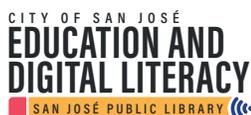


City of San José

Early Education Quality Standards



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City of San José

Early Education **Quality Standards**

Background

On May 7, 2018, the City Council held a special meeting regarding the Education and Digital Literacy Strategy. At this meeting, Council provided feedback on current and proposed efforts, and gave direction regarding future policy, roles and governance, quality standards, and reporting expectations. With unanimous approval of all recommendations, Council directed Library staff to proceed with development of an expanded learning collaborative, establishment of quality standards for City programs, and drafting of a City policy on Education and Digital Literacy.

In the area of Early Education, the following action items were highlighted:

- Staff will develop quality standards for license-exempt early care and education programs, in partnership with City departments and community/government agencies, reflecting differences in program type and intent.
- Staff will assess and align programs with the quality standards for their type of program; collect data on performance; and report out annually through the Library and Early Education Commission, through the appropriate City Council Committee, and to the full City Council.

To support this work of the Education and Digital Literacy Strategy, the Library and Early Education Commission in June of 2018 approved the creation of an ad-hoc Advisory Committee to identify quality standards and assessment tools for City departments and agencies providing informal child care. The ad-hoc Advisory Committee was co-chaired by Commissioner Mahaney-Gurahoo and Commissioner Jolly.

Two study sessions were held in the fall of 2018 to engage experts in the local early education field to develop broad quality standard options based on local, state, and national competency standards (Appendix A: Project Advisory Team). Information from the study sessions was reviewed by the ad-hoc committee and key City Staff members from the Library and Parks, Recreation, and Neighborhood Services Department. Jointly, the two departments and the ad-hoc Advisory Committee drafted the proposed Early Education Quality Standards Guidelines.

Structure and Content

The Early Education Quality Standards Guidelines are designed to serve as an internal continuous quality improvement tool to support the City's Early Education programming across all departments alike by defining standards and identifying strategies that improve the quality offered through their programs. This systemic approach to assess, improve, and communicate the level of quality in early education programming is essential for achieving positive child outcomes in San José.

The Early Education Quality Standards are comprised of eight program quality standards areas:

1. Health and Safety
2. Child Learning and Development
3. Curriculum and Teaching Practices
4. Learning Environments
5. Staffing and Professional Development
6. Program Leadership and Management
7. Family Engagement
8. Equity, Diversity, and Inclusion

From Health and Safety to Equity, Diversity, and Inclusion, each standard area is equally important to providing the framework for building strong early education programming.

The Early Education Quality Standards are organized into four Quality Continuum areas to measure progressive levels of quality: (1) Basic Not Met; (2) Basic; (3) Proficient Quality; and (4) Advanced Quality. While Advanced Quality represents the level of quality to which The City hopes early education programs will aspire, there is an expectation that all programs will meet, at a minimum, strategies contained within Basic Standard. Proficient and Advanced Quality strategies reflect a pathway for progressive continuous quality improvement strategies that programs may adopt depending on their level of readiness and internal and external allocated resources.

Implementation

There are currently no Program Quality Standards Guidelines in place to assess the quality of programs offered by the City of San José programs. However, moving forward, program providers and implementers will be required to report annually on their success in meeting Basic strategies. In addition, they will provide a summary report of their progress in implementing Proficient and Advanced Quality strategies.

Although the Program Quality Standards Guidelines will currently not be used by the City of San José to rate program quality, program implementers will be required to report annually on their success in meeting *Basic* strategies in addition to providing a summary of their efforts to implement *Proficient* and *Advanced Quality* strategies through documented and continuous quality improvement plans.

It will be important for City programs to align and seek support and partnership from county-wide quality improvement programs like FIRST 5 Santa Clara County's Quality Matters...a STRONG Start for kids and Family Resource Centers, Santa Clara County Office of Education Inclusion Collaborative, Educare, and the Santa Clara County Early Learning Master Plan.

City of San José

Early Education **Quality Standards**

Summary of Quality Standard Areas

Program Quality Standards Areas	Program Quality Standards Guidelines Overview	Page Number
Health and Safety	The program promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children’s healthy development.	1-2
Child Learning and Development	<p>The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop.</p> <p>Assessment results benefit children by informing sound decisions, teaching, and program improvement.</p>	3-4
Curriculum and Teaching Practices	<p>The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the curriculum goals.</p> <p>Children have different learning styles, needs, capacities, interests, and backgrounds. By recognizing these differences and using instructional approaches that are appropriate for each child, teachers and staff help all children learn.</p>	5-6
Learning Environments	The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.	7

City of San José Early Education Quality Standards Summary of Quality Standard Areas *(Continued)*

Program Quality Standards Areas	Program Quality Standards Guidelines Overview	Page #'s
Staffing and Professional Development	The program employs and supports staff with the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.	8-9
Program Leadership and Management	<p>The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences.</p> <p>Effective management and operations, knowledgeable leaders, and sensible policies and procedures are essential to building a quality program and maintaining the quality over time.</p>	10-12
Family Engagement and Partnerships	The program establishes and maintains collaborative relationships with families to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture. To support children's optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children's educational growth, and encourage families to fully participate in the program.	13-14
Diversity, Inclusion, and Equity	The program is committed to ensuring that all children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Early childhood educators have a professional and moral obligation to advance equity and diversity. They can do this best in early learning settings that reflect fundamental principles of fairness and justice and that implement the goals of anti-bias education.	15-17

Early Education Quality Standards

Program Quality Standard Area #1: Health and Safety

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Child Supervision	<input type="checkbox"/>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>The program has enough adults/educators to support and maintain an adult-to-child ratio of no more than 1-12 on a consistent basis.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>The program has enough adults/educators to support an adult-to-child ratio of no more than 1-10 on a consistent basis.</p> <p>While mixed-age groupings may be provided, programs are comprised of similar ages.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>The program has enough adults/educators to support an adult-to-child ratio of no more than 1-8 on a consistent basis.</p>
	<input type="checkbox"/>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Adults/Educators have procedures in place to account for the children through a check-in/check-out system.</p> <p>Children are always in sight and sound of adults/educators.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>In addition to Basic Standards, adults/educators perform hourly headcount.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>In addition to Basic Standards, adults/educators perform headcounts every 30 minutes.</p>
Facility Safety <i>(continued below)</i>	<input type="checkbox"/>	<p>The program operates within a safe environment; facility has adequate entrance security and fire exits; there are written emergency plans; basic first aid supplies are on hand; good sanitary conditions; comfortable climate (heat and air) and appropriate lighting;</p>	<p>In addition to Basic Standards, each site's parent organization is responsible for the development of a comprehensive safety plan that includes: Fire, Earthquake, and Code Red plans.</p>	<p>In addition to Proficient Quality Standards, each site has a written emergency plan, and a written disaster and drill log. Drills must be conducted a minimum of one (1) time a month.</p>

Early Education Quality Standards

Program Quality Standard Area #1: Health and Safety (Continued)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Facility Safety (continued)		<p>all equipment is clean, sanitary, and free of hazardous conditions.</p> <p>Each site has a written emergency plan, and a written disaster and drill log. Drills must be conducted a minimum of two (2) times a year.</p>	<p>Parents/Caregivers have access to written safety policies and procedures.</p> <p>Each site has a written emergency plan, and a written disaster and drill log. Drills must be conducted a minimum of four (4) time a year.</p>	
Staff Training and Certification	□	<p>All adults/educators and volunteers are trained on the program's health and safety practices and emergency procedures.</p> <p>All persons working must submit fingerprinting for a criminal record review.</p> <p>At least one (1) adult/educator must be physically onsite and trained in all of the following:</p> <ul style="list-style-type: none"> • CPR and • Pediatric First Aid (AED), and • Epi Pen Administration, • Water safety (if applicable). <p>At least one (1) staff member must be trained in Mandated Reporting.</p>	<p>In addition to Basic Standards:</p> <p>At least one (1) adult/educator must be physically onsite and have:</p> <ul style="list-style-type: none"> • Fifteen (15) hours of health and safety training. 	<p>In addition to Basic and Proficient Quality Standards:</p> <p>At least one (1) adult/educator must be physically onsite and trained in one or more of the following:</p> <ul style="list-style-type: none"> • Hazardous Materials Training • Food Handling

Early Education Quality Standards

Program Quality Standard Area #2: Child Learning and Development				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Evaluation with children	<input type="checkbox"/>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses parent/caregiver's opinion of child's learning and development.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses parent/caregiver's opinion of child's learning and development by use of an assessment tool.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses parent/caregiver's opinion of child's learning and development by use of a formal assessment and uses findings to guide programmatic change.</p>
	<input type="checkbox"/>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses individual child's learning and development by use of an assessment.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses individual child's learning and development using an evidence-based evaluation tool.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses individual child's learning and development using an evidence-based evaluation tool and uses findings to guide programmatic change.</p>
Adult/Educator/ Child Interactions (continued below)	<input type="checkbox"/>	<p>Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the adult-child interaction. (Example: Classroom Assessment Scoring System, Early Childhood Environment Rating Scale, and Preschool Quality Assessment, Inclusive Classroom Profile.)</p>	<p>Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the adult-child interaction. (Example: Classroom Assessment Scoring System, Early Childhood Environment Rating Scale, and Preschool Quality Assessment, Inclusive Classroom Profile.)</p>	<p>Program partners with an outside party to conduct a yearly assessment using a validated tool that measures the overall quality of the adult-child interaction. (Example: Classroom Assessment Scoring System, Early Childhood Environment Rating Scale, and Preschool Quality Assessment, Inclusive Classroom Profile.) Self-assessment rating must meet the tools specified level for "Advanced Standard".</p>

Early Education Quality Standards

Program Quality Standard Area #2: Child Learning and Development (<i>Continued</i>)				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Adult/Educator/ Child Interactions (<i>continued</i>)		Self-assessment rating must meet the tools specified level for “Basic Standard”. For example, ECERS-R = level 5 in Interactions subscale. Assessment findings are shared with program staff.	Self-assessment rating must meet the tools specified level for “Proficient Standard”. For example, ECERS-R = level 6. Assessment findings are used to guide professional development and programmatic changes to the environment.	For example, ECERS-R = level 7. Assessment findings are used to guide professional development and programmatic changes to the environment.
Developmentally Appropriate Practices	<input type="checkbox"/>	Program conducts annual review of how the curriculum aligns with the chosen developmental tool.	Program implements a formal developmental tool to inform curriculum that promotes learning. Program develops a continuous quality improvement plan of identified areas in need. Program utilizes a formal developmental tool that informs adult/educator planning and implementation practices that promote learning.	Program prepares lesson plans that are based on input from children, families, and staff. Program works with families on strategies for creating consistency between the home and program relating to developmentally appropriate child practices.

Early Education Quality Standards

Program Quality Standard Area #3: Curriculum and Teaching Practices

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Evidence-Based Curriculum	<input type="checkbox"/>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>Program develops activity plans informed by multiple evidence-based sources.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>Program implements an age-appropriate curriculum that aligns to an evidence-based source.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>Program adults/educators regularly solicit parent/caregiver feedback regarding kindergarten readiness and integrate this information into program curriculum.</p>
	<input type="checkbox"/>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program develops daily lesson plans informed by multiple evidence-based curricula.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program implements an age-appropriate, evidence-based, formal curricula (Example: SEEDS, Creative Curriculum, Preschool Learning Foundations).</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program adults/educators regularly document and monitor individual child progress toward kindergarten readiness and integrates this information into program curriculum.</p>
Adaptive Teaching Strategies (Universal Design Learning) <i>(continued below)</i>	<input type="checkbox"/>	<p>The program staff has a basic understanding of the three main concepts of Universal Design Learning:</p> <ul style="list-style-type: none"> Multiple means of representation-give learners various ways of acquiring information and knowledge. 	<p>The program occasionally utilizes multiple means of representation- giving learners various ways of acquiring information and knowledge.</p> <p>The program occasionally utilizes multiple means of expression-providing learners alternatives for demonstrating what they know.</p>	<p>The program utilizes multiple means of representation- giving learners various ways of acquiring information and knowledge.</p> <p>The program utilizes multiple means of expression-provide learners alternatives for demonstrating what they know.</p>

Early Education Quality Standards

Program Quality Standard Area #3: Curriculum and Teaching Practices (*Continued*)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Adaptive Teaching Strategies (Universal Design Learning) (<i>continued</i>)		<ul style="list-style-type: none"> Multiple means of expression-providing learners alternatives for demonstrating what they know. Multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation. 	The program occasionally utilizes multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation.	The program utilizes multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation.
Outcomes-Based Program Evaluation	□	The program has a formal mechanism to review its goals and objectives and make necessary changes for continuous quality improvement annually.	The program assesses progress toward goals and objectives for continuous quality improvement biannually, and adults/educators meet quarterly to discuss results.	<p>The program assesses progress toward goals and objectives for continuous quality improvement, and adults/educators meet quarterly to discuss results.</p> <p>The program employs formal strategies for program improvement that are based on regular assessment of progress toward goals and objectives and adults/educators meet monthly to discuss results (regular assessment, adults/educators performance, and/or program quality using validated self-assessment tools and rubrics).</p> <p>Adults/educators are involved in interpreting and making decisions regarding what steps should be taken to improve the program.</p>

Early Education Quality Standards

Program Quality Standard Area #4: Learning Environment

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Physical Environment (Indoor and Outdoor Furnishings & Equipment)	☐	<p>Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R and Preschool Quality Assessment.) Self-assessment rating must meet the tools specified level for “Advanced Standard”. For example, ECERS-R = level 5 in Space & Furnishings subscale.</p> <p>Assessment findings are shared with program adults/educators.</p>	<p>Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R and Preschool Quality Assessment.) Self-assessment rating must meet the tools specified level for “Advanced Standard”. For example, ECERS-R = level 6 in Space & Furnishings subscale.</p> <p>Assessment findings are used to guide professional development and programmatic changes to the environment.</p>	<p>Program partners with an outside party to conduct an annual assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R and Preschool Quality Assessment.) Self-assessment rating must meet the tools specified level for “Advanced Standard”. For example, ECERS-R = level 7 in Space & Furnishings subscale.</p> <p>Assessment findings are used to guide professional development and programmatic changes to the environment.</p>

Early Education Quality Standards

Program Quality Standard Area #5: Staffing and Professional Development

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Qualifications & Expertise	<input type="checkbox"/>	<p>Program guidelines are in place that define qualifications of adults/educators and outline basic requirements for experience and/or education.</p> <p>Minimum qualifications of staff and basic requirements for experience and/or education are regularly reviewed and are directly aligned to program offerings and goals.</p> <p>Staff has some specialized expertise in specific program areas.</p>	<p>Some staff have advanced qualifications to work with children that directly relate to the specific programming area in which they work.</p> <p>Program activities inform the development of guidelines for staff qualifications. Staff qualifications and basic requirements are reviewed annually.</p>	<p>Staff members have specific training and experience in the field. There is diversity among staff in the type of qualifications and a structure in place that allows cross-disciplinary experience.</p>
Training & Professional Development <i>(continued below)</i>	<input type="checkbox"/>	<p>Program staff participate in a minimum of twenty (20) hours a year of professional development in the following areas:</p> <ul style="list-style-type: none"> • Health and Safety • Cultural Competency • Child Development/Theory • Program Implementation • Developmentally Appropriate Practices • Family & Community Engagement • Inclusion • Leadership • Any closely related topics 	<p>Program staff participate in a minimum of twenty-five (25) hours a year of professional development in the following areas:</p> <ul style="list-style-type: none"> • Health and Safety • Cultural Competency • Child Development/Theory • Program Implementation • Developmentally Appropriate Practices • Family & Community Engagement • Inclusion • Leadership • Any closely related topics 	<p>Program staff participate in a minimum of thirty plus (30+) hours a year of professional development in the following areas:</p> <ul style="list-style-type: none"> • Health and Safety • Cultural Competency • Child Development/Theory • Program Implementation • Developmentally Appropriate Practices • Family & Community Engagement • Inclusion • Leadership • Any closely related topics

Early Education Quality Standards

Program Quality Standard Area #5: Staffing and Professional Development (*Continued*)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Training & Professional Development <i>(continued)</i>		A process is in place for continuous review of staff development plans.	A process is in place for continuous review of staff development plans.	A process is in place for continuous review of staff development plans.

Early Education Quality Standards

Program Quality Standard Area #6: Program Leadership and Management

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Ethical Standards	<input type="checkbox"/>	<p>Organization has adopted ethical standards that are fully implemented and shared.</p>	<p>Organization has adopted ethical standards with an early education focus that incorporate some or all of the following:</p> <ul style="list-style-type: none"> • Appreciating childhood as a unique and valuable stage of the human life cycle. • Basing our work with children on knowledge of child development. • Appreciating and supporting the close ties between the child and family. • Recognizing that children are best understood in the context of family culture and society. • Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague). • Helping children and adults achieve their full potential in the context of relationships that are based on trust respect and positive regard. 	<p>Organization has adopted ethical standards with an early education focus that incorporate some or all of the following:</p> <ul style="list-style-type: none"> • Appreciating childhood as a unique and valuable stage of the human life cycle. • Basing our work with children on knowledge of child development. • Appreciating and supporting the close ties between the child and family. • Recognizing that children are best understood in the context of family culture and society. • Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague). • Helping children and adults achieve their full potential in the context of relationships that are based on trust respect and positive regard. <p>Ethical standards are reviewed yearly.</p> <p>Ethical standards are reviewed during the decision-making process to ensure adherence to best practices.</p>

Early Education Quality Standards

Program Quality Standard Area #6: Program Leadership and Management (*Continued*)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Practices, Policies, and Procedures (Children, Families, Staff)	<input type="checkbox"/>	<p>The program has policies and practices that are clearly and consistently communicated to adults/educators and community stakeholders.</p> <p>Policies and procedures are documented and readily available for the community stakeholders.</p> <p>The program has policies and a service delivery approach that reflect the culture, linguistic, and traditions of children and their families.</p>	<p>Program management and leadership develop program policies and practices that reflect a strong foundation in developmental theory, inclusivity, and current research. Engages adults/educators, colleagues, and stakeholders to analyze developmental theory for relevance to practice and cultural sensitivity.</p> <p>Policies and practices are regularly reviewed by program adults/educators and administrators to ensure that they support a positive program climate.</p> <p>Program leadership regularly monitors adults/educators to ensure consistent delivery across adult/educators and determine areas for professional development.</p>	<p>Program management and leadership stays current on literature and research about developmental theory, inclusivity and cultural sensitivity; uses that knowledge to inform decisions and provides professional development opportunities for early childhood educators that focus on implications for practice in a variety of early education settings.</p> <p>The program conducts an evaluation at least once every two years using an outside observer to review policies and practices. Policy and procedural changes are implemented, and supportive training is planned with staff based on results.</p> <p>The community stakeholders are solicited to provide input in determining practices, policies, and procedures.</p>
Vision, Mission, and Values (<i>continued below</i>)	<input type="checkbox"/>	<p>Organization has an adopted vision, mission, and values statement that is shared throughout the organization and with community stakeholders.</p>	<p>Organization has an adopted vision, mission, and values statement that has an education focus and is shared throughout the organization and with community stakeholders.</p>	<p>A yearly meeting is held to evaluate the organization's alignment to their education vision, mission, and values.</p>

Early Education Quality Standards

Program Quality Standard Area #6: Program Leadership and Management (*Continued*)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Vision, Mission, and Values <i>(continued)</i>				The vision, mission, and values are reviewed during the decision-making process to ensure adherence to best practices and are shared with the organization and with community stakeholders.
Community Stakeholder Connections/ Partnerships Engagement	<input type="checkbox"/>	<p>Program management and leadership host partners to provide information and resources related to a child's learning and development.</p> <p>Program goals are both informally and formally communicated to community stakeholders (conversations, letters, newsletters, etc.).</p> <p>Community stakeholder feedback on program goals and activities are informally solicited (e.g., surveys, focus groups, etc.).</p>	<p>Program management and leadership establish effective relationships with partners to ensure continuity of children's health, learning, and development utilizing the whole-child approach.</p> <p>A system is in place for formal feedback (e.g., surveys, focus groups, etc.) from community stakeholders to inform changes in program goals. These changes are reviewed to address any emerging needs within the program and community.</p>	<p>The program has a reciprocal relationship with other organizations throughout the community (i.e., library, community centers, Family Resource Centers) to support the child's success within the context of their family.</p> <p>To promote the children's well-being, development, and long-term success in school and in life, program management engages stakeholders, local leaders, business representatives, and elected officials to review and provide recommendation for continuous quality improvement planning.</p>

Early Education Quality Standards

Program Quality Standard Area #7: Family Engagement and Partnerships				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Parent/Caregiver Voice/Decision Making	<input type="checkbox"/>	<p>The program management provides opportunities for parents/caregivers to give occasional, informal feedback on activities.</p> <p>A formal process is in place to address parent/caregiver needs and concerns.</p>	<p>The program management provides opportunities for parents/caregivers to give formal feedback on activities. (e.g., surveys, activity planning meetings).</p> <p>Practices, policies and procedures exist to incorporate parent/caregiver feedback into program design and delivery.</p>	<p>The program management engages the parents/caregivers voice in an annual and on-going basis in programmatic decisions. The recommendations are reviewed for continuous quality improvement.</p> <p>Practices, policies and procedures exist to incorporate parent/caregiver feedback into program design and delivery.</p>
Balanced Communication	<input type="checkbox"/>	<p>The program utilizes resources (e.g., interpretation, translation, language line) to facilitate communication with parents/caregivers and children in their home/preferred language.</p>	<p>The program creates strategies to engage and support implementation of parents/caregivers from diverse linguistic and cultural backgrounds.</p>	<p>The program engages with parents/caregivers, early childhood educators, community leaders and service providers to identify and address systemic and emerging barriers to effective communication.</p> <p>The program collaborates with partners to increase the availability of information and services in the home/preferred languages of families in the community.</p>

Early Education Quality Standards

Program Quality Standard Area #7: Family Engagement and Partnerships (Continued)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Strengthening Families	<input type="checkbox"/>	<p>The program management administers an annual self-assessment using the Strengthening Families Framework.</p>	<p>The program management administers an annual self-assessment using the Strengthening Families Framework to guide programmatic changes and continuous quality improvement.</p>	<p>The program management administers an annual self-assessment using the Strengthening Families Framework to guide programmatic changes.</p> <p>Parents/caregivers are involved in the review of assessment findings and provide recommendations for annual quality improvement plans.</p>

Early Education Quality Standards

Program Quality Standard Area #8: Equity, Diversity, Inclusion

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
<p>Inclusive and Supportive Practices <i>(continued below)</i></p>	<p style="text-align: center;">☐</p>	<p>Program abides by Americans with Disabilities Act (ADA).</p> <p>Program has a documented process for receiving and assessing request for reasonable accommodation.</p> <p>Adults/educators are aware of children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)</p>	<p>Program abides by ADA and regularly evaluates their efforts in creating inclusive and supportive environment.</p> <p>Program annually reviews documented process for receiving and assessing request for reasonable accommodation to include a tracking system to best serve the needs of children and families efficiently.</p> <p>The environment intentionally promotes engagement through dynamic spaces, equipment, materials and facilitation practices.</p> <p>Adults/educators have identified strategies and/or documented inclusion plans for children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)</p>	<p>Program has policies and practices that advance inclusion.</p> <p>Program annually reviews documented process for receiving and assessing requests for reasonable accommodation through community and stakeholder feedback.</p> <p>Program partners with an outside party to conduct a yearly assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R, Inclusive Classroom.) Adult/educators have identified strategies and/or documented inclusion plans for children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)</p> <p>Adults/educators review documented inclusion plan and meet regularly to discuss progress toward inclusive practices.</p> <p>Program environment is flexible enough to allow adults/educators to continuously modify their space to meet the needs of children and families.</p>

Early Education Quality Standards

Program Quality Standard Area #8: Equity, Diversity, Inclusion (*Continued*)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Inclusive and Supportive Practices (<i>continued</i>)				Adults/educators create activities and /or curriculum to include children/youth with special needs in program activities.
Physical, Behavioral, and Developmental Screenings and Referrals	<input type="checkbox"/>	Program offers opportunities for evidence-based screenings for children.	Program offers opportunities for evidence-based screenings for children and utilizes screening information to strengthen program activities and practices.	<p>Program schedules evidence-based screenings for children and utilizes the screening information to guide and strengthen the program activities and practices.</p> <p>Program refers and connects families to appropriate agencies and resources for further assessment and/or support services based on screening results and emerging needs.</p>
Promoting Racial Equity (<i>continued below</i>)	<input type="checkbox"/>	<p>Early childhood educators must recognize and support each child's unique strengths without imposing cultural biases (explicitly or implicitly).</p> <p>Program creates an environment that promotes equity, learning, and development for all children, families, and adults/educators.</p>	Program leadership regularly monitors staff, programs, and policies through a racial equity lens to promote anti-bias education/programming.	The program conducts an evaluation at least once every two years using an outside observer to review racial equity policies and practices. Policy and procedural changes are implemented, and supportive training is planned with adult/educator based on results.

Early Education Quality Standards

Program Quality Standard Area #8: Equity, Diversity, Inclusion (<i>Continued</i>)				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Promoting Racial Equity <i>(continued)</i>		<p>Program has policies and practices regarding race, equity, and culture that are clearly and consistently communicated to all.</p> <p>Program collects racial, ethnic, and language data about communities served to better understand current needs.</p> <p>Offer early education programming in each council district.</p>	<p>Program collects racial, social economic, and language data about communities served to better understand barriers to access.</p> <p>Program reviews and analyzes data to inform decisions on location of programs/services offered to increase access.</p>	<p>Program collects racial, ethnic, and language data about communities served to better understand current needs. Program reviews and utilizes data for continuous quality program improvement practices.</p> <p>Program solicits stakeholder input when determining policies, procedures, and protocols regarding racial equity and access of underserved communities.</p> <p>Reviews collected data to inform practices and develop a plan for continued quality improvement, training, and hiring of adults/educators that reflect the community.</p> <p>Program reviews collected data and utilizes it as part of an ongoing racial equity plan to inform decisions:</p> <ul style="list-style-type: none"> • on location of programs/services offered • pricing (if applicable) • staff placement and recruitment • marketing/outreach

Appendix A

City of San José Early Education Quality Standards

Project Advisory Members

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Appendix B

City of San José Early Education Quality Standards

Reference and Resource Guide

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Appendix C

City of San José Early Education Quality Standards

Common Acronyms

ADA	Americans With Disabilities Act
CCL	Community Care Licensing
CLASS	Classroom Assessment Scoring System
CPR	Cardiopulmonary Resuscitation
CSJ	City of San José
ECERS - R	Early Childhood Environment Rating Scale
EDL	Education and Digital Literacy
EE	Early Education
EEQS	Early Education Quality Standards
FRC	Family Resource Center
ICP	Inclusive Classroom Profile
NAEYC	National Association for the Education of Young Children
PQA	Preschool Program Quality Assessment
PRNS	Parks, Recreation, and Neighborhood Services
QS	Quality Standards
QIP	Quality Improvement Plan
SCCOE	Santa Clara County Office of Education
SJPL	San José Public Library
UDL	Universal Design Learning

Early Education Quality Standards

Appendix D

Program Quality Standard Area #1: Health and Safety				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Facility Safety	<input type="checkbox"/>			
Staff Training and Certification	<input type="checkbox"/>			

Quality Standards (points to the top header)

Quality Continuum (points to the Proficient Quality column)

Quality Indicators (points to the empty cells in the Proficient and Advanced Quality columns)