LIBRARY AND EDUCATION COMMISSION

September 15, 2021
7:00 PM to 9:00 PM
I. CALL TO ORDER & ORDERS OF THE DAY
II. CONSENT CALENDAR

APPROVAL OF 9/15/21 AGENDA

DISCUSSION/ACTION ITEMS:

A. IDENTIFY COMMISSIONERS TO SERVE ON AD-HOC COMMITTEES
   1. AD-HOC TO REVIEW BOND & AUDIT QUESTIONS
   2. A-HOC TO REVIEW INTERNET FILTERING

B. EDUCATION & DIGITAL LITERACY STRATEGY ANNUAL REPORT

C. DIGITAL LITERACY & PUBLIC TECHNOLOGY INITIATIVES

APPROVE MINUTES OF AUGUST 18TH 2021 MEETING
III. PUBLIC RECORD
IV. OPEN FORUM
(2 MINUTES OF SPEAKING TIME IS AVAILABLE)
V. DISCUSSION/ACTION ITEMS

A. ACTION: IDENTIFY COMMISSIONERS TO SERVE ON AD-HOC COMMITTEES

B. INFORMATIONAL: EDUCATION & DIGITAL LITERACY STRATEGY ANNUAL REPORT

C. INFORMATIONAL: DIGITAL LITERACY & PUBLIC TECHNOLOGY INITIATIVES
A) IDENTIFY COMMISSIONERS TO SERVE ON AD-HOC COMMITTEES

1. AD-HOC COMMITTEE TO REVIEW BOND & AUDIT QUESTIONS

2. AD-HOC COMMITTEE TO REVIEW INTERNET FILTERING
Content Filtering of Internet Access for Children

Ad-Hoc Committee

Library and Education Commission
September 15, 2021
Deliverables and Outcomes:

- Review the current landscape of content filtering of internet access for children:
  - What the filters offer
  - Functionality of various products
  - Review relevant scholarship on filtering and current practices
  - Test use of selected products
- History of Internet content filtering discussion in San José
- Survey staff for understanding of how children use the Library’s computers
- Analysis of other public library’s filtering practices
- Develop recommendation for SJPL
Expected Time Commitment:

- Review materials prior to first meeting (1 hours)
- Attend October 6, 2021 virtual meeting (1.5 hours)
- Attend November 10, 2021 virtual meeting (1.5 hours)
- As necessary attend additional virtual meeting (1 hours)
- Review and respond to emails and provide feedback between meetings (~2 hours)
- Provide subject matter expertise on project
Desired Skills, Knowledge, or Experience:

- Interest in public library Internet filtering practices
- Interest in library services to children
- Ability to review and analyze data to understand how SJPL computers are used
- Ability to represent the community's needs for both information and safety
B) EDUCATION & DIGITAL LITERACY STRATEGY ANNUAL REPORT
Education & Digital Literacy (EDL) Strategy approved by City Council on May 7, 2018.

Organized into the following strategic action 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**
EARLY EDUCATION

Entering School Ready to Learn and Succeed
# Early Education Quality Standards – FY 2020-21 Department Approach

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Department</th>
<th>Program</th>
<th>Standard Areas</th>
<th>Children Served</th>
</tr>
</thead>
</table>
| 2020-2021   | Library    | Virtual Storytime & Virtual Preschool | • Curriculum & Teaching Practices  
• Family Engagement  
• Diversity, Equity, and Inclusion | *6,941          |
|             | PRNS       | Recreation Preschool | • Health and Safety  
• Child Learning and Development  
• Curriculum and Teaching Practices  
• Learning Environment  
• Staffing and Professional Development  
• Program Leadership and Management  
• Diversity, Equity, and Inclusion | 227             |

*Total based on annual attendance at virtual storytime and preschool programs (34,708), with standard duplication assumption of 80% applied. Due to the pandemic, and restrictions on in-person programming, the Library department saw a decrease in their yearly program participation numbers.*
# Early Education - Year Two Outcomes for Library Storytimes

## Library EEQS Assessment Summary by Program Quality Standard (PQS)

<table>
<thead>
<tr>
<th>EEQS Assessment</th>
<th>PQS #1</th>
<th>PQS #2</th>
<th>PQS #3</th>
<th>PQS #4</th>
<th>PQS #5</th>
<th>PQS #6</th>
<th>PQS #7</th>
<th>PQS #8</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One (19-20)</strong> STORYTIME Assessment Rating</td>
<td>2.7</td>
<td>2.3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2.5</td>
<td>1.3</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Year Two (20-21)</strong> STORYTIME Assessment Rating</td>
<td>Unable to Rate due to Covid</td>
<td>2.66</td>
<td>2.66</td>
<td>Unable to Rate due to Covid</td>
<td>Unable to Rate due to Covid</td>
<td>2.5</td>
<td>2</td>
<td>3</td>
<td>2.33</td>
</tr>
<tr>
<td><strong>Year One (20-21)</strong> PRESCHOOL Assessment Rating</td>
<td>Unable to Rate Due to Covid</td>
<td>2.66</td>
<td>2.66</td>
<td>Unable to Rate due to Covid</td>
<td>Unable to Rate due to Covid</td>
<td>2.5</td>
<td>2</td>
<td>3</td>
<td>2.33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Quality Not Met (0)</th>
<th>Basic Standards (1)</th>
<th>Proficient Quality (2)</th>
<th>Advanced Quality (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health and Safety</td>
<td></td>
<td>5. Staffing and Professional Development</td>
<td></td>
</tr>
<tr>
<td>2. Child Learning and Development</td>
<td></td>
<td>6. Program Leadership and Management</td>
<td></td>
</tr>
<tr>
<td>4. Learning Environment</td>
<td></td>
<td>8. Diversity, Equity, and Inclusion</td>
<td></td>
</tr>
</tbody>
</table>
## EARLY EDUCATION - YEAR TWO OUTCOMES FOR SAN JOSÉ RECREATION PRESCHOOL

### PRNS EEQS Assessment Summary by Program Quality Standard (PQS)

<table>
<thead>
<tr>
<th>EEQS Assessment</th>
<th>PQS #1</th>
<th>PQS #2</th>
<th>PQS #3</th>
<th>PQS #4</th>
<th>PQS #5</th>
<th>PQS #6</th>
<th>PQS #7</th>
<th>PQS #8</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One (19-20) SJRP SEEDS Pilot</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1.75</td>
</tr>
<tr>
<td>Year Two (20-21) SJRP SEEDS*</td>
<td>1.66</td>
<td>2.33</td>
<td>2.66</td>
<td>2</td>
<td>1.5</td>
<td>1.75</td>
<td>1.66</td>
<td>1.66</td>
<td>1.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Quality Not Met (0)</th>
<th>Basic Standards (1)</th>
<th>Proficient Quality (2)</th>
<th>Advanced Quality (3)</th>
</tr>
</thead>
</table>

*Due to pandemic, PRNS offered limited SJRP programming and was able to expand SEEDS across all classes.*

1. Health and Safety
2. Child Learning and Development
3. Curriculum and Teaching Practices
4. Learning Environment
5. Staffing and Professional Development
6. Program Leadership and Management
7. Family Engagement and Partnership
8. Diversity, Equity, and Inclusion
# Year Three Implementation Plan: PRNS & Library

<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Program(s)</th>
<th>Standard Areas</th>
</tr>
</thead>
</table>
| 2021 - 2022 | Library | Virtual + In Person Storytime and Preschool Programming | • Adoption of a Child Abuse & Neglect Policy & Procedures;  
• 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  
• Continuation of collaboration with SJSU for continued program evaluation and growth. |
| | PRNS | SJ Recreation Preschool | • Provide training, coaching, and support for PRNS and SJRP staff;  
• Utilize EEQS assessment including development of QIP and follow-up;  
• Implement standardized curriculum;  
• Implement an evaluation framework and data management tools;  
• Develop and adopt policies, practices, and protocols through a racial equity lens to increase access to diverse families. |
LEARNING AT GRADE LEVEL

Expanding Education Beyond the School Day
The table below summarizes the evaluation of the PRNS R.O.C.K. ‘n’ Learn program for the fiscal year 2020-2021. The program operated from August 24, 2020, to June 11, 2021, and included:

- R.O.C.K. ‘n’ Learn (RNL) program at 15 community centers and parks and 6 libraries
- Eliminated any barriers to access, by providing eligible families a full-scholarship
- RNL served 717 unduplicated youth in 44 unique classrooms at 21 locations
- PRNS provided ASES (After School Education and Safety) to 99 students at 4 schools

<table>
<thead>
<tr>
<th>ELQS Area of Evaluation</th>
<th>Safety</th>
<th>Healthy Activities and Recreation</th>
<th>Academic Support</th>
<th>Enrichment</th>
<th>Customer Service</th>
<th>Program Information</th>
<th>Human Interactions</th>
<th>Final Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Possible</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Assessment</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2.1</td>
<td>2</td>
<td>1.9</td>
<td>2.1</td>
<td>2</td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>2</td>
<td>2.1</td>
<td>2.1</td>
<td>2.2</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Basic Quality Not Met (0) | Basic Standards (1) | Proficient Quality (2) | Advanced Quality (3)

The program met the basic standards and achieved proficient quality across all evaluated areas.
Summer 2021

- Camp San José Strong, K-8 grade, and Camp San José Strong Jr
- For children ages 3-5 citywide in community centers, libraries, and parks
- Camp San José Strong served 1102 children
- Camp San José Strong Junior served 258 children

Scholarships:
In partnership with the Housing Department, PRNS and the Library was able to increase access to programs by securing CDBG (Community Development Block Grant) to provide partial or full scholarships for eligible families.

PRNS combined both the department scholarship and the CDBG funds; and 887 eligible families received a scholarship:
- 779 received a PRNS and a full or partial CDBG scholarship
- 108 received only a PRNS scholarship
<table>
<thead>
<tr>
<th></th>
<th>Number of sessions</th>
<th>Students</th>
<th>Volunteer Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>113</td>
<td>1,862</td>
<td>2,291</td>
</tr>
<tr>
<td>Unduplicated Individuals</td>
<td>NA</td>
<td>206</td>
<td>209</td>
</tr>
<tr>
<td>Avg daily</td>
<td>NA</td>
<td>17</td>
<td>20</td>
</tr>
</tbody>
</table>

- Volunteers and staff help K-8 students in reading, writing, math, social studies, science.
- Assistance in English
- Assistance in Spanish, Vietnamese, and Chinese provided with volunteers’ availability
The learning objectives for each of the stakeholders (students, parents, and volunteers/staff) for the program related to the Quality Standards for Expanded Learning in California:

- #1 Safe and supportive environment
- #3 Skill building
- #6 Diversity, access and equity, and
- #7 Quality staff

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre and Post Surveys</td>
<td>Overall positive, concerns with program not continuing next semester and start times/flexibility.</td>
<td>87% overall positive rating. Areas of Strength: “Warm Welcome” + “Session Flow”</td>
</tr>
<tr>
<td>In–depth interviews</td>
<td>Overall positive, concerns with program not continuing next semester and social-emotional needs.</td>
<td>Areas of Improvement: &quot;Scaffolding,&quot; &quot;Learning Strategies,&quot; + &quot;Higher Order Thinking&quot;</td>
</tr>
</tbody>
</table>
| Quality Assessment: Youth Program Quality Assessment + Academic Skill-Building Supplement | | }
SJ LEARNS: FY 2020-21

- SJ Learns served 930 students across five school districts during FY 2020-21.
- Fall 2021: Social Policy Research Associates will complete an evaluation of the SJ Learns program for FY 2020-21
- During FY 2020-21, grantees participated in monthly virtual Expanded Learning Community of Practice (ExL CoP) meetings

ExL CoP is focused on continuous program quality improvement and specific quality standards

<p>| ELQS 1: Safe and Supportive Environments |
| ELQS 6: Diversity, Access and Equity |
| ELQS 9: Collaborative Partnerships |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Program(s)</th>
<th>Standard Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-22</td>
<td>Library</td>
<td>Homework Club</td>
<td>• Expand the application of the ELQS in planning and assessment with quality improvement plans</td>
</tr>
<tr>
<td></td>
<td>PRNS</td>
<td>R.O.C.K. Afterschool &amp; ASES</td>
<td>• Continue to focus on the ELQS for 2021-22; with added focus on ELQS 6: Equity, Diversity and Access (expanding affordable access to children/youth programming)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• R.O.C.K. Afterschool at 25 locations, 724 students from K-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• ASES at four school sites serving approximately 305 of students, grade K-8</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td>SJ Learns</td>
<td>• Continue to focus on the ELQS areas for 2020-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Leverage DataZone Partnership to assess and evaluate, collect data, and continue work with Social Policy Research Associates.</td>
</tr>
</tbody>
</table>
PATHWAYS TO POST-ACADEMIC SUCCESS

Graduating ready for college & career
FY 2020-21 College and Career Readiness

- Quality Standards adopted by City Council on December 1, 2020
- Youth Commission transferred management from PRNS to Library
- Teen virtual volunteering
- Career Online High School (COHS)
Accomplishments

- Launched the SJ Aspires Community Portal as a way for students to track and claim SJ Aspires awards.
- Created Scholar Dollar Savings Accounts for all enrolled students in partnership with Citi Start Savings®
- Worked with Stanford's Gardner Center to administer surveys to 9th and 10th grade students at partner schools.

2020-2021 Academic Year

- Over 685 enrolled students
- $170,000+ in financial awards claimed by students at Overfelt High School, San José High School, and Opportunity Youth Academy
- Demographics (self-reported):
  - Female 46%; Male 54%
  - Hispanic, Latinx, or Spanish Origin 68%
  - Southeast Asian or Asian 15%
## College and Career Workplan

### FY 2021-22

1. **Finalize CCR logic model and development of programmatic metrics for programs in the logic model**
2. **Develop a program assessment tool in alignment with CCRQS**
3. **Pilot assessment tool using SJ Aspires as program to be evaluated in accordance with the CCRQS**
4. **Develop and implement a new Outreach Plan for COHS**
5. **Integrate management of Youth Commission into TeenHQ ongoing operations**
6. **Make changes to assessment tool as needed and begin assessment of other Library CCR programs in FY 2022-23**
DIGITAL LITERACY

Ensuring access, affordability, and adoption
DIGITAL INCLUSION AND LITERACY

Digital Literacy Quality Standards

PHASE 1 – Summer 2021
- Staff Cohort 1 Training: DLQS Implementation and Assessment
- Program scores = Near Emerging
  - Coding 5K = 1.8
  - Digital Literacy classes = 2
- Quality Improvement Plans created

PHASE 2 – Fall 2021
- Measurement of Quality Improvement Plan effectiveness

PHASE 3 – Winter 2022
- Staff Cohort 2 training: DLQS Implementation and Assessment
- Second round of program scoring

PHASE 4 – Spring 2022
- Final program scoring for Fiscal Year
Coding 5K Annual Update

- Overall Coding 5K Challenge:
  - 251 programs
  - 4,038 students
- Virtual summer camps:
  - 8 weeklong camps
  - 329 participants
- Apple Bootcamps:
  - 8 3-day camps
  - 286 students
- Survey Data:
  - 54% of students identified as girls/young women
  - 70% of students surveyed said they are excited to learn more about computer science, robotics and coding.
Digital Literacy Workshops

166 Synchronous Learners
- Spanish, English, Vietnamese
- SJPL staff-provided tech support to overcome digital barriers

Asynchronous Learners
- 200 households in loan-to-own program
- 35 device kits
- SJPL Website Access

Workshop 1 – Access the Internet and Online Information

Workshop 2 – Manage Online Digital Information

Workshop 3 – Integrate Information for Communications

Workshop 4 – SJPL
POLICY AND GOVERNANCE
Develop a City Education Policy

• Adopted February 11, 2020

Schools/City Collaborative

• Initiate new regular meeting schedule and workplan with the Mayor’s Office, City Staff, SCCOE and District Superintendents
  • Met 3 times in 2020-21 focused on Education and Digital Literacy workplan
  • First 21/22 convening is Thursday, September 23, 2021

Joint School/Library Card Initiative

• Increase K-12 student access to print and electronic resources
• Issue library cards to every student
• Strengthen relationship between City and school districts
## FY 2020-2021/22 Partnerships

<table>
<thead>
<tr>
<th>Local Education Agency</th>
<th>School Type</th>
<th>School Campuses</th>
<th>Enrolled Students</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berryessa Union School District</td>
<td>Public</td>
<td>14</td>
<td>6,842</td>
<td>Pending data transfer</td>
</tr>
<tr>
<td>Cambrian School District</td>
<td>Public</td>
<td>6</td>
<td>3,366</td>
<td>2,717 cards issued</td>
</tr>
<tr>
<td>Campbell Union High School District</td>
<td>Public</td>
<td>6</td>
<td>8,465</td>
<td>Pending data transfer</td>
</tr>
<tr>
<td>Evergreen School District</td>
<td>Public</td>
<td>18</td>
<td>10,462</td>
<td>Pending data transfer</td>
</tr>
<tr>
<td>Downtown College Prep</td>
<td>Charter</td>
<td>4</td>
<td>1,823</td>
<td>1,759 cards issued</td>
</tr>
<tr>
<td>Franklin McKinley School District</td>
<td>Public</td>
<td>15</td>
<td>9,775</td>
<td>6,720 cards issued</td>
</tr>
<tr>
<td>Notre Dame High School</td>
<td>Private</td>
<td>1</td>
<td>183</td>
<td>183 cards issued</td>
</tr>
<tr>
<td>Oak Grove School District</td>
<td>Public</td>
<td>18</td>
<td>9,757</td>
<td>9,428 cards issued</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>102</strong></td>
<td><strong>50,673</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 205 Educator Cards have been issued.
Reimagining the City as a Classroom
C) DIGITAL LITERACY & PUBLIC TECHNOLOGY INITIATIVES
Digital Equity
Program Overview and Distribution Plan
Centering Equity

Priority Index is a ranking from 0 to 100 indicating the relative need within a census tract for digital access based on several criteria, including:

- K-12 enrollment
- Poverty rate
- Households with no computer
- Households with no Internet access
- Population in households with limited English proficiency
- Shared opportunities or other programs in the area

A higher index value indicates a greater need or higher priority.
2020-2021 Accomplishments

- 12,800 Hotspots in Use by Students in 32 LEAs
- Access East Side
  - 3 attendance areas operational (89k);
  - 3 in design (168.5k);
  - 2 in planning (53.5k)
- 8 cohorts (70) complete Digital Literacy Program;
  - 12 new cohorts (150) started May 2021 in ENG/SPA/VIET
- San José Digital Inclusion Fund Round 2
- 100%
  - 3,000 Hotspots in circulation to residents;
    - 23 partners + 14 outreach events
  - 16 City Buildings outfitted w improved outdoor WiFi.
    - 8 in progress.
- 7 Community Conversations (80) in ENG/SPA/VIET + 8 LEA Focus Groups
- Planning for 2021-22 Academic Year
## Community Use

### Connectivity Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance learning</td>
<td>68.7%</td>
</tr>
<tr>
<td>Remote work</td>
<td>41%</td>
</tr>
<tr>
<td>Socializing w/family, friends</td>
<td>30%</td>
</tr>
<tr>
<td>Telehealth</td>
<td>25%</td>
</tr>
<tr>
<td>Virtual public programs and services</td>
<td>24.75%</td>
</tr>
<tr>
<td>Job search</td>
<td>23.8%</td>
</tr>
<tr>
<td>Other</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

### Broadband Internet Access

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotspot borrowers without broadband subscriptions</td>
<td>46.4%</td>
</tr>
</tbody>
</table>

### Zip Codes

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>95127</td>
<td>6.85%</td>
</tr>
<tr>
<td>95148</td>
<td>6.58%</td>
</tr>
<tr>
<td>95121</td>
<td>6.04%</td>
</tr>
<tr>
<td>95111</td>
<td>5.95%</td>
</tr>
<tr>
<td>95116</td>
<td>5.72%</td>
</tr>
<tr>
<td>95122</td>
<td>5.68%</td>
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<td>95132</td>
<td>5.09%</td>
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<td>95112</td>
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<td>95133</td>
<td>4.55%</td>
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<tr>
<td>95129</td>
<td>3.83%</td>
</tr>
<tr>
<td>95123</td>
<td>3.79%</td>
</tr>
</tbody>
</table>
Reaching Deeper in Year 2
Current Service Plan for **Student and School Support:**
- Continued, targeted support for hotspots distributed through schools
  - Support school distribution at level that is aligned with LEA capacity
- Expand SJPL Youth hotspots and devices pending an Emergency Connectivity Fund Award
  - Distribute new devices in neighborhoods supporting schools based on the level of support provided by LEAs (fewer school hotspots = higher Library allocation)
  - Identify specific youth-centric CBOs to facilitate referrals

Current Service Plan for **General Library Hotspots:**
- Order 1,200 new Library hotspots
  - Distribute based on Digital Equity Priority Index
  - Reopen CBO partnerships to facilitate reach into hard to reach communities
Maximizing Access in 2021-2022

STUDENT & SCHOOL SUPPORT

- **Increase** support for schools from budgeted allocation of 3,200 to 6,160 lines of service (still a net reduction from 12,800 lines in 2020-21);

- **Increase** devices available to families who may not receive a device through their school, **create a youth hotspot program** through the Library of 4,500 lines of service;

- Support transitional aged, homeless, and foster youth who may benefit from having a connected device rather than a hotspot and a laptop, **order 1,500 connected Chromebooks** available through the Library;
  - Concentrate **youth hotspots and Chromebooks** at Library branches where schools have reduced or eliminated connectivity support;
  - Identify youth-centric CBOs to promote referral system
  - Print/social marketing campaign to promote awareness
  - Link to Student Library Card

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**2020-2021**

- School Distribution
- Library...

**2021-2022**

- Youth Chromebook
- Youth Hotspots
- School Distribution
- Library...
Distributing Devices through SJPL

To reduce wait times for general hotspots available through the Library, increase the supply from 3,000 hotspots to 4,200 hotspots.

- Branches that will receive larger allocations of devices based on Digital Equity Need and COVID impact:
  - Alum Rock
  - Bascom
  - Biblioteca Latinoamericana
  - East Branch
  - Edenvale
  - Educational Park
  - Evergreen
  - Hillview
  - Joyce Ellington
  - Mt. Pleasant
  - Seven Trees
  - Tully

- Reopen CBO Referral Process

Image: Map of San Jose showing Digital Inclusion Index (pink hues) with COVID-19 Infection rates (blue). Areas with highest impact/need are shown in brightest shades of magenta. Library branches are shown in lime green.
Questions for Feedback:

• What additional considerations should be included to reach those in need?

• What is missing from the approach?
## Access East Side Community Wi-Fi Buildout schedule

<table>
<thead>
<tr>
<th>ESUHSD Attendance Area</th>
<th>Procurement</th>
<th>Planning and Design</th>
<th>Construction Start</th>
<th>Open for Public Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Lick</td>
<td></td>
<td></td>
<td></td>
<td>Jan. 2022</td>
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<tr>
<td>Overfelt</td>
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<td>Nov. 2021</td>
<td>Jan. 2022</td>
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<tr>
<td>Yerba Buena</td>
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<td>Jan. 2022</td>
<td>March 2022</td>
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<tr>
<td>Independence</td>
<td></td>
<td></td>
<td>Mar. 2022</td>
<td>June 2022</td>
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<tr>
<td>Andrew P. Hill</td>
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<td>Sept. 2022</td>
<td>Nov. 2022</td>
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<td>Oak Grove</td>
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<td>Nov. 2022</td>
<td>Feb. 2023</td>
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<td>Mt. Pleasant</td>
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<tr>
<td>Silver Creek</td>
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</tbody>
</table>
Current Service Plan for New Network Builds:
• Complete construction in Independence, Oak Grove, and Andrew P Hill attendance areas
• Move Mt. Pleasant and Silver Creek into final design and prep for construction

Current Service Plan for Existing Areas:
• Focus on customer experience data:
  • Launch SJ 311 service to solicit feedback from existing users
  • Reframe websites to enhance user experience
  • Launch awareness and marketing campaign to enhance use

Questions for Feedback:
• What methods other than survey and community conversations should be considered to gauge customer service experience?
• What methods for awareness should be considered to reach hard to reach populations?
Adoption and Affordability

**Adoption**

Current Service Plan for **Adoption:**
- Provide in-person tech support and programming at Library branches
- Expand access to refreshed devices available through Library programs
- Complete Digital Inclusion Fund Grant through digital literacy cohorts in multiple languages

**Affordability**

Current Service Plan for **Affordable Plan Enrollment:**
- In-Person support of residents to consider and enroll in affordable internet programs at Libraries and Community Centers
- Enhanced web presence
- Promote affordable internet offers through Digital Inclusion Fund grant adoptions

**Questions for Feedback:**
- What additional methods for awareness should be considered to reach hard to reach populations?
VI. COUNCIL LIAISON’S ANNOUNCEMENTS
VII. CHAIR’S ANNOUNCEMENTS
VIII. LIBRARY DIRECTOR’S ANNOUNCEMENTS
IX. COMMENTS AND ANNOUNCEMENTS

A) YOUTH COMMISSION

B) MEETINGS ATTENDED BY COMMISSIONERS AS COMMISSIONERS

C) SAN JOSÉ PUBLIC LIBRARY FOUNDATION BOARD
X. INFORMATION AND UPCOMING OPPORTUNITIES FOR COMMISSION PARTICIPATION
XI. ITEM FOR FUTURE COMMISSION MEETING AGENDAS

XII. MEETING SCHEDULE
THE NEXT MEETING WILL BE HELD VIRTUALLY ON OCTOBER 20TH, 2021 AT 7:00 PM
XIII. ADJOURNMENT