LIBRARY AND EDUCATION COMMISSION

October 19th, 2022
7:00 PM to 9:00 PM
I. CALL TO ORDER & ORDERS OF THE DAY
II. CONSENT CALENDAR

A. APPROVE THE 10/19/2022 AGENDA

B. APPROVE MINUTES FOR REGULAR MEETING OF 09/21/2022
III. PUBLIC RECORD
IV. OPEN FORUM
(2 MINUTES OF SPEAKING TIME IS AVAILABLE)

2m 00s
V. DISCUSSION/ACTION ITEMS
A) INFORMATION: YOUTH COMMISSION ANNOUNCEMENTS & UPDATES (CHAIR G. CHEN)
B) INFORMATION: REVIEW OF BOND AND AUDIT QUESTIONS (A. MAESTRE)
BACKGROUND INFORMATION

Why do these funds get audited?
• Ballot measure language

What is the purpose of these audits
• Ensure financial statements are free from material errors.
• Ensure financial statements were prepared in accordance with Generally Accepted Accounting Principles (GAAP).
• Ensure proper internal controls.
• Ensure funds were used in accordance with voter approvals – Measure O (Bond) & Measure S (Parcel Tax)

What is the timeline for the audits?
• May – October: External Audits of the Library Bond Fund and the Library Parcel Tax Fund
• October: Commission reviews the Library Bond Fund & the Library Parcel Tax Fund Audit Questions – Opportunity for New Questions
• November: Audits are reviewed by the Commission as the Oversight Committees
PREVIOUS AUDIT QUESTIONS & ANSWERS

• Who are the external Auditors?
  – Macias Gini & O’Connell LLP (MGO), independent auditors.

• What period is covered by the current audits?
  – July 1 through June 30

• What are they auditing specifically about the Library Bond Fund and the Library Parcel Tax Fund?
  – Three Components: Audit of basic financial statements, a report on internal controls, and a report on the compliance with Measure O (Bond) & Measure S (Parcel Tax)

• Were there findings in the Library Bond or Parcel Tax audits?
  – No findings, financial statements accurate & proper use of funds

• What types of transactions did you review?
  – Per MGO, Bond proceeds, payroll, and non-payroll expenses

• What sample sizes did the auditors use?
  – Per MGO, Payroll 32 samples & Non-Payroll 32 samples

• What are the accuracy intervals and confidence levels associated with these sample sizes?
  – Per MGO, 99% confidence
THANK YOU
C) INFORMATION: EDUCATION & DIGITAL LITERACY ANNUAL UPDATE (V. KILAMBI)
Education and Digital Literacy
Strategy Annual Update

Library and Education Commission

October 19, 2022

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
- **Equity, Diversity and Inclusion** - Adopting an Equity Lens
- **Policy and Governance**- Ensuring evaluation and accountability for program quality and expenditure of resources
EARLY EDUCATION

Entering School Ready to Learn and Succeed
# Early Education Quality Standards – FY 2021-22 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>
| 2021-2022   | Library    | Virtual Storytime & Virtual Preschool | • Curriculum & Teaching Practices  
• Family Engagement  
• Diversity, Equity, and Inclusion | *5,240          |
|             | 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 | 257             |

*Total based on annual attendance at virtual storytime and preschool programs (26,201), 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 Three Outcomes for Library Storytimes

<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) 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>Year Two (20-21) 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>1.60</td>
</tr>
<tr>
<td>Year Three (21-22) STORYTIME Assessment Rating</td>
<td>*1</td>
<td>2.66</td>
<td>2.66</td>
<td>*0</td>
<td>3</td>
<td>2.5</td>
<td>2</td>
<td>*2</td>
<td>2</td>
</tr>
<tr>
<td>Year One (20-21) School Readiness 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>1.60</td>
</tr>
<tr>
<td>Year Two (21-22) School Readiness Assessment Rating</td>
<td>*1</td>
<td>2.66</td>
<td>2.66</td>
<td>*1</td>
<td>2.5</td>
<td>2</td>
<td>*2</td>
<td>2</td>
<td>2</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>5. Staffing and Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Child Learning and Development</td>
<td>6. Program Leadership and Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Learning Environment</td>
<td>8. Diversity, Equity, and Inclusion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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>
<tr>
<td>Year Three (21-22) SJRP SEEDS*</td>
<td>1.60</td>
<td>2.07</td>
<td>2.66</td>
<td>2</td>
<td>1.54</td>
<td>1.75</td>
<td>1.62</td>
<td>1.67</td>
<td>1.76</td>
</tr>
</tbody>
</table>

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
Common threads and themes that emerged from the Early Education Community Assessment:
• Thriving, Not Just Surviving
• One-on-One Support & Building Relationships
• Intersectionality

Guiding principles emerged to strategically inform the 2022/2023 workplan for the Library’s Early Education Services:
• Centering Lived Experience & Expertise
• Material Empowerment
• Partners in Change & Cultivating a Sense of Ownership
• Accountability
<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Program(s)</th>
<th>Standard Areas</th>
</tr>
</thead>
</table>
| 2022 - 2023 | Library    | Virtual + In Person Storytime and Preschool Programming | • Creation of Virtual Storytime and Preschool Program Standards;  
• Development of social-emotional storytime resources for Library staff to incorporate into Library programming;  
• Development of Wee Grow, a service that will offer free developmental screenings to families through partnerships between SJPL, Family Resource Centers (FRCs), and our many community partners;  
• Establishment of Caregiver Advisory Committees, with the intent of integrating the caregiver’s voice into programming decisions;  
• Continuation of the Strengthening Families self-assessment tool to evaluate programs and community needs;  
• Collaborating with local community partners and organizations to diversity storytime and early childhood programming. |
|             | 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
August 11, 2021 – June 10, 2022:

- PRNS operated 31 out-of-school time programs serving 1,276 youth
  - R.O.C.K. Afterschool program at 25 locations, Afterschool Education and Safety (ASES) program at 4 locations, 2 Youth Centers
- Eliminated any barriers to access to R.O.C.K. Afterschool, by providing eligible families a full-scholarship through Community Development Block Grant funding

<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</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

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

City of San José
Education and Digital Literacy
San José Public Library

City of San José
Education and Digital Literacy
San José Public Library
Summer 2022

- **Camp San José**
  - Grades K – 8
  - 8-11 weeks of program ran 10 hours a day, Monday - Friday.
  - 26 program locations served 1,669 youth
- **F.I.T. Camp**
  - Grades 2 – 8
  - 8 weeks of program ran 6 hours a day, Monday - Friday.
  - 8 program locations served 296 youth
- **Camp San José Jr.**
  - Children, ages 3-5
  - 8-9 weeks of program ran 3 hours a day, Monday - Friday
  - 9 program locations served 288 youth

**Scholarships:**

- To increase access to these programs, PRNS combined both the department scholarship and American Rescue Plan funds; and eligible families received partial or full (75% or 100%) scholarships.
- Through ARP funding, 1,131 unduplicated eligible youth received a partial to full (75% or 100%) scholarship for Camp San José, Camp San José Jr., and F.I.T. Camp.
Virtual Homework Club: September 2021 - May 2022

- Volunteers and staff help K-8 students in reading, writing, math, social studies, science.
- Assistance in Spanish, Vietnamese, and Chinese provided with volunteers’ availability.
- 336 sessions during the academic year.
- 3,502 students served across San Jose.
- 56 volunteers contributed 1,595 hours of student support.
**Virtual Homework Club Quality Standards: FY 2021-22**

Youth Program Quality Assessment (Youth PQA): Academic Skill-Building Supplement to assess Virtual Homework Club

<table>
<thead>
<tr>
<th>Assessment Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12 Point Of Service/Programmatic Standards</strong></td>
</tr>
<tr>
<td>Staff created a safe &amp; supportive environment for students to learn.</td>
</tr>
<tr>
<td>Coaches were well trained on how best to support students and utilize SJPL resources</td>
</tr>
<tr>
<td>Volunteers/RCAs encouraged, respected, and created intentional positive interactions.</td>
</tr>
<tr>
<td>Coaches navigated technology &amp; e-resources seamlessly.</td>
</tr>
</tbody>
</table>
In FY 2021-22, San José Learns (SJ Learns) served 1,355 students across seven local education agencies.

During Academic Year 2021-22, 1,035 students participated in SJ Learns funded programming.

In Summer 2021, two districts provided learning opportunities with grant funds, serving a total of 210 students.
<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Program(s)</th>
<th>Standard Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</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>
</tbody>
</table>
|           | PRNS       | R.O.C.K. Afterschool, ASES, Youth Centers | • Continue to focus on the ELQS for 2022-23; with added focus on ELQS 6: Equity, Diversity and Access (expanding affordable access to children/youth programming)  
• R.O.C.K. Afterschool at 28 locations, 994 students from TK-8  
• ASES at one school sites serving approximately 95 students, grade K-5  
• Starbird Youth Center serving 30 students, grade K-8 |
|           | Library    | SJ Learns                   | • Continue to focus on the ELQS areas for 2020-21  
• Leverage DataZone Partnership to assess and evaluate, collect data, and continue work with Social Policy Research Associates. |
PATHWAYS TO POST-ACADEMIC SUCCESS

Graduating ready for college & career
FY 2020-21 ACCOMPLISHMENTS

• New College and Career Pathways Coordinator position

• Teen participation and volunteering:
  • Teens Reach, SJ Engage, Short Edition
  • 4,726 teens attended library programs
  • 872 teens volunteered 4,085 hours

• Pilot CCR Quality Standards
  • Career Online High School
  • Family, Friend, and Neighbor Caregivers Program
  • SJ Aspires
Accomplishments

• Launched SJ Aspires app on Google Play and Apple App Store

• Hosted 11 SJ events, engaging 189 students along with corporate partners like Apple, Roku, and IBM

• Hosted three summer engagement opportunities for SJ Aspires students via partnerships with IBM, the San Francisco 49ers, and the San José Earthquakes

2021-2022 Academic Year

• Over 1,100 enrolled students

• More than $475,00 in financial awards claimed by students at Overfelt High School and San José High School

• Demographics (self-reported):
  • Female 46%; Male 54%
  • Hispanic, Latinx, or Spanish Origin 62%
## COLLEGE AND CAREER WORKPLAN

### FY 2022-23

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to identify and inventory metrics for success for all CCR programs aligned to logic model</td>
<td></td>
</tr>
<tr>
<td>Continue to build network of community partners who support College and Career Pathways for City residents</td>
<td></td>
</tr>
</tbody>
</table>
| Establish community of practice for City CCR program staff and key community partners | • Continue to build awareness about the CCRQS citywide  
• Expand use of the assessment tool to other City departments, building on lessons from pilot implementation with Library programs |
| Welcome 40 new students to Career Online High School                  |                                                                                                                                             |
| Execute Youth Commission’s 2022/2023 workplan (TeenHQ)               | • Contribute to a stronger community and early childcare education workforce by connecting 120+ FFN Caregivers to resources and learning opportunities in the Family, Friend, and Neighbor Caregiver Support Network. |
DIGITAL LITERACY

Ensuring access, affordability, and adoption
DIGITAL INCLUSION AND LITERACY

Digital Literacy Quality Standards Implementation

Spring 2022
- Digital Literacy Program scores = Emerging
  - Digital Literacy classes = 2.07
  - Quality Improvement Plans (QIP) created

Fall 2022
- C5K Summer Camp scoring administered
  - Quality Improvement Plans created

January 2023
- Second round of program scoring
  - QIPs updated

Spring 2023
- Final program scoring for Fiscal Year
  - C5K Camp QIP implemented as planning commences
Coding 5K Annual Update

- FY 2021-22 Coding 5K Challenge:
  - 350 programs
  - 3,953 students
- Virtual summer camps:
  - 8 weeklong camps
  - 6 in person, 2 virtual
  - 194 participants
  - 3 camps were girls only
- 49% of students identified as girls/young women
- 7 certified K-12 teachers returned to lead camps
Digital Inclusion Literacy

Digital Literacy Programs

402 Digital Literacy sessions
1821 Learners

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>45.74%</td>
</tr>
<tr>
<td>Spanish</td>
<td>12.02%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>36.63%</td>
</tr>
<tr>
<td>Other</td>
<td>5.43%</td>
</tr>
</tbody>
</table>

Languages Spoken by DIF Learners,
FY 2021-22
POLICY AND GOVERNANCE
Policy and Governance FY 2021-22 & 2022-23

Schools/City Collaborative

- First Academic Year 2022-23 convening: Thursday, October 27, 2022
  - 2021-22 accomplishments will be shared
  - Draft Workplan for 2022-23 will be presented

Joint School/Library Card Initiative

- Increase K-12 student access to print and electronic resources
- Issue library cards to every student and provide technical assistance and support
- Customized lesson plans and activities for teachers, students, and families will be developed and promoted so that the school communities are more familiar with the library cards.
# FY 2021/22 Partnerships

<table>
<thead>
<tr>
<th>Local Education Agency</th>
<th>Total Campuses</th>
<th>Cards Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Public Schools</td>
<td>179</td>
<td>99,807</td>
</tr>
<tr>
<td>4 Charter Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Private School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Educator Cards**

The Educator e-Card provides an extended checkout period and no accrual of fines on overdue materials. In addition to physical learning materials, the Educator e-Card will allow teachers working in distance learning or alternative settings to access online resources and databases to support classroom curricula.

<table>
<thead>
<tr>
<th>Educator Cards</th>
<th>Cards Issued to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>469</td>
</tr>
</tbody>
</table>
EQUITY, DIVERSITY AND INCLUSION

Quality Standards

• Approved by City Council on February 08, 2022
• Provides framework through which all City educational programs will be assessed for centering and advancing equity.
• Comprises six areas, including an anti-racist approach, inclusive programming, culturally-relevant pedagogy, community involvement and outreach.

FY 2022-23

• Reconvene the ad-hoc committee to develop list of recommended trainings and materials to support City staff capacity-building in the six Quality Standard areas.
• Conduct a pilot Quality Assessment of select programs.
Reimagining the City as a Classroom
D) INFORMATION: COLLEGE AND CAREER READINESS (V. KILAMBI)
Update on College and Career Readiness
UPDATE ON COLLEGE AND CAREER READINESS

• College and Career Readiness Programs
• College and Career Readiness Quality Standards
• College and Career Readiness Performance Metrics
• College and Career Pathways Coordination
COLLEGE AND CAREER READINESS PROGRAM UPDATES
COLLEGE AND CAREER READINESS PROGRAMMING (FY 2021-22)

1,195 Students
5,500+ Awards Claimed
$475,000+ Scholar Dollars
85 Students in College

872 Teens Volunteer
4,085 Volunteer Hours
1,000 Teen Surveys
• 29 Zip Codes
• 110 Schools

142 Graduates
23 Cohorts
7 Graduation Ceremonies
3 Working Scholars Pilot (1 Graduate)
WORKFORCE READINESS PROGRAMMING: FY 2021-2022

450 Programs

48 Partnerships

1,590 Participants

Social Media and Marketing
- 9 students
- 3 semesters
- 300 hours

Summer 2022
- 26 students
- 18 branches

Internships
- 374 Subsidized Youth
- 254 Unsubsidized Youth

Partnerships
- City
- Non-profits
- High Growth Sectors
WORKFORCE READINESS PROGRAMMING: FY 2021-22

- 106 participants enrolled in the program
- 3,200+ collective professional development hours
- 85 participants with active CA Early Childhood Education Workforce Registry accounts
- 6 college units in Early Childhood Education offered
- 40+ program partners

- 61 participants in the FY 2021-2022 pilot program
- 7,000+ collective hours of services
- 5 host Work Sites
WORKPLAN FOR FY 2022-2023

Expand to over 1,400 students at Overfelt High School and San José High School.

Execute California State Library ARTtrepenuers grant including starting small business workshops. Execute Youth Commission’s 2022/23 workplan.

Increase student recruitment and engagement.

Transform the library into an entrepreneurship and workforce development hub through staff training, strategic partnerships and expanded community outreach.

Recruit 75 young adults focused on accelerating K-12 learning recovery.

Connect 120 FFN caregivers to learning and workforce development opportunities, a peer community, and a range of resources.

Ensure 650 summer youth job placements, including in clean energy.
COLLEGE AND CAREER READINESS QUALITY STANDARDS
CCR QUALITY STANDARDS

FY 2021-22 ACCOMPLISHMENTS

• Piloted College and Career Readiness Assessment Tool with three SJPL programs
  – Career Online High School
  – Family, Friend, and Neighbor Caregiver Support Network
  – SJ Aspires.

FY 2022-23 WORKPLAN

• Develop post evaluation Action plans
• Assessment Tool will be used to evaluate 2 systemwide programs:
  – Resilience Corps
  – SJPL Works.
COLLEGE AND CAREER READINESS LOGIC MODEL AND PERFORMANCE METRICS
## LOGIC MODEL: EQUITY IN ACTION*

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

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes†</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Case managers and other staff</td>
<td>• Mentor under-resourced students and/or students from communities of color</td>
<td>• Continuously improve college and career readiness programs</td>
<td>College</td>
</tr>
<tr>
<td>• City of San José Departments</td>
<td>• Partner with non-profits, corporate, and educational entities</td>
<td>• Ensure diverse range of work experience opportunities</td>
<td>Employment in career-related apprenticeship or internship</td>
</tr>
<tr>
<td>• Designated community spaces</td>
<td>• Provide college and career readiness programs</td>
<td>• Ensure programs promote access to living-wage careers</td>
<td>Increased enrollment in post-secondary education</td>
</tr>
<tr>
<td>• Funding</td>
<td>• Provide financial support for post-secondary education</td>
<td>• Ensure programs connect participants to high-value careers and potential employers</td>
<td>Knowledge about financial aspects of post-secondary education</td>
</tr>
<tr>
<td>• Programs</td>
<td>• Provide work opportunities that pay a living wage</td>
<td>• Provide positive experiences to program participants and partners</td>
<td>Colleges and occupational skills training and resources for career transitions or skills gaps</td>
</tr>
<tr>
<td>• Non-profit partners</td>
<td>• Support youth and young adults throughout the job search process</td>
<td>• Support transition from apprenticeship or internship to entry-level career position</td>
<td>Apprenticeships, internships, and other work experience opportunities within the City of San Jose and partner organizations</td>
</tr>
<tr>
<td>• Secondary educational partners</td>
<td>• Workforce development</td>
<td></td>
<td>Knowledge about policies and regulations critical to career success</td>
</tr>
<tr>
<td>• Post-secondary educational partners</td>
<td></td>
<td></td>
<td>Obtaining of a living-wage career</td>
</tr>
<tr>
<td>• Workforce development</td>
<td></td>
<td></td>
<td>Clear pathway to a City-career</td>
</tr>
</tbody>
</table>

†Each individual program or department will develop their own program-specific performance metrics and outcomes.
# SJ ASPIRES PROGRAMMATIC OUTCOMES

<table>
<thead>
<tr>
<th></th>
<th>Youth (14-18) and Young Adults (18-29)</th>
<th>Programs</th>
<th>Workforce Development</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SJ ASPIRES</strong></td>
<td>Expand to at least 1,500 high school students in San José.</td>
<td>Increase the percentage of students who have accessed the Student Community Portal by 15%.</td>
<td>Partner with sponsors to provide at least five workplace experience opportunities to SJ Aspires students per year.</td>
<td>Evaluate scholarship distribution and claimed awards to more accurately project actual program costs.</td>
</tr>
<tr>
<td><strong>Short-Term (0 to 2 Years)</strong></td>
<td>Expand to at least 2,000 high school students in San José.</td>
<td>Increase the number of awards claimed by students by 10% from the end of year two.</td>
<td>Connect at least 10% of SJ Aspires alumni with internship opportunities at SJ Aspires’ partner institutions.</td>
<td>Refine and revise award structure to increase student participation and ensure effective use of donor funds.</td>
</tr>
<tr>
<td><strong>Medium-Term (2 to 5 years)</strong></td>
<td>Solidify SJ Aspires as an on-going opportunity available to students with financial need throughout San José.</td>
<td>Use ongoing enrollment information, distribution data, and student surveys to valuate school and non-school programs and refine offerings to high-impact programs.</td>
<td>Develop career pathways for SJ Aspires alumni which result in careers with the City of San José or the extended SJ Aspires network.</td>
<td>Evaluate success of current scholarship model in relationship to college graduation and career pursuits.</td>
</tr>
<tr>
<td><strong>Long-Term (5 years or more)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Youth (14-18) and Young Adults (18-29)</td>
<td>Programs</td>
<td>Workforce Development</td>
<td>Funding</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------</td>
<td>----------</td>
<td>-----------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Short-Term</strong></td>
<td>Expand to increase engagement of youth with other city services available to youth and or family</td>
<td>Partner with schools, libraries and the MGPTF to increase PRNS student engagement.</td>
<td>Provide 375 workplace opportunities per year in demand occupations and growth sectors</td>
<td>Advanced occupational skills training in demand occupations and growth sectors for career transitions for those not entering College.</td>
</tr>
<tr>
<td><strong>Medium-Term</strong></td>
<td>Expand to increase engagement with additional High School District.</td>
<td>Provide mentors to all youth enrolled in program.</td>
<td>Provide additional job readiness learning prior to workplace opportunity for those in need.</td>
<td>Analyze staffing and funding to ensure long term viability of program.</td>
</tr>
<tr>
<td><strong>Long-Term</strong></td>
<td>Ensure that every public high school, continuation school, alternative school has students who are part of SJ Works.</td>
<td>Evaluate PRNS &amp; Career Education Youth refine offering services to most in need.</td>
<td>Provide longer work experience opportunities 6 weeks to 8 weeks.</td>
<td>Evaluate success of program in relation to high school graduation and college or career pursuits.</td>
</tr>
</tbody>
</table>
COLLEGE AND CAREER PATHWAYS COORDINATION
November 2021
• NSE Committee directed staff to identify specific actions that would close gaps in the system, strengthen collaboration across City programs and departments, and enhance coordination with external partners

March 2022
• Council accepted staff recommendations to allocate part of the Google Community Benefits funding to hire a College and Career Pathways Coordinator and invest in aligned initiatives

July 2022
• Hiring process for the College and Career Pathways Coordinator is completed
• Renewed efforts initiated to build on work connected to the development of the CCR Quality Standards, Logic Model, and Assessment Tool

June 2025
• Target to begin systematic implementation of the College and Career Strategic Plan
COLLEGE AND CAREER PATHWAYS
COORDINATION

High-level Goals
• Improve education and employment outcomes for San José’s youth.
• Increase participation of historically underserved students in:
  – Post-high-school education and training programs;
  – Internships and apprenticeships, and,
  – Jobs that lead to longer-term careers in fields that provide a living wage in Silicon Valley.
• Demonstrate improved program outcomes through reporting to NSE Committee.

Integration
• Development process for the Children and Youth Services Master Plan;
• Development process for the Mayor’s Gang Prevention Task Force Strategic Plan; and,
• Ongoing strategic partnership efforts with Santa Clara County Office of Education, San José high schools, and other community partners with expertise in college & career.
Reimagining the City as a Classroom
E) INFORMATION: STAFF SPOTLIGHT: DATA TEAM
(A. GRABOWSKI)
SPOTLIGHT: SJPL DATA & ANALYTICS

October 19, 2022
THE TEAM

• Robert Rodrock: Program Manager
• Chris Bernedo: Senior Analyst
Supported by: Ann Grabowski, Division Manager

Widget Counting >> Impact Measures
THE WORK: ACCOUNTABILITY & REPORTING

Manage data collection that facilitates annual reporting to the California State Library, City Budget, and City Auditor.
SJPL uses census data and internal library data to understand community need and aligns resources to meet those needs using index and mapping tools supported by the Data & Analytics team.
THE WORK: TRACKING PERFORMANCE

Support continuous monitoring of system outputs for regular evaluation and adaptation.
QUESTIONS?
VI. COUNCIL LIAISON’S ANNOUNCEMENTS
(M. GARCIA)
VII. CHAIR’S ANNOUNCEMENTS
VIII. LIBRARY DIRECTOR’S ANNOUNCEMENTS
(J. BOURNE)
IX. COMMENTS AND ANNOUNCEMENTS
X. INFORMATION AND UPCOMING OPPORTUNITIES FOR COMMISSION PARTICIPATION
XI. ITEM FOR FUTURE
COMMISSION MEETING
AGENDAS
XII. MEETING SCHEDULE

The next meeting will be Wednesday November 16, 2022 at 7PM.
XIII. ADJOURNMENT