



Memorandum

TO: NEIGHBORHOOD SERVICES
AND EDUCATION COMMITTEE

FROM: Jill Bourne

SUBJECT: SEE BELOW

DATE: October 24, 2022

Approved

Date

11/1/22

**SUBJECT: CITY INITIATIVES ROADMAP: EDUCATION AND DIGITAL
LITERACY ANNUAL REPORT**

RECOMMENDATION

- a) Accept an Annual Report on the implementation of the Education and Digital Literacy Strategy; and,
- b) Provide feedback regarding program plans for Fiscal Year 2022-2023.

OUTCOME

The Neighborhood Services and Education Committee (NSE) will:

- Review and accept the annual report for Fiscal Year 2021-22 from the interdepartmental Education and Digital Literacy Strategy program team;
- Review and provide feedback on program plans for Fiscal Year 2022-23; and,
- Direct staff to return to the Neighborhood Services and Education Committee annually to report on progress in implementing the Education and Digital Literacy Strategy.

BACKGROUND

On May 7, 2018, City Council unanimously approved the Education & Digital Literacy (EDL) Strategy¹, and designated San José Public Library (“Library”) as lead department, with direction

¹ <https://sanjose.legistar.com/MeetingDetail.aspx?ID=604595&GUID=A678879F-AAB0-411B-AAAC-7448FBA01821&Options=&Search=>

to devise and implement a comprehensive educational policy and workplan for the following educational development areas:

- **Early Education** - Entering School Ready to Learn and Succeed;
- **Learning by Grade Level Proficiency** - Expanding Education Beyond the School Day;
- **Pathways to Post-Academic Success** - Graduating Ready for College and Career;
- **Digital Literacy** - Ensuring Access, Affordability, and Adoption; and,
- **Policy and Governance** - Ensuring evaluation and accountability for program quality and expenditure of resources.

An action plan in each educational development area has been articulated and approved within the EDL Strategy. The action plans reflect the principles of piloting ideas with partners and learning quickly, demonstrating a bias toward action, and a commitment to quality assessment, data collection, and analysis of program effectiveness and impact. All efforts are intentionally learner-centered and grounded in our commitment to equity, diversity and inclusion.

Staff last presented the EDL annual update to Library and Education Commission on October 19, 2022². A timeline of Education and Digital Literacy Strategy milestones is provided in Attachment A.

ANALYSIS

This memorandum will provide updates on implementation of the EDL Strategy Action Items and will include data for Fiscal Year (FY) 2021-22 and workplans for FY 2022-23.

Early Education – Entering School Ready to Learn and Succeed

In support of the City's Education Policy and EDL Strategy, the Library and the Department of Parks, Recreation and Neighborhood Services (PRNS) provide several programs designed to meet the needs of children, ages 0-5, and their caregivers. On an annual basis, PRNS serves more than 1,500 children, ages 3-5, through programs such as the San José Recreation Preschool (SJRP), The Hatchery at Emma Prusch Park, Camp San José Junior, and vendor-led sports and performing arts activities. In FY 2021-22, the Library transitioned from presenting all programs virtually to a combination of virtual and in-person programs at all twenty-five (25) library locations. Since the adoption of the EDL Strategy in 2018, the Library has offered more than 3,884 free programs and activities for children, ages 0-5, and their caregivers with more than 40,581³ people participating in-person or virtually.

Early Education Quality Standards

² [Microsoft Word - LEC Memo October 19, 2022 Education & Digital Literacy \(sjpl.org\)](#)

³ Total is based on annual attendance with standard duplication assumption of 80% applied.

In FY 2021-22 (Year 3 of Quality Standards implementation), PRNS partnered with FIRST 5, Applied Survey Research (ASR), and Kate Horst, developer of the SEEDS curriculum, to implement best practices and strategies across San José Recreation Program (SJRP) programs. Between August 2021 and June 2022, PRNS served 257 unduplicated children, ages 3-5, through in-person SJRP programs. PRNS assessed the program utilizing the Early Education Quality Standards (EEQS) Assessment Tool, Attachment B. The EEQS rating guided PRNS staff in developing a quality improvement plan, Attachment C, to align with the EEQS. SJRP used the Progress Monitoring Tool and Phonological Awareness Literacy Screening to assess children's literacy development through pre- and post-assessments.

The Library also utilized the EEQS Assessment Tool, Attachment D, to assess its Early Education programming in each of the eight EEQS areas. Library staff made infrastructural and programmatic changes and implemented best practices which resulted in a 0.17-point increase in quality within Year 3 of implementation. The overall rating of Library story times was 2.5 and in the Proficient Quality range. The Library continued to increase its rating within the Proficient Quality range in EEQS 2: Child Learning & Development, EEQS 4: Learning Environments, EEQS 6: Vision, Mission and Values, and EEQS 7: Family Engagement.

Library staff are supported in their efforts to increase their knowledge and enhance their expertise in Early Education. Sixty-five Library, professional staff, completed over 4,323 hours of training; twenty-seven staff members received twelve hours of coaching in Give Me 5: Play & Learn Groups Train the Trainer Workshops.

Library's Early Education Community Assessment

In Fall 2021, the Library's Early Education Services Unit (Early Education Unit) conducted an Early Education Community Assessment, Attachment E. This environmental scan re-assessed assets and needs and sought to capture the strengths and aspirations of the communities which the Library serves. The findings can be used to inform the Early Education Unit's programming and work plan to provide more targeted, representative, and equitable services for and with the community. Key findings revealed common community threads and themes:

- Thriving, Not Just Surviving
- One-on-One Support & Building Relationships
- Intersectionality

Based on these findings, the Early Education Unit will integrate several emergent guiding principles:

- Centering Lived Experience & Expertise
- Material Empowerment
- Partners in Change & Cultivating a Sense of Ownership
- Accountability

As a result of the key findings and guiding principles, the Early Education Unit is beginning with the establishment of Caregiver Advisory Committees. These committees will help ensure Early Education programming meets the needs and interests of families in San José by hearing directly from caregivers and working with them to shape program priorities and design. Caregiver Advisory Committees build on many of the strengths identified in the community assessment: including community lived experience, expertise, culture, stories, agency, and self-determination. The Library has identified several opportunities to focus on intersectional equity work, including those centered around the following communities: the Black, Latinx, Indigenous/Native, Asian Pacific Islander communities; the Disability Community, Incarcerated/System-Impacted community, Foster Youth, and the Unhoused/Housing Insecure. The first Caregiver Advisory Committee will be LGBTQ+ which will meet in Winter 2023.

Early Education in FY 2022-23

San José Recreation Preschool Program (SJRP)

For FY 2022-23, PRNS is continuing its partnership with FIRST 5 to provide SEEDS training and evaluation support. PRNS is providing in-person SJRP programs at all 13 community centers in 19 classrooms serving approximately 248 children, ages 3-5.

In adherence to the EEQS, PRNS will continue to implement an evidence-based and best-practices approach through:

- **Assessments:** Nationally recognized and evidence-based assessment tools to conduct pre/post assessment of participating children and classroom environments (in-person operations)
 - Ages and Stages Questionnaire (ASQ)
 - Ages and Stages Questionnaire Social Emotional (ASQ:SE)
 - Progress Monitoring Tool
 - Early Language and Literacy Classroom Observation (ELLCO);
- **Professional Development:** Training, coaching, and support for PRNS and SJRP staff for both program models;
- **EEQS:** Assessments including development of QIP and follow-up for both program models;
- **Curriculum:** Implementation of standardized curriculum, educational materials, and resources for in-person instruction;
- **Evaluation:** Implementation of evaluation framework and data management tools to track and report outcomes; and,
- **Diversity, Inclusion, and Equity:** Develop and adopt policies, practices, and protocols through a racial equity lens to increase access to early education and recreation programs to diverse families. As well as meet the social-emotional, cognitive, physical, and developmental needs of children.

EEQS Library Implementation Year 4

The Library is continuously seeking to evolve and adapt to the changing needs of the community while maintaining consistent levels of intentional planning for high quality services. Using a combination of information from Year 3 EEQS implementation (caregiver survey data, Strengthening Families Self-Assessment results, and San José State University's final evaluation report of the Library's virtual programming model), the Library has identified priority projects to review and adjust during Year 4 implementation.

The following represents the scope of the Library workplan for EEQS Implementation Year 4:

- Adoption of a Child Abuse & Neglect Policy & Procedures;
- Creation of Virtual Storytime and Preschool Program Standards;
- Development and integration of the Give Me 5 Play and Learn Groups into routine Library programming;
- Development of social-emotional story time resources for Library staff to incorporate into Library programming;
- Development of Wee Grow, a service that will offer free developmental screenings to families through partnerships between SJPL, Family Resource Centers (FRCs), and our many community partners;
- Establishment of Caregiver Advisory Committees with the intent of integrating the caregiver's voice into programming decisions;
- Continuation of the Strengthening Families self-assessment tool to evaluate programs and community needs; and,
- Collaborating with local community partners and organizations to diversify storytime and early childhood programming.

Learning by Grade Level Proficiency – Expanding Education Beyond the School Day

Grade-level proficiency impacts San José students across all neighborhoods and has been proven to be one of the leading indicators of later academic success in students of all demographics. Currently, San José is home to a variety of afterschool and summer program opportunities which are offered by City Departments, school districts, and non-profit or community-based organizations, clubs, and private providers. These expanded learning programs for young people serve many critical functions for our city: bolstering skills needed for academic success, supporting workforce development, keeping our youth safe, and increasing civic engagement.

Quality Standards

The City, primarily through PRNS and Library Departments, provide several programs designed to enhance learning outside of the school day. Upon adoption of the Expanded Learning Quality Standards (ELQS)⁴ by the City Council in May 2019, City Departments began applying the

⁴ <https://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>

ELQS to all City-sponsored programs for Expanded Learning. Staff worked to identify and use appropriate assessment tools for each program.

R.O.C.K. Afterschool, Afterschool Education and Safety (ASES) programs, and City of San José Youth Centers

PRNS provided 31 afterschool programs between August 11, 2021, and June 10, 2022. To reduce barriers to access, PRNS utilized the Community Development Block Grant (CDBG) to provide scholarship-eligible families with full-scholarships. Through CDBG or PRNS funds, 330 unduplicated youth received scholarships.

City of José Youth Centers, R.O.C.K. Afterschool, and ASES programs were in alignment with the following:

- **Active and Engaged Learning:** To inspire active and engaged learning, students participated in activities designed such as Lights On Afterschool, College Day, Read Across America Day;
- **Diversity, Access and Equity, Quality:** To provide professional development opportunities, PRNS provided staff a series of trainings on behavior management and inclusion. Also, provided additional scholarship funds to increase access to eligible families impacted by the pandemic; and,
- **Safe and Supportive Environments / Clear Vision, Mission and Purpose:** To ensure the health, safety, and well-being of staff and participants, PRNS provided ongoing training and support to staff on health and safety guidelines, concussion protocols, first-aid, etc.

Evaluations of R.O.C.K. Afterschool, ASES programs, and City of San José Youth Centers were conducted in October 2021, February 2022, and May 2022. Program staff developed quality improvement plans and coaching support to on-site staff to ensure adherence to the ELQS. Assessments in the areas of Safety, Healthy Activities and Recreation, Academic Support, Enrichment, Customer Service, Program Information, and Human Interaction met basic standards.

Camp San José, F.I.T. Camp, and Camp San José Junior

In Summer 2022, PRNS offered Camp San José for 1,669 youth in grades K-8, F.I.T. Camp for 296 youth in grades 2-8, and Camp San José Jr, for 352 children, ages 3-5, at community centers and parks citywide to meet the childcare needs of families. In partnership with the Housing Department, PRNS was able to increase access to programs by securing American Rescue Plan (ARP) funding through the federal government to provide over \$1.6M to fund 2,048 full scholarships for eligible families.

To increase access to these programs, PRNS combined both the department scholarship and the ARP funds; and eligible families received partial or full scholarships. Through ARP funding, 1,131 unduplicated eligible families received a partial to full (25% or 100%) scholarship for Camp San José, Camp San José Jr., and F.I.T. Camp.

In further alignment with the ELQS, PRNS hosted a citywide Recreation Leader Training on June 11, 2022 for 200 frontline staff. The professional development opportunities focus on the six point-of-service Quality Standards as well as Safe and Supportive Environment, Quality Staff and Continuous Quality Improvement, and Active and Engaged Learning.

SJPL Homework Club (HWC)

Due to COVID-19, a virtual HWC was developed system-wide for Academic Year (AY) 2021-22. Learning objectives for staff, students, and coaches aligned with the ELQS: Skill Building, Safe and Supportive Environment, Collaborative Partnerships, and Diversity, Access and Equity. During the Fall 2021 and Spring 2022 semesters, 3,502 students participated in 336 sessions of homework support programming across all Library branch locations. Parents who were surveyed reported that the program enabled students to have the opportunity to complete their homework (and to feel better equipped to complete their homework in the future), understand underlying academic concepts, and develop trust in staff and coaches, seeing them as role models.

In FY 2021-22, the Library utilized the Youth Program Quality Assessment (Youth PQA): Academic Skill-Building Supplement to assess Virtual Homework Club based on each of the twelve point-of-service and programmatic quality standards areas. Library staff attended the Virtual Homework Club while in session to observe both staff and volunteer coaches. After observation, staff attended a debrief session to score the program as a group based on the information from the assessment tool. The overall rating of Virtual Homework Club is 73 out of a possible 85 points with categories like Safe & Supportive Environment, Warm Welcome, and Quality Staff scoring especially high. Staff trained volunteer coaches on social-emotional learning techniques, utilizing near-peer college students as coaches, and working with parents to best understand student's individual needs. As HWC is offered in-person, volunteers will be trained on how to access library resources with a Library card, to provide technical assistance to learners, and to be knowledgeable of building emergency procedures. A complete report is included in Attachment F.

San José Public Library Virtual Class Visits

In FY 2021-22, Librarians provided both virtual and in-person class visits at a branch which consist of a book talk, website or branch tour, technical assistance, and a Q&A. Librarians met with 120 classes across 16 Local Education Agencies and shared information about the Library and how to use academic resources with 5,524 students.

San José Learns

San José Learns (SJ Learns), a City funded grant program, provides school districts with resources that leverage their out-of-school time budgets and their selected program providers to ensure improved learning outcomes and expanded access to high-quality out-of-school-time programs for at-risk youth. In FY 2021-22, SJ Learns served 1,355 students across seven LEAs:

- Alum Rock Union School District
- Campbell Unified School District
- Evergreen Elementary School District
- Franklin-McKinley School District
- Luther Burbank School District
- Mount Pleasant Elementary School District
- Rocketship Public Schools.

In Summer 2021, two districts, Franklin McKinley and Luther Burbank, provided learning opportunities with grant funds and served a total of 210 students. During AY 2021-22, 1,035 students participated in SJ Learns funded programming.

SJ Learns Community of Practice

During AY 2021-22, the Expanded Learning Community of Practice (CoP) continued to meet virtually to support SJ Learns grantees in the context of distance and flexible learning:

- The CoP had a regular monthly cadence of communication with the leadership and practitioners;
- CoP members contributed to and can easily access shared resources via an online portal;
- CoP members are encouraged to continue to be “official” collaborators based on their expertise and interest including planning and facilitation of sessions (which has enhanced levels of engagement and provided members with opportunities to share first-hand knowledge and to develop facilitation skills); and,
- The CoP Scope and Sequence (which included ten workshops ranging from equity to social emotional learning, reflection and planning) was developed collaboratively among members to address the ELQS.

Expanded Learning in FY 2022-23

PRNS is currently providing 30 in-person afterschool programs and will continue to implement the ELQS with added focus on exploring strategies to expand affordable access to youth programming and ELQS 6: Equity, Diversity and Access.

During the AY 2022-23, PRNS is providing R.O.C.K. Afterschool childcare programs at 28 locations, serving approximately 994 students from TK-8, with a capacity to serve up to 1,319 children. In addition, PRNS is offering ASES programs at one school site serving approximately 96 students, grade K-5, as well as programs at one Youth Center. To increase access to R.O.C.K. Afterschool, PRNS has leveraged its scholarship program to provide additional American Rescue Plan scholarships for eligible families. Throughout the academic year (in Fall, Winter and Spring), program staff will conduct pre- and post-assessments utilizing the ELQS and develop quality improvements plans.

In Fall 2022, Virtual Homework Club transitioned to in-person sessions at Library locations. HWCs at Alum Rock, Biblioteca Latino Americana, Educational Park, Evergreen, Hillview,

Joyce Ellington, King, Tully, West Valley are staffed by members of Resilience Corps⁵, a jobs program for young adults that focuses on critical areas of community resilience, specifically accelerating K-12 learning recovery from the COVID-19 pandemic. In-person HWCs offered at Library locations will utilize the ELQS.

In FY 2022-23, the Library's Class Visits will be offered both in-person and virtually. Schools can schedule class field trips to visit their local library location by filling out the online form⁶ or calling/emailing branch staff directly. Virtual visits continue to be a convenient way for students and teachers to engage with Librarians and access information about Library resources and technical assistance. Every library branch will reach out to each school in their community to schedule at least 2 visits per academic year, both virtually and in person.

The Library will continue to work with an external evaluator to evaluate the SJ Learns grant program. A final report for AY 2021-22 is expected in Winter 2022. In addition to the normal grant application cycle in Fall 2022 (for programs to be conducted in Summer 2023 and AY 2023-24), SJ Learns will also be managing a special one-time funding opportunity of \$500,000 to expand or enhance services for existing grantees⁷. To offset the impact of pandemic-related learning loss and uplift children to higher levels of student academic achievement, the *SJ Learns* program will implement a two-year expansion grant, providing high-need K-12 students in San José with an opportunity to access high-quality tutoring services and accelerate growth towards academic goals. The program is funded with \$2M allocated from ARP funds; grants will be made available to qualified agencies and organizations that demonstrate the capacity to engage with schools, families, partners, and students to provide 1:1 or small group tutoring and academic recovery support. A grant application was facilitated in Summer 2022, with encumbrance by October 2022, and program completion by December 2024.

In addition to the Homework Club programs, Library staff will continue to align Expanded Learning programming to the ELQS through planning and implementation.

Pathways to Post-Academic Success – Graduating Ready for College and Career

The Library strives to provides a continuum of College and Career Readiness (CCR) programs to youth and adults throughout the City. During FY 2021-22, 4,726 teens attended Library programs and 872 teens volunteered 4,085 hours both in person and virtually.

On October 19, 2022, Library staff provided a report on CCR programs to the Library and Education Commission⁸. A complete report on FY 2021-22 CCR programs will be presented to NSE on November 10, 2022.

⁵ <https://www.sanjoseca.gov/home/showpublisheddocument/80410/637745790268300000>

⁶ <https://www.sjpl.org/visit>

⁷ <https://sanjose.legistar.com/LegislationDetail.aspx?ID=5552978&GUID=D3375907-879F-46A3-B692-F7BA8F22D348&Options=&Search=>

⁸

https://sanjoseca.sharepoint.com/:w:/r/sites/EducationandDigitalLiteracy/_layouts/15/Doc.aspx?sourcedoc=%7BE55

Quality Standards

The College and Career Readiness Quality Standards⁹ were adopted by City Council in November 2020, and the Library piloted the implementation of these standards in FY 2021-22 through the San José Aspires (SJ Aspires), Career Online High School and Family, Friends and Neighbors programs. Additional CCR programs such as Resilience Corps and SJPL Works will be evaluated in FY 2022-23.

SJ Aspires

For high-school aged students, the Library promotes post-secondary readiness by creating and managing a micro-scholarship program, SJ Aspires. The fourth year of the program concluded in FY 2021-22 with more than 1,190 registered users and \$477,800 in financial awards claimed by current cohorts. Overfelt High School and San José High School are the program's two major school partners.

A snapshot of SJ Aspires student demographics¹⁰ is provided:

- Percentage of students identifying as female or male:
 - Female: 46%
 - Male: 54%
- Percentage of students identifying ethnically as:
 - Hispanic, Latinx, or Spanish Origin: 77%
 - Asian, Southeast Asian, or Pacific Islander: 10%
- Percentage of students by ZIP Code:
 - 95122: 37%
 - 95116: 37%
 - 95112: 13%
- Percentage of students attending post-secondary institutions:
 - Community College: 49%
 - Four-year College or University: 51%

To date, SJ Aspires has distributed over \$559,500 in financial awards to students in the program. In FY 2022-23, the first large class of SJ Aspires participants who began the program in 10th grade at San José High School will graduate.

Career Online High School

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[EF8A05485F7F%7D&file=LEC_EDL_October%202022.docx&action=default&mobileredirect=true](#)

⁹ <https://www.sjpl.org/sites/default/files/2021-03/college-and-career-readiness-quality-standards.pdf>

¹⁰ Please note, all gender, race and ethnicity, and postsecondary plans were self-reported by students; not all students answered each question, and students could enter multiple races or ethnicities. SJ Aspires verifies student enrollment in post-secondary institution before disbursement of scholarship funds.

Adult learners in San José without a high school diploma can enroll in the Library's Career Online High School (COHS) program. Through COHS, students can earn a high school diploma and a career certificate in one of nine high-demand career fields. During FY 2021-22, 29 students were awarded scholarships and enrolled in COHS; 25 students graduated with a high school diploma and career certificate. As of October 15, 2022, 148 students have earned their degree through COHS since the program began at the Library in 2016.

Digital Equity & Literacy – Ensuring Access, Affordability, and Adoption

In support of the EDL Strategy and Digital Equity goals, the City provides quality digital connectivity, resources, and programs to San José residents.

Quality Standards

In accordance with the City's commitment to ensuring quality educational programming for its residents, the Digital Literacy Quality Standards (DLQS) were developed by an Ad Hoc Committee led by the Library and approved by City Council on May 19, 2020¹¹.

In June 2021, the Library began to roll out the training and implementation to a cohort of Library and PRNS staff, currently engaged in hosting Digital Literacy related programming. This cohort included Family Learning Center coordinators, Coding 5K leaders, and PRNS staff engaged in the Digital Inclusion Fund grant program. A complete report is included in Attachment G.

This cohort used the DLQS Assessment tool to assess the quality of a Digital Literacy course for adults. Participants in this cohort rated their program on the eight DLQS; each Focus Area was assigned a numerical value. An overall average score was assigned out of 3 possible points at the end of the assessment. This process was repeated in Spring 2022 to ensure continuous quality improvement.

The Digital Literacy classes scored well in the areas of Technology and Access, Privacy and Security, and Staffing. Overall, the Digital Literacy classes scored an average of 2.07 out of a possible 3. These programs are firmly in the Emerging category; a quality improvement plan has been created to increase scores. The area of Curriculum and Teaching Practices was identified as a focus, with an emphasis on deepening the existing curricula with take-home practice exercises for participants.

In January 2023, the Digital Literacy class cohort will meet to assess Digital Literacy programs and create an updated quality improvement plan. The progress of this expanded cohort will be measured again in May 2023 to assess the progress made as outlined in the improvement plans.

¹¹ <https://www.sjpl.org/sites/default/files/2021-03/digital-literacy-quality-standards-2020.pdf>

Digital Inclusion Fund Digital Literacy Courses

As part of the Digital Inclusion Fund (DIF) grant, the Library adapted California Emerging Technologies Fund curricula through the Articulate online learning management system to administer the Digital Literacy workshops, both through a weekly Zoom class (synchronous) and through a learn-as-you-go (asynchronous) module. SJPL hosted 402 digital literacy-related program sessions during FY 2021-22, serving a total of 1,821 learners.

The California Emerging Technologies Fund curriculum emphasized online safety, protecting user privacy, basic computer literacy, and resources to continue learning post-program completion. The course is comprised of three workshops, with an additional workshop focused on accessing and using Library services, their Library card, and Library programming.

- **Workshop 1 – Access the Internet and Online Information**
 - Designed to help participants gain basic digital literacy skills to access the Internet and retrieve online information.
- **Workshop 2 – Manage Online Digital Information**
 - Designed to help participants gain basic skills to manage digital content such as organizing files and cloud storage.
- **Workshop 3 – Integrate Information for Communications**
 - Designed to help participants use digital applications to make content for Internet communications such as email or presentations.
- **Workshop 4 – San José Public Library**
 - Review of the Library website, including how to find items in the catalog, open an online account and access e-resources.

Synchronous Learning

The digital literacy curriculum is taught over the course of eight hours, guiding users through basic literacy skills and internet access through information processing and organizing, as well as applied online communications.

To overcome digital barriers, learners received support from Library staff on how to connect to the virtual class prior to the start of their cohort series. Library staff conducted individual phone outreach and follow-ups, dedicating approximately 45 minutes to an hour per learner to support with Zoom set up and basic troubleshooting in advance of the first Digital Literacy class. Learners who could not attend all classes in their original cohort had the opportunity to make up their missing class(es) in an upcoming cohort. The Library also referred program participants to the Library's catalog of devices and hotspots for additional access and practice opportunities.

Asynchronous Learning

The Library provides access to 2,100 Chromebooks and 120 iPads through SJ Access; customers only need a San José Public Library card to check out devices. These devices feature information

regarding internet service providers and affordable plans, as well as information about how to use Library resources and participate in programs. Patrons also receive a 10-minute onboarding session when they check out the device. All curricula, instructions, and documents are available in English, Spanish, and Vietnamese. 7,303 hotspots are also part of the library's collection, allowing thousands of households to access or increase their internet connectivity.

Learners express appreciation for the SJ Access catalog and linguistically inclusive digital literacy learning opportunities that the Library offers. Based on learner feedback, Library staff are in the process of building a roadmap of additional courses and programs, such as online job applications, social media usage, and Google Suite, so that learners can become digitally confident users. The Articulate course link is also available on the Library's website for any patron who is interested in expanding their digital literacy knowledge.

Coding 5K Challenge

The Library's goal was to increase its capacity to serve 5,000 unduplicated students by the year 2020 in both coding and robotics programs. This goal was met one year ahead of schedule in 2019 and the Coding 5K Challenge has continued to grow and evolve even as COVID-19 changed approaches to programming.

In FY 2021-22, Library staff hosted:

- 350 coding and robotics programs (virtual) serving 3,953¹² students city-wide with 49% of all Coding 5K students self-identifying as girls/young women;
- 8 full-day, week-long summer camps providing coding experiences, STEM activities and guest speakers to 194 participants; and,
- 2 virtual and 6 in-person summer camps taught by seven certified K-12 teachers.

Other program highlights from FY 2021-22 include a continuation of the Apple program, which brought additional devices, workshops, and coding bootcamps to students across the city, robotics classes, and summer camps.

Coding 5K Summer Camp Series

For the first time since Summer 2019, the Library was able to host six of its eight full-day summer camps in person at Library locations. Safety measures were implemented which resulted in a reduction of class size from 30 to 20 participants. Two camps were held virtually with browser-based software that allowed students to log in from any device. Devices and STEM supply kits were provided to virtual students the week prior to the camp start date. Library staff, led by the Education & Programming Services Unit, provided curriculum planning and technology training to certified K-12 teaching staff prior to camp kickoff, as well as on call tech support during camp activities. Summer 2021 coding curricula utilized Apple's Swift-based programs (Swift Playgrounds and Everyone Can Code/Create). Each camp had a theme such as

¹² Due to the COVID-19 pandemic, in FY 2021-22 there were fewer programs, including Maker[Space]Ship activities with school partners, reduced student capacity, and less volunteer participation.

The Art of Coding, which incorporated visual arts in Computer Science, and Coding & Storytelling, which helped students present their unique perspectives using technology. In accordance with the Coding 5K Challenge's goal of increasing access for girls/young women in the tech/computer science field, three of the Library's eight summer camps were dedicated entirely to students who identify as female.

Prioritizing Digital Equity

The SJ Access initiative centered support for unconnected and under-connected households. The Library's digital literacy programming, offered in English, Spanish, and Vietnamese, provided critical inclusive language learning options paired with access to digital devices to practice skills-building at home. Library staff and volunteers also provided individualized technology support throughout the year for additional basic troubleshooting and skills-building reinforcement.

Tables 1 and 2 show demographic¹³ information collected for the Digital Inclusion Fund (DIF) grant for FY 2021-22.

Table 1 – Racial/Ethnic Identities of DIF Learners, FY 2021-22

Race/Ethnicity	Percentage of Total
Latina/o/x/Hispanic	20.74%
Vietnamese	38.57%
Asian (Non Vietnamese)	9.11%
White	8.53%
Black/African American	5.62%
Native American	2.13%
Other	6.78%
Declined to state	5.81%

Table 2 – Languages Spoken by DIF Learners, FY 2021-22

Language	Percentage of Total
English	45.74%
Spanish	12.02%
Vietnamese	36.63%
Other	5.43%

The Library's Digital Equity Index also assisted staff in identifying higher needs census tracts, targeting outreach, and digital resources to these areas.

¹³ Please note, all survey responses were optional and may not represent the full range of learners.

Digital Literacy in FY 2022-23

In FY 2022-23, implementation of the DLQS will continue with assessments taking place in January and May 2023; new Quality Improvement Plans will be created and implemented with the goal of increasing the DLQS score between January 2023 and May 2023.

To reach the pre-pandemic level of student participation, the Coding 5K Challenge will add additional devices onboard the Maker[Space]Ship for use during class visits and a well as provide eight Coding 5K Summer Camps in Summer 2023, with at least three being designated as girls-only camps. The ongoing Apple partnership will provide 1,500 students across multiple Library locations the opportunity to participate in Swift-based programming experiences. Many of these Apple workshops will be led by Resilience Corps Associates, providing valuable work experience and opportunities for their professional learning, mentorship, and tech networking.

A Digital Literacy Learning Pathway will be created and implemented which will expand the existing Digital Literacy curricula with new topics, e-resources, and a comprehensive website to assist patrons in accessing Digital Literacy resources for their individual needs. In addition, the resources will also be translated into Spanish and Vietnamese.

Policy and Governance

Significant City Council actions introduced related priorities in enhancing early care and education options and allocation of resources toward educational initiatives. The Education Policy was also crafted to address relevant items in areas of land use, transportation, infrastructure, and resource allocation, and approved by Council in February 2020.

As outlined in Education Policy 0-30¹⁴, formal relationships were established between, the City, Santa Clara County Office of Education, and LEAs through the Schools/City Collaborative (S/CC) to ensure positive communication and address areas of common interest for San José students. In AY 2021-22 the S/CC convened in the Fall of 2021 and provided End-of-Year accomplishments in lieu of a Spring 2022 convening. S/CC focused on the EDL workplan specifically on connectivity, equity, and learning resources.

The FY 2022-23 workplan will be finalized at the October 2022 convening of the SC/C with input from LEAs and City leaders.

Joint School/Library Card Initiative

In AY 2021-22, the Library continued to develop partnerships to provide San José students with Student Library Cards. Table 3 shows current Student Library Card distribution.

¹⁴ <https://sanjose.legistar.com/View.ashx?M=F&ID=8047051&GUID=15994766-35DE-4026-B209-8E2F0778C49F>

Table 3 – Student Library Cards by Local Education Agency AY 2021-22

Local Education Agency	School Type	Campuses	Cards Issued
Alpha Public Schools	Public	4	1,807
Alum Rock Union School District	Public	21	8,220
Berryessa Union School District	Public	14	5,980
Cambrian School District	Public	6	2,980
Campbell Union High School District	Public	6	6,945
Discovery Charter School	Charter	2	1,152
Downtown College Prep	Charter	4	1,711
Evergreen School District	Public	16	9,190
Franklin McKinley School District	Public	16	6,718
Luther Burbank School District	Public	1	500
Moreland School District	Public	7	4,176
Mount Pleasant Elementary School District	Public	5	2,132
Notre Dame High School	Private	1	184
Oak Grove School District	Public	18	9,427
Rocketship Public Schools	Charter	10	5,638
San José Unified School District	Public	39	26,901
Sunrise Middle School	Charter	1	269
Union School District	Public	8	5,877
		179	99,807

Educator e-Card

The Library introduced an Educator e-Card in November 2020 to better provide educators in the City of San José increased access to Library resources and further support the needs of their students. The Educator e-Card provides an extended checkout period and no accrual of fines on overdue materials. In addition to physical learning materials, the Educator e-Card will allow

teachers working in distance learning or alternative settings to access online resources and databases to support classroom curricula. To date, 469 San José educators have Educator e-Cards and Library staff are working with LEAs to reach more educators.

Library Cards FY 2022-23

In FY 2022-23, the Library will continue to develop its partnerships with LEAs to provide technical assistance and personalized learning resources as well as promoting library cards including customized lesson plans and activities for teachers, students, and families. The Library will assess student usage and the impact of the Student Library Card and Educator e-Card, including feedback from participating school districts.

Equity, Diversity and Inclusion

In Fall 2021 and in alignment with San José Education Policy 0-30, the Library engaged a cross-sector Ad Hoc Committee to create the Equity, Diversity and Inclusion Quality Standards (EDIQS) to provide the framework through which all City educational programs will be assessed for centering and advancing equity. The EDIQS comprise six areas, including an anti-racist approach, inclusive programming, culturally relevant pedagogy, community involvement, and outreach. The Quality Standards were approved by Council on February 08, 2022¹⁵.

During FY 2022-23, the Ad Hoc Committee members will have the option to reconvene to prepare a list of recommended trainings and materials to support City staff capacity-building in the six Quality Standard areas. SJPL staff will also conduct a pilot Quality Assessment of select programs to guide the implementation across additional department programs.

CONCLUSION

While significant progress has been made in implementing the EDL Strategy action items, staff will focus on continued efforts to fully implement the programs described in this memorandum, move into assessment and evaluation, data collection and analysis, and continued program alignment with quality standards and improvement along the quality continuum.

EVALUATION AND FOLLOW-UP

Evaluation and data-driven decision making are cornerstones of the EDL Strategy. Implementation of the EDL Strategy Work Plan, including quality standards and regular assessments in each area, will be the subject of future reports to the Neighborhood Services and Education Committee.

¹⁵ <https://sanjose.legistar.com/LegislationDetail.aspx?ID=5392200&GUID=88E75608-77BD-4634-B6FF-8CBD0547BEC9>

CLIMATE SMART SAN JOSE

The recommendation in this memo has no effect on Climate Smart San José energy, water, or mobility goals.

PUBLIC OUTREACH

This memorandum will be posted on the City's website for the November 10, 2022, Neighborhood Services and Education Committee meeting.

COORDINATION

This report has been coordinated with the Library and Early Education Commission, Parks Recreation and Neighborhood Services Department and San José Works Youth Jobs Initiative.

COMMISSION RECOMMENDATION/INPUT

The Library & Education Commission has reviewed updates to various pilots as part of the EDL Strategy. The Commission recommends their approval to the Neighborhood Services & Education Committee and City Council.

CEQA

Not a Project: PP17-008 - General Procedure & Policy Making resulting in no changes to the physical environment.

/s/

JILL BOURNE

Director, Library Department

For questions, please contact Vidya Kilambi, Library Division Manager, at vidya.kilambi@sjlibrary.org.

Attachment A: EDL milestones

Attachment B: PRNS Early Education Quality Standards Assessments

Attachment C: San José Recreation Preschool (SJRP) Quality Improvement Plan

Attachment D: SJPL Early Education Quality Standards Assessments

Attachment E: Early Education Community Assessment

Attachment F: Homework Club Assessment 2021-22

Attachment G: Digital Literacy Quality Standards Assessments