

## **ATTACHMENT A**

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

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

**ATTACHMENT B**  
**PRNS Early Education Quality Standards: FY 2021-2022**

<b>PRNS Department Approach – Early Education Quality Standards</b>				
<b>Fiscal Year</b>	<b>Department</b>	<b>Program</b>	<b>Standard Areas</b>	<b>Children Served</b>
2021-22	PRNS	Recreation Preschool	<ul style="list-style-type: none"> <li>• EEQS 1: Health and Safety</li> <li>• EEQS 2: Child Learning and Development</li> <li>• EEQS 3: Curriculum and Teaching Practices</li> <li>• EEQS 4: Learning Environments</li> <li>• EEQS 5: Staffing and Professional Development</li> <li>• EEQS 6: Program Leadership and Management</li> <li>• EEQS 8: Diversity, Equity, and Inclusion</li> </ul>	257

<b>PRNS Implementation of Staff Professional Development</b>		
<b>Focus Area</b>	<b># Staff Trained</b>	<b>Training Topics</b>
Professional Development	30	<ul style="list-style-type: none"> <li>• SEEDS Framework &amp; Curriculum</li> <li>• Child &amp; Classroom Assessment tools</li> <li>• Early Education Quality Standards (EEQS)</li> <li>• CV 19 Health and Safety Guidelines</li> </ul>

PRNS Implementation of Staff Professional Development		
Focus Area	# Staff Trained	Training Topics
Coaching & Technical Support	14	<ul style="list-style-type: none"> <li>• Support for classroom instructors</li> <li>• Master coach sessions and support</li> <li>• EEQS Quality Improvement Plan goals</li> </ul>
Evaluation & Assessments	3	<ul style="list-style-type: none"> <li>• Child assessments – individual child pre-post assessments</li> <li>• Classroom/learning environment assessments - classrooms</li> <li>• EEQS assessments - classrooms</li> <li>• EEQS Quality Improvement Plans – classrooms</li> <li>• Assessments Data Entry and Reporting</li> <li>• Developmental Screening (Ages and Stages Questionnaire)</li> </ul>

PRNS EEQS Assessment Summary									
EEQS Assessment	EEQS # 1	EEQS # 2	EEQS # 3	EEQS # 4	EEQS # 5	EEQS # 6	EEQS # 7	EEQS # 8	Overall Rating
Pre-Assessment	1.50	2	1.79	2	1.47	1.59	1.62	1.67	1.71
Post-Assessment	1.69	2.07	2.67	2	1.61	1.75	1.62	1.67	1.89
Point Increase in Rating from Pre to Post Assessment	+0.19	+0.07	+0.88	0	+0.14	+0.16	0	0	+0.54

PRNS High Level Actions Implemented to Increase Assessment Ratings by EEQS Area		
EEQS		Actions to Support Assessment Rating
1	Health and Safety	<ul style="list-style-type: none"> <li>• Child Supervision: Ensure appropriate adult-child ratio.</li> <li>• Safety Plan: Review and update annually safety plan for each SJRP site to include emergency, fire, and disaster protocols, procedures, and policies.</li> </ul>
2	Child Learning and Development	<ul style="list-style-type: none"> <li>• Funding and Staff Support: Resources to conduct ongoing pre and post child level, environmental, and EEQS assessments for approx. 600+ children and 25 classrooms.</li> <li>• Assessment Tools and Resources: Cost of materials/licensing and data system to conduct ongoing pre/post-assessments of approx. .*600+ children and 25 classrooms*</li> <li>• Developmentally Appropriate Practices: Implement curriculum and lesson plans that are developmentally appropriate.</li> </ul>
3	Curriculum and Teaching Practices	<ul style="list-style-type: none"> <li>• Funding to purchase and implement curriculum and educational resources and conduct outcome-based evaluation citywide.</li> </ul>
4	Learning Environment	<ul style="list-style-type: none"> <li>• Funding to enhance outside and indoor physical environment based on yearly environmental assessment data.</li> </ul>
5	Staffing and Professional Development	<ul style="list-style-type: none"> <li>• Qualified Staff: Establish early education classification series with minimum qualification, basic requirements, and experience.</li> <li>• Professional Development: Funding to provide ongoing professional development to develop capacity and skills in early education field.</li> <li>• Adequate Staffing: Funding to expand staffing model to effectively implement evidence-based and best-practices across the SJRP program citywide in adherence to the EEQS. As well as increase access to early education programming for families with children, 3-5 years of age.</li> </ul>



PRNS High Level Actions Implemented to Increase Assessment Ratings by EEQS Area		
EEQS		Actions to Support Assessment Rating
		<ul style="list-style-type: none"> <li>• Inclusion Support: Dedicated staff to conduct developmental screenings and provide inclusion training, support, resources, and referral for SJRP staff and families.</li> <li>• Scholarships: Increase access to SJRP through expanded scholarship program for families experiencing financial constraints.</li> <li>• Revenue/Cost Recovery: Review impact of revenue generating and cost-recovery policies on PRNS to have SJRP be full cost recovery to cover increasing annual costs. Explore impact of enrollment fee and limited scholarship funding for low-income families.</li> </ul>
6	<b>Program Leadership and Management</b>	Provide formal strategies and opportunities for community partners to share feedback and recommendations on early education and childcare programs.
8	<b>Diversity, Equity, and Inclusion</b>	<ul style="list-style-type: none"> <li>• Expand data collection of all SJRP participants citywide.</li> <li>• Utilize racial equity lens to understand and address barriers to access and inform policies and practices.</li> <li>• Utilize evidence-based developmental screenings (Ages and Stages Questionnaire) for children.</li> </ul>

*\*Number of children served and classrooms operating pre-pandemic.*

**ATTACHMENT C**  
**EARLY EDUCATION QUALITY STANDARDS**  
**SAN JOSÉ RECREATION PRESCHOOL QUALITY IMPROVEMENT PLAN, FY 2021-22**

**Program Overview:**

San José Recreation Preschool (SJRP) is a part-day program providing a nurturing, fun, and enriching early learning program to meet the social-emotional, physical, and cognitive development of children, ages 3-5, with the goal of preparing them for kindergarten and life-long learning. PRNS staff assessed 14 SJRP in-person classes utilizing the Early Education Quality Standards assessment tool. PRNS staff conducted the assessments and developed a Quality Improvement Plan to enhance the overall quality of the early learning program.

**Goal Description:**

Program Quality Standard Areas to Address:

EEQS#1 Child Supervision – Review child supervision practices and develop specific strategies to meet Proficient Quality.

EEQS#1 Facility Safety – Review all facility emergency plans and drill activities and develop specific strategies and staff training to address the health and safety of SJRP staff and participants.

EEQS#2 Evaluation with Children – Conduct assessments utilizing an evidence-based tool to assess children's development.

EEQS#2 Adult/Educator/Child Interactions – Conduct assessments utilizing an evidence-based tool to assess and enhance quality of adult and child interaction.

EEQS#3 Evidence-Based Curriculum – Expand staffing and professional development budgets to provide on-going training on evidence-based curriculum. Leverage resources with community partners to utilize SEEDS curriculum citywide.

EEQS#3 Adaptive Teaching Strategies – Leverage resources with community partners to provide training and coaching support to SJRP staff to support and enhance adaptive teaching strategies.

EEQS#3 Outcomes-Based Program Evaluation – Utilize environmental/learning assessment tools, SEEDS Cares Dashboard, and EEQS Quality Improvement Plans to achieve outcome-based program evaluation.

EEQS#4 Learning Environment – Leverage resources with community partners and expand program budget to utilize environmental/learning assessment tools annually to enhance the overall quality of the SJRP classroom environments.

EEQS#5 Qualifications and Expertise – Develop early education classification series to recruit and hire staff with the qualifications, education, and experience to lead and oversee early education and recreation programs.

EEQS #5 Training and Professional Development – Expand professional development budgets to provide on-going training and on-site coaching for SJRP staff.

EEQS #6 Community Stakeholder Engagement – Provide formal strategies and opportunities for community partners to share feedback and recommendations on early education and childcare programs.

EEQS#8 Physical, Behavioral, and Developmental Screenings and Referrals – Conduct assessments utilizing evidence-based developmental screenings (Ages and Stages Questionnaire) for children.

EEQS#8 Promoting Racial Equity – Develop racial equity practice, and tools to engage diverse families citywide. Collected participant demographic information and implemented evidence-based developmental screening tool to better serve

**What other program information was used to develop this goal?**

*Examples: Early Education Quality Standards Assessment Report, on-site observation, program self-assessment (formal or informal), family survey, classroom observation tools (ERS, CLASS), etc.*

PRNS staff utilized multiple tools and strategies to develop and achieve its goal: Early Education Quality Standards assessment tool, ELLCO (Early Language and Literacy Classroom Observation), PALS (Phonological Awareness Literacy Screening), family intakes, classroom and SJRP teacher observations, and formal and informal SJRP staff team meetings.

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

*Example: By the end of fiscal year 2020-2021, 74% of all children in the program have been assessed as “Kindergarten Ready” using a formal, evidence-based assessment tool.*

By the end of FY 21/22, SJRP staff conducted EEQS assessments, and developed and reviewed Quality Improvement Plan with program goals to reassess progress in the quality continuum for SJRP program EEQS# 1, 2, 3, 4, 5, 6, and 8.

**What resources are needed to make progress towards this goal?**

*Provide detailed descriptions. Examples might include specific materials, technical assistance, professional development, etc.*

Due to the pandemic, limited staffing capacity, and department resources PRNS staff were limited in the scope of EEQS focus areas (i.e., professional development, assessments, evaluation, etc.) that were implemented. PRNS administrative team leveraged resources with community partners to develop and implement evaluation plan, conduct assessments, and provide professional development/training and coaching to address EEQS# 1, 2, 3, 4, 5, 6, and 8 with goal of progressing across the quality continuum. Administrative staff continue to explore additional resources, early education classifications/positions, policies, and practices that can support PRNS's ability to achieve Advance Quality in all program quality standard areas.

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

Target Date	Responsible	Action Step/Strategy	Status		
			Done	On Target	Revised
June 2021	Program Specialist	EEQS #1: Health and Safety Focus Area: Child Supervision Focus Area: Facility Safety Reviewed with SJRP staff Child Supervision and Facility Safety policies, practices, protocols, and files.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
June 2021	PRNS Admin	EEQS #2: Child Learning and Development Focus Area: Evaluation with Children Focus Area: Adult/Educator/Child Interactions Conducted child and environmental/learning pre-post-assessments to support and assess children's development and staff/child interaction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
June 2021	PRNS Admin	EEQS #3: Curriculum and Teaching Practices Focus Area: Evidence-Based Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Target Date	Responsible	Action Step/Strategy	Status		
			Done	On Target	Revised
		Focus Area: Adaptive Teaching Strategies Focus Area: Outcomes-Based Program Evaluation Developed strategies and leveraged resources to enhance professional development plan in the areas of curriculum instruction and adaptive teaching strategies. Developed EEQS Quality Improvement Plans and conducted assessments to achieve outcome-based program evaluation.			
June 2021	PRNS Admin	EEQS #4: Learning Environment Focus Area: Physical Environment (indoor/Outdoor) Utilized environmental/learning assessment tools to enhance the overall quality of the SJRP classrooms and to align with EEQS.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
June 2021	PRNS Admin	EEQS #5: Staffing and Professional Development Focus Area: Qualifications and Expertise Focus Area: Training and Professional Development  PRNS staff working with Human Resources and consultant to develop and early education classification series, ongoing process. Developed strategies to leveraged resources to enhance professional development to include curriculum training for instructors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
June 2021	PRNS Admin		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Target Date	Responsible	Action Step/Strategy	Status		
			Done	On Target	Revised
June 2021	PRNS Admin	EEQS # 8: Diversity, Inclusion, and Equity Focus Area: Physical, Behavioral, and Developmental Screenings Conduct Focus Area: Promoting Racial Equity Developed racial equity practices and tools to engage diverse families citywide. Collected participant demographic information and implemented evidence-based developmental screening tool to better serve families.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Progress Notes:**3 Months:

PRNS staff developed program plan with strategies and timelines to adhere to EEQS and focus areas:

- EEQS #1: Health and Safety, Focus Areas Child Supervision and Facility Safety
- EEQS #2: Child Learning and Development, Focus Areas Evaluation with Children and Adult/  
Educator/Child Interactions
- EEQS #3: Curriculum and Teaching Practices, Focus Areas Evidence-Based Curriculum, Adaptive  
Teaching Strategies, and Outcomes-Based Program Evaluation
- EEQS #4: Learning Environment, Focus Area Physical Environment (Indoor/outdoor)
- EEQS #5: Staffing and Professional Development, Focus Areas Qualifications and Expertise and Training and Professional Development

- EEQS #8: Diversity, Inclusion, and Equity, Focus Areas Physical, Behavioral, Developmental
- Screenings, and Promoting Racial Equity

6 Months:

PRNS staff conducted EEQS assessment and developed a quality improvement plan to progress in the quality continuum in EEQS# 1, 2, 3, 4, 5, 6, and 8. In addition, PRNS staff continued to work with Human Resources and consultant to develop and early education classification series.

9 Months:

PRNS staff reviewed and tracked progress in completing and achieving the goals identified in the quality improvement plan in EEQS# 1, 2, 3, 4, 5, 6, and 8. Provided SJRP staff training, technical assistance, and support in completing and documenting tasks identified in the quality improvement plans for each site.

Lessons Learned/ Reflective Practice:

At the beginning of the 2021-2022 school year due to the pandemic, changes were considered when conducting in-person programming, child-level assessments, and classroom assessments to adhere to health and safety guidelines.

To continue to progress in the quality continuum on the EEQS, PRNS staff need additional resources and support: additional staff to lead and conduct evaluation and assessment activities; resources and budget for professional development, budget for staff training hours and evaluation support; and staff experienced in early education and childhood development, etc.

Pre-child level assessment data that was collected in the Fall were analyzed and shared with teachers. The data proved instrumental, as teachers were able to provide intervention activities to support their students' literacy development. PRNS has been able to secure additional resources and support to advance SEEDS of Early Literacy curriculum, evidence-based assessments, and professional development. PRNS worked with the SEEDS of Early Literacy team to come up with creative ways to provide coaching, through virtual zoom recordings. Due to the level of work involved to effectively expand the evidence-based and best-practices citywide, PRNS continued to focus its staffing and resources strategically on a limited number of sites this fiscal year.

## **Attachment D**

### **Early Education Program Quality Assessment 2021-22**

#### **About the Self-Assessment Tool:**

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

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

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

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

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



# Early Education Quality Standards

## Self-Assessment Cover Sheet:

Date: 9/9/2022

Program Name: Storytimes

Department: Early Education Services

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

Site Address: 150 E. San Fernando, San Jose CA, 95112

Contact Person: Nari Ferderer – Early Literacy Librarian

Phone: (408) 808-2617 Email: Nari.ferderer@sjlibrary.org

Brief Program Description: \_\_\_\_\_

# Early Education Quality Standards

The Early Education Services Department oversees programming and services for children 0-5 and their caregivers.

Program Quality Standard Area #1: Health and Safety				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Child Supervision	<input type="checkbox"/>	<div> <div> <i>Program with the Parent/Caregiver Participating:</i> </div> <div>                     The program has enough adults/ educators to support and maintain an adult-to-child ratio of no more than 1-12 on a consistent basis.                 </div> </div>	<div> <div> <i>Program with the Parent/Caregiver Participating:</i> </div> <div>                     The program has enough adults/ educators to support an adult-to-child ratio of no more than 1-10 on a consistent basis.                                            While mixed-age groupings may be provided, programs are comprised of similar ages.                 </div> </div>	<div> <div> <i>Program with the Parent/Caregiver Participating:</i> </div> <div>                     The program has enough adults/ educators to support an adult-to-child ratio of no more than 1-8 on a consistent basis.                 </div> </div>
		<div> <div> <i>Program without the Parent/Caregiver Participating:</i> </div> <div>                     Adults/Educators have procedures in place to account for the children through a check-in/check-out system.                                            Children are always in sight and sound of adults/educators.                 </div> </div>	<div> <div> <i>Program without the Parent/Caregiver Participating:</i> </div> <div>                     In addition to Basic Standards, adults/educators perform hourly headcount.                 </div> </div>	<div> <div> <i>Program without the Parent/Caregiver Participating:</i> </div> <div>                     In addition to Basic Standards, adults/educators perform headcounts every 30 minutes.                 </div> </div>
Facility Safety	<input type="checkbox"/>	<div> <div>                     The program operates within a safe environment; facility has adequate entrance security and fire exits; there are written emergency plans; basic first aid supplies are on hand; good sanitary conditions; comfortable climate (heat and air) and appropriate lighting.                 </div> <div> <input checked="" type="checkbox"/>                     All equipment is clean, sanitary, and free of hazardous conditions.                                            Each site has a written emergency plan, and a written disaster and drill log. Drills must be conducted a minimum of two (2) times a year.                 </div> </div>	<div> <div>                     In addition to Basic Standards, each site's parent organization is responsible for the development of a comprehensive safety plan that includes: Fire, Earthquake, and Code Red plans.                 </div> <div> <input type="checkbox"/>                     Parents/Caregivers have access to written safety policies and procedures.                                            Each site has a written emergency plan, and a written disaster and drill log. Drills must be conducted a minimum of four (4) time a year.                 </div> </div>	<div> <div> <input type="checkbox"/>                     In addition to Proficient Quality Standards, each site has a written emergency plan, and a written disaster and drill log. Drills must be conducted a minimum of one (1) time a month.                 </div> </div>

# Early Education Quality Standards

Staff Training and Certification	■	<p>All adults/educators and volunteers are trained on the program's health and safety practices and emergency procedures.</p> <p>All persons working must submit fingerprinting for a criminal record review.</p> <p><input type="checkbox"/> At least one (1) adult/educator must be physically onsite and trained in all of the following:</p> <ul style="list-style-type: none"> <li>• CPR</li> <li>• Pediatric First Aid (AED)</li> <li>• Epi Pen Administration</li> <li>• Water safety (if applicable)</li> </ul> <p>At least one (1) staff member must be trained in Mandated Reporting.</p>	<p>In addition to Basic Standards:</p> <p><input type="checkbox"/> At least one (1) adult/educator must be physically onsite and have fifteen (15) hours of health and safety training.</p>	<p>In addition to Basic and Proficient Quality Standards:</p> <p><input type="checkbox"/> At least one (1) adult/educator must be physically onsite and trained in one or more of the following:</p> <ul style="list-style-type: none"> <li>• Hazardous Materials Training</li> <li>• Food Handling</li> </ul>
NARRATIVE: Program Quality Standard Area #1 Health and Safety				
For each focus area, please describe practices that met or exceeded basic programing standards?	<p><b>Child Supervision</b> – The library can maintain a 1:8 ratio during library programming due to the nature of children attending with one or more caregivers to library programs. The library has also implemented attendance caps to help mitigate the spread of Covid-19 amongst our youngest patrons. The attendance caps also help ensure quality learning environments with smaller group sizes, allowing young children space and time to develop their social-emotional skills in a trusted space.</p> <p><b>Facility Safety</b> – Storytimes are currently operating at all 25 branch library locations. The library provides a clean and welcoming space for caregivers and the children in their care to safely attend library programming and make use of library resources such as computers, books, magazines, and reference services provided by library staff. Each branch is provided with a first aid kit for library staff and the public that is routinely replenished. Climate control is maintained from a central location, keeping all branch locations at the same consistent climate conditions. All library locations undergo an annual earthquake and fire drill, with staff exiting the building and reunited at designated meeting zones.</p> <p><b>Staff Training &amp; Certification</b> - Volunteers and staff members are required to undergo fingerprinting for a criminal background check and are trained in the library's health and safety and emergency procedures as part of the onboarding process. Professional library staff (Librarians and Literacy Program Specialists) must meet specific criteria as laid out in the city's job description to qualify.</p>			
Quality Area #1: Program Strengths Please note specific focus areas in your description.	<p><b>Facility Safety</b> - Library facilities are well-maintained as safe and hazard-free environments that draw in the community. Safety measures and protocols have been put in place to ensure staff and library user safety including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Hand Sanitizer stations</li> <li>• Health screenings for library staff</li> <li>• Maintaining 6ft distance when possible</li> <li>• Quarantining library materials in circulation</li> <li>• Following local health guidelines regards masks when appropriate</li> </ul>			

# Early Education Quality Standards

	<p>The library has also created an employee working group, the Safety and Security Committee. The Safety and Security (S&amp;S) Committee has been responsible for reviewing practices related to employee and patron safety, evaluating reporting data, and providing feedback on policy/procedures improvements. The committee will help ensure that procedures are easy to understand and implement and that consistent, effective communication occurs to and from staff around safety and security matters. The group will provide feedback on the library's annual security/safety training plan, emergency procedures and all safety and security assessments.</p> <p>The group will review compiled data from behavior logs and incident reports to identify system needs, help establish internal triage protocols and make other recommendations for improvements. The committee will share recommendations with the Facilities Program Manager and Deputy Director of Operations and ensure frequent communication with all levels of staff.</p>
Quality Area #1: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	<b>Staff Training &amp; Certification</b> – As library staff are not considered Mandated Reporters by State Law, the library is putting together a Child Abuse & Neglect Policy and procedure guide for staff who may witness varying incidents either online or in-person to ensure that staff have the necessary tools and training to maintain the library as a safe space for families.

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

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

Total Cumulative Points: 4 / 3 = 1.33

# Early Education Quality Standards

Program Quality Standard Area #2: Child Learning and Development				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Evaluation with children	<input type="checkbox"/>	<div> <div>Program with the Parent/Caregiver Participating:</div> <div>Program regularly assesses parent/caregiver's opinion of child's learning and development.</div> </div> <input type="checkbox"/>	<div> <div>Program with the Parent/Caregiver Participating:</div> <div>Program regularly assesses parent/caregiver's opinion of child's learning and development by use of an assessment tool.</div> </div> <input type="checkbox"/>	<div> <div>Program with the Parent/Caregiver Participating:</div> <div>Program regularly assesses parent/caregiver's opinion of child's learning and development by use of a formal assessment and uses findings to guide programmatic change.</div> </div> <input checked="" type="checkbox"/>
		<div> <div>Program without the Parent/Caregiver Participating:</div> <div>Program regularly assesses individual child's learning and development by use of an assessment.</div> </div> <input type="checkbox"/>	<div> <div>Program without the Parent/Caregiver Participating:</div> <div>Program regularly assesses individual child's learning and development using an evidence-based evaluation tool.</div> </div> <input type="checkbox"/>	<div> <div>Program without the Parent/Caregiver Participating:</div> <div>Program regularly assesses individual child's learning and development using an evidence-based evaluation tool and uses findings to guide programmatic change.</div> </div> <input checked="" type="checkbox"/>
Adult/Educator/Child Interactions	<input type="checkbox"/>	<div> <div>Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the adult-child interaction. (Example: Classroom Assessment Scoring System, Early Childhood Environment Rating Scale, and Preschool Quality Assessment, Inclusive Classroom Profile.).</div> <div>Self-assessment rating must meet the tools specified level for "Basic Standard". For example, ECERS-R = level 5 in Interactions subscale. Assessment findings are shared with program staff.</div> </div> <input type="checkbox"/>	<div> <div>Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the adult-child interaction. (Example: Classroom Assessment Scoring System, Early Childhood Environment Rating Scale, and Preschool Quality Assessment, Inclusive Classroom Profile.)</div> <div>Self-assessment rating must meet the tools specified level for "Proficient Standard". For example, ECERS-R = level 6.</div> <div>Assessment findings are used to guide professional development and programmatic changes to the environment.</div> </div> <input type="checkbox"/>	<div> <div>Program partners with an outside party to conduct a yearly assessment using a validated tool that measures the overall quality of the adult-child interaction. (Example: Classroom Assessment Scoring System, Early Childhood Environment Rating Scale, and Preschool Quality Assessment, Inclusive Classroom Profile.) Self-assessment rating must meet the tools specified level for "Advanced Standard".</div> <div>For example, ECERS-R = level 7.</div> <div>Assessment findings are used to guide professional development and programmatic changes to the environment.</div> </div> <input checked="" type="checkbox"/>
Developmentally Appropriate Practices	<input type="checkbox"/>	<div> <div>Program conducts annual review of how the curriculum aligns with the chosen developmental tool.</div> </div> <input type="checkbox"/>	<div> <div>Program implements a formal developmental tool to inform curriculum that promotes learning.</div> <div>Program develops a continuous quality improvement plan of identified areas in need.</div> <div>Program utilizes a formal developmental tool that informs adult/educator planning and implementation practices that promote learning.</div> </div> <input type="checkbox"/>	<div> <div>Program prepares lesson plans that are based on input from children, families, and staff.</div> <div>Program works with families on strategies for creating consistency between the home and program relating to developmentally appropriate child practices.</div> </div> <input checked="" type="checkbox"/>

# Early Education Quality Standards

NARRATIVE: Program Quality Standard Area #2 Child Learning and Development	
For each focus area, please describe practices that met or exceeded basic programing standards?	<p><b>Evaluation with Children:</b> The library regularly assesses the parent/caregiver's opinion of the child's learning through a bi-annual storytime survey distributed to 300+ caregivers attending library storytimes. The findings from the storytime survey are used by the branches to complete their branch Quality Improvement Plan, indicating desired goals and benchmarks to improve the library storytime experience. 88% of respondents indicated that the library programming has helped improve their skill and has resulted in more quality literary experience for their child.</p> <p><b>Adult/Educator/Child Interactions</b> – Library staff provide warm and welcoming environments for families in the library. The program area is well maintained, with appropriate seating available for the range of ages in the audience, creative and colorful book displays highlight the library's collection. Library staff provide quality interactions with children and their caregivers throughout the program and afterwards, encouraging participants to join in with the activities and providing positive reinforcement for children and caregivers.</p> <p><b>Developmentally Appropriate Practices</b> - The library has participated in the California State Library Shared Vision grant program which culminated in Spring of 2022. The Shared Vision grant provided the library with the unique ability to collaborate with and learn from researchers at the San José State Early Childhood Institute and bring in third-party consultants to review library materials in regard to the Storytime Standards, Storytime Curriculum and storytime materials and resources disseminated to the branches.</p>
Quality Area #2: Program Strengths <i>Please note specific focus areas in your description.</i>	<p><b>Developmentally Appropriate Practices</b> – The library continues to review, reflect, and evaluate programs and services with approved consultants to ensure that library programming is developmentally appropriate and meeting the needs of children attending library storytimes. The library has partnered with The Early Childhood Institute researchers from San Jose State University and has brought in Sara Rizik-Baer Consulting to not only observe and evaluate library programming, but to provide guidance and review on library programming materials such as the Storytime Standards and Storytime Curriculum used throughout all 25 branch libraries for storytime programming.</p>
Quality Area #2: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	<p><b>Developmentally Appropriate Practices</b> – The library is currently reviewing the recommendations of third-party advisors and making necessary modifications to best fit with city services. Tasks include updating Storytime Standards and Curriculum documents to reflect recommendations from third-party consultants to ensure program quality. Changes include modification in language, format and resources made available to library staff.</p>

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

# Early Education Quality Standards

Adult/Educator/Child Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Developmentally Appropriate Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Total Cumulative Points: 9 / 3 = 3

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

Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Evidence-Based Curriculum	<input type="checkbox"/>	<div><div><i>Program with the Parent/Caregiver Participating:</i></div><div>Program develops activity plans informed by multiple evidence-based sources.</div></div>	<div><div><i>Program with the Parent/Caregiver Participating:</i></div><div>Program implements an age-appropriate curriculum that aligns to an evidence-based source.</div></div>	<div><div><i>Program with the Parent/Caregiver Participating:</i></div><div>Program adults/educators regularly solicit parent/caregiver feedback regarding kindergarten readiness and integrate this information into program curriculum.</div></div>
		<div><div><i>Program without the Parent/Caregiver Participating:</i></div><div>Program develops daily lesson plans informed by multiple evidence-based</div></div>	<div><div><i>Program without the Parent/Caregiver Participating:</i></div><div>Program implements an age-appropriate, evidence-based, formal curricula (Example: SEEDS, Creative Curriculum, Preschool Learning Foundations).</div></div>	<div><div><i>Program without the Parent/Caregiver Participating:</i></div><div>Program adults/educators regularly document and monitor individual child progress toward kindergarten readiness and integrates this information into program curriculum.</div></div>
Adaptive Teaching Strategies (Universal Design Learning)	<input type="checkbox"/>	<div><div>The program staff has a basic understanding of the three main concepts of Universal Design Learning:</div><div><div><input type="checkbox"/></div><div><div>Multiple means of representation- give learners various ways of acquiring information and knowledge.</div><div>Multiple means of expression-providing learners alternatives for demonstrating what they know.</div><div>Multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation.</div></div></div></div>	<div><div>The program occasionally utilizes multiple means of representation- giving learners various ways of acquiring information and knowledge.</div><div><div><input type="checkbox"/></div><div><div>The program occasionally utilizes multiple means of expression-providing learners alternatives for demonstrating what they know.</div><div>The program occasionally utilizes multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation.</div></div></div></div>	<div><div>The program utilizes multiple means of representation- giving learners various ways of acquiring information and knowledge.</div><div><div><input checked="" type="checkbox"/></div><div><div>The program utilizes multiple means of expression-provide learners alternatives for demonstrating what they know.</div><div>The program utilizes multiple means of engagement-tapping into learners' interests, offer appropriate challenges, and increase motivation.</div></div></div></div>

# Early Education Quality Standards

Outcomes-Based Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/> The program has a formal mechanism to review its goals and objectives and make necessary changes for continuous quality improvement annually.	<input checked="" type="checkbox"/> The program assesses progress toward goals and objectives for continuous quality improvement biannually, and adults/educators meet quarterly to discuss results.	<div>The program assesses progress toward goals and objectives for continuous quality improvement, and adults/educators meet quarterly to discuss results.</div> <div><input type="checkbox"/> The program employs formal strategies for program improvement that are based on regular assessment of progress toward goals and objectives and adults/educators meet monthly to discuss results (regular assessment, adults/educators performance, and/or program quality using validated self-assessment tools and rubrics).</div> <div>Adults/educators are involved in interpreting and making decisions regarding what steps should be taken to improve the program.</div>



# Early Education Quality Standards

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

For each focus area, please describe practices that met or exceeded basic programing standards?	<p><b>Evidence-Based Curriculum</b> – The library has brought in a third-party consultant to review and assist with revisions to the library's Storytime Standards and Storytime Curriculum, implementing the suggestions from the SJSU ECI researcher's evaluation of library programming. These necessary observations and revisions will help strengthen the library's role in providing quality programming and remaining accountable to the community by progressing forward with new ideas and tools to implement.</p> <p><b>Adaptive Teaching Strategies (UDL)</b> - Our virtual programs promote skills and development for children 0-5 in listening, sharing, communication, vocabulary building, gross and fine motor development. The programs foster interactive learning environments that promote children sharing their thoughts, ideas, toys and more with their peers and the librarian hosting the program. Library staff can see what children are doing throughout the program and can monitor various levels of progress of the child's learning and activities over time for repeat attendees. The program allows for Allows for different modes and paces of learning. There is active participation throughout the program, promoting motor skills, verbal language skills. Staff can reinforce learning outcomes with supplemental ideas for activities for families to continue at home after the program has ended.</p> <p><b>Outcomes-Based Program Evaluation</b> - The bi-annual storytime surveys help the library assess the overall quality of programming as well as determine areas for improvement. In the spring of 2022, the Library conducted a Storytime Survey with over 300 caregivers. 88% of respondents indicated that the library programming has helped improve their skill and has resulted in more quality literary experience for their child.</p>
Quality Area #3: Program Strengths <i>Please note specific focus areas in your description.</i>	<b>Evidence-Based Curriculum</b> – This year, the library has been focusing on re-evaluating the strengthening the social-emotional foundations of programmatic standards by working with outside organization to review and provide guidance on amending library materials to be more inclusive, more representative of the community and more accessible for library staff to administer through quality library programming.
Quality Area #3: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	<b>Outcomes-Based Program Evaluation:</b> The program is currently developing a process to involve adults/educators in interpreting and making decisions regarding what steps should be taken to improve the program, and creating formal strategies to define the quality improvement plans as well as establish regular meeting opportunities for adults/educators to come together to assess the program's progress towards its goals and objectives

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

# Early Education Quality Standards

Outcomes-Based Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Total Cumulative Points: 8 / 3 = 2.66

Program Quality Standard Area #4: Learning Environment				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Physical Environment (Indoor and Outdoor Furnishings & Equipment)	<input type="checkbox"/>	<div><input type="checkbox"/> Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R and Preschool Quality Assessment.) Self-assessment rating must meet the tools specified level for "Advanced Standard". For example, ECERS-R = level 5 in Space &amp; Furnishings subscale.</div> <div>Assessment findings are shared with program adults/educators.</div>	<div><input checked="" type="checkbox"/> Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R and Preschool Quality Assessment.) Self-assessment rating must meet the tools specified level for "Advanced Standard". For example, ECERS-R = level 6 in Space &amp; Furnishings subscale.</div> <div>Assessment findings are used to guide professional development and programmatic changes to the environment.</div>	<div><input type="checkbox"/> Program partners with an outside party to conduct an annual assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R and Preschool Quality Assessment.) Self-assessment rating must meet the tools specified level for "Advanced Standard". For example, ECERS-R = level 7 in Space &amp; Furnishings subscale.</div> <div>Assessment findings are used to guide professional development and programmatic changes to the environment.</div>

# Early Education Quality Standards

## NARRATIVE: Program Quality Standard Area #4 Learning Environment

For each focus area, please describe practices that met or exceeded basic programing standards?	<b>Physical Environment</b> – The library has conducted a self-assessment review of the library environment for children and their caregivers. Library spaces have met the required level 6 pertaining to temperature, lighting, age -appropriate seating, and materials available for young children.
Quality Area #4: Program Strengths <i>Please note specific focus areas in your description.</i>	<b>Physical Environment</b> – Library spaces are open and welcoming, with large displays of current picture books, upcoming programs and events and additional resources for children and their caregivers. Library spaces are clean, well-maintained, and free of hazards. Library spaces are spacious, allowing natural light through the large windows throughout the building. Building temperature controls are monitored and regulated through a central location.
Quality Area #4: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	<b>Physical Environment</b> – At this time, the library is exploring safe ways to bring back the library's Wee Play stations at the branch libraries. The Wee Play stations provide a variety of toys and learning materials for young children, creating a welcoming space. The library is currently working on a timeline to reinstitute this feature through safe practices, allowing time and space for materials purchasing and distribution for all 25 branch sites, as well as providing training and review of the station for library staff at all levels to maintain a quality learning and exploration space for young children and their caregivers.

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

Total Cumulative Points: 2 / 1 = 2

# Early Education Quality Standards

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

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

# Early Education Quality Standards

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

<p>For each focus area, please describe practices that met or exceeded basic programing standards?</p>	<p><b>Qualifications &amp; Expertise</b> - Library professional staff must meet the basic requirements as laid out in the city's job description. The minimum qualifications are integrated into the city's hiring plan and interview process. Librarians enter with a Master's degree in Library and Information Sciences. The city strives for diversity among staff qualifications and staff are provided with specific training to support their development in their field.</p> <p><b>Training &amp; Professional Development</b> - In the fiscal year of 2021-2022, professional staff completed a cumulative total of 4,323 hours of professional development training in the following areas:</p> <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Cultural Competency</li> <li>• Child Development/Theory</li> <li>• Program Implementation</li> <li>• Developmentally Appropriate Practices</li> <li>• Family &amp; Community Engagement</li> <li>• Inclusion</li> <li>• Leadership</li> </ul>
<p>Quality Area #5: Program Strengths Please note specific focus areas in your description.</p>	<p><b>Training &amp; Professional Development</b> - Library training opportunities are diverse in topics and are highly promoted throughout the system. Library staff are encouraged to participate in as many professional development opportunities as possible to diversify their skill sets, knowledge base, and expertise of their field. Professional development is made available through both in-house opportunities (staff-led trainings and meetings) as well as through third-party vendors such as the California Library Association, National Association for the Education of Young Children, American Library Association, Infopeople, and other trusted resources in the library and early learning community. Professional library staff have participated in over 4,300 hours of professional development training, averaging 66 hours per staff member throughout the 25-branch library system, doubling the recommendation of 30 hours of annual professional development opportunities.</p> <p>To provide safe, developmentally appropriate opportunities for in-person programming, the library identified twenty-seven (27) professional staff to participate in the Tandem Give Me 5: Play &amp; Learn Groups train the trainers series, reaching a cumulative 324 hours of training to support staff-caregiver interactions during September 2021. The library is currently preparing to launch the Learn and Play groups through the summer at select branches across the city.</p>
<p>Quality Area #5: Program Areas for Improvement Please note specific focus areas in your description.</p>	<p><b>Training &amp; Professional Development</b> – The library is currently meeting and exceeding expectations for this requirement and will be looking to maintain this status for the next fiscal year.</p>

# Early Education Quality Standards

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

Total Cumulative Points: 6 / 2 = 3

# Early Education Quality Standards

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

Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Ethical Standards	<input type="checkbox"/>	<input type="checkbox"/> Organization has adopted ethical standards that are fully implemented and shared.	<input type="checkbox"/> Organization has adopted ethical standards with an early education focus that incorporate some or all of the following: <ul style="list-style-type: none"> <li>• Appreciating childhood as a unique and valuable stage of the human life cycle.</li> <li>• Basing our work with children on knowledge of child development.</li> <li>• Appreciating and supporting the close ties between the child and family.</li> <li>• Recognizing that children are best understood in the context of family culture and society.</li> <li>• Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague).</li> <li>• Helping children and adults achieve their full potential in the context of relationships that are based on trust respect and positive regard.</li> </ul>	<p>Organization has adopted ethical standards with an early education focus that incorporate some or all of the following:</p> <ul style="list-style-type: none"> <li>• Appreciating childhood as a unique and valuable stage of the human life cycle.</li> <li>• Basing our work with children on knowledge of child development.</li> <li>• Appreciating and supporting the close ties between the child and family.</li> <li>• Recognizing that children are best understood in the context of family culture and society.</li> <li>• Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague).</li> <li>• Helping children and adults achieve their full potential in the context of relationships that are based on trust respect and positive regard.</li> </ul> <p>Ethical standards are reviewed yearly.</p> <p>Ethical standards are reviewed during the decision-making process to ensure adherence to best practices.</p>
Practices, Policies, and Procedures (Children, Families, Staff)	<input type="checkbox"/>	<p>The program has policies and practices that are clearly and consistently communicated to adults/educators and community stakeholders.</p> <input type="checkbox"/> Policies and procedures are documented and readily available for the community stakeholders.	<input type="checkbox"/> Program management and leadership develop program policies and practices that reflect a strong foundation in developmental theory, inclusivity, and current research. Engages adults/educators, colleagues, and stakeholders to analyze developmental theory for relevance to practice and cultural sensitivity.	<p>Program management and leadership stays current on literature and research about developmental theory, inclusivity and cultural sensitivity; uses that knowledge to inform decisions and provides professional development opportunities for early childhood educators that focus on implications for practice in a variety of early education settings.</p> <p>The program conducts an evaluation at least once every two years using an outside observer to review policies and practices. Policy and procedural changes are implemented, and supportive training is planned with staff based on results.</p> <p>The community stakeholders are solicited to provide input in determining practices, policies, and procedures.</p>

# Early Education Quality Standards

Program Quality Standard Area #6: Program Leadership and Management (Continued...)				
Focus Areas	Focus Areas	Focus Areas	Focus Areas	Focus Areas
Vision, Mission, and Values	<input type="checkbox"/>	<input type="checkbox"/> Organization has an adopted vision, mission, and values statement that is shared throughout the organization and with community stakeholders.	<input type="checkbox"/> Organization has an adopted vision, mission, and values statement that has an education focus and is shared throughout the organization and with community stakeholders.	<p>A yearly meeting is held to evaluate the organization's alignment to their education vision, mission, and values.</p> <p><input checked="" type="checkbox"/> The vision, mission, and values are reviewed during the decision-making process to ensure adherence to best practices and are shared with the organization and with community stakeholders.</p>
Community Stakeholder Connections/ Partnerships Engagement	<input type="checkbox"/>	<p>Program management and leadership host partners to provide information and resources related to a child's learning and development.</p> <p>Program goals are both informally and formally communicated to community stakeholders (conversations, letters, newsletters, etc.).</p> <p>Community stakeholder feedback on program goals and activities are informally solicited (e.g., surveys, focus groups, etc.).</p>	<input type="checkbox"/> Program management and leadership establish effective relationships with partners to ensure continuity of children's health, learning, and development utilizing the whole-child approach.  <input type="checkbox"/> A system is in place for formal feedback (e.g., surveys, focus groups, etc.) from community stakeholders to inform changes in program goals. These changes are reviewed to address any emerging needs within the program and community.	<p>The program has a reciprocal relationship with other organizations throughout the community (i.e., library, community centers, Family Resource Centers) to support the child's success within the context of their family.</p> <p><input checked="" type="checkbox"/> To promote the children's well-being, development, and long-term success in school and in life, program management engages stakeholders, local leaders, business representatives, and elected officials to review and provide recommendation for continuous quality improvement planning.</p>



# Early Education Quality Standards

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

<p>For each focus area, please describe practices that met or exceeded basic programing standards?</p>	<p><b>Ethical Standards:</b></p> <p>The program's ethical standards integrate an early education focus by incorporating the following into the program's standards, policies, and training opportunities:</p> <ul style="list-style-type: none"><li>• Appreciating childhood as a unique and valuable stage of the human life cycle.</li><li>• Basing our work with children on knowledge of child development.</li><li>• Appreciating and supporting the close ties between the child and family.</li><li>• Recognizing that children are best understood in the context of family, culture, and society.</li><li>• Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague).</li><li>• Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.</li></ul> <p><b>Practices, Policies, and Procedures (Children, Family, and Staff):</b> The program management maintains a connection to the literature and research about developmental theory, inclusivity, and cultural sensitivity and uses that knowledge to inform decisions and provide professional development opportunities for early childhood educators that focus on implications for practice in a variety of early education settings.</p> <p><b>Vision, Mission, and Values:</b> Education is at the core of the library's Vision, Mission, and Values statement. Equitable access to and use of library resources are designed to support the community and provide valuable access to literacy and learning tools for the growth and development of children in the city.</p> <p><b>Community Stakeholder Connections/Partnerships Engagement:</b> The library maintains a strong connection to local stakeholders and partner organizations. This past year, the library has partnered with new community organizations to further strengthen the safety net and support systems for the community. In an effort to inform the community about our local and global environments, the library has partnered with the Environmental Services Department and Valley Water to highlight environmental care through recycling, mindful water usage through fun and educational storytime programming that will not only provide the adults with tools and resources to make informed decisions but will also introduce these concepts to young children.</p> <p>The library has also continued its partnership with San Jose State University by encouraging all staff levels to participate in a survey to better understand the resources that support families' access to linguistically diverse books for their young children. The study surveys the experiences and perspectives of library staff across the San Jose library system.</p>
<p>Quality Area #6: Program Strengths Please note specific focus areas in your description.</p>	<p><b>Community Stakeholder Connections / Partnership Engagement</b> – The library's strong connection to local stakeholders and partner organizations plays a key role in the development and expansion of library program planning. To support the informal caregivers that care for young children in the community, the library continues to facilitate and expand with a unique program to support the professional development of the FFNs (the Family, Friends and Neighbors) who make up the informal caregiver network in the community. The FFN program cohort provides community, professional development, access to valuable resources and experiences to strengthening the caregiver's ability to provide quality care for the children in their care.</p>
<p>Quality Area #6: Program Areas for Improvement Please note specific focus areas in your description.</p>	<p><b>Practices, Policies, and Procedures (Children, Family, and Staff):</b> - The library will be prioritizing the passage of a Child Neglect and Abuse policy, providing staff with guidance and instruction on handling challenging situations, as well as creating another layer of safety for the community we interact with.</p>

# Early Education Quality Standards


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

Total Cumulative Points: 12 / 4 = 3

# Early Education Quality Standards

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

# Early Education Quality Standards

## NARRATIVE: Program Quality Standard Area #7

For each focus area, please describe practices that met or exceeded basic programing standards?	<p><b>Parent/Caregiver Voice / Decision Making</b> Caregivers are provided with multiple opportunities throughout the year to provide valuable feedback, observations, and assessments of library programming services. Over 300 caregivers responded to a survey in Spring of 2022 about their views of library services and storytime programming. Through these types of surveys, library users can provide feedback on a range of areas from library storytimes to overall library services, resources, and customer service. Appropriate leads evaluate the data to look for areas for growth and development and highlight areas of success for the library. The feedback provided by the community shapes the decision-making conversations for internal program and service planning.</p> <p><b>Balanced Communication</b> – This past year, the library has brought in outside organizations to review and evaluate the library's storytime standards and storytime curriculum framework to provide feedback on how to strengthening and balance communication with the participants as well as adjust and modify programming quality and content to meet the needs of the community.</p> <p><b>Strengthening Families</b> – During Y3, library staff continued to conduct the Strengthening Families Self-Assessment in May of 2022. The results of the self-assessment will help indicate priority projects for the upcoming fiscal year.</p>
Quality Area #7: Program Strengths Please note specific focus areas in your description.	<p><b>Parent/Caregiver Voice / Decision Making</b> The Library incorporates community feedback as a barometer for success. When families are not only learning, but also having fun with learning, the memories created will have lasting effects on the child. Children who can view the Library as a space for them to learn, explore, and grow will develop into adolescents and adults who continue to learn from their environments, viewing the Library as a valued and trusted resource in the community. The library plays a critical role in patching education gaps throughout the city. These goals are reflected not only in the Library's mission statement and the Library vision, but also in the ability to put the community first when planning new programs, evaluating current programs, or forming connections with local organizations and partners to further implement and integrate new ideas and components efficiently into our services.</p>
Quality Area #7: Program Areas for Improvement Please note specific focus areas in your description.	<p><b>Strengthening Families</b> – The library will be looking to expand the annual self-assessment with the assistance of a parental advisory group, helping provide an outside perspective on library resources and services.</p>

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

# Early Education Quality Standards

Total Cumulative Points: 8 / 3 = 2.66

Program Quality Standard Area #8: Equity, Diversity, Inclusion				
Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Inclusive and Supportive Practices	<input type="checkbox"/>	<input type="checkbox"/> Program abides by Americans with Disabilities Act (ADA). Program has a documented process for receiving and assessing request for reasonable accommodation. Adults/educators are aware of children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)	<p>Program abides by ADA and regularly evaluates their efforts in creating inclusive and supportive environment.</p> <p>Program annually reviews documented process for receiving and assessing request for reasonable accommodation to include a tracking system to best serve the needs of children and families efficiently.</p> <input type="checkbox"/> The environment intentionally promotes engagement through dynamic spaces, equipment, materials and facilitation practices. <p>Adults/educators have identified strategies and/or documented inclusion plans for children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)</p>	<p>Program has policies and practices that advance inclusion.</p> <p>Program annually reviews documented process for receiving and assessing requests for reasonable accommodation through community and stakeholder feedback.</p> <p>Program partners with an outside party to conduct a yearly assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R, Inclusive Classroom.)</p> <input checked="" type="checkbox"/> Adult/educators have identified strategies and/or documented inclusion plans for children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.) <p>Adults/educators review documented inclusion plan and meet regularly to discuss progress toward inclusive practices. Program environment is flexible enough to allow adults/educators to continuously modify their space to meet the needs of children and families.</p> <p>Adults/educators create activities and /or curriculum to include children/youth with special needs in program activities.</p>
Physical, Behavioral, and Developmental Screenings and Referrals	<input checked="" type="checkbox"/>	<input type="checkbox"/> Program offers opportunities for evidence-based screenings for children.	<input type="checkbox"/> Program offers opportunities for evidence-based screenings for children and utilizes screening information to strengthen program activities and practices.	<input type="checkbox"/> Program schedules evidence-based screenings for children and utilizes the screening information to guide and strengthen the program activities and practices. <p>Program refers and connects families to appropriate agencies and resources for further assessment and/or support services based on screening results and emerging needs.</p>
Promoting Racial Equity (Continued Below)	<input type="checkbox"/>	<input type="checkbox"/> Early childhood educators must recognize and support each child's unique strengths without imposing cultural biases (explicitly or implicitly).	<input type="checkbox"/> Program leadership regularly monitors staff, programs, and policies through a racial equity lens to promote anti-bias education/programming.	<input checked="" type="checkbox"/> The program conducts an evaluation at least once every two years using an outside observer to review racial equity policies and practices. Policy and procedural changes are implemented, and supportive training is planned with adult/educator based on results.

# Early Education Quality Standards

		<p>Program creates an environment that promotes equity, learning, and development for all children, families, and adults/educators.</p> <p>Program has policies and practices regarding race, equity, and culture that are clearly and consistently communicated to all.</p>	<p>Program collects racial, social economic, and language data about communities served to better understand barriers to access.</p> <p>Program reviews and analyzes data to inform decisions on location of programs/services offered to increase access.</p>	<p>Program collects racial, ethnic, and language data about communities served to better understand current needs. Program reviews and utilizes data for continuous quality program improvement practices.</p> <p>Program solicits stakeholder input when determining policies, procedures, and protocols regarding racial equity and access of underserved communities.</p>
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## Program Quality Standard Area #8: Equity, Diversity, Inclusion (Continued)

Focus Areas	Basic Not Met	Basic Standards	Proficient Quality	Advanced Quality
Promoting Racial Equity (Continued)		<p>Program collects racial, ethnic, and language data about communities served to better understand current needs.</p> <p>Offer early education programming in each council district.</p>		<p>Reviews collected data to inform practices and develop a plan for continued quality improvement, training, and hiring of adults/educators that reflect the community.</p> <p>Program reviews collected data and utilizes it as part of an ongoing racial equity plan to inform decisions:</p> <ul style="list-style-type: none"><li>• on location of programs/services offered</li><li>• pricing (if applicable)</li><li>• staff placement and recruitment</li><li>• marketing/outreach</li></ul>

# Early Education Quality Standards

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

<p>For each focus area, please describe practices that met or exceeded basic programming standards?</p>	<p><b>Inclusive &amp; Supportive Practices</b> - The program abides by ADA guidelines and regularly evaluates the library's efforts to create inclusive and supportive environments. The library provides inclusive services and programs to meet the needs of the community. The library works collaboratively with The Inclusion Collaborative to provide library resources that are inclusive, adaptive, and support the growth and learning of the child in their learning environments, whether at home or through the library.</p> <p><b>Physical, Behavioral, and Developmental Screenings and Referrals</b> - Due to Covid-19 Public Health Orders for community safety, libraries have been closed for public use since March of 2020. Once our storytimes shifted to a virtual platform through Zoom, children began viewing and participating in library programs in their home environment with caregivers nearby to assist or participate in the program with the child. As a result, our Wee Grow program in partnership with First5 Santa Clara County has been in hiatus until we can safely resume in-person programming and the ASQ/referral process with the community.</p> <p><b>Promoting Racial Equity</b> The library strives to ensure that voices and stories from diverse cultures and traditions are represented in the library, through library materials, translated communication materials, library programs, partner organizations, and more. The library supports the growth and development of all children throughout the community. SJPL's Racial Equity Team was formed as part of a statewide initiative to create a network of libraries and library staff committed to racial equity and full inclusion. The goal is to share information, deepen conversations and increase racial equity in library service delivery and the communities we serve. The committee is committed to reversing institutional practices that are racially inequitable by eliminating or revising policies and procedures that restrict or deny access or create barriers. It is invested in diversifying the workforce, supporting staff with ongoing training and development, and treating all individuals respectfully and with kindness.</p>
<p>Quality Area #8: Program Strengths Please note specific focus areas in your description.</p>	<p><b>Promoting Racial Equity</b> – Since its formation in January 2020, the Racial Equity Team has created new professional development opportunities for library staff, created space for conversation and learning, and has helped in promoting and celebrating the city's diversity through various virtual events and programs for both library staff and the community at large. This last year, the RET has expanded and branched into several Affinity Groups.</p> <p>The Affinity Groups include:</p> <ul style="list-style-type: none"> <li>• Black Affinity Group,</li> <li>• Hispanic/Latinx Affinity Group,</li> <li>• API Affinity Group,</li> <li>• Multiracial Affinity Group, and</li> <li>• White Learning Group</li> </ul> <p>Each Affinity Group focuses on slightly different things, but some collective goals that all the Affinity Groups have been exploring are:</p> <ul style="list-style-type: none"> <li>• Revamping the hiring, recruiting, and promotion process at SJPL to reach and promote more BIPOC communities</li> <li>• Explore possibility of Affinity Groups serving as consultants for SJPL cultural program, to vet for cultural authenticity/sensitivity</li> <li>• Collaborate with other SJPL Equity Working Groups, such as the SJPL LGBTQ+ Working Group, the Disabilities Access Committee, and INSIDERS</li> </ul>

# Early Education Quality Standards

Quality Area #8: Program Areas for Improvement <i>Please note specific focus areas in your description.</i>	<b>Physical, Behavioral, and Developmental Screenings and Referrals</b> – Due to COVID-19 and library closures, the library's Wee Grow referral program came to an end. The library is currently seeking funding to bring back the program with the intention to expand the program to more branches throughout the system.

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

Total Cumulative Points: 6 / 3 = 2



# Early Education Quality Standards

Summary of Program Quality Standards Areas				
Program Quality Standards Areas			Overall Score	
1	Health and Safety		1.33	
2	Child Learning and Development		3	
3	Curriculum and Teaching Practices		2.66	
4	Learning Environments		2	
5	Staffing and Professional Development		3	
6	Program Leadership and Management		3	
7	Family Engagement and Partnerships		2.66	
8	Diversity, Inclusion, and Equity		2	
TOTAL FOR ALL STANDARD AREAS:			19.65	
FINAL OVERALL RATING:			19.65 / 8 = 2.5	
Basic Quality Not Met (0)	Basic Standards (1)	Proficient Quality (2)		Advanced Quality (3)



## **Attachment E**

# **2021 Early Education Community Assessment**

## **Key Findings & Guiding Strategies**

Early Education Services  
San José Public Library

150 E. San Fernando Street, San José, CA 95112  
(408) 808-2617 [earlyeducation@sjlibrary.org](mailto:earlyeducation@sjlibrary.org)

## **Background**

In March 2021, after one full year of living in a pandemic and operating primarily on virtual platforms, Early Education Services (Early Education) set out to conduct an environmental scan to re-assess the assets, needs, and aspirations of the communities it serves. Early Education sought to re-ground its programming and work plan in the current realities of San José's communities. Early Education began envisioning a "better normal," in which a renewed commitment to intentionality and equity could be applied to every piece of programming design and implementation.

The community assessment sought to capture both the strengths and the needs of San José's community. Applying a strengths-based framework is essential to holistically serving and partnering with the community, and such an approach reinforces the Strengthening Families framework that Early Education is implementing as part of its Quality Standards.

The environmental scan aimed to collect on-the-ground community insights and expertise, which could then be used to directly shape Early Education's programming and work plan to provide more targeted, representative, and equitable services for and with the community.

## **Community Assessment**

Before planning any new programs, Early Education sought to gather more information about San José's communities: what their urgent needs are, what resources and infrastructure they already have, what services are most important to them. The community assessment was conducted through online surveys and one-on-one interviews with professional staff from community-based organizations, community members, and Library staff. Research and equity-based frameworks from local and state-wide library and early education communities of practice were also incorporated into the findings. The questions centered around:

- **Assets & Strengths** – "What are some of the strongest connections with the community you currently have? What are your community strengths?"
- **Needs & Aspirations** – "What needs have you identified in your community? What outcomes do you want to see in your community in 2021?"

## **Key Findings**

The information and feedback gathered from the community was clustered along common threads, and the following themes emerged.

### ***Thriving, Not Just Surviving***

When asked what specific outcomes they hoped for in the coming months and years, respondents spoke of a vision in which their children and their communities not only survived, but thrived. Community members noted that existing institutional frameworks often reflect an educational survival complex, in which children of color, and especially Black and brown youth, are never educated to thrive, only to survive. Instead of pursuing systemic change, the educational survival complex tells service providers to focus on 'fixing' individual problems or on giving individuals the 'tools' to survive a flawed system.

What is important, then, is to transform the norm from a scarcity mindset to an abundance mindset, in which it is expected that institutions will provide more than the bare minimum. In such a shifted world, the most historically marginalized communities are intentionally and consistently centered, included, and empowered to thrive. In addition to concrete supports such as food, shelter, education, and financial support, community members emphasized the importance of such things as trauma-informed care, healing-centered programs, and mental healthcare in supporting the healthy development of children and families.

Key to supporting children and families in thriving is acknowledging the fact that equity is when all groups have the *same outcomes*, but that this goal is achieved through *different approaches*. The same resources do not work for everyone. Programming must therefore be designed to be flexible, adaptable, and accessible. As one disability rights advocate in the community said, "Disability is not the biggest barrier. Ableism is the biggest barrier." Institutions must ask themselves, what are the existing institutional norms and practices which are consistently failing their communities?

### ***One-on-One Support & Building Relationships***

In line with the emphasis on flexibility and accessibility, Early Education found community consensus on the importance of one-on-one support in meeting community members where they are. An approach echoed by the Brazelton Touchpoints and Strengthening Families frameworks is: Be prepared to go beyond your traditional role. One-on-one support goes hand in hand with a holistic, whole-person approach to community interactions. One-on-one

interactions are often where trust-building and relationship-building happen, and how an intimidating or confusing institution can become a safe space.

What can one-on-one support look like? Community members named some specific examples:

- Individual check-ins and support
- Help navigating bureaucracy
- Help with financial matters, utilities, and document submission
- Technology, computer, and internet support
- Language access & translation
- Phone and online availability (not just in-person support)

Additionally, mentorship and reliable, stable relationships between community members and staff were emphasized in particular as essential supports.

Individualized supports also align with the Strengthening Families framework, and staff can begin to consider how they can apply the framework's protective factors. For example: Are Library staff able to refer patrons to a specific person at an organization, instead of just a general contact? When staff refer patrons to external services, are they also following up on the patron afterwards? It is essential to have pathway navigators available who are able to walk side-by-side with community members to help them utilize resources and navigate bureaucratic processes.

### ***Intersectionality***

One-on-one individualized support naturally dovetails with an intersectional, holistic, wraparound service model. Meeting community members where they are at means meeting them at the intersections of race, gender, sexuality, disability status, language, socioeconomic status, immigration status, and more.

Referring to contemporary equity, diversity, and inclusion initiatives, community members stressed the importance of service models being race explicit, but not race exclusive. It's important to consider race and...

- Gender
- Sexual orientation
- Religion
- Disability status
- Socioeconomic status
- Educational attainment
- and other factors that influence the ways individuals move through the world.

Disability justice advocates emphasized how disability is often not included in equity, diversity, and inclusion initiatives. Community leaders serving LGBTQ+ families spoke of how the concepts of “cultural competence” and “cultural diversity” often do not include gender identity and expression. An intersectional approach is one that is equipped to support a monolingual Vietnamese single mother with an 8 year old child with autism. An intersectional service model can provide educational support for foster youth navigating the intersections of race, learning disabilities, and poverty.

The 2021 Santa Clara County Children's Data Book provides a glimpse into how within the population of students with a disability in the county alone, many children are also simultaneously navigating many other intersecting factors:

- Students with a Disability in SCC: 28,409
  - Also homeless: 416
  - Also socioeconomically disadvantaged: 14,604
  - Also English Language Learner: 10,533
  - Also foster youth: 201

When institutions apply an intersectional lens to their equity and inclusion efforts, they can begin to shift to a system in which having multiple marginalized identities is not a predictor in whether or not an individual receives meaningful and competent care and support.

### **Guiding Strategies**

Based on the key findings, a few guiding principles emerged which Early Ed can consider implementing to strategically inform its work moving forward.

#### ***Centering Lived Experience & Expertise***

The communities and individuals most impacted by policies, programs, and practices must be the ones leading the way. A strengths-based approach is one that uplifts community members' lived experience and expertise.

Community members underlined the transformative power of safe spaces where historically marginalized and stigmatized individuals are able to show up as their whole selves. Foothill College's Family Engagement Institute succinctly notes: identity and voice = engagement and learning. Institutions, then, are prompted to shift to a learning mentality, in which organizations uplift community members as the subject matter experts and key agents of change in their own lives.

In the survey Early Ed sent out, “culture and stories” were consistently named as the strongest assets in respondents' communities, because of the power that

culture and stories have to inspire resilience and community solidarity. Moreover, in line with a call for trauma-informed models, community leaders stressed the healing power of enabling families to connect with their roots and lineage, and of providing not only culturally competent but culturally sustaining services as well.

In such a strengths-based framework, institutions are asked not only how are they gaining community trust, but also how are they in turn trusting in the community? How can institutions begin to uplift community members as subject matter experts and empower them to lead and design the solutions they want for their own communities?

### ***Material Empowerment***

Building upon a strengths-based framework that uplifts the lived experience and expertise of community members, material empowerment in the form of economic opportunities was identified as a powerful way of supporting individuals as leaders and change makers.

Community leaders noted how systems are currently often set up to “incentivize” participation through in-kind gifts designed to encourage attendance and community engagement. However, a number of organizations have implemented different approaches: an organization serving young parents who are formerly incarcerated or system-impacted offers paid fellowships and childcare stipends; a nonprofit serving unhoused populations partnered with a library so that formerly unhoused individuals who provided policy recommendations and community liaison services were career-tracked into library jobs; and an organization serving incarcerated parents hires individuals who have been through the program as paid contractors who then lend their expertise to mentor new program participants.

This model represents a move away from a practice of mining communities for their data and relying solely on volunteer labor. Material empowerment and economic opportunities have another benefit: programs and services become more culturally competent, since they are staffed by people who are from and in relationship with the communities they are serving.

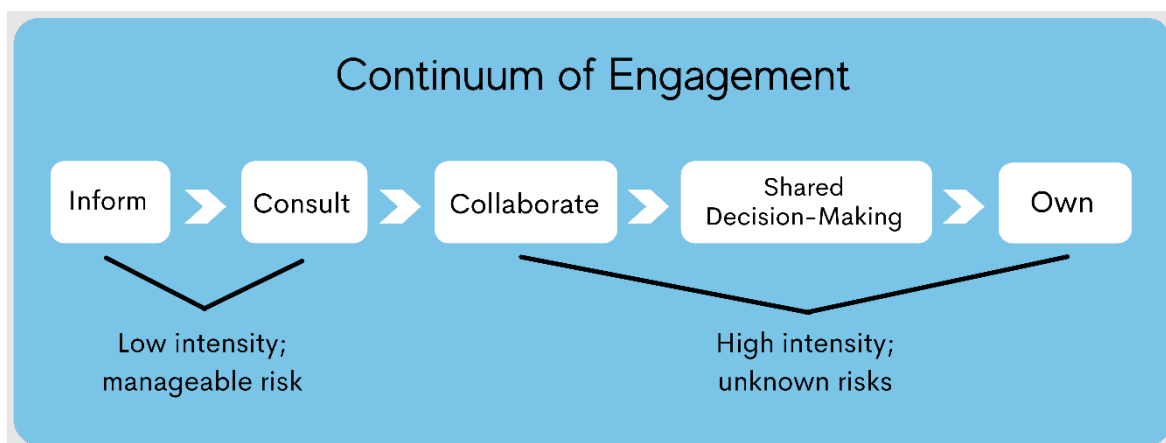
Whether it is paid internships, stipends, contract positions, or apprenticeships, community members have underlined that equitable services and program models are ones that directly invest back into the communities and people they are serving.

### ***Partners in Change & Cultivating a Sense of Ownership***

As institutions work to empower community members as leaders, a vital element of an equitable service model is one where community members are partners in change. This entails community members shaping their own values, goals, and solutions, with institutions fulfilling the role of enabling and co-producing the community's vision.

Cultivating a partnership requires institutions to commit to walking alongside families and communities, and to shifting and sharing their institutional power. Working in partnership means collaborating horizontally (rather than a vertical top-down approach) with communities and figuring out ways to shift decision-making power to the community.

Of utmost importance are community members' autonomy, agency, and self-determination. The role of the institution, then, is to support leadership development in the communities it is serving, and to strive to ensure that community members are consistently engaged in shaping the policies and practices that affect them the most.



The Continuum of Engagement illustrates the gradual escalation of community engagement activities: from the lower intensity forms of engagement such as institutions informing and consulting with community members, to the higher intensity activities of collaboration, shared decision-making, and finally community ownership of a program. It is when institutions progress toward community partnership and community ownership that the norm begins to shift from one of community disenfranchisement to one of community agency and self-determination.



## **Accountability**

As institutions begin to shift and share power with the community, a key consideration is accountability: how can an organization ensure that it is representative of the community it serves? What does it mean for Early Ed to be accountable to the community? Important questions to begin thinking through accountability processes include:

- What is the goal? Is it co-designed by the community?
- What level of decision-making authority will communities have?
- Is the organization ready to listen and implement what it has heard?

## **Next Steps**

### **Caregiver Advisory Committees**

Taking the above key findings and guiding principles into account, Early Ed in Fall 2021 is moving forward with establishing Caregiver Advisory Committees, which will help directly inform Early Ed programming to make sure it meets the needs and interests of San José's families. Parents & caregivers are the experts on their children, and they will be recruited to serve on the Caregiver Advisory Committees to share their ideas, suggestions, experiences, and expertise to directly shape our Early Education programming. Library staff will focus on trust- and relationship-building in the committees and partnering with caregivers to co-create shared goals and program priorities.

There will be multiple committees, including committees centered around the following communities: Black, Latinx, Indigenous/Native, API, Disability Community, Incarcerated/System-Impacted, Foster Youth, Unhoused/Housing Insecure, and LGBTQ+.

### **Committee Objectives**

- Amplify the parent & caregiver voice in SJPL
- Bring together a diverse range of subject matter experts
- Extend programs to non-traditional library users
- Ensure principles of equity & inclusion are applied in all Early Ed programs
- Eliminate barriers
- Partner with community to create policies, program designs, and curricula

The Caregiver Advisory Committees will build on many of the assets and strengths identified in the community assessment: community lived experience, expertise, culture, stories, agency, and self-determination. By hearing directly from caregivers and working with them to shape program priorities and design, Early Ed hopes to partner with them to co-create intentional programming that furthers the community's aspirations for an environment in which all are enabled to thrive.

## Community Assessment Survey Questions (For Community Members)

### **2021 San José Community Member Survey**

The Early Education Services Unit at the San José Public Library is conducting a survey to learn about the current strengths and needs of the San José community. We are requesting your invaluable input and opinions, which will be used to directly shape our future programming and services to best serve you and all our community members. (There are 13 questions in total. Each question will help us better understand the community we serve, but please feel free to skip any question you do not want to answer.)

1. Name
2. Email address (Optional. Will only be used to clarify or follow up on responses)
3. Phone number (Optional. Will only be used to clarify or follow up on responses)

### **Assets & Strengths**

4. Demographics. Which descriptors apply to you? (Please select all that apply.)

- ☐ BIPOC (Black, Indigenous, People of Color)
- ☐ English Language Learner
- ☐ Immigrant
- ☐ Refugee
- ☐ Disability Community
- ☐ LGBTQ+
- ☐ Foster Youth
- ☐ Incarcerated and/or Impacted by Incarceration
- ☐ Unhoused and/or Housing Insecure
- ☐ Other (please specify)

5. Which languages do you speak? (Please select all that apply.)

- ☐ English
- ☐ Spanish
- ☐ Vietnamese
- ☐ Mandarin
- ☐ Cantonese
- ☐ Tagalog (including Filipino)
- ☐ Hindi
- ☐ Persian (Including Farsi, Dari)
- ☐ Korean
- ☐ Japanese
- ☐ Russian

- ☐ Arabic
- ☐ Tamil
- ☐ Telugu
- ☐ Ilocano
- ☐ Samoan
- ☐ Amharic
- ☐ Armenian
- ☐ Malayalam
- ☐ Kannada
- ☐ Other (please specify)

6. What are some of your favorite parts of your community? (This could include your family, friends, schools, shops, parks, libraries, community services, cultural events, and more.)

7. What would you say are your community's main cultural assets? (What do you think makes your community strong and unique? Please select all that apply.)

- ☐ People/Individuals
- ☐ Associations/Groups
- ☐ Institutions
- ☐ Culture and Stories
- ☐ Places
- ☐ Economy and Commerce
- ☐ Other: \_\_\_\_\_

8. Please share a few details to explain your answer.

### **Needs & Aspirations**

9. What services are most important to you? (Please indicate the priority levels for each category: I'm not sure; Not Important; Slightly important; Important; Very important; Most Urgent/Essential)

- ☐ Pandemic related resources (e.g. personal protective equipment, reliable information and news, support navigating healthcare, etc.)
- ☐ Foundational supports (e.g. food, shelter, education, supplies, etc.)
- ☐ Financial support
- ☐ Healthcare
- ☐ Social connection
- ☐ Adult programming
- ☐ Children's programming (0-5 years)
- ☐ Children's programming (School age)
- ☐ Classes (Adult Education)
- ☐ Classes (Adult Enrichment)

- ☐ Classes (Children's Enrichment)
- ☐ Culturally competent workshops
- ☐ Validation/Emotional support
- ☐ Therapy/Counseling
- ☐ Books
- ☐ Learning materials
- ☐ Other: \_\_\_\_\_

10. Please share a few details to explain your answers.

11. Since the pandemic began, what services and resources have been most useful for you?

12. What barriers do you face in accessing programs and resources? (Please select all that apply.)

- ☐ Don't know where to find out about programs and resources.
- ☐ Don't know how to use technology.
- ☐ Don't have a computer or device.
- ☐ Am not available during the program times.
- ☐ Programs are full and cannot register.
- ☐ Programs are not in my language.
- ☐ Programs are not relevant to my needs or interests.
- ☐ Other (Please specify)

11. How do you usually find out about programs and resources that might be useful for you?

- ☐ Organization Websites
- ☐ Social media (Facebook, Instagram, Twitter, etc.)
- ☐ Email outreach (Online newsletters, email reminders, etc.)
- ☐ In-person (Staff tell me about it)
- ☐ Resource distribution sites
- ☐ Church bulletin board
- ☐ School newsletter
- ☐ Word of mouth (friends, family, etc.)
- ☐ Other (Please specify)

## Community Assessment Survey Questions (For Service Providers)

### **2021 San José Community Assessment**

The Early Education Services Unit at the San José Public Library is conducting a broad environmental scan of the current strengths, assets, and needs of the San José community. We are requesting your invaluable input and community expertise, which will be used to directly shape our future programming and services to best serve our community.

1. Name
2. Organization (If part of SJPL, please enter your Branch or Unit)
3. Email address or Phone number (Will only be used to clarify or follow up on responses)

### **Assets & Strengths**

4. Demographics: Which communities do you serve? (Please select all that apply.)

- ☐ BIPOC (Black, Indigenous, People of Color)
- ☐ Unhoused and/or Housing Insecure
- ☐ Food Insecure
- ☐ Socio-economically Disadvantaged
- ☐ English Language Learners
- ☐ Immigrant
- ☐ Refugee
- ☐ Undocumented
- ☐ Disability Community
- ☐ LGBTQ+
- ☐ Foster Youth
- ☐ Incarcerated and/or System Impacted
- ☐ Other (please specify)

5. Languages Spoken: What languages do the community members you serve speak? (Please check all that apply.)

- ☐ English
- ☐ Spanish
- ☐ Vietnamese
- ☐ Mandarin
- ☐ Cantonese
- ☐ Tagalog (Incl. Filipino)
- ☐ Hindi
- ☐ Persian (Incl. Farsi, Dari)
- ☐ Korean

- ☐ Japanese
- ☐ Russian
- ☐ Arabic
- ☐ Tamil
- ☐ Telugu
- ☐ Ilocano
- ☐ Samoan
- ☐ Amharic
- ☐ Armenian
- ☐ Malayalam
- ☐ Kannada
- ☐ Other (please specify)

6. What are some of the most successful/strongest connections with the community you currently have? (This could include programming, outreach efforts, resource distributions, virtual events, social media, etc.)

7. What are your programming strengths?

8. What would you say are your community's main assets? (What do you think makes your community strong and unique? Please check all that apply.)

- ☐ People/Individuals
- ☐ Associations/Groups
- ☐ Institutions
- ☐ Culture and Stories
- ☐ Places
- ☐ Economy and Commerce
- ☐ Other: \_\_\_\_\_

9. Please share a few details to explain your answer/s.

10. Regarding the services you provide, what new assets, strengths, or skills have you/your organization developed since the pandemic – especially ones that you will carry beyond the pandemic?

### **Needs & Aspirations**

11. What needs have you identified in your community? (These could be programmatic needs, material needs, gaps in service, etc.) Please indicate the priority levels for each category: I'm not sure; Not Important; Slightly Important; Important; Very Important; Most Urgent/Essential

- Pandemic related resources (e.g. personal protective equipment, reliable information and news, support navigating healthcare, etc.)

- Concrete supports (e.g. food, shelter, education, supplies, etc.)
- Financial support
- Healthcare
- Social connection
- Adult programming
- Children's programming (0-5 years)
- Children's programming (School age)
- Classes (Adult Education)
- Classes (Adult Enrichment)
- Classes (Children's Enrichment)
- Culturally competent workshops
- Peer Support/Validation/Emotional support
- Therapy/Counseling
- Books
- Learning materials
- Other (please specify): \_\_\_\_\_

12. Please share a few details to explain your answers.

13. What barriers do your community members face in accessing your programs and resources?

14. What specific outcomes do you want to see in your community in 2021?

### **Opportunities for Partnership**

15. What could you use support with this year?

16. What assets are you interested in seeing SJPL bringing into a partnership?

17. Do you have any ideas for potential partnerships between SJPL and your organization?

### **What methods have been most effective for you in reaching your community members?**

- ☐ Online outreach (Websites, social media, etc.)
- ☐ Email outreach (Correspondence, e-newsletters, etc.)
- ☐ In-person outreach
- ☐ Resource distributions
- ☐ Other (please specify)

19. What resources would you want SJPL Early Education Services to help share, spotlight, or cross-promote for you?



## **Contacts, Respondents, and Sources**

Desiree Victor (Young Women's Freedom Center, Site Director)  
Dawn Edwards (Lotus Bloom, Director of Programs)  
Dontae Lartigue (Razing the Bar, CEO & Co-Founder)  
Thảo Lê (ViệtUnity)  
Christine Pham (Vietnamese American Roundtable)  
Huy Tran (Vietnamese American Roundtable)  
Odette Avalos (Catholic Charities Sherman Oaks FRC)  
Rose Jaquez (Catholic Charities of Santa Clara County)  
Jessica Trejo (SOMOS Mayfair)  
Margarita Arroyo (SOMOS Mayfair)  
Katherine Wang (Asian Americans for Community Involvement)  
Jaqueline Ortiz (Community Member)  
Lilia Sevilla (Community Member)  
Ana Ibarra (Community Member)  
Dinora Nieves (Community Member)  
Haben Girma (Disability Justice Advocate)  
CREI 2021 (Cultivating Racial Equity and Inclusion)/GARE (Government Alliance  
on Race and Equity)  
Re-Imagining Community Safety, San José Advisory Group  
FIRST 5 of Santa Clara County  
Santa Clara County Office of Reentry Services  
Family Engagement Institute, Foothill College  
2021 Santa Clara County Children's Data Book  
Jessica Lundin (SJPL Librarian, Alum Rock Branch)  
Joan Weagle (SJPL Librarian, Joyce Ellington Branch)  
Michelle Clark (SJPL Librarian, Rose Garden Branch)  
Rebekah Gonzalez (SJPL Librarian, INSIDERS)  
Elizabeth Barragan (SJPL FLC Coordinator, Seven Trees Branch)  
Cassidy Pham (SJPL Librarian, Tully Community Branch)  
Rosalinda Savercool (SJPL Librarian, Educational Park Branch)  
Mark Giannuzzi (SJPL Librarian, Alviso & Educational Park Branches)  
Shirley Tanase (SJPL Librarian, Alviso Branch)  
Jo-Ann Wang (SJPL Librarian, Almaden Branch)  
Jeana Clampitt (SJPL Librarian, Evergreen Branch)  
Michele Rowic (SJPL Librarian, Santa Teresa Branch)  
Robert Donahue (SJPL Librarian, Santa Teresa Branch)  
Shih Fa Kao (SJPL Librarian, Berryessa Branch)  
Ila Langner (SJPL Librarian, Disability Access Committee)  
Lucia Farnham-Hudson (SJPL Librarian, Pearl Avenue Branch)  
Charmaine Caward (SJPL Librarian, Cambrian Branch)  
Dana Lema (SJPL Librarian, Tech Services)  
Jessica Chung (SJPL Librarian, West Valley Branch)

Randall Studstill (SJPL Librarian, West Valley Branch)  
Amanda Otte (SJPL Literacy Program Specialist, Digital Equity & Expanded  
Learning)  
Disability Access Committee (SJPL)

## ATTACHMENT F

Homework Club Program Quality Assessment FY 2021-22

# SCHOOL-AGE PROGRAM QUALITY ASSESSMENT

Organization name: San Jose Public Library

Site/program name: Virtual Homework Club

Name(s) of program offering(s) observed: Virtual Homework Club

Date of observation: May and June 2022

**Published by**

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A unit of the Forum for Youth Investment  
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# INTRODUCTION

## PURPOSE

The School-Age Program Quality Assessment (School-Age PQA) is based on the validated Youth PQA & is designed to evaluate the quality of children's programs & identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs & other places where children have fun, work & learn with adults. The School-Age PQA is designed to empower people & organizations to envision optimal-quality programming for children by providing a shared language for practice & decision-making & producing scores that can be used for comparison & assessment of progress over time. The School-Age PQA measures the quality of children's experiences & promotes the creation of environments that tap the most important resource available to any child-serving organization: a young person's motivation to engage critically with the world.

## THE 2012 REVISION

The School-Age PQA is an assessment tool for best practices for any child-serving program. Each scale was given a short label or name to focus attention on the intent & purpose of the scale. This edition also contains some minor changes to make the items easier to interpret & score. When an item was substantively rewritten to clarify scoring, the original intent of the item was preserved wherever possible. We added three items to Skill-Building to better assess this important scale. Minor changes were made to increase consistency in wording across the School-Age PQA & the Youth PQA. Items in the School-Age PQA but not the Youth PQA are identified by (SA) after the item number.

## THE 2020 REVISION

In March 2020, many programs transitioned to virtual learning environments. To support virtual assessment, an additional scoring option, Not Scored (NS), was created, allowing assessors to decide before the assessment not to score specific items because they are not applicable to the purpose or modality of the program. Similar to an "X", it was decided that a score of "NS" will also be excluded from the scale and domain averages so as not to negatively impact the scores. This change then updated the scoring calculations. If less than 50% of items in a scale are given a 1, 3 or 5 score, no scale score will be computed. If less than 50% of the scale in a domain have scores, no domain score will be computed. If less than 50% of the domains in the tool have scores, no Total Score will be computed.

## BENEFITS

The School-Age PQA offers several important attributes:

- *Experience-tested approach*- The standards for best practices that make up the School-Age PQA are grounded in extensive experience working with young people. Together, the scales in the instrument represent a child development approach that works.
- *Research-based rubrics* - The School-Age PQA contains proven measurement rubrics that allow observers to differentiate programs in important and meaningful ways.
- *Opportunities to observe practice*- Staff using the School-Age PQA must spend time watching what happens in their program.
- *Flexibility*- The School-Age PQA is designed to meet a range of accountability and improvement needs, from self assessment to research and evaluation.

## TERMINOLOGY

- *Form* refers to the entire group of scales used for assessment. For example: Form A- Program Offerings and Form B - Organization Practices & Policies.
- *Domain* refers to the group of scales falling under one of the sections I-VII. For example, in Form A - Program Offerings, a domain is "I. Safe Environment," which contains scales that pertain to that domain. *Domain score* is the average of scale scores for each domain I-VII. For example, the domain "I. Safe Environment" contains five scale scores to be averaged for a domain score.
- *Scale score* refers to the average of the scores (one per item) that make up a scale. For example, the Healthy Environment scale, has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- *Item or item row* refers to a single row on the School-Age PQA for which there are descriptors for scores 1, 3 and 5. Level 5 is best practice.

## DEFINITIONS

- *Organization* refers to the agency that operates services for young people. An organization may be a community-based nonprofit agency, church or temple, private center, neighborhood association or school.
- *Site* refers to the physical location of the activities being observed. For example, Middleton School or Bay Area Country Club.
- *Program offerings* refer to structured activities led by regular staff with the same children over time. This includes the range of scheduled services available to children at an organization (classes, workshops, meetings, special events, homework help, discussion groups, etc.)
- *Session* refers to one scheduled period of a program offering, e.g., a session might be when the photography club meets from 3 to 5 p.m. on Wednesday.
- *Staff* refers to the person or persons facilitating a session. Staff may include paid workers, volunteers or peer leaders.
- *Activities* are the planned interactions led by staff within a program offering. For example, the activities in an art club might include making a collage, learning different painting techniques and making sculptures with found objects.
- *Program hours* are the normal hours that the full range of program offerings are in session.

## INTRODUCTION TO ITEMS S- SCORING

The School-Age PQA items measure quality in different ways. Some items measure aspects of the environment or the way the session is structured. The bulk of these are in domain "I. Safe Environment." Some items measure if staff exhibit specific behaviors or best practice methods, or how frequently staff carries out the practice. Some items distinguish between child-initiated behaviors that occur informally/spontaneously & those that have been set up intentionally by staff. Others measure *how many* children have certain opportunities. It is important to note that items generally capture *either* staff practices *or* child behaviors/opportunities, but not both. Both are indicators of a quality program, although the School-Age PQA & continuous improvement approach focus on staff behaviors as that is where staff can directly make changes or improvements.

Scores at all levels are based on a five-point measurement scale ranging from 1-5, where 1 generally represents the absence of a practice or the presence of a poor practice, 3 represents the informal presence of the practice or availability of the practice to only some youth, and 5 represents intentional delivery of the highest quality practices.

A site, network or organization may decide in advance not to score specific practices because they are not relevant to the program offering (e.g. fire extinguisher in a virtual program). Before the assessment, have a conversation to determine if any items or scales are not to be scored because they are not applicable to the purpose or modality of the program.

To complete the assessment, any items which were pre-determined to be omitted are marked NS. A rater may decide certain items should be scored with an "X" as instructed in the instrument. A mark of an "X" indicates that a specific practice was not able to be scored during the program offering (e.g., Managing Feelings if no conflict or incident involving strong feelings was observed).

In observing and scoring, it is helpful to keep the following in mind:

- Think about the intent of the item when scoring. Consult the handbook as needed.
- Follow through and pay attention to an entire sequence of events (e.g., child behavior, staff response, child response).
- If the item assesses children's opportunity for something, score based on whether the opportunity was present or explicitly offered, even if some children do not take advantage of the opportunity.
- Score based on what you see that day, even if there were extenuating circumstances present that affected scores.
- If there are two or more staff members, score on whether any one of the staff members carry out a certain practice. Otherwise, focus on the primary staff member.
- *Structured* refers to the quality of being intentional, planned, prompted, initiated and/or named by the staff; it does not refer to children's informal conversation or actions.

# CONDUCTING A PROGRAM SELF-ASSESSMENT

Team-based program self assessment using the School-Age PQA is a highly effective, low stakes strategy for building a quality-focused culture. Program self assessment can help managers and staff co-create meaningful improvement objectives for the quality of their programming and ultimately the outcomes for their young participants.

Throughout the process, keep in mind these three aspects of a constructive program self assessment process:

- Work as a team.
- Base scores on observational evidence.
- Focus on conversations about quality.

## 1. SELECT AN□TRAIN A SELF-ASSESSMENT TEAM

The program self assessment team should consist of the site leader and at least two program staff, volunteers or parents. The site leader attends PQA Basics training. Team members can prepare to be a part of the program self-assessment process by completing the PQA Basics training online. The site lead should also conduct a meeting or mini training for team members using the materials shared at PQA Basics. Use this time to have a conversation with your team to decide if any items or scales are not to be scored because they are not applicable to the purpose or modality of the program.

## 2. PREPARE FOR DATA COLLECTION

Team members collect data by taking turns observing their programs in action. Sometimes, schedules need to be rearranged, or a program manager needs to arrange coverage in order to provide the opportunity for staff to observe each other. Plan time as soon as possible following the observations for discussion and scoring. This time should also be used to

The site teams should observe *program offerings*: structured activities that are led by regular staff with the same children over time. Enrichment classes or afterschool clubs that get together at the same time each week for the entire school semester are a great example. Avoid homework help, open gym, unstructured computer lab time, drop-in, etc. Always notify program staff of scheduled observations ahead of time. This is not a test!

If timing and staff schedules do not allow for full observations, then try to observe at least one hour of programming, divided among self assessment team members (e.g., three people each observe for 20 minutes, four people each observe for 15 minutes). Vary observation times so that your observations include the beginning, middle and end of different sessions.

## 3. OBSERVE AN□TAKE NOTES

When conducting an observation, find a place to sit that allows you to see and hear as much as possible without getting in the way. Take notes by hand or using a laptop. Bring a copy of the back page of the School-Age PQA. You can bring the full School-Age PQA to your observation, but do not write notes onto the form or try to score the form while observing.

Take notes throughout the offering on factual information; include quotes, actions, etc. As a general rule, expect to take 3-4 or more handwritten pages (1-2 typed) of notes per 30 minutes of observation.

Your notes should be:

- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Your notes should include:

- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, ask the session leader(s) any follow-up questions, as listed on the back of the PQA. After the observation, you will not score the PQA, but save your notes to use during the scoring meeting.



#### **4. SCORING THE PQA**

After all data has been collected, the site leader guides the team in scoring a single, program-wide School-Age PQA Form A. This scoring process can last three hours or more and may be divided among several shorter meetings. During the scoring meetings, the team will pool and review all anecdotal records and go through the School-Age PQA item by item, selecting an anecdote and agreeing on a score for each. It is important that the team rely on the anecdotes rather than their memories to produce scores.

The most important outcome of the scoring meeting is the conversation that occurs while discussing scores and arriving at agreement. The scores can provide a reliable indication of the quality of staff interactions with children, so it is important to be accurate.

#### **5. ENTER SCORES**

The School-Age PQA produces scores at the item, scale and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

After scoring the items in Form A of the School-Age PQA, you can enter the scores into the online Scores Reporter. You can access the online Scores Reporter through the Weikart Center website at [www.cypq.org](http://www.cypq.org). The staff at the Weikart Center is available to offer technical assistance as needed.

# CONDUCTING AN EXTERNAL ASSESSMENT

For an external assessment, a trained, reliable external assessor visits a site to observe a single program offering and score a PQA based on the observation.

## 1. ATTEND AN EXTERNAL ASSESSOR RELIABILITY TRAINING

External assessors attend an External Assessment Reliability Training to practice skills and complete a reliability check. All assessors must pass the reliability check to be endorsed as external assessors prior to conducting any site visits.

## 2. PREPARE FOR DATA COLLECTION

The network leader will often coordinate schedules and assign assessors to sites. External assessors should confirm the date and time of observation with the site leader and ask him or her to inform the relevant staff that they will be visiting to conduct an observation. This time should also be used to confirm if any items or scales are not to be scored because they are not applicable to the purpose or modality of the program.

## 3. OBSERVE AND TAKE NOTES

When travelling to the assigned children's program, assessors should arrive at least 15 minutes before the scheduled observation time. Assessors will view program offerings in their entirety (usually 45-90 minutes long).

Assessors take objective observational notes which describe only observable behaviors, language and materials. They focus on the behaviors of the staff and children with whom the staff is interacting and record as many quotations as possible.

Notes should be:

- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Notes should include:

- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, the assessor asks the session leader(s) any follow-up questions, as listed on the back of the PQA. The assessor should also ask the staff who led the session the questions on the Staff Information page.

## 4. SCORING THE POA

After the visit, assessors fit and score using their notes, making sure to fill out all evidence boxes and program description information.

The assessor uses the answers to the follow-up questions as evidence to score the items as applicable. Some evidence can be cross-referenced against multiple items. In fact, items with a score of 5 may provide a full listing of relevant evidence.

## 5. ENTER SCORES

The School-Age PQA produces scores at the item, scale and domain levels. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales. Please note that items scored as "X" or "NS" are excluded from the scale and domain averages, so as not to negatively impact the scores. When more than half of the items within a scale are unscored, there is not enough available data to calculate a valid scale score. Similarly, when more than half of the scales within a domain are unable to be scored, there is not enough available data to calculate a valid domain score. Under these circumstances, scale and domain scores should not be calculated.

After scoring the items in the School-Age PQA, the assessor can enter the scores into the online Scores Reporter. The online Scores Reporter can be accessed through the Weikart Center website at [www.cypq.org](http://www.cypq.org). The staff at the Weikart Center is available to offer technical assistance as needed.

# PROGRAM INFORMATION

[Complete for Program Self-Assessment or External Assessment]

Organization name: San Jose Public Library Site/program name: Virtual

Date of observation (mm/dd/yyyy): 06/05/2022  
*If multiple observations were conducted, provide the date of the last one conducted.*

How was this observation conducted? Check all that apply:

☐ In-person observation ☒ Live virtual observation ☐ Observed a recorded session

Name(s) of program offering(s) observed: \_\_\_\_\_

Brief description of program offering(s): \_\_\_\_\_

~~Volunteers are available to help Kindergarten – 8th-grade students with their homework after school.~~

Staff: Youth Ratio: 1:1 Total number of staff observed 10 Total number of youths observed 10

Grades of young people observed (Circle all that apply):

K	1	2	3	4	5	6	7	8	9	10	11	12	12+
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Type(s) of program/activity observed (Check all that apply):

<input type="checkbox"/> Mentoring	<input type="checkbox"/> Literacy	<input type="checkbox"/> STEM	<input checked="" type="checkbox"/> Other academic enrichment (e.g., homework help, tutoring, college prep)
<input type="checkbox"/> Career readiness (e.g., entrepreneurship)	<input type="checkbox"/> Youth leadership	<input type="checkbox"/> Community service/ civic engagement	<input type="checkbox"/> Visual & performing arts (e.g., drama, painting, music)
<input type="checkbox"/> Sports, fitness & physical health (e.g., basketball, dance, cooking)	<input type="checkbox"/> Other:		

## EMOTIONAL SAFETY | Psychological & emotional safety is promoted.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, “trash talking,” negative gestures or other such actions are not mediated by either children or staff.</p>	<p>3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.</p> <p>5 The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.</p>	<p>5</p>
<p>2. 1 Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation bias(es).</p>	<p>3 There is evidence (e.g., comments or slurs) of religious, ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.</p> <p>5 There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.</p>	<p>5</p>

## HEALTHY ENVIRONMENT | The physical environment is safe & free of health hazards.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 There are major safety and health hazards (e.g., broken equipment or supplies, unmopped spills, flammable and/or toxic materials) affecting the program space.	3 There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.	5 The program space is free of health and safety hazards.
2.	1 There are major sanitary concerns (e.g., unsanitary toilet facilities, dirty or clogged drains, open or spoiling food, overflowing trash container) affecting the program space.	3 There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.	5 The program space is clean and sanitary.
3.	1 There are major inadequacies in either ventilation or lighting in the program space.	3 Ventilation or lighting is inadequate in some areas in the program space.	5 Ventilation and lighting are adequate in the program space.
4.	1 The temperature is uncomfortable (e.g., it is too hot or too cold) in the program space.	3 The temperature is uncomfortable for some activities and/or in some areas of the program space.	5 The temperature is comfortable for all activities in the program space.

# EMERGENCY PREPAREDNESS | Appropriate emergency procedures & supplies are present.

**Note: Local fire codes govern the number & location of fire extinguishers.**

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.	3 Written emergency procedures are not posted, but staff is able to locate them.	5 Written emergency procedures are posted in plain view.	<input checked="" type="checkbox"/> Where are the emergency procedures posted?
2.	1 There is no charged fire extinguisher accessible from the program space.	3 At least one charged fire extinguisher is accessible (but not plainly visible) from the program space.	5 At least one charged fire extinguisher is accessible and visible from the program space.	<input checked="" type="checkbox"/> Is there an accessible fire extinguisher?
3.	1 A complete first-aid kit is not accessible from the program space.	3 At least one complete first-aid kit is accessible (but not plainly visible) from the program space.	5 At least one complete first-aid kit is accessible and visible from the program space.	<input checked="" type="checkbox"/> Is there an accessible first-aid kit?
4.	1 Other safety or emergency equipment appropriate to the activities is not available to the program offering.	3 Other safety and/or emergency equipment appropriate for the program offering is in poor condition, and/or staff cannot locate it.	5 Other appropriate safety and emergency equipment (e.g., for water or vehicle safety, sports or repairs) is available to the program offering as needed, can be located by staff and is maintained in full-service condition.	<input checked="" type="checkbox"/> Does the site have any special safety or emergency equipment? If other equipment is not needed, do not rate. Write an "X" in the box at the left.
5.	1 Entrances to the indoor program space are unsupervised during program hours.	3 At least one entrance to the indoor program space is supervised for security during program hours but others are not, or entrance(s) are sometimes supervised and sometimes not.	5 All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.)	<input checked="" type="checkbox"/> Are entrances to the indoor program space supervised? If there is no indoor program space, do not rate. Write an "X" in the box at the left.
6.	1 Access to outdoor program space is unsupervised during program hours.	3 Access to outdoor program space is sometimes supervised during program hours.	5 Access to outdoor program space is supervised during program hours.	<input checked="" type="checkbox"/> Is access to the outdoor program space supervised? If there is no outdoor program space, do not rate. Write an "X" in the box at the left.

## ACCOMMODATING ENVIRONMENT | Program space & furniture accommodate activities.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Program space is crowded, without sufficient room to move freely.	3 Program space is crowded in some areas.	5 Program space allows children and staff to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another and crowding).	<input checked="" type="checkbox"/>
2.	1 Program space is not suitable for activities offered.	3 Program space is suitable for some of the activities offered.	5 Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).	<input checked="" type="checkbox"/>
3.	1 Furniture is neither comfortable nor of sufficient quantity for the program offering.	3 Furniture is either comfortable or of sufficient quantity for the program offering (but not both).	5 Furniture is comfortable and of sufficient quantity for all children participating in the program offering.	<input checked="" type="checkbox"/>
4.	1 The physical environment cannot be modified to meet the needs of the program offering.	3 The physical environment can be modified to meet the needs of the program offering, but children and/or staff are discouraged from doing so.	5 The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).	<input checked="" type="checkbox"/>
5. (SA)	1 There is little or no furniture appropriate to the physical size of children (e.g., small children must sit at full-size desks, the work surface is chest height).	3 There is some furniture appropriate to the physical size of children served, but not enough appropriately sized furniture for all children.	5 Furniture appropriate to children's physical size is available for all children served (e.g., small furniture for small children).	<input checked="" type="checkbox"/>
			<p>If there is no furniture and none required, do not rate. Write an "X" in the box at the left.</p> <p>If there is no furniture and none required, do not rate. Write an "X" in the box at the left.</p> <p>If there is no furniture and none required, do not rate. Write an "X" in the box at the left.</p> <p>Can the furniture be moved around?</p>	

## NOURISHMENT | Healthy food & drinks are provided.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 Drinking water is not available.	3 Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).	5 Drinking water is available and easily accessible to all children.
2.	1 Food or drinks are not available to children during the session.	3 Food and drinks are available at appropriate times, but there is not enough for every child to receive a serving.	5 Food and drinks are plentiful and available at appropriate times for all children during the session.
3.	1 Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).	3 Some available food or drink is not nutritious, and some is healthy.	5 Available food and drink is healthy (e.g., vegetables, fresh fruit, real juices).

X

X

X

If a meal or snack is not necessary because of structure of program offering, do not rate. Write an "X" in the box at the left.

If no food or drink is served, do not rate. Write an "X" in the box at the left.



## WARM WELCOME | Staff provides a welcoming atmosphere.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 No children are greeted by staff as they arrive or at the start of the session.	3 Some children are greeted by staff as they arrive or at the start of the session.	5 SJPL staff observed high engagement and provided observations of a warm welcome in Homework Club sessions with the coaches.
2. 1 Staff mainly uses a negative tone of voice and disrespectful language.	3 Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.	5
3. 1 Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact.	3 Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.	5
	5 All children are greeted by staff as they arrive or at the start of the session.	
	5 Staff mainly uses a warm tone of voice and respectful language.	
	5 Staff generally smiles, uses friendly gestures and makes eye contact.	

# SESSION FLOW | Session flow is planned, presented and paced for children.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff does not start or end session within 10 minutes of scheduled time.	3 Staff either starts or ends session within 10 minutes of scheduled time (but not both).	5 Staff starts and ends session within 10 minutes of scheduled time.	<div>5</div> Record the following: Scheduled starting time <u>4PM</u> Actual starting time <u>4PM</u> Scheduled end time <u>6PM</u> Actual end time <u>6PM</u>
2. 1 Staff does not have materials and supplies ready to begin activities.	3 Staff has some materials and supplies ready to begin activities, or staff has materials and supplies ready to begin only some activities.	5 Staff has all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).	<div>5</div> If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
3. 1 There are only enough materials and supplies prepared for less than half of the children to begin activities.	3 There are enough materials and supplies prepared for more than half, but not all, of the children to begin activities.	5 There are enough materials and supplies prepared for all children to begin activities.	<div>5</div> If no materials/supplies are required, do not rate. Write an "X" in the box at the left. While this is a virtual program, materials were made available.
4. 1 Staff does not explain any activities clearly.	3 Staff explains some activities clearly.	5 Staff explains all activities clearly (e.g., children appear to understand directions; sequence of events and purpose are clear).	<div>5</div>
5. 1 There is not an appropriate amount of time for more than one activity.	3 There is an appropriate amount of time for all but one activity (e.g., for one activity, most children either do not finish or finish early with nothing to do).	5 There is an appropriate amount of time for all of the activities (e.g., children do not appear rushed; most children who are generally on task finish activities; most children do not finish significantly early with nothing planned to do).	<div>5</div>

## ACTIVE ENGAGEMENT | Activities support active engagement.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 The activities provide no opportunities for children to engage with materials or ideas; activities mostly involve waiting, listening, watching and repeating.</p>	<p>3 The activities provide opportunities for children to engage with materials or ideas for less than half of the time.</p>	<p>4</p> <p>5 The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.</p>
<p>2. 1 Staff does not provide any children structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.</p>	<p>3 During activities, staff provides some children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks some children to explain what they are doing or why, staff has half the children explain their art project to another child).</p>	<p>4</p> <p>5 During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).</p>
<p>3. 1 Staff does not provide explicit opportunities for children to make connections between current activities and prior experiences and/or knowledge.</p> <p>(SA)</p>	<p>3 Staff tells children about a connection between the current activity and children's prior knowledge or experience (e.g., staff says, "This is a follow up to the experiment we did last week").</p>	<p>5</p> <p>5 Staff has children make a connection between the current activity and the children's prior knowledge or experience (e.g., staff asks children what they learned in a related experiment, staff asks children what similar tools they have at home, staff has children draw a picture of their favorite fruit or vegetable).</p>

# SKILL-BUILDING | Staff supports children in building skills.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).	3 Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) but the focus is not clearly linked to the activity.	5 Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).
2.	1 Staff does not encourage children to try skills or attempt higher levels of performance.	3 Staff encourages some children to try skills or attempt higher levels of performance.	5 Staff encourages all children to try skills or attempt higher levels of performance.
3.	1 Staff does not model skills.	3 Staff models skills for some children.	5 Staff models skills for all children.
4.	1 Staff does not break difficult task(s) into smaller, simpler steps for any children or there are no tasks of sufficient difficulty to warrant explaining steps.	3 Staff breaks difficult task(s) into smaller, simpler steps for some children.	5 Staff breaks difficult task(s) into smaller, simpler steps for all children (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).
5.	1 When children struggle (with errors, imperfect results or failure), staff, even once, responds with sarcasm, condescension, criticism, punishment or making fun of the child.	3 When children struggle (with errors, imperfect results or failure), staff sometimes does not respond with learning supports or encouragement (e.g., numerous children are raising their hands for help, but the staff does not get around to responding to all of them; staff ignores struggling children).	5 When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).

If no children struggle with imperfect results, do not score. Write an "X" in the box at the left. Expect to score this item if item 2 above scores a 3 or 5.

## ENCOURAGEMENT | Staff supports children with encouragement.

**Note:** Open-ended questions do not have predetermined, correct answers; they seek the opinions, thoughts & ideas of children.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<p>1. <b>1</b> Staff does not support contributions or accomplishments of children in either of the ways described for a score of 3 or 5, or simply doesn't support children at all.</p>	<p><b>3</b> Staff supports contributions or accomplishments of children but uses subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"</p>	<p><b>5</b> Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "It looks like you put a lot of time into choosing the colors for your painting").</p>
<p>2. <b>1</b> Staff rarely or never asks open-ended questions.</p>	<p><b>3</b> Staff makes limited use of open-ended questions (e.g., only uses them during certain parts of the activity or repeats the same questions).</p>	<p><b>5</b> Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers).</p>

# CHILD-CENTERED SPACE | The physical environment is flexible & child-centered.

## SUPPORTIVE ENVIRONMENT SUPPLEMENT

*Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".*

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 There are no interest areas in or accessible to the program space.	3 There are interest areas in or accessible to the program space, but they are not well-defined.	5 There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled).
2. (SA)	1 There are no interest areas, or none contain sufficient materials so that several children can work with the materials simultaneously.	3 Some, but not all, interest areas contain sufficient materials so that several children can work with the materials simultaneously.	5 Each interest area contains sufficient materials so that several children can work with the materials simultaneously.
3. (SA)	1 Ready-made commercial items or adult-made items dominate the learning environment (bulletin boards and wall displays).	3 Some children's work is on display in the classroom.	5 Children's individual work and projects make up most of wall, bulletin board, and other displays.
4. (SA)	1 Children do not participate in selecting items for display or deciding how to arrange them.	3 Children participate in selecting some items for display and sometimes in deciding how to arrange them.	5 Children frequently participate in selecting items for display or deciding how to arrange them.
			Who made and/or selected what is displayed on the walls?

## CHILD-CENTERED SPACE | The physical environment is flexible and child-centered, cont.

### SUPPORTIVE ENVIRONMENT SUPPLEMENT

*Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".*

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<b>5. (SA)</b> 1 Most materials lead to prescribed outcomes (e.g., art cutouts, lotto games, worksheets, coloring books, commercial toys).	<b>3</b> Some open-ended materials are available.	<b>5</b> Most of the available materials are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).	<div data-bbox="1339 376 1402 435" data-label="Image"></div>
<b>6. (SA)</b> 1 Learning materials cannot easily be reached by children or are typically brought out by staff.	<b>3</b> Some learning materials are accessible to children.	<b>5</b> Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).	<div data-bbox="1339 646 1402 704" data-label="Image"></div>
<b>7. (SA)</b> 1 No time is provided for activities based on children's interests.	<b>3</b> Some time is provided for activities based on children's interests, but it is not regularly scheduled or it is less than thirty minutes.	<b>5</b> Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.	<div data-bbox="1339 857 1402 915" data-label="Image"></div>

# MANAGING FEELINGS | Staff encourages children to manage feelings & resolve conflicts appropriately.

**Note: A conflict is an interaction between children that involves strong feelings or serious negative behaviors. Strong feelings are any emotions that interrupt the learning of an individual or group of children. If there is not a conflict or incident involving strong feelings, do not score. Mark all items with an "X".**

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 More than once, staff does not ask about or acknowledge the feelings of child(ren) involved.	3 Once, staff does not ask about or acknowledge the feelings of child(ren) involved.	5 Staff always asks about and/or acknowledges the feelings of all child(ren) involved.
2. (SA)	1 Staff does not ask child(ren) to explain or confirm the situation; rather, staff states the problem without input from child(ren) or does not state the problem at all.	3 Staff does not ask child(ren) to explain the situation; rather, staff at least once states the problem with some confirmation from child(ren) (e.g., "Did you take that from her?", "You're upset because she took your toy, right?").	5 Staff at least once asks child(ren) to explain the situation (e.g., "Why are you upset?", "What happened?").
3. (SA)	1 Even once, staff shames, scolds, or punishes child(ren).	3 Staff does not help child(ren) respond appropriately, but does not shame, scold, or punish child(ren).	5 Staff at least once helps child(ren) respond appropriately (e.g., staff encourages children to make a list of solutions, take time out to "cool off," find an appropriate physical outlet).
4. (SA)	1 Staff does not ask child(ren) for possible solutions or present solutions with rationale; rather, staff solves problems for children.	3 Staff does not ask child(ren) for possible solutions; rather, staff at least once presents a solution and gives rationale behind it or gives idea(s) for preventing problems in the future.	5 At least once, staff asks child(ren) for possible solutions and encourages them to choose one.



# BELONGING | Children have opportunities to develop a sense of belonging.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff does not provide opportunities for children to get to know each other (e.g., the entire session is structured so children have no time where talking among themselves is allowed or encouraged).	3 Staff provides informal opportunities for children to get to know each other (e.g., children engage in informal conversations, children get to know each other as a by-product of an activity).	4 all of these in Belonging are harder to accomplish in virtual settings. In an in-person homework club these will be easier to address and support.
2. 1 Children exhibit evidence of excluding peers (e.g., children are avoided or ostracized by other children, "I don't want to sit with her – she's not my friend") and staff does not explicitly promote more inclusive relationships (e.g., suggest ways to include others in play, introduce excluded child to other children, say, "Remember, 'Be Kind' is one of our rules").	3 Children exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces an excluded child to other children, but the newcomer is treated coolly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).	4
3. 1 Children do not identify with the program offering (e.g., many children complain about or express dislike of the program offering or activities).	3 Children do not strongly identify with the program offering but do not complain or express dislike.	4
4. 1 Staff does not create opportunities for children to work or play in small groups and children spend all or nearly all of their time working alone or in the full group. (SA)	3 Staff does not set up small group activities as part of the program routine; rather, children work or play in small groups that develop informally (e.g., two or three children play a game together).	X If there are five or fewer children, do not score. Write an "X" in the box at the left.
	5 Staff provides structured opportunities with the purpose of helping children get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).	
	5 Children do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces excluded child to other children and they then include her, staff successfully suggests a way to include a lone boy in children's play).	
	5 Children strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as "our program," engage in shared traditions such as shared jokes, songs, gestures).	
	5 Staff provides structured small group activities as part of the program routine.	

## SCHOOL-AGE LEADERSHIP | Children have opportunities to practice leadership skills.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not provide opportunities for children to practice group-process skills.	3 Staff provides a limited opportunity for children to practice group-process skills (e.g., all children are paired off or grouped briefly to talk about a topic, but this is the only opportunity for group process skills).	5 Staff provides multiple or extended opportunities for children to practice group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).
2. (SA)	1 Staff does not provide opportunities for a child to help another child.	3 Staff provides informal or child-initiated opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., without being asked by a staff member, a child explains to another how to do a homework assignment, play a game, do something on the computer).	5 Staff provides one or more opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., each child explains to a partner how take over her role in a group project; every child gets to explain the rules to his favorite game).
3. (SA)	1 Staff does not provide opportunities for children to lead a group or exercise leadership.	3 Staff provides opportunities for one or more children to informally or spontaneously exercise leadership (e.g., during free time a child organizes a group game; a child spontaneously volunteers to demonstrate something to whole group).	5 Staff provides structured opportunities for one or more children to lead a group (e.g., facilitate a discussion, lead a song, project, event or other activity).

X

The virtual program is 1:1 support rather than a mix of group work and coaching support.

X

X

## INTERACTION WITH ADULTS | Staff engages with children in positive ways.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<p>1. <b>1</b> Staff never lowers their body so their eyes are at children's eye level. (SA)</p>	<p><b>3</b> Staff once or twice lowers their body so their eyes are at children's eye level.</p> <p><b>5</b> Staff often lowers their body, so their eyes are at children's eye level (squatting, bending over when talking to children much shorter than they are).</p>	<p><b>X</b></p>
<p>2. <b>1</b> Staff does not work side by side with children. (SA)</p>	<p><b>3</b> Staff sometimes, or intermittently, works side by side with children.</p> <p><b>5</b> Staff consistently works side by side with children.</p>	<p><b>4</b></p> <p><b>students are in breakout rooms, in person for the 2022-2023 academic year, this will be easier to accomplish.</b></p>
<p>3. <b>1</b> Staff does not circulate to interact with children. (SA)</p>	<p><b>3</b> Staff circulates and interacts with some (but not all) children.</p> <p><b>5</b> Staff circulates and interacts with every child at some point during the program session.</p>	<p><b>5</b></p> <p><b>there is a point person that wanders to each breakout room on a consistent schedule.</b></p>
<p>4. <b>1</b> Interaction is primarily limited to managing behaviors and responding to problems (e.g., staff states rules but provides no explanation, tells children what to do or how to do it, spends significant time disciplining behaviors). (SA)</p>	<p><b>3</b> Staff sometimes interacts with children in positive ways.</p> <p><b>5</b> Staff consistently interacts with children in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows children's leads).</p>	<p><b>5</b></p>

## SCHOOL-AGE PLANNING | Children have opportunities to make plans.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<b>1. (SA)</b> 1 Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	<b>3</b> Staff creates an opportunity for some children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	<b>4</b> staff is prepared to support children with e-resources and library materials.
<b>2. (SA)</b> 1 Staff does not use an identifiable planning strategy to support children's planning.	<b>3</b> Staff uses at least one identifiable planning strategy to support children's planning (e.g., children always verbalize their plans).	<b>3</b> When conducted in person this will be easier to accomplish. Currently in a virtual setting, staff use strategies that are available.
<b>3. (SA)</b> Staff does not encourage children to share plans.	<b>3</b> Staff encourages children to share plans, but only verbally.	<b>4</b> staff encourage students to share their homework and plans and then support students in understanding concepts.
	<b>5</b> Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	
	<b>5</b> Staff uses two or more strategies to support children's planning (e.g., area signs; idea webbing; planning in pairs; planning journals or forms; props such as puppets, hula hoops and maps).	
	<b>5</b> Staff encourages children to share plans and represent their plans in a tangible way (e.g., a small group draws a diagram before building; staff helps full group make a large idea web to plan an event).	

# SCHOOL-AGE CHOICE | Children have opportunities to make choices based on their interests.

**Note:** Authentic choices refer to real, meaningful choices, as opposed to token or false choices.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not provide opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, "You can choose to be here or not"; children are allowed to choose only the color of marker to use, but all draw an owl).	3 Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they'd like, while another group has to copy invitation wording verbatim).	<div>X</div> <p>Activities offered in a virtual setting are unique in offering and while they play games, provide choice, this is not 100% applicable.</p>
	2. 1 Staff does not provide opportunities for children to make choices within activities.	3 Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich).	
		5 Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice).	
		5 Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).	<div>X</div>

## REFLECTION | Children have opportunities to reflect.

**Note:** *Reflect means to review, summarize and/or evaluate recent events or activities. Reflections are usually expressed by talking with others and/or in writing (a journal or report, for example).*

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff does not engage children in an intentional process of reflecting on what they have done during the program session.	3 Staff engages some children in an intentional process of reflecting on what they have done during the program session.	5 Staff engages all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience). <div>5</div>
2. 1 Staff does not encourage children to share what they have done with others or to reflect on their experiences.	3 Staff uses at least one identifiable strategy to help children to share what they have done and reflect on their experiences (e.g., staff asks children, "What did you do today?").	5 Staff uses two or more strategies to encourage children to share what they have done and reflect on their experiences (e.g., writing, role playing, using media or technology, drawing, using props such as puppets, hula hoops and maps). <div>4</div>
3. 1 Staff dismisses feedback from children who initiate it, or children have no opportunities to provide feedback on the activities.	3 Staff is receptive to feedback initiated by children on the activities but does not solicit it.	5 Staff initiates structured opportunities for children to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations). <div>4</div>

# RESPONSIBILITY | Children are encouraged to exercise independence & take on responsibilities.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<b>1. (SA)</b> <b>1</b> Staff does not create opportunities for or encourage children to take care of practical needs and accomplish routine tasks.	<b>3</b> Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks.	<div data-bbox="1346 305 1402 358" data-label="Image"></div>
<b>2. (SA)</b> <b>1</b> More than once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	<b>3</b> Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	<div data-bbox="1346 784 1402 837" data-label="Image"></div> <p>If item above is scored a 1, do not score this item. Write an "X" in the box at the left.</p>
	<b>5</b> Three or more times, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet).	
	<b>5</b> Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.	

# SCHOOL-AGE PQA OBSERVATION GUIDE

## Program Offerings Children – Grades K-6

### Summary of Scales

#### I. Safe Environment

Emotional Safety  
Healthy Environment  
Emergency Preparedness  
Accommodating Environment  
Nourishment

#### II. Supportive Environment

Warm Welcome  
Session Flow  
Active Engagement  
Skill-Building  
Encouragement  
Child-Centered Space

#### III. Interaction

Managing Feelings  
Belonging  
School-Age Leadership  
Interaction with Adults

#### IV. Engagement

School-Age Planning  
School-Age Choice  
Reflection  
Responsibility

### Follow-Up Questions

- ☐ Where are the emergency procedures posted?
- ☐ Is there an accessible fire extinguisher?
- ☐ Is there an accessible first-aid kit?
- ☐ Does site have any special safety or emergency equipment?
- ☐ Are entrances to the indoor program space supervised?
- ☐ Is access to the outdoor program space supervised?
- ☐ Can the furniture be moved around?
- ☐ Who made and/or selected what is displayed on the walls? (Ask only if scoring the Child-Centered Space scale.)

Scheduled starting time: \_\_\_\_\_ Actual starting time: \_\_\_\_\_

Scheduled end time: \_\_\_\_\_ Actual end time: \_\_\_\_\_



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    - b. School-Age PQA. A PQA designed for programs that serve children in grades K - 6.
    - c. Health & Wellness PQA. A PQA designed for health and wellness-related programming.
    - d. STEM PQA. A PQA designed Science, Technology, Engineering and Math (STEM)-related programs.
    - e. ARTS PQA. A PQA designed for Arts enrichment-related programs.
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  - E. You are only allowed to use the PQA as described herein. No other entity, organization or individual may utilize your copy of the PQA without the express written consent of Licensor. **You are permitted to print or copy the PQA for use within your organization provided the End User License Agreement is provided with such copy.**
3. FEES.
  - A. A single instance or download of the PQA for the right to use the PQA is free. Licensor reserves the right to charge a fee in the future.
  - B. **Licensor shall have no other obligation for any defective material.**
4. RESPONSIBILITIES.
  - A. You shall:
    - a. Use the PQA and any PQA Materials for your organization's sole benefit. You shall assume all responsibility and risk for ensuring the effectiveness of the PQA.
    - b. Not make, provide copies of, or grant access to the use of any PQA or PQA Materials outside of your organization.
    - c. Not do any act which alters or impairs the copyrights or trademarks of the PQA or PQA Materials which are not specifically authorized by this Agreement.
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  - B. Licensor may, but is not required to, make available a downloadable version of the PQA and any PQA Materials.
  - C. **Licensor may, but is not required to, provide additional guidance and tools.**
5. PROPRIETARY RIGHTS AND NON-DISCLOSURE.

You agree that the PQA and PQA Materials and the authorship, systems, ideas, methods of operation, documentation and other information contained in the PQA, are proprietary intellectual properties and/or the valuable trade secrets of the Licensor and are protected by civil and criminal law, and by the law of copyright, trade secret, trademark and patent of the United States, other countries and international treaties. The Licensor retains all right, title and interest in and to the PQA and PQA Materials, including all copyrights, patents, trade secret rights, trademarks and other intellectual property rights therein. Your possession, installation or use of the PQA and PQA Materials does not transfer to You any title to the intellectual property in the PQA and PQA Materials, and You will not acquire any rights to the PQA and PQA Materials except as expressly set forth in this Agreement. Except as stated herein, this Agreement does not grant You any intellectual property rights in the PQA and PQA Materials. You agree not to modify or alter the PQA and PQA Materials in any way. You may not remove or alter any

copyright notices or other proprietary notices on any copies of the PQA and PQA Materials.

6. TERM AND TERMINATION.
  - A. This Agreement and your use of the PQA are effective as of the date of download and shall continue for a period of one (1) year. Your continued use of the PQA shall automatically renew the term for a period of one (1) year from your last use.
  - B. In the event that either Party breaches this Agreement, the other Party shall, in addition to any other remedy it may have, have the right to terminate this Agreement, upon ten (10) days written notice.
7. AGREEMENT NOT TO COMPETE.
  - A. During the term of this Agreement, neither You nor Your organization, employees, partners, officers, or directors shall directly or indirectly enter into or in any manner participate in any business profession, proprietorship or any other endeavor which sells, markets or distributes any PQA or PQA Materials, or any techniques or programs which are the same as or similar to any PQA or PQA Materials. You further agree not to use, at any time, Licensor's trade secret or other Confidential Information.
  - B. **The covenants contained in this Agreement shall survive the termination or expiration of this Agreement and shall apply regardless of whether this Agreement was terminated by lapse of time, by default, or for any other reason.**
8. LIMITATIONS.
  - A. LICENSOR MAKES NO WARRANTIES RELATING TO THE PRODUCTS EXPRESS, OR IMPLIED, AND EXPRESSLY EXCLUDES ANY WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. NO PERSON IS AUTHORIZED TO MAKE ANY OTHER WARRANTY OR REPRESENTATION CONCERNING THE PQAS OTHER THAN AS PROVIDED IN THIS PARAGRAPH.
  - B. In no event shall Licensor's aggregate liability from or relating to this Agreement or the PQA and PQA Materials (regardless of the form of action, whether contract, warranty, tort, malpractice, fraud and/or otherwise) exceed the amount actually paid by You to Us. In no event shall Licensor be liable to You or any third party for any consequential special, indirect, incidental or punitive damages.
9. INDEMNIFICATION.

You agree to indemnify and hold Licensor harmless from any claim, damage or cause of action (inclusive of negligence, misrepresentation, error or omission) or other breaches of this Agreement by You.
10. SUBCONTRACTING AND ASSIGNMENT.

**This Agreement shall be binding and inure to the benefit of the Parties hereto. Your rights are personal in nature and You shall not assign any of Your rights nor delegate any of Your obligations under this Agreement to any third Party without Licensor's express written consent.**
11. YOUR REPRESENTATIONS.

You have done your own investigation, due diligence and evaluations regarding the PQA and have made your own independent determination of its value. No promises or representations have been made by Licensor or any of Licensor's representatives or agents other than herein set forth. No modifications of the term hereof shall be valid unless made in writing and executed by both You and Licensor.
12. MISCELLANEOUS.
  - A. **Independent Contractors. The Parties are independent contractors, and nothing contained in this Agreement shall be constructed to create relationship of partners, joint ventures, employer-employee or franchisee. You acknowledge that You do not have, and shall not make any representations to any third party, either directly or indirectly, that You have any authority to act in the name of or on behalf of Us or to obligate Us in any way whatsoever except as expressly provided herein. You agree not to represent that You are an agent or representative of Ours and You further agree not to use the word "agent," or any other designation, which might imply that Licensor is responsible for Your acts.**
  - B. **Governing Law and Jurisdiction. The rights of the Parties and provisions of this Agreement shall be interpreted and governed in accordance with the laws of the District of Columbia and you agree that proper jurisdiction and venue shall be in the general courts of the District of Columbia.**
  - C. Waiver. The failure of either Party to enforce, at any time or for any period of time, any provision of this Agreement shall not be a waiver of such provision or of the right of such Party thereafter to enforce such provision.
  - D. Amendment. This Agreement may be amended only by written instrument signed by representatives of both Parties.
  - E. Headings. The paragraph headings appearing in the Agreement are inserted only as a matter of convenience and reference and in no way define, limit, construct or describe the scope or extent of such paragraph or in any way affect such a paragraph.
  - F. **Cumulative Rights. The rights are cumulative and no exercise or enforcement by either Party of any right or remedy hereunder shall preclude the exercise or enforcement by the other of any other right or remedy hereunder which either Party is entitled by law or equity to enforce. Nothing herein contained shall be interpreted as to bar or waive the right to obtain any remedy available at law or in equity.**

YOU REPRESENT, COVENANT, AND AGREE THAT LICENSOR HAS MADE NO REPRESENTATIONS OR WARRANTIES CONCERNING YOUR SUCCESS AND LICENSOR DISCLAIMS ANY WARRANTY OR REPRESENTATION AS TO THE SUCCESS OF THE PQA UNDER THIS AGREEMENT.

IN WITNESS WHEREOF, and by downloading and using the PQA and PQA Materials, you agree to abide by all statements made herein.

## **Attachment G**

### **Digital Literacy Program Quality Standards 2021-22**

#### **About the Self-Assessment Tool:**

The Digital Literacy 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 digital literacy programs. This document is intended for programs that are City-sponsored, specifically programs that promote digital skills for students and community members. By focusing on the "3 A's"- Access, Affordability, and Adoption- the City of San José will ensure that all residents can develop skills using digital tools for all stages of learning and have easy access to appropriate devices and broadband service.

This Self-Assessment Tool will support program and service leaders as well as educators to reflect on and better understand their current practices and identify opportunities for improving quality outcomes for participants. A commitment to continuous improvement is inherent the City of San José's initiative through SJ Access by providing residents and students access to all things digital: internet, free Wi-Fi, as well as digital literacy programs and opportunities.

This tool has been developed to guide and support the service team in the self-assessment of the Digital Literacy Quality Standards.

If a standard is not applicable to your program, please mark "not met" and explain in the Narrative area why/how this standard/focus area does not apply to your programming.

Programs may potentially be audited to ensure accurate completion of this Digital Literacy Assessment Tool. Please provide supplemental documents to support how the program is currently meeting a standard and/or focus area as appropriate.

## **Digital Literacy Quality Standards Assessment Tool**

In addition to these Quality Standards, users may find the International Society for Technology in Education (ISTE) Standards and the [City of San José City-Wide Privacy Principle and Privacy Policy](#) helpful in planning programs and utilizing the Quality Standards.

This tool is designed to help create a "baseline" of data and use that information to help programs improve and adapt to the ever-changing digital world. The Digital Literacy Quality Standards Improvement Plan is available to use as a tool to adjust and set goals to score higher on the standards.

# Digital Literacy Quality Standards Assessment Tool

## Self-Assessment Cover Sheet:

Date: March 22, 2022

Program Name:	<div>Digital Literacy Virtual Class facilitated in English, Spanish, and Vietnamese</div>	
Department:	<div>Dr. Martin Luther King, Jr Library</div>	
Site Address:	<div>150 E San Fernando St, San José Ca 95112</div>	
Contact Person:	<div>Samantha Cramer and Yadirha Orozco</div>	
Phone: N/A	Email:	<div>Samantha.cramer@sjlibrary.org Yadirha.orozco-lemus@sjlibrary.org</div>

Brief Program Description: \_\_\_\_\_

## Digital Literacy Quality Standards Assessment Tool

The Digital Literacy Virtual Workshop is a series of Computer classes presented in English, Spanish, and Vietnamese for beginners. It is a class that helps participants gain confidence and build technical skills utilizing the CETF curriculum. Facilitators lead about 10-15 students through a virtual course on Articulate platform. The lessons included in this program are Computers, Safety & Internet, Searching Online, Using Email, Navigating and Working with Windows 10, Introduction to Microsoft Word, Introduction to Google Drive and Google Docs, How to Navigate SJPL.org.

Program Quality Standard 1: Technology and Access				
Focus Areas	Not Met	Beginning	Emerging	Advanced
Access to Technology	<input type="checkbox"/>	<input type="checkbox"/> Program provides working technology tools and makes them available to participants. <input type="checkbox"/> Program offers free access to computers, broadband Internet, and wireless Internet.	<input checked="" type="checkbox"/> Program offers expertise to support participants with varying abilities in the use of the technology and Internet that is available to them.	<input type="checkbox"/> Program provides access to a variety of adaptive and relevant technology. <input type="checkbox"/> Program manages technology to ensure access by participants with disabilities, or varying abilities, and that participants are equipped with skills and assistive devices necessary to access technology tools and create content.
Maintained Devices	<input type="checkbox"/>	<input type="checkbox"/> Devices have operating security systems.	<input checked="" type="checkbox"/> Devices are regularly and proactively reviewed on a routine schedule to update security systems as needed.	

Digital Literacy Quality Standards Assessment Tool

Internet Connection	<input type="checkbox"/>	<input type="checkbox"/> Digital Subscriber Line (DSL) Internet is available for use.	<input type="checkbox"/> DSL Internet and wireless connection is available for use.	<input checked="" type="checkbox"/> DSL Internet, hot spots/cellular, and wireless connections are available for use or check-out.

# Digital Literacy Quality Standards Assessment Tool

## NARRATIVE: Program Quality Standard Area 1

For each focus area, please describe practices that met or exceeded basic programing standards?	<p>Facilitators regularly check with students for comprehension and answer questions that might arise. They also redirect participants to other programs as needed to help continue their learning opportunities within SJPL. Facilitators also take participants feedback and requests for different learning material. The class has evolved to include these requests as well as continue to note the participants needs to include more learning material.</p> <p>Facilitators also take time to help participants become familiar with Zoom in preparation for the virtual class as well as provide a “crash-course” in case the participant needs help on how to use their device. Participants are informed that hotspots are available for check out through SJPL and inform them of community wi-fi they can access form SJPL locations. Lastly, facilitators provide a 15–20-minute window to call participant and help them complete the Intake form, pre-survey as well as call back at the end of the series to complete the post-survey.</p> <p>SJPL has added Tech Support Hours and other programs at several branch locations that facilitators refer participant to.</p>
<p>Quality Area 1: Program Strengths</p> <p><i>Please note specific focus areas in your description.</i></p>	<p>Facilitators and program strengths include that onboarding process. Facilitators ensure the participants has become comfortable and confident enough with their internet connection and device so that they are prepared to learn during the Zoom class session. Similarly, Facilitators help participant check out a hotspot or Chromebook when needed.</p>
<p>Quality Area 1: Program Areas for Improvement. <i>Please note specific focus areas in your description.</i></p>	<p>One area for improvement includes making the program as inclusive as possible by providing accessibility to participants that request it. Since SJPL has opened to the public once again, there is an opportunity to provide onboarding and device “crash-course” to participants in-person as needed. This is a strategy that can be coordinated to provide further assistance to those that request it Program facilitators can also strategies ways to increase efforts around training staff on how to provide and use assitive technology tools while ensuring access to participants with disabilities. Similarly, provide service for varying abilities to ensure access that underserved and marginalized community members can participate.</p>

### Program Quality Standard Area 1: Technology and Access

Digital Literacy Quality Standards Assessment Tool

Focus Areas	Not Met (0)	Beginning (1)	Emerging (2)	Advanced (3)
Access to Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maintained Devices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Internet Connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Total Cumulative Points: 7/3 = 2.3



# Digital Literacy Quality Standards Assessment Tool

## Program Quality Standard Area 2: Privacy and Security

Focus Areas	Not Met	Expected	Optimal
City of San José Privacy Principles	<input type="checkbox"/>	<input checked="" type="checkbox"/> Program adheres to the City of San José Privacy Principles, including in its work with third-party partners and vendors and partnerships agreements.	<input type="checkbox"/> Program makes an effort to educate participants on privacy guidelines.
Online Security	<input type="checkbox"/>	<input type="checkbox"/> Program is knowledgeable of the terms and conditions of all online or downloaded applications and websites used by participants. <input type="checkbox"/> Program follows the City of San José's Privacy Principles on the handling of personal information.	<input checked="" type="checkbox"/> Program discloses to participants any exposure their personal information may have as a result of using the technology and /or applications.
Opt-in Opt-out Password Management Actions of the Individual	<input type="checkbox"/>	<input type="checkbox"/> Program is familiar with the intricacies of opt in/opt out provisions and accurately defines the terms. <input type="checkbox"/> Program informs participants of password requirements for applications and provides guidelines on how to create a safe password. <input type="checkbox"/> Program trains participants on how to properly log out of applications and equipment's at the end of each sessions.	<input type="checkbox"/> Program instructions participants on how to avoid potential privacy issues when accepting terms and conditions. <input checked="" type="checkbox"/> Program provides information on how to avoid being caught by scams, including clickbait and phishing programs. <input type="checkbox"/> Program educates and encourages participants to apply these same skills outside of program.
Cleaning/wiping devices after each use	<input type="checkbox"/>	<input type="checkbox"/> Program verbally instructs participants to properly log off from devices/applications to ensure work completed during sessions has been stored properly and confirms that nothing is left on device or application.	<input checked="" type="checkbox"/> Program established written/visual instructions and protocols for participants to follow.
Data Privacy	<input type="checkbox"/>	<input checked="" type="checkbox"/> Program is familiar with and adheres to city, state, and federal policies regarding data privacy for adults and children. <input type="checkbox"/> Privacy policies are easily available and understandable to users.	<input type="checkbox"/> Program provides participants with information regarding potential data exposure as a result of using required/suggested applications. <input type="checkbox"/> Program partners and third-party vendors do not advance private interest; they adhere to the same privacy policy as City-funded, sponsored programs.

Digital Literacy Quality Standards Assessment Tool

			Program establishes a proactive process to notify ongoing users of any changes to the program's privacy policies.

# Digital Literacy Quality Standards Assessment Tool

## NARRATIVE: Program Quality Standard Area 2

<p>For each focus area, please describe practices that met or exceeded basic programing standards?</p>	<p>When Facilitators help participants complete the onboarding, participants are made aware that no information they is shared with third parties. Participants are welcomed to not share personal information if they decide so. Facilitators ensure that participants understand the reason this information is gathered and that it wii not be shared. Facilitators have not and will not disclosed participants personal information.</p> <p>Participants are taught to watch for risky signs that might/potentially be a harmful website. They learn what to look for to ensure a website they visit or apps is safe to visit without the risk of malware or virus.</p> <p>Facilitators do encourage them to visit websites that provides educational videos and how to access links shared with them during the course. The workshop discusses/teaches password safety several times with videos, text, and uses knowledge check questions. Similarly, the workshop also discusses/teaches about internet scams, how to avoid them, and what to do if they run into one. The workshop includes videos and text on how to properly log off from devices</p>
<p>Quality Area 2: Program Strengths</p> <p><i>Please note specific focus areas in your description.</i></p>	<p>One Privacy and Security program strength is that participants are taught about password safety and how to avoid internet scams. Teaching this address the underemphasized and often overlooked area of digital literacy that leads to hacker breaching participants data privacy.</p>
<p>Quality Area 2: Program Areas for Improvement</p> <p><i>Please note specific focus areas in your description.</i></p>	<p>An area of improvement for this standard is including the City of San José Privacy Policies in the curriculum. Facilitators would be able to walk participants through the policies and assured the safety of their privacy a patron of the San José Public Library.</p>

### Program Quality Standard Area 2: Privacy and Security

Focus Areas	Basic Quality Not Met (0)	Expected (1)	Optimal (2)
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Digital Literacy Quality Standards Assessment Tool

City of San José Privacy Principles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Online Security	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Opt-in Opt-out Password Management Actions of the Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cleaning/wiping devices after each use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Data Privacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Total Cumulative Points: 8/5 = 1.6

# Digital Literacy Quality Standards Assessment Tool

## Program Quality Standard Area 3: Learning Environments

Focus Areas	Not Met	Beginning	Emerging	Advanced
Onsite Environment	<input type="checkbox"/>	<p>Program has a safety plan in place and clearly communicates health, safety, and behavior procedures with participants.</p> <p><input checked="" type="checkbox"/> Program operates within a safe environment with accessible fire exits, written emergency plans, and basic first aid supplies on hand.</p> <p>All equipment is clean, sanitized, and free of hazardous conditions.</p>	<p>Program staff are trained in health and safety related issues.</p> <p><input type="checkbox"/> Program fosters an emotional climate that is positive, supportive and mutually respectful among all participants and staff.</p> <p>Program provides enough space, equipment, and supplies to carry out the activities set forth in the program.</p>	<p><input type="checkbox"/> Program staff are trained and certified in CPR and First Aid (AED).</p> <p>Program regularly conducts appropriate safety practice drills with staff and participants.</p>
Online environments	<input type="checkbox"/>	<p>Program presents a self-directed learning environment that encourages safety and privacy.</p> <p><input type="checkbox"/> Program instructs participants on behavioral norms and etiquette while using digital technology and interacting in a digital environment.</p>	<p>Program informs participants about possible scenarios that could make participants vulnerable online.</p> <p><input checked="" type="checkbox"/> Program educates participants in behavioral norms when using digital technologies and how to interact with others in a digital environment.</p>	<p><input type="checkbox"/> Program makes an effort to provide information about the risks of searching online, how to search safely, and how to resolve or report illegal, offensive materials.</p> <p>Program supports participants in addressing any issues encountered in digital environment.</p>

# Digital Literacy Quality Standards Assessment Tool

## NARRATIVE: Program Quality Standard Area 3: Learning Environments

For each focus area, please describe practices that met or exceeded basic programing standards?	The curriculum provides information about the risks of searching online and how to instead search safely. Participants are encouraged to browse the internet in between class sessions and bring any issues they encounter to the workshop for further assistance. This helps by providing other participants to view real life scenarios. The program facilitators ask that participants mute themselves to avoid background noise from being a distraction from others. We also encourage participants to have their cameras on as it makes it easier for facilitators to see their facial expressions and any confusion they may have.
Quality Area 3: Program Strengths  <i>Please note specific focus areas in your description</i>	Facilitators do a great job at creating a welcoming environment for participants, so they feel comfortable to ask questions about online safety. They learn how to use and navigate zoom. Alternatively, facilitators encourage participants to contact them when they're having difficulties connecting to the internet so that they can get them into the program on time. Encourage participants to slow down and review the program as needed to use it has their own study guide.
Quality Area 3: Program Areas for Improvement  <i>Please note specific focus areas in your description.</i>	An area of strength for the learning environment standard is provide information on how to report illegal or offensive material such as on social media.

Program Quality Standard Area 3: Learning Environments				
Focus Areas	Not Met (0)	Beginning (1)	Emerging (2)	Advanced (3)
Onsite Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Digital Literacy Quality Standards Assessment Tool

Online Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Total Cumulative Points: 3/2 = 1.5

# Digital Literacy Quality Standards Assessment Tool

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

Focus Areas	Not Met	Beginning	Emerging	Advanced
International Society for Technology in Education Student Standards (ISTE)	<input checked="" type="checkbox"/>	<input type="checkbox"/> Program makes ISTE Student Standards available to staff and volunteers to review. <input type="checkbox"/> Program focuses on, at minimum, two of the seven ISTE standards when teaching digital literacy.	<input type="checkbox"/> Program provides staff and volunteers with ISTE Student Standard related resources, training, and or professional development. <input type="checkbox"/> Program focuses on, at minimum, four of the seven standards when teaching digital literacy during programming.	Program prioritizes the applications of ISTE Student Standards. Program incorporates all seven ISTE Student Standards. <input type="checkbox"/> Program evaluates and measures how ISTE Student Standards are being utilized. Program uses learning assessments and/or rubrics associated with ISTE Student Standards to track learning outcomes.
Information Evaluation	<input type="checkbox"/>	Program instructs participants on how to use a search engine to find, look for, and use the information. <input type="checkbox"/> Program teaches participants to identify the credibility and relevancy of information presented online by evaluating the information.	<input type="checkbox"/> Program instructs participants on effective techniques for evaluating the quality and credibility of information pulled from a website. <input type="checkbox"/> Program teaches how to apply different search strategies to increase the accuracy and relevance of online search results.	<input checked="" type="checkbox"/> Program educates participants on how to 'recognize when information is needed have the ability to locate, evaluate, and use effectively the needed information'. Program teaches participants to think critically about the intentions of commercial websites and advertising.



# Digital Literacy Quality Standards Assessment Tool

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

For each focus area, please describe practices that met or exceeded basic programing standards?	The workshop teaches effective techniques for evaluating the quality and credibility of information pulled from websites with videos, photos, text and knowledge checks. The program facilitators give live examples of the information covered in the curriculum to reinforce the material being taught. The workshop also discusses/teaches how to apply different search strategies to increase the accuracy and relevance of online search results with examples and interactive buttons. Facilitators warn students about online advertisement that comes up as when conducting searches websites like google and how to identify the correct link they are looking for. An example is identifying the correct CA DMV link and how the first search results can be paid ads that mimic the DMV but are not the correct site.
Quality Area #4: Program Strengths  <i>Please note specific focus areas in your description.</i>	A program strength is teaching that internet search strategies are such a vital part of using the internet in our daily lives. Using videos, worksheets, interactive buttons, and links to teach the curriculum subjects helps to reinforce the concepts so that people with different learning styles. Facilitators regularly use real life examples when teaching about searches strategies and by sharing screen and walking them live. Participants are able to identify the differences between searcher results and how to narrow or broaden the results based on what they are looking for.
Quality Area #4: Program Areas for Improvement  <i>Please note specific focus areas in your description.</i>	An area of improvement includes providing participants with the ISTE standards to review. The skill building and learning standard can be strengthen by including more interactive portions to the course for participants to do, rather than watch the facilitator do. Including practice exercises or “homework” would also be helpful to reinforce the concepts the participants are learning.

### Program Quality Standard Area 4: Learning Environment

Focus Areas	Not Met (0)	Beginning (1)	Emerging (2)	Advanced (3)
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Digital Literacy Quality Standards Assessment Tool

International Society for Technology in Education Student Standards (ISTE)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Total Cumulative Points:   3/2 = 1.5

# Digital Literacy Quality Standards Assessment Tool

## Program Quality Standard Area 5: Curriculum and Teaching Practices

Focus Areas	Not Met	Beginning	Emerging	Advanced
Outcome-based programs	<input type="checkbox"/>	<p>Program staff gather, plan, and determine goals and objectives aligned with program outcomes.</p> <p>Program staff and volunteers are aware of the outcomes, goals, and objectives.</p> <p>Staff and volunteers are encouraged to plan around outcomes.</p> <p>Program has a formal mechanism to review annually its goal and objectives and make necessary changes for continuous quality improvement.</p>	<p>Program staff develops and implements goals and objectives aligned with program outcomes.</p> <p>Staff and volunteers are educated on the outcomes, goals and objectives for their understanding.</p> <p>Staff and volunteers plan and organize specific content around outcomes and goals.</p> <p>Program assesses progress toward goal and objectives for continuous quality improvement and adults/educators meet quarterly to discuss results.</p>	<p>Program staff plan, implement, and evaluate strategies for program improvement based on outcomes from goals and objectives set for the program cycle.</p> <p>Staff and volunteers are involved in interpreting and making decisions based on program evaluation results and take necessary steps towards program improvements.</p> <p>Staff and volunteers meet to work together and organize specific content around outcomes and goals.</p> <p>Community and participants are involved in interpreting and making decisions regarding what steps should be taken to improve the program.</p>
Differentiated Instruction/ Personalized Learning	<input type="checkbox"/>	<p>Program develops and uses plans based on digital literacy competencies.</p> <p>Program makes an effort individualize curriculum, focusing on instruction and assessment that is both flexible and challenging.</p> <p>Program instructions are based on the needs and preferences of each participant.</p>	<p>Program curriculum is developed and delivered based on the participants' interests, the community they serve, and the participants' digital literacy knowledge.</p> <p>Program differentiates instructions by tailoring content, the process, product, and learning environment.</p> <p>Program takes time to determine what participants already know so as to increase effectiveness of program.</p>	<p>Program uses evaluation tools, like surveys, to know what the participant has learned and retained from the information provided to them.</p> <p>Program's teaching processes involve providing all participants with different avenues for understanding new information in terms of acquiring content, processing, constructing, or making sense of ideas.</p> <p>Program works towards participant learning objectives and how participants can demonstrate their learning.</p>

# Digital Literacy Quality Standards Assessment Tool

## CONTINUED Program Quality Standard Area 5: Curriculum and Teaching Practices

Focus Areas	Not Met	Beginning	Emerging	Advanced
Information Evaluation	<input type="checkbox"/>	<p>Program applies different search strategies to increase the accuracy and relevance on online search results.</p> <p><input type="checkbox"/> Program tries to ensure that the information given/taught to participants is relevant to the program's objective and not intended to sell to our persuade participants.</p> <p>Program ensures that the information is used to inform/teach digital literacy as well as how to cite such information.</p>	<p>Program uses effective techniques to evaluate the quality and credibility of websites.</p> <p><input checked="" type="checkbox"/> Program looks for information that is current, relevant and accurate to current digital literacy curriculum and is free of bias or advertisement.</p> <p>Program verifies that the information used is credible.</p>	<p>Program teaches participants how to recognize when a source is bias-free, reputable, and credible to use for their digital literacy needs.</p> <p><input type="checkbox"/> Program instructs participants on how to critically evaluate sources by using rubrics and other evaluation methods or tools.</p> <p>Program ensures that information used is intended for the present audience and is at an appropriate level.</p>
Digital Literacy Resources	<input type="checkbox"/>	<p>Program understands the importance of resources to be used in the home/outside of the program and that they are an important piece of success.</p> <p><input type="checkbox"/> Program staff is equipped with skills and experience to comply with accessibility standards, and design technology-based services using Universal Design for Learning.</p>	<p>Program identifies community needs and provides educational resources to share with participants.</p> <p><input type="checkbox"/> Program provides equitable digital literacy service that support participants' navigation, understanding, evaluation, and creation of digital content.</p> <p>Program organizes content for participants to access at their convenience and enables collaboration amongst participants to engage and further their digital literacy skills.</p>	<p>Program connects and provides participants with ongoing one-on-one and/or self-directed learning that can accommodate a range of leaning styles.</p> <p><input checked="" type="checkbox"/> Program supports participants in the use of digital resources outside of the program.</p> <p>Program offers a wide range of free technology instructions, including courses such workforce development and health resources.</p>

# Digital Literacy Quality Standards Assessment Tool

## NARRATIVE: Program Quality Standard Area 5: Curriculum and teaching Practices

For each focus area, please describe practices that met or exceeded basic programing standards?	Facilitators check in with one another about the curriculum as well as the program led to make appropriate edits to the articulate course. Each participant is given a pre and post survey so we can assess the growth and areas that need a higher focus. There is also tracking of progress within the lessons and will reference to other programing within SJPL that relates to the topic being taught. Facilitators provide one-on-one support as needed. Participates are also encouraged to retake the class if they would like a refresher or need to review the course a big longer.
Quality Area 5: Program Strengths  <i>Please note specific focus areas in your description.</i>	The class is schedule based on the availability of the participants. This has shown to be effective because it reaches a larger audience and people are available to attend since their schedule is considered. Participants are encouraged to bring up real life examples that they might encountered and need some support or questions answered. Patrons are also regularly connected with other tech programs to provide them with opportunities to practice skills and increase their confidence with technology.
Quality Area 5: Program Areas for Improvement  <i>Please note specific focus areas in your description.</i>	One area of improvement is including information about how to identify bias-free and reputable information. The entire curriculum will benefit form a review and change of some word choice. It would be helpful with the terminology was easier to follow and comprehend. The course would also benefit from providing more exercises between sessions for participants to interreact with.

## Program Quality Standard Area 5: Learning Environment

Focus Areas	Not Met (0)	Beginning (1)	Emerging (2)	Advanced (3)
Outcomes-based programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Differentiated Instruction/Personalized Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Information Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Digital Literacy Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Total Cumulative Points: 10/4 = 2.5

Program Quality Standard Area 6: Staffing				
Focus Areas	Not Met	Beginning	Emerging	Advanced
Qualification and Expertise	<input type="checkbox"/>	<div><input type="checkbox"/> Program has defined qualifications of adults/educators and outline basic requirements for experience and/or education.</div> <div><input type="checkbox"/> Minimum qualifications of staff and basic requirements for experience and/or education are regularly reviewed and are directly aligned to program offerings and goals.</div> <div><input type="checkbox"/> Program staff has some specialized expertise in specific program areas.</div> <div><input type="checkbox"/> Program ensures all staff complete a California Department of Justice Live Scan.</div>	<div><input type="checkbox"/> Some staff have advanced expertise to work with digital literacy.</div> <div><input type="checkbox"/> Program activities inform the development of guidelines for staff qualifications.</div> <div><input type="checkbox"/> Program staff are familiar with basic technology equipment including computers, Internet, software, etc.</div>	<div><input checked="" type="checkbox"/> Staff members have specific training and experience in digital literacy. There is diversity among staff in the type of qualifications and a structure in place that allows for cross-disciplinary experience.</div> <div><input checked="" type="checkbox"/> Program staff qualifications and basic requirements are reviewed annually.</div> <div><input type="checkbox"/> Program staff have experience in community-based technology teaching/training. This could include basic computer skills and Internet use, safety and security, and support participants in acquiring affordable computers and home Internet access.</div>

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Training and Professional Development for Staff	<input type="checkbox"/>	<p>Onboarding and program orientation will be provided and directly related to the job description and work requirements. Staff are aware of certifications related to the programming area.</p> <p><input type="checkbox"/> Program has basic training for staff and volunteers as well as policies and procedures outlined in the program employee handbook.</p> <p>A process is in place for continuous review of staff development plans.</p>	<p><input checked="" type="checkbox"/> Staff is trained on diversity and equity as addressed in standard 8.</p> <p>Staff is trained in San Jose's City-Wide Privacy Principles.</p>	<p>Program staff can revisit relevant training and professional development opportunities regularly.</p> <p><input type="checkbox"/> Staff complies and applies the DLQS and San Jose's City-Wide Privacy Principles. Additional trainings, webinars, classes, conferences, or professional development opportunities are made available to staff, instructors, or volunteers.</p>
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CONTINUED Program Quality Standard Area 6: Staffing

Focus Areas	Not Met	Beginning	Emerging	Advanced
Volunteers	<input type="checkbox"/>	<p>Training is provided in class management. Potential volunteers present some form of documentation that describes their expertise in Digital Literacy.</p> <p><input checked="" type="checkbox"/> Program ensures all volunteers to complete a California Department of Justice Live Scan.</p>	<p><input type="checkbox"/> Program volunteers are trained on program's health and safety practices and emergency procedures.</p>	
International Society for Technology in Education Standards	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Program makes ISTE Educator Standards available to staff and volunteers.</p>	<p><input type="checkbox"/> Program prioritizes and ensures that staff and volunteers apply and understand the ISTE Educator Standards.</p>	<p><input type="checkbox"/> Program provides staff and volunteers with ISTE Educator Standards related resources, training or professional development.</p>

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(ISTE) Educator Standards				



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NARRATIVE: Program Quality Standard Area 6: Staffing

For each focus area, please describe practices that met or exceeded basic programing standards?	As new staff are brought on board to assist with the program registrations they are onboarded/trained by various Family Learning Center Staff. All volunteers are trained on program curriculum and expectations by current program leads (staff members). There is diversity amongst staff and all are well versed about computer teaching skills. Program facilitators build report with their participants by continuingly checking in with them and ensure that their questions are answered. Facilitator's review and analyze participants data collected to understand the participant's culture, socioeconomic status, language, motivation, ability, and personal interest, and utilize this information for continuous quality program practices improvement. Volunteers have sat in and observed the class to provide feedback to class facilitators.
Quality Area 6: Program Strengths  Please note specific focus areas in your description.	A strength in the program is that it is provided in English, Spanish, and Vietnamese by SJPL staff that have experience in community-based programming and are technologically savvy and have teaching/training experience. Staff also have experience working with historically underserved populations. These experiences have helped staff reflect on our own experience with technology and seek more information to provide examples and helpful information for participants. When necessary, staff and volunteers are trained by current program leads that share best practices and program teaching advice.
Quality Area 6: Program Areas for Improvement  Please note specific focus areas in your description.	The current program staff and facilitators do a great job at onboarding, teaching, and checking in with participants. It would be helpful for program staff to have more bilingual staff or volunteers' assistants with all program components. Having more staff support would also mean that the class can be offered at different time thus reaching a larger audience.

Program Quality Standard Area 6: Program Leadership and Management				
Focus Areas	Not Met (0)	Beginning (1)	Emerging (2)	Advanced (3)
Qualification and Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training and Professional Development for Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Volunteers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Society for Technology in Education Standards (ISTE) Educator Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Cumulative Points: 6/4 = 1.5

# Digital Literacy Quality Standards Assessment Tool

## Program Quality Standard Area 7: Family Engagement and Partnerships

Focus Areas	Not Met	Expected (1)
Ethical Standard	<input type="checkbox"/>	<p>Every program is aligned to the City of San José's City-Wide Privacy Principle and Privacy Policy</p> <p><input checked="" type="checkbox"/> We Value Privacy: We affirm that privacy is an inherent human right. San Jose commits to fully evaluating risk to your privacy before collecting, using, or sharing your information.</p> <p><input checked="" type="checkbox"/> We collect only what we need: We collect only what is required to provide and improve city services and comply with the law. We seek community input about what information is used and collected.</p> <p><input checked="" type="checkbox"/> We are open and transparent: We are transparent about what information we collect, why we collect it, and how it is used. We commit to being open about our actions, policies, and procedures related to your data. We make our policy documents publicly available and easy to understand.</p> <p><input checked="" type="checkbox"/> We will give you control over your data: we will provide you with the information to make an informed decision about sharing your data. We have clear processes that ensure data accuracy and provide you visibility into what data the city has collected from you.</p> <p><input checked="" type="checkbox"/> We share only what we need: We anonymize your information before we share it outside the city, except in very limited circumstances. Business partners and contracted vendors who receive or collect personal information from us or for us to deliver city services must agree to our privacy requirements.</p> <p><input checked="" type="checkbox"/> We design for privacy and security: We integrate privacy and security into every aspect of our designs, systems, and processes. We commit to updating our technology and processes to effectively protect your information while under our care. We follow strict protocols in the event your information is compromised.</p>

# Digital Literacy Quality Standards Assessment Tool

## CONTINUED Program Quality Standard Area 7: Family Engagement and Partnerships

Focus Areas	Not Met	Beginning	Emerging	Advanced
Vision, Mission, and Values	<input type="checkbox"/>	<input type="checkbox"/> Organization has an adapted vision, mission, and value statement that is shared throughout the organization and with community stakeholders.	<input type="checkbox"/> Program has a plan to evaluate its alignment to the organization's vision, mission and values.	<input checked="" type="checkbox"/> Program continuously improves and evaluates its alignment to the vision, mission and values of the organization as it relates to the developing digital literacy skills and inclusion to their users.
Policy, Procedures, and Programs Best Practices	<input type="checkbox"/>	<p>Program has policies and practices that are clearly and consistently communicated to staff and the community.</p> <p>Policy and procedures are documented and readily available and visible to all.</p> <input type="checkbox"/> Program identifies a need in the community for digital literacy skill development.	<p>Program develops policies and practices that reflect a strong foundation in developmental theory, inclusivity and current research.</p> <p>Program engages adults/educators, colleagues, and stakeholders to analyze developmental theory for relevance to practice and cultural sensitivity.</p> <input type="checkbox"/> Policies and practices are regularly reviewed by program adults/educators and administrators to support a positive program climate.	<p>Program managers, leadership and staff stay current on literature and research about digital literacy promising practices.</p> <p>Program conducts an evaluation at least once every two years to review policies and practices. Policy and procedural changes are implemented, and supportive training is planned. The community stakeholders are solicited to provide input in determining practices, policies and procedures.</p> <p>Organization is committed to continuous quality improvement and reflective practice.</p> <p>Organization develops, grows and changes based on the needs of the community (see standard 5).</p>
Program Assessment and Evaluation	<input type="checkbox"/>	<p>Program understands the community needs.</p> <input type="checkbox"/> Program intends to use assessment and evaluation tools to evaluate the efficiency and effectiveness of the program.	<p>Program understands and responds to the community needs.</p> <input type="checkbox"/> Program is driven and guided by the assessment and evaluation tools used to analyze outcomes and outputs.	<p>Program understands, responds to, and designs with the community to meet their needs.</p> <p><input checked="" type="checkbox"/> Program uses outcomes and outputs from the assessment and evaluation tools. It is validated to ensure participants retain</p>

## Digital Literacy Quality Standards Assessment Tool

				information and are satisfied with program content.
Community Engagement	<input type="checkbox"/>	<p>Program goals are communicated to stakeholders through conversations, newsletters, etc.</p> <p><input type="checkbox"/> Program shows interest in working with the community to meet objectives.</p> <p>Program shows interest in starting the feedback cycle or community inquiry.</p>	<p>Program management and leadership solicit information directly from the community and users.</p> <p><input type="checkbox"/> Program has a system in place to receive formal feedback (e.g., surveys, focus groups, etc.) from community stakeholders to inform changes in program goals.</p> <p>Recommendations are reviewed to address any emerging needs within the program and community.</p>	<p><input checked="" type="checkbox"/> Program continues to improve quality based on community feedback to implement actionable goals.</p>
Partnerships	<input type="checkbox"/>	<p>Program emphasizes that importance of partnerships and engagement.</p> <p><input type="checkbox"/> Program seeks outside partnerships to enhance or add to programs that are already in place.</p>	<p><input type="checkbox"/> Program establishes effective relationships with partners to bolster a continuity of learning.</p> <p>Program has established partnerships with outside stakeholders and services to integrate with programs in place.</p>	<p>Program has a reciprocal relationship with other organizations throughout the community to support the success of digital inclusion.</p> <p><input checked="" type="checkbox"/> Program has established partnerships with outside services and neighboring stakeholders to formally conduct referrals and introduce participants to additional programs and services around their area. Program invites outside services to the agency and provides in-person information to participants.</p>

# Digital Literacy Quality Standards Assessment Tool

## NARRATIVE: Program Quality Standard Area 7: Program Leadership and Management

For each focus area, please describe practices that met or exceeded basic programing standards?	We do not share participants' information with any organization outside of the grant funders. We inform participants that they do not have to provide us with information that makes them feel uncomfortable, and we re-emphasize this several times throughout the intake process. SJPL has vision, mission and value statement that is shared with participants at the beginning of the program. The goal of the Digital Literacy Virtual Class is to assist those with low/beginning digital literacy skills become active members of the digital community. We want to empower participants to live their daily lives as technologically savvy as they can since technology is among our everyday lives. Facilitators have suggested several components to the curriculum that have been taken into account and added to the lessons (ex. using the mouse, Google Docs & Google Drive). SJPL staff members advertise this program wherever possible, in the community, on SJPL website, pass out fliers, and share with other community organizations. Program leads and other FLCs work in partnership with Community Based Organizations to bring those they serve to the Digital Literacy Workshops.
Quality Area 7: Program Strengths  <i>Please note specific focus areas in your description.</i>	Programs continues to evolve based on participants needs and based on digital literacy trends. Revisions and additions are made to the articulate course as needed and reviewed monthly. Outreach and connections to partners have allowed the library to turn outward and connect with members of the community that can benefit from the programs. The time of when the program is taught is always considering when offering to participants, its important to tailor the schedule to best fit theirs. Sometimes, facilitators offer a Saturday class. Program connects participants with adequate devices that might be needed to effectively participate in the program such as laptops, hotspots, iPad and device kits. Staff take time to ensure participants are set up for success before the first class, including sending reminders via text and email. Program has adapted to COVID times and is offered virtually and invite participants to other programs that continue to enhance their learning.
Quality Area 7: Program Areas for Improvement  <i>Please note specific focus areas in your description.</i>	It would be even more beneficial to offer more classes at different times. Having more staff and volunteers to run these programs would encase the quality of the program provided. Facilitators are searching for curriculum that is broader and representative of the participant's languages for better comprehension. There are some links and mead that can be revised to provide a more efficient resource. There is also a need to provide further outreach to the underserved communities and opportunities to create partnerships with local community partners and businesses.

# Digital Literacy Quality Standards Assessment Tool

Program Quality Standard Area 7: Program Leadership and Management				
Focus Areas	Not Met (0)	Beginning (1)	Emerging (2)	Advanced (3)
Ethical Standard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision, Mission, and Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Policy, Procedures, and Programs Best Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program Assessment and Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Total Cumulative Points: 16/6 = 2.67

# Digital Literacy Quality Standards Assessment Tool

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

Focus Areas	Not Met	Beginning	Emerging	Advanced
Inclusive and Supportive Practices	<input type="checkbox"/>	<p>Program abides by the Americans with Disabilities Act (ADA).</p> <p><input type="checkbox"/> Program has policies and practices regarding race, equity, culture, status, and level that are clear and consistent and are communicated to all.</p> <p>Program has supportive practices in place that serve participants needing accommodations.</p>	<p>Program abides by ADA guidelines and regularly evaluates efforts to create an inclusive and supportive in-person and online environments.</p> <p><input type="checkbox"/> Program collects appropriate data to better understand the diversity of the community they serve and use that data to better understand barriers and provides accommodations.</p> <p>Program identifies strategies and/or has documented plans for participants needing additional supportive services.</p>	<p>Program has policies and practices that advance inclusion by assessing and considering the readiness of participants in order to provide reasonable accommodations.</p> <p><input checked="" type="checkbox"/> Program conducts an evaluation at least once every two years to review and understand racial and equity policies, best practices, and understandings. Findings of evaluations are implemented and incorporated for program improvement.</p> <p>Program actively implements supportive practices and curriculum that are inclusive to participants with academic, linguistic, physical, cognitive, or economic factors that impede their ability to access resources provided by the program.</p>
Equity and Diversity	<input type="checkbox"/>	<p>Program creates an environment for participants promoting equal access and opportunities to digital tools, resources, and services that increase digital knowledge, awareness, and skills.</p> <p><input type="checkbox"/> Program collects appropriate data to better understand the diversity of the community they serve and use that data to better understand current needs.</p>	<p>Program actively provides participants with equal access to technology. Trained staff provide support to navigate the digital tools.</p> <p><input type="checkbox"/> Program reviews and analyzes data collected to understand the participants' culture, socioeconomic status, language, motivation, ability, and personal interest, and utilize data for continuous quality program improvement practices.</p>	<p><input checked="" type="checkbox"/> Program has policies and practices that advance inclusion. Program reviews documented processes for receiving and assessing requests for reasonable accommodation through community feedback.</p> <p>Program recognizes participants' strengths and supports their learning/advancement in digital literacy without imposing cultural biases.</p> <p>Program incorporates anti-bias curriculum and professional development opportunities for program staff and participants.</p>



Digital Literacy Quality Standards Assessment Tool

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

<p>For each focus area, please describe practices that met or exceeded basic programing standards?</p>	<p>Bilingual facilitators have been crucial in providing programing to the English learning communities. The program is revised and implemented in the policies that support the learning and advancement of digital literacy. An evaluation process is in place to review and revise material that align with current trends that change rapidly in the digital literacy world. ADA participants are referred to the correct department to better meet their needs and provide the adequate resources to ensure and support their learning. Program does abide by ADA regulations in the sense that we have a phone number/email address available for those with disabilities to contact as needed. Facilitators ensure that all participants have access to a digital devices and Internet or support them by borrowing from SJPL. Facilitators spend time with participants to ensure that their devices work properly so they are ready in time for the start of the program.</p>
<p>Quality Area 8: Program Strengths</p> <p>Please note specific focus areas in your description.</p>	<p>A program strength is that we provide the class to ANYONE who is interested and needs to improve their digital literacy skills. Staff emphasis the need to foster a safe environment that helps build trust with community members. Participants are always encouraged to provide feedback when needed via email, phone, or by speaking to a staff member. Staff understand that by inviting feedback, they will be able to improve areas and enhance the program quality to support the learning and advancement of patron's digital literacy skills.</p> <p>Recruitment for this program has been successful partly because past participants have invited friends and family to the course by sharing their positive experience.</p>
<p>Quality Area 8: Program Areas for Improvement</p> <p>Please note specific focus areas in your description.</p>	<p>An area of improvement for this standard would be to expand our ADA resources and provide staff training that teaches inclusive programming strategies. Professional development and other training opportunities would support staff as they navigate the ever-evolving digital literacy world. An updated survey that asks relatable questions to patrons would also support the communication between the facilitators who teach the course and the participants who are learning form the course. Collecting relevant information from patrons would help continue the program quality to improve.</p>

Program Quality Standard Area 8: Equity, Diversity, Inclusion

Digital Literacy Quality Standards Assessment Tool

Focus Areas	Not Met (0)	Beginning (1)	Emerging (2)	Advanced (3)
Inclusive and Supportive Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Equity and Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Total Cumulative Points: 6/2 = 3

## Digital Literacy Quality Standards Assessment Tool

### Summary of Digital Literacy Quality Standards Areas

Not Met (0)		Beginning (1)	Emerging (2)	Advanced (3)
Digital Literacy Quality Standards Areas				Overall Score
1	Technology and Access			2.3
2	Privacy and Security			1.6
3	Safe and Supportive Learning Environments			1.5
4	Skill Building and Learning			1.5
5	Curriculum and Teaching Practices			2.5
6	Staffing			1.5
7	Program Leadership and Management			2.67
8	Equity, Diversity, and Inclusion			3
TOTAL FOR ALL STANDARD AREAS:				16.57
FINAL OVERALL RATING:				16.57 / 8 = 2.07