Santa Clara County Office of Education,* May 2018.
[4] *2018 Santa Clara County School Readiness Assessment Data Summary: City of San José.* Applied Survey Research, March 2019.

1. "Evaluate underutilized City facilities, including the City's reuse program, as space for licensed childcare purposes"

   PRNS, in partnership with the Department of Public Works, initiated a formal assessment of 13 facilities for potential addition of space that is appropriate for licensed childcare. This assessment is targeted for completion by April 2020, to be followed by a similar review of 10 SJPL branch sites.

   In addition, PRNS will issue a Request for Qualifications to identify potential operators of City reuse facilities. This procurement RFQ will ask applicants to demonstrate qualifications in at least one of four focus areas, including Education and Digital Literacy services, specifically in operating early education, childcare, and other related services.

2. "Find ways to encourage new development to include space for childcare purposes including exploring the following:

   a. Promote childcare in ground floor retail space of new mixed-use especially in affordable housing projects that have historically had a harder time filling their required commercial space."

      The Housing Department has conducted a review of childcare development opportunities related to affordable housing, as follows:
      - Existing developments in the City's affordable housing portfolio were assessed and none were found to be appropriate for adding childcare.
      - Current affordable housing projects in development were assessed and one is adding 40 to 60 childcare slots. The Tamien Station project is anticipated for completion in 2023.
      - Projects funded by the 2018 Notice of Funding Availability (NOFA) were assessed and one, Alum Rock Family Housing, was determined potentially appropriate for adding childcare. At the January 14, 2020, City Council meeting, the Mayor requested that the developer examine the feasibility of a childcare center at the site and submit a written statement of the findings.
      - The 2020 NOFA will be released including: i) a section on childcare facilities, ii) a point allocation for affordable housing projects with childcare facilities, and iii) a fact sheet relating to the requirements of childcare facilities.

      The Office of Economic Development (OED) has identified the following potential strategies for promoting childcare within the ground floor retail space of new mixed-use developments:
      - Explore targeted incentives for new construction or tenant improvements.
      - Council-approved funding for storefront assistance grants or reimbursement of permitting costs for construction or tenant improvements for childcare spaces.

b. "Provide Urban Village Amenity credit for those projects in Urban Villages that provide new space for childcare purposes."

The City's former Urban Village Amenity program was invalidated by recent State legislation AB 3914, commonly referred to as the "Housing Accountability Act." The Department of Planning, Building, and Code Enforcement (PBCE) has been analyzing the feasibility of incorporating the amenities from the Urban Village Amenity program into new mixed-use zoning districts that would comply with the new law.

There are challenges to implementing childcare and early education facilities as an amenity in the proposed mixed-use zoning districts, however staff will continue to explore how it might be incorporated into this work. For example, the new mixed-use zoning districts may encourage physical specifications for amenities that comply with childcare licensing requirements, so spaces are flexible and viable for a number of possible uses and are, therefore, less likely to sit vacant.

c. "Offer private recreation credit to reduce parks fee obligations with space dedicated for childcare purposes."

Private Recreation Credits are available to residential development projects that provide onsite recreational amenities. To be consistent with State law (Quimby Act) and eligible for these credits, these amenities are required to be usable by any individual or group of people seeking recreative, leisurely, contemplative, physical, or mental activity of voluntary nature. These amenities must also bear a reasonable relationship to the project subject to the obligation and serve all the residents of the project without any restrictions (such as a fees or charges). The amenities are also required to be accessible during reasonable operation hours. Public or private childcare facilities are classified as commercial uses and can support families who do not live near the facilities. These uses do not bear a reasonable relationship to private residential development and are not recreational in nature. Therefore, PRNS cannot make the required nexus findings to be able to provide parkland obligation credits for play areas for childcare facilities.

3. "Direct staff to evaluate the following:

a. Assess currently available underutilized facilities that could be used for childcare purposes."

In partnership with the Santa Clara County Office of Education (SCCOE), staff recommend assessment of underutilized facilities on school district properties for possible expansion of childcare seats. The Library will communicate with

interested school districts serving San José students to schedule assessments of underutilized facilities.

b. "Review and update business development materials that promote childcare centers." Staff recommends a revision to this language, as follows, "Improve materials that assist potential providers in understanding the process of establishing or licensing a childcare center."

Library and OED staff have identified the need for improved marketing, web presence, tools, and outreach to potential childcare provider network (in multiple languages).

c. "Review current City process for permitting new childcare facilities for any process improvements."

PBCE staff has identified that the requirement for licensed childcare could be revised, with City Council approval, from Conditional Use Permit to Special Use Permit. This modification would consequently lower the level of hearing required, provide a less onerous process for applicants, and reduce applicant costs by $6,000.

Next Steps for Implementing CPP #14

Priority Element	Lead/Item/Action	Timeline
Research of Funding Opportunities	API and Library identify menu of funding options for capital and operations of childcare and early education facilities and services.	5/1/2020
Facility Assessment of City-Owned and Non-City-Owned Buildings for Possible Addition of Licensed Childcare or Preschool	PRNS will issue RFQ for operators of reuse facilities with qualifications in early education, childcare, and related services	3/1/2020
	PW initiate formal assessment of 10 Library sites and identification of possible school district sites.	3/15/2020
	PW complete formal assessment of 13 PRNS-operated facilities.	3/31/2020
Identify Policies and Procedural Opportunities for Increasing Childcare Facilities in the City	OED engage in dialog with developers and providers of childcare facilities in San José to identify additional potential development-related activities.	3/1/2020
	API and PBCE lead review process for City Council Policy 6-14 Guidelines for Child Care.	Spring 2020
	Housing release the revised NOFA with childcare priority articulated.	4/30/2020

	PBCE propose adoption of revised permitting requirements in an update to City Council.	Spring 2020
	PBCE explore replacement to Urban Village Amenity program to include such items as childcare and early education.	6/30/2020
	PBCE explore the inclusion of childcare-readiness specification in development of new Zoning Districts.	6/30/2020
	PRNS propose amendment of Private Recreation Credit Resolution in June 2020.	Drop. Not feasible.
	OED explore potential incentives for developing childcare space in mixed-use facilities: • Council-approved funding for storefront assistance grants or reimbursement of permitting costs for construction or tenant improvements for childcare spaces • Explore targeted incentives for new construction or tenant improvements.	6/30/2020
Associated Efforts to Support Childcare Business Development and Ownership	OED create marketing initiative for developers to include information on the advantages/considerations of adding childcare and early education spaces in plans or for existing ground floor retail vacancies.	3/1/2020

While perhaps the greatest challenge driving the current deficit in childcare services is the insufficiency of facilities, another primary concern is a shortage in the trained workforce of care providers, for both licensed programs and license-exempt programs, such as home childcare operations. Home-based childcare slots have declined in recent years, which some experts are attributing to the high cost of housing and displacement.

Early Education Workforce Training

In FY 2019-2020, the Library's Early Education unit initiated the evaluation, design, and launch of a childcare provider training program, utilizing prior City Early Care and Education program experience and current best practices. Given the limited access to and high costs of licensed childcare, many families decide to offer home-based childcare in an effort to earn income while staying home with their own children or turn to these home-based childcare operations in their neighborhoods. Thus, workforce development efforts were customized to the needs of the growing cohort of informal and license-exempt care providers.

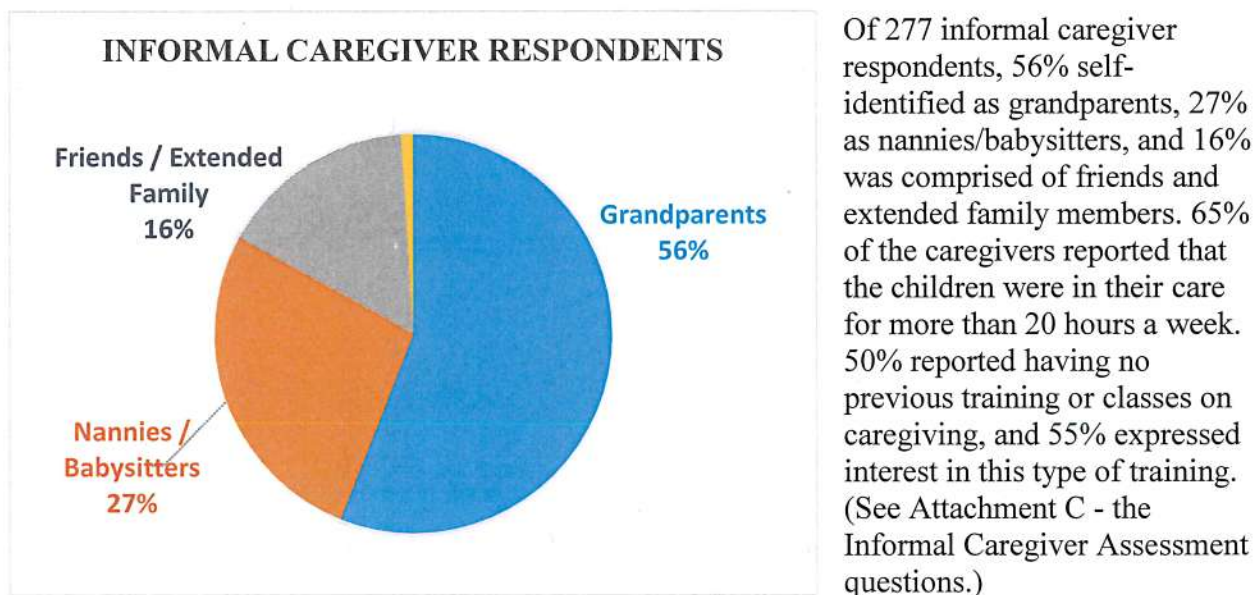Early Education Workforce Development Environmental Scan

In Fall 2019, staff conducted a Workforce Development Environmental Scan to understand the needs of informal caregivers and spectrum of existing professional development opportunities in

San José. The Environmental Scan consisted of the following elements, all conducted with the intention of informing program design:

- Survey Assessment of Informal Caregivers regarding needs for services and resources;
- Interviews with Early Education Stakeholders – FIRST 5, Catholic Charities of Santa Clara County, Nana y Yo/YMCA, Go Kids, 4Cs, Somos Mayfair, Pyramid Model Consortium, Grail Family Services, Center for Employment Training, Mission College, Community Equity Collaborative, and Work2Future; and
- Research of Community Agencies and Professional Networks.

Analysis and Findings

The Environmental Scan produced a number of valuable observations and results to inform the focus of workforce training, approaches to program distribution, and additional supports that should be considered to ensure program success.

INFORMAL CAREGIVER RESPONDENTS

Friends / Extended Family 16%

Grandparents 56%

Nannies / Babysitters 27%

Of 277 informal caregiver respondents, 56% self-identified as grandparents, 27% as nannies/babysitters, and 16% was comprised of friends and extended family members. 65% of the caregivers reported that the children were in their care for more than 20 hours a week. 50% reported having no previous training or classes on caregiving, and 55% expressed interest in this type of training. (See Attachment C - the Informal Caregiver Assessment questions.)

Stakeholder interviews identified the top priorities for informal caregiver support:

- Social and Mindset – Affirmation, advocacy, empowerment, connections, and ways to combat isolation;
- Professional Development – Access to mentors and coaches, quality trainings, professional development opportunities, and a ladder of career mobility; and
- Resources – Support with funding necessary costs to advance their career development/quality of care provided, technology and web access, connections to community resources/supports.

Removing barriers to participation will be key to keeping caregivers engaged and committed to providing quality experiences for children as well as promoting workforce development in San José. Identified barriers to accessing programs and services include, but are not limited to:

- Lack of access to childcare while attending trainings;
- Limited access to trainings and workshops in the participants' home languages;
- Inability to participate if program funding requires participants to provide proof of documentation;
- Technology and digital access;
- Financial insecurity; and
- Food instability.

Based on the Environmental Scan and feedback, staff prioritized: a) the removal of barriers to workforce development, b) developing opportunities for networking and social connections, and c) creating an approach that is not one-size-fits-all. Feedback also reinforced the knowledge that the City is seen as a facilitator, a connector, and an organization that has the capacity to bring existing components together to create a cohesive caregiver support system in San José.

Next Steps for Early Education Workforce Development

Informal caregivers range from grandparents caring for grandchildren for the sole purpose of bonding, to family childcare providers running businesses for income. There is no single workforce development pathway that fits the needs of all informal caregivers in San José. As a result, the Library is exploring a multi-level-approach of professional development designed to support various types of informal caregivers while eliminating potential barriers that may inhibit them from participating in opportunities to improve the quality of care they provide. Partner agencies, including Work2Future and San José Evergreen Community College District, will play a key role in promoting quality early learning experiences for children through a unified, comprehensive program model. The recommended program levels are included in Attachment D; a proposed 18-month program is diagrammed in Attachment E.

Family Friendly Initiative – Private Lactation Accommodations

The Library and PRNS compiled community data to understand the level of need for adding a dedicated lactation room/space in public facilities in neighborhoods across the city. Staff considered numerous possible data sets and finally developed a rubric (Attachment F) to determine prioritization and placement of the lactation pods in libraries and community centers based on the following factors:
- Public facilities that have enough space to accommodate the addition of a lactation pod.
- Community Need,[5] measured by -
  - Income below poverty level (American Community Survey, 2018)
  - Median household income (American Community Survey, 2018)
- Population Density of Potential Users of the Service, measured by -
  - Population of census tracts (American Community Survey, 2018)
  - Neighboring census tract female population (American Community Survey, 2018)

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[5] Community need, measured by data demonstrating income below poverty level and household income by census tract, was weighted more heavily as an indicator of preferred locations for added amenities.

- Estimated percentage of infants and toddlers in need of care (Santa Clara County School Readiness Data, 2018)
- Locations that Serve Populations of Potential Users of the Service, measured by -
    - Program attendance at location (children 0-5 years of age and their caregivers) (Library and PRNS 2018-19 Annual Program Report)

Using this rubric, the following libraries and community centers have been identified for possible placement of the lactation pods, pending completion of full feasibility assessments:
1. Dr. Martin Luther King, Jr. Library
2. Tully Community Branch Library
3. Hillview Branch Library
4. Dr. Roberto Cruz Alum Rock Branch Library
5. Educational Park Branch Library
6. Roosevelt Community Center
7. Seven Trees Community Center
8. Willow Glen Community Center
9. Mayfair Community Center
10. *Community Center TBD*

The Department of Public Works coordinated with the Library and PRNS for preliminary assessments, design/scope and bid development, as well as initiation of the competitive procurement process for the purchase and installation of the lactation pods and changing tables. Previous assessment of a similar type of City project provided information on the Mamava pods as an option, including initial cost estimates. The vendor and product will need to be revisited during the competitive procurement process and may result in slightly varied costs.

Next Steps in Family Friend Initiative – Private Lactation Accommodations

Public Works will coordinate the purchase and installation of the lactation pods at Library and PRNS locations. The Library and PRNS will coordinate site preparations, design of branded wrap-around exterior, and related tasks prior to receiving the lactation pods.

EVALUATION AND FOLLOW-UP

Staff plans to provide updated reports on each element highlighted in this memorandum, as follows:
- EEQS first year outcomes are scheduled to be reported to the NSE Committee in Fall 2020;
- Council Policy Priority #14 (which is now Priority #10, following the recent update of the list) will be reported as to status and timeline of further actions in July 2020;
- Early Education Workforce Training is anticipated to initiate an 18-month workplan in Fall 2020, with reports to the Neighborhood Services and Education Committee in 2020-2021; and

- Future developments related to the implementation of changing stations and lactation amenities will be reported to City Council via informational memorandum.

COORDINATION

This memorandum has been coordinated with the following City Departments and Offices: PRNS, API, Budget, Housing, OED, PBCE, Public Works, and Work2Future.

COMMISSION RECOMMENDATION/INPUT

The Library and Early Education Commission received reports related to the EEQS implementation and Early Education Workforce Development programs on February 19, 2020. Commissioners commented positively on both reports, verified that workforce training is provided in English and Spanish, emphasized the importance of equity in implementing the quality standards, and inquired about staff capacity to implement the EEQS.

/s/
JILL BOURNE
City Librarian, Library Department

For questions, please contact Michelle Ornat, Deputy Director, at (408) 808-2112.

ATTACHMENTS

A. City Council Actions Related to Childcare and Early Education
B. San José Supply and Demand for Childcare and Preschool by Zip Code
C. Informal Caregiver Assessment
D. Early Education Workforce Development Program Recommendations
E. Early Education Workforce Development Program Structure/Timeline
F. Data Rubric for Locating Private Lactation Amenities in City Facilities