



LOCAL EARLY EDUCATION PLANNING COUNCIL
OF SANTA CLARA COUNTY

Local Early Education Planning Council of Santa Clara County

Vision for the Future of Early Care and Education



Santa Clara County  Office of Education

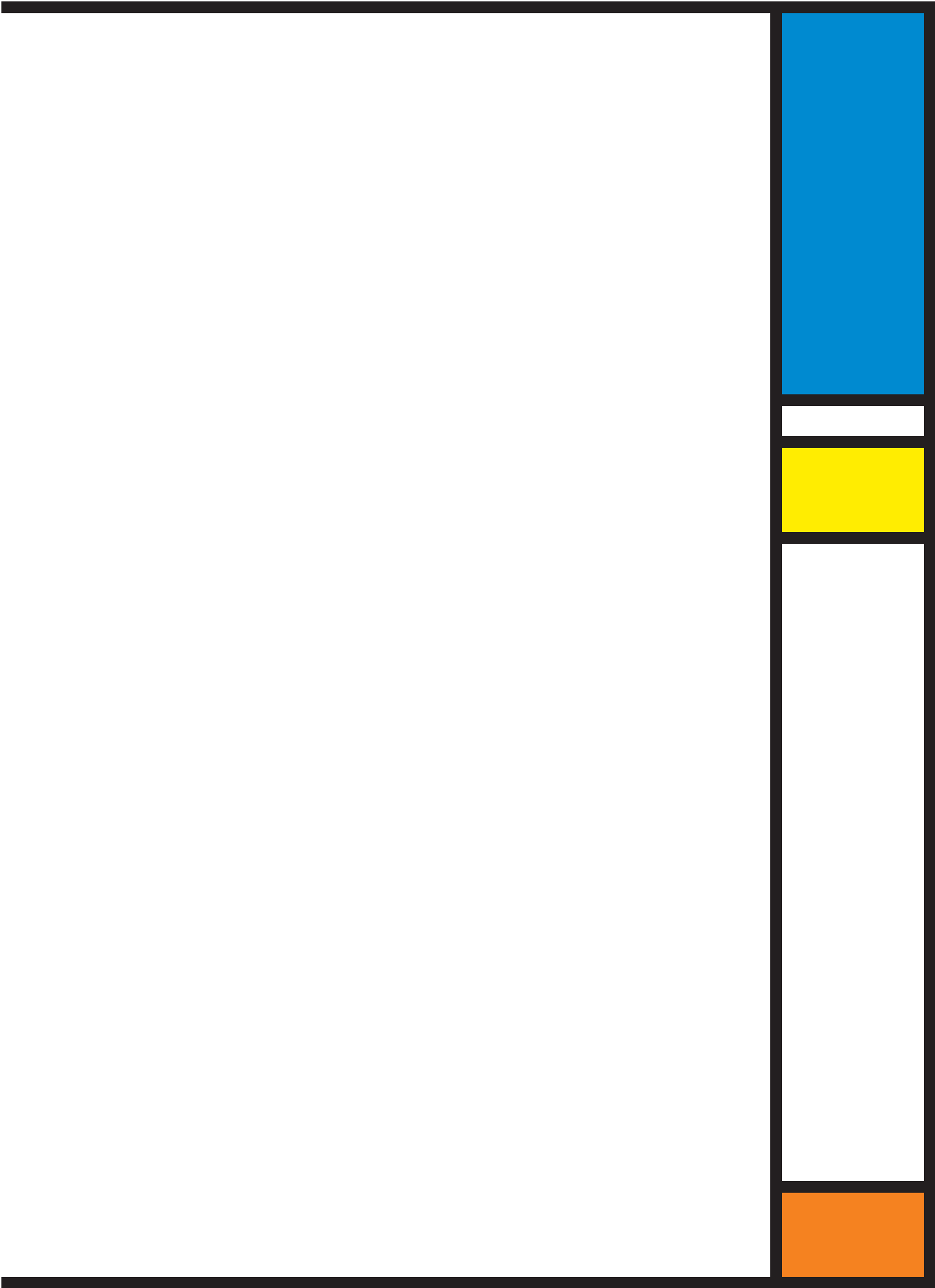




TABLE OF CONTENTS

Introduction 1

Vision 2

Vision Development Process 7

Next Steps and Opportunities for Improvement 8

I. Introduction

In 2008, a diverse group of early care providers, educators, policy staff and agency leaders came together to crystallize a vision statement on behalf of Santa Clara County's Early Care and Education (ECE) community. The vision is the ECE community's foundation for supporting the development and education of all children in the county. The vision provides a picture of the community's desired future and clarifies the core principles and desired outcomes for ECE.

Purpose of the Vision

The vision statement is intended to Improve outcomes for children by supporting a cohesive and proactive ECE Community: The vision will help to inspire and support the implementation of specific changes supporting the developmental progress and school readiness of all children in Santa Clara County. The vision will help achieve this by providing a common agenda for the county's diverse system of ECE advocates and providers. The vision will support the ongoing maintenance of a strong and cohesive early care and education community, including all caregivers whether paid or unpaid.

Benefits

The vision framework establishes a common set of principles and definitions, which will expand our ability to achieve our full potential as a community of practice. The key intended benefits of clarifying our vision include:

- Make the best use of resources by using a coordinated approach across stakeholders
- Promote coordination
- Create an overarching shared agenda across agencies and organizations
- Highlight a direction for change and improvement
- Clarify key assumptions and concepts

Local Planning Council Role: Convene and Advocate

The Local Early Education Planning Council is the champion for the vision on behalf of Santa Clara County's ECE community and partners. The LPC will sponsor and support inclusive countywide processes to implement and refine the vision. The LPC is a convener and coordinator, with a charge to encourage independent yet coordinated action to achieve the common vision.

Action Research

The vision is a guide for an ongoing process of program innovation and learning. Initiatives such as the Power of Preschool (PoP) demonstration sites can be the source of new ideas and approaches. Using an action research model will enable the ECE community to engage in evidence-based practice.



II. Vision

This section presents the common vision for the Santa Clara County ECE community. The graphic below shows at a glance the vision, guiding principles, key outcomes, and the LPC's role in supporting the implementation of the vision. Each of these elements is described in detail in the following pages of the section.

Vision

Santa Clara County's diverse Early Care and Education Community is united, in partnership with families, in supporting access to high quality, affordable Early Care and Education that supports the development, health, and success of all children and their families.

Guiding Principles

Support All Families and Children

Serve Children Birth through 12 According to their Developmental Needs

Implement a Range of Strategies

Create a Foundation for Child Development and School Success

Key Outcomes

Quality

Family Support

Access

Workforce Development

School Success

Results and Accountability

Funding

LPC Role: Convene and Advocate

The LPC serves as the convener of the LPC community to develop shared priorities and initiatives to reach the vision. Once a common approach is devised, the LPC advocates for the implementation of the shared strategy

Guiding Principles

The following principles provide a common conceptual foundation for the provision of Early Care and Education in Santa Clara County.

Support All Families and All Children

The Santa Clara County Early Care and Education community is committed to supporting *all families and all children* in building the foundations for healthy child development and school success.

Implement a Range of Strategies

To support all children and families, regardless of care setting, early care and education in Santa Clara County *includes a range of services*. This multi-tiered approach allows the ECE community to support quality of care in professional settings; by family, friends, and neighbors; and through parent support and education including home schooling. In Santa Clara County, the ECE community pursues several means to enhancing child outcomes:

- Provider workforce development
- Parent support and education
- Community outreach
- Social marketing and
- Partnership with K-12

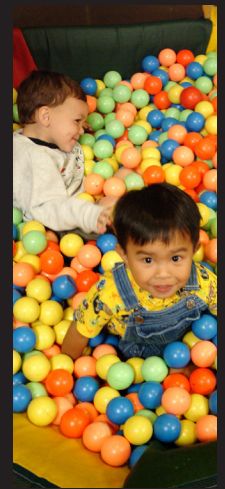
Create a Foundation for Child Development and School Success

Building the *foundation for healthy child development and school success* is the overarching focus of the ECE community.

Serve Children Birth through 12 According to their Developmental Needs

Another key assumption is that Santa Clara ECE will address children from birth through age 12 in keeping with the Local Early Education Planning Council's mandate. The vision encompasses this wide age spectrum in a way that recognizes the *unique developmental needs and goals of different age ranges*. By clarifying the distinct needs by developmental stage, as shown in Table 1, the vision allows for and promotes more targeted approaches for different age segments.

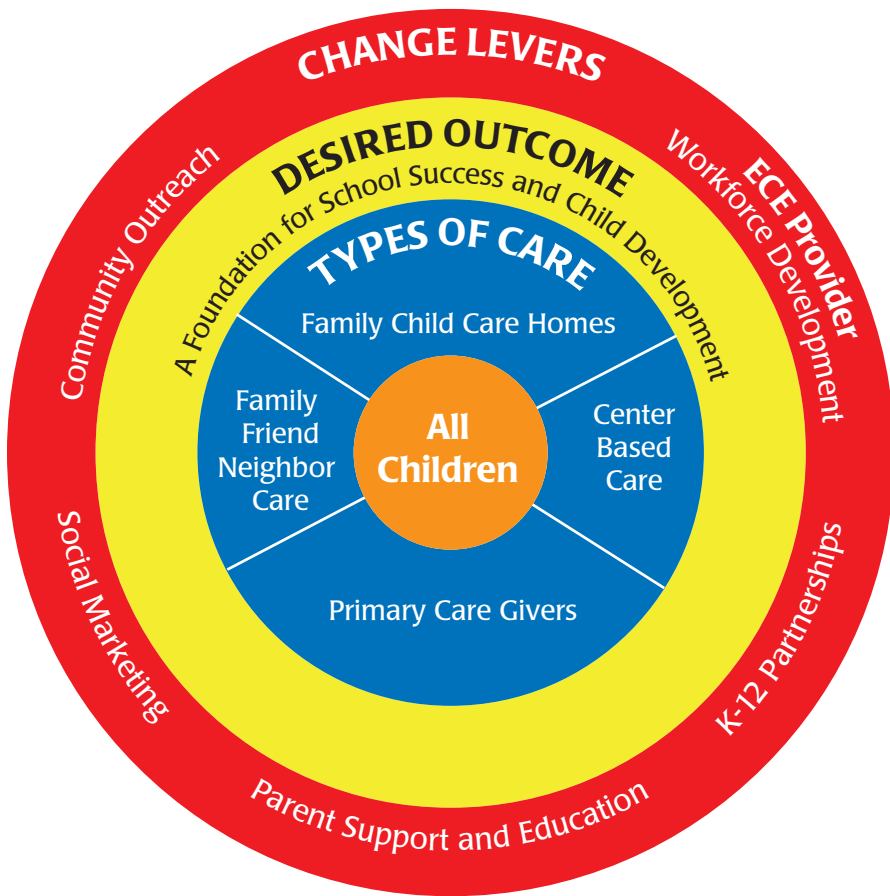
- Birth through age 3
- Age 4 through age 8
- Age 9 through age 12



The table below presents the focus of child development by age range. These age ranges were chosen to reflect developmentally significant periods.

Age Range	Focus of Child Development
<p>All Children Birth Through Age 12</p>	<p>There is a strong common set of desired qualities and attributes for all children within the birth through 12 age range. At all ages, we expect our child care to be safe and to promote each individual child's physical, social-emotional and cognitive development. All child care environments should be warm, nurturing and respectful of the child's culture and home language. Teachers and parents/caregivers should be partners in understanding the special needs of every child, and learning how to cultivate the unique talents in each child. Books, art, music and nature should be integrated into programs to foster creativity, language development and the child's understanding of the world. Children should have lots of time to play in ways that stretch their imaginations, exercise their bodies, and help them develop social and emotional skills. A key concept is that at every developmental stage, child care will prepare the child for a transition to the next level.</p>
<p>Infants and Toddlers Birth Through Age 3</p>	<p>During these earliest years, children build the foundations in physical development, language and social emotional development. Parents and caregivers look for help to understand their child's development. Caregivers should act as role models and coaches. Guidance and support is needed as children develop the vocabulary and social skills that allow them to explore ideas, express feelings, interact with others, and cope with frustration. Caregivers, teachers and parents should have access to developmental screenings so that they can work together to identify and address developmental delays and special needs as early as possible. Children and parents/caregivers are assisted with the transition to formal education.</p>
<p>Preschool Through 3rd Grade Age 4 Through Age 8</p>	<p>This is the time for children to grow into the role of successful student. It is important to work with families to foster school readiness and early literacy. Families look to childcare providers for advice about how to support their children in school. English language build the scaffolds between the ideas they understand in their home language and the content they need to learn for school.</p>
<p>4th through 6th Grades Age 9 Through Age 12</p>	<p>The preteens navigate increasingly complicated social and academic challenges as they approach puberty. The goal is to help children build confidence in their own talents and to find strategies that work best for learning and succeeding socially. This age group needs effective tools for connecting to the community, resolving conflicts, building healthy relationships, understanding how to deal with peer pressure, and building resilience. After school and summer programs that channel the mental, creative and physical energy of these children play an important role in building the developmental assets that children need for a healthy transition to adolescence. Early care programs support and link with community experiences to help children build their competencies at this developmental stage.</p>

The graphic below illustrates the relationship between the guiding principles: All children are the focus of ECE efforts, which address paid for care, primary care givers, and informal unpaid care givers. In whatever setting, the ECE community seeks to promote the overall desired outcome of providing a foundation for child development and school success. The ECE community has a broad range of options or “change levers” to use, including workforce development for providers; community outreach and social marketing for parents and exempt providers; and parent support and education. The assumptions reflect the need for a core set of desired attributes of care while recognizing the distinct needs at different developmental stages.



ECE Key Outcomes

The ECE community will engage in planning and advocacy to further define, assess and advance the following outcomes.

QUALITY

Early Care and Education programs provide lasting positive results; support school success; and promote health, safety, and cognitive and social development. Programs provide art, sports and cultural enrichment to engage the child's mind, body and spirit. Partnerships are developed to ensure that developmental gains are maintained and strengthened when the child moves between early care, home, and formal educational settings. The ECE community will develop a consensus on a countywide Quality Rating System. Promote articulation between care, home, and school.

FAMILY SUPPORT

Early Care and Education supports every family's ability to fully meet the developmental needs of their children. Every family has the opportunity to access family support services.

ACCESS

All children have access to affordable, high quality early care and education services and special needs children are included in early care and education opportunities. All cities are actively engaged in funding and promoting access to early care and education services. All high need areas will achieve parity with low need areas.

WORKFORCE DEVELOPMENT

ECE is a viable career choice and industry; workforce development is accessible in terms of time, place, and language, and cover criticals competencies; all paid providers are qualified to provide high quality ECE programs that offer lasting positive results for children. There are clear and accessible career and educational pathways for ECE providers. The wages of ECE providers are comparable to workers with similar education and experience levels.

SCHOOL SUCCESS

ECE programs provide the foundation for school success. All children are ready for kindergarten and are performing at or above grade level.

RESULTS AND ACCOUNTABILITY

The ECE community provides stakeholders, policy makers and funding entities with the information they need to assess the impact that investments in early care and education yields. The LPC will develop a set of accountability metrics.

FUNDING AND MARKETING

ECE is a high-value investment in the future of the community. The ECE community will communicate the value of ECE and secure adequate funding. The LPC will advocate for public and private funding for expanded access and quality.

Vision Development Process

The School Readiness Committee of the Local Early Education Planning Council facilitated the development of the vision throughout 2008. The Committee consulted with stakeholders and the leading ECE funding agencies in clarifying the vision. Refining and implementing the vision is the next step, which will take place in an open and adaptive process involving the leaders and stakeholder of the community.

Timeline	
July – November, 2007	Visioning Group meetings to introduce Vision proposal and exchange information.
January 25, 2008	1st ECE Visioning Retreat
April 4 2008	ECE Visioning Meeting
May 2008	LPC Update of vision process
June 17, 2008	ECE Visioning Meeting
August 12, 2008	ECE Visioning Meeting
September 17, 2008	UCLA Santa Clara County ECE Leadership Institute Training
October 14, 2008	ECE Visioning Meeting
December 3, 2008	ECE Visioning Meeting
January 9, 2009	Local Planning Council Retreat
January 26, 2009	ECE Leadership Briefing Assistant Superintendent for the SCCOE, Executive Directors for FIRST 5, 4c Council, E3 Institute, Kids In Common, and United Way to review Vision Framework
February 11, 2009	Local Planning Council Meeting: Finalize Vision Framework

Next Steps and Opportunities for Involvement

The LPC will advance the strategic issues agenda through a coordinated program of action. Please contact Michael Garcia at Michael_Garcia@sccoe.org or visit the LPC website, <http://www.sccoe.org/depts/lpc/>, for more detail on the vision project and how you can get involved.

Visioning Participants

The Local Planning Council facilitated a collaborative process on behalf of the county's ECE community. Participants included:

- FIRST 5
- Partnership for School Readiness / United Way
- Kids in Common
- E3 Institute
- 4c Council
- Santa Clara County Office of Education
- LPC School Readiness Committee

Local Early Education Planning Council, 2008-2009

- Lupie Acosta, Consumer, Catholic Charities
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- Janice Battaglia, Inclusion Collaborative
- Cathy Boettcher, Consumer, GoKids Inc.
- Judy Bugarin, Parkway Child Development Center
- *Lori Burns, United Way Partnership for School Readiness
- Kim Castro, City of Mountain View
- *Mayra Cruz, Consumer, De Anza College
- Howard Doi, San Andreas Regional Center
- Barbara Driscoll, Family Child Care Provider
- Evelina Du, E3 Institute
- Sheryll Ebbs, Gilroy Unified School District
- Beth Estensen, Choices For Children
- Doris Fredericks, Choices For Children
- Mary Ellen Haley, 4c Council
- Naoko Harada, Consumer, De Anza Child Development Center
- Julie Kurtz, Kidango
- Lisa Lewis, Palo Alto Community Child Care
- Toby Librande, City of Milpitas Child Care
- Paul Miller, Kidango
- Rafaela Perez, Department of Social Services
- Dawn Perry, City of San Jose, Early Care and Education Unit
- Natalie Seer, Consumer, E3 Institute
- *Elizabeth Ramirez-Sharpe, Consumer, San Jose City College
- *Ana Trujillo, Head Start
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- Alycia Young, PACE/Alternative Payment Program

Support

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