

## Attachment A

### **Timeline for Key Education and Digital Literacy Milestones**

- 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](#). The Education and Digital Literacy Strategy approved by City Council in May 2018 provides a framework for organizing and enhancing City efforts to impact educational outcomes for youth in three developmental categories: Learning by Grade Level Proficiency (Expanding Education Beyond the School Day); and Pathways to Post-Academic Success (Graduating Ready for College and Career). An overlay priority that is intrinsic to each developmental stage is the need to acquire age-appropriate digital literacy knowledge and skills. In addition, City Council directed staff, in partnership with appropriate networks and leading agencies, to “establish evidence-based quality standards for all programs that are City-funded, sponsored, or endorsed; align program standards with existing standards and program assessments whenever possible.
- September 1, 2016: City Manager designated the City Librarian as lead staff in coordinating the Education and Digital Literacy Initiative
- June 9, 2016: [Education and Digital Literacy Strategy memorandum to Rules and Open Government Committee](#)

**Attachment B**

**College and Career Readiness Quality Standards**

**Ad Hoc Team Membership**

Thaddeus Aid – Library and Education Commissioner

Karla Alvarez – San José Public Library

Israel Canjura – Mayor’s Gang Prevention Task Force

Maniphone Dickerson – Evergreen Valley College

Laura Guarjardo – Santa Clara County Office of Education

Robert Gutierrez – San José City College

Lauren Hancock – San José Public Library

Joell Hanson – Santa Clara County Office of Education

Vidya Kilambi – San José Public Library

Anita Manuel – San José State University

Adrian McBride – San José Public Library

Monique Melchor – Work 2 Future

Michael Mellilo – Library and Education Commissioner

Elizabeth Nolan – San José Public Library

Sonia Ramos – California Student Opportunity and Access Program (Cal-SOAP)

Dr. Kristin Rivers – Library and Education Commissioner

## Attachment C

### College and Career Readiness Quality Standards

#### Structure and Content

The College and Career Readiness Program 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 skills for participants and community members.

A systemic approach to develop, assess, and continually improve quality programming is essential to achieving effective outcomes in San José. The College and Career Readiness Quality Standards are organized into three Quality Continuum areas to measure progressive levels of quality: (1) *Beginning*; (2) *Emerging*; and (3) *Advanced*. While *Advanced* represents the level of quality to which the City hopes programs will aspire, there is an expectation that programs will meet, at a minimum, strategies contained within the *Beginning Standard*. *Emergent* and *Advanced* strategies reflect a pathway for progressive continuous quality improvement that programs may adapt depending on their level of readiness and internal and external allocated resources.

The College and Career Readiness Quality Standards are comprised of 8 program quality standard areas:

#### Program Quality Standard Areas

- 1. Technology and Access:** Program provides access to relevant and functioning technology that is suitable to the conditions of the program. Program will make an effort to provide Internet access that is secure, safe, and stable.
- 2. Privacy and Security:** Program complies with the City of San José's City-Wide Privacy Principles. Program will provide a minimum experience that allows participants privacy and security according to individual choice.
- 3. Safe and Supportive Learning Environments:** Program provides a safe and well-maintained environment that supports the needs of all participants.
- 4. Skill Building and Learning:** Program maintains high-expectations for instructors, facilitators and participants. Learning experiences are purposely aligned to community needs with the intent of promoting lifelong learning.
- 5. Curriculum and Teaching Practices:** Program provides an appropriate, evidence-based curriculum that is adaptive, outcome-based, and consistent with program goals.

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6. **Staffing:** Program has appropriate standards for instructors, staff, and volunteers that meet the needs of the program and participants. Qualifications, education, and expertise of staff or volunteers are in line with program outcomes and goals. Training and professional development are considered when making improvements based on program assessments.
7. **Program Leadership and Management:** Program implements policies, procedures, and systems that support program outcomes, goals, and/or grant requirements. Program utilizes an assessment and evaluation model for the purposes of enhancing program quality.
8. **Equity, Diversity, and Inclusion:** Program implements policies, procedures, and systems that support program outcomes, goals, and/or grant requirements. Program utilizes an assessment and evaluation model for the purposes of enhancing program quality.

### Quality Continuum

The College and Career Readiness Quality Standards are organized into three Quality Continuum areas to measure progressive levels of quality:

(1) *Beginning*; (2) *Emerging*; and (3) *Advanced*. The following guide is provided as an overview for users to understand how to use the rating system and to assess the degree to which each quality indicator is evident in the program.

(1) *Beginning*: Program is just beginning to work in this area and will continue to work towards a higher level of proficiency.

(2) *Emerging*: Program has achieved a level of proficiency in this area and needs additional work to excel at this practice.

(3) *Advanced*: This is an area of exemplary practice where the program can serve as an example for others.

<b>Program Quality Standard 1: Technology and Access</b>			
Program provides access to relevant and functioning technology that is suitable to the conditions of the program. Program will make an effort to provide Internet access that is secure, safe, and stable.			
<b>Focus</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>
<b>Technology</b>	Program provides staff and participants with laptops, tablets, and/or other technological devices for use.	Program provides staff and participants with laptops, tablets, and/or other technological devices for use.	Program provides staff and participants with laptops, tablets, and/or other technological devices for use at home and on site for, at a

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		Participants are able to check-out devices from single or multiple location(s) as well.	<p>minimum, the duration of the program.</p> <p>Participants are able to check-out devices from single or multiple location(s) as well.</p> <p>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.</p>
	Program ensures that participants can access and modify the assistive tools built into laptops, tablets, phones, and/or other technological devices, as needed.	In addition to built-in assistive tools, program provides participants with any additional assistive tools (e.g. text to speech, assistive listening devices, sip/puff systems) as needed.	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.
	Program ensures that any software required to complete the program is accessible to participants during program hours.	Program ensures that any software required to complete the program is accessible to participants both during and after program hours.	Program ensures that laptops, tablets, and/or other technological devices that participants check-out have any software required to complete the program.
	If the program requires participants to use technology that cannot be loaned out (e.g. 3d printers, laser etchers, etc.), the program prioritizes participant access to that technology outside of program hours.	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.	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.
	Program evaluates devices, apps, and software before use.	Program has clear guidelines to evaluate devices, apps, software, and other instructional resources before they are used and requests participant stakeholder feedback periodically.	<p>Program has clear guidelines to evaluate devices, apps, software, and other instructional resources before they are used.</p> <p>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.</p>
	Program follows City's procurement	Program systematically evaluates	Program follows City's procurement

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	<p>process on an ad-hoc basis to purchase devices, software, and apps as-needed.</p>	<p>need and leverages economies of scale when purchasing devices, software, and apps through City procurement processes.</p> <p>Program has both short and long-term device purchasing plan to ensure technology remains current.</p>	<p>processes. RFPs are published and formal bids obtained to maximize purchasing power on devices, software, and other needs, as applicable. Program evaluates both short and long-term needs as part of this formal process.</p>
<b>Access</b>	<p>Program location has internet access that participants can use while on-site.</p> <p>Program allows participants on-site to access internet outside of designated program hours whenever possible.</p>	<p>Program provides participants with a no-cost, portable hotspot with upload /download speeds that are necessary to ensure the level of internet access needed to perform tasks away from the program’s classroom.</p>	<p>Program provides participants with a no-cost, portable hotspot with upload /download speeds that are necessary to ensure the level of internet access needed to perform tasks away from the program’s classroom.</p> <p>In addition, program will ensure that hotspot contracts either allows for unlimited data or the data limits are so high that participants will not meet or exceed them during the program’s duration.</p>
	<p>Program staff can help participants troubleshoot connectivity issues while on-site.</p>	<p>Program provides designated staff member(s) to help participants troubleshoot connectivity issues outside of program hours.</p>	<p>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.</p>
	<p>Program devices include software and tools needed to facilitate distance learning. Participants and staff are trained on the use of these tools.</p>	<p>Program staff provide synchronous or asynchronous distance learning opportunities for participants.</p>	<p>Program staff provide both synchronous and asynchronous distance learning opportunities for participants.</p>

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<b>Program Quality Standard 2: Privacy and Security</b>			
Program complies with the City of San José's City-Wide Privacy Principles. Program will provide a minimum experience that allows participants privacy and security according to individual choice.			
<b>Focus</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>
<b>Privacy</b>	Program maintains an inventory of apps, software, and other systems that it uses for instructional purposes.	Program has inventory of apps, software, and other systems that it uses for instructional purposes and monitors for data breeches associated with those systems.	Program has inventory of apps, software, and other systems that it uses for instructional purposes and monitors for any data breeches associated with those systems. Whenever possible, participants separate log-ins for these systems and participants may delete their log-ins at the conclusion of the program.
	Program trains participants on two-factor authentication, password generation, and/or other systems to ensure confidentiality of participant passwords for devices, software, and apps.	Program trains participants on two-factor authentication, password generation, and/or other systems to ensure confidentiality of participant passwords for devices, software, and apps. Program participants are encouraged to retain their own log-in information.	Program trains participants on two-factor authentication, password generation, and/or other systems to ensure confidentiality of participant passwords for devices, software, and apps.  Program does not retain log-in credentials for participant participants and has a process for creating new password(s) or log-in credentials in case a participant forgets their credentials.
<b>Security</b>	If program uses shared devices such as computers, laptops, and tablets, program participants are informed in advanced and warned not to save any log-in credentials to the browser.	If program uses shared devices such as computers, laptops, and tablets, program participants are warned in advance and all data is deleted upon logging out.	If program uses shared devices such as computers, laptops, and tablets, program participants are provided with individual, unique log-ins.
	Program aggregates and anonymizes data as needed. Data is stored in secure location, either on a device or	Program aggregates and anonymizes data on a set schedule. Data is stored in secure location, either on a device	Program aggregates and anonymizes data on a set schedule that is shared with program participants through

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	on the cloud.	or on the cloud.	the signed PIAs. Data is stored in secure location, either on a device or on the cloud.
	Program deletes aggregate and anonymized data as needed.	Program deletes aggregate and anonymized data on a schedule.	Program deletes aggregate and anonymized data on a set schedule that is shared with program participants.



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### Program Quality Standard 3: Learning Environments

Program provides a safe and well-maintained environment that supports the needs of all participants.

Focus	Beginning	Emerging	Advanced
<b>Learning Environments</b>	Program facilities are in compliance with relevant federal, state, and local building, health, and safety codes.	Program facilities are in compliance with relevant federal, state, and local building, health, and safety codes. In addition, program ensures facilities are clean and welcoming to participants.	Program facilities are in compliance with relevant federal, state, and local building, health, and safety codes. In addition, program ensures facilities are clean and welcoming to participants. Facilities have any security features needed to ensure the safety of staff and participants.
	<p>Program trains staff on equipment safety, and these trainings are documented.</p> <p>Participants receive a safety overview prior to equipment use, as determined by staff.</p>	<p>Program trains staff on equipment safety, and these trainings are documented.</p> <p>Participants receive a safety overview prior to equipment use, as determined by program management.</p> <p>Participant trainings are documented and retained by the program.</p>	<p>Program trains staff on equipment safety and trainings are documented. Participants receive a safety overview prior to equipment use, as determined by program management. Participant trainings are documented and retained by the program. Program staff and leadership meet periodically to determine if additional trainings are needed.</p>
	Program staff are trained on emergency protocols.	Program staff are encouraged to obtain first aid and CPR training.	Program staff are required to obtain first aid and CPR training. The training is of no-cost to the staff and records are retained by the program.
	Program conducts appropriate safety practice drills with staff.	Program conducts appropriate safety practice drills with staff at least twice per year. Records of drills are retained by the program.	Program conducts appropriate, biannual safety practice drills with staff and participants. Records of drills are retained by the program. Program staff and leadership meet periodically to determine if additional drills are needed.
	Program staff are trained in cultural competency, generational differences, and gender identity.	Program staff are trained in cultural competency, generational differences, and gender identity. Staff are given additional anti-bullying and intervention trainings as well.	Program staff are trained in cultural competency, generational differences, and gender identity. Staff are given additional anti-bullying and intervention trainings as well.

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		Sensitivity trainings are documented, retained, and evaluated by the program.	Sensitivity trainings are documented, retained, and evaluated by the program. Program staff and leadership meet periodically to determine if additional trainings are needed.
	Program provides written documents and resources to participants, parents, and guardians, as needed. Documents and resources are written in plain language	Program provides documents and resources to participants, parents, and guardians. Documents and resources are written in plain language. Translations of documents and resources in commonly used languages other than English are available to participants, parents, and guardians.	Program provides documents and resources to participants, parents, and guardians. Documents and resources are written in plain language. Translations of documents and resources in commonly used languages other than English are available to participants, parents, and guardians. Program will provide any additional translations, as requested by participants, parents, and guardians.
	Staff are trained in teambuilding and cohort building techniques.	Program informally incorporates teambuilding and cohort building techniques into the program.	Program formally incorporates teambuilding and cohort building activities into the program. These activities are re-evaluated at the conclusion of each program cycle.
	Program staff are trained to modify the learning environment to meet social distancing or other health requirements.	Program staff are trained to modify the learning environment to meet social distancing or other health requirements. In addition, program outlines and documents deep cleaning procedures.	Program staff are trained to modify the learning environment to meet social distancing or other health requirements. In addition, program outlines and documents deep cleaning procedures. Participants are screened for temperature and other symptoms prior to program start and are provided with masks, as needed.

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### Program Quality Standard 4: Skill Building and Learning

Program maintains high-expectations for instructors, facilitators and participants. Learning experiences are purposely aligned to community needs with the intent of promoting lifelong learning.

Focus	Beginning	Emerging	Advanced
<b>Skill Building</b>	Program uses market research and other data to identify in-demand topics for instruction.	Program uses market research and other data to identify in-demand topics for instruction. When possible, program instruction is geared toward an industry-recognized skill.	Program uses market research and other data to identify in-demand topics for instruction. When possible, program instruction is geared toward an industry-recognized skill and participants are awarded an industry-recognized certification or digital badge at the program’s culmination.
	Program partners with industry representatives to better inform program topics for instructions.	Program partners with industry representatives to better inform program topics for instructions. Participants in the program are connected with industry representatives as well.	Program partners with industry to develop a clear pathway for participants to complete program and enter into a career field.
	Program provides participants with clear guidance on the college admissions process, from initial application to financial aid.	Program provides participants with clear guidance on the college admissions process, from initial application to financial aid. Information is translated for participants, parents, and guardians as needed.	Program provides participants with clear guidance on the college admissions process, from initial application to financial aid. Program partners with colleges or nonprofits to ensure it provides the most current information to participants, parents, and families.
	Program is designed so that participants produce artifacts that can be used to support their college application or career aspirations.	Program is designed so that participants produce artifacts that can be used to support their college application or career aspirations. Program trains participants on ways to publicize their artifacts to admissions committees or industry.	Program is designed so that participants produce artifacts that can be used to support their college application or career aspirations. Program trains participants on ways to publicize their artifacts to admissions committees or industry and uses partnerships to directly connect participants to admission or industry representatives to receive feedback.

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<p style="text-align: center;"><b>Learning</b></p>	<p>Program conducts a pre and post-survey of participants to measure program success and participant growth.</p>	<p>Program conducts a pre and post-survey of participants to measure program success and participant growth. The survey is offered in multiple languages.</p>	<p>Program conducts a pre and post-survey of participants to measure program success and participant growth. The survey is offered in multiple languages. The program periodically reviews the survey and updates it according to shifting programmatic needs.</p>
<p style="text-align: center;">Learning</p>	<p>Program requests feedback from participants to help measure participant growth and program success.</p>	<p>Program requests feedback from participants to help measure participant growth and program success. In addition, program retains artifacts of participant work to help evaluate success.</p>	<p>Program requests feedback from participants to help measure participant growth and program success. In addition, program retains artifacts of participant work to help evaluate success. Program staff and leadership incorporate feedback and artifacts in continual improvement cycle.</p>
	<p>Program leaderships reviews and evaluates program at program's conclusion to evaluate participant learning.</p>	<p>Program leaderships shares program evaluations with outside partners (e.g. industry partners, college admissions representatives, etc) to get expert feedback on program effectiveness.</p>	<p>Program partners with independent third-party to evaluate programs over the short, medium, and long-term.</p>

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<b>Program Quality Standard 5: Curriculum and Teaching Practices</b>			
Program provides an appropriate, evidence-based curriculum that is adaptive, outcome-based, and consistent with program goals.			
<b>Focus</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>
<b>Curriculum and Teaching Practice</b>	Program uses anecdotal data to determine curriculum needs.	Program uses data from multiple sources, including observation and community surveys, to determine curriculum needs.	Program uses data from multiple sources, including community surveys, market data, and partnerships to determine curricular needs. Whenever possible, curriculum leads to digital badging and/or industry certification.
	Program curriculum is designed for learners of different modalities.  Program presumes all participants have the same or general level of prior knowledge.	Program curriculum is designed for learners of different modalities and learning styles.  Program is scaffolded to better accommodate participants with different levels of prior knowledge.	Program curriculum is designed for learners of all modalities and learning styles. Curriculum allows participants to choose how they best learn the material, and curriculum is scaffolded to accommodate participants with different levels of prior knowledge.
	Program curriculum provides access to variety of resources, including people, videos, technology, etc. Resources may be provided in person or virtually.	Program curriculum connects participants to professionals in the field or academic administrators via virtual or in person such as site visits, campus visits, job shadows, and tours.	Program curriculum directly connects participants to professionals in the field or academic administrators.  Program may also promote externships or internships at partner organizations to program participants.
	Program curriculum is presented in a single language and program staff have limited proficiency in a language other than English.	Program curriculum is offered in the primary language(s) of the community it serves.	Program curriculum is presented in multiple languages, based on the needs of the community.
	Program is aligned to specific professional or academic standards. If standards aren't available, program	Program is aligned to specific professional or academic standards. If standards aren't available, program	Program is aligned to specific professional or academic standards. If standards aren't available, program

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	<p>is designed so that participants learn a specific, tangible outcome.</p>	<p>is designed so that participants learn a specific, tangible goal. Participants' work reflects the needs of real-world work or academic environments.</p>	<p>is designed so that participants learn a specific, tangible goal and preferably provides participants with work product that demonstrates mastery and can be used outside of the program.</p>
	<p>Program curriculum can be accessed solely by participants who are registered in the program.</p>	<p>Program curriculum connects participants to multiple resources before and during the program's duration. Non-proprietary program information is made available to the public as well as to program participants whenever possible.</p>	<p>Program curriculum provides participants to multiple resources that can be accessed before, during, and after the program's duration.</p> <p>Program curriculum encourages follow-up and continual outreach to participants to ensure participants are apprised of new opportunities to grow their skills as their interests change and evolve.</p>

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<b>Program Quality Standard 6: Staffing</b>			
Program has appropriate standards for instructors, staff, and volunteers that meet the needs of the program and participants. Qualifications, education, and expertise of staff or volunteers are in line with program outcomes and goals. Training and professional development are considered when making improvements based on program assessments.			
<b>Focus</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>
<b>Staffing</b>	Staff are trained on digital security and preventing unauthorized digital or audio recordings of program to prevent participant information from being made public.	Staff are trained on digital security and preventing unauthorized digital or audio recordings to be made public. Staff are trained to anonymize information whenever possible.	Staff are trained to prioritize the privacy of participants. Data is anonymized and no information is shared with a third-party without a written agreement or other legal document.
	Staff recruitment addresses minimum experience required and content knowledge. Hired staff undergo a background check and formal-onboarding process.	Staff recruitment addresses minimum experience required, content knowledge, alignment with program’s mission and vision, and connection to the community program intends to serve. Program staff have limited fluency in language(s) other than English. Hired staff undergo a background check and formal-onboarding process.	Staff recruitment addresses minimum experience required, content knowledge, alignment with program’s mission and vision, and connection to the community program intends to serve. Program staff fluently speak the language of the community they serve and understand the community’s culture. Hired staff undergo a background check and formal-onboarding process.
	Staff are trained on facilitation, trust-building, and community building techniques.	Staff are trained on facilitation, trust-building, and community building techniques. Staff understand the culture(s) and language(s) of the community they serve and reflect that understanding in their work.	Staff are trained on facilitation, trust-building, and community building techniques. Staff understand the culture(s) and language(s) of the community they serve and reflect that understanding in their work. In addition, staff continually connect with community members to develop programming that reflects changing community demographics.
	Staff are trained to manage projects, multitask, and balance competing needs, interests, and time demands. management,	Staff has experience managing projects, building structures, and refining systems to streamline program-related processes and	Staff are given clear roles and responsibilities which allow for collaborative program management and encourage the sharing of best

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		procedures.	practices between staff members to promote continuous improvement.
	Program evaluates staff periodically during to identify strengths and areas of growth.	Program evaluates staff periodically during program administration to identify strengths and areas of growth, including evaluation of staff by program participants. Program provides professional development and leadership opportunities for staff.	Program evaluates staff periodically during program administration to identify strengths and areas of growth, including evaluation of staff by program participants. Program provides professional development opportunities and leadership for staff based on observations, program needs, and long-term program goals.
	Program has process to background check and onboard volunteers.	Program has process to background check and onboard staff and volunteers. Program volunteers complement and support the work of staff.	Program has process to background check and onboard staff and volunteers. Program volunteers complement and support the work of staff. Program acknowledges the value of volunteers and recognizes their contribution to the program.



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<b>Program Quality Standard Area: (7) Program Leadership and Management</b>			
Program implements policies, procedures, and systems that support program outcomes, goals, and/or grant requirements. Program utilizes an assessment and evaluation model for the purposes of enhancing program quality.			
<b>Focus</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>
<b>Program Leadership</b>	Program leadership has structure in place to evaluate the effectiveness of programs and impact on participants.	Program leadership has structure in place to evaluate the effectiveness of programs and impact on participants. Program leadership uses these evaluations to inform programming.	Program has structure in place to conduct a continual improvement cycle, including evaluation and refinement of community outreach, program administration, and program evaluation.
	Program leadership has experience working with internal and external partners and across departments, as needed.	Program leadership has experience working with internal and external partners and across departments, as needed. Program leadership is nimble and flexible in approach, depending on the needs of partners.	Program leadership has experience working with internal and external partners and across departments, as needed. In addition, program leadership has worked in and across bureaucracies and other complex organizations. Program leadership is nimble and flexible in approach, depending on the needs of partners.
<b>Program Management</b>	Program management articulates the goals and objectives of program(s) prior to their start and programs are built out to achieve these stated goals and objectives.	Program management articulates the goals and objectives of program(s) prior to their start and programs are built out to achieve these stated goals and objectives. Program gathers quantitative and qualitative data periodically.	Program management articulates the goals and objectives of program(s) prior to their start and programs are built out to achieve these stated goals and objectives. Program gathers quantitative and qualitative data through surveys before, during, and after the program's duration.
	Program management pursues partnerships with community-based organizations, schools, workforce development, and other similar organizations.	Program management develops long-standing partnerships with community-based organizations, schools, workforce development, and other similar organizations. Partners have data sharing agreement which allows some evaluation of partnership effectiveness.	Program management develops long-standing partnerships with community-based organizations, schools, workforce development, and other similar organizations. Program uses data to determine the value and impact of partnerships and to better connect with the intended community being served.

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	<p>Program management provides expectations to staff regarding the program's goals and intended outcomes.</p>	<p>Program management provides clear expectations to staff regarding the program's goals and intended outcomes.</p> <p>Program evaluates programs at least once per year to ensure expectations are appropriate. There is a balance between informal check-ins and formal evaluations, and either may occur in small groups or individually.</p>	<p>Program management provides clear expectations to staff regarding the program's goals and intended outcomes.</p> <p>Program evaluates programs at least twice a year to ensure expectations are appropriate. There is a balance between informal check-ins and formal evaluations, and either may occur in small groups or individually.</p> <p>Program management adjusts expectations after evaluation period as needed.</p>
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<b>Program Quality Standard Area: (8) Equity, Diversity, and Inclusion</b>			
Program is committed to an inclusive and supportive space that honors and embraces the diversity of the community regardless of ability, race, religion, age, sexual orientation, socioeconomic status/income level, housing status, immigration status/national origin, gender identity and/or expression.			
<b>Focus</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>
<b>Equity</b>	Program evaluates enrollment data to ensure that the program is equitable for all potential participants within the community the program intends to serve.	Program evaluates enrollment data to ensure that the program is equitable for all potential participants within the community the program intends to serve.  Program uses census or other data to inform outreach strategies.	Program evaluates enrollment data to ensure that the program is equitable for all potential participants within the community the program intends to serve.  Program uses census, an equity index, or other social progress indicators to ensure that outreach and promotion is directed toward the program's intended community.
	Program staff identify community needs that may be overlooked for possible new programming.	Program staff identify community needs that may be overlooked for possible new programming.  Program staff stay apprised of community's changing demographics make-up and language needs.	Program staff identify community needs that may be overlooked for possible new programming.  Program staff stay apprised of community's changing demographics and language needs.  Program partners with other organizations to identify and develop new curriculum as the community's needs change.
	Program provides cost reduction opportunities to participants with demonstrated need.	Program provides cost reduction opportunities to some participants. Participants with demonstrated need are provided with fee-waivers.	Program is provided to all participants at no cost.
<b>Diversity</b>	Program recruits staff members with knowledge of and appreciation for the communities and cultures they serve.	Program recruits staff members with knowledge of and appreciation for the communities and cultures they serve. When possible, staff speak the primary language of the communities they service.	Program recruits staff members with knowledge of and appreciation for the communities and cultures they serve. Staff reflect the communities and cultures they serve and, when possible, speak the primary language of those communities.

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	<p>Program promotes curriculum to potential participants throughout the community.</p>	<p>Program promotes curriculum to potential participants throughout the community. Promotional materials are translated into the language(s) spoken in the community and are reflective of the community's culture.</p>	<p>Program promotes curriculum to potential participants throughout the community. Promotional materials are translated into the language(s) spoken in the community and are reflective of the community's culture.</p> <p>Program uses enrollment and other data to identify flaws in the promotion process and improve outreach efforts.</p>
	<p>Program presents curriculum to participants from the local community. Program tracks demographic data, enrollment data, census data, and other resources to ensure outreach is connecting with high-needs groups such as first-generation college students, foster youth, and the unhoused population.</p>	<p>Program presents curriculum to participants from local community in language(s) of community (if possible) and with respect and appreciation for the community's culture. Program tracks demographic data, enrollment data, census data, and other resources to ensure outreach is connecting with high-needs groups such as first-generation college students, foster youth, and the unhoused population.</p>	<p>Program presents curriculum to participants from local community in language(s) of community (if possible) and with respect and appreciation for the community's culture. Program tracks demographic data, enrollment data, census data, and other resources to ensure outreach is connecting with high-needs groups such as first-generation college students, foster youth, and the unhoused population.</p> <p>Program uses data to identify demographic groups that are prevalent in the community but do not enroll. The program's curriculum and approach are revised to better connect with and reach these groups.</p>
	<p>Program has process for requesting disruptive participants to remove themselves from the program for the remainder of the day.</p>	<p>Program has process for removing participants who cause repeated disruption throughout the program's duration.</p>	<p>Disruptive participants who have left the program may re-enroll after following a procedure.</p> <p>Staff are trained on re-enrollment procedures.</p>
<b>Inclusion</b>	<p>Program staff are trained on assistive tools that are built into computers, software, and other technological</p>	<p>Program provides additional assistive devices to participants upon request and demonstrated need (i.e. IEP, 504</p>	<p>Program asks participants about their assistive device needs as part of the registration and enrollment process</p>

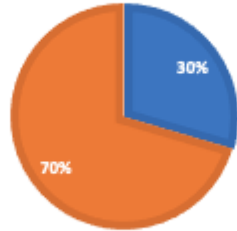
## College and Career Readiness Quality Standards

	devices.	Plan, or referral from specialist).  Participant privacy is held paramount.	and provides devices to participants with demonstrated need (i.e. IEP, 504 Plan, or referral from specialist). Participant privacy is held paramount.
	Program is presented at a location within the community. Designated location is ADA-compliant.	Program is presented at location within the community. Designated location is ADA-compliant and located in close proximity to one or more mass transit stops.	Program is presented at location within the community. Designated location is ADA-compliant and located in close proximity to one or more mass transit stops.  Programs may be held virtually for participants who cannot attend in-person.
	Program website is 508 compliant.	Program website and virtual programming are 508 compliant and are available in languages other than English. Designated staff members maintain website and virtual learning services to ensure compliance and make modifications as requested by participants and approved by program management.	Program website and virtual programming are 508 compliant and are available in languages other than English. Designated staff members maintain website and virtual learning services to ensure compliance and make modifications as requested by participants and approved by program management. Participants are provided no-cost Wi-Fi and other assistive devices as needed to ensure they can attend online and access any web-based curricular materials.

## Attachment D

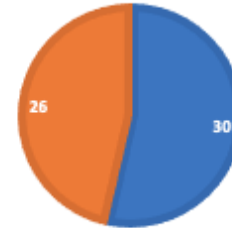
### San José Aspires Pilot Data

**SJ ASPIRES PILOT RESULTS  
(OUT OF 230 STUDENTS)**



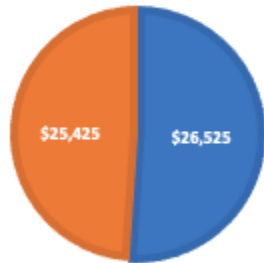
■ Percentage of students Who Did Not Complete a Module  
■ Percentage of Students Who Completed at Least One Module

**56 STUDENTS ARE ENROLLED AT A POST-  
SECONDARY SCHOOL**



■ Number of Students Enrolled at a Community College  
■ Number of Students Enrolled at a Four-Year College or University

**STUDENTS HAVE EARNED \$51,950 THROUGH  
SJ ASPIRES**



■ Amount Remaining that may be Claimed  
■ Amount Paid to Date

**Attachment E**

**San José Aspires Expansion Awards**

<b>Award Value</b>	<b>Award Title</b>	<b>Partnerships Available</b>	<b>Grade Levels</b>
<b>Core Awards</b>			
\$100 or \$150	Semester GPA	SJHS, WCOHS	9, 10, 11, and 12
\$600	3.0 Cumulative GPA	SJHS, WCOHS	12
\$150	Create an A-G Course Plan	SJHS, WCOHS	9, 10
\$300	Graduate Meeting A-G Requirements	SJHS, WCOHS	12
\$150	Apply for Financial Aid	OYA, SJHS, WCOHS	12
\$150	Apply to College	OYA, SJHS, WCOHS	12
\$150	Open a Checking or Savings Account	OYA, SJHS, WCOHS	12
\$150	Take the ACT or SAT Exam	OYA, SJHS, WCOHS	11 and 12
\$150	Prepare for the ACT or SAT Exam	OYA, SJHS, WCOHS	11 and 12
<b>Supplemental Awards</b>			
\$25	Ask Questions to Peers or Advisors on Students Rising Above	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$25	Attend a Students Rising Above Webinar	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$25	Create Students Rising Above Account	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$25	Create Khan Academy Account	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$25	Create Big Future Account	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$50	Balanced College List	OYA, SJHS, WCOHS	12
\$100	AP, IB, or Honors Course enrollment.	SJHS, WCOHS	10, 11, and 12

\$50	Join a Club	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$50	Complete a Career Inventory	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$50	Participate in Teens Reach	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$25	Find a Mentor	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$50	Create a Post-secondary Support Network	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$50	Get a Pledge of Support	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$50	Get a Letter of Recommendation	OYA, SJHS, WCOHS	12
\$25	College Application Check	OYA, SJHS, WCOHS	12
\$100	Lead a Club	OYA, SJHS, WCOHS	10, 11, and 12
\$100	Lead at School	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$100	SRA Curriculum Modules	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$100	Create a Resume	OYA, SJHS, WCOHS	10, 11, and 12
\$50	Apply for an Internship	OYA, SJHS, WCOHS	10, 11, and 12
\$100	Get Work Experience	OYA, SJHS, WCOHS	10, 11, and 12
\$100	Volunteer Experience	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$100	Summer, Winter, or Spring Break Enrichment	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$50	Create a Brag Sheet	OYA, SJHS, WCOHS	12
\$100	School Attendance	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$100	Learn to Code	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$50	Participate in SJ Engage	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$100	Apply for a Scholarship	OYA, SJHS, WCOHS	12



\$150	Play on an Athletics Team	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$150	Commit Significant Time to a School-based Extracurricular Activity	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$25	Virtually Visit a College	OYA, SJHS, WCOHS	9, 10, 11, and 12
\$50	Get Feedback on Your Common Application Personal Statement	OYA, SJHS, WCOHS	12
\$50	Get Feedback on Your UC Personal Insight Questions	OYA, SJHS, WCOHS	12
\$50	Get Feedback on Your CSU EOP Application Essays	OYA, SJHS, WCOHS	12
\$100	Learn a Specific Coding Language	OYA, SJHS, WCOHS	10, 11, and 12
\$100	Get Tutoring	OYA, SJHS, WCOHS	9, 10, 11, and 12