Attachment A

Timeline for Key Education and Digital Literacy Milestones

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

Attachment B

City of San José

College and Career Readiness Quality Standards Assessment Tool

2021-2022

About the Self-Assessment Tool:

The College and Career Readiness Quality Standards and Framework are designed to serve as a guide and a continuous quality improvement tool by defining standards and identifying strategies to improve the quality of College and Career Readiness programs. This document is intended for programs that are City-sponsored, specifically programs that promote college or career readiness skills for students and community members.

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.

This tool has been developed to guide and support the service team in the self-assessment of the College and Career Readiness Quality Standards. If a standard is not applicable to your program, please mark "Not Applicable" and explain in the Narrative area why/how this standard/focus area does not apply to your programming. A manager needs to review the explanation for ”Not Applicable” and approve those sections independently.

This tool is designed to help create a baseline of data and use that information to help programs improve and adapt over time. The College and Career Readiness Quality Standards Improvement Plan is available to use as a plan to adjust and set goals to score higher on this assessment tool.

Scoring:

Each program quality standard is broken down into multiple focus areas, and each focus area can receive one of five possible scores: “Not Applicable”, “Not Met”, “Beginning”, “Intermediate”, or “Advanced”. If a focus area is “Not Applicable” to your program, we believe it should not count against your score. Because of this, the total amount of points possible will vary from standard to standard and from program to program.

To determine the total points possible for each standard, take the number of focus areas that are applicable to your program and multiply that by 3. For example, if a standard has eight focus areas but only six are applicable to your program, then your program’s total points possible for that standard area would be 18. For each focus area marked “Not Met”, the program receives zero points; for each focus area marked “Beginning”, the program receives one point; for each focus area marked “Emerging”, the program receives two points; for each focus area marked “Advanced”, the program receives three points.

Scoring is completed automatically by the spreadsheet. If you see an error in your scoring, please contact Adrian McBride at adrian.mcbride@sjlibrary.org.

Self-Assessment Program Details:

Date: _____

Program Name: _____

Department: _____

Site Address: _____

_____

_____

Contact Person: _____ Phone: _____

Email Address: _____

Brief Program Description:

Evaluator's Signature: _____

Manager's Signature:

College and Career Readiness Evaluation Summary Page		
	Total Points Earned	Total Points Possible
Total Quality Standard 1: Technology and Access	0	27
Total Quality Standard 2: Privacy and Security	0	15
Total Quality Standard 3: Learning Environments	0	24
Total Quality Standard 4: Skill Building and Learning	0	21
Total Quality Standard 5: Curriculum and Teaching	0	18
Total Quality Standard 6: Staffing	0	18
Total Quality Standard 7: Program Leadership and Management	0	18
Total Quality Standard 8: Equity, Diversity, and Inclusion	0	30
Total	0	171
Percentage		0.00%

Rubric Program Quality Standard 1: Technology and Access									
Focus Areas		Not Applicable	Not Met (0)	Beginning (1)		Emerging (2)		Advanced (3)	
Technology	(a)	☐	☐	☐	Program provides staff and participants with laptops, tablets, and/or other technological devices for use.	☐	Program provides staff and participants with laptops, tablets, and/or other technological devices for use. Participants are able to check-out devices from single or multiple location(s) as well.	☐	Program provides staff and participants with laptops, tablets, and/or other technological devices for use at home and on site for, at a minimum, the duration of the program. Participants are able to check-out devices from single or multiple location(s) as well. Program has system in place to deliver devices to the homes of participants who are unable to travel to check-out devices for any reason.
	(b)	☐	☐	☐	Program ensures that participants can access and modify the assistive tools built into laptops, tablets, phones, and/or other technological devices, as needed	☐	In addition to built-in assistive tools, program provides participants with any additional assistive tools (e.g. text to speech, assistive listening devices, sip/puff systems) as needed.	☐	Program has system in place to learn about participant assistive needs prior to program start, ensures that any assistive device needed is available to participants, and that assistive devices are returned to program at the conclusion of the program.
	(c)	☐	☐	☐	Program ensures that any software required to complete the program is accessible to participants during program hours	☐	Program ensures that any software required to complete the program is accessible to participants both during and after program hours.	☐	Program ensures that any software required to complete the program is accessible to participants both during and after program hours.
	(d)	☐	☐	☐	If the program requires participants to use technology that cannot be loaned out (e.g. 3d printers, laser etchers, etc.), the program prioritizes participant access to that technology outside of program hours.	☐	If the program requires participants to use technology that cannot be loaned out, the program allows participants to schedule independent work-time on the technology outside of program hours.	☐	If the program requires participants to use technology that cannot be loaned out, the program provides participants unlimited access to that technology outside of program hours.
	(e)	☐	☐	☐	Program evaluates devices, apps, and software before use.	☐	Program has clear guidelines to evaluate devices, apps, software, and other instructional resources before they are used and requests participant stakeholder feedback periodically.	☐	Program has clear guidelines to evaluate devices, apps, software, and other instructional resources before they are used. Program re-evaluates devices, apps, software, and other instructional materials at the conclusion of the program. This re-evaluation includes feedback from staff and participants.
	(f)	☐	☐	☐	Program follows City's procurement process on an ad-hoc basis to purchase devices, software, and apps as-needed.	☐	Program systematically evaluates need and leverages economies of scale when purchasing devices, software, and apps through City procurement processes Program has both short and long-term device purchasing plan to ensure technology remains current.	☐	Program follows City's procurement processes. RFPs are published and formal bids obtained to maximize purchasing power on devices, software, and other needs, as applicable. Program evaluates both short and long-term needs as part of this formal process.
Access	(g)	☐	☐	☐	Program location has internet access that participants can use while on-site Program allows participants on-site to access internet outside of designated program hours whenever possible.	☐	Program provides participants with a no-cost, portable hotspot with upload /download speeds that are necessary to ensure the level of internet access needed to perform tasks away from the program's classroom.	☐	Program provides participants with a no-cost, portable hotspot with upload /download speeds that are necessary to ensure the level of internet access needed to perform tasks away from the program's classroom. In addition, program will ensure that hotspot contracts either allows for unlimited data or the data limits are so high that participants will not meet or exceed them during the program's duration.
	(h)	☐	☐	☐	Program staff can help participants troubleshoot connectivity issues while on-site.	☐	Program provides designated staff member(s) to help participants troubleshoot connectivity issues outside of program hours.	☐	Program provides program participants with access to the technical support needed to troubleshoot issues with hotspot at home, either through contractual services or trained staff members.
	(i)	☐	☐	☐	Program devices include software and tools needed to facilitate distance learning. Participants and staff are trained on the use of these tools.	☐	Program staff provide synchronous or asynchronous distance learning opportunities for participants.	☐	Program staff provide both synchronous and asynchronous distance learning opportunities for participants.

Subtotal	0	0	0	0	0	Number of Checkmarks, Row A (if red, too many marks on row)	0
						Number of Checkmarks, Row B (if red, too many marks on row)	0
Total Point Value	N/A	0	0	0	0	Number of Checkmarks, Row C (if red, too many marks on row)	0
						Number of Checkmarks, Row D (if red, too many marks on row)	0
						Number of Checkmarks, Row E (if red, too many marks on row)	0
Total Points Earned	0					Number of Checkmarks, Row F (if red, too many marks on row)	0
						Number of Checkmarks, Row G (if red, too many marks on row)	0
						Number of Checkmarks, Row H (if red, too many marks on row)	0
Total Points Possible	27					Number of Checkmarks, Row I (if red, too many marks on row)	0
Percentage	0%						
Number of Checkmarks	0						
Checkmark Verification	Too Few Checkmarks						

Narrative **Program Standard Area 1: Technology and Access**	
Quality Area 1: Not Applicable *For each focus area marked "Not Applicable", please describe why these areas are not applicable to the program*	
Quality Area 1: Summary *For each focus area that met or exceeded the quality standards, please describe the practices that met or exceeded the basic programming standard.*	
Quality Area 1: Program Strengths *Please note specific focus areas in your description.*	
Quality Area 1: Program Improvements *Please note specific focus areas in your description*	

Rubric
Program Quality Standard 2: Privacy and Security

Focus Areas		Not Applicable	Not Met (0)	Beginning (1)		Emerging (2)		Advanced (3)	
Privacy	(a)	☐	☐	☐	Program maintains an inventory of apps, software, and other systems that it uses for instructional purposes.	☐	Program has inventory of apps, software, and other systems that it uses for instructional purposes and monitors for data breeches associated with those systems.	☐	Program has inventory of apps, software, and other systems that it uses for instructional purposes and monitors for any data breeches associated with those systems. Whenever possible, participants separate log-ins for these systems and participants may delete their log-ins at the conclusion of the program
	(b)	☐	☐	☐	Program trains participants on two-factor authentication, password generation, and/or other systems to ensure confidentiality of participant passwords for devices, software, and apps.	☐	Program trains participants on two-factor authentication, password generation, and/or other systems to ensure confidentiality of participant passwords for devices, software, and apps. Program participants are encouraged to retain their own log-in information.	☐	Program trains participants on two-factor authentication, password generation, and/or other systems to ensure confidentiality of participant passwords for devices, software, and apps. Program does not retain log-in credentials for participant participants and has a process for creating new password(s) or log-in credentials in case a participant forgets their credentials.
Security	(c)	☐	☐	☐	If program uses shared devices such as computers, laptops, and tablets, program participants are informed in advanced and warned not to save any log-in credentials to the browser.	☐	If program uses shared devices such as computers, laptops, and tablets, program participants are warned in advance and all data is deleted upon logging out.	☐	If program uses shared devices such as computers, laptops, and tablets, program participants are provided with individual, unique log-ins.
	(d)	☐	☐	☐	Program aggregates and anonymizes data as needed. Data is stored in secure location, either on a device or on the cloud.	☐	Program aggregates and anonymizes data on a set schedule. Data is stored in secure location, either on a device or on the cloud.	☐	Program aggregates and anonymizes data on a set schedule that is shared with program participants through the signed PIAs. Data is stored in secure location, either on a device or on the cloud.
	(e)	☐	☐	☐	Program deletes aggregate and anonymized data as needed.	☐	Program deletes aggregate and anonymized data on a schedule.	☐	Program deletes aggregate and anonymized data on a set schedule that is shared with program participants.
	Subtotal	0	0	0		0		0	Number of Checkmarks, Row A (if red, too many marks on row) 0
	Total Point Value	N/A	0	0		0		0	Number of Checkmarks, Row B (if red, too many marks on row) 0 Number of Checkmarks, Row C (if red, too many marks on row) 0 Number of Checkmarks, Row D (if red, too many marks on row) 0 Number of Checkmarks, Row E (if red, too many marks on row) 0

Total Points Earned	0
Total Points Possible	15
Percentage	0%
Number of Checkmarks	0
Checkmark Verification	Too Few Checkmarks

Narrative Program Standard Area 2: Privacy and Security	
Quality Area 2: Not Applicable *For each focus area marked "Not Applicable", please describe why these areas are not applicable to the program*	
Quality Area 2: Summary *For each focus area that met or exceeded the quality standards, please describe the practices that met or exceeded the basic programming standard.*	
Quality Area 2: Program Strengths *Please note specific focus areas in your description.*	
Quality Area 2: Program Improvements *Please note specific focus areas in your description*	

Rubric
Program Quality Standard 3: Learning Environments

Focus Areas		Not Applicable	Not Met (0)	Beginning (1)		Emerging (2)		Advanced (3)	
Learning Environments	(a)	☐	☐	☐	Program facilities are in compliance with relevant federal, state, and local building, health, and safety codes.	☐	Program facilities are in compliance with relevant federal, state, and local building, health, and safety codes. In addition, program ensures facilities are clean and welcoming to participants.	☐	Program facilities are in compliance with relevant federal, state, and local building, health, and safety codes. In addition, program ensures facilities are clean and welcoming to participants. Facilities have any security features needed to ensure the safety of staff and participants.
	(b)	☐	☐	☐	Program trains staff on equipment safety, and these trainings are documented. Participants receive a safety overview prior to equipment use, as determined by staff.	☐	Program trains staff on equipment safety, and these trainings are documented. Participants receive a safety overview prior to equipment use, as determined by program management. Participant trainings are documented and retained by the program.	☐	Program trains staff on equipment safety and trainings are documented. Participants receive a safety overview prior to equipment use, as determined by program management. Participant trainings are documented and retained by the program. Program staff and leadership meet periodically to determine if additional trainings are needed.
	(c)	☐	☐	☐	Program staff are trained on emergency protocols	☐	Program staff are encouraged to obtain first aid and CPR training.	☐	Program staff are required to obtain first aid and CPR training. The training is of no-cost to the staff and records are retained by the program.
	(d)	☐	☐	☐	Program conducts appropriate safety practice drills with staff	☐	Program conducts appropriate safety practice drills with staff at least twice per year. Records of drills are retained by the program.	☐	Program conducts appropriate, biannual safety practice drills with staff and participants. Records of drills are retained by the program. Program staff and leadership meet periodically to determine if additional drills are needed.
	(e)	☐	☐	☐	Program staff are trained in cultural competency, generational differences, and gender identity.	☐	Program staff are trained in cultural competency, generational differences, and gender identity. Staff are given additional anti-bullying and intervention trainings as well. Sensitivity trainings are documented, retained, and evaluated by the program.	☐	Program staff are trained in cultural competency, generational differences, and gender identity Staff are given additional anti-bullying and intervention trainings as well. Sensitivity trainings are documented, retained, and evaluated by the program. Program staff and leadership meet periodically to determine if additional trainings are needed..
	(f)	☐	☐	☐	Program provides written documents and resources to participants, parents, and guardians, as needed. Documents and resources are written in plain language.	☐	Program provides documents and resources to participants, parents, and guardians. Documents and resources are written in plain language. Translations of documents and resources in commonly used languages other than English are available to participants, parents, and guardians.	☐	Program provides documents and resources to participants, parents, and guardians. Documents and resources are written in plain language. Translations of documents and resources in commonly used languages other than English are available to participants, parents, and guardians. Program will provide any additional translations, as requested by participants, parents, and guardians.
	(g)	☐	☐	☐	Staff are trained in teambuilding and cohort building techniques.	☐	Program informally incorporates teambuilding and cohort building techniques into the program	☐	Program formally incorporates teambuilding and cohort building activities into the program. These activities are re-evaluated at the conclusion of each program cycle.
	(h)	☐	☐	☐	Program staff are trained to modify the learning environment to meet social distancing or other health requirements.	☐	Program staff are trained to modify the learning environment to meet social distancing or other health requirements. In addition, program outlines and documents deep cleaning procedures.	☐	Program staff are trained to modify the learning environment to meet social distancing or other health requirements. In addition, program outlines and documents deep cleaning procedures. Participants are screened for temperature and other symptoms prior to program start and are provided with masks, as needed

Subtotal	0	0	0	0	0	Number of Checkmarks, Row A (if red, too many marks on row)	0
						Number of Checkmarks, Row B (if red, too many marks on row)	0
Total Point Value	N/A	0	0	0	0	Number of Checkmarks, Row C (if red, too many marks on row)	0
						Number of Checkmarks, Row D (if red, too many marks on row)	0
						Number of Checkmarks, Row E (if red, too many marks on row)	0
Total Points Earned	0					Number of Checkmarks, Row F (if red, too many marks on row)	0
						Number of Checkmarks, Row G (if red, too many marks on row)	0
Total Points Possible	24					Number of Checkmarks, Row H (if red, too many marks on row)	0
Percentage	0%						
Number of Checkmarks	0						
Checkmark Verification	Too Few Checkmarks						

Narrative **Program Standard Area 3: Learning Environments**	
Quality Area 3: Not Applicable *For each focus area marked "Not Applicable", please describe why these areas are not applicable to the program*	
Quality Area 3: Summary *For each focus area that met or exceeded the quality standards, please describe the practices that met or exceeded the basic programming standard.*	
Quality Area 3: Program Strengths *Please note specific focus areas in your description.*	
Quality Area 3: Program Improvements *Please note specific focus areas in your description*	

Rubric
Program Quality Standard 4: Skill Building and Learning

Focus Areas		Not Applicable	Not Met (0)		Beginning (1)		Emerging (2)		Advanced (3)
Skill Building	(a)	☐	☐	☐	Program uses market research and other data to identify in-demand topics for instruction.	☐	Program uses market research and other data to identify in-demand topics for instruction. When possible, program instruction is geared toward an industry-recognized skill.	☐	Program uses market research and other data to identify in-demand topics for instruction. When possible, program instruction is geared toward an industry-recognized skill and participants are awarded an industry-recognized certification or digital badge at the program's culmination.
	(b)	☐	☐	☐	Program partners with industry representatives to better inform program topics for instructions.	☐	Program partners with industry representatives to better inform program topics for instructions. Participants in the program are connected with industry representatives as well.	☐	Program partners with industry to develop a clear pathway for participants to complete program and enter into a career field.
	(c)	☐	☐	☐	Program provides participants with clear guidance on the college admissions process, from initial application to financial aid.	☐	Program provides participants with clear guidance on the college admissions process, from initial application to financial aid. Information is translated for participants, parents, and guardians as needed.	☐	Program provides participants with clear guidance on the college admissions process, from initial application to financial aid. Program partners with colleges or nonprofits to ensure it provides the most current information to participants, parents, and families.
	(d)	☐	☐	☐	Program is designed so that participants produce artifacts that can be used to support their college application or career aspirations.	☐	Program is designed so that participants produce artifacts that can be used to support their college application or career aspirations. Program trains participants on ways to publicize their artifacts to admissions committees or industry.	☐	Program is designed so that participants produce artifacts that can be used to support their college application or career aspirations. Program trains participants on ways to publicize their artifacts to admissions committees or industry and uses partnerships to directly connect participants to admission or industry representatives to receive feedback.
Learning	(e)	☐	☐	☐	Program conducts a pre and post-survey of participants to measure program success and participant growth.	☐	Program conducts a pre and post-survey of participants to measure program success and participant growth. The survey is offered in multiple languages.	☐	Program conducts a pre and post-survey of participants to measure program success and participant growth. The survey is offered in multiple languages. The program periodically reviews the survey and updates it according to shifting programmatic needs.
	(f)	☐	☐	☐	Program requests feedback from participants to help measure participant growth and program success.	☐	Program requests feedback from participants to help measure participant growth and program success. In addition, program retains artifacts of participant work to help evaluate success..	☐	Program requests feedback from participants to help measure participant growth and program success. In addition, program retains artifacts of participant work to help evaluate success. Program staff and leadership incorporate feedback and artifacts in continual improvement cycle.
	(g)	☐	☐	☐	Program leaderships reviews and evaluates program at program's conclusion to evaluate participant learning.	☐	Program leaderships shares program evaluations with outside partners (e.g. industry partners, college admissions representatives, etc) to get expert feedback on program effectiveness.	☐	Program partners with independent third-party to evaluate programs over the short, medium, and long-term.

Subtotal	0	0	0		0		0	Number of Checkmarks, Row A (if red, too many marks on row) 0
								Number of Checkmarks, Row B (if red, too many marks on row) 0
Total Point Value	N/A	0	0		0		0	Number of Checkmarks, Row C (if red, too many marks on row) 0
								Number of Checkmarks, Row D (if red, too many marks on row) 0
								Number of Checkmarks, Row E (if red, too many marks on row) 0
Total Points Earned	0							Number of Checkmarks, Row F (if red, too many marks on row) 0
								Number of Checkmarks, Row G (if red, too many marks on row) 0
Total Points Possible	21							
Percentage	0%							
Number of Checkmarks	0							
Checkmark Verification	Too Few Checkmarks							

Narrative Program Standard Area 4: Skill Building and Learning	
Quality Area 4: Not Applicable *For each focus area marked "Not Applicable", please describe why these areas are not applicable to the program*	
Quality Area 4: Summary *For each focus area that met or exceeded the quality standards, please describe the practices that met or exceeded the basic programming standard.*	
Quality Area 4: Program Strengths *Please note specific focus areas in your description.*	
Quality Area 4: Program Improvements *Please note specific focus areas in your description*	

Rubric Program Quality Standard 5: Curriculum and Teaching Practices									
Focus Areas		Not Applicable	Not Met (0)	Beginning (1)		Emerging (2)		Advanced (3)	
Curriculum and Teaching Practices	(a)	☐	☐	☐	Program uses anecdotal data to determine curriculum needs.	☐	Program uses data from multiple sources, including observation and community surveys, to determine curriculum needs.	☐	Program uses data from multiple sources, including community surveys, market data, and partnerships to determine curricular needs. Whenever possible, curriculum leads to digital badging and/or industry certification.
	(b)	☐	☐	☐	Program curriculum is designed for learners of different modalities. Program presumes all participants have the same or general level of prior knowledge.	☐	Program curriculum is designed for learners of different modalities and learning styles. Program is scaffolded to better accommodate participants with different levels of prior knowledge.	☐	Program curriculum is designed for learners of all modalities and learning styles. Curriculum allows participants to choose how they best learn the material, and curriculum is scaffolded to accommodate participants with different levels of prior knowledge.
	(c)	☐	☐	☐	Program curriculum provides access to variety of resources, including people, videos, technology, etc. Resources may be provided in person or virtually.	☐	Program curriculum connects participants to professionals in the field or academic administrators via virtual or in person such as site visits, campus visits, job shadows, and tours.	☐	Program curriculum directly connects participants to professionals in the field or academic administrators. Program may also promote externships or internships at partner organizations to program participants.
	(d)	☐	☐	☐	Program curriculum is presented in a single language and program staff have limited proficiency in a language other than English..	☐	Program curriculum is offered in the primary language(s) of the community it serves.	☐	Program curriculum is presented in multiple languages, based on the needs of the community.
	(e)	☐	☐	☐	Program is aligned to specific professional or academic standards. If standards aren't available, program is designed so that participants learn a specific, tangible outcome	☐	Program is aligned to specific professional or academic standards. If standards aren't available, program is designed so that participants learn a specific, tangible goal. Participants' work reflects the needs of real-world work or academic environments.	☐	Program is aligned to specific professional or academic standards. If standards aren't available, program is designed so that participants learn a specific, tangible goal and preferably provides participants with work product that demonstrates mastery and can be used outside of the program.
	(f)	☐	☐	☐	Program curriculum can be accessed solely by participants who are registered in the program.	☐	Program curriculum connects participants to multiple resources before and during the program's duration. Non-proprietary program information is made available to the public as well as to program participants whenever possible.	☐	Program curriculum provides participants to multiple resources that can be accessed before, during, and after the program's duration. Program curriculum encourages follow-up and continual outreach to participants to ensure participants are apprised of new opportunities to grow their skills as their interests change and evolve. .
	Subtotal	0	0	0		0		0	
	Total Point Value	N/A	0	0		0		0	

Number of Checkmarks, Row A (if red, too many marks on row)	0	**Total Points Earned**	0
Number of Checkmarks, Row B (if red, too many marks on row)	0	**Total Points Possible**	18
Number of Checkmarks, Row C (if red, too many marks on row)	0	**Percentage**	0%
Number of Checkmarks, Row D (if red, too many marks on row)	0	**Number of Checkmarks**	0
Number of Checkmarks, Row E (if red, too many marks on row)	0		
Number of Checkmarks, Row F (if red, too many marks on row)	0	**Checkmark Verification**	Too Few Checkmarks

Narrative Program Standard Area 5: Curriculum and Teaching Practices	
Quality Area 5: Not Applicable *For each focus area marked "Not Applicable", please describe why these areas are not applicable to the program*	
Quality Area 5: Summary *For each focus area that met or exceeded the quality standards, please describe the practices that met or exceeded the basic programming standard.*	
Quality Area 5: Program Strengths *Please note specific focus areas in your description.*	
Quality Area 5: Program Improvements *Please note specific focus areas in your description*	

Rubric Program Quality Standard 6: Staffing									
Focus Areas		Not Applicable	Not Met (0)	Beginning (1)		Emerging (2)		Advanced (3)	
Staffing	(a)	☐	☐	☐	Staff are trained on digital security and preventing unauthorized digital or audio recordings of program to prevent participant information from being made public.	☐	Staff are trained on digital security and preventing unauthorized digital or audio recordings to be made public. Staff are trained to anonymize information whenever possible.	☐	Staff are trained to prioritize the privacy of participants. Data is anonymized and no information is shared with a third-party without a written agreement or other legal document.
	(b)	☐	☐	☐	Staff recruitment addresses minimum experience required and content knowledge. . Hired staff undergo a background check and formal-onboarding process.	☐	Staff recruitment addresses minimum experience required, content knowledge, alignment with program's mission and vision, and connection to the community program intends to serve Program staff have limited fluency in language(s) other than English. Hired staff undergo a background check and formal-onboarding process.	☐	Staff recruitment addresses minimum experience required, content knowledge, alignment with program's mission and vision, and connection to the community program intends to serve. . Program staff fluently speak the language of the community they serve and understand the community's culture. Hired staff undergo a background check and formal-onboarding process.
	(c)	☐	☐	☐	Staff are trained on facilitation, trust-building, and community building techniques. .	☐	Staff are trained on facilitation, trust-building, and community building techniques. Staff understand the culture(s) and language(s) of the community they serve and reflect that understanding in their work	☐	Staff are trained on facilitation, trust-building, and community building techniques. Staff understand the culture(s) and language(s) of the community they serve and reflect that understanding in their work. In addition, staff continually connect with community members to develop programming that reflects changing community demographics.
	(d)	☐	☐	☐	Staff are trained to manage projects, multitask, and balance competing needs, interests, and time demands. management,	☐	Staff has experience managing projects, building structures, and refining systems to streamline program-related processes and procedures..	☐	Staff are given clear roles and responsibilities which allow for collaborative program management and encourage the sharing of best practices between staff members to promote continuous improvement.
	(e)	☐	☐	☐	Program evaluates staff periodically during to identify strengths and areas of growth.	☐	Program evaluates staff periodically during program administration to identify strengths and areas of growth, including evaluation of staff by program participants Program provides professional development and leadership opportunities for staff.	☐	Program is aligned to specific professional or academic standards. If standards aren't available, program is designed so that participants learn a specific, tangible goal and preferably provides participants with work product that demonstrates mastery and can be used outside of the program.
	(f)	☐	☐	☐	Program evaluates staff periodically during to identify strengths and areas of growth.	☐	Program evaluates staff periodically during program administration to identify strengths and areas of growth, including evaluation of staff by program participants. Program provides professional development and leadership opportunities for staff.	☐	Program evaluates staff periodically during program administration to identify strengths and areas of growth, including evaluation of staff by program participants. Program provides professional development opportunities and leadership for staff based on observations, program needs, and long-term program goals.
	Subtotal	0	0	0		0		0	
	Total Point Value	N/A	0	0		0		0	

Total Points Earned	0
Total Points Possible	18
Percentage	0%
Number of Checkmarks	0
Checkmark Verification	Too Few Checkmarks

Number of Checkmarks, Row A (if red, too many marks on row)	0
Number of Checkmarks, Row B (if red, too many marks on row)	0
Number of Checkmarks, Row C (if red, too many marks on row)	0
Number of Checkmarks, Row D (if red, too many marks on row)	0
Number of Checkmarks, Row E (if red, too many marks on row)	0
Number of Checkmarks, Row F (if red, too many marks on row)	0

Narrative Program Standard Area 6: Staffing	
Quality Area 6: Not Applicable *For each focus area marked "Not Applicable", please describe why these areas are not applicable to the program*	
Quality Area 6: Summary *For each focus area that met or exceeded the quality standards, please describe the practices that met or exceeded the basic programming standard.*	
Quality Area 6: Program Strengths *Please note specific focus areas in your description.*	
Quality Area 6: Program Improvements *Please note specific focus areas in your description*	

Rubric Program Quality Standard 7: Program Leadership and Management									
Focus Areas		Not Applicable	Not Met (0)	Beginning (1)		Emerging (2)		Advanced (3)	
Program Leadership and Management	(a)	☐	☐	☐	Program leadership has structure in place to evaluate the effectiveness of programs and impact on participants.	☐	Program leadership has structure in place to evaluate the effectiveness of programs and impact on participants. Program leadership uses these evaluations to inform programming.	☐	Program has structure in place to conduct a continual improvement cycle, including evaluation and refinement of community outreach, program administration, and program evaluation..
	(b)	☐	☐	☐	Program curriculum is designed for learners of different modalities.	☐	Program leadership has experience working with internal and external partners and across departments, as needed. Program leadership is nimble and flexible in approach, depending on the needs of partners.	☐	Program leadership has experience working with internal and external partners and across departments, as needed. In addition, program leadership has worked in and across bureaucracies and other complex organizations. Program leadership is nimble and flexible in approach, depending on the needs of partners.
	(c)	☐	☐	☐	Program management articulates the goals and objectives of program(s) prior to their start and programs are built out to achieve these stated goals and objectives.	☐	Program management articulates the goals and objectives of program(s) prior to their start and programs are built out to achieve these stated goals and objectives. Program gathers quantitative and qualitative data periodically	☐	Program management articulates the goals and objectives of program(s) prior to their start and programs are built out to achieve these stated goals and objectives. Program gathers quantitative and qualitative data through surveys before, during, and after the program's duration.
	(d)	☐	☐	☐	Program management pursues partnerships with community-based organizations, schools, workforce development, and other similar organizations.	☐	Program management develops long-standing partnerships with community-based organizations, schools, workforce development, and other similar organizations. Partners have data sharing agreement which allows some evaluation of partnership effectiveness	☐	Program management develops long-standing partnerships with community-based organizations, schools, workforce development, and other similar organizations. Program uses data to determine the value and impact of partnerships and to better connect with the intended community being served.
	(e)	☐	☐	☐	Program management provides expectations to staff regarding the program's goals and intended outcomes.	☐	Program management provides clear expectations to staff regarding the program's goals and intended outcomes. Program evaluates programs at least once per year to ensure expectations are appropriate. There is a balance between informal check-ins and formal evaluations, and either may occur in small groups or individually.	☐	Program management provides clear expectations to staff regarding the program's goals and intended outcomes Program evaluates programs at least twice a year to ensure expectations are appropriate. There is a balance between informal check-ins and formal evaluations, and either may occur in small groups or individually. Program management adjusts expectations after evaluation period as needed.
	Subtotal	0	0	0		0		0	
	Total Point Value	N/A	0	0		0		0	

Total Points Earned	0
Total Points Possible	18
Percentage	0%
Number of Checkmarks	0
Checkmark Verification	Too Few Checkmarks

Number of Checkmarks, Row A (if red, too many marks on row)	0
Number of Checkmarks, Row B (if red, too many marks on row)	0
Number of Checkmarks, Row C (if red, too many marks on row)	0
Number of Checkmarks, Row D (if red, too many marks on row)	0
Number of Checkmarks, Row E (if red, too many marks on row)	0

Verification Checkmarks

Checkmark Verification	Too Few Checkmarks

Narrative Program Standard Area 7: Program Leadership and Management	
Quality Area 7: Not Applicable *For each focus area marked "Not Applicable", please describe why these areas are not applicable to the program*	
Quality Area 7: Summary *For each focus area that met or exceeded the quality standards, please describe the practices that met or exceeded the basic programming standard.*	
Quality Area 7 Program Strengths *Please note specific focus areas in your description.*	
Quality Area 7: Program Improvements *Please note specific focus areas in your description*	

Rubric Program Quality Standard 8: Equity, Diversity, and Inclusion									
Focus Areas		Not Applicable	Not Met (0)	Beginning (1)		Emerging (2)		Advanced (3)	
Equity	(a)	☐	☐	☐	Program evaluates enrollment data to ensure that the program is equitable for all potential participants within the community the program intends to serve.	☐	Program evaluates enrollment data to ensure that the program is equitable for all potential participants within the community the program intends to serve. Program uses census or other data to inform outreach strategies.	☐	Program evaluates enrollment data to ensure that the program is equitable for all potential participants within the community the program intends to serve. Program uses census, an equity index, or other social progress indicators to ensure that outreach and promotion is directed toward the program's intended community.
	(b)	☐	☐	☐	Program staff identify community needs that may be overlooked for possible new programming.	☐	Program staff identify community needs that may be overlooked for possible new programming. Program staff stay apprised of community's changing demographics make-up and language needs.	☐	Program staff identify community needs that may be overlooked for possible new programming. Program staff stay apprised of community's changing demographics and language needs Program partners with other organizations to identify and develop new curriculum as the community's needs change.
	(c)	☐	☐	☐	Program provides cost reduction opportunities to participants with demonstrated need.	☐	Program provides cost reduction opportunities to some participants. Participants with demonstrated need are provided with fee-waivers.	☐	Program is provided to all participants at no cost.
Diversity	(d)	☐	☐	☐	Program recruits staff members with knowledge of and appreciation for the communities and cultures they serve.	☐	Program recruits staff members with knowledge of and appreciation for the communities and cultures they serve. When possible, staff speak the primary language of the communities they service.	☐	Program recruits staff members with knowledge of and appreciation for the communities and cultures they serve. Staff reflect the communities and cultures they serve and, when possible, speak the primary language of those communities.
	(e)	☐	☐	☐	Program promotes curriculum to potential participants throughout the community.	☐	Program promotes curriculum to potential participants throughout the community. Promotional materials are translated into the language(s) spoken in the community and are reflective of the community's culture.	☐	Program promotes curriculum to potential participants throughout the community. Promotional materials are translated into the language(s) spoken in the community and are reflective of the community's culture. Program uses enrollment and other data to identify flaws in the promotion process and improve outreach efforts.
	(f)	☐	☐	☐	Program presents curriculum to participants from the local community. Program tracks demographic data, enrollment data, census data, and other resources to ensure outreach is connecting with high-needs groups such as first-generation college students, foster youth, and the unhoused population	☐	Program presents curriculum to participants from local community in language(s) of community (if possible) and with respect and appreciation for the community's culture. Program tracks demographic data, enrollment data, census data, and other resources to ensure outreach is connecting with high-needs groups such as first-generation college students, foster youth, and the unhoused population.	☐	Program presents curriculum to participants from local community in language(s) of community (if possible) and with respect and appreciation for the community's culture. Program tracks demographic data, enrollment data, census data, and other resources to ensure outreach is connecting with high-needs groups such as first-generation college students, foster youth, and the unhoused population. Program uses data to identify demographic groups that are prevalent in the community but do not enroll. The program's curriculum and approach are revised to better connect with and reach these groups.
	(g)	☐	☐	☐	Program has process for requesting disruptive participants to remove themselves from the program for the remainder of the day.	☐	Program has process for removing participants who cause repeated disruption throughout the program's duration	☐	Disruptive participants who have left the program may re-enroll after following a procedure. Staff are trained on re-enrollment procedures.
Inclusion	(h)	☐	☐	☐	Program staff are trained on assistive tools that are built into computers, software, and other technological devices.	☐	Program provides additional assistive devices to participants upon request and demonstrated need (i.e. IEP, 504 Plan, or referral from specialist). Participant privacy is held paramount.	☐	Program asks participants about their assistive device needs as part of the registration and enrollment process and provides devices to participants with demonstrated need (ie. IEP, 504 Plan, or referral from specialist). Participant privacy is held paramount.
	(i)	☐	☐	☐	Program is presented at a location within the community. Designated location is ADA-compliant.	☐	Program is presented at location within the community. Designated location is ADA-compliant and located in close proximity to one or more mass transit stops.	☐	Program is presented at location within the community. Designated location is ADA-compliant and located in close proximity to one or more mass transit stops. Programs may be held virtually for participants who cannot attend in-person.
	(j)	☐	☐	☐	Program devices include software and tools needed to facilitate distance learning. Participants and staff are trained on the use of these tools.	☐	Program staff provide synchronous or asynchronous distance learning opportunities for participants.	☐	Program staff provide both synchronous and asynchronous distance learning opportunities for participants.

Subtotal	0	0	0	0	0	Number of Checkmarks, Row A (if red, too many marks on row)	0
						Number of Checkmarks, Row B (if red, too many marks on row)	0
Total Point Value	N/A	0	0	0	0	Number of Checkmarks, Row C (if red, too many marks on row)	0
						Number of Checkmarks, Row D (if red, too many marks on row)	0
						Number of Checkmarks, Row E (if red, too many marks on row)	0
Total Points Earned	0					Number of Checkmarks, Row F (if red, too many marks on row)	0
						Number of Checkmarks, Row G (if red, too many marks on row)	0
						Number of Checkmarks, Row H (if red, too many marks on row)	0
Total Points Possible	30					Number of Checkmarks, Row I (if red, too many marks on row)	0
						Number of Checkmarks, Row J (if red, too many marks on row)	0
Percentage	0%						
Number of Checkmarks	0						
Checkmark Verification	Too Few Checkmarks						

Narrative **Program Standard Area 8: Equity, Diversity, and Inclusion**	
Quality Area 8: Not Applicable *For each focus area marked "Not Applicable", please describe why these areas are not applicable to the program*	
Quality Area 8: Summary *For each focus area that met or exceeded the quality standards, please describe the practices that met or exceeded the basic programming standard.*	
Quality Area 8: Program Strengths *Please note specific focus areas in your description.*	
Quality Area 8: Program Improvements *Please note specific focus areas in your description*	

Attachment C:
Logic Model Scope

San José's students have access to a 21st century education that promotes success in life, in future careers and a love of life-long learning.

Age and Description

Youth, (14-18)

- At-risk, gang-impacted teens
- Connect directly with gang-impacted teens

Citywide CCR Goals and Outcomes

- Residents of San José can Earn a Living Wage in San José
- Meaningful work and Educational Opportunties
- Ensure Immediate and Long-Term City Staffing Needs are Met
- Employment Opportunities are Free from Unfair Labor Practices
- Students Graduate from High School Ready to Choose a Meaningful Path

Program-related CCR Goals and Outcomes

- General Programs
  - Show positive behavioral changes
  - Explore interests individually or with peers
  - Form support network
  - Engage in the community
- Workplace Programs
  - Meaningful employment for San José youth
  - Introduction to Work Place Behavior and Expectations

CCR Outputs

City Department(s) or Partner	Targeted Opportunities	Brief Description
Parks and Recreatiion (through the MGPTF)	B.E.S.T	C.B.O Partnership
	Clean Slate	Tattoo Removal
	Female Intervention Team	Gender-responsive Intervention
	Project Hope	Community Engagement
	Safe School	School-based Intervention
	Trauma to Triumph	Hospital-based Intervention
	DigiArt	Digital Arts Programming
Work2Future	SJ Works	Entry-level Work Experience
	Unsubsidized	Private Partners
	Subsidized	City Departments

CCR Data

- Number of public and private partners
- Program-specific metrics, e.g.
  - Number of students hired through SJ Works
  - Number of students who return to SJ Works opportunities
  - Number of students enrolling in postsecondary
  - Amount paid out in financial support to postsecondary students
  - General Program Attendance Information
  - Progress from interest to active steps towards career

Long-Term Resources and Partners

- Middle and High Schools
- Silicon Valley CTE
- Trade Schools
- Community Colleges
- Four-year Colleges and Universities
- Foundations
- Nonprofit Organizations
- Silicon Valley Organization
- Private companies
- Other Law Enforcement Agencies in the Region
- Unions
- Santa Clara Country Office of Education
- Southbay Regional Public Safety Training Con
- Industry Groups

Additional Resources Needed

- Data Tracking and Analysis
  - Determine metrics and methods for evaluation
  - Program assessment and evaluation aligned with metrics
- Designated CCR Staff
  - Designated funding for entry-level positions to ensure opportunity to youth such as Community Service Aide, PAL Cadet, and VOLT intern
  - Support data analysis and offer programmatic improvements
  - Support departments on different CCR-related programs, from concept to evaluation and share progress and best-practices internally
  - Liasion between external organizations and city departments, and advocate on behalf of CCR programs internally

Attachment C:
Logic Model Scope

San José's students have access to a 21st century education that promotes success in life, in future careers and a love of life-long learning.

Age and Description	Citywide CCR Goals and Outcomes	Program-related CCR Goals and Outcomes	City Department(s) or Partner	CCR Outputs: Targeted Opportunities	CCR Outputs: Brief Description	CCR Data	Long-Term Resources and Partners	Additional Resources Needed
Youth, (14-18)	Residents of San José can Earn a Living Wage in San José	General Programs	Library and Parks and Recreation	Community Service Aid (Paid Position)	Entry-level Work Experience	Number of public and private partners	Middle and High Schools	Data Tracking and Analysis
All City teens	Meaningful work and Educational Opportunties	Explore interests individually or with peers		School Library Cards	Library Resources	Program-specific metrics, e.g.	Silicon Valley CTE	Determine metrics and methods for evaluation
Promote opportunities directly to teens and partner organizations	Ensure Immediate and Long-Term City Staffing Needs are Met	Form support network		San José Aspires	Post-secondary Financial Support	Number of students hired through SJ Works	Trade Schools	Program assessment and evaluation aligned with metrics
	Employment Opportunities are Free from Unfair Labor Practices	Prepare for Post-secondary education		Teens Reach	Community Engagement, Youth Leadership, and Advocacy	Number of students who return to SJ Works opportunities	Community Colleges	Designated CCR Staff
	Students Graduate from High School Ready to Choose a Meaningful Path	Engage in the community		City Youth Commission		Number of students enrolling in postsecondary	Four-year Colleges and Universities	Designated funding for entry-level positions to ensure opportunity to youth such as Community Service Aide, PAL Cadet, and VOLT intern
		Workplace Programs		Teen HQ	Teen Safe Spaces & Teen-oriented Programming	Amount paid out in financial support to postsecondary students	Foundations	Support data analysis and offer programmatic improvements
		Introduction to workplace behavior and expectations		Teen Community Centers		General Program Attendance Information	Nonprofit Organizations	Support departments on different CCR-related programs, from concept to evaluation and share progress and best-practices internally
		Meaningful employment for San José youth		Gear-Up Partnership		Progress from interest to active steps towards career	Silicon Valley Organization	Liasion between external organizations and city departments, and advocate on behalf of CCR programs internally
			Police and Fire	PALS Program (Starts at 12 years old)	Career Exploration		Private companies	
				Fire Explorer Program			Other Law Enforcement Agencies in the Region	
			Work2Future	SJ Works	Entry-level Work Experience		Unions	
				Unsubsidized	Private Partners		Santa Clara Country Office of Education	
			Environmental Services, Housing, Public Works, and Transportation	Internships	Teen-centered Work Experience		Southbay Regional Public Safety Training Cosortiumn	
							Industry Groups	

Attachment C:
Logic Model Scope

San José's students have access to a 21st century education that promotes success in life, in future careers and a love of life-long learning.

Age and Description

- Young Adults (18-29)
  - Not attending college or graduate school
  - Promote opportunities directly to young adults and partner organizations

Citywide CCR Goals and Outcomes

- Residents of San José can Earn a Living Wage in San José
- Meaningful work and Educational Opportunties
- Ensure Immediate and Long-Term City Staffing Needs are Met
- Employment Opportunities are Free from Unfair Labor Practices
- Students Graduate from High School Ready to Choose a Meaningful Path

Program-related CCR Goals and Outcomes

- General Programs
  - Career advancement through skills attainment
  - Connect post-secondary education to career
  - Understanding application process and documents
- Workplace Programs
  - Job-specific skills training
  - Entry-level work experience and foundational skills
  - Alignment with opportunity for City employment

CCR Outputs

City Department(s) or Partner	Targeted Opportunities	Brief Description
Library	Partners in Reading & ESL	Foundational Literacy Skills
Library	Career Online High School	High School Diploma
Library	SJPL Works	Career Resources & Job Search Skills
Work2Future	Apprenticeship	Career-specific Training
Work2Future	Adult Dislocated Worker Program	Career Counseling
Work2Future	Occupational Skills Traiing	General Skills Training
Work2Future	SJ Works	Entry-level Work Experience
Work2Future	Unsubsidized	Private Partners

CCR Data

- Number of public and private partners
- Number of Interns Hired or Apprentices Trained
- Program-specific metrics, e.g.
  - Number of students hired through SJ Works
  - Number of students who return to SJ Works opportunities
  - Number of students enrolling in postsecondary
  - Amount paid out in financial support to postsecondary students
  - General Program Attendance Information
  - Progress from interest to active steps towards career

Long-Term Resources and Partners

- Trade Schools
- Community Colleges
- Foundations
- Nonprofit Organizations
- Silicon Valley Organization
- Private companies
- Other Law Enforcement Agencies in the Region
- Unions
- Industry Groups

Additional Resources Needed

- Data Tracking and Analysis
  - Determine metrics and methods for evaluation
  - Program assessment and evaluation aligned with metrics
  - Apprentices and interns converted to full-time City jobs
- Designated CCR Staff
  - Designated funding for entry-level positions to ensure opportunity and young adults
  - Support data analysis and offer programmatic improvements
  - Support departments on different CCR-related programs, from concept to evaluation and share progress and best-practices internally
  - Liasion between external organizations and city departments, and advocate on behalf of CCR programs internally

Attachment C:
Logic Model Scope

San José's students have access to a 21st century education that promotes success in life, in future careers and a love of life-long learning.

Age and Description

Young Adults (18-29)

Attending college or graduate school

Promote opportunities directly to young adults and partner organizations

Citywide CCR Goals and Outcomes

Residents of San José can Earn a Living Wage in San José

Meaningful work and Educational Opportunties

Ensure Immediate and Long-Term City Staffing Needs are Met

Employment Opportunities are Free from Unfair Labor Practices

Students Graduate from High School Ready to Choose a Meaningful Path

Program-related CCR Goals and Outcomes

General Programs

Career advancement through educational attainment

Connect post-secondary education to career

Understanding application process and documents

Workplace Programs

Career-specific skills obtainment

Deepen knowledge about career field

Alignment with opportunity for City employment

CCR Outputs

City Department(s) or Partner	Targeted Opportunities	Brief Description
Library	Reliliancy Corps	Career-related work experience
Library	Working Scholars	College Diploma
Library	SJPL Works	Career Resources & Job Search Skills
Public Works	Apprenticeship	Career-specific Training
Airport, Environmental Services, Housing, Information Technology, Library, Police Department, Public Works, and Transportation	Internships	Career-related Work Experience

CCR Data

Number of public and private partners

Number of Interns Hired or Apprentices Trained

Program-specific metrics, e.g.

Number of students hired through SJ Works

Number of students who return to SJ Works opportunities

Number of students enrolling in postsecondary

Amount paid out in financial support to postsecondary students

General Program Attendance Information

Progress from interest to active steps towards career

Long-Term Resources and Partners

Trade Schools

Community Colleges

Four-year Colleges and Universities

Foundations

Nonprofit Organizations

Silicon Valley Organization

Private companies

Other Law Enforencement Agencies in the Region

Unions

Industry Groups

Additional Resources Needed

Data Tracking and Analysis

Determine metrics and methods for evaluation

Program assessment and evaluation aligned with metrics

Apprentices and interns converted to full-time City jobs

Designated CCR Staff

Designated funding for entry-level positions to ensure opportunity and young adults

Support data analysis and offer programmatic improvements

Support departments on different CCR-related programs, from concept to evaluation and share progress and best-practices internally

Liasion between external organizations and city departments, and advocate on behalf of CCR programs internally

Attachment C:
Logic Model Scope

San José's students have access to a 21st century education that promotes success in life, in future careers and a love of life-long learning.

Age Groups

- Gang-impacted Youth (Ages 14-18)
- All City Youth (Ages 14-18)
- Young Adults who are not attending college or graduate school (Ages 18-29)
- Young Adults who are attending college or graduate school (Ages 18-29)

Citywide CCR Goals and Outcomes

- Residents of San José can Earn a Living Wage in San José
- Meaningful Work and Educational Opportunities
- Ensure Immediate and Long-Term City Staffing Needs are Met
- Employment Opportunities are Free from Unfair Labor Practices
- Students Graduate from High School Ready to Choose a Meaningful Path

City Departments and Partners

- Airport
- Environmental Services
- Fire
- Housing
- Information Technology
- Library
- Parks and Recreation
- Police
- Public Works
- Transportation
- Work2Future

Long-Term Resources and Partners

- Middle and High Schools
- Silicon Valley CTE
- Trade Schools
- Community Colleges
- Four-year Colleges and Universities
- Foundations
- Nonprofit Organizations
- Silicon Valley Organization
- Private companies
- Other Law Enforencement Agencies in the Region
- Unions
- Santa Clara Country Office of Education
- Southbay Regional Public Safety Training Con
- Industry Groups

Additional Resources Needed

- Data Tracking and Analysis
  - Determine metrics and methods for evaluation
  - Program assessment and evaluation aligned with metrics
  - Apprentices and interns converted to full-time City jobs
- Designated CCR Staff
  - Designated funding for entry-level positions to ensure opportunity and young adults
  - Support data analysis and offer programmatic improvements
  - Support departments on different CCR-related programs, from concept to evaluation and share progress and best-practices internally
  - Liasion between external organizations and city departments, and advocate on behalf of CCR programs internally

Attachment D: College and Career Readiness Logic Model
Pathways to Post-Academic Success – Graduating Ready for College and Career

LOGIC MODEL: EQUITY IN ACTION*

**All programs are designed and evaluated to provide high-quality opportunities to under-resourced communities and communities of color*

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES†
• Case managers and other staff • City of San José Departments • Designated community spaces • Funding • Programs • Non-profit partners • Secondary educational partners • Post-secondary educational partners • Workforce development	• Mentor under-resourced and / or students from communities of color • Partner with non-profits, corporate, and educational entities • Provide college and career readiness programs • Provide financial support for post-secondary education • Provide work opportunities that pay a living wage • Support youth and young adults throughout the job search process	• Continuously improve college and career readiness programs • Ensure diverse range of work experience opportunities • Ensure programs promote access to living-wage careers • Ensure programs connect participants to high-value careers and potential employers • Provide positive experiences to program participants and partners • Support transition from apprenticeship or internship to entry-level career position	***College*** • Enrollment in pathways best-suited for desired career • Employment in career-related apprenticeship or internship • Increased enrollment in post-secondary education • Knowledge about financial aspect of post-secondary education ***Career*** • Advanced occupational skills training and resources for career transitions or skills gaps • Apprenticeships, internships, and other work experience opportunities within the City of San José and partner organizations • Knowledge about policies and regulations critical to career success • Obtainment of a living-wage career • Clear pathway to a City-career *†Each individual program or department will develop their own program-specific performance metrics and outcomes*

Attachment E

San José Aspires Expansion Awards

Award Value	Award Title	Partnerships Available	Grade Levels
Core Awards			
$600	3.0 Cumulative GPA	SJHS, WCOHS	12
$300	Graduate Meeting A-G Requirements	SJHS, WCOHS	12
$100 or $150	Semester GPA	SJHS, WCOHS	9, 10, 11, and 12
$150	Apply for Financial Aid	OYA, SJHS, WCOHS	12
$150	Apply to College	OYA, SJHS, WCOHS	12
$150	Create an A-G Course Plan	SJHS, WCOHS	9, 10
$150	Open a Checking or Savings Account	OYA, SJHS, WCOHS	12
$150	Prepare for the ACT or SAT Exam	OYA, SJHS, WCOHS	11 and 12
$150	Take the ACT or SAT Exam	OYA, SJHS, WCOHS	11 and 12
Supplemental Awards			
$150	Commit Significant Time to a School-based Extracurricular Activity	OYA, SJHS, WCOHS	9, 10, 11, and 12
$150	Play on an Athletics Team	OYA, SJHS, WCOHS	9, 10, 11, and 12
$100	AP, IB, or Honors Course enrollment.	SJHS, WCOHS	10, 11, and 12
$100	Apply for a Scholarship	OYA, SJHS, WCOHS	12
$100	Create a Resume	OYA, SJHS, WCOHS	10, 11, and 12
$100	Get Tutoring	OYA, SJHS, WCOHS	9, 10, 11, and 12

$100	Get Work Experience	OYA, SJHS, WCOHS	10, 11, and 12
$100	Lead a Club	OYA, SJHS, WCOHS	10, 11, and 12
$100	Lead at School	OYA, SJHS, WCOHS	9, 10, 11, and 12
$100	Learn a Specific Coding Language	OYA, SJHS, WCOHS	10, 11, and 12
$100	Learn to Code	OYA, SJHS, WCOHS	9, 10, 11, and 12
$100	School Attendance	OYA, SJHS, WCOHS	9, 10, 11, and 12
$100	SRA Curriculum Modules	OYA, SJHS, WCOHS	9, 10, 11, and 12
$100	Summer, Winter, or Spring Break Enrichment	OYA, SJHS, WCOHS	9, 10, 11, and 12
$100	Volunteer Experience	OYA, SJHS, WCOHS	9, 10, 11, and 12
$50	Apply for an Internship	OYA, SJHS, WCOHS	10, 11, and 12
$50	Attend Summer School in 2021	WCOHS	9
$50	Balanced College List	OYA, SJHS, WCOHS	12
$50	Complete a Career Inventory	OYA, SJHS, WCOHS	9, 10, 11, and 12
$50	Create a Brag Sheet	OYA, SJHS, WCOHS	12
$50	Create a Post-secondary Support Network	OYA, SJHS, WCOHS	9, 10, 11, and 12
$50	Get a Letter of Recommendation	OYA, SJHS, WCOHS	12
$50	Get a Pledge of Support	OYA, SJHS, WCOHS	9, 10, 11, and 12
$50	Get Feedback on Your Common Application Personal Statement	OYA, SJHS, WCOHS	12
$50	Get Feedback on Your CSU EOP Application Essays	OYA, SJHS, WCOHS	12
$50	Get Feedback on Your UC Personal Insight Questions	OYA, SJHS, WCOHS	12

$50	Join a Club	OYA, SJHS, WCOHS	9, 10, 11, and 12
$50	Participate in SJ Engage	OYA, SJHS, WCOHS	9, 10, 11, and 12
$50	Participate in Teens Reach	OYA, SJHS, WCOHS	9, 10, 11, and 12
$25	Ask Questions to Peers or Advisors on Students Rising Above	OYA, SJHS, WCOHS	9, 10, 11, and 12
$25	Attend a Students Rising Above Webinar	OYA, SJHS, WCOHS	9, 10, 11, and 12
$25	College Application Check	OYA, SJHS, WCOHS	12
$25	Create Big Future Account	OYA, SJHS, WCOHS	9, 10, 11, and 12
$25	Create Khan Academy Account	OYA, SJHS, WCOHS	9, 10, 11, and 12
$25	Create Students Rising Above Account	OYA, SJHS, WCOHS	9, 10, 11, and 12
$25	Find a Mentor	OYA, SJHS, WCOHS	9, 10, 11, and 12
$25	Scholar Dollars Account Opening	OYA, SJHS, WCOHS	9, 10, and 12
$25	Take the PSAT	SJHS, WCOHS	10
$25	Virtually Visit a College	OYA, SJHS, WCOHS	9, 10, 11, and 12

*OYA = Opportunity Youth Academy; SJHS = San José High School; WCOHS = William C. Overfelt High School

Attachment F
Resilience Corps Recruitment Partners

SJ Aspires Alumni Summer Newsletter
Council District 8 Social Media
Debug
Evergreen Community College
Foothill de Anza Community College
Multicultural Center- Foothill de Anza Community College
Norcal College Promise Coalition
San Jose City College Jobs board
SJSU McNair Scholars
SJSU Chicanx Studies Dept
SJSU- Chicanx/ Latinx center
SJSU College of Education
SJSU EOP
SJSU Gender Equity Center
SJSU Guardian Scholars
SJSU MOSAIC
SJSU The Bloc
Somos Mayfair
Young Women's Freedom Center