

ATTACHMENT A

Timeline for Key Education and Digital Literacy Milestones

- February 08, 2022: [Quality Standards for Equity, Diversity and Inclusion](#) adopted by City Council
- December 01, 2020: [Quality Standards for College and Career Readiness](#) adopted by City Council
- May 19, 2020: [Quality Standards for Digital Literacy](#) adopted by City Council
- February 11, 2020: [San José Education Policy](#) adopted by City Council
- May 7, 2019: [Quality Standards for Expanded Learning](#) adopted by City Council
- March 26, 2019: [Quality Standards for Early Education](#) adopted by City Council
- May 7, 2018: [Special meeting of City Council on the Education and Digital Literacy Strategy](#).
- September 1, 2016: [City Manager designated the City Librarian as lead staff in coordinating the Education and Digital Literacy Initiative](#)
- June 09, 2016: [Education and Digital Literacy Strategy memorandum to Rules and Open Government Committee](#)

Attachment B: PRNS
City of San Jose: Early Education
Program Quality Standards
Self-Assessment Tool

FY 2022-2023

Early Education **Quality Standards**

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Early Education **Quality Standards**

About the Self-Assessment Tool:

This Self-assessment Tool will support approved providers, service leaders and educators to reflect on and better understand their current practices and identify opportunities for improving quality outcomes for children and families. A commitment to continuous improvement is inherent in the City of San José's Early Education Program Quality Standards and striving for best practice underpins this commitment.

When all staff and educators of an education and care service understand what is guiding their practice, they can work together for continuous quality improvements to enhance outcomes for children.

This tool has been developed to guide and support the service team in the self-assessment of the Early Education Program Quality Standards. It aims to assist in the development and ongoing review of your Quality Improvement Plan (QIP), which is a separate document to this Self-assessment Tool.

Self-assessment and quality improvement will be most productive when those involved are open, honest and feel comfortable to be reflective and critical. Effective communication and positive workplace culture will allow everyone the opportunity to participate and have a voice. Having an open and honest approach will also ensure key issues are identified and addressed.

After identifying service strengths and areas for improvement, the summary can be used to complete your QIP. Remember, your self-assessment identifies areas for improvement and your QIP then prioritises these improvements. Your QIP does not need to cover all quality areas, only those where you have identified improvements are needed to meet the NQS.

Early Education **Quality Standards**

Self-Assessment Cover Sheet:

Date: FY 2022-2023

Program Name: San Jose Recreation
Preschool

Department: Dept. of Parks,
Recreation &
Neighborhood
Services

Check One: Program without Parent/Caregiver Participating ☒ Program with Parent/Caregiver Participating

Site Address: 200 E. Santa Clara St 9th Floor San Jose CA 95113

Contact Person: Lauren Hawkins, Recreation Superintendent

Phone: 408-535-3570 Email: Lauren.Hawkins@sanjoseca.gov

Brief Program Description: _____

Early Education Quality Standards

The San José Recreation Preschool program offers families with children from ages 3 to 5 years old, educational and recreational experiences that support their child's imaginative, physical, cognitive, social, and emotional development. In this program, children prepare for kindergarten success in a safe and welcoming environment!

Program Quality Standard Area #1: Health and Safety				
Focus Areas	Basic 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>
		<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	<input type="checkbox"/>	<p><input type="checkbox"/> 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>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><input checked="" type="checkbox"/> 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>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>	<p><input type="checkbox"/> 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>
Staff Training and Certification	<input type="checkbox"/>	<p><input type="checkbox"/> All adults/educators and volunteers are trained on the program's health and safety practices and emergency procedures.</p>	<p>In addition to Basic Standards:</p> <p><input checked="" type="checkbox"/> At least one (1) adult/educator must be physically onsite and have fifteen (15) hours of health and safety training.</p>	<p><input type="checkbox"/> 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>

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		<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• Pediatric First Aid (AED)• Epi Pen Administration• Water safety (if applicable) <p>At least one (1) staff member must be trained in Mandated Reporting.</p>		<ul style="list-style-type: none">• Hazardous Materials Training• Food Handling
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NARRATIVE: Program Quality Standard Area #1 Health and Safety

For each focus area, please describe practices that met or exceeded basic programing standards?	As part of the Department policies and procedures, staff ask parents/caregivers to sign in and out of program daily to ensure child are being released to appropriate individual. Additionally, intertwined into the curriculum are health and safety practices which include but are not limited to earthquake drills, hand washing techniques etc. Staff have emergency phone numbers, evacuation routes and backpacks in classroom that are easily accessible.
Quality Area #1: Program Strengths <i>Please note specific focus areas in your description.</i>	The class has 1:10 ratio.
Quality Area #1: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	Work with safety team to provide more trainings to ensure each SJRP Instructor within each classroom possess valid certifications for First Aid, CPR, AED and Epi Pen.

Please include in your final report copies of your written emergency and disaster plans, and drill logs (Attachment “A”).

Program Quality Standard Area #1: Health and Safety				
Focus Areas	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Child Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Facility Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff Training and Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Total Cumulative Points: 6 / 3 = 2

Early Education Quality Standards

Program Quality Standard Area #2: Child Learning and Development				
Focus Areas	Basic 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>
		<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	<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>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.</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>Self-assessment rating must meet the tools specified level for “Proficient Standard”. For example, ECERS-R = level 6.</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 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> <p>For example, ECERS-R = level 7.</p> <p>Assessment findings are used to guide professional development and programmatic changes to the environment.</p>
Developmentally Appropriate Practices	<input type="checkbox"/>	<p>Program conducts annual review of how the curriculum aligns with the chosen developmental tool.</p>	<p>Program implements a formal developmental tool to inform curriculum that promotes learning.</p> <p>Program develops a continuous quality improvement plan of identified areas in need.</p> <p>Program utilizes a formal developmental tool that informs adult/educator planning and implementation practices that promote learning.</p>	<p>Program prepares lesson plans that are based on input from children, families, and staff.</p> <p>Program works with families on strategies for creating consistency between the home and program relating to developmentally appropriate child practices.</p>

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NARRATIVE: Program Quality Standard Area #2 Child Learning and Development

For each focus area, please describe practices that met or exceeded basic programing standards?

Evaluation with child: SEEDS Sites are at proficient because we use PALS (evidence-based evaluation tool) to assess child learning and development. During the PRE-EEQS, we have not used the finding to guide programmatic change. Developmentally appropriate practices: we use the SEEDS program, ELLCO, EEQS, QIP to continue identify areas of needs.

Quality Area #2: Program Strengths
Please note specific focus areas in your description.

Use of evidence-based tools to guide staff develop throughout the year and identifying trends across the City to adjust trainings and professional develop in the next academic year.

Quality Area #2: Program Areas for Improvement
Please note specific focus areas in your description.

Using staff feedback about implementation of SEEDs and delivery of assessment tools. Provide staff with a better working knowledge of assessments.

Program Quality Standard Area #2: Child Learning and Development				
Focus Areas	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Evaluation with children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult/Educator/Child Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Developmentally Appropriate Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Total Cumulative Points: 6 / 3 = 2

Early Education Quality Standards

Program Quality Standard Area #3: Curriculum and Teaching Practices				
Focus Areas	Basic 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>
		<p><input type="checkbox"/></p> <p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program develops daily lesson plans informed by multiple evidence-based</p>	<p><input checked="" type="checkbox"/></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><input type="checkbox"/></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)	<input type="checkbox"/>	<p>The program staff has a basic understanding of the three main concepts of Universal Design Learning:</p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> Multiple means of representation- give learners various ways of acquiring information and knowledge. 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. 	<p>The program occasionally utilizes multiple means of representation-giving learners various ways of acquiring information and knowledge.</p> <p><input checked="" type="checkbox"/></p> <p>The program occasionally utilizes multiple means of expression-providing learners alternatives for demonstrating what they know.</p> <p>The program occasionally utilizes multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation.</p>	<p>The program utilizes multiple means of representation- giving learners various ways of acquiring information and knowledge.</p> <p><input type="checkbox"/></p> <p>The program utilizes multiple means of expression-provide learners alternatives for demonstrating what they know.</p> <p>The program utilizes multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation.</p>
Outcomes-Based Program Evaluation	<input type="checkbox"/>	<p><input type="checkbox"/></p> <p>The program has a formal mechanism to review its goals and objectives and make necessary changes for continuous quality improvement annually.</p>	<p><input checked="" type="checkbox"/></p> <p>The program assesses progress toward goals and objectives for continuous quality improvement biannually, and adults/educators meet quarterly to discuss results.</p>	<p>The program assesses progress toward goals and objectives for continuous quality improvement, and adults/educators meet quarterly to discuss results.</p> <p><input type="checkbox"/></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

NARRATIVE: Program Quality Standard Area #3 Curriculum and Teaching Practices

For each focus area, please describe practices that met or exceeded basic programing standards?

Evidence based curriculum: With the implementation of the SEED curriculum sites are continue to use other early education tool like MAT Man, arts and crafts, stories, daily message, 1:1 child work to support the development of each child. Staff are meeting on a monthly basis to discuss program implementation, success & challenges along with data collected to inform operations with the classroom and at an administrative level.

Quality Area #3: Program Strengths
Please note specific focus areas in your description.

Both PT instructional staff and program supervisors/coaches have begun implementing the SEEDs of Early Learning Curriculum. As part of SEEDs, site supervisor and coaches regularly meet to discuss, determine and evaluate instructional staffs progress on their SMARTE goal.

Quality Area #3: Program Areas for Improvement
Please note specific focus areas in your description.

Site does not have a formalized regularly document to monitor progress. Using instructional staff and program supervisors/coaches feedback about implementation of SEEDs and delivery of assessment tools. Provide staff with a better working understanding of EEQS and what that means for them.

Program Quality Standard Area #3: Curriculum and Teaching Practices				
Focus Areas	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Evidence-Based Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adaptive Teaching Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Outcomes-Based Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Total Cumulative Points: 6 / 3 = 2

Early Education Quality Standards

Program Quality Standard Area #4: Learning Environment				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Physical Environment (Indoor and Outdoor Furnishings & Equipment)	<input type="checkbox"/>	<div>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.</div> <div><input type="checkbox"/></div> <div>Assessment findings are shared with program adults/educators.</div>	<div>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.</div> <div><input checked="" type="checkbox"/></div> <div>Assessment findings are used to guide professional development and programmatic changes to the environment.</div>	<div>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.</div> <div><input type="checkbox"/></div> <div>Assessment findings are used to guide professional development and programmatic changes to the environment.</div>

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NARRATIVE: Program Quality Standard Area #4 Learning Environment	
For each focus area, please describe practices that met or exceeded basic programing standards?	The use of the ELLCO (pre/post) inform classroom set up and possible any building work to ensure a safe, high quality space.
Quality Area #4: Program Strengths <i>Please note specific focus areas in your description.</i>	Continued use of the ELLCO (pre/post) guides staff with an understanding of what a element makes a high quality space.
Quality Area #4: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	Provide Both instructional staff and program supervisors/coaches with an overview of assessment tool being utilized during annual training. Some classroom are shared with other programs offered by community center staff such as afterschool programing and leisure classes.

Program Quality Standard Area #4: Learning Environment				
Focus Areas	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Physical Environment (Indoor and Outdoor Furnishings & Equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Total Cumulative Points: ____2 / 1 = ____2__

Early Education Quality Standards

Program Quality Standard Area #5: Staffing and Professional Development				
Focus Areas	Basic 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><input type="checkbox"/> 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><input checked="" type="checkbox"/> <u>Some</u> staff have advanced qualifications to work with children that directly relate to the specific programming area in which they work.</p> <p><input checked="" type="checkbox"/> Program activities inform the development of guidelines for staff qualifications. Staff qualifications and basic requirements are reviewed annually.</p>	<p><input type="checkbox"/> 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	<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 <p>Any closely related topics</p> <p>A process is in place for continuous review of staff development plans.</p>	<p>Program staff participate in a minimum of twenty-five (25) hours a year of professional development in the following areas:</p> <p><input type="checkbox"/></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 <p>Any closely related topics</p> <p>A process is in place for continuous review of staff development plans.</p>	<p>Program staff participate in a minimum of thirty plus (30+) hours a year of professional development in the following areas:</p> <p><input type="checkbox"/></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 <p>Any closely related topics</p> <p>A process is in place for continuous review of staff development plans.</p>

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #5 Staffing and Professional Development

For each focus area, please describe practices that met or exceeded basic programing standards?	Prior to the academic year, all instructors go through 8 hours of curriculum training to ensure they are knowledge on the SEEDS curriculum. Additionally, throughout the academic year staff have opportunities to take various trainings such as first aid, CPR, AED, Health Foods, De-escalation, Heat Safety Training etc. SJRP Admin and program supervisor continue to work to recruit and hire instructional staff with a background/ educational experience in ECE.
Quality Area #5: Program Strengths <i>Please note specific focus areas in your description.</i>	Both instructional staff and program supervisors/coaches received 32 hours of curriculum training.
Quality Area #5: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	Due to benefited status of SJRP instructional staff only have 1040 hours in a calendar year.

Program Quality Standard Area #4: Learning Environment				
Focus Areas	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Qualifications & Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training & Professional Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Cumulative Points: 3 / 2 = 1.5

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Program Quality Standard Area #6: Program Leadership and Management				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Ethical Standards	<input type="checkbox"/>	<input type="checkbox"/> Organization has adopted ethical standards that are fully implemented and shared.	<input checked="" type="checkbox"/> Organization has adopted ethical standards with an early education focus that incorporate some or all of the following: <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.	<input type="checkbox"/> Organization has adopted ethical standards with an early education focus that incorporate some or all of the following: <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>
Practices, Policies, and Procedures (Children, Families, Staff)	<input type="checkbox"/>	<input type="checkbox"/> The program has policies and practices that are clearly and consistently communicated to adults/educators and community stakeholders. <input type="checkbox"/> Policies and procedures are documented and readily available for the community stakeholders. <input type="checkbox"/> The program has policies and a service delivery approach that reflect the culture, linguistic, and traditions of children and their families.	<input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Policies and practices are regularly reviewed by program adults/educators and administrators to ensure that they support a positive program climate. <input type="checkbox"/> Program leadership regularly monitors adults/educators to ensure consistent delivery across adult/educators and determine areas for professional development.	<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> The community stakeholders are solicited to provide input in determining practices, policies, and procedures.

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

Focus Areas	Focus Areas	Focus Areas	Focus Areas	Focus Areas
Vision, Mission, and Values	<input type="checkbox"/>	<input checked="" type="checkbox"/> Organization has an adopted vision, mission, and values statement that is shared throughout the organization and with community stakeholders.	<input type="checkbox"/> Organization has an adopted vision, mission, and values statement that has an education focus and is shared throughout the organization and with community stakeholders.	<input type="checkbox"/> A yearly meeting is held to evaluate the organization’s alignment to their education vision, mission, and values. <input type="checkbox"/> 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"/>	<input type="checkbox"/> Program management and leadership host partners to provide information and resources related to a child’s learning and development. <input type="checkbox"/> Program goals are both informally and formally communicated to community stakeholders (conversations, letters, newsletters, etc.). Community stakeholder feedback on program goals and activities are informally solicited (e.g., surveys, focus groups, etc.).	<input checked="" type="checkbox"/> Program management and leadership establish effective relationships with partners to ensure continuity of children’s health, learning, and development utilizing the whole-child approach. <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> 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. <input type="checkbox"/> 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.

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NARRATIVE: Program Quality Standard Area #6 Program Leadership and Management

For each focus area, please describe practices that met or exceeded basic programing standards?	PT instructional staff have cultivated and regularly celebrate each child and their successes. Program supervisors/coaches provide SJRP Admin feedback about program policies and procedures
Quality Area #6: Program Strengths <i>Please note specific focus areas in your description.</i>	Instructional staff and Program supervisors/coaches have regular community engagement opportunities. The early education team continues to expand planned events with City Council members to participate in the Citywide/Department events such as Read Across America, Graduation and internally with other PRNS Divisions like Earth Day with the Parks Team.
Quality Area #6: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	Program supervisors/coaches will strive for better engagement with local business to help boost programs goals and objectives.

Program Quality Standard Area #6 Program Leadership and Management				
Focus Areas	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Ethical Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practices, Policies, and Procedures (Children, Families, Staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vision, Mission, and Values	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Stakeholder-Connections/ Partnerships Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Total Cumulative Points: 7 / 4 = 1.75

Early Education Quality Standards

Program Quality Standard Area #7: Family Engagement and Partnerships				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Parent/Caregiver Voice /Decision Making	<input type="checkbox"/>	<input type="checkbox"/> The program management provides opportunities for parents/caregivers to give occasional, informal feedback on activities. A formal process is in place to address parent/caregiver needs and concerns.	<input checked="" type="checkbox"/> The program management provides opportunities for parents/caregivers to give formal feedback on activities. (e.g., surveys, activity planning meetings). Practices, policies and procedures exist to incorporate parent/caregiver feedback into program design and delivery.	<input type="checkbox"/> 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. Practices, policies and procedures exist to incorporate parent/caregiver feedback into program design and delivery.
Balanced Communication	<input type="checkbox"/>	<input type="checkbox"/> The program utilizes resources (e.g., interpretation, translation, language line) to facilitate communication with parents/caregivers and children in their home/preferred language.	<input checked="" type="checkbox"/> The program creates strategies to engage and support implementation of parents/caregivers from diverse linguistic and cultural backgrounds.	<input type="checkbox"/> 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. The program collaborates with partners to increase the availability of information and services in the home/preferred languages of families in the community.
Strengthening Families	<input checked="" type="checkbox"/>	<input type="checkbox"/> The program management administers an annual self-assessment using the Strengthening Families Framework.	<input type="checkbox"/> The program management administers an annual self-assessment using the Strengthening Families Framework to guide programmatic changes and continuous quality improvement.	<input type="checkbox"/> The program management administers an annual self-assessment using the Strengthening Families Framework to guide programmatic changes. Parents/caregivers are involved in the review of assessment findings and provide recommendations for annual quality improvement plans.

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #7	
For each focus area, please describe practices that met or exceeded basic programing standards?	Throughout the course of the year SJRP staff promote opportunities for parents/caregivers to engage within the program though events like Parents Days. Additionally, Program supervisors/coaches regularly meet with families in both informal and formal setting to elicit feedback. Additionally, PT instructional staff and Program supervisors/coaches provide families with updates on their child’s progress in the program.
Quality Area #7: Program Strengths <i>Please note specific focus areas in your description.</i>	Both PT instructional staff and Program supervisors/coaches use their languages skill to support families.
Quality Area #7: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	There is no knowledge of the Strengthening Families Framework.

Program Quality Standard Area #7: Family Engagements and Partnerships				
Focus Areas	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Parent/Caregiver Voice/Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Balanced Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengthening Families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Cumulative Points: ____4__ / 3 = ____1.33__

Early Education Quality Standards

Program Quality Standard Area #8: Equity, Diversity, Inclusion				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Inclusive and Supportive Practices	<input type="checkbox"/>	<input checked="" type="checkbox"/> Program abides by Americans with Disabilities Act (ADA). Program has a documented process for receiving and assessing request for reasonable accommodation. Adults/educators are aware of children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)	<input type="checkbox"/> Program abides by ADA and regularly evaluates their efforts in creating inclusive and supportive environment. <input type="checkbox"/> 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. <input type="checkbox"/> The environment intentionally promotes engagement through dynamic spaces, equipment, materials and facilitation practices. <input type="checkbox"/> 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>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.)</p> <input type="checkbox"/> 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>Adults/educators review documented inclusion plan and meet regularly to discuss progress toward inclusive practices. Program environment is flexible enough to allow adults/educators to continuously modify their space to meet the needs of children and families.</p> <p>Adults/educators create activities and /or curriculum to include children/youth with special needs in program activities.</p>
Physical, Behavioral, and Developmental Screenings and Referrals	<input type="checkbox"/>	<input type="checkbox"/> Program offers opportunities for evidence-based screenings for children.	<input checked="" type="checkbox"/> Program offers opportunities for evidence-based screenings for children and utilizes screening information to strengthen program activities and practices.	<input type="checkbox"/> Program schedules evidence-based screenings for children and utilizes the screening information to guide and strengthen the program activities and practices. <input type="checkbox"/> Program refers and connects families to appropriate agencies and resources for further assessment and/or support services based on screening results and emerging needs.
Promoting Racial Equity (Continued Below)	<input type="checkbox"/>	<input type="checkbox"/> Early childhood educators must recognize and support each child's unique strengths without imposing cultural biases (explicitly or implicitly). <input type="checkbox"/> Program creates an environment that promotes equity, learning, and development for all children, families, and adults/educators. <input type="checkbox"/> Program has policies and practices regarding race, equity, and culture that are clearly and consistently communicated to all.	<input checked="" type="checkbox"/> Program leadership regularly monitors staff, programs, and policies through a racial equity lens to promote anti-bias education/programming. <input checked="" type="checkbox"/> Program collects racial, social economic, and language data about communities served to better understand barriers to access. <input type="checkbox"/> Program reviews and analyzes data to inform decisions on location of programs/services offered to increase access.	<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Program solicits stakeholder input when determining policies, procedures, and protocols regarding racial equity and access of underserved communities.

Early Education Quality Standards

Program Quality Standard Area #8: Equity, Diversity, Inclusion (Continued)				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Promoting Racial Equity (Continued)		<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>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 offeredpricing (if applicable)staff placement and recruitmentmarketing/outreach

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #8 Equity, Diversity, Inclusion	
For each focus area, please describe practices that met or exceeded basic programing standards?	To understand the community better and meet their needs, we ask all families to participate in the intake form. As part of the EEQS, that information is analyzed and accounted for during programming planning and used to inform practices and connections.
Quality Area #8: Program Strengths <i>Please note specific focus areas in your description.</i>	Throughout the school year, SJRP staff celebrate various cultures and abilities using their newsletters, books and activities.
Quality Area #8: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	PT instructional staff and Program supervisors/coaches will work to better include/incorporate Citywide inclusion specialist, as needed.

Program Quality Standard Area #7: Family Engagements and Partnerships				
Focus Areas	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Inclusive and Supportive Practices	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical, Behavioral, and Developmental Screenings and Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Promoting Racial Equity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Total Cumulative Points: 5 / 3 = 1.667

Early Education Quality Standards

Summary of Program Quality Standards Areas				
Program Quality Standards Areas			Overall Score	
1	Health and Safety		2	
2	Child Learning and Development		2	
3	Curriculum and Teaching Practices		2	
4	Learning Environments		2	
5	Staffing and Professional Development		1.5	
6	Program Leadership and Management		1.75	
7	Family Engagement and Partnerships		1.33	
8	Diversity, Inclusion, and Equity		1.667	
TOTAL FOR ALL STANDARD AREAS:			14.247	
FINAL OVERALL RATING:			_14.247_____ / 8 = __1.78__	
Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)		Advanced Quality (3)

ATTACHMENT C: City of San Jose: Early Education
Program Quality Standards
Self-Assessment Tool

FY 2022-2023

Early Education **Quality Standards**

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Early Education **Quality Standards**

About the Self-Assessment Tool:

This Self-assessment Tool will support approved providers, service leaders and educators to reflect on and better understand their current practices and identify opportunities for improving quality outcomes for children and families. A commitment to continuous improvement is inherent in the City of San José's Early Education Program Quality Standards and striving for best practice underpins this commitment.

When all staff and educators of an education and care service understand what is guiding their practice, they can work together for continuous quality improvements to enhance outcomes for children.

This tool has been developed to guide and support the service team in the self-assessment of the Early Education Program Quality Standards. It aims to assist in the development and ongoing review of your Quality Improvement Plan (QIP), which is a separate document to this Self-assessment Tool.

Self-assessment and quality improvement will be most productive when those involved are open, honest and feel comfortable to be reflective and critical. Effective communication and positive workplace culture will allow everyone the opportunity to participate and have a voice. Having an open and honest approach will also ensure key issues are identified and addressed.

After identifying service strengths and areas for improvement, the summary can be used to complete your QIP. Remember, your self-assessment identifies areas for improvement and your QIP then prioritises these improvements. Your QIP does not need to cover all quality areas, only those where you have identified improvements are needed to meet the NQS.

Early Education Quality Standards

Self-Assessment Cover Sheet:

Date: August 2023

Program Name: Early Education Programming for Children 0-5 and their Caregivers

Department: San José Public Library

Check One: ☒ Program without Parent/Caregiver Participating ☐ Program with Parent/Caregiver Participating

Site Address: 150 East San Fernando Street

San José, CA 95148

Contact Person: Araceli Delgado-Ortiz, Early Education Manager

Phone: (408) 808-2617 Email: araceli.delgado@sjlibrary.org

Brief Program Description:

The Library's Early Education programming focuses on children (0–5) and caregivers of all backgrounds. They offer high quality Early Education programs and resources. Participants learn about new ideas, skills, and possibilities. Our safe spaces help little ones explore, play, connect, and grow. In fiscal year 22/23, the Library's Early Education Services unit offered more than 2,600 free programs and activities targeted at children 0-5 years of age and their caregivers at twenty-five (25) library locations throughout San José, with a total attendance of more than 70,269 in program participation, each year. Programs Include: Storytime, Stay and Play, School Readiness, Wee Love Art, Give Me 5, Wee Grow,

Early Education Quality Standards

Program Quality Standard Area #1: Health and Safety

Focus Areas	N/A	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Child Supervision	<input type="checkbox"/>	<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>
			<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	<input type="checkbox"/>	<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>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>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>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>	<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>
Staff Training and Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 Pediatric First Aid (AED) 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 fifteen (15) hours of health and safety training.</p>	<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

NARRATIVE: Program Quality Standard Area #1 Health and Safety	
For each focus area, please describe practices that met or exceeded basic programing standards?	<p>Child Supervision – The library maintains a 1:8 ratio during library programming due to the nature of children attending with one or more caregivers to library programs. The library has also implemented attendance caps on popular children’s programming to help ensure quality learning environments with smaller group sizes, allowing young children space and time to develop their social-emotional skills in a trusted space.</p> <p>Facility Safety – Early Education programming is free at free of cost at all 25 branch locations. The library provides a clean and welcoming space for caregivers and the children in their care to safely attend library programming and use library resources such as computers, books, magazines, and reference services provided by library staff. Each branch is provided with a first aid kit for library staff and the public that is routinely replenished. Climate control is maintained from a central location, keeping all branch locations at the same consistent climate conditions. All library locations undergo an annual earthquake and fire drill, with staff exiting the building and reuniting at designated meeting zones.</p> <p>Staff Training & Certification - Volunteers and staff members are required to undergo fingerprinting for a criminal background check and are trained in the library’s health and safety and emergency procedures as part of the onboarding process. Professional library staff (Librarians and Literacy Program Specialists) must meet specific criteria as laid out in the city’s job description to qualify.</p>
<p>Quality Area #1: Program Strengths</p> <p><i>Please note specific focus areas in your description.</i></p>	<p>Facility Safety - Library facilities are well-maintained as safe and hazard-free environments that draw in the community. Safety measures and protocols have been put in place to ensure staff and library user safety including, but not limited to:</p> <ul style="list-style-type: none"> • Hand Sanitizer stations • Health screenings for library staff • Following local health guidelines regards masks when appropriate <p>The library has also created an employee working group, the Safety and Security Committee. The Safety and Security (S&S) Committee has been responsible for reviewing practices related to employee and patron safety, evaluating reporting data, and providing feedback on policy/procedures improvements. The committee ensures that procedures are easy to understand and implement and that consistent, effective communication occurs to and from staff around safety and security matters. The group provides feedback on the library’s annual security/safety training plan, emergency procedures and all safety and security assessments.</p> <p>The group reviews compiled data from behavior logs and incident reports to identify system needs, help establish internal triage protocols and make other recommendations for improvements. The committee shares recommendations with the Facilities Program Manager and Deputy Director of Operations and ensure frequent communication with all levels of staff.</p>

Early Education Quality Standards

Quality Area #1: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	Staff Training & Certification – By state law, library staff are not considered Mandated Reported and are not required to undergo the certification requirements of childcare facilities, such as Epi-pen administration, mandated reporting, and water safety. Library employees are provided with an annual CPR and First Aid training (AED training). Library staff are also exempt from hazardous materials training and food handling, as the library does not work with either substance directly or on a regular basis.
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Program Quality Standard Area #1: Health and Safety					
Focus Areas	N/A	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Child Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Facility Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Training and Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Quality Standard Area #1: Quality Continuum Measure	
Total Points Possible:	6
Total Points Earned:	5
Quality Continuum Level:	Basic

Early Education Quality Standards

Program Quality Standard Area #2: Child Learning and Development					
Focus Areas	N/A	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Evaluation with children	<input type="checkbox"/>	<input type="checkbox"/>	<i>Program with the Parent/Caregiver Participating:</i> Program regularly assesses parent/caregiver’s opinion of child’s learning and development.	<i>Program with the Parent/Caregiver Participating:</i> Program regularly assesses parent/caregiver’s opinion of child’s learning and development by use of an assessment tool.	<i>Program with the Parent/Caregiver Participating:</i> 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.
			<i>Program without the Parent/Caregiver Participating:</i> Program regularly assesses individual child’s learning and development by use of an assessment.	<i>Program without the Parent/Caregiver Participating:</i> Program regularly assesses individual child’s learning and development using an evidence-based evaluation tool.	<i>Program without the Parent/Caregiver Participating:</i> Program regularly assesses individual child’s learning and development using an evidence-based evaluation tool and uses findings to guide programmatic change.
Adult/Educator/Child Interactions	<input type="checkbox"/>	<input type="checkbox"/>	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.). 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.	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.) 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.	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”. 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"/>	<input type="checkbox"/>	<input type="checkbox"/> Program conducts annual review of how the curriculum aligns with the chosen developmental tool.	<input type="checkbox"/> Program implements a formal developmental tool to inform curriculum that promotes learning. <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Program prepares lesson plans that are based on input from children, families, and staff. <input checked="" type="checkbox"/> Program works with families on strategies for creating consistency between the home and program relating to developmentally appropriate child practices.

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #2 Child Learning and Development

For each focus area, please describe practices that met or exceeded basic programing standards?	<p>Evaluation with Children: The library regularly assesses the parent/caregiver’s opinion of the child’s learning through a bi-annual Early Education Caregiver survey distributed to 300+ caregivers attending library storytimes. The findings from the survey are used by the branches to complete their branch Quality Improvement Plan, indicating desired goals and benchmarks to improve their early education program offerings for their community. 88% of respondents indicated that the library programming has helped improve their skill and has resulted in more quality literary experience for their child.</p> <p>Adult/Educator/Child Interactions – Library staff provide warm and welcoming environments for families in the library. The program area is well maintained, with appropriate seating available for the range of ages in the audience, creative and colorful book displays highlight the library’s collection. Library staff provide quality interactions with children and their caregivers throughout the program and afterwards, encouraging participants to join in with the activities and providing positive reinforcement for children and caregivers.</p> <p>Developmentally Appropriate Practices – This year, the library took a step back to reflect on its program selection and the best way to support staff at the branches with the necessary training, resources, and supplies to boost employee confidence and confidence. The Early Education department observed several early education programs, offering mentoring and guidance on implementing and incorporating the Early Education Quality Standards into branch programming. The library also redesigned a popular reading program, 1,000 Books Before Kindergarten, to make the program more accessible and easier to use in efforts to boost caregiver participation throughout the city. The redesign not only streamlines the program steps but also encourages families to visit the library more frequently, which boosts staff interactions with the community to share library resources and materials.</p>
Quality Area #2: Program Strengths <i>Please note specific focus areas in your description.</i>	<p>Developmentally Appropriate Practices – The library continues to review, reflect, and evaluate programs and services with approved consultants to ensure that library programming is developmentally appropriate and meeting the needs of children attending library storytimes. The Early Education Department also developed a Supplemental Storytime Lending Library, in which branch staff can request from over 56 Storytelling Enrichment Kits to bring into their storytimes. The library successfully created 18 Social-Emotional themed curriculum boxes covering topics such as: Decision Making, Kindness and Compassion, and Conflict Resolution, with the intention of meeting the developing needs of the community as they prepare to enter Kindergarten. This increased level of quality and intention into library programming decreases staff planning and preparation time, which increasing staff to customer interaction through quality learning experiences and opportunities.</p>
Quality Area #2: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	<p>The library is currently meeting and exceeding expectations for this requirement and will be looking to maintain this status for the next fiscal year.</p>

Early Education **Quality Standards**

Program Quality Standard Area #2: Child Learning and Development					
Focus Areas	N/A	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Evaluation with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adult/Educator/Child Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Developmentally Appropriate Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Program Quality Standard Area #2: Quality Continuum Measure	
Total Points Possible:	9
Total Points Earned:	9
Quality Continuum Level:	Advanced Quality

Early Education Quality Standards

Program Quality Standard Area #3: Curriculum and Teaching Practices					
Focus Areas	N/A	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Evidence-Based Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<i>Program with the Parent/Caregiver Participating:</i> Program develops activity plans informed by multiple evidence-based sources.	<i>Program with the Parent/Caregiver Participating:</i> Program implements an age-appropriate curriculum that aligns to an evidence-based source.	<i>Program with the Parent/Caregiver Participating:</i> Program adults/educators regularly solicit parent/caregiver feedback regarding kindergarten readiness and integrate this information into program curriculum.
			<i>Program without the Parent/Caregiver Participating:</i> Program develops daily lesson plans informed by multiple evidence-based	<i>Program without the Parent/Caregiver Participating:</i> Program implements an age-appropriate, evidence-based, formal curricula (Example: SEEDS, Creative Curriculum, Preschool Learning Foundations).	<i>Program without the Parent/Caregiver Participating:</i> Program adults/educators regularly document and monitor individual child progress toward kindergarten readiness and integrates this information into program curriculum.
Adaptive Teaching Strategies (Universal Design Learning)	<input type="checkbox"/>	<input type="checkbox"/>	The program staff has a basic understanding of the three main concepts of Universal Design Learning: <input type="checkbox"/> Multiple means of representation- give learners various ways of acquiring information and knowledge. <input type="checkbox"/> Multiple means of expression-providing learners alternatives for demonstrating what they know. <input type="checkbox"/> Multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation.	<input type="checkbox"/> The program occasionally utilizes multiple means of representation- giving learners various ways of acquiring information and knowledge. <input type="checkbox"/> The program occasionally utilizes multiple means of expression- providing learners alternatives for demonstrating what they know. The program occasionally utilizes multiple means of engagement- tapping into learners' interests, offer appropriate challenges, and increase motivation.	<input checked="" type="checkbox"/> The program utilizes multiple means of representation- giving learners various ways of acquiring information and knowledge. <input checked="" type="checkbox"/> The program utilizes multiple means of expression-provide learners alternatives for demonstrating what they know. The program utilizes multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation.
Outcomes-Based Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> The program has a formal mechanism to review its goals and objectives and make necessary changes for continuous quality improvement annually.	<input checked="" type="checkbox"/> The program assesses progress toward goals and objectives for continuous quality improvement biannually, and adults/educators meet quarterly to discuss results.	The program assesses progress toward goals and objectives for continuous quality improvement, and adults/educators meet quarterly to discuss results. <input type="checkbox"/> 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). Adults/educators are involved in interpreting and making decisions regarding what steps should be taken to improve the program.

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #3 Curriculum and Teaching Practices

<p>For each focus area, please describe practices that met or exceeded basic programing standards?</p>	<p>Evidence-Based Curriculum – The library continues to utilize the California Preschool Learning Foundations, Caregiver Survey results and staff needs and resources in developing evidence-based curriculum to meet the growing developmental stages of the 0-5 community and their caregivers. In the last year, the library has created 18 Social-Emotional Curriculum Boxes, provided over 56 Storytelling Enrichment materials for staff-use to supplement their storytime programming. The library has also re-designed the popular 1,000 Books Before Kindergarten Reading Program, making the program more accessible and easier to manage with single-sheet logs. The new design also encourages families to frequently return to the library to pick up the next log in the series, increasing staff interaction opportunities to connect the community with the valuable resources and materials that the library offers.</p> <p>Adaptive Teaching Strategies (UDL) - Our virtual programs promote skills and development for children 0-5 in listening, sharing, communication, vocabulary building, gross and fine motor development. The programs foster interactive learning environments that promote children sharing their thoughts, ideas, toys and more with their peers and the librarian hosting the program. Library staff can see what children are doing throughout the program and can monitor various levels of progress of the child’s learning and activities over time for repeat attendees. The program allows for Allows for different modes and paces of learning. There is active participation throughout the program, promoting motor skills, verbal language skills. Staff can reinforce learning outcomes with supplemental ideas for activities for families to continue at home after the program has ended.</p> <p>Outcomes-Based Program Evaluation - The annual Caregiver Survey helps the library assess the overall quality of programming as well as determine areas for improvement. In the spring of 2023, the library conducted a Caregiver Survey with over 300 caregivers. 88% of respondents indicated that the library programming has helped improve their skill and has resulted in more quality literary experience for their child.</p>
<p>Quality Area #3: Program Strengths <i>Please note specific focus areas in your description.</i></p>	<p>Evidence-Based Curriculum – This year, the library has been focusing on re-evaluating the strengthening the social-emotional foundations of programmatic standards by developing staff resources and program curriculum that are more inclusive, more representative of the community and more accessible for library staff to administer through quality library programming.</p>
<p>Quality Area #3: Program Areas for Improvement <i>Please note specific focus areas in your description.</i></p>	<p>Outcomes-Based Program Evaluation: The program is currently developing a process to involve adults/educators in interpreting and making decisions regarding what steps should be taken to improve the program, and creating formal strategies to define the quality improvement plans as well as establish regular meeting opportunities for adults/educators to come together to assess the program’s progress towards its goals and objectives.</p>

Early Education Quality Standards

Program Quality Standard Area #3: Curriculum and Teaching Practices					
Focus Areas	N/A	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Evidence-Based Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adaptive Teaching Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Outcomes-Based Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Program Quality Standard Area #3: Quality Continuum Measure	
Total Points Possible:	9
Total Points Earned:	8
Quality Continuum Level:	Proficient Quality

Early Education Quality Standards

Program Quality Standard Area #4: Learning Environment					
Focus Areas	N/A	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Physical Environment (Indoor and Outdoor Furnishings & Equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> 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.</div> <div>Assessment findings are shared with program adults/educators.</div>	<div><input checked="" type="checkbox"/> 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.</div> <div>Assessment findings are used to guide professional development and programmatic changes to the environment.</div>	<div><input type="checkbox"/> 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.</div> <div>Assessment findings are used to guide professional development and programmatic changes to the environment.</div>

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #4 Learning Environment	
For each focus area, please describe practices that met or exceeded basic programing standards?	Physical Environment – The library has conducted a self-assessment review of the library environment for children and their caregivers. Library spaces have met the required level 6 pertaining to temperature, lighting, age -appropriate seating, and materials available for young children.
Quality Area #4: Program Strengths <i>Please note specific focus areas in your description.</i>	Physical Environment – Library spaces are open and welcoming, with large displays of current picture books, upcoming programs and events and additional resources for children and their caregivers. Library spaces are clean, well-maintained, and free of hazards. Library spaces are spacious, allowing natural light through the large windows throughout the building. Building temperature controls are monitored and regulated through a central location.
Quality Area #4: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	Physical Environment – At this time, the library is exploring safe ways to expand on library’s Wee Play Date programs at the branch libraries. The Wee Play Date programs provide a variety of toys and learning materials for young children, creating a welcoming space and allowing space for gross motor skill development as children are allowed to freely move around in the library, developing their sense of coordination and balance. The library is hoping to expand its Wee Play Date opportunities with more programming options for the community.

Program Quality Standard Area #4: Learning Environment					
Focus Areas	N/A	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Physical Environment (Indoor and Outdoor Furnishings & Equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Program Quality Standard Area #3: Quality Continuum Measure	
Total Points Possible:	3

Early Education **Quality Standards**

Total Points Earned:	2
Quality Continuum Level:	Proficient Quality

Early Education Quality Standards

Program Quality Standard Area #5: Staffing and Professional Development					
Focus Areas	N/A	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Qualifications & Expertise	<input type="checkbox"/>	<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><input type="checkbox"/> 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><input type="checkbox"/> Program activities inform the development of guidelines for staff qualifications. Staff qualifications and basic requirements are reviewed annually.</p>	<p><input checked="" type="checkbox"/> 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	<input type="checkbox"/>	<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 <p>Any closely related topics</p> <p>A process is in place for continuous review of staff development plans.</p>	<p>Program staff participate in a minimum of twenty-five (25) hours a year of professional development in the following areas:</p> <p><input type="checkbox"/></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 <p>Any closely related topics</p> <p>A process is in place for continuous review of staff development plans.</p>	<p>Program staff participate in a minimum of thirty plus (30+) hours a year of professional development in the following areas:</p> <p><input checked="" type="checkbox"/></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 <p>Any closely related topics</p> <p>A process is in place for continuous review of staff development plans.</p>

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #5 Staffing and Professional Development

For each focus area, please describe practices that met or exceeded basic programing standards?	<p>Qualifications & Expertise - Library professional staff must meet the basic requirements as laid out in the city’s job description. The minimum qualifications are integrated into the city’s hiring plan and interview process. Librarians enter with a Master’s degree in Library and Information Sciences. The city strives for diversity among staff qualifications and staff are provided with specific training to support their development in their field.</p> <p>Training & Professional Development - In the fiscal year of 2022-2023, professional staff completed a cumulative total of 3,725 hours of professional development training in the following areas:</p> <ul style="list-style-type: none"> • Health & Safety • Cultural Competency • Child Development/Theory • Program Implementation • Developmentally Appropriate Practices • Family & Community Engagement • Inclusion • Leadership
Quality Area #5: Program Strengths <i>Please note specific focus areas in your description.</i>	<p>Training & Professional Development - Library training opportunities are diverse in topics and are highly promoted throughout the system. Library staff are encouraged to participate in as many professional development opportunities as possible to diversify their skill sets, knowledge base, and expertise of their field. Professional development is made available through both in-house opportunities (staff-led trainings and meetings) as well as through third-party vendors such as the California Library Association, National Association for the Education of Young Children, American Library Association, Infopeople, and other trusted resources in the library and early learning community. Professional library staff have participated in over 3,725 hours of professional development training, averaging 60 hours per staff member throughout the 25-branch library system, doubling the recommendation of 30 hours of annual professional development opportunities.</p>
Quality Area #5: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	<p>The library is currently meeting and exceeding expectations for this requirement and will be looking to maintain this status for the next fiscal year.</p>

Early Education Quality Standards

Program Quality Standard Area #5: Staffing and Professional Development					
Focus Areas	N/A	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Qualifications & Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training & Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Program Quality Standard Area #5: Quality Continuum Measure	
Total Points Possible:	6
Total Points Earned:	6
Quality Continuum Level:	Advanced Quality

Early Education Quality Standards

Program Quality Standard Area #6: Program Leadership and Management					
Focus Areas	N/A	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Ethical Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Organization has adopted ethical standards that are fully implemented and shared.	<input type="checkbox"/> Organization has adopted ethical standards with an early education focus that incorporate some or all of the following: <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>
Practices, Policies, and Procedures (Children, Families, Staff)	<input type="checkbox"/>	<input type="checkbox"/>	<p>The program has policies and practices that are clearly and consistently communicated to adults/educators and community stakeholders.</p> <input type="checkbox"/> Policies and procedures are documented and readily available for the community stakeholders. <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> <input type="checkbox"/> Policies and practices are regularly reviewed by program adults/educators and administrators to ensure that they support a positive program climate. <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> <input checked="" type="checkbox"/> 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>The community stakeholders are solicited to provide input in determining practices, policies, and procedures.</p>

Early Education Quality Standards

Program Quality Standard Area #6: Program Leadership and Management (Continued...)					
Focus Areas	N/A	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Vision, Mission, and Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Organization has an adopted vision, mission, and values statement that is shared throughout the organization and with community stakeholders.	<input type="checkbox"/> Organization has an adopted vision, mission, and values statement that has an education focus and is shared throughout the organization and with community stakeholders.	<input checked="" type="checkbox"/> A yearly meeting is held to evaluate the organization’s alignment to their education vision, mission, and values. <input checked="" type="checkbox"/> 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"/>	<input type="checkbox"/>	Program management and leadership host partners to provide information and resources related to a child’s learning and development. Program goals are both informally and formally communicated to community stakeholders (conversations, letters, newsletters, etc.). Community stakeholder feedback on program goals and activities are informally solicited (e.g., surveys, focus groups, etc.).	Program management and leadership establish effective relationships with partners to ensure continuity of children’s health, learning, and development utilizing the whole-child approach. <input type="checkbox"/> 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.	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. <input checked="" type="checkbox"/> 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.

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #6 Program Leadership and Management

<p>For each focus area, please describe practices that met or exceeded basic programing standards?</p>	<p>Ethical Standards: The program’s ethical standards integrate an early education focus by incorporating the following into the program's standards, policies, and training opportunities:</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>Practices, Policies, and Procedures (Children, Family, and Staff): The program management maintains a connection to the literature and research about developmental theory, inclusivity, and cultural sensitivity and uses that knowledge to inform decisions and provide professional development opportunities for early childhood educators that focus on implications for practice in a variety of early education settings.</p> <p>Vision, Mission, and Values: Education is at the core of the library’s Vision, Mission, and Values statement. Equitable access to and use of library resources are designed to support the community and provide valuable access to literacy and learning tools for the growth and development of children in the city.</p> <p>Community Stakeholder Connections/Partnerships Engagement: The library maintains a strong connection to local stakeholders and partner organizations. This past year, the library has partnered with new community organizations to further strengthen the safety net and support systems for the community. To inform the community about our local and global environments, the library has partnered with the Environmental Services Department and Valley Water to highlight environmental care through recycling, mindful water usage through fun and educational storytime programming that will not only provide the adults with tools and resources to make informed decisions but will also introduce these concepts to young children.</p>
<p>Quality Area #6: Program Strengths <i>Please note specific focus areas in your description.</i></p>	<p>Community Stakeholder Connections / Partnership Engagement – The library’s strong connection to local stakeholders and partner organizations plays a key role in the development and expansion of library program planning. This year, the library has partnered with several community organizations to increase library programming, boost awareness for underrepresented groups and build strong connections between the library and the city. This year, the library has partnered with several groups to bring unique programming and learning opportunities to the library. The library has partnered with Environmental Services, Santa Clara County Public Health Department, Telemundo T48 and the NBC Bay Area news teams, as well as the Santa Clara County Office of Education Parent Engagement program.</p>
<p>Quality Area #6: Program Areas for Improvement <i>Please note specific focus areas in your description.</i></p>	<p>Practices, Policies, and Procedures (Children, Family, and Staff): - The library will be looking to streamline its current program development and program proposal procedures to reduce duplication of efforts to ensure that staff are able to develop quality programming to serve their communities.</p>

Early Education **Quality Standards**

Program Quality Standard Area #6 Program Leadership and Management					
Focus Areas	N/A	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Ethical Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practices, Policies, and Procedures (Children, Families, Staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vision, Mission, and Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Community Stakeholder-Connections/ Partnerships Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Program Quality Standard Area #6: Quality Continuum Measure	
Total Points Possible:	12
Total Points Earned:	12
Quality Continuum Level:	Advanced Quality

Early Education Quality Standards

Program Quality Standard Area #7: Family Engagement and Partnerships				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Parent/Caregiver Voice /Decision Making	<input type="checkbox"/>	<input type="checkbox"/> The program management provides opportunities for parents/caregivers to give occasional, informal feedback on activities. A formal process is in place to address parent/caregiver needs and concerns.	<input type="checkbox"/> The program management provides opportunities for parents/caregivers to give formal feedback on activities. (e.g., surveys, activity planning meetings). Practices, policies and procedures exist to incorporate parent/caregiver feedback into program design and delivery.	<input checked="" type="checkbox"/> 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. Practices, policies and procedures exist to incorporate parent/caregiver feedback into program design and delivery.
Balanced Communication	<input type="checkbox"/>	<input type="checkbox"/> The program utilizes resources (e.g., interpretation, translation, language line) to facilitate communication with parents/caregivers and children in their home/preferred language.	<input type="checkbox"/> The program creates strategies to engage and support implementation of parents/caregivers from diverse linguistic and cultural backgrounds.	<input checked="" type="checkbox"/> 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. The program collaborates with partners to increase the availability of information and services in the home/preferred languages of families in the community.
Strengthening Families	<input type="checkbox"/>	<input type="checkbox"/> The program management administers an annual self-assessment using the Strengthening Families Framework.	<input checked="" type="checkbox"/> The program management administers an annual self-assessment using the Strengthening Families Framework to guide programmatic changes and continuous quality improvement.	<input type="checkbox"/> The program management administers an annual self-assessment using the Strengthening Families Framework to guide programmatic changes. Parents/caregivers are involved in the review of assessment findings and provide recommendations for annual quality improvement plans.

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #7

<p>For each focus area, please describe practices that met or exceeded basic programing standards?</p>	<p>Parent/Caregiver Voice / Decision Making Caregivers are provided with multiple opportunities throughout the year to provide valuable feedback, observations, and assessments of library programming services. In the Spring 2023 Caregiver Survey, over 300 caregivers responded to the survey about their views of library services and storytime programming. Through these types of surveys, library users can provide feedback on a range of areas from library storytimes to overall library services, resources, and customer service. Appropriate leads evaluate the data to look for areas for growth and development and highlight areas of success for the library. The feedback provided by the community shapes the decision-making conversations for internal program and service planning.</p> <p>Balanced Communication – This past year, the library strengthened connections with local organizations and partners to bring in outside voices and resources to library programming. The library partnered with community groups such as the Santa Clara County Office of Education to support their Parent Engagement Workshop, Environmental Services, San José Police Department, NBC & Telemundo T48, the County Public Health Department and more to diversify library programming, lift underrepresented voices in the community and expand on the library’s reach of information sharing opportunities for children and their caregivers.</p> <p>Strengthening Families – During Y3, library staff continued to conduct the Strengthening Families Self-Assessment in May of 2023. The results of the self-assessment will help indicate priority projects for the upcoming fiscal year.</p>
<p>Quality Area #7: Program Strengths <i>Please note specific focus areas in your description.</i></p>	<p>Balanced Communication – This past year, the library strengthened connections with local organizations and partners to bring in outside voices and resources to library programming. The library partnered with community groups such as the Santa Clara County Office of Education to support their Parent Engagement Workshop with Interactive Parent-Read-Aloud programs held at several branch libraries as part of Silicon Valley Reads. The library also worked with the news teams from Telemundo T48 and NBC Bay Area to bring bilingual Spanish-English storytimes to several branches throughout the system, connecting the community to a diverse series of stories. The library also partnered with Environmental Services to increase awareness of the city’s recycling policies and making the information accessible for the youngest community members. The library also partnered with the local San José Police Department to launch Read to Succeed: Storytime with the SJPD, in which officers from the police department visit different branch locations to join in the storytime programming with the community as a guest reader.</p>
<p>Quality Area #7: Program Areas for Improvement <i>Please note specific focus areas in your description.</i></p>	<p>Strengthening Families – The library will be looking to expand the annual self-assessment with the assistance of a parental advisory group, helping provide an outside perspective on library resources and services.</p>

Early Education Quality Standards

Program Quality Standard Area #7: Family Engagements and Partnerships					
Focus Areas	N/A	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Parent/Caregiver Voice/Decision Making		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Balanced Communication		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengthening Families		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Program Quality Standard Area #7: Quality Continuum Measure	
Total Points Possible:	9
Total Points Earned:	8
Quality Continuum Level:	Proficient Quality

Early Education Quality Standards

Program Quality Standard Area #8: Equity, Diversity, Inclusion					
Focus Areas	N/A	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Inclusive and Supportive Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Program abides by Americans with Disabilities Act (ADA). Program has a documented process for receiving and assessing request for reasonable accommodation. Adults/educators are aware of children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)	<input type="checkbox"/> Program abides by ADA and regularly evaluates their efforts in creating inclusive and supportive environment. <input type="checkbox"/> 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. <input type="checkbox"/> The environment intentionally promotes engagement through dynamic spaces, equipment, materials and facilitation practices. <input type="checkbox"/> 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>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.)</p> <input checked="" type="checkbox"/> 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.)
Physical, Behavioral, and Developmental Screenings and Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Program offers opportunities for evidence-based screenings for children.	<input type="checkbox"/> Program offers opportunities for evidence-based screenings for children and utilizes screening information to strengthen program activities and practices.	<input checked="" type="checkbox"/> Program schedules evidence-based screenings for children and utilizes the screening information to guide and strengthen the program activities and practices. <input type="checkbox"/> Program refers and connects families to appropriate agencies and resources for further assessment and/or support services based on screening results and emerging needs.
Promoting Racial Equity (Continued Below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Early childhood educators must recognize and support each child's unique strengths without imposing cultural biases (explicitly or implicitly). <input type="checkbox"/> Program creates an environment that promotes equity, learning, and development for all children, families, and adults/educators. <input type="checkbox"/> Program has policies and practices regarding race, equity, and culture that are clearly and consistently communicated to all.	<input type="checkbox"/> Program leadership regularly monitors staff, programs, and policies through a racial equity lens to promote anti-bias education/programming. <input type="checkbox"/> Program collects racial, social economic, and language data about communities served to better understand barriers to access. <input type="checkbox"/> Program reviews and analyzes data to inform decisions on location of programs/services offered to increase access.	<input checked="" type="checkbox"/> 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. <input type="checkbox"/> 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.

Early Education Quality Standards

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

Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #8 Equity, Diversity, Inclusion	
For each focus area, please describe practices that met or exceeded basic programing standards?	<p>Inclusive & Supportive Practices - The program abides by ADA guidelines and regularly evaluates the library's efforts to create inclusive and supportive environments. The library provides inclusive services and programs to meet the needs of the community. The library works collaboratively with The Inclusion Collaborative to provide library resources that are inclusive, adaptive, and support the growth and learning of the child in their learning environments, whether at home or through the library.</p> <p>Promoting Racial Equity The library strives to ensure that voices and stories from diverse cultures and traditions are represented in the library, through library materials, translated communication materials, library programs, partner organizations, and more. The library supports the growth and development of all children throughout the community. SJPL's Racial Equity Team was formed as part of a statewide initiative to create a network of libraries and library staff committed to racial equity and full inclusion. The goal is to share information, deepen conversations and increase racial equity in library service delivery and the communities we serve. The committee is committed to reversing institutional practices that are racially inequitable by eliminating or revising policies and procedures that restrict or deny access or create barriers. It is invested in diversifying the workforce, supporting staff with ongoing training and development, and treating all individuals respectfully and with kindness.</p>
Quality Area #8: Program Strengths <i>Please note specific focus areas in your description.</i>	<p>Physical, Behavioral, and Developmental Screenings and Referrals – With grant funding, the library has been able to not only bring back the Wee Grow ASQ referral program, but also to expand on the outreach efforts across the city. Wee Grow is a program with three, trained community navigators visiting several library branches throughout the city to connect with caregivers and their children to discuss child development, assist parents by providing the Ages & Stages Questionnaire, reviewing, and analyzing the data, and finally, working with families to refer them to the appropriate organizations for further evaluation and assistance.</p>
Quality Area #8: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	<p>Promoting Racial Equity – In an ongoing effort to meet the needs of the community, the library is using the results from the Caregiver survey to address gaps in service. When asked “How often do you see your culture and experiences represented in Storytime content” 35% responded sometimes and another 17% responded with Not at All or Rarely. These numbers indicate to use the critical role of developing programming resources that can be inclusive and representative of the city’s large diverse population. The library is currently taking steps to develop programming curriculum to meet the needs of our ever-growing community.</p>

Early Education Quality Standards

Program Quality Standard Area #8: Equity, Diversity, Inclusion					
Focus Areas	N/A	Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)	Advanced Quality (3)
Inclusive and Supportive Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical, Behavioral, and Developmental Screenings and Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Promoting Racial Equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Program Quality Standard Area #8: Quality Continuum Measure	
Total Points Possible:	9
Total Points Earned:	9
Quality Continuum Level:	Advanced Quality

Early Education **Quality Standards**

Summary of Program Quality Standards Areas					
Program Quality Standards Areas		Total Points Possible:	Total Points Earned:	Quality Continuum Level:	Quality Continuum Level Points:
1	Health and Safety	6	5	Basic	1
2	Child Learning and Development	9	9	Advanced	3
3	Curriculum and Teaching Practices	9	8	Proficient	2
4	Learning Environments	3	2	Proficient	2
5	Staffing and Professional Development	6	6	Advanced	3
6	Program Leadership and Management	12	12	Advanced	3
7	Family Engagement and Partnerships	9	8	Proficient	2
8	Diversity, Inclusion, and Equity	9	9	Advanced	3
TOTAL FOR ALL STANDARD AREAS:		63	59	-----	2.375
FINAL OVERALL RATING:					Proficient



Attachment D: Expanded Learning Program Quality

Expanding Education Beyond
the School Day

Agenda

- Review Expanded Learning Quality Standards
- Review Quality Improvement Process
- Overview 2023-24 Self-Assessment Process
- Programs
- Workplans

Expanded Learning Quality Standards

**Safe &
Supportive
Environments**

**Active
Engaged
Learning**

Skill Building

**Youth Voice
and Leadership**

**Diversity,
Access and
Equity**

Quality Staff

**Clear Vision,
Mission and
Purpose**

**Collaborative
Partnership**

**Continuous
Quality
Improvement**

**Program
Management**

Sustainability



Continuous quality improvement cycle

Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

Quality Improvement Process

2023 Program Assessment Overview

- School-Age Program Assessment used is for grades K-6
- Programs Assessed
 - **Maker[Space]Ship**: assessment performed by MSS team
 - **Coding Summer Camps**: assessment performed by summer camp planning team
 - **Homework Clubs**: assessment performed by branch staff
 - **Apple Coding**: assessment performed by unit staff, branch staff and RCAs
 - **Reading Buddies**: assessment performed by branch staff
 - **Read Write Discover**: assessment will be performed by planning team in July/August 2023
- Action Plans Created with workplan recommendations

Overall high scores with a few areas identified for iteration, reflected in the 2023-24 workplan

- Workplan Considerations for 2023-24
 - Curriculum
 - Program Documentation
 - Safety Protocols
 - Staffing
 - Material and Device Management updates
 - Community Partnerships



Overall high scores with a few areas identified for iteration, reflected in the 2023-24 workplan

- Workplan Considerations for 2023-24
 - Content or subject considerations for age, location, theme
 - Consider program locations and hours/days of programming



Overall high scores with a few areas identified for iteration, reflected in the 2023-24 workplan

- Workplan Considerations for 2023-24
 - Shift to STEAM Crew after school clubs
 - Subject specific offerings
 - Local Landscape Analysis – light touch understanding of what local schools are offering



Homework Clubs

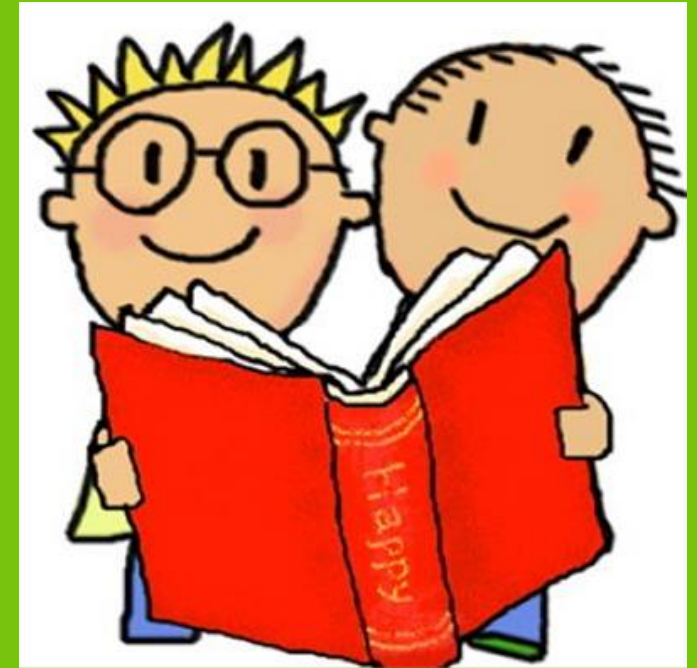
Overall high scores with a few areas identified for iteration, reflected in the 2023-24 workplan

- Workplan Considerations for 2023-24
 - Curriculum modifications
 - Update lesson plans for SJPL staff, RCAs, and volunteers
 - Reorganization of onboarding



Overall high scores with a few areas identified for iteration, reflected in the 2023-24 workplan

- Workplan Considerations for 2023-24
 - Curriculum and Program Documentation
 - Safety Protocols
 - Staffing
 - Materials and Device Management updates



Reading Buddies

1. The assessment process allowed branch and unit staff time to reflect and plan with intentionality
2. While the programs received high scores, each assessment provided actionable items and positive iterations for planning

Learnings

ATTACHMENT E

Student Library Cards by Local Education Agency, AY 2022-23

Local Education Agency	School Type	Campuses	Cards Issued
Alpha Public Schools	Public	4	1,868
Alum Rock Union School District	Public	26	7,766
Bellarmino	Private	1	1,672
Berryessa Union School District	Public	13	5,936
Cambrian School District	Public	7	2,994
Campbell Union High School District	Public	7	7,345
Discovery Charter School	Charter	2	1,142
Downtown College Prep	Charter	4	1,691
Evergreen School District	Public	16	9,013
Franklin McKinley School District	Public	16	5,283
The Foundation for Hispanic Education	Charter	1	TBD
Hillbrook Upper School	Private	1	39
Luther Burbank School District	Public	1	442
Moreland School District	Public	8	3,044
Mount Pleasant Elementary School District	Public	5	1,650
Notre Dame High School	Private	1	369

Oak Grove School District	Public	19	8,685
Orchard School District	Public	1	785
Presentation High School	Private	1	547
Rocketship Public Schools	Charter	10	5,021
San José Unified School District	Public	46	26,442
Sunrise Middle School	Charter	1	267
Union School District	Public	9	5,507
		202	98,088

Attachment E

Educator Card distribution San Jose Public Library Educator Card distribution September 2023

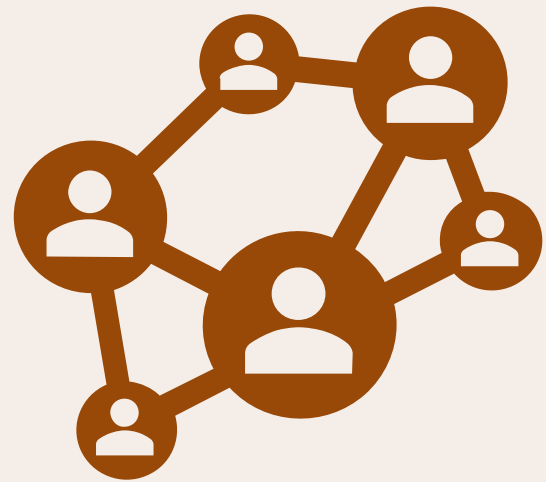
School District	Number of Cards
Ace Charter Schools	11
Almaden Country Day School	7
Alpha Public Schools	22
Alum Rock Union School District	23
Berryessa School District	22
Campbell Unified School District	9
Campbell Union High School District	12
Campbell Union School District	8
County Office of Education	12
Downtown College Prep	17
East Side Union High School District	73
Evergreen Elementary School District	28
Franklin McKinley School District	42
Hillbrook Upper School	15
KIPP Charter Schools	8
Moreland School District	16
Mount Pleasant Elementary School District	3
Notre Dame San Jose	9
Oak Grove School District	30
Orchard School District	1
Rocketship Public Schools	22
San Jose Unified School District	81
Union School District	18
Valley Christian Schools	4
Total	493

Attachment G: College and Career Assessments

FY 2022-23



2023 Priorities



Coordination



Quality
Improvement



Outreach



Ideation

College & Career Quality Standards

Adopted by City Council
December 1, 2020

Quality Standard

Focus Area

Technology and Access

Program provides or coordinates access to well-maintained computing devices and the internet

Privacy and Security

Program adheres the City of San Jose's Privacy Principles and promotes online security

Safe and Supportive Learning Environments

Program ensures participants can learn in a safe and supportive online or in-person environment

Skill Building and Learning

Program stays currents on skills needed and solicits feedback from participants

Curriculum and Teaching Practices

Program uses outcomes-based curriculum that is adaptive to the needs of the participants

Staffing

Program staff are appropriately trained, evaluated, and provided with opportunities for growth

Program Leadership and Management

Program methods and goals and continuously evaluated and modified

Equity, Diversity, and Inclusion

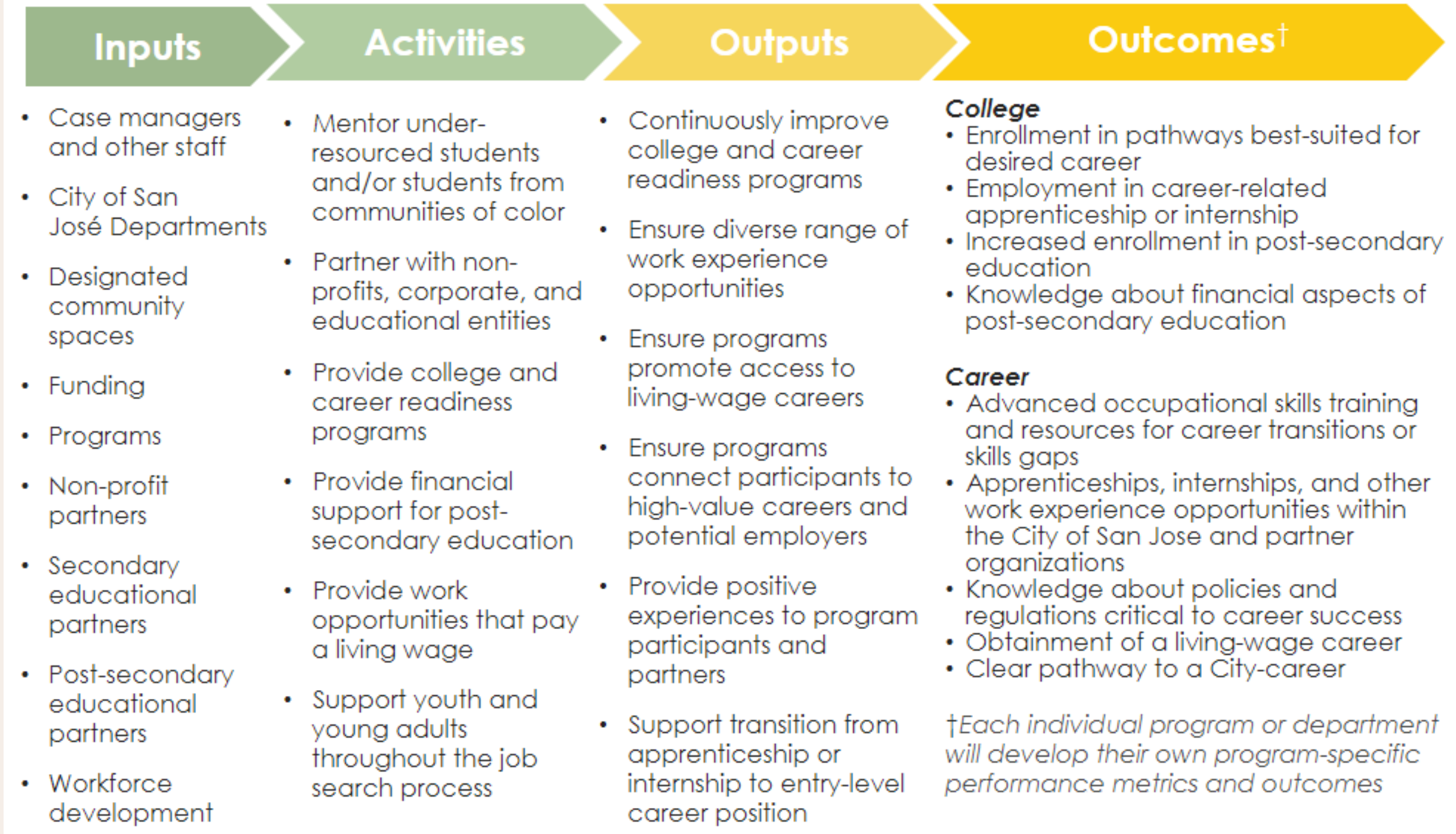
Program uses data to modify outreach strategies and ensure that all community members are aware of and can participate in programming

College & Career Logic Model

Equity in Action*

Presented to NSE
November 4, 2021 with
the Assessment Tool

**All programs are designed and evaluated to provide high-quality opportunities to under-resourced communities and communities of color*

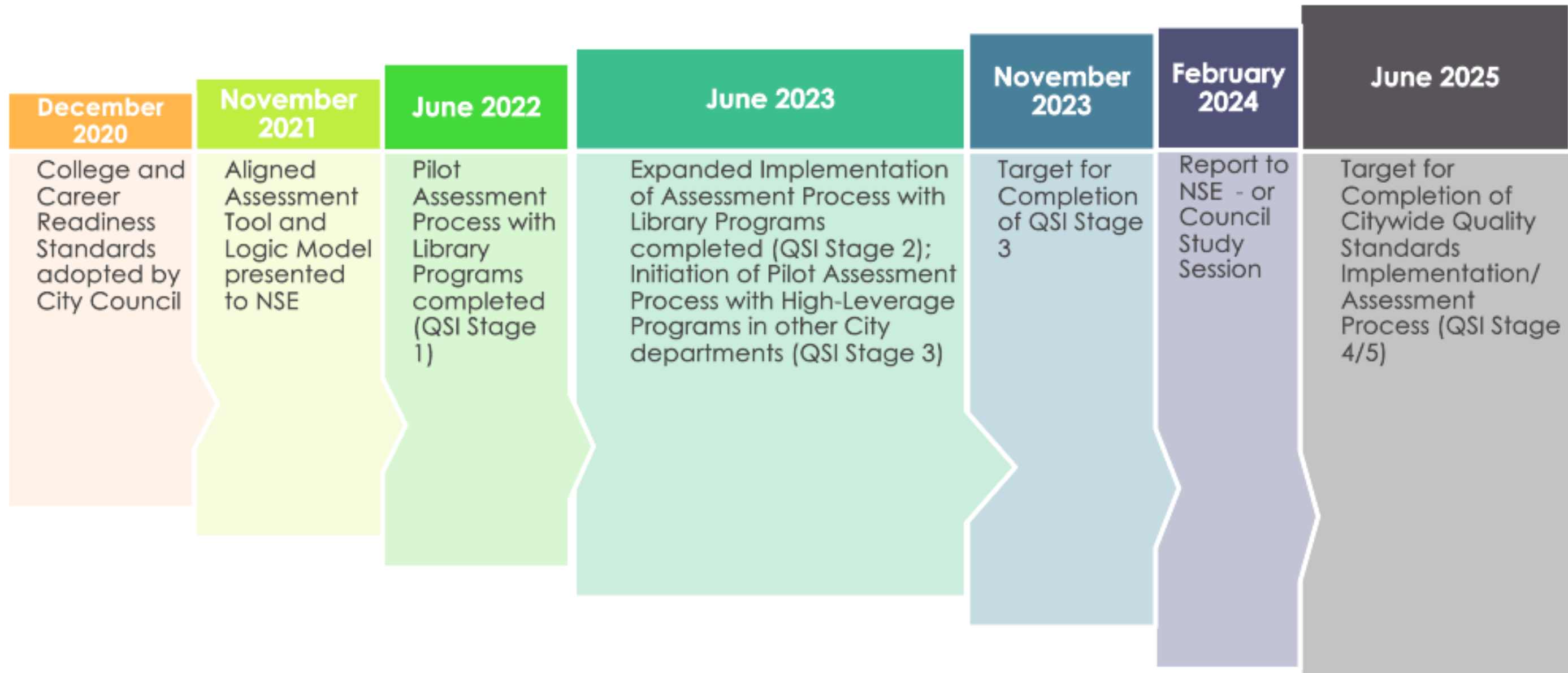


College & Career Programs

At SJPL:

- SJ Aspires
- Career Online High School
- Family, Friend, and Neighbor Caregiver Support Network
- Resilience Corps Learning Pathway
- SJPL Works
- + Youth Commission
- + Teens Reach

- Any city programs that are aligned with the logic model and help achieve outcomes related to post-secondary educational attainment and workforce development can be classified as College and Career Programs
- Some programs might also be aligned more closely to other areas of work and connected to continuous improvement processes that are already in place
- To the extent possible, all long term/ongoing College and Career programs should be assessed on an annual basis and have clear performance metrics that will be included in reports to City Council/Committees



QSI =Quality Standards Implementation

QUALITY STANDARDS DEVELOPMENT & IMPLEMENTATION TIMELINE

Continuous Improvement Process

**Commitment to
Quality**



Continuous quality improvement cycle

Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

Workbook Snapshots

About the Self-Assessment Tool:
The College and Career Readiness Quality Standards and Framework are designed to serve as a guide and a continuous quality improvement tool by defining standards and identifying strategies to improve the quality of College and Career Readiness programs. This document is intended for programs that are City-sponsored, specifically programs that promote college or career readiness skills for students and community members.
This Self-Assessment Tool will support program and service leaders as well as educators to reflect on and better understand their current practices and identify opportunities for improving quality outcomes for participants.
This tool has been developed to guide and support the service team in the self-assessment of the College and Career Readiness Quality Standards. If a standard is not applicable to your program, please mark "Not Applicable" and explain in the Narrative area why/how this standard/focus area does not apply to your programming. A manager needs to review the explanation for "Not Applicable" and approve these sections independently.
This tool is designed to help create a baseline of data and use that information to help programs improve and adapt over time. The College and Career Readiness Quality Standards Improvement Plan is available to use as a plan to adjust and set goals to score higher on this assessment tool.
Scoring:
Each program quality standard is broken down into multiple focus areas, and each focus area can receive one of five possible scores: "Not Applicable", "Not Met", "Beginning", "Intermediate", or "Advanced". If a focus area is "Not Applicable" to your program, we believe it should not count against your score. Because of this, the total amount of points possible will vary from standard to standard and from program to program.
To determine the total points possible for each standard, take the number of focus areas that are applicable to your program and multiply that by 3. For example, if a standard has eight focus areas but only six are applicable to your program, then your program's total points possible for that standard area would be 18. For each focus area marked "Not Met", the program receives zero points; for each focus area marked "Beginning", the program receives one point; for each focus area marked "Emerging", the program receives two points; for each focus area marked "Advanced", the program receives three points.
Scoring is completed automatically by the spreadsheet. If you see an error in your scoring, please contact Amanda Otte at amanda.otte@citylibrary.org.

Self-Assessment Program Details:
Date:
Program Name:
Department:
Site Address:
Contact Person:
Email Address:
Brief Program Description:
Evaluator's Signature:
Manager's Signature:

Subric Program Quality Standard 1: Technology and Access									
Focus Areas		Not Applicable	Not Met (0)	Beginning (1)	Emerging (2)		Advanced (3)		
Technology	(a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program provides staff and participants with laptops, tablets, and/or other technological devices for use.	<input type="checkbox"/>	Program provides staff and participants with laptops, tablets, and/or other technological devices for use.	<input type="checkbox"/>	Program provides staff and participants with laptops, tablets, and/or other technological devices for use at home and outside of, or a minimum, the duration of the program.
					Participants are able to check out devices from single or multiple location(s) as well.				Program has system in place to deliver devices to the homes of participants who are unable to travel to check-out devices for any reason.
	(b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program ensures that participants can access and modify the essential tools such as laptops, tablets, phones, and/or other technological devices, as needed.	<input type="checkbox"/>	In addition to built-in assistive tools, program provides participants with any additional assistive tools (e.g., text-to-speech, assistive listening devices, etc./aif) as needed.	<input type="checkbox"/>	Program has system in place to learn about participant assistive needs prior to program start, ensures that any assistive device needed is available to participants, and that assistive devices are returned to program at the conclusion of the program.
	(c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program ensures that any software required to complete the program is accessible to participants during program hours.	<input type="checkbox"/>	Program ensures that any software required to complete the program is accessible to participants both during and after program hours.	<input type="checkbox"/>	Program ensures that laptops, tablets, and/or other technological devices that participants check out have any software required to complete the program.
	(d)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If the program requires participants to use technology that cannot be loaned out (e.g., 3d printers, laser cutters, etc.), the program prioritizes participant access to that technology outside of program hours.	<input type="checkbox"/>	If the program requires participants to use technology that cannot be loaned out, the program allows participants to schedule independent work time on the technology outside of program hours.	<input type="checkbox"/>	If the program requires participants to use technology that cannot be loaned out, the program provides participants unlimited access to that technology outside of program hours.
	(e)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program evaluates devices, apps, and software before use.	<input type="checkbox"/>	Program has clear guidelines to evaluate devices, apps, software, and other instructional resources before they are used and requests participant stakeholder feedback periodically.	<input type="checkbox"/>	Program has clear guidelines to evaluate devices, apps, software, and other instructional resources before they are used.
Access					Program re-evaluates devices, apps, software, and other instructional materials at the conclusion of the program. This re-evaluation includes feedback from staff and participants.				Program re-evaluates devices, apps, software, and other instructional materials at the conclusion of the program. This re-evaluation includes feedback from staff and participants.
	(f)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program follows City's procurement process or an alternate to purchase devices, software, and apps as needed.	<input type="checkbox"/>	Program systematically evaluates need and investigates alternatives of scale when purchasing devices, software, and apps through City procurement processes.	<input type="checkbox"/>	Program follows City's procurement processes. RFPs are published and formal bids obtained to maximize purchasing power on devices, software, and other needs, as applicable.
					Program has both short and long-term device purchasing plan to ensure technology remains current.				Program evaluates both short and long-term needs as part of this formal process.
	(g)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program location has internet access that participants can use while on-site.	<input type="checkbox"/>	Program provides participants with a router, portable hotspot with signal (download speeds that are necessary to ensure the level of internet access needed to perform tasks away from the program's classroom).	<input type="checkbox"/>	Program provides participants with a router, portable hotspot with signal (download speeds that are necessary to ensure the level of internet access needed to perform tasks away from the program's classroom).
					Program allows participants on-site to access internet outside of designated program hours whenever possible.				In addition, program will ensure that hotspot contracts either allow for unlimited data or the data limits are so high that participants will not reach or exceed them during the program's duration.
	(h)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program staff can help participants troubleshoot connectivity issues while on-site.	<input type="checkbox"/>	Program provides designated staff member(s) to help participants troubleshoot connectivity issues outside of program hours.	<input type="checkbox"/>	Program provides program participants with access to the technical support needed to troubleshoot issues with hotspot at home, either through contractual services or trained staff members.
	(i)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program devices include software and tools needed to facilitate distance learning. Participants and staff are trained on the use of these tools.	<input type="checkbox"/>	Program staff provide synchronous or asynchronous distance learning opportunities for participants.	<input type="checkbox"/>	Program staff provide both synchronous and asynchronous distance learning opportunities for participants.

Workbook Snapshots

College and Career Readiness Evaluation Summary Page		
	Total Points Earned	Total Points Possible
Total Quality Standard 1: Technology and Access	0	27
Total Quality Standard 2: Privacy and Security	0	15
Total Quality Standard 3: Learning Environments	0	24
Total Quality Standard 4: Skill Building and Learning	0	21
Total Quality Standard 5: Curriculum and Teaching	0	18
Total Quality Standard 6: Staffing	0	18
Total Quality Standard 7: Program Leadership and Management	0	18
Total Quality Standard 8: Equity, Diversity, and Inclusion	0	30
Total	0	171
Percentage	0.00%	

QIP Snapshots

College and Career Readiness Quality Standards Improvement Plan

Instructions:

This document has been developed to support College and Career Readiness (CCR) programs in creating a Quality Improvement Plan (QIP) that summarizes a program's plan for advancing the quality standards of such program. Programs can use this form to develop a QIP that meets requirements for the City of San José's CCR Quality Standards annual reporting. All City of San José-sponsored CCR programs should demonstrate their commitment to continuous quality improvement by:

- 1) Conducting a program self-assessment, at least once annually, and
- 2) Using the results of the self-assessment to create a QIP that serves as a roadmap for pursuing program improvements.

All QIPs should include data-driven goals for program improvement, concrete action steps and strategies for achieving the goals.

Use the attached goal sheet to list your program goals and action steps and strategies for achieving each goal. One copy of the goal sheet is included in this form, but the number of goals your QIP includes is up to you. Copy and paste in additional goal sheets, as needed. When you are finished, share your QIP with program staff and families and make it readily available so you can track your progress and revise your goals, when necessary.

This document can be completed electronically, by typing directly into the form and then saving it to your computer. We recommend that each time you update this QIP, you save it as a new document with a new date. If you prefer, you can print this document and fill it out by hand. If you choose to print this document, be sure to print additional goal sheets for each additional program goal.

If you have questions about completing this form, please contact Amanda Ode at amanda.ode@sjccs.org.

Program Quality Standards Overview

1. **Technology and Access:** Program provides or coordinates access to well-maintained computing devices and the Internet.
2. **Privacy and Security:** Program adheres the City of San José's Privacy Principles and promotes online security.
3. **Safe and Supportive Learning Environments:** Program ensures participants can learn in a safe and supportive online or in-person environment.
4. **Skill Building and Learning:** Program stays current on skills needed and solicits feedback from participants.
5. **Curriculum and Teaching Practices:** Program uses outcomes-based curriculum that is adaptive to the needs of the participants.
6. **Staffing:** Program staff are appropriately trained, evaluated, and provided with opportunities for growth.
7. **Program Leadership and Management:** Program methods and goals are continuously evaluated and modified.
8. **Equity, Diversity, and Inclusion:** Program uses data to modify outreach strategies and ensure that all community members are aware of and can participate in programming.

Program: _____ Date: _____

Goal Description:

What other program information was used to develop this goal?

How will we know that our goal has been achieved? /What will be different? /What will we see in our practice?

What resources are needed to make progress towards this goal?

What strategies and actions do we need to achieve our goal?

Target Date	Person(s) Responsible	Action Step/Strategy	STATUS		
			Not Started	In Progress	Completed
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Notes:

3 Months:

6 Months:

9 Months:

12 Months:

SJ Aspires

Quality Improvement Plan



Goal Description

Leverage partnership to increase student engagement.

What program information was used to develop this goal?

Data from SJ Aspires evaluation as well as analysis of student activity in SJ Aspires portal.

How will we know that the goal has been achieved?

The number of non-school or district provided awards claimed by students through the San José Aspires portal will increase as the 23-24 Academic Year progresses.

What resources are needed to make progress towards this goal?

Additional staffing is being provided by Boys and Girls Club of Silicon Valley to provide more consistent on-site support for SJ Aspires. This increase in staffing will allow new engagement opportunities with students and parents during and after school.

Career Online High School

Quality Improvement Plan



Goal Description

Refine outreach strategies to increase number of scholarships awarded and program enrollees.

What program information was used to develop this goal?

Current outreach strategies; current rate of COHS scholarships; feedback from individuals on impact of program

As a note, COHS is offered to SJPL through Smart Horizon's Career Online High School. As such, we may offer feedback to Smart Horizon's to improve the program but we cannot implement changes to the content, admission process, graduation requirements, etc.

How will we know that the goal has been achieved?

There will be an increase in the number of scholarships awarded from approximately 40 at the end of the 2022-2023 fiscal year to 60 for the 2023-2024 fiscal year.

What resources are needed to make progress towards this goal?

Strategize with Marketing and Communications and development of a clear outreach calendar and plan, including scheduled promotion by Web Team and MarCom through their avenues.

Family, Friend, and Neighbor Caregiver Support Network

Quality Improvement Plan



early education
services

SAN JOSÉ PUBLIC LIBRARY

Goal Description

The FFN Caregiver Support Network program staff is working to develop best practices in supporting participants who speak a language other than or in addition to English.

What program information was used to develop this goal?

As the program nears the completion of cohort three, program staff are aware that we serve a group of participants who speak over nineteen different languages. The most common language other than English is Spanish. As more resources have been available in Spanish over the course of three years, it is evident that participants are engaging with the program in Spanish, utilizing the Zoom interpreter function comfortably, entering Zoom breakout rooms conducted in Spanish, and building trusting relationships with SJPL staff who speak Spanish.

How will we know that the goal has been achieved?

1. Language needs will be considered when hiring program staff.
2. Program staff will feel more confident in their ability to support FFN participants who speak a language other than English.
3. Program Participants will indicate that they felt they were fully able to participate in all aspects of the program regardless of speaking a language other than English.
4. Participants will feel valued and respected.

What resources are needed to make progress towards this goal?

The best option is to have a staff member who speaks, writes, and translates materials from English to Spanish and vice versa. All staff must be able to access and use resources available at SJPL (King interpreter line, written translation services, live interpreter services, etc.).

Resilience Corps

Quality Improvement Plan

#CaliforniansForAll
Youth Jobs Corps



Goal Description

The Resilience Corps program will develop better supportive practices for participants to secure permanent employment or make career/education choices in line with their goals and have the materials and skills needed to enter the workforce.

What program information was used to develop this goal?

The program has had almost 200 participants, we saw many needing extra guidance in key areas. For example, most of our cohort is bilingual, and that wasn't spotlighted on their resumes or in interview practice sessions. Additionally, many needed help with job applications and articulating their value in supplemental questions – City job applications can be confusing and lengthy, and for many, they haven't had any practice with this. Coaching and building confidence was needed in our approach and practice.

This is also true for post-secondary education. Many were unaware of financial aid or scholarships available to them. Our goal is not to provide them with exact links to specific scholarships, rather, connect them with appropriate resources and materials that support their goals.

How will we know that the goal has been achieved?

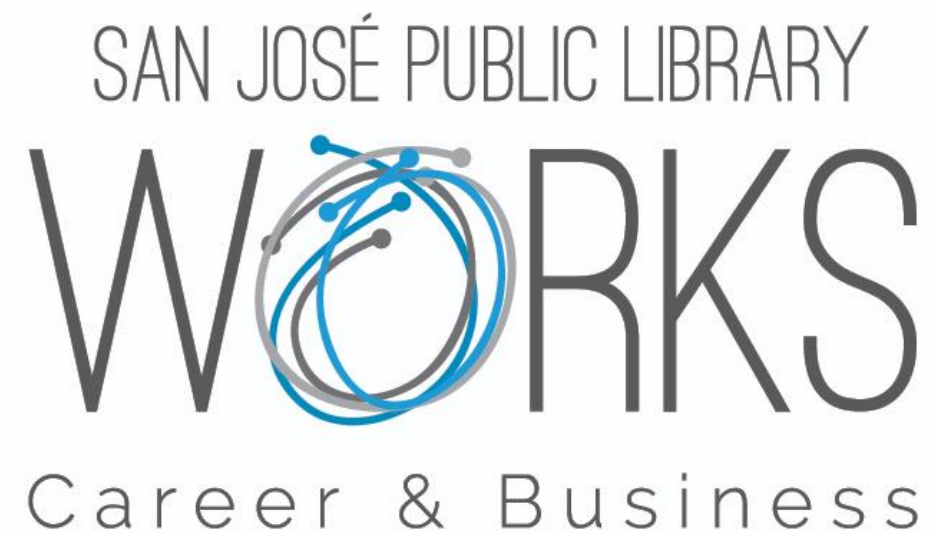
We've adjusted the scope and sequence for monthly professional development workshops, all of which have surveys for feedback. We will continue to track key metrics like employment offers, acceptance, and those going back to school or remaining in school.

What resources are needed to make progress towards this goal?

The professional development scope secured funding for a facilitator. The cost was \$10,000 for 8 sessions and an in-depth onboarding session. The goals of the PD were outlined and discussed with the facilitator.

SJPL Works

Quality Improvement Plan



Goal Description

SJPL Works staff is working to create more networking opportunities for participants that attend SJPL Works programs

What program information was used to develop this goal?

While completing the Quality Standards and Assessment Workbook, SJPL Works staff saw in QS3 Learning Environments section questioning about networking, which then helped us to see a gap in the needs of our target community.

How will we know that the goal has been achieved?

SJPL Works staff will create time in each program to do some networking. Participants will be asked to introduce themselves, what they're hoping to achieve/job goals, and share contact info (if wanted). This will allow participants who are in similar job searching phase and career goals to feel that they aren't alone and supported in order to form a real connection. This also allows for participants to connect with other and share resources and tips as well.

What resources are needed to make progress towards this goal?

Staff time to update program curriculum

Common Themes in Improvement Efforts

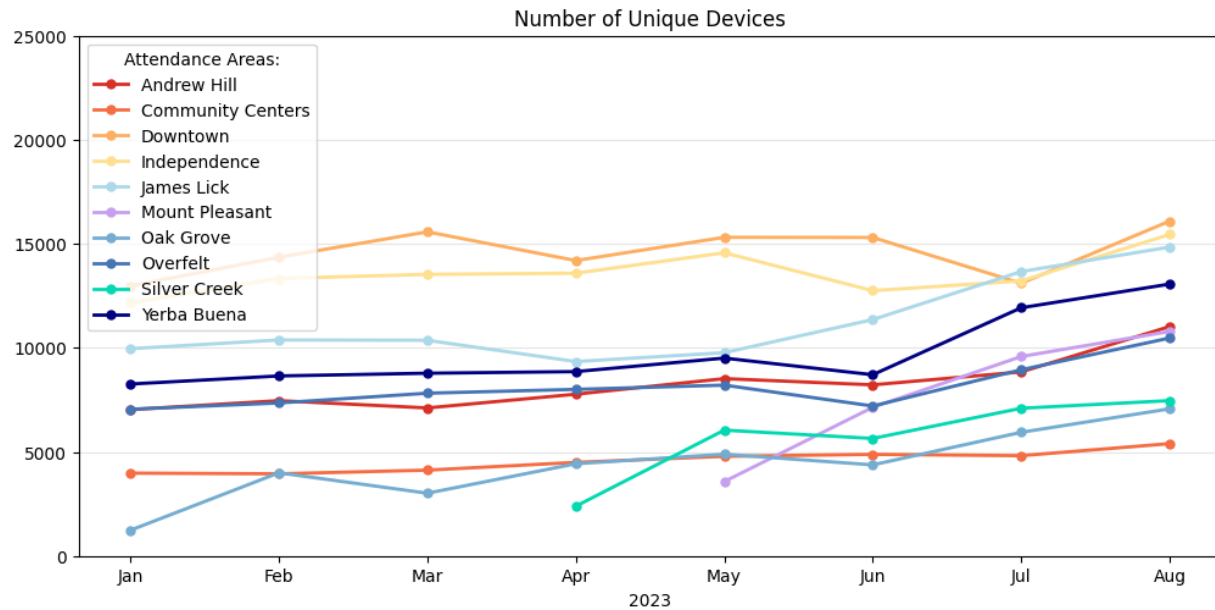
Refine approach to:

- ❑ Recruitment
- ❑ Outreach
- ❑ Creating opportunities for connection

ATTACHMENT H

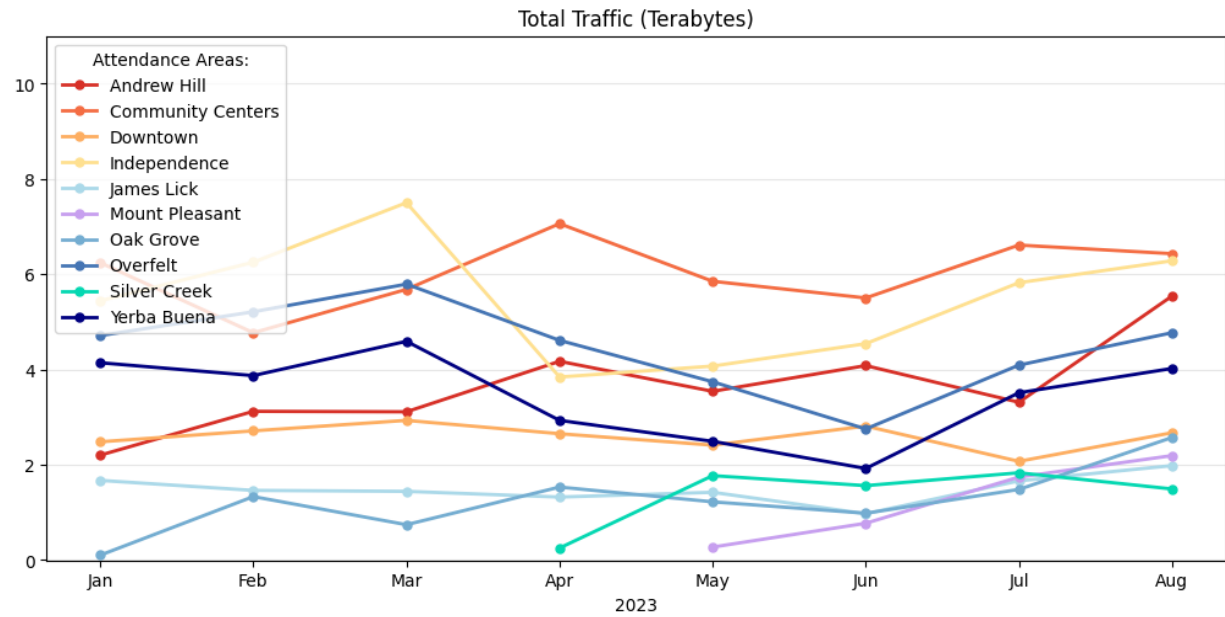
Community Wi-Fi Statistics

Graph and Table: Total unique devices per network, per month in thousands



Month	Andrew Hill	Community Centers	Downtown	Independence	James Lick	Mt. Pleasant	Oak Grove	Overfelt	Silver Creek	Yerba Buena
Jan	7,032	3,979	12,978	12,168	9,959	--	1,235	7,049	--	8,261
Feb	7,461	3,946	14,355	13,332	10,378	--	3,995	7,351	--	8,649
Mar	7,112	4,123	15,573	13,530	10,362	--	3,014	7,820	--	8,780
Apr	7,772	4,496	14,194	13,585	9,341	--	4,430	8,004	2,390	8,858
May	8,520	4,786	15,311	14,568	9,766	3,573	4,888	8,208	6,045	9,507
June	8,222	4,881	15,303	12,748	11,357	7,141	4,376	7,204	5,645	8,707
July	8,843	4,818	12,101	13,215	13,663	9,583	5,941	8,946	7,097	11,925
Aug	11,022	5,396	16,089	15,448	14,842	10,788	7,069	10,471	7,463	13,063

Graph and Table: Total data transfer per network, per month in Terabytes



Month	Andrew Hill	Community Centers	Downtown	Independence	James Lick	Mt. Pleasant	Oak Grove	Overfelt	Silver Creek	Yerba Buena
Jan	2.20	6.24	2.48	5.44	1.67	--	0.10	4.71	--	4.41
Feb	3.12	4.77	2.71	6.25	1.46	--	1.33	5.21	--	3.87
Mar	3.11	5.68	2.93	7.50	1.44	--	0.74	5.79	--	4.59
Apr	4.17	7.06	2.65	3.84	1.32	--	1.53	4.61	0.25	2.93
May	3.54	5.85	2.41	4.07	1.42	0.27	1.22	3.74	1.77	2.49
June	4.08	5.50	2.81	4.54	0.97	0.77	0.98	2.75	1.56	1.92
July	3.31	6.61	2.07	5.82	1.66	1.74	1.48	4.09	1.83	3.51
Aug	5.54	6.43	2.67	6.28	1.98	2.19	2.57	4.77	1.49	4.02

Quality Standard	Tool/Training Name & Link	Beginner Description	Tool/Training Name	Emerging Description	Tool/Training Name	Advanced Description
QS1: Anti-Racist Approach	Microaggressions at work: Recognizing & overcoming our biases, Cultural Amp, [article, 7 min read]	Article details how microaggressions manifest at work, as well as methods to identify and overcome microaggressions.	The problem with that equity vs. Equality graphic you're using, Cultural Organizing, [article, 5 min read]	Examines the impact of structural inequality by redesigning the popular equity vs. equality graphic.	Dismantling Anti-Blackness in Democratic Workplaces, AORTA, [facilitation guide]	Tools to help workplaces see and address antiBlack racism when it happens, as well as creating systems and practices that undermine anti-Black racism.
	Who Me, Biased? Series, New York Times, [video series, six 3 min]	This New York Times series explores types of bias, how to change prejudices, and ways to address racism.	The Mind Of The Village: Understanding Our Implicit Biases, NPR, [podcast, 50 min]	From the creator of the Implicit Association test, this episode of Hidden Brain examines how both the brain and society contribute to implicit bias.	Presumed Innocent: Why We Need Systematic Reviews of Social Policies	This article is a commentary piece from the Task Force on Community Preventive Services where they present recommendations relating to interventions targeting the sociocultural environment in order to improve health.
	Project Implicit (harvard.edu)	Project Implicit is a non-profit organization aimed at educating the public about hidden biases and providing a "virtual laboratory" for collecting data on the Internet.	Children Are Not Colorblind: How Young Children Learn Race	This article elaborates on research that shows children recognize race from a young age, and develop racial biases by age 5.	Avalon Project - The Souls of Black Folk by W.E.B. Du Bois; 1903 (yale.edu)	Essential reading from the sociologist, socialist, historian, and Pan-Africanist civil rights activist W.E.B. Du Bois.
	The critical role white parents play in shaping racism — and eradicating it, PBS NewsHour, [video, 8 min]	Structural racism is now sharing the American cultural spotlight with COVID-19. While solutions to racial disparities in police treatment, health care and education will likely require policy changes, some experts say decisions at the family and individual levels matter just as much.	Implicit Bias Module Series, Kirwan Institute For The Study Of Race And Ethnicity, [course, 60+ min]	This course addresses insights about how the minds operate and the origins of implicit associations. It will help you uncover some of your own biases and learn strategies for addressing them. Each module is divided into a short series of lessons, many taking less than 10 minutes to complete.	Portrayal And Perception: Two Audits Of News Media Reporting On African American Men And Boys	A Report from The Heinz Endowments' African American Men and Boys Task Force Pittsburgh, Pennsylvania. Portrayal and perception: an overview two audits of news media reporting on african american men and boys reveal coverage that is at odds with how they and their communities view them.
	How Not to Be an Ally Psychology Today	This article examines common missteps and advice for effective allyship.	Institute Background Check Reviewer Guide	This guide brings a critical lens to background checks, and examines the negative impact of a conviction record, and how background checks often perpetuate the racial disparities within our country's criminal legal system. Additionally, it provides guidance to lessen the disproportionate impact background checks may have on any candidate or applicant with a conviction record, especially Black and Latinx candidates.	The New Jim Crow: Mass Incarceration in the Age of Colorblindness, [book]	A book by Michelle Alexander, a highly acclaimed civil rights lawyer, advocate, and legal scholar. She shows that, by targeting black men through the War on Drugs and decimating communities of color, the U.S. criminal justice system functions as a contemporary system of racial control, even as it formally adheres to the principle of colorblindness.
	Ships of Slaves: The Middle Passage, [film, 46 min]	A documentary narrated by Debbie Allen that chronicles the the plight of African-Americans during the Middle Passages and the Atlantic Slave Trade.	How Slavery Affected African American Families, Freedom's Story, TeacherServe®, National Humanities Center	This guide establishes a basis for understanding how slavery disrupted the family structure for African-Americans, and provides applicable supplemental materials for guiding students learning on the topic.	U.S. disparities in health: descriptions, causes, and mechanisms - PubMed (nih.gov)	This publication outlines the research which establishes that health disparities in the US based on race are widespread and that the disparity is avoidable.
	The Case for Reparations by Ta-Nehisi Coates - The Atlantic	Two hundred fifty years of slavery. Ninety years of Jim Crow. Sixty years of separate but equal. Thirty-five years of racist housing policy. Until we reckon with our compounding moral debts, America will never be whole.	Residential Segregation. What are the Remedies?	Housing segregation undergirds many of the nation's seemingly intractable racial inequities. Watch this presentation from Richard Rothstein a researcher looking in to how federal, state, and local policies have deliberately placed racial minorities in slum conditions, often with severe and lasting impact across generations.	Race, medicine, and health care in the United States: a historical survey - PubMed (nih.gov)	This publication covers the conceptualization of race and how it moved from the biological to the sociological sphere with the march of science. The atmosphere created by racial inferiority theories and stereotypes, 246 years of black chattel slavery, along with biased educational processes, almost inevitably led to medical and scientific abuse, unethical experimentation, and overutilization of African-Americans as subjects for teaching and training purposes.
	When Affirmative Action Was White: Further Reflections (panopto.com)	Ira Katznelson fundamentally recasts our understanding of twentieth-century American history and demonstrates that all the key programs passed during the New Deal and Fair Deal era of the 1930s and 1940s were created in a deeply discriminatory manner.	7_P1AR_CanDeBiasingReduceRacialDisparitiesInDiscipline.pdf (nycourts.gov)	This article outlines research on how implicit bias affects children of color by employing harsher punishments and otherwise differential treatment. The article then offers evidence-based frameworks that have been proven to successfully "de-bias".	Disparities in child and adolescent mental health and mental health services in the U.S.	This report covers four mechanisms of health disparity, protective factors and barriers, and proposes ways in which we can move forward with this knowledge.
	EmbraceRace Webinars	A series of webinars that provide guidance for talking to children about race.	Tom Shapiro, Black Wealth/White Wealth: Hidden Costs of Being Black	A webinar that covers "Race Today: A Symposium on Race in America". Brown University brought a group of the nation's most respected intellectuals on race, racial theory and racial inequality together to consider the troubling state of black life in America today. What are the broader structural factors that shape race today? How do these factors work on the ground and institutionally? What are the ideas about race, and racial identities that enable the normalcy of stark racial differences today? In particular, what role do key ideas such as "colorblindness" and "post race" play in shaping perception and outcomes? What can be done to challenge ideological and structural impediments to a racially egalitarian society?		
	Anti-racism resources for white people	This document is intended to serve as a resource to white people and parents to deepen our anti-racism work. If you haven't engaged in anti-racism work in the past, start now. Compiled by writer Alyssa Klein and activist/filmmaker Sarah Sophie Flicker	"The New Jim Crow" - Author Michelle Alexander, George E. Kent Lecture 2013 - YouTube	Michelle Alexander, highly acclaimed civil rights lawyer, advocate, Associate Professor of Law at Ohio State University, and author of The New Jim Crow: Mass Incarceration in the Age of Colorblindness, delivers the 30th Annual George E. Kent Lecture, in honor of the late George E. Kent, who was one of the earliest tenured African American professors at the University of Chicago.		

Quality Standard	Beginner		Emerging		Advanced	
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	CSJ Foundational Racial Equity Training Part 1	Foundational racial equity training provided by the Justice Collective that was conducted Spring 2022. This training is mandatory for all CSJ FT and PT benefitted staff	13TH. [film, 1 hr 40 min]	In this thought-provoking documentary, scholars, activists and politicians analyze the criminalization of African Americans and the U.S. prison boom.		
	CSJ Foundational Racial Equity Training Part 2	Foundational racial equity training provided by the Justice Collective that was conducted Spring 2022. This training is mandatory for all CSJ FT and PT benefitted staff	Race & COVID-19 Series w/ Dr. Thomas A. LaVeist. [video, 62 min]	Lessons from New Orleans: Race, Health, and COVID-19 from Thomas A. LaVeist, PhD, Dean and Weatherhead Presidential Chair in Health Equity, School of Public Health and Tropical Medicine - Tulane University		
	CSJ Foundational Racial Equity Part 1 Workbook	Workbook provided to City of San Jose staff for both individuals and teams to enhance their learnings and concepts around racial equity.	Talking About Race Search National Museum of African American History and Culture [si.edu]	The National Museum of African American History and Culture provides a list of resources to facilitate talking about race through activity guides, articles, videos, and other similar materials.		
	CSJ Foundational Racial Equity Part 2 Workbook	Workbook provided to City of San Jose staff for both individuals and teams to enhance their learnings and concepts around racial equity.				
QS2: Inclusive Programming	Language Guidance When Serving LGBTQ+ Populations. Center for Excellence. [article, 4 min read]	Chart provides best practices language options when serving the LGBTQ+ community.	Universal Design for Learning Guidelines. CAST. [toolkit]	A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.	Health Disparities at the Intersection of Disability and Gender Identity [dredf.org]	A literature review on health disparities at the intersection of gender identity minorities and disability. Gives the case for why these folks experience worse health outcomes, thus why it's important to target engagement with these groups.
	Mental Health Toolkit	Explore resources for fostering a mentally healthy workplace.	Accessible Meeting and Event Checklist. Cornell University. [article, 3 min read]	Checklist to ensure in-person events are accessible and meet the needs of all participants.	Planning Accessible Meetings and Events. Commission on Disability Rights. [toolkit]	In depth guidance for ensuring in-person events are accessible for all, including checklists and an accessibility survey.
	Secretary Fudge Reflects on Disability Employment Awareness Month	The Secretary of the US Department of Housing and Urban Development (HUD) reflects on progress and issues related to employees with disabilities.	Virtual Meetings: Accessibility Checklist & Best Practices. American Bar Association. [article, 7 min read]	In addition to the accessibility checklist for virtual meetings, this article provides how-to links for enabling common accessibility features on most major virtual meeting software.	Attitudes and Biases as Barriers for Deaf People. National Deaf Center. [course, 60 min]	A self-paced learning module designed to introduce how biases, attitudes, and social constructs impact deaf peoples' experience as they navigate system, as well as what action steps can be taken to reduce harm to deaf people both in personal and professional interactions.
	Learning Styles as a Myth. Poorvu Center for Teaching and Learning. [article, 4 min read]	From the Yale teaching center, this article examines the common myth of learning styles and provides alternative teaching strategies to encourage comprehension and metacognition.	Create Accessible Meetings. Section 508. [article, 15 min read]	Provides guidance for hosting in-person and virtual meetings, including how-to links and additional resources.		
	Learning styles & the importance of critical self-reflection. TED Talk. [video, 18 min]	This presentation focuses on debunking the learning styles myth via research findings, explaining how/why the belief in learning styles is problematic, and examining the reasons why the belief persists despite the lack of evidence.	Checklist for Plain Language. Plain Language Action and Information Network. [article, 2 min read]	Plain language benefits all users, and ensures program materials suit the intended audience.		
	On Diversity: Access Ain't Inclusion. TED Talk. [video, 12 min]	Anthony Abraham Jack, Assistant Professor at the Harvard Graduate School of Education reveals how and why disadvantaged students struggle and explains what schools can do differently if these students are to thrive.	Design for Reading. Plain Language Action and Information Network. [article, 2 min read]	Writing considerations to simplify how to support people obtain information, comply with requirements, and apply for benefits with the least possible burden. Designing for reading is an important part of developing effective communications.		
	Communicating with People with Disabilities. National League for Nursing. [article 7 min read]	Best practice trips for communicating with people with disabilities. Organized based on common disabilities.	Disability Visibility Project	An online community dedicated to creating, sharing, and amplifying disability media and culture.		
	CSJ Racial Equity Impact Assessment Guide	This Racial Equity Impact Assessment (REIA) guide is both a product and process to walk through a project or problem with equity considerations.				
	Mental Health First Aid Training	Learn how to help a friend, family member, coworker or neighbor in need. Anyone 18 and older can take Mental Health First Aid. Offered through Santa Clara County Department of Behavioral Health Services. Contact any of the community contacts listed here to register.				
	Question, Persuade, Refer Training	Suicide prevention training to sensitively approach individuals. Training includes how to question (ask the right question to help), persuade (help them get help), and refer (knowledge of resources to help). Contact any of the community contacts listed here to register.				

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	LGBTQIA+ Trainings	Training series offered by The Q Corner and Santa Clara County Office of LGBTQ Affairs.				
QS3: Data Collection & Analysis	Tip sheet for Anti-racist Data Collection	A guide for anti-racist data collection for frontline staff	Data for Equity, Census Bureau	Data equity tools provided by the Census Bureau to assist in measuring equity and diversity. Tools include: Community Resilience Estimates, Household Pulse Survey, Opportunity Atlas, Response Outreach Area Mapper, and Local Employment Dynamics.	Toward Evidence-based Antiracist Policymaking: Problems and Proposals for Better Racial Data Collection and Reporting, Center for Antiracist Research, [article, 20+ min read]	This policy report examines the state of racial and ethnic demographic data collection and reporting in the U.S., and offers policy recommendations to improve such systems. In particular, this report demonstrates the need for a standardized and nation-wide system of racial data collection and reporting.
	Learn More About Data Equity, Digital Promise, [video, 1 min]	Learn why data equity is important to ensure data is collected, analyzed, interpreted, and shared with diverse stakeholders without bias or exclusion.	Do you know who's participating in your programs – and who isn't? Of/By/For All, [toolkit]	This step-by-step guide to collecting high-quality participant data can help organizations create a plan, build a survey, and start collecting data.	A Toolkit for Centering Racial Equity Throughout Data Integration, Actionable Intelligence for Social Policy	
	How Can We Design Survey Interviews And Questionnaires To Give Us The Best Information Possible?, Racial Equity Tools, [article, 5 min read]	Tip sheet for designing survey interviews and questionnaires for equitable data collection.	Best Practices for Survey Research, American Association for Public Opinion Research, [article, 15 min read]	Article providing recommendations on how to produce the best survey possible. Included are suggestions on the design, data collection, and analysis of a quality survey.	Implementing Effective Data Quality, dataourcerv, [video, 42 min]	Guide to implementing data quality improvement, including data quality management process, data profiling, monitoring, and evaluation.
	CRM 101- Understanding Data Quality, Azamba, [video, 7 min]	Explanation of data quality data and the 6 guidelines for making sure collected data is high-value.	What is Data Quality, TechTarget, [article, 10 min read]	This article examines the impact of data quality, as well as strategies to implement data quality management.	Do No Harm Guide: Applying Equity Awareness in Data Visualization, Urban Institute, [toolkit]	Guide detailing how data practitioners can approach their work through a lens of diversity, equity, and inclusion.
	Accurate and Consistent Data Entry, [video, 4 min]	This video shows how to use data validation and drop-down lists to ensure accurate and consistent data entry.	NDRN_Count_Everyone_Include_Everyone_2021.pdf	National Disability Rights Network report on the need for disability inclusion and representation in federal data.	Advancing Racial Equity in Public Libraries: Case Studies from the Field, GARE	This Issue Brief profiles a handful of public libraries that are leveraging the power and influence of their institutions to advance racial equity in library work and beyond. These libraries are using a shared framework and toolset while developing innovative local approaches to reduce race-based disparities. In doing so, they are beginning to see positive transformations in collections, partnerships, the library workforce, programming and — ultimately — communities.
	Disability Impacts All of Us Infographic CDC	CDC data infographics centered on how disability impacts all of us.	Tools Center for Neighborhood Technology (cnt.org)	CNT delivers research tools that support community-based organizations and local governments to create neighborhoods that are equitable, sustainable, and resilient.	Persons With Disabilities as an Unrecognized Health Disparity Population - PMC (nih.gov)	Report that recommends future research and policy directions to address health inequities for individuals with disabilities; these include improved access to health care and human services, increased data to support decision-making, strengthened health and human services workforce capacity, explicit inclusion of disability in public health programs, and increased emergency preparedness.
	7 facts about Americans with disabilities Pew Research Center	Article that outlines seven facts about Americans with disabilities from the PEW Research Center.	Our Identities, Ourselves: Anti-Racist Guidelines for Collecting Data on Race & Ethnicity, [video, 60 min]	In this webinar, learn best practices and tools for centering equity and constituent voice in data collection, analysis, reporting, and use. Topics explored included: the best ways to capture race and ethnicity within data systems; how frontline workers can better ask nonjudgmental questions about young people and families' identities throughout the life of a case; how system leaders can ensure that data collected is used to advance equity.		
	People-with-Disabilities-Brief.pdf (censuscounts.org)	National Disability Rights Network brief on why the census matters for people with disabilities.				
	Racial equity in U.S. data collection improves the accuracy of research, policy evaluation, and subsequent policymaking, Washington Center for Equitable Growth, [article, 4 min read]	This article details how inaccurate data collection impacts marginalized communities.				
	Southeast ADA Center: My ADA Learning Suite	Courses on Disability, Inclusion and the Americans with Disabilities Act				

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QS4: Culturally Relevant Pedagogy	Inclusive Teaching Strategies, Poorvu Center for Learning and Teaching, [article, 5 min read]	Article examines the importance of inclusive teaching, as well as strategies and resources for implementation.	Diversity and Inclusion, Poorvu Center for Learning and Teaching, [article, 15+ min read]	From the Yale teaching center, this article advocates for greater diversity and inclusion in instructional design, and provides concrete strategies relating to awareness of socioeconomic diversity, awareness of implicit biases, inclusive classroom climate, inclusive teaching strategies, and racial awareness.	Mexicans in San Jose, Nannette Regua [book]	A historical look at the Mexican community in the City of San Jose.
	NCCC: Curricula Enhancement Module Series (georgetown.edu)	This online training series provides materials and information meant to improve the physical and mental health, safety and well-being of the maternal and child health (MCH) population which includes all of the nation's women, infants, children, adolescents, and their families, including fathers and children with special health care needs.	The East Side's Impact in San José: A Conversation With Scholars, [video, 2 hr]	SJSU scholars discuss the history of the Hispanic community in San Jose.	Chinese in San Jose and the Santa Clara Valley, Chinese Historical and Cultural Project, [book]	A historical look at the Chinese community in San Jose and Santa Clara Valley.
	Vietnamese Immigrants in the United States, Migration Policy Institute, [article, 10 min read]	Article details the history of Vietnamese immigrants in the United States, as sources from statistical data.	East Side Stories: Community Members & Activists East Side Stories: Community Members & Activists, [video, 3 hr]	Learn about the East Side's evolution from rural farmland to thriving multicultural community, and how that community came together to face the challenges posed by government neglect, media misrepresentation and economic discrimination.	African Americans of San Jose and Santa Clara County, Jan Batiste Adkins, [book]	A historical look at the African American community in San Jose and Santa Clara County.
			CA-1 Course with Micro-Credential Badge: "Culturally Responsive Anti-Bias Teaching", [course]	This course examines the process of harnessing and developing cultural proficiency to empower students, as well as intentionally designing learning activities and spaces to be inclusive to all students.	Enhancing Cultural Competence, Community Tool Box, [toolkit]	This toolkit aids in assessing and enhancing cultural competence in your organization or community effort by giving you tools to define your vision and goals, how to conduct a cultural audit, and more.
			NCCC Resources (georgetown.edu)	Hear from families and professionals about key issues in creating and delivering culturally competent health promotion initiatives.	Uninvited Neighbors: African Americans in Silicon Valley, 1769-1990, Herbert G. Ruffin, [book]	This book reaches from the Spanish era to the valley's emergence as a center of the high-tech industry. This is a comprehensive history of the African American experience in the Santa Clara Valley.
					Multicultural Youth Engagement	Transcript of conference presentations designed to raise awareness of the importance of engaging youth and families from diverse cultural and linguistic backgrounds.
					Ways 2 Equity Handbook, Santa Clara County Office of Education African American Students, p. 16-19 Students with Disabilities, p. 20-23 English Learners, p. 24-27, https://deira.novato.com/files/4/1e/0XE5chWQ	A resource developed by Santa Clara County's Office of Education to help education practitioners to "overhaul deeply embedded inequities in our current education system."
QS5: Community Involvement	Anti-oppressive Facilitation For Democratic Process: Making Meetings Awesome For Everyone, AORTA	Whether or not you act as facilitator at meetings you attend, building your facilitation skills will help you make your meetings better, more inclusive, and more fully democratic! Here are some foundational tips and suggestions that can have big impacts on your meetings.	Facilitating Necessary Spaces: A Toolkit for Changemakers during Extraordinary Times, Umoja, [20+ min read]	Discussion resources for encouraging empathetic listening, processing, and togetherness.	Community Engagement Framework, Actionable Intelligence for Social Policy, [toolkit]	Centers the strengths of the organization to forge sustainable relationships between group and individuals. Integrity, transparency, collaboration, equity and self-reflection are the values that create the foundation for the framework.
	RCRA Community Engagement Checklist, RCRA, [article, 8 min read]	Designed to help agencies and community organizations understand how to work together and independently on community engagement, this checklist addresses community engagement as a three-part process.	Feedback: A guide to giving and receiving feedback in campaign groups and co-ops, Seeds for Change, [article, 15 min read]	When members of a group regularly give each other feedback, it helps to develop skills and be accountable to each other. It can also build stronger relationships and healthier group dynamics. This article details how feedback can be used to build non-hierarchical groups and build communities.	The Art of Relevance [book], Nina Simon	The Art of Relevance explores how mission-driven organizations can matter more to more people. The book is packed with dozens of inspiring examples, rags-to-relevance case studies, research-based frameworks, and practical advice on how your work can be more vital to your community.
	Best Practices for Meaningful Community Engagement: Tips for Engaging Historically Underrepresented Populations in Visioning and Planning, Groundwork USA, [article, 4 min read]	Meaningful community engagement can take shape in a variety of ways and requires time and flexibility. Building trusting relationships with people—and finding a variety of ways to enable their connection to a project, a process, or a group of people—requires sustained effort. Here are some tips to help strengthen the interpersonal connections across your community.	Public Participation Guide: Process Planning, EPA, [article, 10 min read]	This guide outlines the planning process to ensure successful program participation. While intended for use by the Environmental Protection Agency, this guide provides helpful strategies for building community relationships.	Engaging Communities for Systems Change, National Deaf Center, [course, 3 hours]	The lived experience and knowledge of deaf community members must guide policy changes, strategic planning, and programs that are designed to reduce barriers and increase opportunities for deaf people in the United States. Engaging Communities for Systems Change is a three-hour self-paced professional development course that can help you gain an understanding of the importance of including deaf people in decision-making and obtain strategies for collective change as a community.

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	Sustainable community development: from what's wrong to what's strong, Ted Talk, [video, 18 min]	Instead of trying to right what's wrong within a community Cormac argues we need to start with what's strong. We need to help people discover what gifts they have and to use those gifts to enrich those around them.	Obtaining Feedback from Constituents: What Changes are Important and Feasible? Community Tool Box, [article, 8 min read]	Learn how to obtain feedback from constituents in order to prioritize which changes are most important and feasible to pursue.		
	Questions change everything in community engagement, Ted Talk, [video, 15 min]	There is an art to asking a good question, but all too often the questions asked in community engagement make assumptions about the community, their knowledge and their needs. Communities can be a wonderful source of knowledge and expertise, and Max Hardy demonstrates that giving them the opportunity to rise to the occasion through thoughtful questions can improve decisions, generate change and enhance democracy.	Guide for Setting Ground Rules, (edchange.org)	These guidelines, often referred to as "ground rules" or "community norms," should provide the community within a workshop or class a framework to ensure open, respectful dialogue and maximum participation.		
	Understanding Community-Led Approaches to Community Change, Tamarack Institute, [article, 18 min read]	There has been a marked increase in demand for 'Community-Led' approaches to change across the country. Black Lives Matter, Idle No More, poverty reduction, and youth empowerment provide just a few examples. This shows incredible promise for advances towards community ownership of decision-making practices and active citizen participation in community life. We need to be intentional though about what 'Community-Led' means so that communities are not inadvertently acted-upon, and instead are empowered through leadership.	I See You: The Strengths-Based Perspective in Public Service	Think of a time when a friend or loved one built up your confidence and made you feel understood. What did they say? What was their tone? What did they notice in you? Choosing to focus first on strengths rather than deficits is called a strengths-based perspective and it has the potential to shift both our work as public servants as well as the ways in which we see our patrons. This session will introduce the strengths-based perspective, examine its use in a world that is often problem-focused, and discuss the ways in which focusing on the strengths of our patrons can help empower our communities.		
	IAP2 Public Participation Spectrum	IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process.	Partner Power: A Technique for Building More Authentic Community Partnerships, Right from the Start, Of/By/For All, [article, 10 min read]	Centered on the idea that our partner's success is our success, this article and worksheet are designed to help organizations shift from a mindset of transaction to collaboration.		
	Cities 4 All	A collection of presentations for inclusive and accessible urban development for practitioners and city leaders.				
QS6: Outreach as Key to Inclusion	8 Best Practices for Designing Infographics for Diversity and Inclusion, [article, 12 min read]	Designing infographics for better diversity and inclusion increases both the utility of outreach materials and encourages relationship building with communities.	Index Of Community Engagement Techniques, Tamarack Institute, [article, 20+ min read]	This index provides an overview of outreach strategies for community engagement, including specific methodologies and considerations.	Communications to Promote Interest, Community Tool Box, [toolkit]	This toolkit examines how to use persuasion and promotion to promote interest in community issues, including creating newsletters, posters, and flyers; developing creative promotion strategies; and creating fact sheets on local issues.
	Web Accessibility for Designers, WebAIM, [article, 2 min read]	This infographic provides essential tips for accessible web design.	WAVE Web Accessibility Evaluation Tools, WebAIM, [toolkit]	WAVE is a suite of evaluation tools that helps authors make their web content more accessible to individuals with disabilities. WAVE can identify many accessibility and Web Content Accessibility Guideline (WCAG) errors, but also facilitates human evaluation of web content.	Encouraging Involvement in Community Work, Community Tool Box, [toolkit]	Guide addresses increasing participation in public programs through such strategies as identifying and analyzing stakeholders and their interests and promoting participation among diverse groups.
	Social Determinants of Health - Healthy People 2030 health.gov	Social determinants of health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.	Evaluate the outreach campaign, EPA, [article, 3 min read]	Evaluation provides a feedback mechanism for ongoing improvement of your outreach effort. This guide examines the benefits of evaluation as well as methodologies.	Evaluating Community Outreach Efforts: A Framework and Approach Based on a National Mental Health Demonstration Project, Journal of Multi-Disciplinary Evaluation, [article, 15 min read]	While this study focuses on community health programs, it provides an outline for evaluating community outreach campaigns.
	Creating the Culture for Engagement, Tamarack Institute, [article, 25 min read]	Fear is one of the biggest barriers that prevents changemakers from applying authentic community engagement practices. In this paper, Lisa Attygalle explores the role of fear in the engagement process, and provides practical strategies for transforming and applying fear in community engagement.				

Updated January 2023. Additional resources and materials to be included.