



Memorandum

TO: NEIGHBORHOOD SERVICES AND
EDUCATION COMMITTEE

FROM: Jill Bourne

**SUBJECT: EDUCATION AND DIGITAL
LITERACY ANNUAL REPORT**

DATE: October 7, 2021

Approved

Date

10/7/21

RECOMMENDATION

Accept the annual report on the Education and Digital Literacy Strategy, including implementation of program Quality Standards, relationships with schools and school districts, and the evolution of City programs.

OUTCOME

The Neighborhood Services and Education (NSE) Committee will be informed about the Education and Digital Literacy Strategy program for FY 2020-21, including implementation of program Quality Standards, relationships with schools and school districts, and the evolution of City programs. The Committee will have opportunity to provide feedback to staff on the program for FY 2021-22.

BACKGROUND

On May 7, 2018, City Council unanimously approved the Education and Digital Literacy (EDL) Strategy¹, and provided direction that the San José Public Library ("SJPL", "Library") lead the

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

development and implementation of a comprehensive educational policy and workplan for the following educational development areas:

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

Each category in the EDL Strategy was examined with respect to the following essential factors:

- **The need in San José:** Each strategic area must be analyzed by using local data to identify needs, evaluate potential solutions, and assess outcomes to determine success and make corrections.
- **Coordination and Integration:** Coordinated systems, formalized collaborations, and partnerships are proven to improve access to and increase the quality of educational programs.
- **Standards and Quality Assessment:** Quality standards that take into account differences in program intent and capacity are essential, as are tools for implementing regular assessments of program quality and alignment.
- **Reporting Structure:** Create a governance structure that promotes transparency and accountability.

An action plan in each educational development area was articulated and approved within the EDL Strategy. Actions reflect the principles of piloting ideas with partners and learning quickly, demonstrating a bias toward action and a commitment to quality assessment, data collection, and analysis of program effectiveness and impact. Finally, all efforts are intentionally learner centered. A timeline of the EDL Strategy milestones and reporting is provided in Attachment A.

ANALYSIS

This memorandum will provide updates on implementation of the EDL Strategy Action Items and will include data for Fiscal Year (FY) 2020-21 and workplans for FY 2021-22.

Early Education – Entering School Ready to Learn and Succeed

In support of the City's Education Policy and EDL Strategy, the Library and Department of Parks, Recreation, and Neighborhood Services (PRNS) provide several programs designed to meet the needs of children, ages 0-5, and their caregivers. On an annual basis, PRNS serves more than 1,500 children, ages 3-5, through programs such as the San José Recreation Preschool, The Hatchery at Emma Prusch Park, Camp San José Junior, and vendor-led sports and performing arts activities. SJPL offers more than 4,500 free programs and activities targeted at

children, ages 0-5, and their caregivers at 25 library locations throughout San José, with a total attendance of more than 167,000 in program participation each year.

Upon approval of the Early Education Quality Standards² (EEQS) in March 2019, City departments initiated and continued efforts to ensure that City-sponsored programs for children, ages 0-5, aligned with the adopted EEQS. To initiate this work, each department identified City programs and Quality Standard Areas in which to develop targeted assessment and quality improvement plans. Staff presented a report on implementation of the Quality Standards to the Library and Education Commission on February 17, 2021³. Upon the completion of the Year 1 assessments and quality improvement plans, SJPL and PRNS were able to use the information gathered throughout the year to inform Year 2 priorities and areas of focus based on a combination of community needs, department resources, and anticipated areas identified for growth and development.

Early Education in FY 2020-21

San José Recreation Preschool Program

In FY 2020-21 (Year 2 implementation), PRNS partnered again with FIRST 5 of Santa Clara County, Applied Survey Research, and consultant Kate Horst to implement best practices and strategies across San José Recreation Preschool in both in-person and virtual programming. From September 2020 – June 2021, PRNS served 227 unduplicated children, 3-5 years of age, through its in-person and virtual San José Recreation Preschool program. In addition, PRNS assessed the in-person and virtual program utilizing the EEQS Assessment Tool (Attachment B). The EEQS assessment rating was instrumental in guiding PRNS staff in developing a quality improvement plan focused on the standards (Attachment C).

San José Public Library Early Education

In FY 2200-21, the Library analyzed Year 1 self-assessment results to provide an understanding of Library performance within the Early Education Quality Standards Matrix and opportunities to improve program quality and its standing in numerous fields within the EEQS.

To ensure effective and efficient implementation, the Library's approach included:

- Leveraging training, curriculum, evaluation support, and technical assistance from partners like FIRST 5 and Applied Survey Research;
- Implementing evaluation frameworks, in alignment with the EEQS, utilizing Early Language and Literacy Classroom Observation, and Early Childhood Environmental Rating Scale;

² <https://www.sjpl.org/sites/default/files/2019-12/EE%20Quality%20Standards%20Matrix%20FINAL%20ver%201.pdf>

³ <https://www.sjpl.org/sites/default/files/2021-02/LEC%20Feb%202021%20-%20Early%20Ed%20Quality%20Standards%20Memo%20and%20Attachments.pdf>

- Conducting caregiver assessment surveys to assess a child's growth and development in early literacy and fundamental skills necessary for academic success and kindergarten readiness;
- Prioritizing staff training and professional development in defined areas of early childhood development, social and emotional needs, health and safety, and education; and
- Administering the Strengthening Families Self-Assessment to ascertain goals and priorities for Year 3 implementation.

Library staff developed, presented, and assessed the following early education programming virtually for children and their caregivers:

- Baby Lapsit (birth to non-walkers);
- Infant/Toddler Storytime (birth to 3 years old);
- Preschool Storytime (4-5 years old); and
- Family Storytime (mixed age group).

Virtual Programming

In addition to virtual storytimes, Library staff began assessing their newly developed virtual preschool programming. Launched in July 2020, the new programming is specifically designed to support kindergarten readiness skills for preschoolers in the community. In a recent study⁴ of 1,253 kindergartners, 44% of the San José sample were assessed as Fully Ready, 37% were Partially Ready, and the remaining 19% were Not Ready. The study also found significant racial/ethnic and gender disparities in kindergarten readiness in San José, with readiness levels significantly higher among girls across racial/ethnic groups and among white children relative to children of color. The program curriculum follows researchers' recommendations to focus programming on four primary learning domains (academics, self-expression, self-regulation, and motor skills) to provide quality kindergarten readiness programs to best support the children in our community.

In FY 2020-21, the Library utilized the EEQS Assessment Tool to assess virtual storytime and virtual preschool programming based on each of the eight program quality standards areas detailed in Attachment D. The overall rating of Library storytimes (Attachment E) was 2.33 in the Proficient quality standard area. Year 2 implementation of the EEQS assessment tool highlights the Library's consistency in supporting staff efforts to prepare and present quality programming. The newly developed preschool program's overall rating was 2.33 in the Proficient quality standard area. The Library reached over 30,000 participants through its virtual programming for children ages 0-5.

Professional Development

Library staff are supported in their efforts to increase their knowledge of their field and enhance their expertise of the services they provide. The Library also continues to promote professional

⁴ <https://learningpolicyinstitute.org/product/building-blocks-high-quality-early-childhood-education-programs>

development opportunities for library staff at all levels. Staff participated in over 1,600 hours of professional development training, with 20 dedicated staff members trained in over 400 hours of Strengthening Families: 5 Protective Factors. The framework of the quality standards has played an integral role in aiding the Library's development and modifications of programming to reflect high quality standards for services and resources.

The inclusion of the Strengthening Families Framework and self-assessment tool has been used to improve the lowest score from last year's self-assessment and advance the Library's standing from Basic Not Met to Basic for EEQS 7: Family Engagement.

The Library continues to invest in staff training and professional development. Special emphasis was placed on increasing positive outcomes for children and families in our community through training on the Strengthening Families Protective Factors Framework and Trauma-Informed Supports for children. Fifty-seven SJPL professional staff members from all 25 libraries completed an average of 28 hours of professional development for a system-wide completion of over 1,600 hours of training. Additionally, 23 library staff received over 460 cumulative hours of coaching in Strengthening Families: Five Protective Factors.

To ensure staff have the necessary resources to provide high quality programming, SJPL partnered with experts from the San José State University (SJSU) Early Childhood Institute to review, analyze, and assess the recently implemented Storytime Standards and Storytime Curriculum Boxes. This in-depth analysis of EEQS 3: Curriculum and Teaching Practices will determine the effectiveness and efficiency of these programmatic changes as SJPL continues to explore the reach of virtual programming for the community. In addition to the research and recommendations from SJSU, Library staff conducted regular internal coaching and reflective practice for staff presenting storytimes and gathered data from evaluations distributed to both Library staff as well as families participating in storytimes to continually review goals and intended outcomes for alignment.

Feedback Surveys

In Spring 2021, the Library conducted two separate customer feedback surveys, garnering over 160 responses for the Virtual Storytimes and Virtual Preschool Programming. Results from both surveys noted in Table 1, strongly show that the respondents felt that library storytimes and children's books are considered to be the most valuable resources to parents and caregivers in supporting the educational and social-emotional development of their child. The findings for the Virtual Preschool Programs indicate that the preschool programs are meeting the school readiness needs of preschoolers in creating environments in which children can develop and build on the foundational learning domains of academics, self-expression, self-regulation, and motor skills to ease the transition into kindergarten.

Percentage of Respondents	Feedback
77%	Reported reading “more” or “much more” to their child(ren) as a result of attending Library Early Education Programming
75%	“More” or “much more” engaged in learning opportunities such as talking, playing, or singing child(ren) as a result of attending Library Early Education Programming
83%	Noted an increase child’s kindergarten readiness skills as a result of attending Library Early Education Programming (Example: being able to wait patiently for their turn)
87%	Reported that their child(ren) repeat songs and rhymes as a result of attending Library Early Education Programming
90%	Reported using activities and ideas presented during the program at home with their child

Table 1: Library Early Education Customer Feedback Survey Data FY 2020-21

Following Public Health guidelines to combat COVID-19 and create safe environments for the public, facilities remained closed to the public and all early education programming occurred on virtual and distance learning platforms. As a result, the Library was unable to conduct assessments for various focus areas found in the Early Education Quality Standards Matrix Standards 1, 4, and 5. Accordingly there was a 0.17 point decrease in overall quality within the second year of implementation.

Early Education in FY 2021-22

San José Recreation Preschool Program

For FY 2021-22, PRNS has secured continued support from FIRST 5 to provide SEEDS of Learning training and evaluation support. With the easing of public health restrictions, PRNS is providing in-person San José Recreation Preschool programs at all 12 community centers in 18 classrooms serving approximately 210 children, 3-5 years of age. Due to limited staffing support and resources, PRNS will expand the implementation of evidence-based and best-practices that have been gradually integrated through a phased-in approach in the San José Recreation Preschool program model.

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

- **Assessments:** Nationally recognized and evidence-based assessment tools to conduct pre/post assessment of participating children and classroom environments (in-person operations);
- **Professional Development:** Training, coaching, and support for PRNS and San José Recreation Preschool staff for both program models;
- **EEQS:** Assessments including development of Quality Improvement Plan and follow-up for both program models;

- **Curriculum:** Implementation of standardized curriculum, educational materials, and resources for in-person and virtual instruction;
- **Evaluation:** Implementation of evaluation framework and data management tools to track and report outcomes; and
- **Diversity, Equity, and Inclusion:** Develop and adopt policies, practices, and protocols through a racial equity lens to increase access to early education and recreation programs to diverse families. As well as meet the social-emotional, cognitive, physical, and developmental needs of children.

San José Public Library

The Library is continuously seeking to modify and adapt to the changing needs of the community, while maintaining consistent levels of intentional planning for high quality services. Using a combination of information from Year 2 implementation of the EEQS results as seen in Attachment E (caregiver survey data, Strengthening Families Self-Assessment results, and SJSU's final evaluation report of the Library's virtual programming), the Library has ascertained priority projects to review and adjust during Year 3 implementation.

The following represents the scope of the Library for EEQS Implementation Year 3:

- Adoption of a Child Abuse & Neglect Policy & Procedure;
- Addition of Virtual Storytime Standards;
- Addition of Virtual Preschool Program Standards;
- Continuation of the Strengthening Families self-assessment tool to evaluate programs and community needs;
- Resuming in-person programming; and
- Continued collaboration with SJSU for program evaluation and growth.

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

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

Quality Standards

The City – primarily through PRNS and Library – provides several programs designed to enhance learning outside of the school day. On an annual basis, PRNS serves more than 4,200 unduplicated students through programs such as Recreation of City Kids (R.O.C.K.) at 26 afterschool sites; After School Education and Safety at four sites; 12 teen centers; and a variety

of camps throughout the year. Similarly, SJPL offered more than 9,600 free programs and activities designed for afterschool and summer at all 25 library locations throughout San José with a total attendance of 133,630 in program participation in FY 2019-20.

Upon adoption of the Expanded Learning Quality Standards (ELQS)⁵ by the City Council, the City began applying the ELQS to all City-sponsored programs for Expanded Learning. Staff worked to identify and use appropriate assessment tools for each program. Assessment of programs was interrupted by the COVID-19 closure of in-person programming and the delivery of seasonal programs.

Expanded Learning in FY 2020-21

R.O.C.K. 'n' Learn

To meet the childcare needs of families, and to provide students, grades K - 8, a safe and supportive environment in which to participate in their distance learning classes, PRNS and the Library offered the R.O.C.K. 'n' Learn program at 15 community centers and parks and at six libraries between August 24, 2020 and June 11, 2021. To eliminate any barriers to access, eligible families were provided a full scholarship. City staff worked closely with school districts and partner organizations to identify and refer vulnerable students experiencing challenges with distance learning. In addition, City staff worked with school districts to provide free lunches daily and secured shelf stable meals for school holidays through CARES Act funding. The R.O.C.K. 'n' Learn served 717 unduplicated youth in 44 unique classrooms at 21 locations. The R.O.C.K. 'n' Learn enrollment by session and demographic data is included in Attachment F.

Throughout the R.O.C.K. 'n' Learn program, staff adhered to the following ELQS by providing various programs and events citywide that focused on the identified quality standards:

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

⁵ <https://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>

Evaluations were conducted in October 2020, March 2021, and May 2021. Program staff developed quality improvement plans and coaching support to on-site staff to ensure adherence to the ELQS. Assessments in the areas of Safety, Healthy Activities and Recreation, Academic Support, Enrichment, Customer Service, Program Information, and Human Interaction met standards. Overall Site Total Averages increased slightly within the “meets standards” range.

In addition to R.O.C.K. ‘n’ Learn, PRNS also worked closely with its After School Education and Safety partners to provide distance learning and academic support to 99 unduplicated students across 4 schools, in grades K – 8 throughout the academic year.

Camp San José Strong and Camp San José Strong Junior

For Summer 2021, PRNS and the Library offered Camp San José Strong, for students in grades K - 8, and Camp San José Strong Jr, for children ages 3-5, citywide in community centers, libraries, and parks to meet the childcare needs of families. Camp San José Strong served 1102 children and Camp San José Strong Junior served 258 children. In partnership with the Housing Department, PRNS and the Library was able to increase access to programs by securing Community Development Block Grants through the U.S. Department of Housing and Urban Development to provide partial and full scholarships for eligible families. To increase access to these programs, PRNS combined both the department scholarship and the Community Development Block Grant funds; and 887 eligible families received a scholarship for camp participation:

- 779 received a PRNS scholarship and a full or partial Community Development Block Grant scholarship
- 108 received only a PRNS scholarship

Furthermore, to ensure adherence to the ELQS, PRNS hosted a series of virtual citywide Recreation Leader Trainings throughout May 2021 for 220 frontline staff. The professional development opportunities aligned to the Quality Standards focusing on the six point-of-service Quality Standards, as well as Safe and Supportive Environments, Quality Staff and Continuous Quality Improvement, and Active and Engaged Learning.

SJPL Virtual Homework Club

Due to COVID-19, a Virtual Homework Club was developed system-wide for Academic Year (AY) 2020-21. Learning objectives for staff, students, and coaches were developed in alignment with the ELQS: skill building, safe and supportive environment, collaborative partnerships, and diversity, access and equity. Over the course of the Fall 2020 and Spring 2021 semesters, 1,862 students participated in Virtual Homework Club: 113 two-hour sessions (226 hours), 206 unique participants, and 209 volunteer coaches.

Parents surveyed reported that the program allowed students to have the opportunity to complete their homework, feel more equipped to complete their homework in the future, understand the

underlying concepts in their homework, trust staff and coaches and see them as role models and feel comfortable asking questions.

In FY 2020-21, the Library utilized the Youth Program Quality Assessment (Youth PQA): Academic Skill-Building Supplement to assess Virtual Homework Club based on each of the twelve point-of-service and programmatic quality standards areas detailed in Attachment G. The overall rating of Virtual Homework Club is 87%. Areas of Assessment that were not assessed due to the virtual nature of the program included “Healthy Environments”, “Emergency Preparedness”, and “Nourishment.” The Library scored highly on “Warm Welcome” and “Session Flow.” Areas of growth include training volunteer tutors in specific teaching best practices such as “Scaffolding” and “High-Order Thinking” as well as more standardized student recognition and team-building activities.

SJPL Virtual Class Visits

In FY 2020-21, the Library pivoted the field trip style class visits to a virtual visit. Librarians joined Zoom classrooms throughout the City. Class visits consist of a book talk, website tour, technical assistance, and a Q&A. In FY 2020-21 librarians joined 171 classes, across 16 Local Education Agencies, meeting 4,250 students to share information about the library and introduce them to academic resources.

In a post visit survey, 98% of the teachers would recommend this program and 100% of teachers said the program met their expectations.

SJ Learns

In FY 2020-21, San José Learns (SJ Learns) served 930 students across five school districts: Alum Rock Union SD, Campbell Unified SD, Franklin-McKinley SD, Luther Burbank SD, and Mount Pleasant Elementary SD. Grantees were offered flexibility for use of grant funds to support students in the context of distance learning.

In Summer 2020, three districts (Mount Pleasant, Franklin McKinley, Alum Rock) provided virtual learning with grant funds, serving a total of 373 students. During AY 2020-21, 563 students participated in SJ Learns programming. With all districts engaged in distance learning, programs demonstrated tremendous flexibility as they adapted their services to meet the current needs and limitations. All districts, excluding Mount Pleasant, supported in-person learning pods for a small number of the most vulnerable students. Together, districts provided in-person support to 359 students. Three districts (Alum Rock, Franklin McKinley, and Mount Pleasant) offered virtual afterschool programming for students at home. To date, four of the five districts have been interviewed regarding how they prioritized access (evaluation processes are ongoing):

- **Campbell** prioritizes students who qualify for free or reduced-price lunch, English Learners, and students who are below grade level in reading for the in-person learning pods. Students with low engagement in Zoom or who are missing many assignments are

eligible for the additional reading intervention. The district uses prior test scores to prioritize students when too many qualify for the reading intervention.

- **Franklin-McKinley** prioritizes foster youth, unhoused youth, and students with low engagement in distance learning to participate in in-person learning pods. Teachers can also identify priority students. For virtual afterschool programming, staff reach out to priority students to encourage them to participate.
- **Luther Burbank** invited students who were in the bottom 20% in terms of distance learning engagement to participate in learning pods. Teachers helped recruit these students through personal conversations with parents. District staff believed that parents trusted the pods because of this personalized recruitment and because the pods are implemented by the afterschool program, which is already known and trusted in the community.
- **Mount Pleasant** serves students who are more than one grade level behind in reading in virtual afterschool programming. Because more students qualify than they can serve, they prioritize unhoused students or those experiencing other disadvantages. Principals can also add students to the wait list.

SJ Learns Community of Practice

During AY 2020-21, the Expanded Learning Community of Practice (CoP) has shifted its design and professional learning model to more effectively support SJ Learns grantees in the context of distance learning. Changes include:

- The CoP has a regular monthly cadence of communication with the leadership and practitioners;
- CoP members contribute to and can easily access a shared resource folder;
- The CoP engaged a consultant from the Stanford d.school K12 Lab to support the design and development;
- CoP members are encouraged to become “official” collaborators based on their expertise and interest. They are involved in the planning and facilitation of the session. This has enhanced levels of engagement and provided members with opportunities to share first-hand knowledge and to develop facilitation skills; and
- The CoP Scope and Sequence (which included ten workshops ranging from design thinking and equity to social emotional learning, reflection and planning) was developed collaboratively among members to address the ELQS:
 - ELQS 1: Safe and Supportive Environments
 - ELQS 6: Diversity, Access, and Equity
 - ELQS 9: Collaborative Partnerships

Expanded Learning in FY 2021-22

PRNS is currently planning to provide in-person after school programs and will continue to focus on the ELQS for FY 2021-22; with added focus on ELQS 6: Equity, Diversity and Access by exploring strategies to expand affordable access to youth programming. During the AY 2021-22, PRNS is providing R.O.C.K. Afterschool childcare program at 27 locations, serving approximately 724 students from K-8. In addition, PRNS is offering After School Education and Safety at four school sites serving approximately 305 of students, grade K-8. To increase access to R.O.C.K. Afterschool, PRNS has leveraged its scholarship program to provide additional Community Development Block Grant scholarships for eligible families impacted by the pandemic. Throughout the academic year program staff will conduct pre- and post-assessments utilizing the ELQS and develop quality improvements plans as appropriate to ensure adherence.

Based on the FY 2020-21 assessments, Homework Clubs will continue to be held virtually from 4 PM – 6 PM Monday-Thursday. Dedicated staff will be assigned to SJPL's Homework Clubs to provide learning support through the City's Resilience Corps Learning Pathway pilot program. Resilience Corps is a jobs program for young adults that focuses on critical areas of community resilience, specifically accelerating K-12 learning recovery from the COVID-19 pandemic.

In FY 2021-22, SJPL's Class Visits will continue to be virtual. Recognizing that this is an accessible way for students and teachers to engage with SJPL, staff will continue to plan virtual visits to join students' in-person classrooms. Additionally, schools can schedule class field trips to visit the library.

The Library will continue to work with an external evaluator to evaluate the SJ Learns grant program. A final report for AY 2020-21 is expected in Fall 2021. In addition to the normal grant application cycle in Fall 2021 (for programs to be conducted in Summer 2022 and AY 2022-23), SJ Learns will also be managing a special one-time funding opportunity to expand or enhance services in AY 2021-22. Eligible Local Education Agencies will submit proposals to demonstrate alignment with the Mayor's directive to use funds to address learning loss among high-need youth. The SJ Learns Committee will evaluate proposals in October 2021 and grants will be awarded within the same month.

In addition to the Homework Club programs, Library staff will continue to align Expanded Learning programming to the ELQS. Expanding the use of ELQS to additional programs will help the Library improve the quality of programs essential for achieving positive child outcomes in San José.

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

The Library strives to provide a continuum of college and career readiness programs to youth and adults throughout the City. During FY 2019-20, 12,764 teens attended library programs and 1,769 teens volunteered 34,103 hours for the library. Staff presented to the Library and Education Commission on College and Career Readiness programs and implementation on

August 18, 2021⁶ and a complete report will be presented to the NSE Committee in November 2021.

Quality Standards

The College and Career Readiness Quality Standards⁷ were adopted by City Council in November 2020, and the Library will pilot the implementation of these standards through the San José Aspires (SJ Aspires) program in FY 2021-22 with a larger application to other College and Career Readiness programs after the initial implementation.

SJ Aspires

For high-school aged students, the Library promotes post-secondary readiness by creating and managing a micro-scholarship program, SJ Aspires. The third year of the program concluded in FY 2020-21 with over 685 registered users and over \$170,000 claimed in financial awards. To date, SJ Aspires has distributed over \$224,000 in financial awards to students in the program. With the primary 2020-2021 school partners being Overfelt High School and San José High School, 51% of students came from 95122, 19% came from 95116, and 17% came from 95112. Demographically, SJ Aspires split about evenly between students who identified as male or female (54% and 46% respectively); students predominately identified as Hispanic, Latinx, or Spanish Origin (68%), or Asian or Southeast Asian (15%). Of the SJ Aspires graduates from the pilot cohort, 30 students have reported attending a four-year college or university, and 31 have reported attending a community college. Please note, all gender, race and ethnicity, and postsecondary plans were self-reported by students; not all students answered each question, and students could enter multiple races or ethnicities.

Career Online High School and Working Scholars

Adult learners in San José without a high school diploma can enroll in the Library's Career Online High School (COHS) program. Through COHS, students can earn a high school diploma and a career certificate in one of nine high-demand career fields. During FY 2020-21, 30 students were awarded scholarships and enrolled in COHS and 24 students graduated with a high school diploma and career certificate. In total, more than 120 students have earned their degree through COHS.

Over the last two years, SJPL began piloting a Working Scholars program. This program was made available to graduates of the COHS program and allows students the opportunity to obtain their college diploma virtually. This program is managed in partnership with Study.com, and with support from San Jose Public Library Foundation. Six students enrolled in the Working Scholars program during the FY 2019-20. Of these students, four remain in the program and two are on track to enroll in a partner university in 2021.

⁶ <https://www.sjpl.org/sites/default/files/2020-10/College%20and%20Career%20Readiness%20Standards%20Memo%20Attachments%20and%20PPT.pdf>

⁷ <https://www.sjpl.org/sites/default/files/2021-03/college-and-career-readiness-quality-standards.pdf>

San José Works Youth Jobs Initiative

San José Works - Youth Jobs Initiative is a partnership between work2future and the Mayor's Gang Prevention Task Force, which began in FY 2015-16 and is currently in its seventh year. For the FY 2020-2021 SJ Works 6.0 program provided services to 374 subsidized youth and 254 unsubsidized youth for a total of 628 youth served.

The subsidized program is a paid internship in high growth, in demand industries for youth between the ages of 14 to 18 in San José. The unsubsidized program is open to San José residents between the ages of 16 and 29 for clients in search of employment and they are placed and paid directly by the employer. An example of some of the companies and organizations that have provided employment placement include: TTM Technologies, IBM, Intel, YMCA Boys & Girls Club, District 10, Happy Hollow Park & Zoo, Opportunity Youth Academy, San José Public Library, Emma Prusch Park, and Project Hope.

In early 2020, the San José Works program was evaluated and modified to introduce a pilot mentoring program to complement the subsidized program curricula on job readiness, workplace skills, financial literacy, career exploration, academic and life skills. The goal was to match youth participants with mentors that match their academic and career aspirations. Experienced professionals and retired community leaders from some of Silicon Valley's most prominent companies such as Intel and Western Digital served as mentors to interns, offering guidance and serving as role models. In the first year of the program 54 mentors were recruited and matched with 60 participants,

Due to the pandemic, all of the aspects of the mentor program were conducted virtually through Zoom. Participants had four one-hour to 75 minute sessions (or "workshops"), organized around a sequence of topics, starting with an introduction of "growth and fixed mindsets," moving to case studies in the workplace and how a mentor can be of assistance in difficult situations and ending with a session on career exploration. Each session had key elements that included: an "opening community circle," to bring all participants together around a major theme; "breakout groups" of 3-5 students and mentors; and a "closing community circle," to provide participants an opportunity to share discussion items from the breakout groups and preview the next session.

At the conclusion of the mentoring program, program staff obtained participant feedback and input for continuous quality improvement. Program participants consistently stated that the program increased their self-confidence in talking to new people, including and especially adults. Most valued the expedient benefits of knowing people in high ranking positions and how the mentors could help them in their own networking and career journeys. Program staff will continue to refine and scale the program to include additional mentors and mentees.

College and Career Readiness in FY 2021-22

SJPL will begin implementing the College and Career Readiness Quality Standards in Fall 2021 with the creation of an Assessment tool based on the Quality Standards in order to understand current performance across College and Career Readiness programs and to track the progress of these programs towards an Advanced College and Career Readiness Quality Standards rating. Implementation will begin with the SJ Aspires program. Effective implementation of the College and Career Readiness Quality Standards will allow continuous quality improvement in each College and Career Readiness program ensuring the achievement of effective outcomes.

As requested by the NSE Committee, the Neighborhood Services City Service Area departments are developing a City-wide logic model for College and Career Readiness programs in partnership with other City departments, to further streamline college and career pathways for all San José residents. The Library is coordinating this effort in partnership with the City Manager's Office, with a goal of developing an integrated program approach and performance metrics across City programs.

College and Career Readiness programming is preparing for a strong expansion in FY 2021-22. The College and Career Readiness Quality Standards will begin its pilot year of implementation through the SJ Aspires program. SJ Aspires will enroll approximately 1,000 students in AY 2021-22 from two partner schools: San José High School and Overfelt High School. Of that 1,000 students, a total of 624 are expected to be returning students, with 388 members of the Overfelt Class of 2024 and 236 members of the San José High School Class of 2023. The focus of the new cohorts will be students in 9th and 10th grades with priority given to students who are eligible for Free and Reduced Meals. SJ Aspires expects to enroll 150 rising 9th graders at Overfelt High School, and approximately 192 rising 10th graders and 194 rising 9th graders from San José High School. All enrolled students have the opportunity to earn \$5,000 through their projected high school graduation date.

The COVID-19 pandemic resulted in a decrease in the number of COHS applicants and scholarships. In order to build back the program, staff have developed a new outreach plan that will:

- Develop a clearer feeder pattern of students into the program from nonprofit partners throughout the City; and
- Increase marketing of the program at different branches, family learning centers, Family Resource Centers, and bridge libraries.

In addition, the first two graduates from the Working Scholars program will receive their college diplomas, and SJPL will work with SJPL Foundation to offer this opportunity to select COHS graduates each year.

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

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

Digital Literacy Quality Standards

In accordance with the San José Education Policy 0-30 and the City's commitment to ensuring quality educational programming for its residents, the Digital Literacy Quality Standards were developed by an Ad Hoc Committee led by the Library and approved by City Council on May 19, 2020⁸.

In order to establish a baseline of data among participating City Digital Literacy programs, and to better track the progress of these programs towards an Advanced Digital Literacy Quality Standards rating, SJPL prioritized the creation of an Assessment Tool based on the Digital Literacy Quality Standards. In June 2021, SJPL began to roll out the training and implementation to a cohort of SJPL and PRNS staff currently engaged in hosting Digital Literacy related programming. This cohort included Family Learning Center coordinators, Coding 5K leaders, and PRNS staff engaged in the Digital Inclusion Fund grant program. The Digital Literacy Quality Standards Assessment Tool was used by this cohort to assess the quality of a recent program, in this case either a Coding 5K Summer Camp or Zoom-based Digital Literacy course for adults. Participants in this cohort rated their program on the eight Digital Literacy Quality Standards and each Focus Area was assigned a numerical value. An overall average score was assigned out of 3 possible points at the end of the assessment to represent the program as a whole.

The Coding 5K Summer Camps scored well in the Skill Building, Learning Environment, and Curriculum & Teaching Practices Standards areas; while the Digital Literacy classes scored well in the areas of Technology & Access, Privacy & Security, and Staffing. Overall, the Coding 5K Summer Camps scored an average of 1.73 out of a possible 3, and the Digital Literacy classes scored an average of 2 out of a possible 3. These programs are either upper Beginning or firmly Emerging, leaving space for both programs to create a Quality Improvement Plan and increase scores in areas they have identified as needing improvement.

This cohort will rate their programs again in November 2021 to measure their improvement from the Summer 2021 assessment. In January 2022, an expanded cohort with additional SJPL and PRNS staff will meet to assess Digital Literacy programs and create another Quality Improvement Plan. The progress of this expanded cohort will be measured again in May 2022 to assess the progress made as outlined in the Quality Improvement Plans.

⁸ <https://www.sjpl.org/sites/default/files/2021-03/digital-literacy-quality-standards-2020.pdf>

Digital Inclusion Fund Digital Literacy Courses

As part of the Digital Inclusion Fund grant, SJPL adapted California Emerging Technologies Fund curricula through the Articulate online learning management system to administer the Digital Literacy workshops, both through a weekly Zoom class (synchronous) and through a learn-as-you-go (asynchronous) system.

The California Emerging Technologies Fund curriculum emphasizes online safety, protecting user privacy, basic computer literacy, and resources to continue learning once the program has concluded. The course is comprised of three workshops, with an additional workshop focused on SJPL services, online accounts, and Library programming.

Workshop 1 – Access the Internet and Online Information

Designed to help participants gain basic digital literacy skills to access the Internet and retrieve online information

Workshop 2 – Manage Online Digital Information

Designed to help participants gain basic skills to manage digital content such as organizing files and cloud storage

Workshop 3 – Integrate Information for Communications

Designed to help participants use digital applications to make content for Internet communications such as email or presentations

Workshop 4 - SJPL

Review of the SJPL website, including how to find items in the catalog, open an online account and access e-resources.

The Articulate course link has also been offered to the public via the SJPL website for any patrons who would like to complete the intake form, pre/post survey and curriculum modules.

Synchronous Learning

In November 2020, SJPL completed the first cohort of synchronous Digital Literacy learners, hosted by staff in Spanish. In January 2021, SJPL offered the first cohort in English, and the first cohort of Vietnamese speakers completed their course in April 2021. The digital literacy curriculum is taught over the course of eight hours, guiding users through basic literacy skills and internet access through information processing and organizing, as well as applied online communications.

To overcome digital barriers, learners received support from SJPL staff on how to connect to the virtual class prior to the start of their cohort series. SJPL staff conducted individual phone outreach and follow-ups, dedicating approximately 45 minutes to an hour per learner to support with Zoom set up and basic troubleshooting in advance of the first Digital Literacy class.

In an effort to facilitate access, learners who could not attend all classes in their original cohort had the opportunity to make up their missing class(es) in an upcoming cohort. The Library also

referred program participants to the Library's catalog of devices and hotspots for additional access and practice opportunities.

Since April 2021, SJPL hosted one cohort in each of the three languages each month for the remainder of the fiscal year for a total of 166 Learners who completed the synchronous course. The Learner language breakdown was as follows: 72 Vietnamese speakers, 60 Spanish speakers and 34 English speakers.

Asynchronous Learning

In accordance with the City of San José's Emergency Operations Center Safety Team guidelines for providing in-person service to patrons, SJPL staff developed protocols and an intake process to allow patrons to checkout a device kit during the Library's Express Checkout service. This kit included a Dell laptop, Sprint Wi-Fi hotspot, a device manual in English, Spanish and Vietnamese, and the California Emerging Technologies Fund provided Digital Literacy curricula was pre-loaded onto the device. The kit could be checked out for 90 days, with the option for a 30-day renewal, allowing each patron access to the kit, digital literacy curricula, and low-cost internet information for up to 120 days.

SJPL also created a 15-minute introduction to the program and device, during which the patron would fill out the intake form and pre-survey, ask any questions they may have, and be given simple instructions on how to begin using the device. Patrons were referred to make an appointment to check out the kit based on their participation in SJPL programs serving high-need, target demographics. Programs include COHS, adult literacy classes, and English as a second language or citizenship classes. 35 kits were paid through California Emerging Technologies Funds, and 7 kits were each sent to 5 Branch locations chosen using SJPL Equity Screen. The SJPL Equity Screen was developed by staff in 2020 in order to inform the prioritization of limited resources by combining Library data points and census information, such as: average monthly patron visits and age range, access to technology and transportation, average household income, educational attainment levels, and homelessness.

The loan-to-own program reached 200 households, in collaboration with our partners at CalWorks, who assisted SJPL in reaching out to qualified families in San José. Families with school-age children that are already receiving financial benefits and other services through CalWorks are among the demographics most hard hit by the pandemic, and many are in need of devices, internet connectivity, and digital literacy training. Social workers within CalWorks referred clients to the program, and the CalWorks administration team worked with SJPL to set up a week-long distribution event at their office location in December 2020. Families receiving devices were also offered the opportunity to check out an SJ Access hotspot through SJPL and was given a short tutorial on how to log in and complete the Articulate online curricula.

Several learners have expressed appreciation for the SJ Access catalog and linguistically inclusive digital literacy learning opportunities that SJPL offers. Many learners have gone on to get a SJPL library card and continue to participate in other SJPL programs.

Community Requested Digital Literacy Workshops

As a result of additional requests for digital literacy skills not covered in the introductory California Emerging Technologies Fund curriculum, SJPL staff have organized additional programs that cater to specific community requests, including:

- Tech Hour with Brenda – Hosted in Spanish, this weekly program creates space for community members to ask popcorn-style questions about smart phones, social media and specific website navigation support. SJPL volunteers and staff also reinforce skills learned in the introductory digital literacy course, such as email and online safety and SJPL online resources. A total of 343 learners have participated in this program since its launch in January 2021.
- Tech Time for Active Adults – Hosted in partnership with PRNS Evergreen Community Center, this weekly program welcomes older adults (55+) to review tech tips to access information and services online. Sessions included support for using smart phones; google voice; iPads; USB storage, internet safety, online shopping and how to access health care apps. A total of 358 learners have participated in this program since its launch in summer 2020.
- Bilingual Computer Basics – Four-part series offered in English and Spanish to review computer settings, free typing programs and in-depth review of SJPL online account functions and access to resources such as ABC Mouse, Overdrive and Libby. A total of 80 learners have participated in this program since October 2020.
- Bridge Housing SCC – A special two-part workshop series in partnership with Santa Clara County for older adults and adults with disabilities. SJPL staff supported 10 learners with instructions on how to turn on a computer device, connect to Wi-Fi and log onto Zoom.

These additional programs offered by SJPL staff and volunteers deepen technology skills and confidence in navigating a digital world.

Coding 5K Challenge

Whether a child's future includes a career in computer science or not, coding experiences expose participants to new learning opportunities, and build skills that reinforce academic success; skills like creativity, risk-taking, collaboration, and the idea that learning is a process rather than a product. With more than 270,000 K-12 students in San José, SJPL is committed to providing opportunities for coding experience to students across the City, and especially in underrepresented neighborhoods.

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

In FY 2020-21, Library staff hosted:

- 251 coding and robotics programs virtually, serving 4,038 students citywide;
- 8 full-day, week long virtual summer camps providing coding experiences, STEM activities and guest speakers to 329 participants;
- 8 Apple-based three-day bootcamps, serving 286 students;
- For the first time, a majority of Coding 5K students self-identified as girls/young women, with 54% of all students identifying in this way; and
- 70% of students surveyed said they are excited to learn more about computer science, robotics and coding.

Other program highlights from FY 2020-21 include a continuation of the Apple program, which brought additional devices, workshops, and bootcamps to students across the City; checkout robotics classes; an expansion of the Summer Camp series to include asynchronous learning; and new camp focus topics such as Speech & Debate, College Readiness & Coding, Coding & Storytelling, and Math + Coding. It should be noted that, while the Coding 5K Challenge fell slightly short of its 5,000 goal in FY 2020-21, this is a result of the overall decrease in expert volunteers due to the COVID-19 pandemic, as well as the lack of Maker[Space]Ship activity with our school partners that would normally have occurred if schools were hosting in-person learning.

Coding 5K Summer Camp Series

Due to the continuously evolving COVID-19 pandemic, SJPL continued hosting the Coding 5K camps in a virtual setting in summer 2021, allowing students to continue to take advantage of quality learning from a distance. Browser-based software was purchased to allow students to log in from any device and SJPL staff, led by the Education & Programming Services Unit, provided technology training to our certified K-12 teaching staff as well as on call tech support during camp activities. Campers were able to work in groups via Zoom to collaboratively work on coding and STEM projects, engage with educational guest speakers, and share their work with friends and family in an online space. SJPL also continued the socially-distanced camp activity kit pick up events piloted in Summer 2020, providing bags with all needed STEM activity supplies to be picked up the week prior to camp, ensuring that every camper was able to fully participate in the activities regardless of economic status. SJPL gave first priority to girls, as well as students who self-identified as Black, Hispanic/LatinX, Hawaiian/Pacific Islander, Asian, and Middle Eastern, in accordance with the overall lens of equity and inclusion with which SJPL has approached our Coding work.

Because of the overwhelming demand for Coding 5K Summer Camps, SJPL staff also created an asynchronous version of camp for the many students who were unable to enroll in the traditional synchronous camps. Each week of camp had a theme, such as Coding & Storytelling or Math + Coding, which have been extremely popular with students and parents, leading to over 300 attempted registrations for our limited camp slots. Rather than turning away any of these learners, SJPL staff instead filled the synchronous camps with our target demographics and

enrolled the rest of our interested learners in an asynchronous, learn-as-you-go version of the camp curriculum, with a quick 20-minute check in via Zoom each morning. These asynchronous campers were also added to the synchronous camp Zoom during the time guest speakers from the Tech Museum were visiting to ensure all students had access to this resource.

Working for Digital Equity

While the COVID-19 pandemic brought attention to the disparities in access to digital tools and skills-building to the forefront, the SJ Access initiative played a key role in bridging the digital divide in San José by prioritizing unconnected and under-connected households.

Learners from SJPL's digital literacy programming offered in Spanish and Vietnamese cite these inclusive language options, along with access to digital devices to use at home, as a critical learning opportunity at a time when tech skills are so vital to access work, services and programs. Multi-lingual marketing materials, paired with a robust outreach strategy led by SJPL's Digital Inclusion Emergency Operations Center staff and Family Learning Center Coordinators, greatly supported messaging to reach a diverse and wide network of community members in the City. Individualized technology support using non-web-based platforms offered by SJPL staff were vital in order to overcome digital barriers.

Demographic information collected for the Digital Inclusion Fund grant demonstrate that the majority of learners identify as Black, Indigenous or Person of Color and diverse languages.

Race/Ethnicity	Percentage of Total
Latinx/Hispanic	37.57%
Vietnamese	19.92%
White	17.37%
Asian (Non-Vietnamese)	11.58%
Black/African American	3.81%
Native American	1.27%
Other	3.82%
Declined to state	4.66%

TABLE 2: Racial/Ethnic Identities of Digital Inclusion Fund Learners, FY 2020-21

Language	Percentage of Total
English	46.47%
Spanish	25.85%
Vietnamese	19.91%
Other	7.77%

TABLE 3: Languages Spoken by Digital Inclusion Fund Learners, FY 2020-21

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

Policy and Governance

In the EDL Strategy, City Council authorized the development of an Education Policy intended to:

- Establish the City's core values and perspective on education as a significant indicator of quality of life;
- Provide a framework for citywide governance and administration of this cross-departmental work;
- Guide the City's ongoing engagement with community and education stakeholders; and
- Ensure that rigorous evaluation and oversight is provided to ensure accountability for program quality and the expenditure of resources.

The Education Policy is driven by four core values:

- **Equity of access** to quality educational experiences for all children of San José is essential and must be cultivated by actively removing barriers;
- **Opportunity** to experience a wide variety of educational options extended to all learners, connecting students to skills-based learning, mentors, and potential career pathways;
- **Quality** of program offerings must be aligned with evidence-based practice and include the application of standards for student learning and assessment of program efficacy; and
- **Accountability** to our youth and their families with rigorous oversight through outcomes-based reporting along-side data on the resource investment in learning and education.

Significant City Council actions introduced related priorities in enhancing early care and education options and allocation of resources toward educational initiatives. As such, the Education Policy⁹ was also crafted to address relevant items in areas of land use, transportation, infrastructure, and resource allocation, and approved by Council in February 2020.

As outlined in Education Policy 0-30, formal relationships were established between, the City, Santa Clara County Office of Education, and the Local Education Agencies through the Schools/City Collaborative (S/CC) to ensure positive communication and address areas of common interest for San José students. In AY 2020-21 the Schools/City Collaborative met three times and focused on the EDL workplan specifically on connectivity and learning resources.

The 2021-22 workplan will be finalized in September convening of the SC/C with input from Local Education Agencies and City leaders.

⁹ <https://www.sanjoseca.gov/home/showdocument?id=53750>

Joint School/Library Card Initiative

In AY 2020-21, the Library continued to develop partnerships to provide Student Library Cards to students. Partnerships with Local Education Agencies include:

Local Education Agency	School Type	School Campuses	Enrolled Students	Issued Cards
Cambrian School District	Public	6	3,366	2,717
Downtown College Prep	Charter	4	1,823	1,759
Franklin-McKinley School District	Public	15	9,775	6,720
Oak Grove School District	Public	18	9,757	9,428
		43	24,721	20,624

TABLE 4: Student Library Cards by school district, Academic Year 2020-21

Educator e-Card

SJPL introduced an Educator e-Card in November 2020 in order to provide educators in the City of San José increased access to library resources and further support the needs of their students. The Educator e-Card provides an extended checkout period and no accrual of fines on overdue materials. In addition to physical learning materials, the Educator e-Card will allow teachers working in distance learning or alternative settings to access online resources and databases to support classroom curricula. To date, 205 San José educators have library cards and Library staff are working with school districts for additional outreach to educators.

Assessing Student Usage and Impact

Through the upcoming fiscal year, the Library will continue to assess student usage and the impact of the Student Library Card, including feedback from participating school districts.

Library Cards FY 2021-22

In FY 2021-22, the Library will continue to develop partnerships to provide Student Library Cards to more students, adding to the 81,189 student cards in circulation.

Local Education Agency	School Type	School Campuses	Enrolled Students	Status
Berryessa Union School District	Public	14	6,842	Data transfer (complete September 2021)
Campbell Union High School District	Public	6	8,465	Data Transfer (complete September 2021)
Evergreen School District	Public	18	10,462	Data transfer (complete September 2021)
Notre Dame High School	Private	1	183	183 Issued
Total		39	25,952	

TABLE 5: Student Library Cards by school district, FY 2021-22

CONCLUSION

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

EVALUATION AND FOLLOW-UP

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

CLIMATE SMART SAN JOSE

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

PUBLIC OUTREACH

This memorandum will be posted on the City's website for the October 14, 2021 NSE Committee meeting.

COORDINATION

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

COMMISSION RECOMMENDATION/INPUT

The Library and Education Commission has reviewed updates to various pilots as part of the EDL Strategy. The Commission recommends their approval to the NSE Committee and 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 Vidya Kilambi, Library Division Manager at vidya.kilambi@sjlibrary.org.

ATTACHMENTS

Attachment A: Timeline for Key Education and Digital Literacy Milestones

Attachment B: PRNS Early Education Quality Standards Information Tables: FY 2020-21

Attachment C: Early Education Quality Standards San José Recreation Preschool Quality Improvement Plan FY 2020-21

Attachment D: San José Public Library Early Education Quality Standards Guidelines

Attachment E: Library Early Education Quality Standards Information Tables: FY 2020-21

Attachment F: R.O.C.K. 'n' Learn Data FY 2020-21

Attachment G: Academic Skill-Building Supplement (Youth PQA)