

Memorandum


TO: NEIGHBORHOOD SERVICES
AND EDUCATION COMMITTEE

FROM: Jill Bourne

SUBJECT: SAN JOSE LEARNS UPDATE

DATE: November 25, 2019

Approved



Date

12-3-19

RECOMMENDATION

1. Review and accept the staff report on the San José Learns program;
2. Review and provide feedback regarding program plans for Fiscal Year 2019-2020;
3. Direct staff to return to the Neighborhood Services and Education Committee annually to report on progress implementing San José Learns.

OUTCOME

The Neighborhood Services and Education Committee will be informed about and have the opportunity to provide meaningful feedback on the following:

- Implementation of the San José Learns grants award process and school site programs;
- Results from the first San José Learns program assessment of learning outcomes;
- Development of the Community of Practice for San José Learns grantees; and
- Establishment of a citywide expanded learning collaborative network.

BACKGROUND

San José Learns ("SJ Learns") is a City-directed, City-funded grant program, available to San José school districts, that aims to bolster academic achievement by expanding promising and innovative out of school programs for San José students in transitional kindergarten through third grade. Programs eligible for grant funds must serve students who are most at-risk of not reaching proficiency in English-Language Arts and/or Math by the end of third grade.

SJ Learns is intended to provide school districts with resources that leverage their own out of school time budget as well as that of any provider it selects to ensure learning outcomes and increase the attendance of at-risk children who attend high-quality out of school time programs.

SJ Learns continues to engage the Advisory Committee (Attachment A) composed of educational experts and stakeholders representing nonprofits, foundations, school districts, county offices of education, and the City of San José in the strategic development and growth of the annual grant opportunity. The work is guided by the Theory of Change (Attachment B) and Logic Model (Attachment C).

The Mayor's March Budget Message for Fiscal Year 2015-2016 included one-time funding of \$2,000,000 to fund the SJ Learns Initiative over a two-year period. Acknowledging the importance of the SJ Learns Initiative, the FY 2017-2018 Adopted Budget included one-time funding of \$1,000,000 to continue and expand the best practices identified within the original SJ Learns program models.

In addition to annualized funds to support the program, the 2018-2019 budget also included one-time funding of \$250,000 to expand partnerships with school districts to include summer learning programs. With an expected dollar for dollar match, this ongoing funding will leverage both monetary resources and professional expertise to continue growing the City's own out of school time strategies.

In 2018-2019 (Attachment D) the SJ Learns initiative awarded \$957,376 to six school districts and three program providers providing out of school time opportunities to 652 students at 12 schools. In the 2019-2021 program cycle (Attachment E), \$1,701,470 is currently funding four school districts and four program providers at 15 school sites, projected to reach 2,044 students.

ANALYSIS

Since January 2018, the grant has been administered by the San José Public Library Foundation under the joint direction of the San José Public Library, the SJ Learns Advisory Committee, and the Library Foundation Board of Directors. The grants are administered by the Library Foundation, with the San José Public Library's Education Team providing leadership for the grant opportunity and all related administrative, programmatic, and evaluation activities.

Program Evaluation

Following the implementation of the first round of grants in FY 2016-2018, staff identified the need to assess the efficacy of these programs. Consistent with the core tenets of the Education and Digital Literacy Strategy, approved by City Council on May 7, 2018, evaluation of all City-sponsored programs "will be required to understand and demonstrate the outcomes to students and value of the City's investments." Specifically, outcomes will be measured by assessing program effectiveness in context of student demographic data, including race/ethnicity, gender, language, and grade-level attainment.

Social Policy Research Associates were selected after a competitive public RFP process through the Library Foundation in September 2018 to provide evaluation of the SJ Learns FY 2018-2019 (SJ Learns 2.0) grant program, which includes summer 2018 programs and school year 2018-

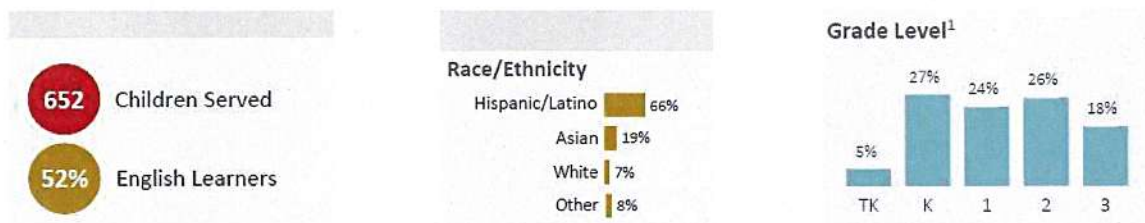
2019 programs. The Library Foundation and the Social Policy Research Associates met in November 2018 to determine the goals of the evaluation as:

1. Document the outcomes of SJ Learns 2.0;
2. Describe how SJ Learns funded programs have been implemented and highlight promising practices; and
3. Provide recommendations for future iterations of SJ Learns.

The Social Policy Research Associates utilized interviews with key stakeholders, document reviews, analysis of administrative data, and observations of the Community of Practice convenings. The Social Policy Research Associates completed the evaluation of the SJ Learns grantees and their programs and published their findings in October 2019 (Attachment F).

Student Participation

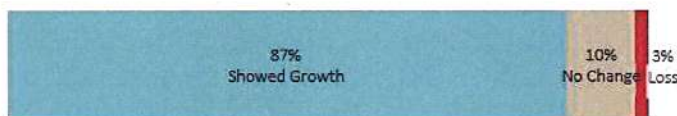
The SJ Learns initiative served 652 students in grades TK through three in 2018-2019 with an average daily attendance of 5.4 hours per day in summer 2018 and two hours per day in school year 2018-2019. 52% of those students are English Learners and 66% are Hispanic/ Latino.



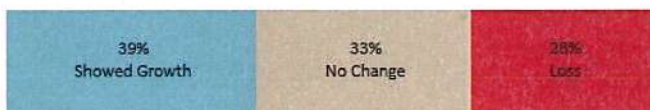
Participant Outcomes

Nearly 90 percent of SJ Learns students who attended academic year programming gained academic skills, and nearly three-quarters of SJ Learns students who were engaged in summer learning maintained or gained academic skills.

Almost 90% of students attending afterschool programs gained academic skills.



72% of students engaged in summer learning programs maintained or gained academic skills.



Examining the data across, racial/ethnic, language, and gender categories gives a picture of success and indicates where more work needs to be done. While the full report provides detailed evaluation of outcomes at each SJ Learns site, highlights of the assessment analysis across all programs include:

- In summer programs, boys outperformed girls 73% to 69%, but in academic year programs, they performed almost equally at 87% (boys) and 88% (girls).
- While nearly 100% of White and Asian students showed growth in school year programs, only 84% of Hispanic/Latino and 80% of African-American students showed growth.
- This trend continues in summer programs, with majorities of White (72%) students avoiding summer learning loss; however fewer Asian (65%), Hispanic/Latino, (74%) and African American (50%) students reached that same growth level, with learning loss also being greater for these groups of students.
- For summer programs, 68% of English learners avoided summer learning loss, compared to 78% of English-only students. However, in school year programs, English Learner students (86%) performed nearly as well as English only students (88%).

When comparing grade levels, TK through second grade students made roughly the same growth over the course of the school year, with between 83% to 89% of students showing growth. Only 71% of third grade students, however, showed growth in school year programs. In summer programs, 81% of TK students avoided summer learning loss, 72% of second and third graders reached the same goals, while only 67% of first graders avoided loss.

Community of Practice

The Social Policy Research Associates also found that by participating in the SJ Learns initiative, grantees were encouraged to develop new ways of utilizing technology, forge new partnerships, deepen existing partnerships, and design new staffing models.

The SJ Learns Community of Practice includes school districts, community-based partners, and two local funders. This has provided a space to align the community around a commitment to quality standards and shared measurement tools.

Next Steps

Recommendations from the evaluation have been adopted and the following changes have been implemented, including:

- Grant timeframes were expanded to allow the opportunity for districts to apply for a two year cycle of funding;
- Greater collaboration was emphasized by requiring a 1:1 match from school district funding; and
- School districts and program providers are required to designate a regular attendee for the Community of Practice meetings.

Looking ahead to further improvements has led to a stronger emphasis on data and quality assessment requirements, as well as encouraging grantees to utilize the Theory of Change and Logic model in decision-making. These changes will help to ensure that the SJ Learns programs are reaching the students who need support the most.

Expanded Learning Network

As part of the goal to build an expanded learning collaborative throughout San José, with a strong focus on quality programs, SJ Learns has partnered with The Leo M. Shortino Family Foundation and Region 5 Expanded Learning, which also convene Out-of-School Community of Practice and collaboration meetings. Merging the Communities of Practice will enable a stronger, more connected San José with a unified group of San José funders, program partner organizations, and school districts. Goals for increased collaboration in the Community of Practice include encouraging more school district representation and outreach to new out of school time providers. Currently, there are eight program providers and four school districts attending the meetings. For a full list of participants, please see Attachment G.

The focus of the Community of Practice is on continuous quality improvement aligned to the CAN (California After School Network) Expanded Learning Standards, as approved by City Council on April 30, 2019. The Community of Practice meets in person, three to four times a year.

Please see the Fiscal Year 2019-2020 Workplan in Attachment H.

EVALUATION AND FOLLOW-UP

Evaluation and data-driven decision making are cornerstones of the Education and Digital Literacy Strategy. In examining the data presented above, SJ Learns will make recommendations to the grantees regarding gaps in services for specific subgroups of students. Additionally, the next evaluation will include student voice and family engagement in data collection through family focus groups and surveys. SJ Learns and the Library Foundation will also be highlighting the impact that promising programs are having in their communities through regular storytelling and program profiles that will reach a wider audience sharing successful and innovative practices. Regular assessments of programs according to quality standards will be the subject of annual reports to the Neighborhood Services and Education Committee.

PUBLIC OUTREACH

This memorandum will be posted on the City's website for the December 12, 2019 Neighborhood Services and Education Committee meeting.

COMMISSION RECOMMENDATION/INPUT

The Library and Early Education Commission has reviewed updates to various pilots as part of the Education and Digital Literacy Initiative. The Commission recommends their approval to the Neighborhood Services and Education Committee and the City Council.

CEQA

Not a Project, File No. PP17-008, General Procedure and Policy Making resulting in no changes to the physical environment.

/s/
JILL BOURNE
Director, Library Department

For questions, please contact Lauren Hancock, Expanded Learning Manager (Library) at lauren.hancock @sjlibrary.org or at (408) 808-2049.

ATTACHMENTS

- Attachment A: SJ Learns Advisory Committee 2019 - 2020
- Attachment B: SJ Learns Theory of Change
- Attachment C: SJ Learns Logic Model
- Attachment D: SJ Learns 2018-19 Grantees
- Attachment E: SJ Learns 2019-21 Grantees
- Attachment F: Social Policy Research Final Report Executive Summary
- Attachment G: SJ Learns Community of Practice Participants
- Attachment H: SJ Learns FY 2019-2020 Workplan