San José Digital Inclusion Partnership
Round 2 Digital Inclusion Grants Impact Report

July 1, 2021 – June 30, 2022

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History of the San José San Digital Inclusion Partnership

The City of San José stepped forward to become a California and national Digital Inclusion leader following a 2016 survey that found at least 90,000 residents were unconnected with no Internet access at home. Even more residents were underconnected and struggling to afford home Internet service at adequate speeds, acquire an appropriate computing device, and learn digital literacy skills sufficient to use technology to save time and money and help in daily living, such as doing school homework, finding and applying for a job, and accessing healthcare and other public services. San José now is a pacesetter Smart City for the country.

On November 13, 2017, the City Council approved the Digital Inclusion and Broadband Strategy, which established a focus on Digital Inclusion and Equity supported by a sustainable funding stream with a critical path to close the Digital Divide. In 2018, the City Council (1) approved agreements with AT&T, Verizon, and Mobilitie (on behalf of Sprint) for small cell deployments on City-owned streetlights and (2) directed the City Manager to allocate small cell revenue to capitalize the Digital Inclusion Fund (DIF) within the General Fund to support activities to close the Digital Divide, promote Digital Inclusion, and achieve Digital Equity.

On February 12, 2019, the City Council authorized the City Manager to execute an Agreement with the California Emerging Technology Fund (CETF) to manage a donor-advised fund for grants to non-profit organizations and public agencies, which is referred to as the San José Digital Inclusion Partnership (SJDIP). Pursuant to City Council action, the City Manager transfers DIF funds to CETF to administer Digital Inclusion Grants with a focus on low-income households and other vulnerable residents, such as seniors and people with disabilities. The City Manager also appointed an Advisory Board comprised of leaders from public agencies, private employers, education, and community organizations to oversee the SJDIP and provide recommendations on strategies, implementation, and Digital Inclusion Grants (Attachment A).

The overall goal of SJDIP is to help 50,000 unconnected households (HHs) get connected to the Internet and become digitally proficient. The outcome metric is called an “Adoption” with 3 key components of Digital Inclusion—affordable, fast Internet service, digital literacy skills, and an appropriate computing device. An Adoption occurs when an unconnected household connects to the Internet with affordable service, has an appropriate computing device for the household such as a laptop, tablet or computer, and demonstrates proficiency in digital literacy skills either by through an assessment or by completing digital literacy training.

In April 2019, the City Manager’s Office (CMO) embraced the definition of digital literacy contained in the 2010 "Digital Literacy Pathways in California" report. This report was included in Governor’s Executive Order S-06-09, calling for the advancement of digital literacy and information and communications technology (ICT) skills in California. This Framework is consistent with the UNESCO (United Nations Educational, Scientific and Cultural Organization) 6 Elements of Digital Literacy, as shown in the following table.

BASIC ELEMENTS OF DIGITAL LITERACY		
Elements	Definitions	Competencies
Access	Knowing about and knowing how to collect and/or retrieve information.	Search, find, and retrieve information in digital environments.
Manage	Applying an existing organizational or classification scheme.	Conduct a rudimentary and preliminary organization of accessed information for retrieval and future application.
Integrate	Interpreting and representing information - summarizing, comparing, and contrasting.	Interpret and represent information by using ICT tools to synthesize, summarize, compare, and contrast information from multiple sources.
Evaluate	Making judgments about the quality, relevance, usefulness, or efficiency of information.	Judge the currency, appropriateness, and adequacy of information and information sources for a specific purpose (including determining authority, bias, and timelines of materials).
Create	Generating information by adapting, applying, designing, inventing, or authoring information.	Adapt, apply, design, or invent information in ICT environments (to describe an event, express an opinion, or support a basic argument, viewpoint or position).
Communicate	Communicate information persuasively to meet needs of various audiences through use of an appropriate medium.	Communicate, adapt, and present information properly in its context (audience, media) in ICT environments and for a peer audience.
Note: Existing international and national digital literacy frameworks and assessment instruments all share these common elements.		

Digital literacy training is part of a comprehensive Digital Inclusion strategy and centered on the first 3 Elements: Access, Manage, Integrate. The base curricula focuses on the basic level of digital skills offered through in-person or online workshops. Each of the 3 workshops has specific objectives and outcomes that are measured through pre-and-post self-assessments. The objectives are derived from the UNESCO Institute for Statistics Digital Competencies Framework. CETF mapped all the Digital Competencies to the 3 Digital Literacy Elements to ensure alignment with current national and worldwide digital literacy measures.

The Digital Inclusion Advisory Board first met on August 22, 2019 and approved an approach and schedule for Round 1 grantmaking, including requiring Grantees to achieve quantified Adoptions to contribute to the Overall Goals. The Advisory Board approved the Framework for Evaluation Metrics and Methodologies (Attachment B) as the foundation for the Round 1 Digital Inclusion Grants. Subsequent Grant Rounds also require compliance with the Digital Literacy Quality Standards developed by the Library Ad Hoc Committee (Attachment C).

The San Jose Digital Inclusion Advisory Board meeting on December 12, 2019 when 23 Grant Awards were recommended for funding to the City Manager's Office for action by the City Council.

Round 1 Grant Summary

On February 25, 2020, the City Council approved the first $1 million in 23 Digital Inclusion Grants to 21 community-based organizations (CBOs) and 2 City Departments.

Mayor Sam Liccardo, Assemblymember Kansen Chu, and Council Members Magdalena Carrasco and Lan Diep awarded the first round of grants to community-based organizations, schools, and public agencies at a community celebration on February 28, 2020 hosted by Zoom Video Communications CEO Eric Yuan, Chief Financial officer Kelly Steckelberg, and Chief Marketing Officer Janine Pelosi.

Round 1 was highly impacted by the COVID-19 public health emergency. The City, CETF, and Grantees worked diligently to manage the unforeseen and unprecedented circumstances of the pandemic in making adjustments to implementation and providing additional flexibility for Grantees to meet outcomes. For example, Grant Agreement end dates were extended so that Grantees could modify Work Plans taking into account shelter-in-place and social distancing constraints and build momentum to maximize the achievement of Adoptions. Grant Payments were assured for extensive outreach and digital literacy self-assessments to develop a wide funnel of eligible households to generate a pipeline for Adoptions. Additional flexibility was allowed regarding retention of documents for Internet connectivity and observation of tasks to verify digital literacy proficiency was deferred.

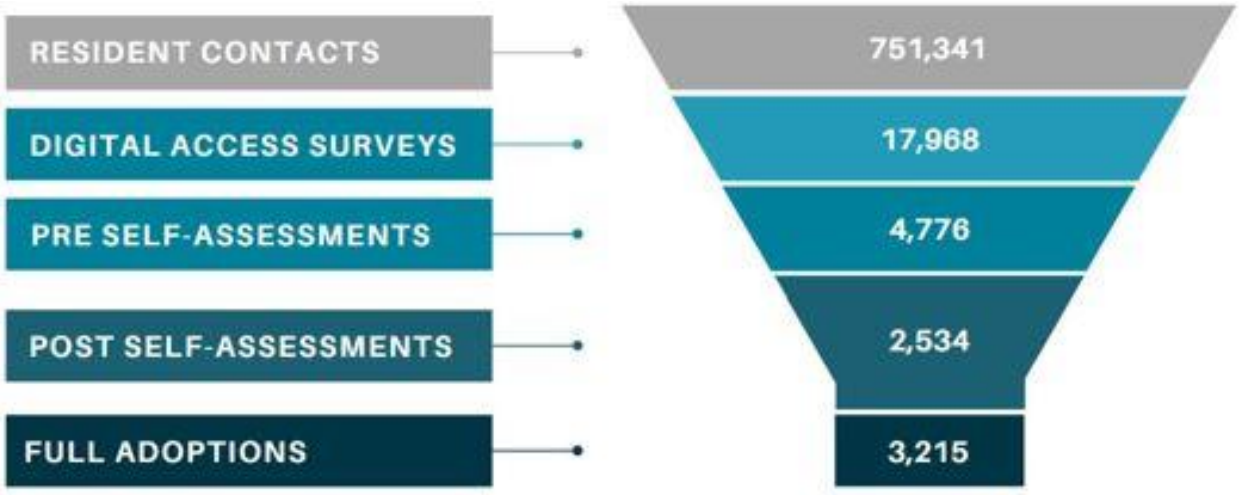
CETF hosted virtual Community of Practice Meetings with Grantees to provide progress updates, peer learning opportunities to continuously improve the delivery of digitally literacy training and internet connectivity in a COVID-19 environment, and information about external Internet connectivity programs and resources as they became available. Grantees also worked to build partnerships with schools to receive referrals of families for digital literacy training who previously were unconnected or underconnected and were issued hotspots from the schools.

In addition, based on feedback received from Round 1 Grantees, adjustments were made to the digital literacy self-assessments and base curricula to manage the Round 1 Grants within the set $250 per Adoption and to be more responsive to digital literacy priority needs recommended by Grantees and expressed by residents.

On May 19, 2020, the City Council authorized the City Manager to execute an Amendment to the Agreement with CETF to allow distribution of funds donated to SJDIP to respond to the COVID-19 emergency. CETF assisted the City to mobilize in response to the pandemic per direction from the City Manager to distribute $1,390,723 in donations. CETF prepared and managed 11 Grant Agreements through the Santa Clara County Office of Education (SCCOE) for 8 Local Education Agencies (LEAs) to provide 4,645 computing devices to students in 62 schools. The SCCOE-CETF Grant Agreements included a requirement for the schools to collect surveys from parents of students receiving devices to enable CETF to produce Impact Reports for all donors (Attachment D). The parent surveys provide valuable insights to technology in schools.

During the shelter-in-place orders, Grantees worked with CETF to conduct outreach that generated a funnel of eligible participants, as shown below. Once the economy began to reopen, Grantees were able to leverage the funnel of participants to achieve Adoptions quickly and efficiently, as measured by the number of Digital Access Surveys completed. Nearly 18,000 residents completed the survey to determine eligibility for an Adoption by Grantees, which then followed up with eligible residents to achieve Adoptions at an increasing rate.

SJDIP Quarters 1-7 Progress



On May 12, 2021, the Federal Communication Commission (FCC) launched the temporary Emergency Broadband Benefit (EBB) Program enabling eligible residents to receive a $50 monthly discount on their home Internet bill or Lifeline mobile phone service. At the end of 2021, EBB was replaced with the Affordable Connectivity Plan (ACP) allowing income eligible residents to apply to receive a $30 monthly discount on their home Internet bill or Lifeline mobile phone service. ACP allows low-income residents who subscribe to an affordable home Internet plan to receive free Internet service for the first time in history. Grantees diligently worked to inform and help residents apply for EBB before the December 2021 deadline to receive the $50 benefit through March 1, 2022 and be transferred automatically to ACP.

Round 1 Grants ended December 31, 2021 with Grantees achieving 3,215 Adoptions (based on Final Reports and verified Adoptions Master Rosters) or 91% of 3,530 Total Possible Adoptions, as shown below. 1 Grantee declined the Grant in 2020, another never initiated implementation, and 3 additional Grantees terminated their Grant Agreements before the end of Round 1.

GRANTEE	TOTAL FUNDED ADOPTIONS	TOTAL COMPLETED ADOPTIONS
ACE Charter Schools	200	173
Alum Rock Union School District	500	397
Catholic Charities of Santa Clara County	400	456
City of San José Parks, Recreation & Neighborhood Services	100	54
Cristo Rey San Jose High School	100	100
First Community Housing	300	170
Goodwill of Silicon Valley	100	108
Herbert Hoover Middle PTSA	100	Declined
Indian Health Center of Santa Clara Valley (IHC)	150	24
International Children Assistance Network (ICAN)	80	80
International Rescue Committee (IRC)	40	40
Latinos United for A New America (LUNA)	80	80
Literacy Lab	150	13
NPower Inc	100	6
Rocketship Public Schools	100	100
Sacred Heart Community Service	200	200
San José Public Library Foundation	600	600
San Jose Community Media Access Corp (CreaTV)	20	20
Step Up and Do Something, Inc.	20	20
StreetCode	20	Declined
Tech Exchange	400	400
Third Street Community Center	40	40
The Vietnamese Voluntary Foundation (VIVO)	200	134
Totals	4,000	3,215
Digital Inclusion Fund Totals	$1,000,000 (maximum)	$787,750

<u>Summary of Round 1 Digital Inclusion Grants: April 1, 2020 – December 31, 2021</u>

- City Council approved on February 25, 2020: $1,000,000 in 23 Grants for 4,000 Adoptions @ $250 (1 Grantee declined Grant; 1 Grantee didn't implement Grant; 3 Grantees terminated Grant Agreements without completing Adoption obligations)
- 21 Grants resulted in 3,530 Possible Adoptions
- 3,215 Adoptions Achieved = 91% Possible Adoptions

Total Round 1 Grant Payments: $787,750 ($212,250 Unspent Round 1 Funds)

Round 2 Grant Strategy

On June 8, 2021, the City Council approved $500,000 in Digital Inclusion Grants to 13 Round 1 Grantees (12 non-profit community organizations and 1 public agency). Compensation for an Adoption was increased to $350 with required delivery of all 3 Elements of digital literacy. In addition, the City Council approved delivery of Element 3 digital literacy training at $100 per household for Round 1 Adopters.

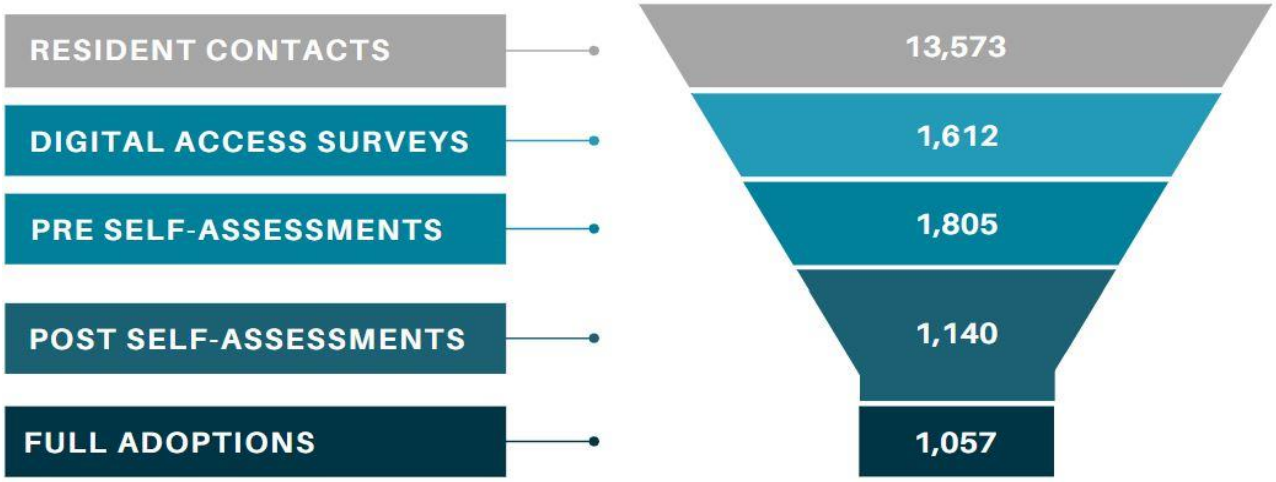
The San Jose City Council Meeting on April 6, 2022 when City, CETF staff and Grantees reported to City Council members on the Round 1 Grants impact results and Grant progress in Round 2.

Round 2 Grantees also were heavily impacted by the continuing public health emergency and recovery efforts. The City, CETF, and Grantees worked together to manage social distancing protocols issued by the Santa Clara County Public Health Department after shelter-in-place orders were lifted. For example, CETF assisted Grantees to offer a menu of online, in-person, and hybrid programs and services to maximize the achievement of Adoptions and adapt the digital literacy curriculum to be relevant, flexible and easily accessible to meet the needs of target populations. CETF provided individual coaching sessions with Grantees to discuss opportunities and discover strategies for integration of Digital Inclusion programs and services into already existing services to maximize staff time and resources and improve participant access to services and quality of experience. In addition, based on feedback received from Round 1 Grantees, adjustments were made to the digital literacy self-assessments and base curricula, which were supported by increasing compensation to $350 per Adoption.

CETF hosted virtual Community of Practice Meetings with Grantees to provide progress updates and peer learning opportunities to continuously improve the delivery of digitally literacy training and internet connectivity in a public health emergency environment. CETF provided promotional material about the temporary EBB Program and subsequently the ACP Program in 5 languages. CETF also trained all Grantees and coached individual Grantees about how households can qualify for the EBB/ACP Program, how to assist qualifying households with applying for the benefit, and how to apply their $30 discount to their existing market-rate Internet subscription or in most cases to an affordable home broadband subscription or Lifeline mobile phone service to receive free Internet access. Additionally, CETF hosted 2 workshops to inform Grantees about the California Public Utilities Commission (CPUC) California Advanced Service Fund (CASF) Adoption Account grant opportunities; and provided monetary support and technical assistance to Grantees to encourage submission of Grant Applications that are in alignment with the SJDIP strategy for achieving Adoptions and provide revenue for purchasing devices to give to residents who complete digital literacy training.

Most Round 2 Grantees were focused on completing Round 1 Adoptions during the first half of Round 2. Therefore, CETF worked closely with Grantees to maintain previously-established partnerships and build new relationships, such as with promotoras (community influencers) and other CBOs to conduct outreach and receive referrals that provided a funnel of eligible participants, as shown below. Grantees were able to leverage the funnel of participants to achieve Adoptions quickly and efficiently to complete Adoptions for Round 1 and collectively exceed the number of obligated Adoptions in Round 2.

SJDIP Quarters 1-4 Progress



Round 2 Grants ended June 30, 2022 with Grantees achieving 1,057 Adoptions (based on Final Reports and verified Adoptions Master Rosters) or 110% of 962 Total Possible Adoptions, as shown below. However, 4 Grantees declined the Grants because they were not able to meet Round 1 outcomes to be eligible for Round 3 funding and 1 Grantee amended its Grant Agreement to reduce the number of Adoptions. The "Total Funded Adoptions" and "Total Funded Element 3 Trainings" below refer to the Grants approved by the City Council for 13 Grantees and "Total Completed" refers to outcomes by 9 Grantees who accepted the Grants.

GRANTEE	TOTAL FUNDED ADOPTIONS	TOTAL COMPLETED ADOPTIONS	TOTAL FUNDED ELEMENT 3 TRAININGS	TOTAL COMPLETED ELEMENT 3 TRAININGS
Alum Rock Union School District	N/A	N/A	100	Declined
City of San José Parks, Recreation & Neighborhood Services (PRNS)	100	Declined	100	Declined
Cristo Rey San Jose High School	120	120	13	13
Goodwill of Silicon Valley	100	100	100	100
International Children Assistance Network (ICAN)	100	112	N/A	N/A
International Rescue Committee (IRC)	40	40	N/A	N/A
Latinos United for A New America (LUNA)	70	70	N/A	N/A
NPower Inc	10	Declined	0	Declined
Sacred Heart Community Service	200	165	N/A	N/A
San José Public Library Foundation	200	269	125	125
San Jose Community Media Access Corp (CreaTV)	22	6	20	0
Tech Exchange	150	175	N/A	N/A
The Vietnamese Voluntary Foundation (VIVO)	100	Declined	50	Declined
Totals	**1,212**	**1,057**	**508**	**238**
Digital Inclusion Fund Totals	**$424,200**	**$369,950**	**$50,800**	**$23,800**

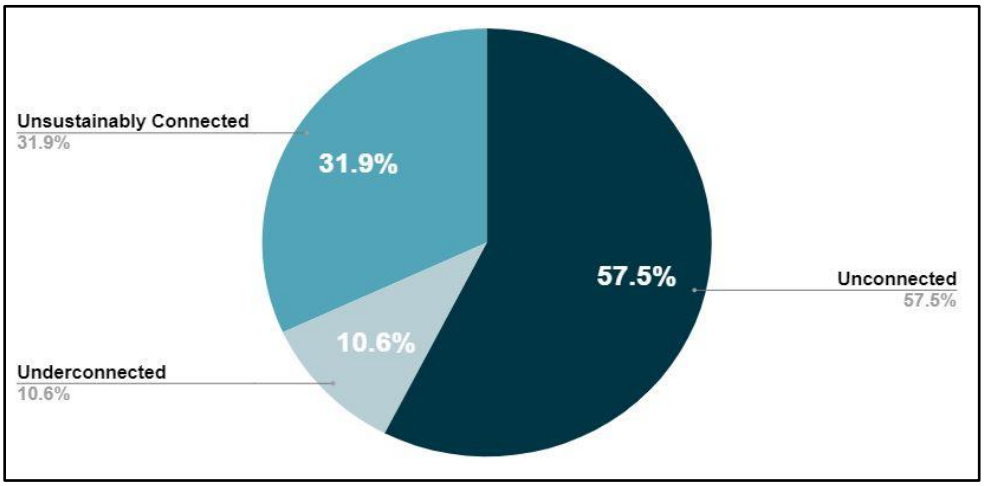
Summary of Round 2 Digital Inclusion Grants: July 1, 2021 – June 30, 2022

- City Council approved on June 8, 2021: $500,000 in 13 Grants for 1,212 Adoptions @ $350 and 508 DL Element 3 Trainings @ $100 (4 Grantees declined Grant and 1 Grantee Amended Grant). $25,000 was reserved for Additional Round 1 Adoptions.
- 9 Grants resulted in 962 Possible Adoptions
- 1,057 Adoptions Achieved = 110% Possible Adoptions

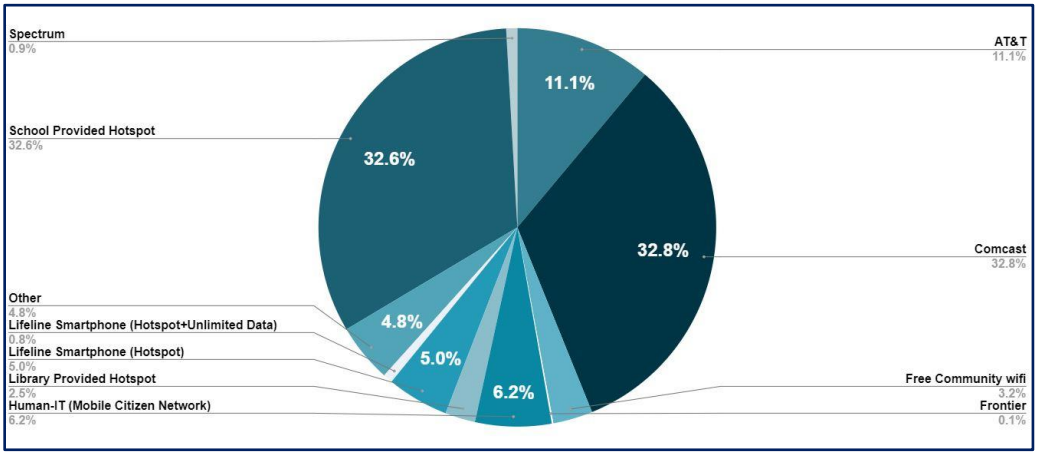
Total Round 2 Grant Payments: $370,900 ($120,100 Unspent Round 2 Funds)
Round 2 Additional Adoptions (95) paid from Round 3 Funds per Council and City Manager.

Round 2 Grants Impact Summary: Internet Connectivity

Grantees connected 1,057 San José households with affordable home Internet service: 57.5% were previously unconnected to the Internet at home; 10.6% were underconnected (did not have an adequate Internet connection to support their needs); and 31.9% were unsustainably connected (were paying for a market-rate Internet plan, but qualify for an affordable Internet offer or EBB/ACP), as shown below. In comparison to Round 1, unsustainably connected households increased 19.6% and unconnected HHs decreased 14.5%, which likely is attributed to the introduction of EBB/ACP. 231 HHs applied and qualified for EBB/ACP (22% of all Adopters).

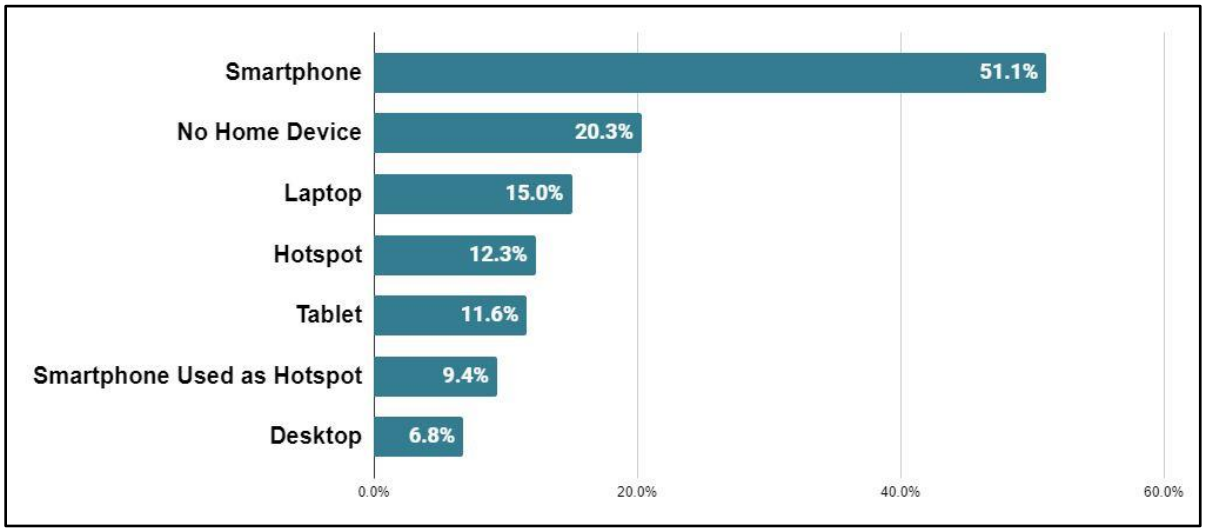


Through extensive outreach to 6,177 households in San José, Grantees collected 1,612 Digital Access Surveys to gather information about residents' access to Internet at home and a device and digital skills; 1,057 households qualified for the program based on their need for Internet access. Each household was provided information about available options to make an informed decision about which home Internet connection best met their need. As a result, 32.6% of households received a hotspot from their child's school during the pandemic; 43.9% of households connected with an affordable home Internet subscription; and 3.2% connected to free community WiFi. The remaining 19% connected through other hotspot or smartphone service providers, as shown below. In comparison to Round 1, use of school hotspots as the Internet connection decreased by 13.6% and affordable home Internet subscriptions increased by 17.8%, which again is likely due to EBB/ACP. As a result, more households were connected to a sustainable Internet connection at home in Round 2.

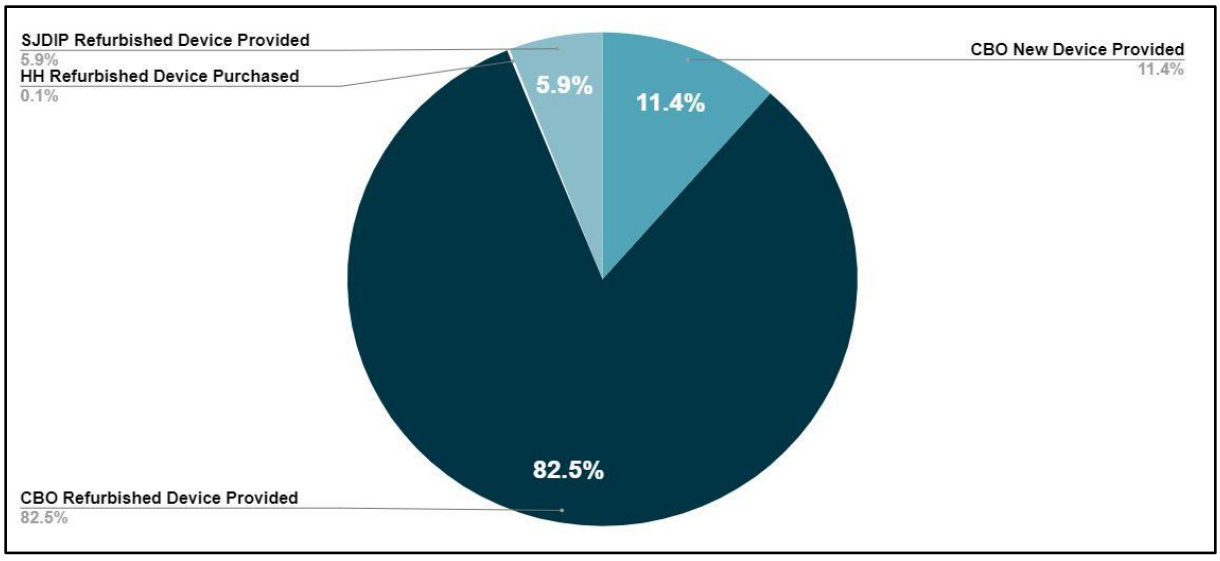


Round 2 Grants Impact Summary: Device Access

At the time of intake, all Adopters were asked about their device access at home. As indicated in the graph below, the majority of Adopters (51.1%) relied on a smartphone to access the Internet or had no device at all in their home (20.3%).

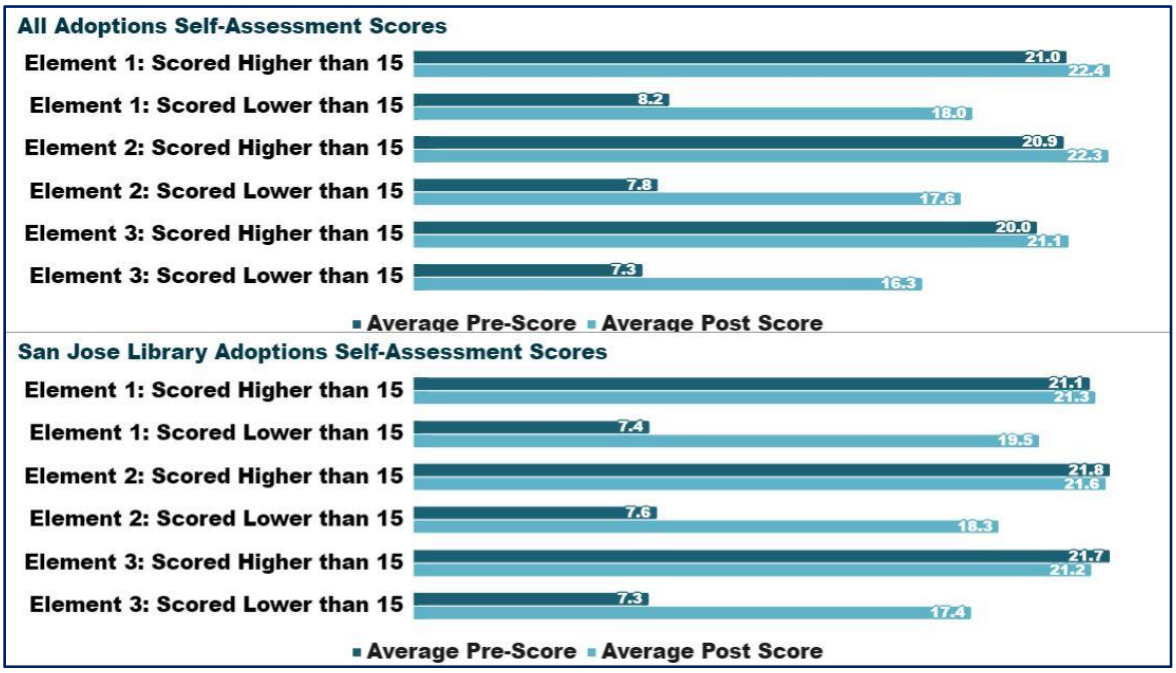


All Adopters received information about where to access low-cost refurbished devices from vendors or how to borrow a device from the San José Public Library. Moreover, 743 devices were provided to Adopters at no cost and 25,891 devices were loaned to residents for up to 90-120 days. As indicated below, the majority of total devices (93.9%) were refurbished or new devices provided by the Grantee organization or loaned by the Library and 5.9% were refurbished devices provided by the SJDIP.

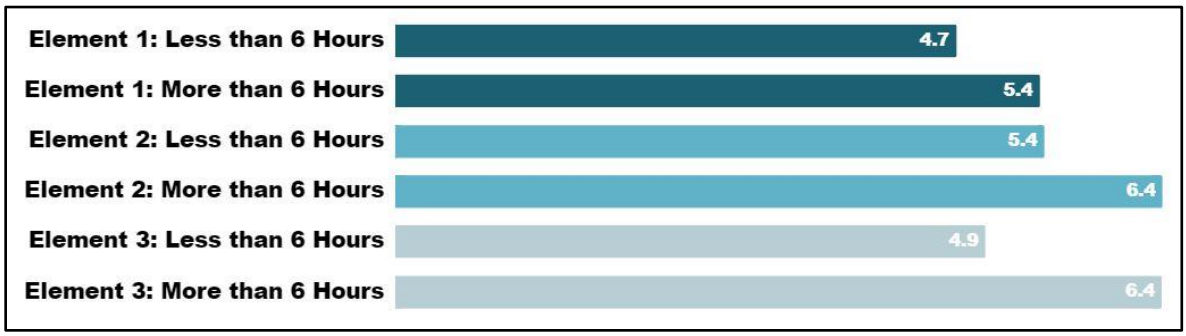


Round 2 Grants Impact Summary: Digital Literacy Training

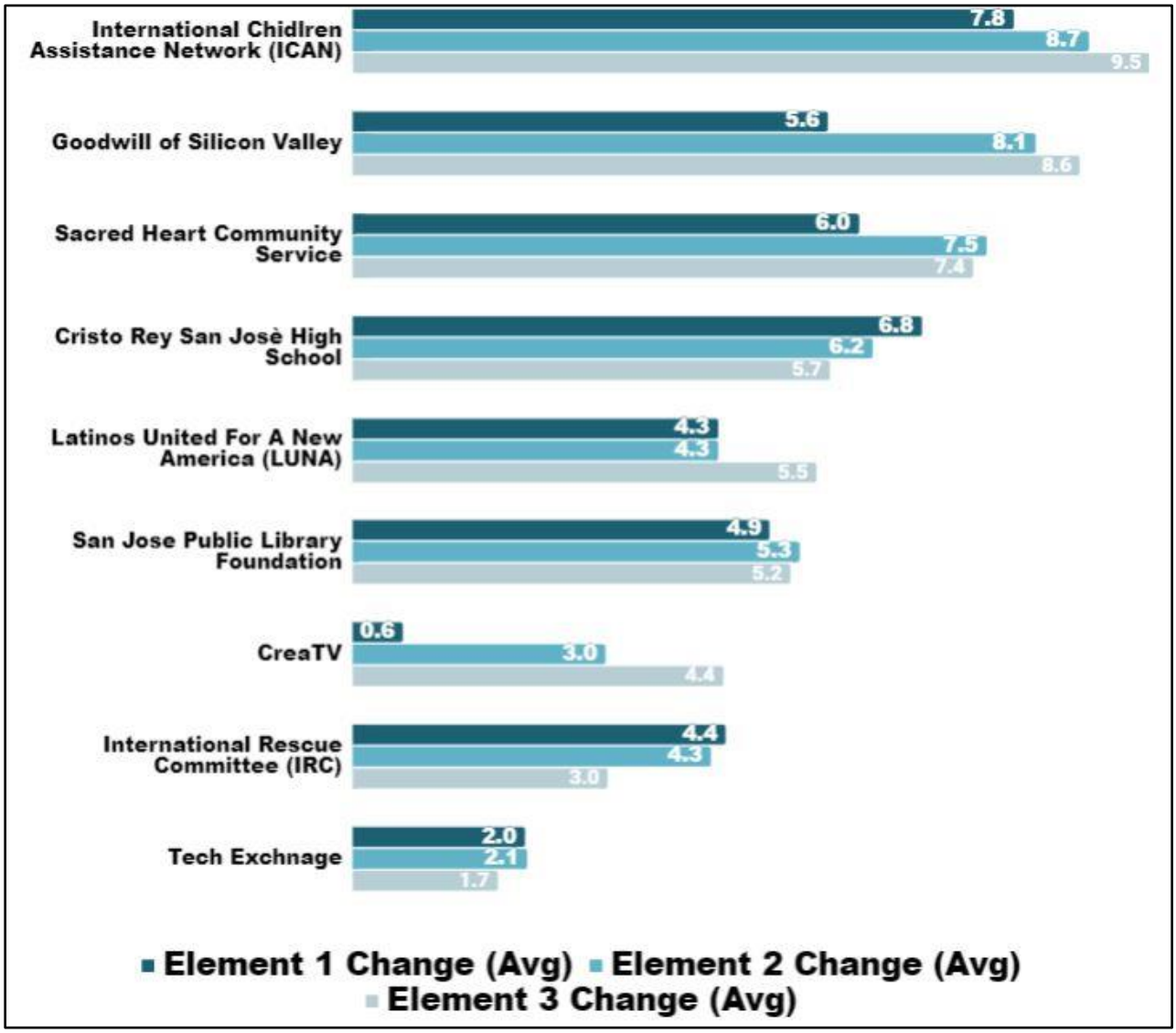
Grantees provided Adopters with a pre-self-assessment to determine their proficiency and provide training to residents who needed or wanted to refresh basic digital literacy skills. 1,140 Adopters participated in digital literacy training that resulted in measurable increases in proficiency as captured by the post-self-assessment scores. Adopters who scored less than proficient on their pre-self-assessment increased their post-self-assessment score by an average of 9.5 points after participating in training (consistent with Round 1 results). Adopters who scored proficient on the pre-self-assessment increased their post-self-assessment score by an average of 1.3 points after participating in training. The graph below compares scores among larger Grantees and the San José Public Library as the recognized expert on digital literacy and an appropriate benchmark.



The majority of Adopters (509) received less than 6 hours of training and the rest received more than 6 hours (484). As shown below, the small difference in average scores between Adopters who received more than 6 hours of training indicates that the average household can achieve basic digital literacy proficiency in 6 hours. However, moderate digital literacy proficiency may require more time, as indicated in the slightly higher difference in average scores (1.5%) between Adopters who received more than 6 hours of training in Element 3.

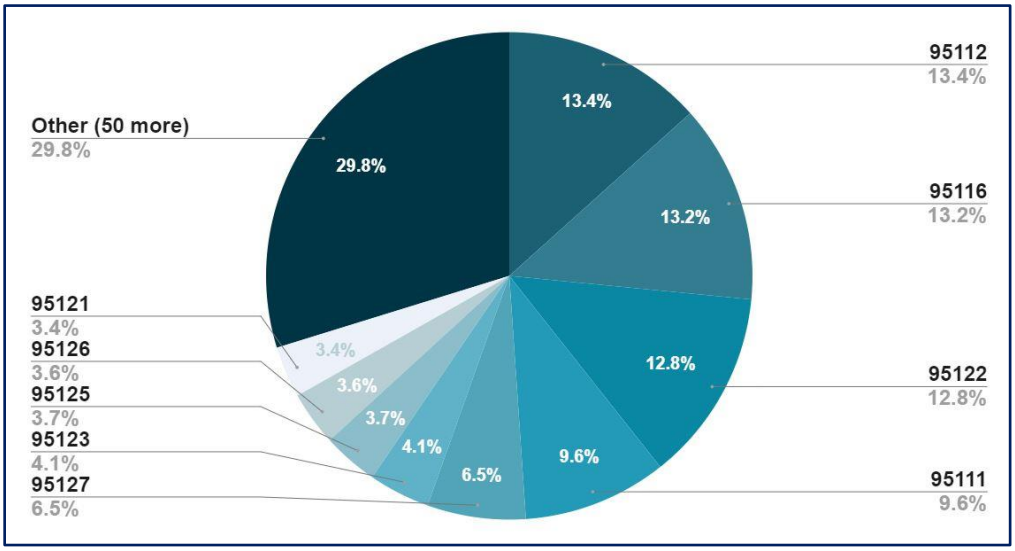


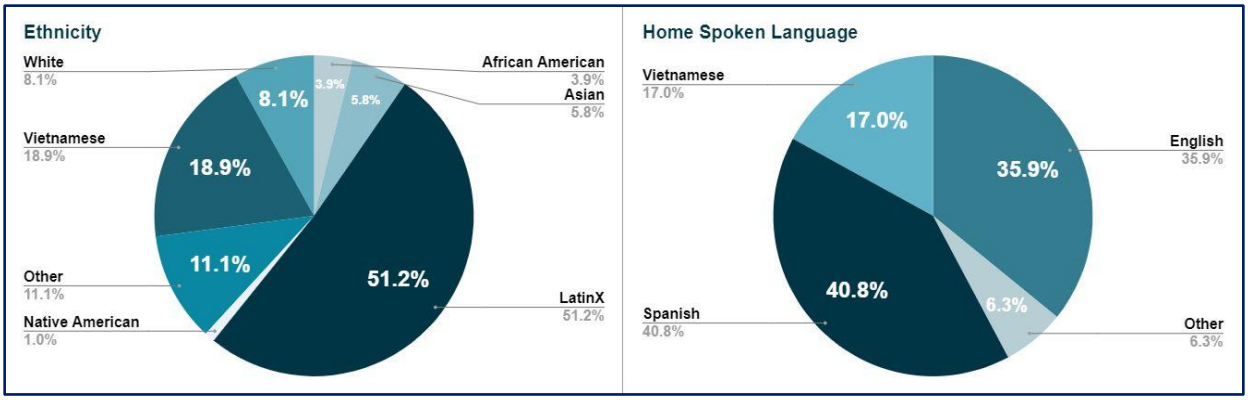
As demonstrated in the graph below, a sample of all Adopter's pre-and-post self-assessment scores from 9 Grantees show significant average increase in digital literacy skill proficiency of 0.6 to 9.5 points.

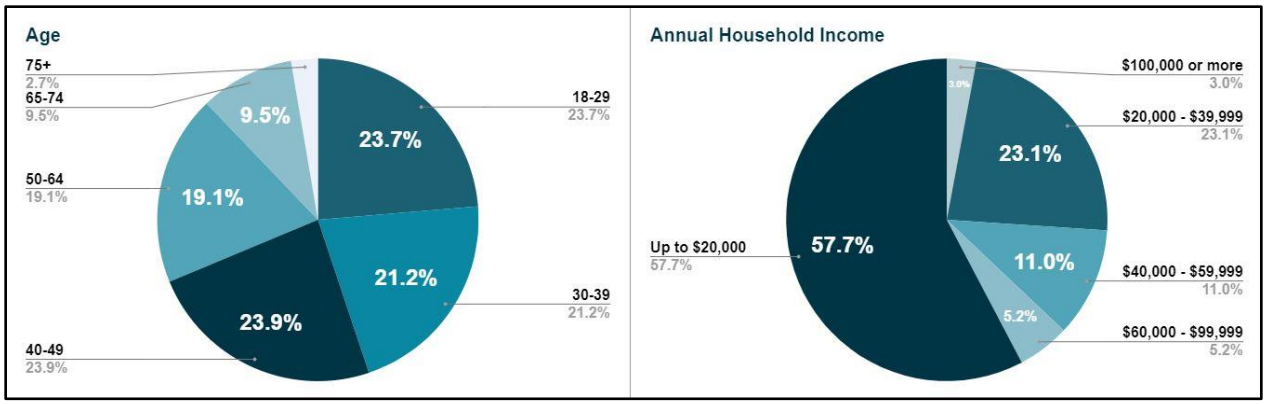


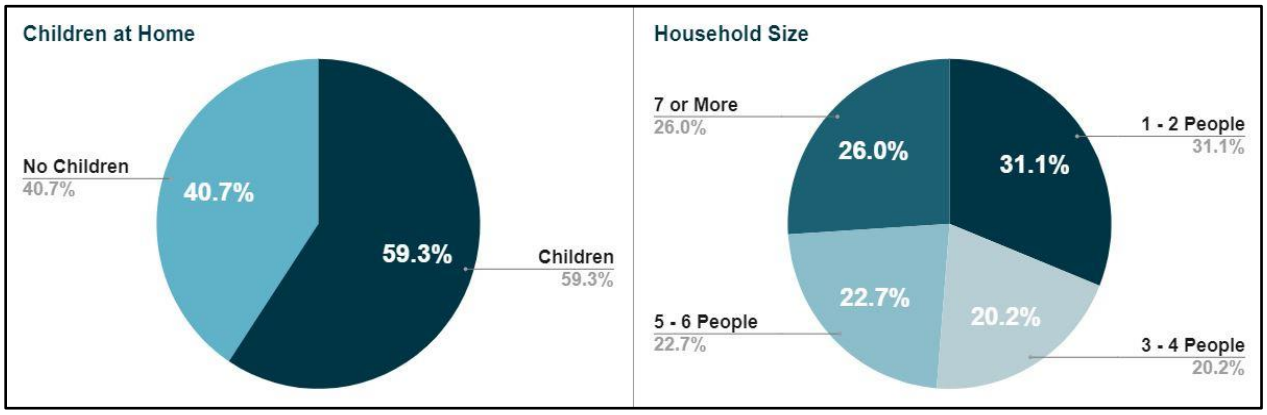
Round 2 Grants Summary of Demographics for Population Served

As indicated in the charts below, Adoptions were geographically aligned with highest need communities in San José (consistent with Round 1 results) with the highest number of household Adopters residing in Zip Codes in east side neighborhoods (95111, 95116, 95122, 95127), downtown (95112), and midtown (95125, 95126). Furthermore, 51.2% of households served are LatinX; 18.9% Vietnamese; 8.1% white; 5.8 % Asian; and 3.9% African-American. Well over half of the Adopters speak a home language other than English (40.8% Spanish and 17% Vietnamese). The socioeconomic demographics of Adopters reflect the City's low-income population. The majority of households served (80.8%) earn less than $40,000 per year and 59.3% have at least 1 child in their home. In comparison to Round 1, 20% more Round 2 Adopters have 7 or more people living in the household. Nearly 10% of Adopters were age 65 or older; 23.7% were age 18-29 (increase of 11%), and the majority were age 30-64.






Age
75+
2.7%
65-74
9.5%
50-64
19.1%
40-49
23.9%
18-29
23.7%
30-39
21.2%
9.5%
23.7%
19.1%
21.2%
23.9%
Annual Household Income
$100,000 or more
3.0%
$20,000 - $39,999
23.1%
Up to $20,000
57.7%
$40,000 - $59,999
11.0%
$60,000 - $99,999
5.2%
23.1%
57.7%
11.0%
5.2%


Children at Home
No Children
40.7%
Children
59.3%
40.7%
59.3%
Household Size
7 or More
26.0%
1 - 2 People
31.1%
5 - 6 People
22.7%
3 - 4 People
20.2%
26.0%
31.1%
22.7%
20.2%

Round 2 Summary of Lessons Learned

The Lessons Learned delineated by Round 2 Grantees in the Final Reports were similar to those from Round 1, which is not surprising given that all Round 2 Grantees were higher-performing Round 1 Grantees. Therefore, the following reflects the combined Lessons Learned from both Round 1 and 2 Grants.

- Organizational leadership with accountability for results is essential to achieving outcomes such as Adoptions in a disciplined culture of performance-based Grants.
- Experience in achieving Adoptions is key to becoming a high-performing Grantee. It takes time to integrate Digital Inclusion into ongoing services and to build organizational capacity to achieve Adoptions. However, augmented funding, marketing and outreach in language and in culture, ongoing workforce development, and integration of Digital Inclusion into existing services is the most cost-effective and efficient approach to achieving Adoptions.
- Staff turnover and shortages caused by the pandemic and social distancing constraints presented unforeseen challenges requiring innovative approaches, which often required more individual labor-intensive assistance to eligible households. However, EBB/ACP coupled with a focus on results and community partnerships provided a funnel of eligible participants making it possible to exceed the number of obligated Adoptions.
- Collaborating with other Grantees and building partnerships with other CBOs is crucial to reach qualified households and to deliver the 3 components of an Adoption. Although, schools are able easily to identify unconnected households, most schools lack the necessary leadership and staff capacity to refer households themselves or to integrate Grantees into their school systems and practices to provide services.
- Digital literacy classes are highly valued by Adopters and critical for developing employable skills and decreasing isolation among older adults, refugee, and immigrant populations. Offering a menu of in-person, online, and hybrid digital literacy classes and adapting the curriculum to be relevant, flexible and easily accessible to meet the needs of target populations is necessary. However, additional staff and time are required to provide individual support in language and in-culture with opportunities to practice skills at home or during lab hours. Incentives were critical for participants to complete the training.
- Computing devices and tech support are necessary to provide equipment for participants to take the training, troubleshoot or repair equipment that is not functioning properly, and to support the participant with using the device at home after an Adoption is completed.
- Administrative support is necessary to collect required data, meet reporting requirements, and encourage hesitant participants to share personal information. Although Grantees are required to maintain confidentiality of all Adopters and provide aggregated data to CETF without names of Adopters, Grantees do have to build trust with Adopters to obtain information required by the City.
- Grantee “Communities of Practice” Workshops and individual Grantee coaching are fundamental to ensuring Grantees successfully achieve Adoptions. Grantees want SJDIP and CETF to provide workforce development opportunities to build a workforce of skilled Digital Navigators in the community and convene more meetings with stakeholders to facilitate public-private partnerships and capitalize on additional funding opportunities (develop the Digital Inclusion Ecosystem).

Round 2 Summary of Recommendations

The following Summary of Recommendations reflect feedback from Grantees and input from CETF and the Digital Inclusion Advisory Board to develop the "Digital Inclusion Ecosystem" for greater impact and sustainability of the San José Digital Inclusion Partnership.

1. **Procure Computing Devices and Assistive Technology:** Procure lower-cost computing devices and assistive technology to provide access to devices that meet the diverse needs of residents and allow longer-term checkouts from libraries for Adopters signing up for affordable home Internet service and completing Digital Literacy Training. Expand the "Green Technology Initiative" to receive donated older computers to be refurbished and/or to generate a revenue stream to purchase devices which can be purchased by Adopters at an affordable price.

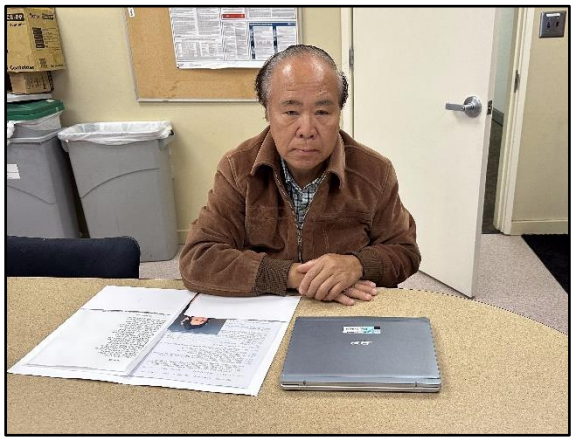
2. **Provide Technical Support:** Establish a Tech Support Helpline and Hub that is easily accessible to residents and Grantees in English, Spanish and Vietnamese. A successful Pilot Project found that 13.2% (27 of 205) Adopters needed technical assistance. This can be provided building upon the San José Public Library service and/or selecting a qualified CBO through a competitive process to provide cost-effective technical assistance.

3. **Increase Community Communications:** Promote ACP and other affordable Internet offers in-language and in-culture through all channels, particularly community and ethnic media to develop a steady flow of calls to the CETF central phone line where qualified households can be directly connected to Grantees. Information needs to be distributed by credible sources, such as the County, School Districts, and City. Grantees as "trusted messengers" then can be more effective in conducting outreach, assisting households with applying for the ACP and subscribing for affordable home Internet service, securing appropriate computing devices, and providing digital literacy training.

4. **Develop Online Digital Literacy Training Tools:** Develop online, self-paced classes and instructional videos that are flexible and can accommodate varying abilities, language needs, and learning styles to ultimately yield a higher number of Adoptions. Establish an online learning platform for the Digital Literacy Base Curriculum that can be used by all Grantees to augment their own curricula and track usage, which can be accessed by all residents. Also develop a "train-the-trainers" certification program to help Grantees build capacity and continuously improve quality.

5. **Enhance Grant Management and Workforce Development:** Design a web portal that is accessible from the City and SJDIP websites where Grantees can access information and materials, submit applications and reports, and share resources. Include a feature for online forms and surveys. Increase Grant management capacity to provide continuous Digital Navigator workforce development opportunities and monthly Community of Practice meetings to build capacity and facilitate collaboration. Assess data collection and reporting requirements to make certain unduplicated households are being served and only pertinent data is being collected to ensure requirements are manageable and equitable across Grantees. Consider how best to align expertise and strengths of Grantees to accelerate achievement of Adoptions.

Round 2 Success Stories



The COVID-19 pandemic impacted low-income families and individuals in a myriad of ways. ICAN responded with providing COVID-19 rental assistance and the Digital Inclusion program to help the local Vietnamese community manage difficulties as a result of the pandemic.

Mr. Tran came to ICAN to seek financial relief when he incurred overdue rent in August and September, 2021. ICAN found him eligible for the Homelessness Prevention Program. While speaking with him to determine other needs, ICAN also successfully helped him qualify for the ACP program. Now, he is able to save $30 a month on his home Internet bill. Since the initial ACP application, Mr. Tran frequently participates in ICAN's Digital Literacy Lab to improve his computer skills. During those sessions, staff noticed that he did not have his own computing device. Therefore, ICAN provided him with a free laptop to take home to reinforce his learning more effectively.

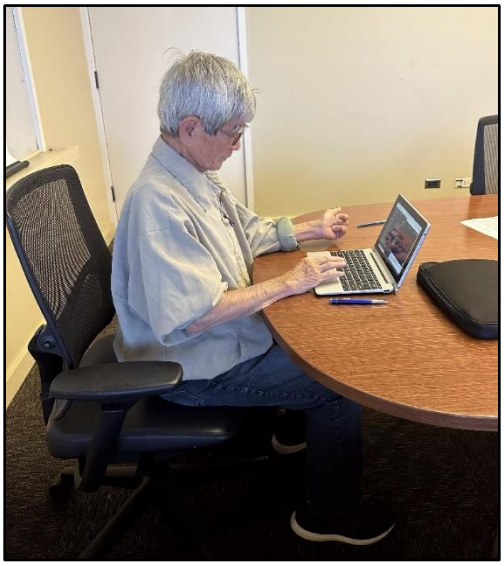
Mr. Tran expressed his deep gratitude for both programs. He told staff that he did not expect ICAN could provide him with such a high level of support. He had visited two other agencies to seek assistance, and it was then that he was referred to ICAN. An outcome for which he was glad, as ICAN is the only Vietnamese-speaking organization to provide continued engagement and all-around assistance, not only to help reduce expenses from rent and internet bills, but also to equip him with the skills to become more independent. He says he will happily introduce ICAN's services to friends and family members, and will think of ICAN when he needs support in the future.

Carolina came to the United States from Colombia about two years ago. She went to Biblioteca Latino Americana in San José in search of assistance with writing a resume and cover letter. Since she was looking for employment and didn't have access to the Internet or a device at home, the Librarian referred her to Sacred Heart Community Service. Carolina received the assistance she needed, including Digital Inclusion services. She completed all basic and intermediate computer classes, and decided to put into practice what she learned by volunteering in the Economic Empowerment Office, where she learned how to input data in Salesforce. She has become a committed volunteer by informing community members about Digital Inclusion services. During Holiday events, she volunteered to engage with members and encourage qualified households to complete the Digital Inclusion Intake and begin the process of converting to an Adoption. Additionally, Carolina has been hired by Sacred Heart as a Volunteer Income Tax Assistant. She will be using an IRS database to help community members file their 2021 income tax return.

Goodwill of Silicon Valley in partnership with JobTrain offers IT and Medical Assistant training courses. A client looking to pursue a career in Medical Assisting was turned away at the last training cycle because of her lack of Internet connection and access to a device. A Program Coordinator referred the prospective student to the Digital Inclusion Program where she was eager to enroll and grow her digital skills.

During the course she shared, "to be successful in this generation, it is vital to be able to access the internet and learn how to use it properly. Important things I need to do that requires access to the Internet are: (1) Communicating with my son's school, (2) Looking for resources to help my family, educational programs and jobs, (3) Attend online courses."

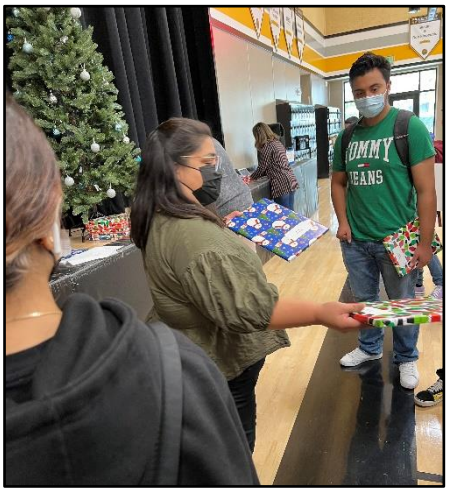
By accessing a San José Public Library's mobile hotspot the client was able to stay connected with Internet for free while supporting her family. She was able to keep the laptop from Tech Exchange by completing Goodwill's Digital Inclusion Program. She then promptly contacted JobTrain to enroll in the next Medical Assistant Training cycle on-site at Goodwill Headquarters. Thanks to the Digital Inclusion Program, she was able to overcome barriers to achieve her goals.



In late March 2022, an 83 year-old man came to the Vietnamese American Service Center (VASC) for assistance with subscribing to a home Internet plan. When he approached the International Children Assistance Network (ICAN) information table at VASC he said, “it has been 27 years and I do not have Internet.” He had previously shared a room for a long time where the landlord provided Internet service for the tenants. However, he had recently moved into a new unit and wanted his own home Internet service. After hearing his story, ICAN staff immediately helped him apply for the Affordable Connectivity Program (ACP) and subscribe to an affordable Internet plan. In addition, they invited him to participate in digital literacy workshops. At the end of the workshop, he received a free laptop to practice his new computer skills at home and during ICAN’s computer lab hours. The client is very grateful to have his own Internet service for the first time and ICAN is proud to help seniors like him connect.

Don Clemente is a Sacred Heart Community Service (SHCS) member with reduced mobility who participated in the Digital Inclusion Program. He needed Internet at home, basic computer skills and a computing device to manage his medical appointments online and search the Internet for community resources, because he relied on family members to do those things for him and transport him to the library to access the Internet. Clemente often felt discouraged and embarrassed about being unable to use the Internet himself.

After taking digital literacy classes, Clemente is now able to schedule his own medical appointments, search for community resources, and connect with family in Mexico. Furthermore, he subscribed to a home Internet plan and received a computing device. Therefore, he no longer relies on others for a ride to the library. Don Clemente said that the classes and support have been of great help to him on a personal level and his wellbeing.



A senior at Cristo Rey San José High (CRSJHS) School raised by her single mother, who works long hours as a janitor. Her older brother currently attends one of the most selective UCs, and as a small family unit, they all work hard to support each other in any way possible. She was raised to be proud of her Oaxacan roots, and to pursue any opportunity that would help her grow in new ways. At school, she is taking the most rigorous courses offered while also leading several clubs. Outside of school, you can find her either playing for the San José Symphony or decompressing with a bowl of popcorn watching k-drama. She is passionate about making a positive impact in her community, which is why she is pursuing a major in public policy. It's hard to keep up with her, but she presses forward in the most humble, friendly, and inclusive manner. She truly is a friend to all and wants everyone to win.

For someone who is constantly on the go, you can only imagine her reaction when her computer that was issued by CRSJHS in 9th grade finally started falling apart during college application season. She spent her summer thoroughly researching colleges, finding the perfect fit. However, when it came time to write those college essays and complete the applications, her computer would randomly shut down, the keys would not work forcing her to use the digital keyboard that pops up on the screen, and it would take forever to load a webpage that would test anyone's patience. After several trips to the IT department, she was finally lent a computer which was ten times better. When it was time to return it, she successfully hid for almost two weeks. The first college application deadline was just days away, and she didn't want her old computer to slow her down. When CRSJHS announced that seniors had the opportunity to be granted a new laptop, her eyes beamed with gratitude.

CRSJHS is proud to share that the student has been admitted to Stanford University, her dream school, and continues to apply to colleges across the country. She has worked hard to earn the opportunities she's been granted and is grateful to have access to the technology needed to keep up with her work ethic.

DIGITAL INCLUSION PARTNERSHIP
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1. **Allen S. Hammond**
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   Deputy City Manager

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4. **Dolores Alvarado**
   CEO, Community Health Partnership

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   Library Director, San Jose Public Library

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   Public Affairs Director, Kaiser Permanente

8. **Lennies Gutierrez**
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9. **Dr. Lisa Andrew**
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10. **Dr. Mary Ann Dewan**
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    Senior Initiatives Officer, Destination Home SV

12. **Nicole Taylor**
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** As of August 12, 2021

13. **Sam Liccardo**
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14. **Sophie Horiuchi-Forrester**
    San Jose Regional Manager, AARP

15. **Steve Preminger**
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16. **Theodora (Tedi) Vriheas**
    Director of External Affairs, AT&T

17. **Janine Polosi**
    Chief Marketing Officer, ZOOM

** As of August 12, 2021

California Emerging Technology Fund
San José Digital Inclusion Partnership
Framework for Evaluation Metrics and Methodologies
April 25, 2019

Background and Purpose

On February 12, 2019 the San José City Council approved the Memo from the City Manager regarding the "Donor Advised Governance Structure Proposed for the San José Digital Inclusion Fund" which authorized the City Manager to negotiate and executive an agreement with the California Emerging Technology Fund (CETF) to assist with implementation of the program.

The Memo from the City Manager to the City Council (excerpts below) set forth:

- Overall Digital Inclusion Goals
  - Connect 50,000 San José households with universal device access and universal connectivity at speeds of at least 25 Mbps download/3 Mbps upload over the next 10 years.
  - Ensure 50,000 San José households achieve and sustain the appropriate digital skills proficiency level (basic, intermediate, or advanced) to stay ahead of technology and increase quality of life outcomes (education, workforce, healthcare and more).
- Initial Draft of the 3 Direct Service Outcomes with Associated Indicators and Metrics
  - Universal Connectivity
  - Universal Device Access
  - Adoption
- Initial Draft of the 3 Ecosystem Impact Outcomes with Associated Indicators and Metrics
  - Robust Data and Learning Ecosystem
  - Increased Funding and Attention to Reducing the Digital Divide
  - Coordinated Ecosystem of Providers
- Additional Outcomes Related to Council Direction and Digital Fund Governance:
  - Fulfill May 2018 Council Direction to Create a Digital Inclusion Fund
  - Build Local Capacity
  - Solidify San José's Position as a National Leader in Broadband Policy
  - Optimize City Funding
  - Promote Innovation

The Memo to the Council also states that "further elaboration of outcomes, indicators, metrics and definition of target measures will be done within 90 days after the agreement has been negotiated and signed." The target date for signing the agreement is around May 1, 2019. This suggests that the "further elaboration", which will be referred to as the Impact Evaluation Plan for the Digital Inclusion Fund should be developed by the beginning of July 2019 to present to the Advisory Board and obtain feedback by the beginning of August 2019 to comply with the 90-day timeframe set by the City Council. The purpose of this document is to delineate a "framework" for the Impact Evaluation Plan for discussion between the City and CETF.

Impact Evaluation Plan Working Principles

The Memo to the City Council provides the foundation for the Impact Evaluation Plan and governs the outcomes, indicators and metrics. The following are proposed Working Principles to underpin a Framework for the Impact Evaluation Plan:

- Performance requirements for all grants will be structured to be explicit for outcomes to ensure transparency for impact evaluation. This will require generally a change in the practices of most community-based organizations (CBOs). The Digital Inclusion Fund grants cannot be viewed as a source of support for "business as usual" for any CBO, regardless of how laudable or worthy their existing community services may be or have been to date. However, CBOs with existing track records for delivering results are most likely to be able to successfully incorporate Digital Inclusion activities to achieve the Overall Goals.
- Every grant will be responsible for contributing to the Overall Goals for Digital Inclusion and reporting: (a) adoptions by low-income households; and (b) increased digital proficiency by the households served.
- The initial draft of 3 Direct Service Outcomes and 3 Ecosystem Outcomes will be applied to all relevant grants with required reporting of these "inputs" to the Overall Goals. Grants will specify activities and deliverables as performance requirements, which will be based on Work Plans and Budgets prepared by grantees and approved by CETF and Advisory Board.
- An online grant performance reporting system will be developed for efficiency and will be aligned to and consistent with other existing City grant programs to the extent possible. The data generated will be reported semi-annually by CETF to the City.
- Grantees will need support and assistance to understand how to plan and prepare applications consistent with the Overall Goals and Outcomes adopted by the Council and to properly report performance results.
- The City and CETF will develop another rubric for reporting progress on the "Additional Outcomes Related to Council Direction and Digital Fund Governance" in the Memo.
- A citywide survey will be conducted at the 5-year mark to obtain benchmarking data as to the impact of all Digital Inclusion Fund activities and grantmaking on the adoption rates in San José and compare to the previous citywide survey that will be used as the baseline.
- The primary remaining task for "further elaboration of outcomes, indicators, metrics and definition of target measures" referenced is the measurement of digital literacy proficiency. The rubric for digital literacy evaluation shall be the 6 Elements recognized internationally by the UN and adopted by the State of California in the Digital Literacy Executive Order: Access; Manage; Integrate; Evaluation; Create; Communicate.
- The first 3 Elements are appropriate for measuring digital literacy for residents. The second 3 Elements are appropriate for measuring workforce preparation. Different methodologies are required to evaluate the two sets of Elements. The foundational methodology for the first 3 Elements should be pre-and-post self-assessments for participants in each grant coupled with some reliable observed behavior changes (such as the increased number of residents signing up for online information and/or bills from the City and parents participating online with school activities). Self-assessments should include standardized questions in other tools used in California for reliable comparisons. Workforce preparation measurements will require feedback from training organizations and employers.
- If the Advisory Board and City Council decide to invest in a comprehensive education technology program, such as School2Home, then a logical starting point for the evaluation will be the framework being used by School2Home.

Reference Tools for Impact Evaluation Plan Framework

The following are reference tools for development of the Impact Evaluation Plan Framework:

- Initial Draft of the 3 Direct Service Outcomes with Associated Indicators and Metrics
- Initial Draft of the 3 Ecosystem Impact Outcomes with Associated Indicators and Metrics
- Additional Outcomes Related to Council Direction and Digital Fund Governance
- Digital Literacy Rubric of 6 Elements and Education Standards
- Examples of Tools Used for Assessing Digital Literacy Proficiency

Initial Draft of the 3 Direct Service Outcomes with Associated Indicators and Metrics

Long-term outcomes	**Indicators (long term objectives)**	**Metrics (key performance indicators)**
Universal connectivity	• Lower priced service plans • Low-cost options for mobile populations / households with multiple families • Stronger relationships with providers/Improved ability to be self-advocates when working with providers ("self-efficacy") • Increased awareness of low-cost options and benefits of connectivity • Change in willingness to pay for digital services (pre/post outreach/awareness events)	• Number of outreach events held /number of people who sign up • Number of door-to-door outreach campaigns and people spoken with • Number of information sessions held with low-income residents
Universal device access	• Number of families buying / receiving donations of devices • Improvement in self-reported outcomes (household level) • Awareness of low-cost device / free options for low-income families (pre / post intervention) • Number/diversity of access points for residents to acquire devices	• Number of devices donated, refurbished, and distributed • Change in number of people with access to devices
Adoption	• Improved academic performance, attendance, and post-secondary outcomes • Improved awareness of and ability to navigate career application sites, and improved access to career development tools • Improved communication with healthcare providers + increased access to health services	• Number of families using Internet + devices for completing homework, pursuing career opportunities, accessing telehealth and managing health needs, and connecting to friends and family • Number of students accepted to 2- or 4-year post-secondary

	• Increased ability to independently use Internet + devices for communication with friends and family • Number of people who are hired for jobs with living wages from digital inclusion trainings • Self-reported increases in health • Increases in feelings of community for senior citizens • Increases in academic performance for students	institutions • Number of job applications submitted / number of jobs secured • Average increase in household salary over specified timeframe • Decrease in self-reports of social isolation and loneliness / increase in self-reports of well-being and social connectedness • Number of users who have reached different steps on the digital ladder • Total number of train-the-trainer program participants and trainers • Number of basic / advanced skills trainings / learning circles • Number of topic specific skills trainings (e.g., health, education, employment, etc.)

Initial Draft of the 3 Ecosystem Impact Outcomes with Associated Indicators and Metrics

Long-term outcomes	**Indicators (long term objectives)**	**Metrics (key performance indicators)**
Robust data and learning ecosystem	• Data capture and aggregation across the digital inclusion ecosystem for key metrics • Number of Community Based Organizations/nonprofits adopting best practices • Increased commitment to evaluation across digital inclusion actors	• Presence of open and transparent online data sharing portals • Baseline data collected for all programs • Number of new pilots and innovative approaches tested • Number of articles/events sharing best practices

Increased funding and attention to reducing the digital divide	• Total dollars disbursed to digital inclusion in San José • Number of new orgs conducting digital inclusion programs • Number of long-term commitments (5+ years) from funders to digital inclusion work	• Total dollars disbursed to digital inclusion in San José • Number of new orgs conducting digital inclusion programs • Number of long-term commitments (5+ years) from funders to digital inclusion work
Coordinated ecosystem of providers	• Degree of representation across diverse digital inclusion stakeholders • Lack of duplicity among digital inclusion programs • Number of joint-programs run by two or more actors	• Degree of representation across diverse digital inclusion stakeholders • Lack of duplicity among digital inclusion programs • Comprehensive and targeted programming across all digital inclusion dimensions

Additional Outcomes Related to Council Direction and Digital Fund Governance

Council Direction

- Fulfill May 2018 Council Direction to create a Digital Inclusion Fund and return to Council with a plan to mobilize and govern this Digital Inclusion Fund to close the digital divide in San José.

Digital Inclusion Fund Governance

- Build local capacity and enable expansion of local successful digital inclusion programs, in-language and in-culture, through allocation of grants from the Digital Inclusion Fund.
- Solidify San José's position as a national leader in broadband policy, through the building of mutual interest partnerships with the telecommunications providers by committing City small cell usage fee revenue to speeding broadband deployment, achieving predictable permitting, and increasing digital inclusion.
- Optimize City funding to maximize local digital inclusion outcomes by leveraging CETF's existing capabilities and their 10-year track record of reducing the digital divide in California through innovative, local, and metrics-driven programs and leveraging additional philanthropic funding estimated at $10 million through CETF;
- Promote innovation while retaining local control and presence through creation of a cross-stakeholder Advisory Board to advise and oversee the use of funds, programming, and fundraising activities to best leverage the expertise of CETF to close the digital divide in San Jose. This donor advised governance model will allow for greater impact, innovation, and oversight by the City and City Council through the Advisory Board.

Digital Literacy Rubric of 6 Elements and Education Standards

Digital literacy is defined as "a lifelong learning process of capacity building for using digital technology, communications tools, and/or networks in creating, accessing, analyzing, managing, integrating, evaluating and communication information in order to function in a knowledge-based economy and society."[i] This definition was established in the 2010 report, "Digital Literacy Pathways in California," developed in response to Governor Schwarzenegger's Executive Order S-06-09 that called for the advancement of digital literacy in California. The report identifies 6 Elements of digital literacy and the measurable competencies for each:

BASIC ELEMENTS OF DIGITAL LITERACY		
Elements	Definitions	Competencies
Access	Knowing about and knowing how to collect and/or retrieve information.	Search, find, and retrieve information in digital environments.
Manage	Applying an existing organizational or classification scheme.	Conduct a rudimentary and preliminary organization of accessed information for retrieval and future application.
Integrate	Interpreting and representing information - summarizing, comparing, and contrasting.	Interpret and represent information by using ICT tools to synthesize, summarize, compare, and contrast information from multiple sources.
Evaluate	Making judgments about the quality, relevance, usefulness, or efficiency of information.	Judge the currency, appropriateness, and adequacy of information and information sources for a specific purpose (including determining authority, bias, and timelines of materials).
Create	Generating information by adapting, applying, designing, inventing, or authoring information.	Adapt, apply, design, or invent information in ICT environments (to describe an event, express an opinion, or support a basic argument, viewpoint or position).
Communicate	Communicate information persuasively to meet needs of various audiences through use of an appropriate medium.	Communicate, adapt, and present information properly in its context (audience, media) in ICT environments and for a peer audience.
Note: Existing international and national digital literacy frameworks and assessment instruments all share these common elements.		

The Partnership for 21st Century Learning, a national advocacy organization that promotes the integration of technology in education, classifies digital literacy along three dimensions:[ii]

- Information Literacy: Ability to efficiently access, critically evaluate, innovatively utilize, and successfully manage information for various purposes while adhering to ethical and legal standards.
- Media Literacy: Ability to examine the function of media and effectively analyze and utilize messages received through various forms of media.
- Information Communication Technology: Ability to successfully utilize digital technologies as a tool to research, organize, evaluate and communicate information.

The Common Core State Standards (CCSS) set digital literacy knowledge and skill expectations for students, broken down into three categories with aligned skill set building objectives as summarized in the chart below:[iii]

Digital Literacy Categories According to the CCSS K-12 Technology Scope and Sequence Document

Digital Literacy Categories	
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity.	Basic Operations Word Processing Spreadsheet Multimedia and Presentation Tools
Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society.	Acceptable Use, Copyright and Plagiarism
Demonstrate the ability to use technology for research, critical thinking, decision-making, communication and collaboration, creativity and innovation.	Research and Gathering Information Communication and Collaboration

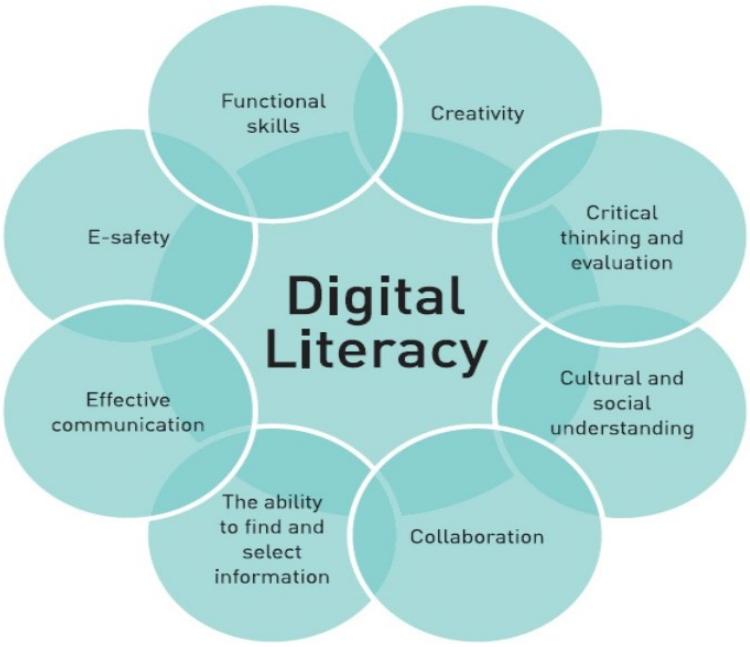
Note: Adapted from the CCSS K-12 Technology Scope and Sequence Document (LBUSD, n.d.)

For San Jose Unified School District (the only K-12 unified school district in the City), their Curriculum Statement notes that "digital literacy is critical for all students, not only learning and retention of basic skills such as reading and math, but also interacting with others and fostering growth." While it does not appear to be the case that SJSUD has a completed CCSS K – 12 Technology Scope and Sequence document (base only on a web-based search and therefore to be confirmed), several California school districts do. Long Beach Unified School District is one example and can be found here: https://www.cde.state.co.us/cdesped/accommodationsmanual_ccss_k12_techscope.
In 2016, the School City Collaborative included Digital Literacy and Inclusion as a priority goal that initially incorporated two pilot initiatives: East Side Union High School District WiFi and the CETF School2Home pilot in two East Side middle schools. With a start in 2009, School2Home is a CETF-designed and funded initiative designed to "close both the Achievement Gap and the Digital Divide by integrating the use of computing and broadband technologies into teaching and learning at low-performing middle schools throughout California." While San Jose is not included due to its 2017-2018 implementation year the statewide Evaluation Report is available and looks out outcomes and impacts based on the program's six goals:

1. Improve student academic achievement;
2. Increase family engagement and involvement in assisting their students with academic learning activities;
3. Consistent use of CCS-aligned technology applications by teachers as an integral component to instruction;
4. Integration of School2Home components into Local Control Accountability Plans;
5. Support for or influence on each of the 8 required LCAP indicators:

1. Basic Services	5. Pupil Engagement
2. Implementation of New Standards	6. School Climate
3. Parent Involvement	7. Course Access
4. Pupil Achievement	8. Other (i.e. completion of college/career pathway)

In 2018, the Coding 5K Challenge was launched in response to the proposition that coding is a basic literacy skill and necessary for academic and career success. There is a cohesive argument for why both digital literacy and coding are necessary. The following graphic emphasizes the "need for greater digital literacy:[iv]



The author argues that "the greatest benefit of teaching coding skills to children is to train them in computational thinking, and… that no matter what language students learn, programming teaches children logical reasoning, how to look for patterns that solve problems, and how to break problems down into small chunks that are easier to tackle."

[1] "Digital Literacy Pathways in California", ICT (Information and Communications Technologies," Digital Literacy Leadership Council. January 10, 2010.
[1] "Apply Technology Effectively," Partnership for 21st Century Learning. 2007
[1] "Digital Literacy in Early Elementary School: Barriers and Support Systems in the Era of the Common Core." Delnaz Hosseini Approved for the Educational Doctoral Program in Educational Leadership. San Jose State University. May 2018
[1] "Understanding the Differences Between Digital Literacy and Coding," Junior Coders Guest Blogger. December 16, 2018 (https://www.juniorcoders.ca/blog/digital-literacy-and-coding/)

Examples of Tools Used for Assessing Digital Literacy Proficiency

The following are 2 survey instruments used widely by CETF that include assessments of digital literacy proficiency:

- Statewide Survey on Adoption
- School2Home Parent End-of-Year Survey

These tools provide a starting point for consideration of reliable approaches to assessing digital literacy proficiency. The advantage of using similar tools in San José is the ability to benchmark performance to statewide data. If a different approach and/or additional questions are developed, it can be very useful to adopt a response structure of Yes/No and rating scale of 1-5.

Institute of Governmental Studies 121718
University of California, Berkeley English

January 2019 Berkeley IGS Poll
CETF Digital Divide Question Series 2019

1. Including yourself, how many people currently live in your household?
   _____ PEOPLE
   REFUSED ..... REF

IF MORE THAN ONE ASK:

2. Are there any children under age 18 in your household?
   YES 1
   NO 2
   REFUSED ..... REF

IF YES, SAY:

3. Do any of these children currently attend a K-12 public or private school?
   YES 1
   NO 2
   REFUSED ..... REF

The next few questions are about the Internet…

4. Can you (or can others in your household) connect to the Internet from home? This includes connecting to the Internet from a smart phone or from a desktop, laptop, or tablet computer?
   YES, CAN CONNECT TO INTERNET 1
   NO, NOT CONNECTED TO INTERNET 2
   DON'T KNOW/REFUSED ..... REF

IF CONNECTED TO INTERNET:

5. Are you (or are others in your household) able to connect to the Internet at home through . . . (**READ ITEMS ONE AT A TIME IN RANDOM ORDER**)

		YES	NO	DK/REF
( ) a.	a smart phone	1	2	REF
( ) b.	a desktop, laptop or tablet computer	1	2	REF

IF CONNECTS VIA SMART PHONE AND NOT DESKTOP/LAPTOP/TABLET:

6. Just to confirm, the only way that you (or others in your household) can connect to the Internet at home is through a smart phone. Is that correct?
   YES, ONLY THRU SMART PHONE..... 1
   NO, CAN CONNECT ANOTHER WAY..... 2
   DON'T KNOW/REFUSED ..... REF

7. How long have you had access to the Internet at home? About how many years in total -- 1 year or less, greater than 1 year but not more than 3 years, greater than 3 years but not more than 6 years, or more than 6 years?
   1 YEAR OR LESS 1
   >1 YEAR - 3 YEARS 2
   > 3 YEARS – 6 YEARS 3
   > 6 YEARS..... 4
   DON'T KNOW/REFUSED ..... REF

8. Over this period was there ever a time when your household went without Internet access for one month or longer or has your household had continuous access to the Internet over this entire period?
   WENT WITHOUT ACCESS FOR A TIME 1
   CONTINUOUS ACCESS 2
   DON'T KNOW/REFUSED ..... REF

9. I am going to read some things that people can do online that enables them to avoid having to drive or make a vehicle trip in a car, truck or SUV. For each, please tell me whether you've avoided having to make a vehicle trip by going online from home to do this activity. (**ASK ITEMS A-D IN RANDOM ORDER)**

( ) 9a. In the past month have you shopped online from home to avoid having to make a trip to a store? (**IF YES)** Over the past month about how many vehicle trips would you say weren't taken because you were able to shop online from home instead? Just your best estimate.

YES..... 1 # OF TRIPS: _____
NO..... 2 DON'T KNOW… DK
DK/REF… REF REFUSED…REF

( ) 9b. In the past month have you worked online from home to avoid having to make a trip to a work site? (**IF YES)** Over the past month about how many vehicle trips would you say weren't taken because you were able to work online from home instead? Just your best estimate.

YES..... 1 # OF TRIPS: _____
NO..... 2 DON'T KNOW… DK
DK/REF… REF REFUSED…REF

( ) 9c. In the past month have you taken any educational or job training courses online from home to avoid having to make a trip to a school or worksite? (**IF YES)** Over the past month about how many vehicle trips would you say weren't taken because you were able to take these courses online from home instead? Just your best estimate.

YES..... 1 # OF TRIPS: _____
NO..... 2 DON'T KNOW… DK
DK/REF… REF REFUSED…REF

( ) 9d. In the past month have you communicated with a doctor or other health professional online from home to avoid having to make a trip to a doctor's office or health facility? (**IF YES)** Over the past month about how many vehicle trips would you say weren't taken because you were able to communicate online from home instead? Just your best estimate.

YES..... 1 # OF TRIPS: _____
NO..... 2 DON'T KNOW… DK
DK/REF… REF REFUSED…REF

IF NO OR DK/REF:

10. Do you have any interest in taking an educational or job training course online?

YES.....1
NO 2
DON'T KNOW .....REF

11. We don't want to know your exact income, but just roughly, could you tell me if your annual household income before taxes is under $20,000, $20,000 to $40,000, $40,000 to $60,000, $60,000 to $80,000, $80,000 to $100,000 or $100,000 or more?

UNDER $20,000..... 1
$20,000–$40,000..... 2
$40,000–$60,000..... 3
$60,000–$80,000..... 4
$80,000–$100,000..... 5
$100,000 OR MORE 6
DON'T KNOW/REFUSED ..... REF

IF NOT CONNECTED TO INTERNET:

12. I am going to read some reasons why people do not have access to the Internet at home. For each, please tell me whether or not this is a reason why your household doesn't have Internet access. (**READ ITEMS ONE AT A TIME IN RANDOM ORDER, ASKING:**) Is this a reason why your household doesn't have Internet service?

	YES	NO	DK/REF
( ) a. Internet service is too expensive	1	2	REF
( ) b. Don't have a computer or a smart phone	1	2	REF
( ) c. Internet service is not available or adequate where I live	1	2	REF
( ) d. Not interested in going online or having Internet access at home	1	2	REF
( ) e. Not comfortable using a computer or doing things online	1	2	REF
( ) f. Can connect to the Internet from another place if needed	1	2	REF
( ) g. Concerns about privacy or computer viruses	1	2	REF

IF MORE THAN ONE "YES" ANSWER GIVEN:

13. You gave the following answers as reasons your household doesn't have Internet service. (**READ BACK ALL CATEGORIES ANSWERED YES, ASKING:**) Which of these would you say is the main reason your household doesn't have Internet service?

Internet service is too expensive	1
Don't have a computer or a smart phone	2
Internet service is not available or adequate where I live	3
Not interested in going online or having Internet access at home	4
Not comfortable using a computer or doing things online	5
Can connect to the Internet from another place if needed	6
Concerns about privacy or computer viruses	7
DON'T KNOW/REFUSED	REF

14. Are you aware of any discounts that Internet companies in California make available to (**IF INCOME LESS THAN $40,000, ADD:** households) (**IF INCOME $40,000 OR MORE OR REF, ADD:** low income households) that can significantly reduce the costs of getting Internet service at home?

YES.....1
NO.....2
DON'T KNOW/REFUSED ...REF

15. If you had Internet access at home do you think it would reduce the number of vehicle trips that you would need to make by car, truck or SUV because you could do them online from home instead? This can include things like going online to shop or work from home, taking classes or job training courses from home, communicating with a doctor or other health professional, or performing other types of tasks from home.

YES.....1
NO.....2
DON'T KNOW/REFUSED ...REF

School2Home Parent End-of-Year Survey
2017-2018

This survey will help determine the value and impact of School2Home, a program that provides technology training, support and resources to teachers, parents and students at this school. Your answers to the following questions are important as they will help make improvements to the program. Thank you.

- Name: _____
- Email address: _____
- Grade child is attending: (pull-down menu)
- School child is attending: (pull-down menu)
- School district child is attending: (pull-down menu)
- Primary language spoken at home: _____

1. Do you have a computing device (computer) at home besides the one provided by your child's school?

   ❍ Yes
   ❍ No

2. Do you have a monthly home Internet subscription?

   ❍ Yes
   ❍ No

3. Did you have a monthly home Internet subscription before participating in the School2Home technology training?

   ❍ Yes
   ❍ No

4. Where do you access the Internet? Please check all that apply.

   ❍ At home
   ❍ At work
   ❍ At friends' homes
   ❍ At relatives' homes
   ❍ At a local store or restaurant
   ❍ At a community center
   ❍ At my child's school
   ❍ At the library
   ❍ Other (please specify): _____

5. Did you attend the School2Home technology training provided by your child's school?

   ❍ Yes, I attended the School2Home training in person.
   ❍ Yes, I attended the online School2Home training sessions.
   ❍ No.

6. When did you attend the School2Home parent technology training?

❍ This school year (2017-2018).
❍ Last school year (2016-2017).
❍ Before 2016.

7. How helpful were the following topics covered during the School2Home training?

	Helpful	Not helpful	I already knew about this topic	This topic was not covered
a. Overview of School2Home goals.	❍	❍	❍	❍
b. How to look at my child's assignments online.	❍	❍	❍	❍
c. How to look at my child's grades online.	❍	❍	❍	❍
d. How to communicate with teachers online.	❍	❍	❍	❍
e. How to get Internet at home.	❍	❍	❍	❍
f. How to help my child with homework.	❍	❍	❍	❍
g. How to keep my child safe online.	❍	❍	❍	❍
h. How schools are evaluated in California.	❍	❍	❍	❍
i. How to protect my identity online.	❍	❍	❍	❍

8. Please indicate how often you conduct the following activities.
1=Never, 2=Not often, 3=Often, 4=Very often, 5=Extremely Often, NA=Not Applicable

	1	2	3	4	5	NA
a. Check my child's assignments online.	❍	❍	❍	❍	❍	❍
b. Check my child's grades online.	❍	❍	❍	❍	❍	❍
c. Use technology to communicate with my child's teachers.	❍	❍	❍	❍	❍	❍
d. Review my child's social media activities, like Facebook and Instagram.	❍	❍	❍	❍	❍	❍
e. Discuss online bullying and other Internet safety rules with my child.	❍	❍	❍	❍	❍	❍

9. **Impact of School2Home on Myself:** Please indicate the extent to which you disagree or agree with each of the following statements about your level of involvement in school and technology as a result of School2Home.
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, NS=Not Sure

	1	2	3	4	5	NS
a. I have increased my support of our school's emphasis on technology.	❍	❍	❍	❍	❍	❍
b. I have increased my involvement by volunteering for school activities.	❍	❍	❍	❍	❍	❍
c. I have increased my attendance at school events.	❍	❍	❍	❍	❍	❍
d. I am paying more attention to my child's improvements as a result of School2Home technology and training.	❍	❍	❍	❍	❍	❍
e. I have increased communication with my child's teachers because of School2Home support.	❍	❍	❍	❍	❍	❍
f. I have increased my use of technology in my daily life, such as accessing information and using email.	❍	❍	❍	❍	❍	❍

10. How often have you used the Internet for the following activities over the past year?
1=Never, 2=Not often, 3=Often, 4=Very often, 5=Extremely often, NA=Not Applicable

	1	2	3	4	5	NS
a. Job training.	❍	❍	❍	❍	❍	❍
b. Job searching.	❍	❍	❍	❍	❍	❍
c. Enrolling for healthcare.	❍	❍	❍	❍	❍	❍
d. Finding medical and health resources.	❍	❍	❍	❍	❍	❍
e. Finding information about community events or meetings.	❍	❍	❍	❍	❍	❍
f. Finding events or activities for my children.	❍	❍	❍	❍	❍	❍
g. Reading the news or other information.	❍	❍	❍	❍	❍	❍

11. **Impact of School2Home on my Child**: To what extent can you attribute changes in your child's academic performance and motivation to the resources and training provided by School2Home?
1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NS=Not Sure

	1	2	3	4	5	NS
a. Increased completion of assignments.	❍	❍	❍	❍	❍	❍
b. Increased use of technology for school work at home.	❍	❍	❍	❍	❍	❍
c. Increased use of the Internet for research related to school assignments.	❍	❍	❍	❍	❍	❍
d. Increased initiative or engagement in doing school projects using the computer.	❍	❍	❍	❍	❍	❍
e. Increased interest in school subjects.	❍	❍	❍	❍	❍	❍
f. Improvement on school tests.	❍	❍	❍	❍	❍	❍
g. Improvement in grades.	❍	❍	❍	❍	❍	❍

12. **School2Home Support**: Please indicate the extent to which you disagree or agree with each of the following statements about the level of support from School2Home.
1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, NS=Not Sure

	1	2	3	4	5	NS
a. The school provided encouragement and sufficient support for my participation in School2Home as a parent.	❍	❍	❍	❍	❍	❍
b. School2Home parent trainings helped me use computers and the Internet at home.	❍	❍	❍	❍	❍	❍
c. I have access to and know how to use computer applications at home with my child.	❍	❍	❍	❍	❍	❍
d. I have tried things I learned in the School2Home workshop.	❍	❍	❍	❍	❍	❍
e. The computers and Internet access have been available as needed.	❍	❍	❍	❍	❍	❍
f. The School2Home program should be continued.	❍	❍	❍	❍	❍	❍

13. OPTIONAL: Please provide comments on ways we could improve School2Home.
_____

14. OPTIONAL: Please provide any other comment you have about School2Home.
_____

15. OPTIONAL: Please let us know if you are interested in receiving additional technology training.

Digital Literacy Quality Standards

Structure and Content

The Digital Literacy Program 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 digital literacy programs. This document is intended for programs that are City-sponsored, specifically programs that promote digital skills for students and community members. By focusing on the "3 A's": Access, Affordability, and Adoption, the City of San José will ensure that all residents have the opportunity to be aware of, to develop skills using digital tools for all stages of learning, and to have easy access to appropriate devices and broadband service.

A systemic approach to develop, assess, and continually improve quality digital literacy programming is essential to achieving effective outcomes in San José. The Digital Literacy Quality Standards are organized into three Quality Continuum areas to measure progressive levels of quality: (1) *Beginning; (2) Emerging;* and (3) *Advanced or Optimal*. While *Advanced and Optimal* represents the level of quality to which the City hopes programs will aspire, there is an expectation that programs will meet, at a minimum, strategies contained within the *Beginning Standard. Emergent* and *Advanced* strategies reflect a pathway for progressive continuous quality improvement that programs may adapt depending on their level of readiness and internal and external allocated resources.

The Digital Literacy Quality Standards are comprised of 8 program quality standard areas:

Program Quality Standards

1. **Technology and Access**: Program provides access to relevant and functioning technology that is suitable to the conditions of the program. Program will make an effort to provide Internet access that is secure, safe and stable.
2. **Privacy and Security:** Program complies with the City of San José's City-Wide Privacy Principles[1]. Program will provide a minimum experience that allows participants privacy and security according to individual choice.
3. **Safe and Supportive Learning Environments**: Program will provide a safe and well-maintained environment that supports the needs of all participants.

[1] "Digital Privacy Principles," City of San Jose, September 17, 2019, https://www.sanjoseca.gov/your-government/city-manager/civic-innovation-digital-strategy/digital-privacy

4. **Skill Building and Learning:** Program maintains high-expectations for instructors, facilitators and participants. Learning experiences are purposely aligned to current digital literacy competencies, digital literacy standards, and community needs with the intent of promoting lifelong learning.
5. **Curriculum and Teaching Practices**: Program provides an appropriate, evidence-based curriculum that is adaptive, outcome-based, and consistent with their goals for digital literacy.
6. **Staffing**: Program has appropriate standards for instructors, staff, and volunteers that meet the needs of the program and participants. Qualifications, education, and expertise of staff or volunteers are in line with program outcomes and goals. Training and professional development are considered when making improvements based on program assessments.
7. **Program Leadership and Management**: Program implements policies, procedures, and systems that support program outcomes, goals, and/or grant requirements. Program utilizes an assessment and evaluation model for the purposes of enhancing program quality.
8. **Equity, Diversity, and Inclusion**: Program is committed to an inclusive and supportive space that honors and embraces the diversity of the community regardless of ability, race, religion, age, sexual orientation, socioeconomic status/income level, housing status, immigration status/national origin, gender identity and/or expression.

Quality Continuum

The Digital Literacy Quality Standards are organized into three Quality Continuum areas to measure progressive levels of quality: (1) *Beginning; (2) Emerging;* and (3) *Advanced or Optimal*. The following guide is provided as an overview for users to understand how to use the rating system and to assess the degree to which each quality indicator is evident in the program.

(1) *Beginning*: Program is just beginning to work in this area and will continue to work towards a higher level of proficiency.
(2) Emerging: Program has achieved a level of proficiency in this area and needs additional work to excel at this practice.
(3) *Advanced or Optimal*: This is an area of exemplary practice where the program can serve as an example for others.

Quality Standards with Focus Areas, Continuum, and Indicators

Program Quality Standard 1: Technology and Access Program provides access to relevant and functioning technology that is suitable to the conditions of the program. Program will make an effort to provide Internet access that is secure, safe and stable.			
Focus	**Beginning**	**Emerging**	**Advanced**
Access to Technology	Program provides working technology tools and makes them available to participants. Program offers free access to computers, broadband Internet, and wireless Internet.	Program offers expertise to support participants with varying abilities in the use of the technology and Internet that is available to them.	Program provides access to a variety of adaptive and relevant technology. Program manages technology to ensure access by participants with disabilities, or varying abilities, and that participants are equipped with skills and assistive devices necessary to access technology tools and create content.
Maintained Devices	Devices have operating security systems.	Devices are regularly and proactively reviewed on a routine schedule to update security systems as needed.	
Internet Connection	Digital Subscriber Line (DSL) Internet is available for use.	DSL Internet and wireless connection is available for use.	DSL Internet, hot spots/cellular, and wireless connections are available for use or check-out.

Program Quality Standard 2: Privacy and Security Program complies with the City of San José's City-Wide Privacy Principles[2]. Program will provide a minimum experience that allows participants privacy and security according to individual choice.		
Focus	**Expected**	**Optimal**
City of San José Privacy Principles	Program adheres to the City of San José Privacy Principles, including in its work with third-party partners and vendors and partnership agreements.	Program makes an effort to educate participants on privacy guidelines.
Online Security	Program is knowledgeable of the terms and conditions of all online or downloaded applications and websites used by participants. Program follows the City of San José's Privacy Principles on the handling of personal information.	Program discloses to participants any exposure their personal information may have as a result of using the technology and/or applications.
Opt-in Opt-out Password Management Actions of the Individual	Program is familiar with the intricacies of opt in/opt out provisions and accurately defines the terms. Program informs participants of password requirements for applications and provides guidelines on how to create a safe password. Program trains participants on how to properly log out of applications and equipment at the end of each session.	Program instructs participants on how to avoid potential privacy issues when accepting terms and conditions. Program provides information on how to avoid being caught by scams, including clickbait and phishing programs. Program educates and encourages participants to apply these same skills outside of program.
Cleaning/wiping devices after each use	Program verbally instructs participants to properly log off from devices/applications to ensure work completed during sessions has been stored properly and confirms that nothing is left on device or application.	Program establishes written/visual instructions and protocols for participants to follow.
Data Privacy	Program is familiar with and adheres to city, state, and federal policies regarding data privacy for adults and children. Privacy policies are easily available and	Program provides participants with information regarding potential data exposure as a result of using required/suggested applications. Program partners and third-party vendors do not advance private interest; they adhere to the same privacy policy as City-funded,

	understandable to users.	sponsored programs. Program establishes a proactive process to notify ongoing users of any changes to the program's privacy policies.

Program Quality Standard 3: Learning Environments Program will provide a safe and well-maintained environment that supports the needs of all participants.			
Focus	**Beginning**	**Emerging**	**Advanced**
Onsite Environment	Program has a safety plan in place and clearly communicates health, safety, and behavior procedures with participants. Program operates within a safe environment with accessible fire exits, written emergency plans, and basic first aid supplies on hand. All equipment is clean, sanitized, and free of hazardous conditions.	Program staff are trained in health and safety related issues Program fosters an emotional climate that is positive, supportive and mutually respectful among all participants and staff. Program provides enough space, equipment, and supplies to carry out the activities set forth in the program.	Program staff are trained and certified in CPR and First Aid (AED). Program regularly conducts appropriate safety practice drills with staff and participants.
Online environments	Program presents a self-directed learning environment that encourages safety and privacy. Program instructs participants on behavioral norms and etiquette while using digital technology and interacting in a digital environment.	Program informs participants about possible scenarios that could make participants vulnerable online. Program educates participants in behavioral norms when using digital technologies and how to interact with others in a digital environment.	Program makes an effort to provide information about the risks of searching online, how to search safely, and how to resolve or report illegal, offensive materials. Program supports participants in addressing any issues encountered in digital environment.

Program Quality Standard 4: Skill Building and Learning Program maintains high-expectations for instructors, facilitators and participants. Learning experiences are purposely aligned to current digital literacy competencies, digital literacy standards, and community needs with the intent of promoting lifelong learning.			
Focus	**Beginning**	**Emerging**	**Advanced**
International Society for Technology in Education Student Standards (ISTE)	Program makes ISTE Student Standards available to staff and volunteers to review. Program focuses on, at minimum, two of the seven ISTE standards when teaching digital literacy.	Program provides staff and volunteers with ISTE Student Standard related resources, training, and or professional development. Program focuses on, at minimum, four of the seven standards when teaching digital literacy during programming.	Program prioritizes the application of ISTE Student Standards. Program incorporates all seven ISTE Student Standards. Program evaluates and measures how ISTE Student Standards are being utilized. Program uses learning assessments and/or rubrics associated with ISTE Student Standards to track learning outcomes.
Information Evaluation	Program instructs participants on how to use a search engine to find, look for, and use that information. Program teaches participants to identify the credibility and relevancy of information presented online by evaluating the information.	Program instructs participants on effective techniques for evaluating the quality and credibility of information pulled from a website. Program teaches how to apply different search strategies to increase the accuracy and relevance of online search results.	Program educates participants on how to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information'[2]. Program teaches participants to think critically about the intentions of commercial websites and advertising.

[2] "Evaluating Information," American Library Association, March 18, 2019, https://libguides.ala.org/InformationEvaluation

Program Quality Standard 5: Curriculum and Teaching Practices Programs provide an appropriate, evidence-based curriculum that is adaptive, outcome-based, and consistent with their goals for digital literacy.			
Focus	**Beginning**	**Emerging**	**Advanced**
Outcomes-based programs	Program staff gather, plan, and determine goals and objectives aligned with program outcomes. Program staff and volunteers are aware of the outcomes, goals, and objectives. Staff and volunteers are encouraged to plan around outcomes. Program has a formal mechanism to review annually its goal and objectives and make necessary changes for continuous quality improvement.	Program staff develops and implements goals and objectives aligned with program outcomes. Staff and volunteers are educated on the outcomes, goals and objectives for their understanding. Staff and volunteers plan and organize specific content around outcomes and goals. Program assesses progress toward goal and objectives for continuous quality improvement and adults/educators meet quarterly to discuss results.	Program staff plan, implement, and evaluate strategies for program improvement based on outcomes from goals and objectives set for the program cycle. Staff and volunteers are involved in interpreting and making decisions based on program evaluation results and take necessary steps towards program improvements. Staff and volunteers meet to work together and organize specific content around outcomes and goals. Community and participants are involved in interpreting and making decisions regarding what steps should be taken to improve the program.
Differentiated Instruction[3] / Personalized Learning	Program develops and uses plans based on digital literacy competencies. Program makes an effort individualize curriculum, focusing on instruction and assessment that is both flexible and challenging. Program instructions are based on the needs and preferences of each participant.	Program curriculum is developed and delivered based on the participants' interests, the community they serve, and the participants' digital literacy knowledge. Program differentiates instructions by tailoring content, the process, product, and learning environment. Program takes time to determine what	Program uses evaluation tools, like surveys, to know what the participant has learned and retained from the information provided to them. Program's teaching processes involve providing all participants with different avenues for understanding new information in terms of acquiring content, processing, constructing, or making sense of ideas.

[3] Weselby, Cathy "What is Differentiated Instruction?" August 21, 2018 https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/

		participants already know so as to increase effectiveness of program.	Program works towards participant learning objectives and how participants can demonstrate their learning.
Information Evaluation[4]	Program applies different search strategies to increase the accuracy and relevance of online search results. Program tries to ensure that the information given/taught to participants is relevant to the program's objective and not intended to sell to or persuade participants. Program ensures that the information is used to inform/teach digital literacy as well as how to cite such information.	Program uses effective techniques to evaluate the quality and credibility of websites. Program looks for information that is current, relevant and accurate to current digital literacy curriculum and is free of bias or advertisement. Program verifies that the information used is credible.	Program teaches participants how to recognize when a source is bias-free, reputable, and credible to use for their digital literacy needs. Program instructs participants on how to critically evaluate sources by using rubrics and other evaluation methods or tools. Program ensures that the information used is intended for the present audience and is at an appropriate level.
Digital Literacy Resources	Program understands the importance of resources to be used in the home/outside of the program and that they are an important piece of success. Program staff is equipped with skills and experience to comply with accessibility standards, and design technology-based services using Universal Design for Learning[5].	Program identifies community needs and provides educational resources to share with participants. Program provides equitable digital literacy services that support participants' navigation, understanding, evaluation, and creation of digital content. Program organizes content for participants to access at their convenience and enables collaboration amongst participants to engage and further their digital literacy skills.	Program connects and provides participants with ongoing one-on-one and/or self-directed learning that can accommodate a range of learning styles. Program supports participants in the use of digital resources outside of the program. Program offers a wide range of free technology instruction, including courses such workforce development and health resources.

[4] Blakeslee, Sarah "C.R.A.A.P. Source Evaluation Rubric" December 9, 2019 https://libguides.snhu.edu/ld.php?content_id=46168957

[5] "Universal Design for Learning: What You Need to Know," Understood, 2014 https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works

Program Quality Standard 6: Staffing Program has appropriate standards for instructors, staff, and volunteers that meet the need for the program and participants. Qualifications, education, and expertise of staff or volunteers are in line with program outcomes and goals. Training and professional development are considered when making improvements based on program assessments.			
Focus	**Beginning**	**Emerging**	**Advanced**
Qualification and Expertise	Program has defined qualifications of adults/educators and outline basic requirements for experience and/or education. Minimum qualifications of staff and basic requirements for experience and/or education are regularly reviewed and are directly aligned to program offerings and goals. Program staff has some specialized expertise in specific program areas. Program ensures all staff complete a California Department of Justice Live Scan.	Some staff have advanced expertise to work with digital literacy. Program activities inform the development of guidelines for staff qualifications. Program staff are familiar with basic technology equipment including computers, Internet, software, etc.	Staff members have specific training and experience in digital literacy. There is diversity among staff in the type of qualifications and a structure in place that allows for cross-disciplinary experience. Program staff qualifications and basic requirements are reviewed annually. Program staff have experience in community based technology teaching/training. This could include basic computer skills and Internet use, safety and security, and support participants in acquiring affordable computers and home Internet access.
Training and Professional Development for Staff	Onboarding and program orientation will be provided and directly related to the job description and work requirements. Staff are aware of certifications related to the programming area. Program has basic training for staff and volunteers as well as policies and procedures outlined in the program employee handbook. A process is in place for continuous review of staff development plans.	Staff is trained on diversity and equity as addressed in standard 8. Staff is trained in San Jose's City-Wide Privacy Principles.	Program staff can revisit relevant training and professional development opportunities regularly. Staff complies and applies the DLQS and San Jose's City-Wide Privacy Principles. Additional trainings, webinars, classes, conferences, or professional development opportunities are made available to staff, instructors, or volunteers.
Volunteers	Training is provided in class	Program volunteers are trained on program's health and safety practices and	

	management. Potential volunteers present some form of documentation that describes their expertise in Digital Literacy. Program ensures all volunteers to complete a California Department of Justice Live Scan.	emergency procedures. Program volunteers verify their knowledge/background in digital tools and technology.	
International Society for Technology in Education Standards (ISTE) Educator Standards	Program makes ISTE Educator Standards available to staff and volunteers.	Program prioritizes and ensures that staff and volunteers apply and understand the ISTE Educator Standards.	Program provides staff and volunteers with ISTE Educator Standards related resources, training or professional development.

Program Quality Standard 7: Program Leadership and Management Program implements policies, procedures, and systems that support program outcomes, goals, and/or grant requirements. Program utilizes an assessment and evaluation model for the purposes of enhancing program quality. Program is designed to foster community and family engagement allowing participants to play a meaningful role in iterating and improving upon existing programs. Program intentionally builds and maintains collaborative partnerships among internal and external stakeholders.			
Focus Areas			
Ethical Standard	Every program is aligned to the City of San José's City-Wide Privacy Principle and Privacy Policy[6]; • We Value Privacy: We affirm that privacy is an inherent human right. San Jose commits to fully evaluating risk to your privacy before collecting, using, or sharing your information. • We collect only what we need: We collect only what is required to provide and improve city services and comply with the law. We seek community input about what information is used and collected. • We are open and transparent: We are transparent about what information we collect, why we collect it, and how it is used. We commit to being open about our actions, policies, and procedures related to your data. We make our policy documents publicly available and easy to understand. • We will give you control over your data: we will provide you with the information to make an informed decision about sharing your data. We have clear processes that ensure data accuracy and provide you visibility into what data the city has collected from you. • We share only what we need: We anonymize your information before we share it outside the city, except in very limited circumstances. Business partners and contracted vendors who receive or collect personal information from us or for us to deliver city series must agree to our privacy requirements. • We design for privacy and security: We integrate privacy and security into every aspect of our designs, systems, and processes. We commit to updating our technology and processed to effectively protect your information while under our care. We follow strict protocols in the event your information is compromised.		
	Beginning	**Emerging**	**Advanced**
Vision, Mission, and Values	Organization has an adopted vision, mission, and value statement that is shared throughout the organization and with community stakeholders.	Program has a plan to evaluate its alignment to the organization's vision, mission and values.	Program continuously improves and evaluates its alignment to the vision, mission and values of the organization as it relates to developing digital literacy skills and inclusion to their users.

[6] "Digital Privacy Principles," City of San Jose, September 17, 2019, https://www.sanjoseca.gov/your-government/city-manager/civic-innovation-digital-strategy/digital-privacy

Policy, Procedures, and Programs Best Practices	Program has policies and practices that are clearly and consistently communicated to staff and the community. Policy and procedures are documented and readily available and visible to all. Program identifies a need in the community for digital literacy skill development. Curriculum and content are consistently reviewed and current to learn and know. Program is accountable for its policies, procedures, and best practices.	Program develops policies and practices that reflect a strong foundation in developmental theory, inclusivity and current research. Program engages adults/educators, colleagues, and stakeholders to analyze developmental theory for relevance to practice and cultural sensitivity. Policies and practices are regularly reviewed by program adults/educators and administrators to support a positive program climate. Program leadership monitors programs and offerings regularly to review delivery and determine areas for quality improvement.	Program managers, leadership and staff stay current on literature and research about digital literacy promising practices. Program conducts an evaluation at least once every two years to review policies and practices. Policy and procedural changes are implemented, and supportive training is planned. The community stakeholders are solicited to provide input in determining practices, policies and procedures. Organization is committed to continuous quality improvement and reflective practice. Organization develops, grows and changes based on the needs of the community (see standard 5).
Program Assessment and Evaluation	Program understands the community needs. Program intends to use assessment and evaluation tools to evaluate the efficiency and effectiveness of the program.	Program understands and responds to the community needs. Program is driven and guided by the assessment and evaluation tools used to analyze outcomes and outputs.	Program understands, responds to, and designs with the community to meet their needs. Program uses outcomes and outputs from the assessment and evaluation tools. It is validated to ensure participants retain information and are satisfied with program content.
Community Engagement	Program goals are communicated to stakeholders through conversations, newsletters, etc. Program shows interest in working with the community to meet objectives. Program shows interest in starting the feedback cycle or community inquiry.	Program management and leadership solicit information directly from the community and users. Program has a system in place to receive formal feedback (e.g., surveys, focus groups, etc.) from community stakeholders to inform changes in program goals.	Program continues to improve quality based on community feedback to implement actionable goals.

		Recommendations are reviewed to address any emerging needs within the program and community.	
Partnerships	Program emphasizes that importance of partnerships and engagement. Program seeks outside partnerships to enhance or add to programs that are already in place.	Program establishes effective relationships with partners to bolster a continuity of learning. Program has established partnerships with outside stakeholders and services to integrate with programs in place.	Program has a reciprocal relationship with other organizations throughout the community to support the success of digital inclusion. Program has established partnerships with outside services and neighboring stakeholders to formally conduct referrals and introduce participants to additional programs and services around their area. Program invites outside services to the agency and provides in-person information to participants.

Program Quality Standard 8: Equity, Diversity, and Inclusion Program is committed to an inclusive and supportive space that honors and embraces the diversity of the community regardless of ability, race, religion, age, sexual orientation, socioeconomic status/income level, housing status, immigration status/national origin, gender identity and/or expression.			
Focus	**Beginning**	**Emerging**	**Advanced**
Inclusive and Supportive Practices	Program abides by the Americans with Disabilities Act (ADA)[7]. Program has policies and practices regarding race, equity, culture, status, and level that are clear and consistent and are communicated to all. Program has supportive practices in place that serve participants needing accommodations.	Program abides by ADA guidelines and regularly evaluates efforts to create an inclusive and supportive in-person and online environments. Program collects appropriate data to better understand the diversity of the community they serve and use that data to better understand barriers and provides accommodations. Program identifies strategies and/or has documented plans for participants needing additional supportive services.	Program has policies and practices that advance inclusion by assessing and considering the readiness of participants in order to provide reasonable accommodations. Program conducts an evaluation at least once every two years to review and understand racial and equity policies, best practices, and understandings. Findings of evaluations are implemented and incorporated for program improvement. Program actively implements supportive practices and curriculum that are inclusive to participants with academic, linguistic, physical, cognitive, or economic factors that impede their ability to access resources provided by the program.
Equity and Diversity	Program creates an environment for participants promoting equal access and opportunities to digital tools, resources, and services that increase digital knowledge, awareness, and skills. Program collects appropriate data to better understand the diversity of the community they serve and use that data to better understand current needs.	Program actively provides participants with equal access to technology. Trained staff provide support to navigate the digital tools. Program reviews and analyzes data collected to understand the participants' culture, socioeconomic status, language, motivation, ability, and personal interest, and utilize data for continuous quality program improvement practices.	Program has policies and practices that advance inclusion. Program reviews documented processes for receiving and assessing requests for reasonable accommodation through community feedback. Program recognizes participants' strengths and supports their learning/advancement in digital literacy without imposing cultural biases. Program incorporates anti-bias

[7] "ADA Online Learning" ADA National Network, December, 2019 https://adata.org/project/ada-online-learning

			curriculum and professional development opportunities for program staff and participants.

SAN JOSÉ DIGITAL INCLUSION PARTNERSHIP FUND FAMILY SURVEYS REPORT

Santa Clara County Office of Education, City of San José, and California Emerging Technology Fund

May 1, 2020 – April 30, 2021

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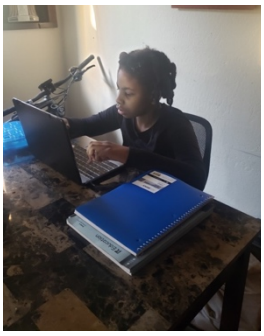
Overview



As a result of the COVID-19 pandemic, Santa Clara County schools shifted to distance learning in March, 2020. Schools and districts worked vigorously to ensure all students had appropriate devices to continue learning at home. In response, the San José Digital Inclusion Partnership allocated grants for the purchase of devices to support these efforts. The grant funds in total went to purchase computing devices, which allowed for 4,645 families to engage in distance learning and maintain connected to their school communities.

Central office teams from the Local Education Agencies (LEAs) distributed surveys to families that received the devices purchased through these grants. The purpose of the surveys is to understand the digital inclusion needs of families in Santa Clara County, including further need for devices, connectivity, and digital literacy training. The survey also gathered data on how impactful the devices they received from their schools were in supporting their child and family.

San José Ditial Inclusion Partnership Donors

The table below provides donors and donation amounts that supported the grants within this report.

Donor	Donation Amount
Bank of America	$85,000
Councilmember Diep	$10,000
Ernst & Young	$20,000
Facebook	$500,000
Kaiser Permanente	$25,000
KLA	$20,000
Lumentum	$20,000
Luminix	$3,000
Micron	$50,000
Revivn	$17,000
Silicon Labs	$2,600
Zoom	$100,000
Zoom CEO Eric Yuan	$500,000
Other Donations	$22,400
Grand Total	$1,375,000

Student Impact Update from the LEAs

The table below provides information on the number of students impacted by the grant funds in each agency. The number of devices purchased also indicates the number of students impacted.

LEA	Number of Students Impacted
Alum Rock Union School District	432
Berryessa Union School District	493
Cambrian School District	204
Evergreen School District	852
Franklin-McKinley School District	813
Mount Pleasant Elementary School District	1,108
Oak Grove School District	210
Rocketship Public Schools	333
Grand Total	4,645

The graphs on the following pages include information from a total of 1,432 respondents, from 62 schools, in 6 LEAs. Each LEA made multiple attempts to connect with families to participate in this survey. Below lists the break down of respondents.

LEA*	Number of Respondents
Alum Rock Union School District	248
Cambrian School District	94
Evergreen School District	432
Franklin-McKinley School District	242
Mount Pleasant Elementary School District	325
Rocketship Public Schools	32
Total	1,432

*Parent survey responses are pending from Berryessa Union School District. This LEA was delayed in implementation because of supply chain issues. This report will be updated on or near May 5, 2022 to reflect the additional data from Berryessa.

Funds Allocated to the Local Education Agencies (LEAs) and Community Based Organizations (CBOs)

Below lists all LEAs and CBOs that received grant funds and the devices purchased.

LEA/CBO	Funds Allocated	Devices Purchased
Alum Rock Union School District	$194,000.00	432 iPads
Berryessa Union School District	$240,500.00	493 iPads
Cambrian School Distrct	$87,000	204 iPads
Evergreen School District	$222,500	650 iPads
Franklin-McKinley School District	$230,000.00	813 Chromebooks
Mount Pleasant Elementary School District	$100,000.00	340 iPads
Oak Grove School District	$74,000	210 Chromebooks
Rocketship Public Schools	$100,000	333 Chromebooks
Tech Exchange (CBO)	$25,427.50	200 Refurbished Chromebooks*
Grand Total	$1,273,427.50	3,475 devices

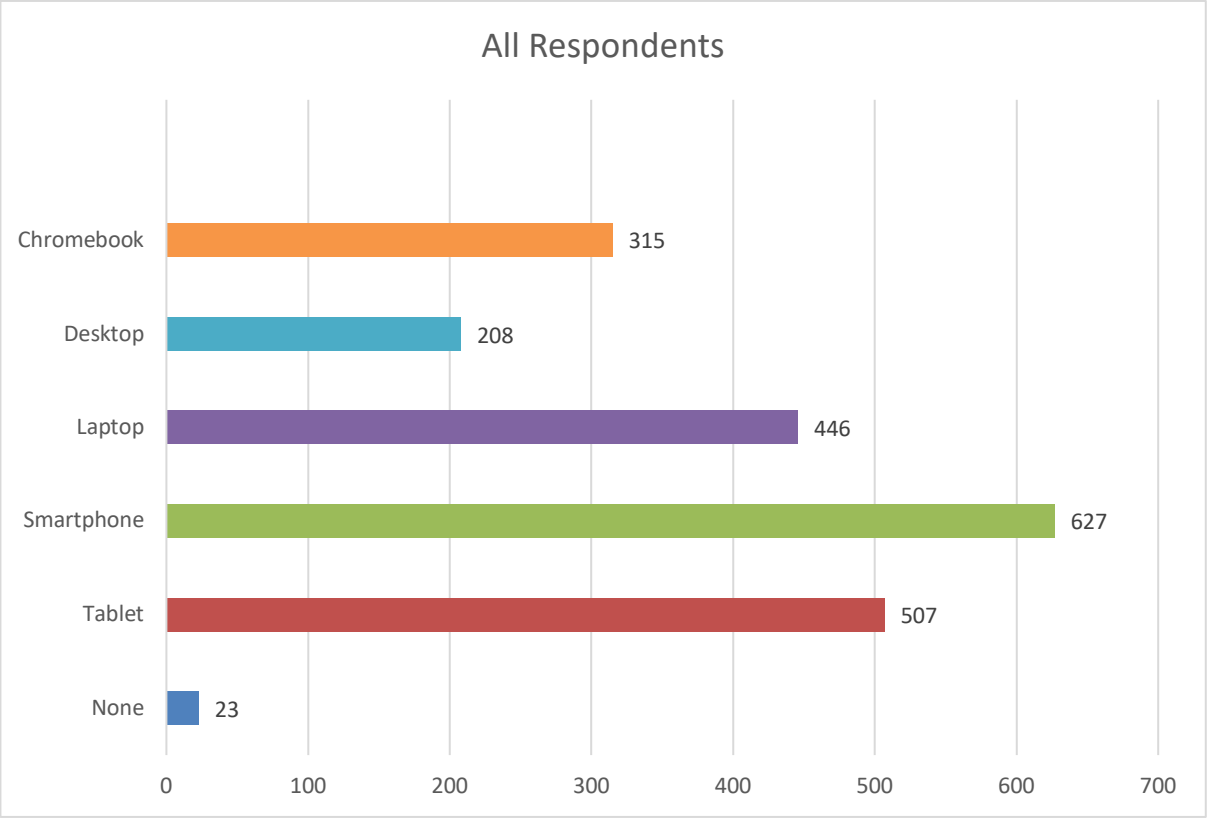
*An allocation of $25,427.50 was granted to the community based organization Tech Exchange. These funds were use to provide 200 refurbished devices to San Jose Digital Inclusion Grantees to assist households referred by San José School districts during the pandemic.

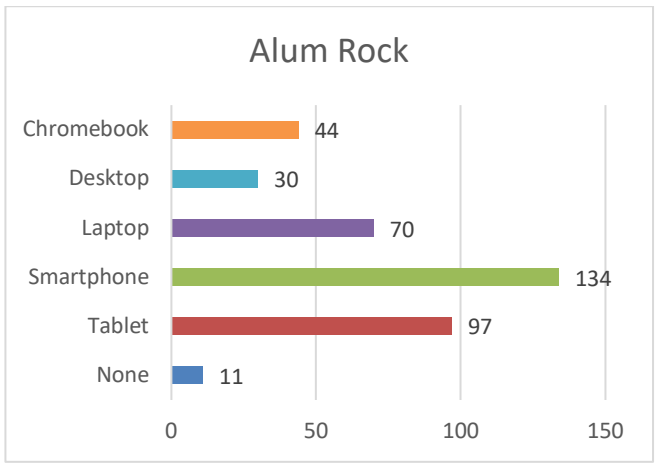
Below lists all LEAs that received grant devices and the amount of funds used.

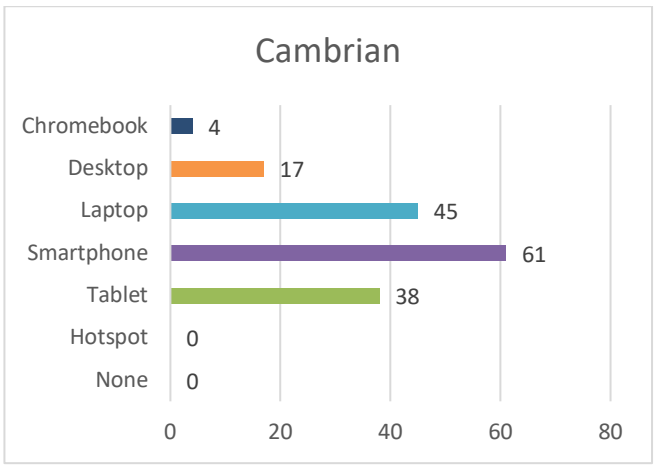
LEA/CBO	Devices Allocated	Funds Used
Evergreen School District	202 Chromebooks	$57,268.04
Mount Pleasant Elementary School District	768 Chromebooks	$217,731.96
Grand Total	970 Chromebooks	$275,000.00

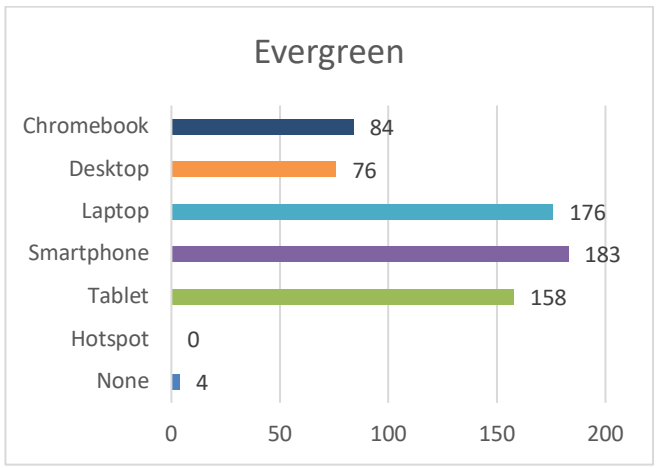
Computing Devices Survey Responses

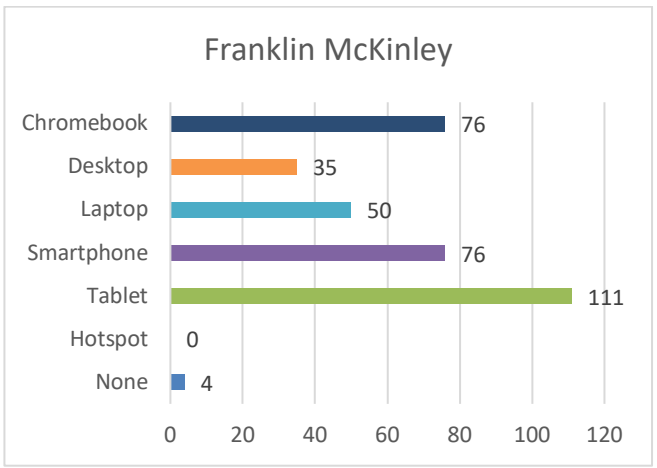
Which of the following computing devices were in working condition and accessible to you in your home prior to receiving a new computing device* **(**Respondents could choose as many as is applicable.)

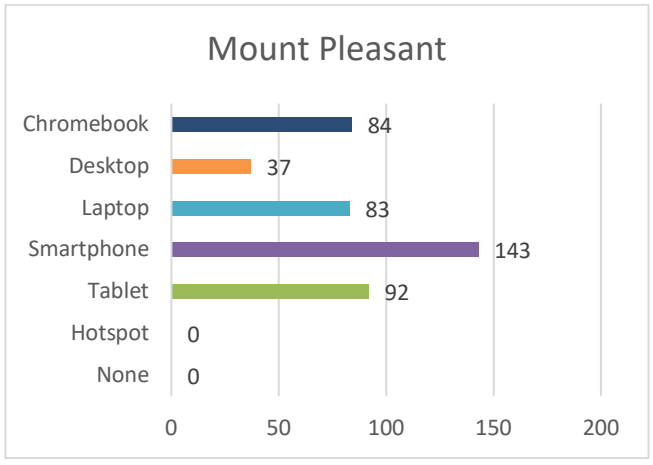


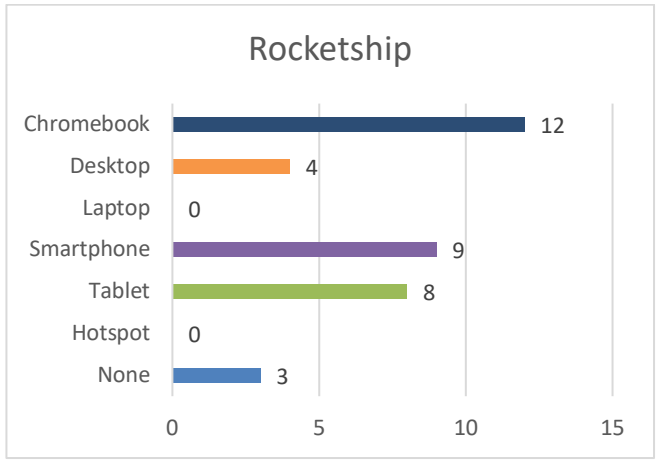






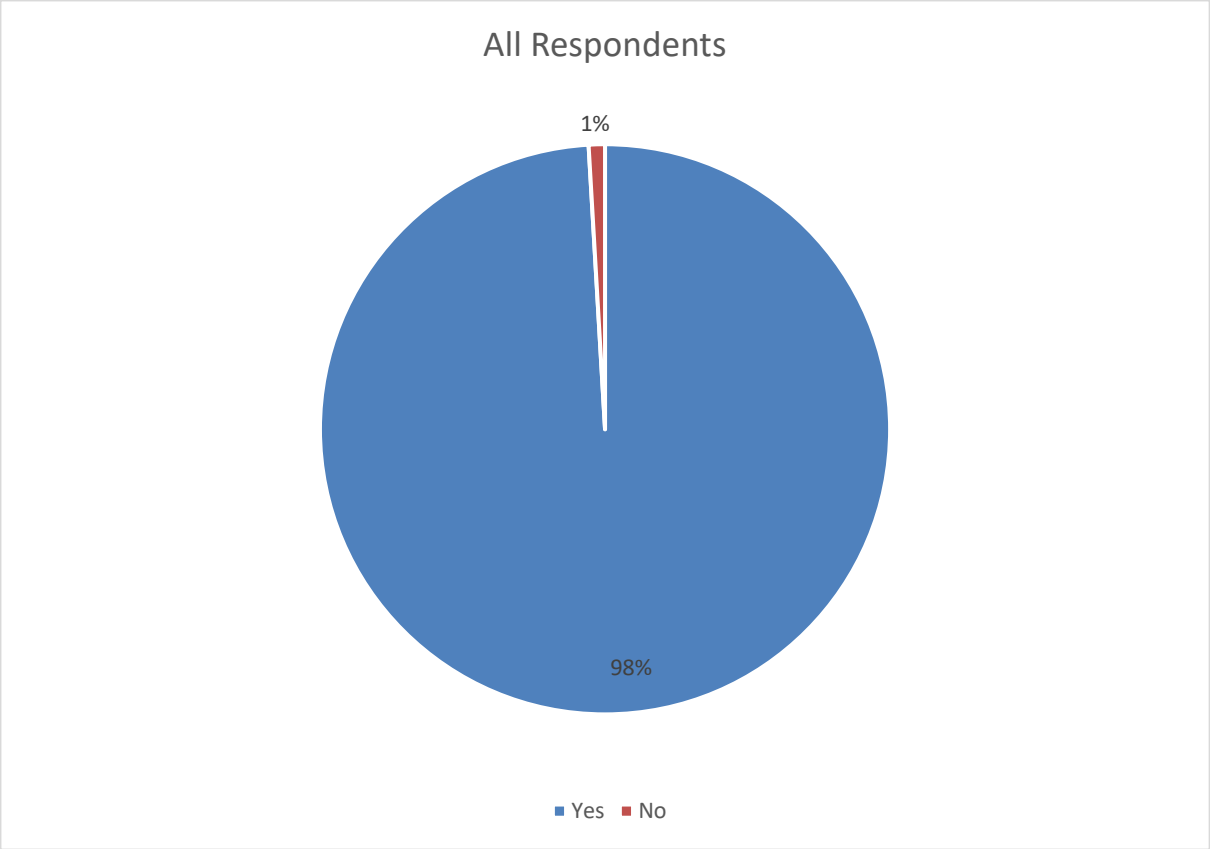


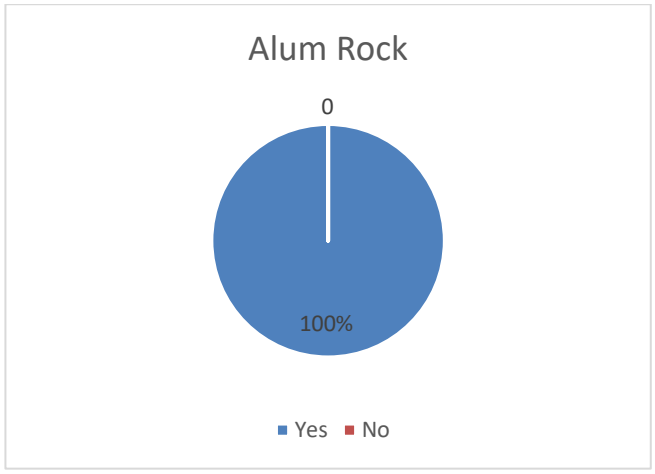


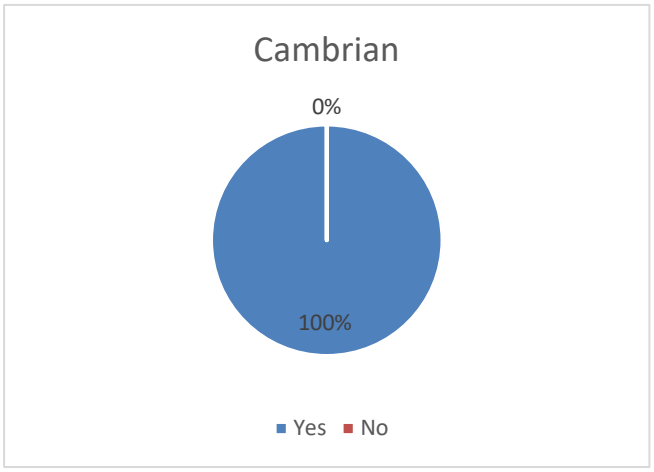


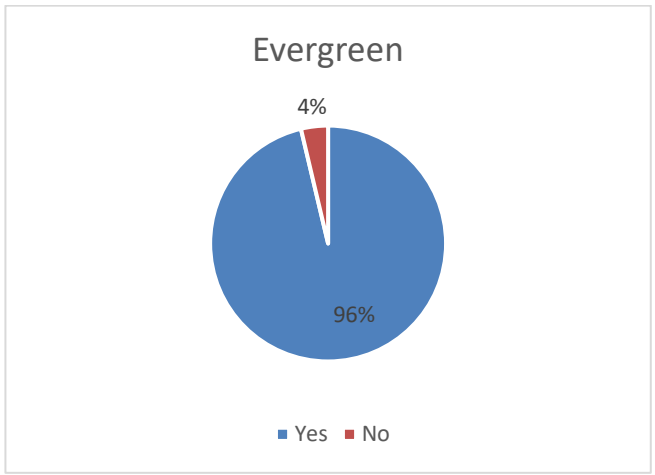
* Although families indicated having devices prior to school distributions, students continued to experience disruptions in learning as those devices were varied and insufficient in accessing online programs and video conferencing. Additonally, district-issued devices included school-appropriate filtering for student and data safety.

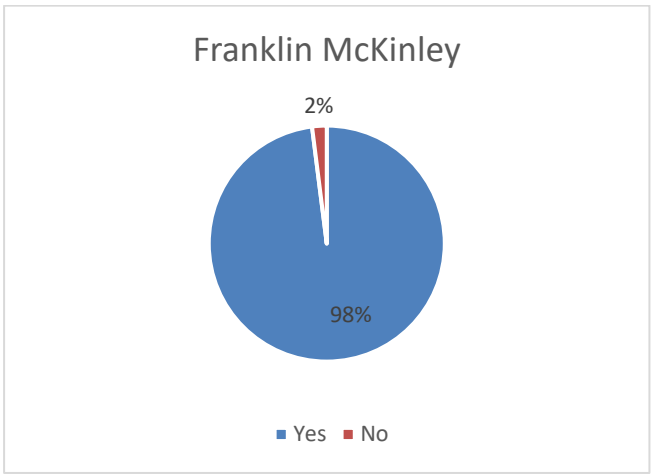
Did receiving the device from your school ensure that each student in your household has a device to access distance learning?

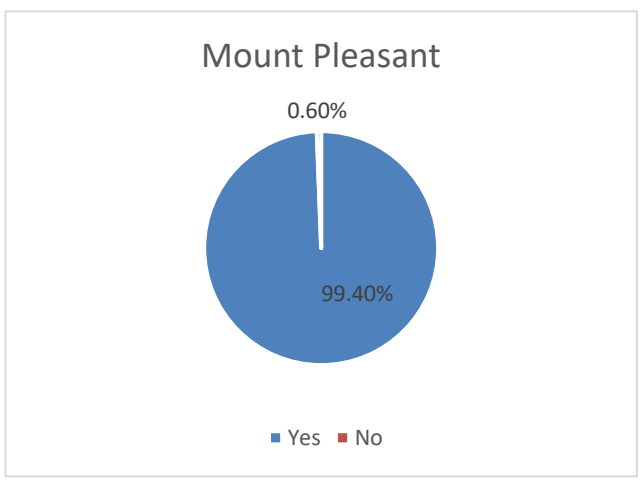


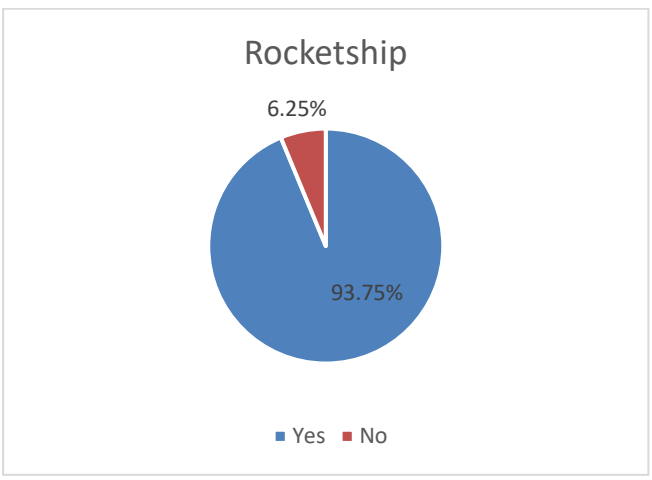

Alum Rock
0
100%
Yes
No


Cambrian
0%
100%
Yes
No


Evergreen
4%
96%
Yes
No

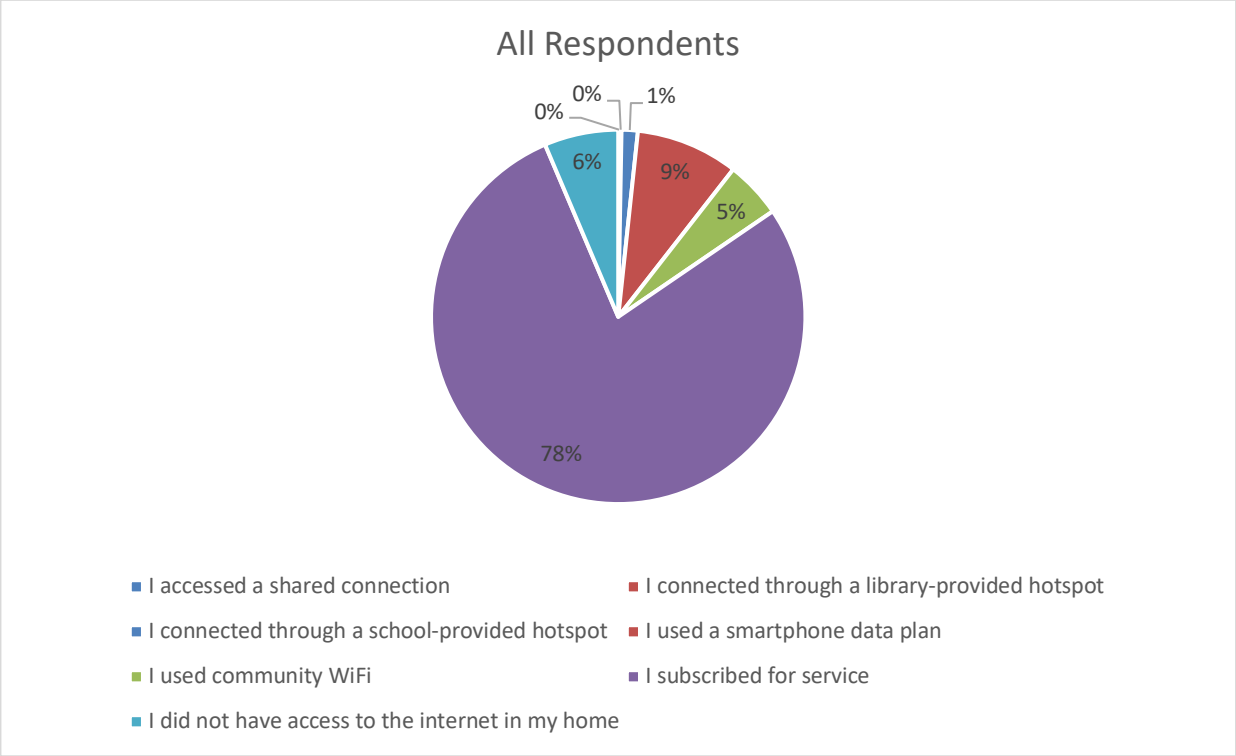

Franklin McKinley
2%
98%
Yes
No


Mount Pleasant
0.60%
99.40%
Yes
No

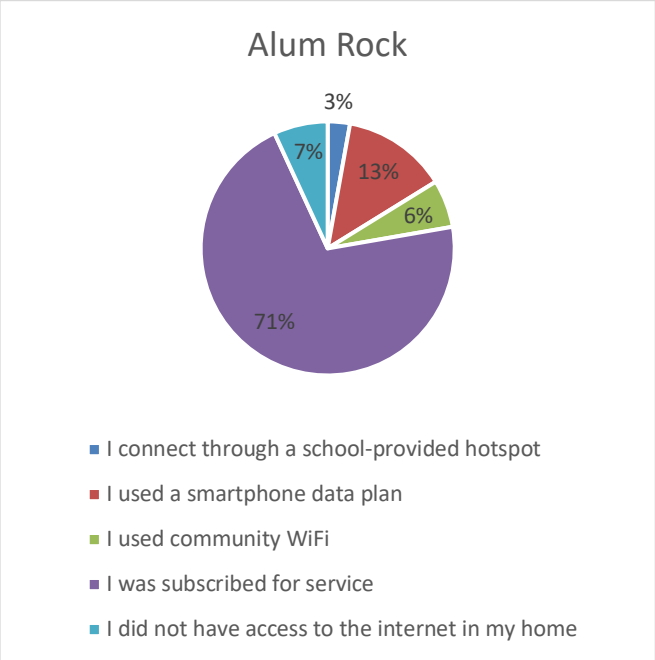

Rocketship
6.25%
93.75%
Yes
No

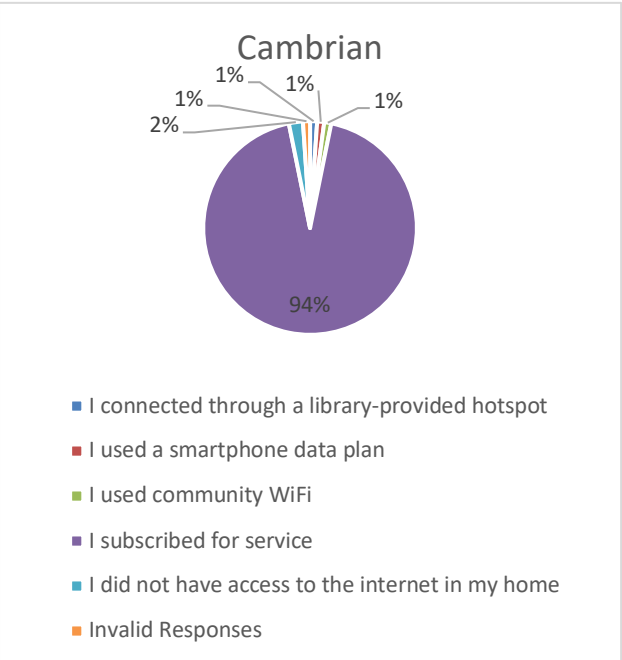
Internet Connectivity Survey Responses

Which of the following options best describes internet access in your home prior to receiving a new computing device?

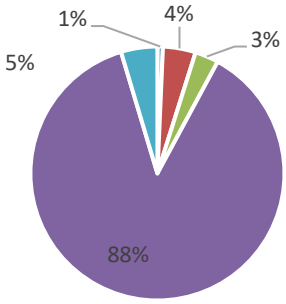


* Values of 0% indicate number of responses in that field = <1%



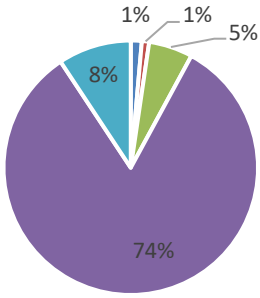


Evergreen



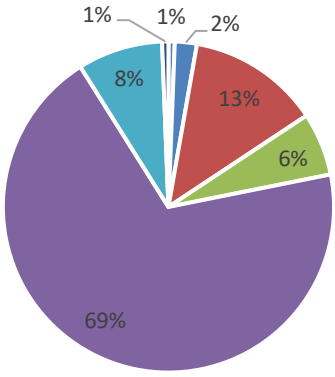
- I connected through a school-provided hotspot
- I used a smartphone data plan
- I used community WiFi
- I subscribed for service
- I did not have access to the internet in my home

Franklin McKinley



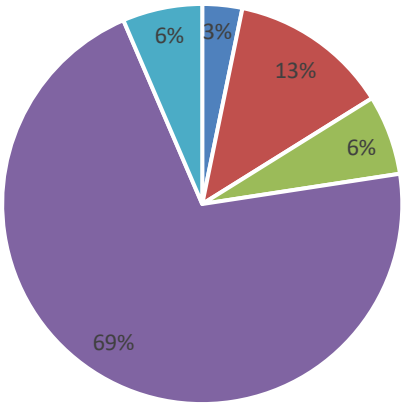
- I connected through a school-provided hotspot
- I used a smartphone data plan
- I used community WiFi
- I subscribed for service
- I did not have access to the internet in my home

Mount Pleasant



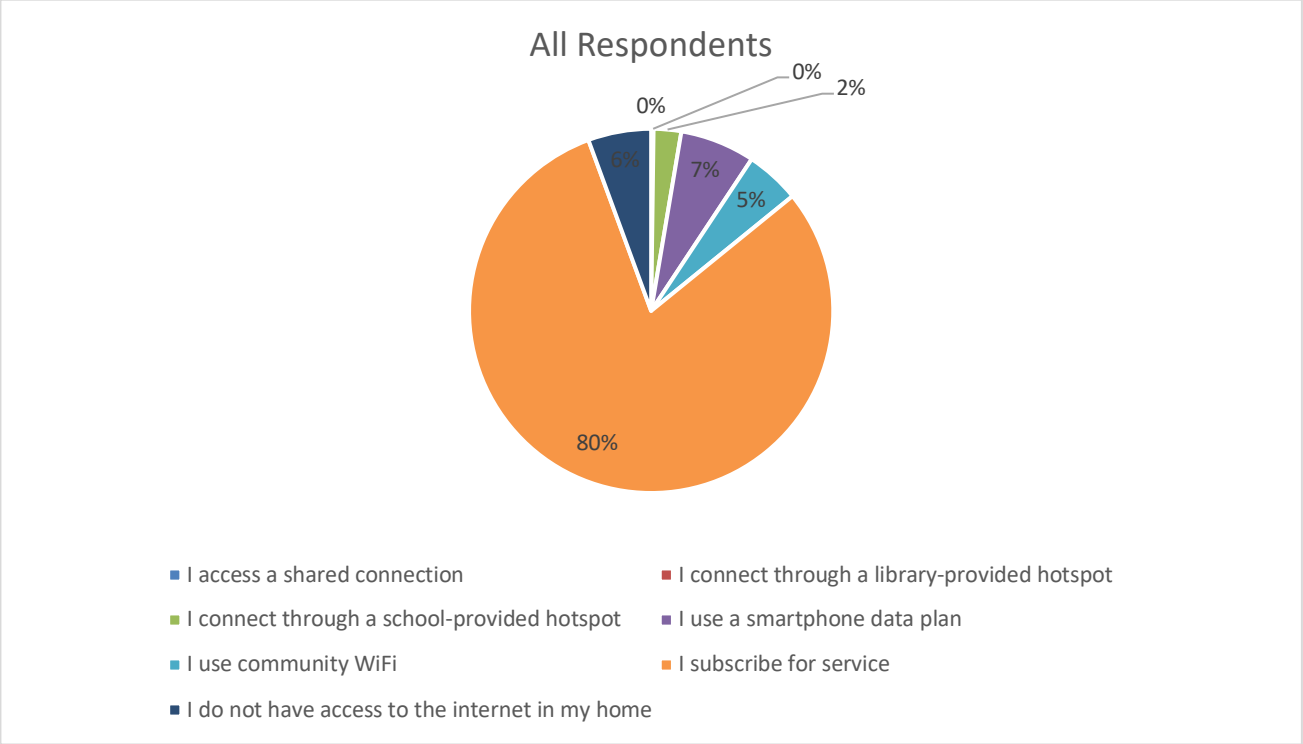
- I accessed a shared connection
- I connected through a school-provided hotspot
- I used a smartphone data plan
- I used community WiFi
- I subscribed for service
- I did not have access to the internet in my home
- Invalid Responses

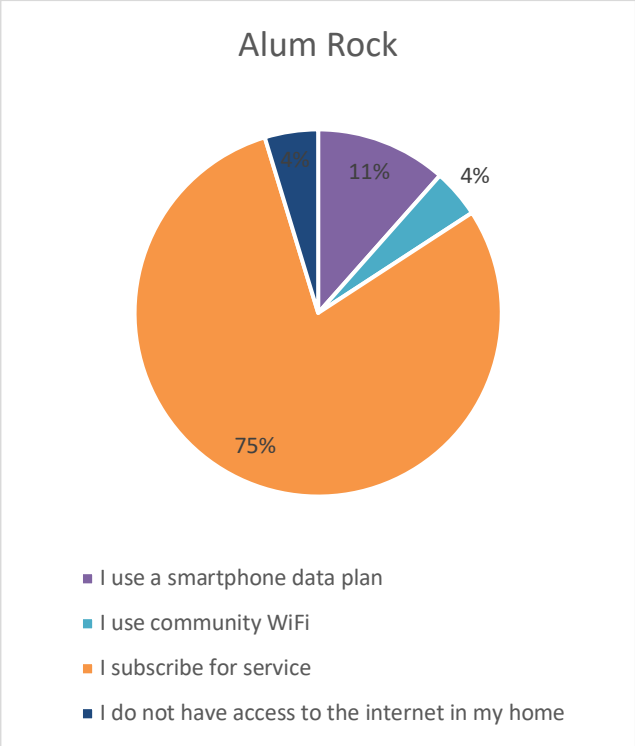
Rocketship

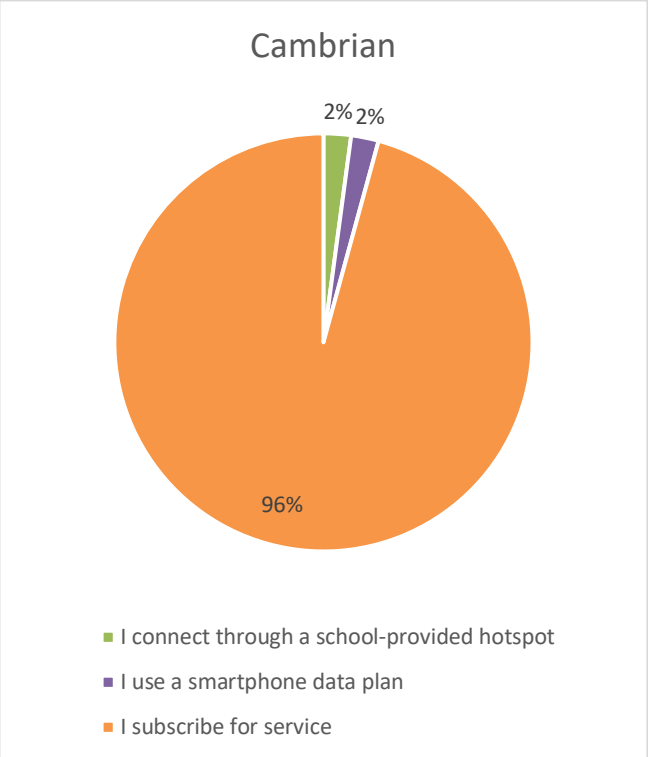


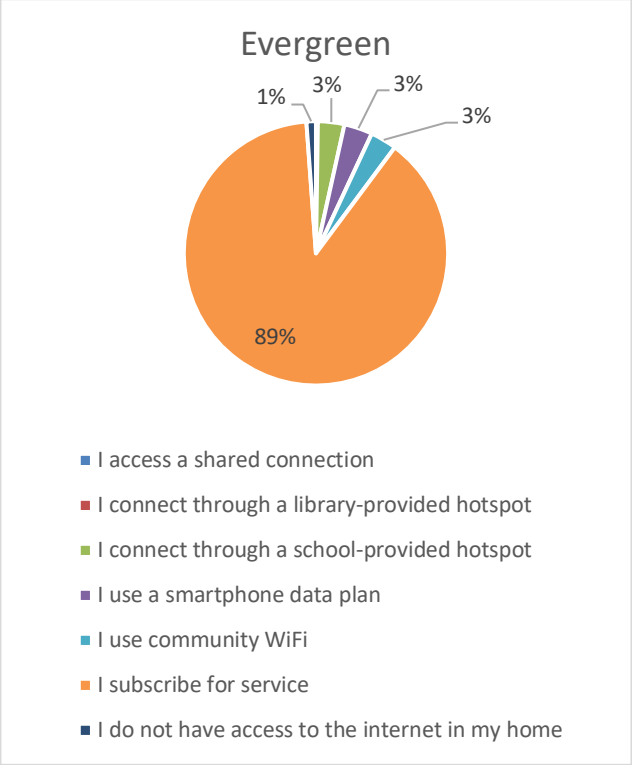
- I connected through a library-provided hotspot
- I used a smartphone data plan
- I used community WiFi
- I subscribed for service
- I did not have access to the internet in my home

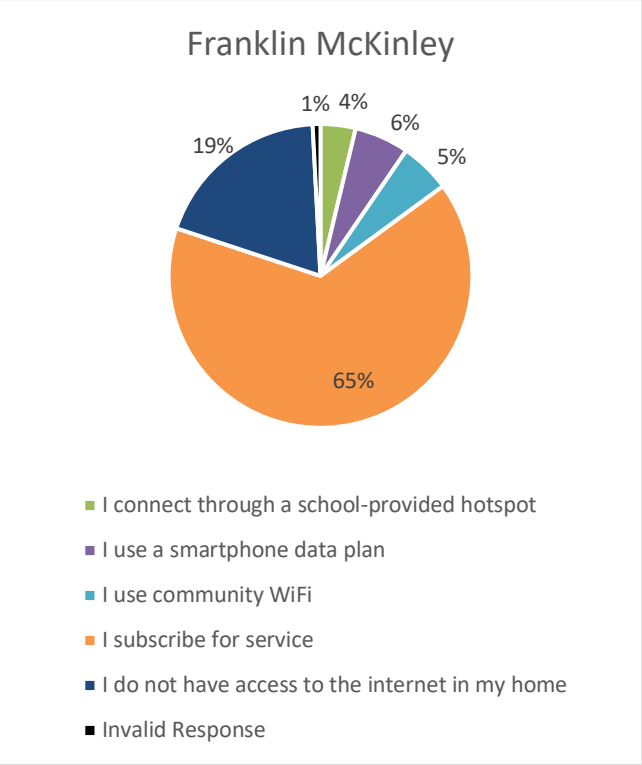
Which of the following options best describes how you currently access the internet in your home?

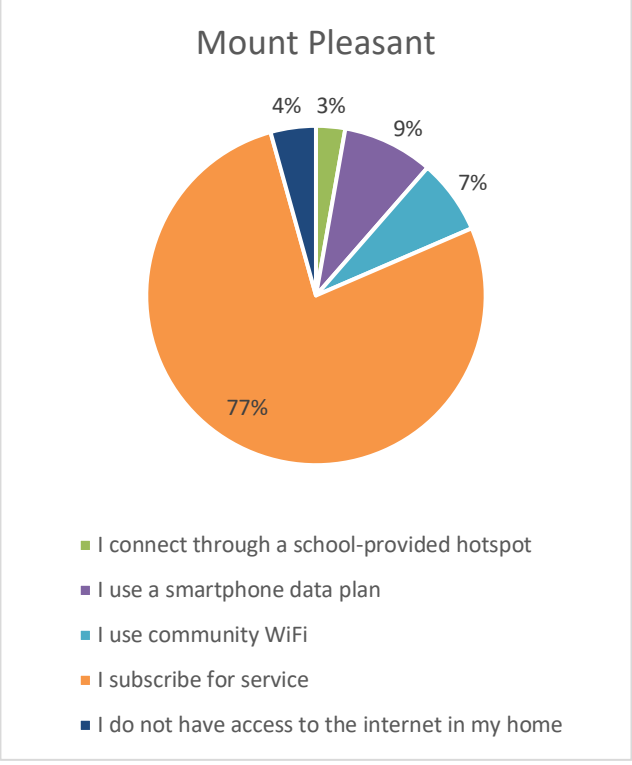


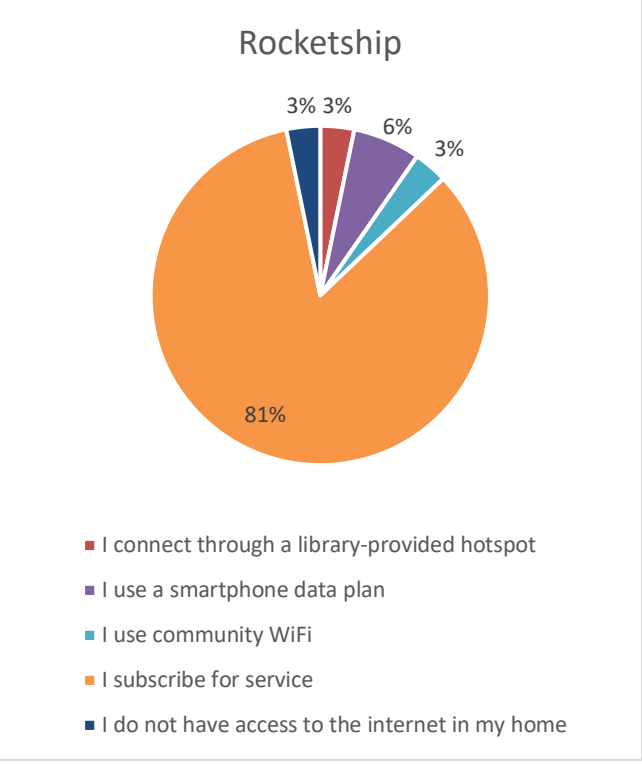












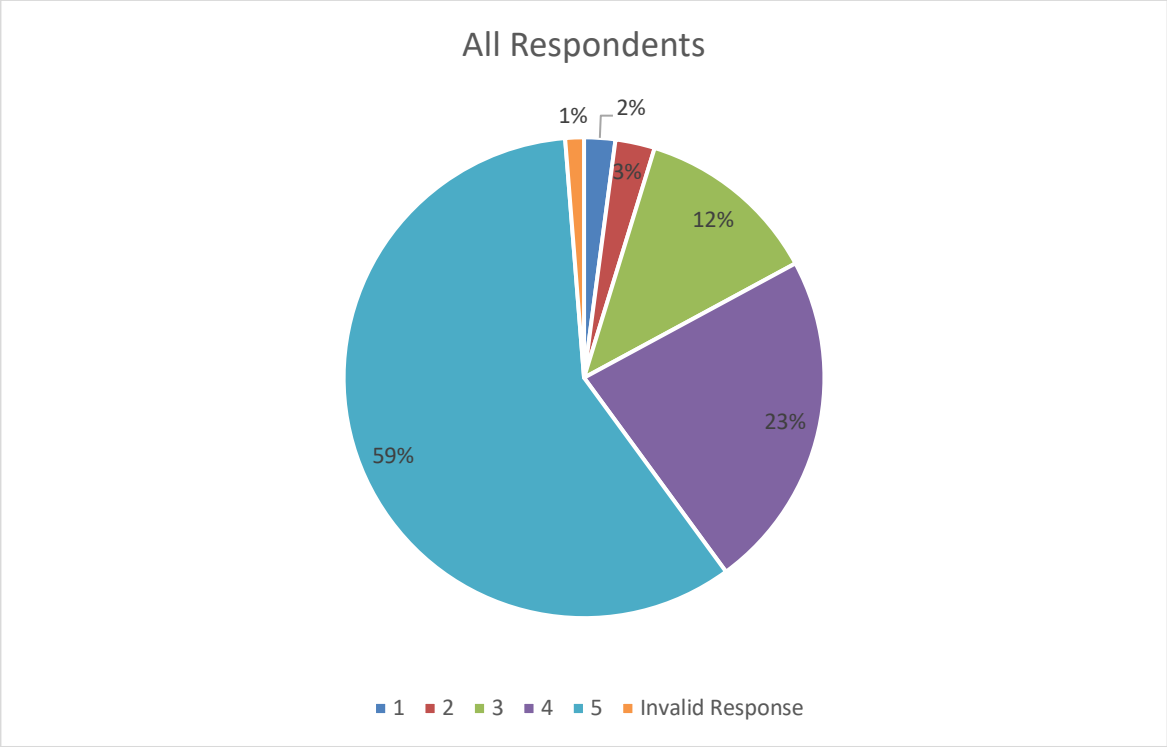
Responses of "Other (Please explain)" were coded using the following criteria:

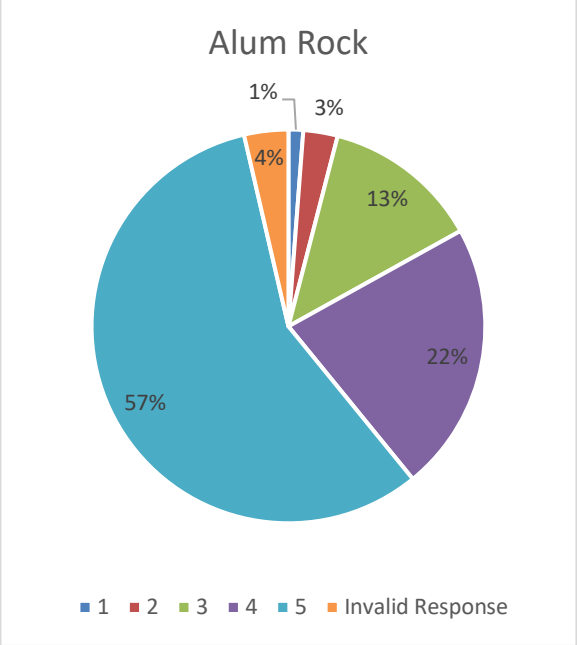
- Those indicating an internet service provider or use of WiFi at home were counted as "I was subscribed for service"
- "I accessed a shared connection," " I connect through a library-provided hotspot," and "I connect through a school-provided hotspot" were added to represent answers given who responded "Other (Please explain)"

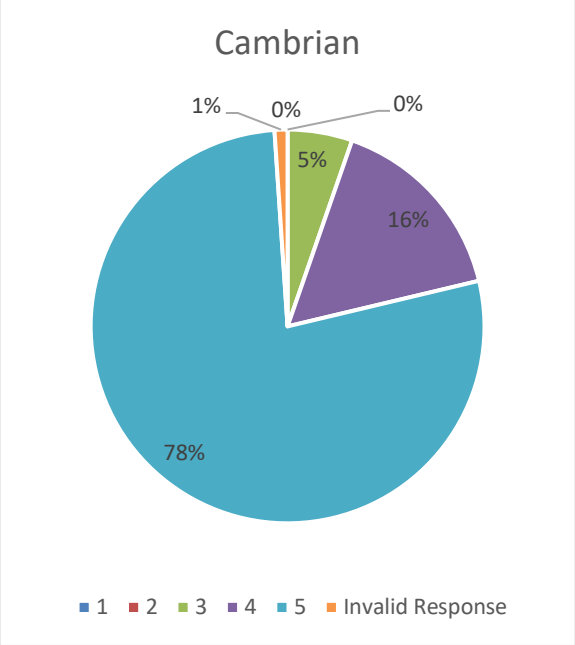
Child Success Survey Responses

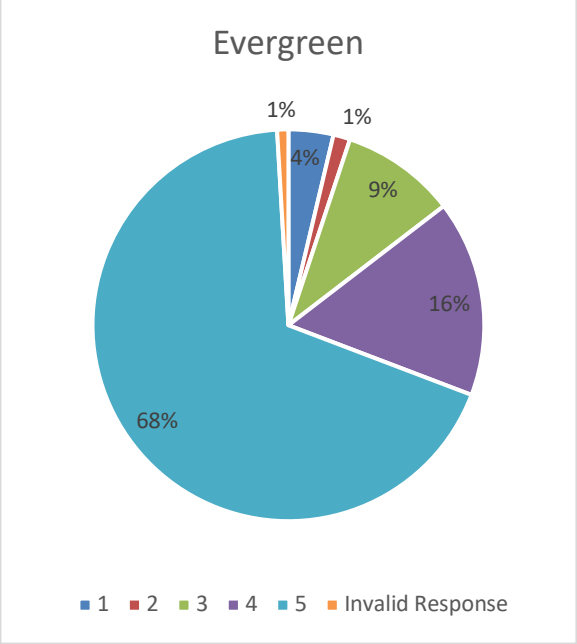
Below indicates responses to questions about how the devices distributed impacted the child's success. Respondents answered on a Likert scale of 1 (not helpful) to 5 (extremely helpful). In the instance that a respondent chose more than one answer, the response was counted as "Invalid."

a. Helped complete school assignments





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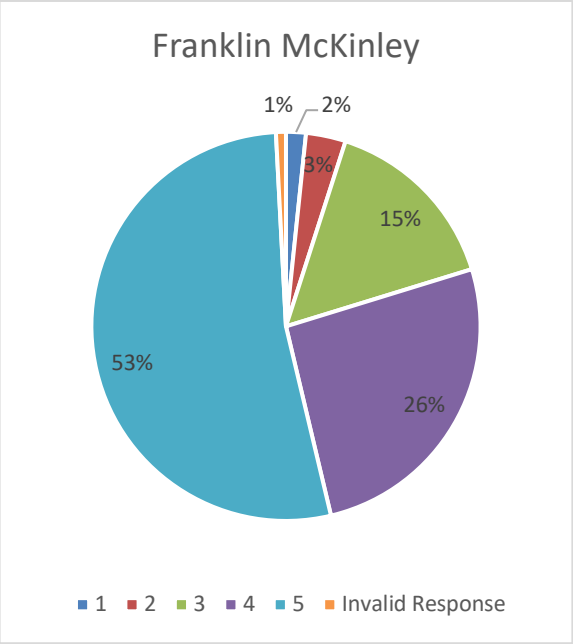
Franklin McKinley
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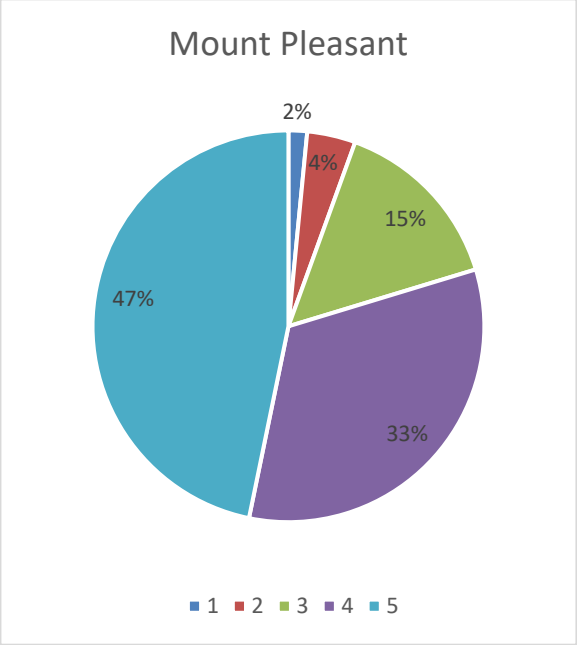
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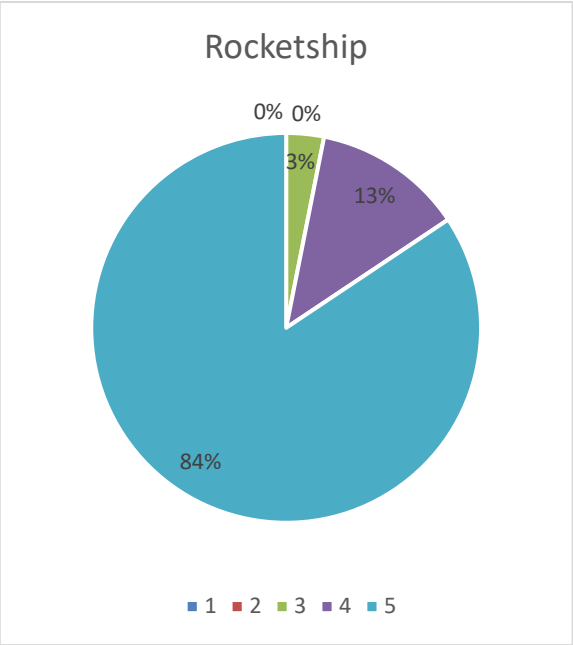
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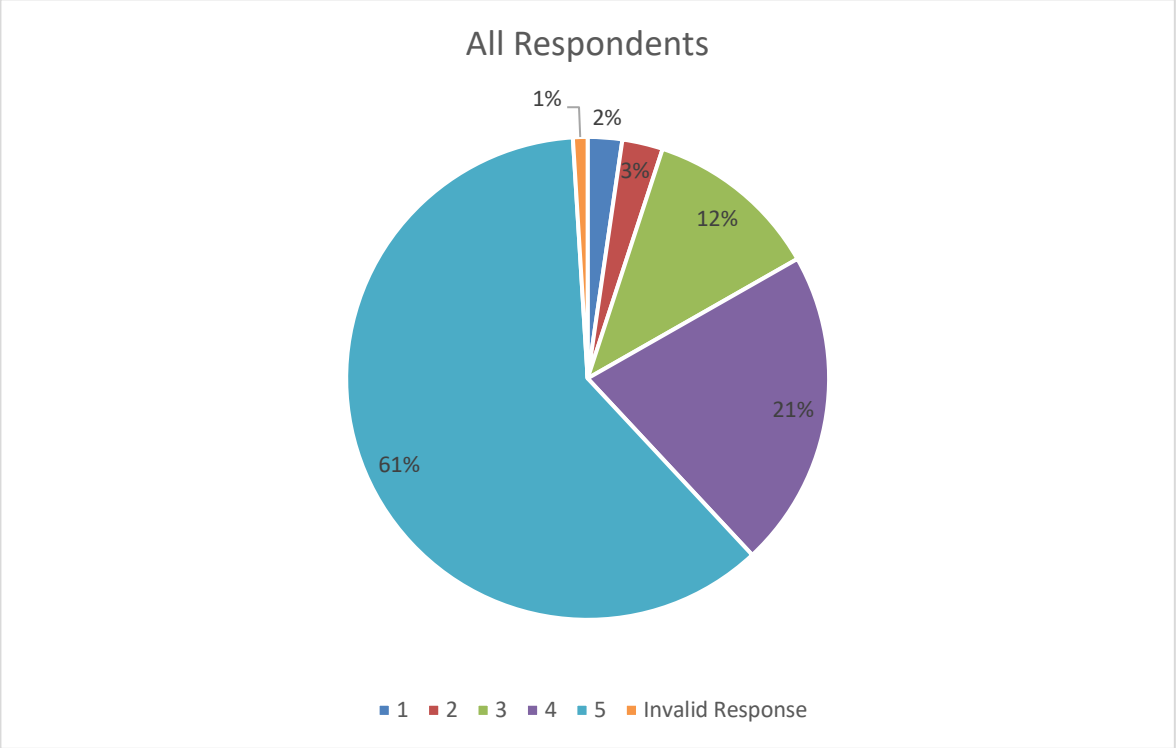
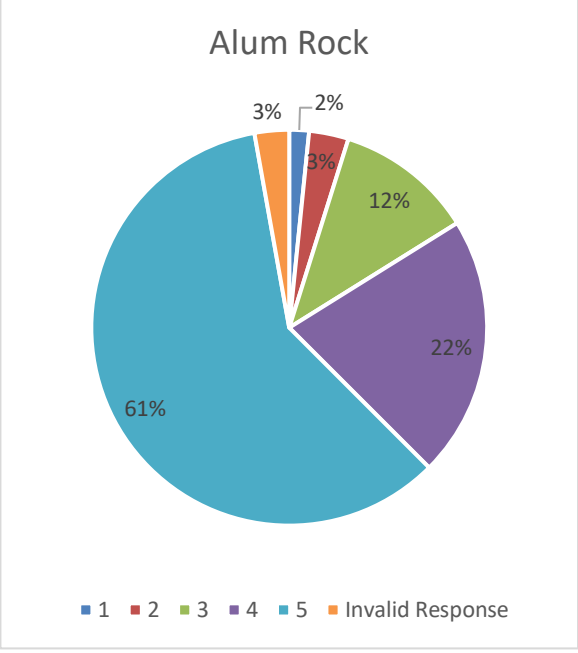
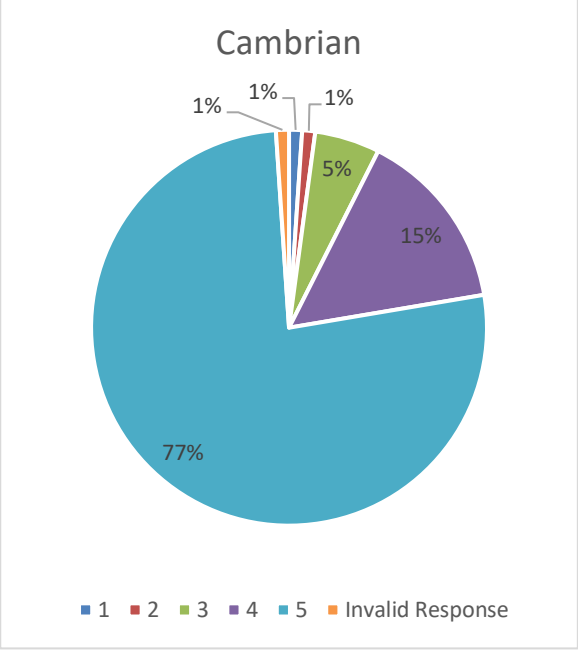
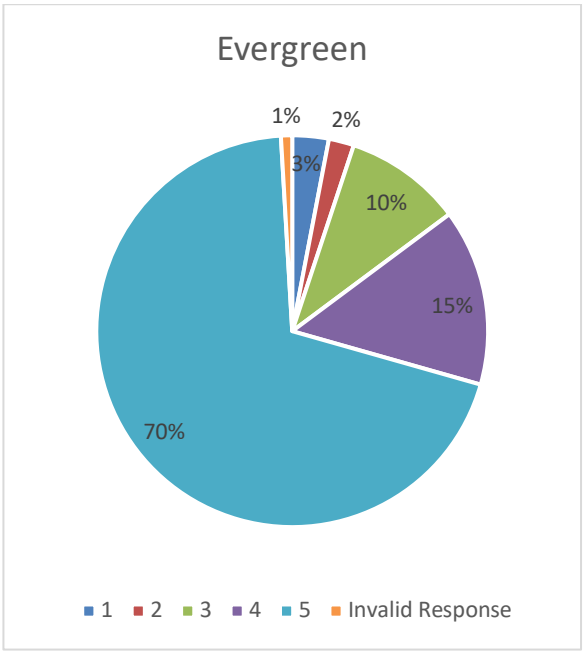
b. Helped participate in online classes





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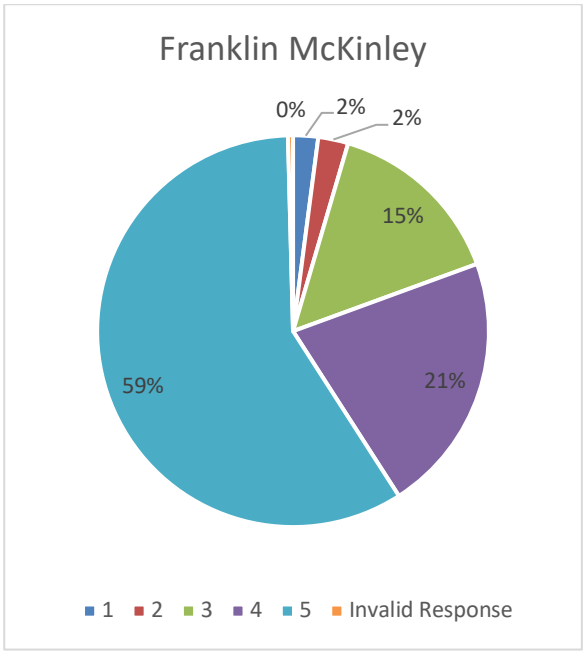
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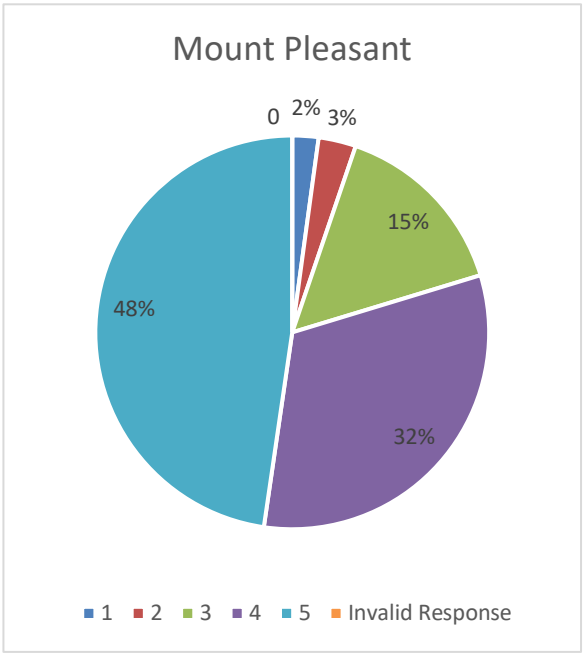
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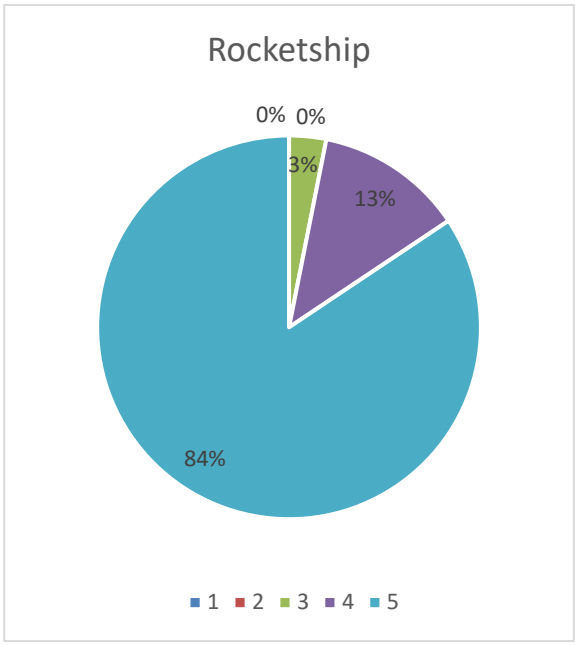
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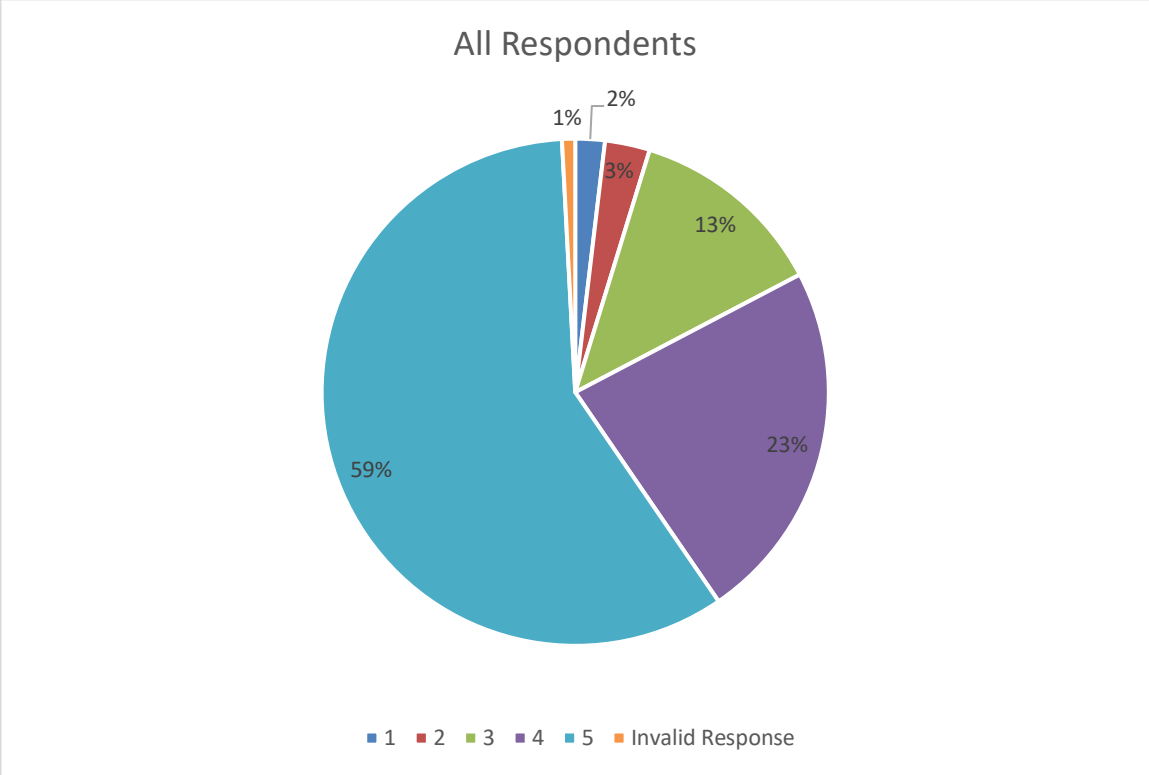
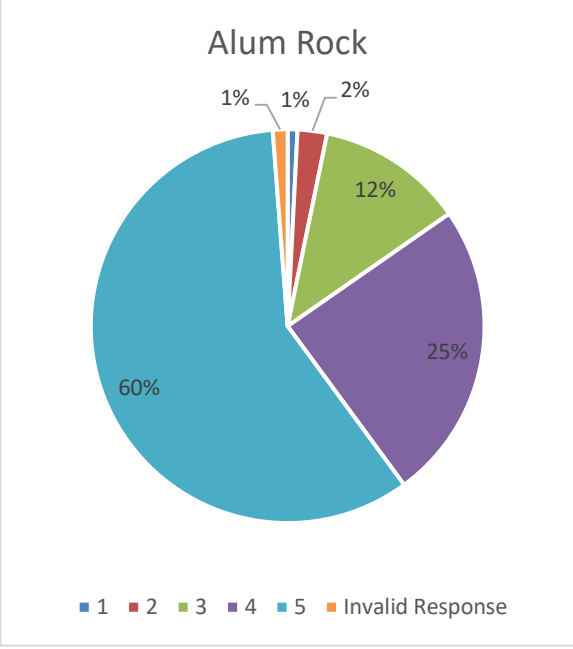
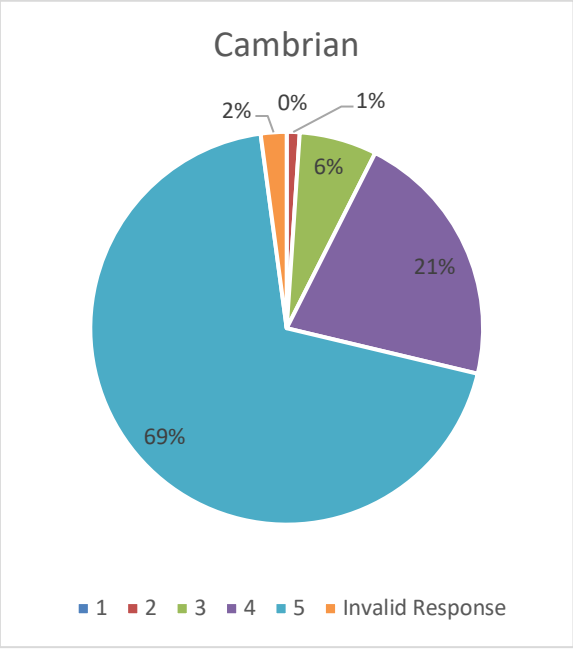
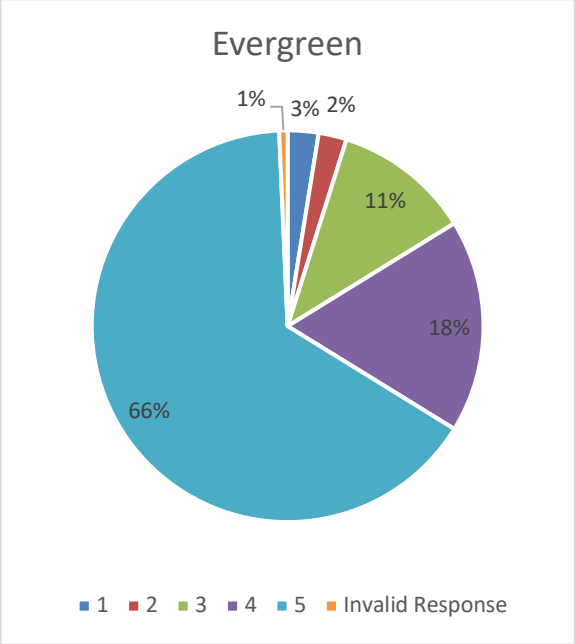
c. Helped communicate with teacher(s) or other students





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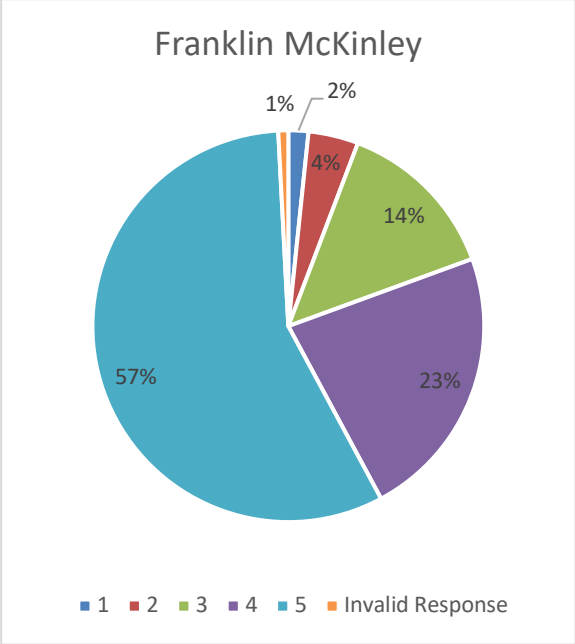
Franklin McKinley
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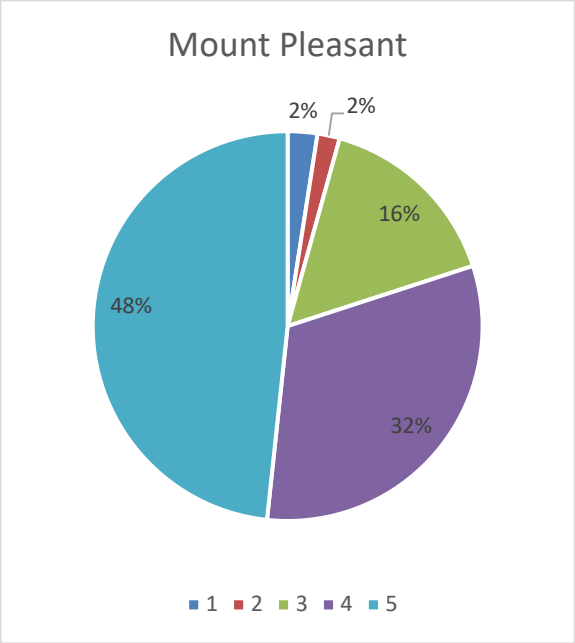
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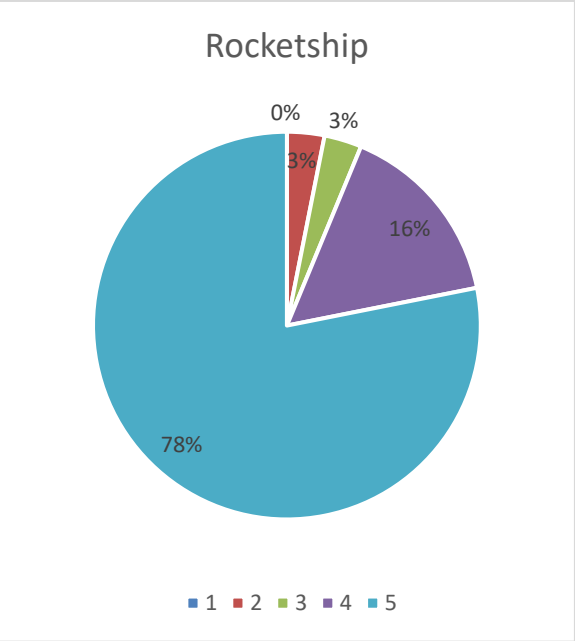
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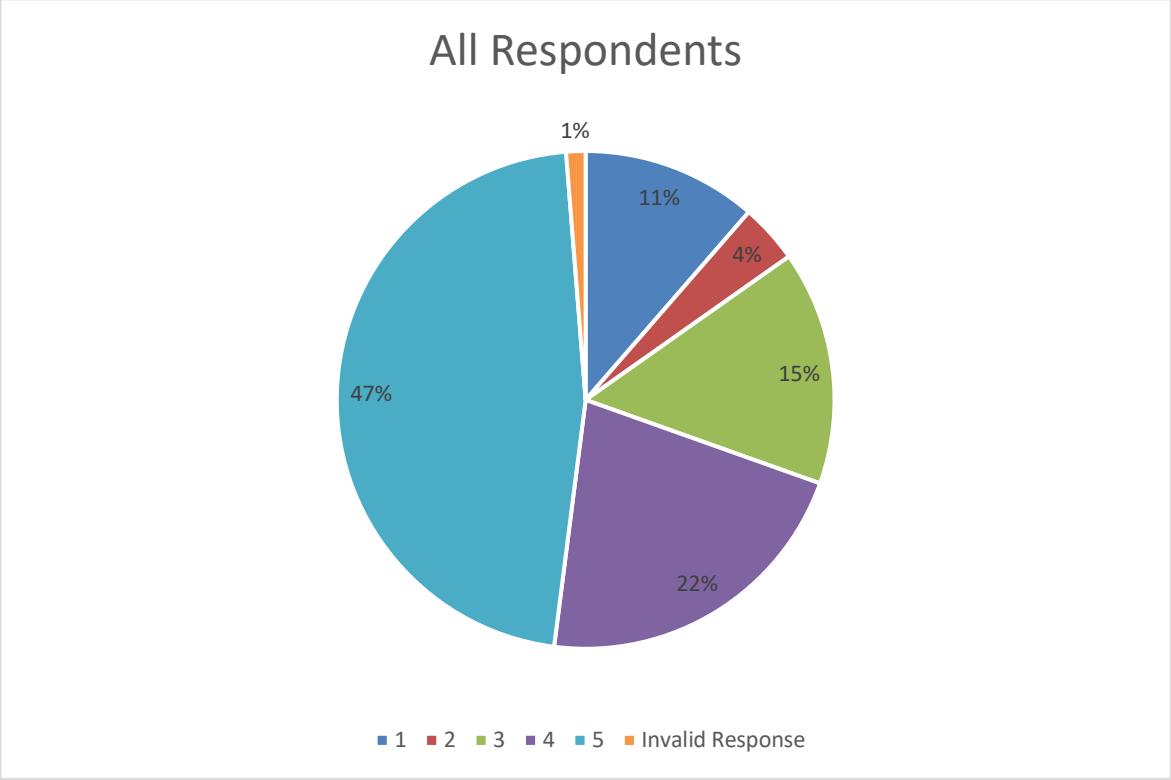
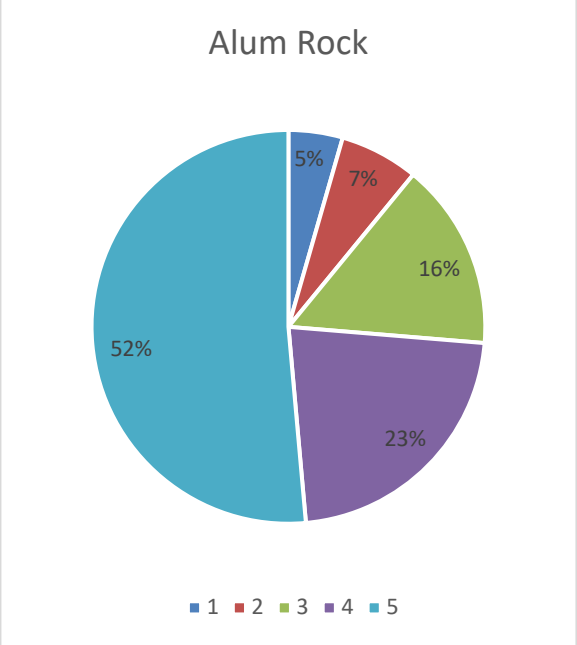
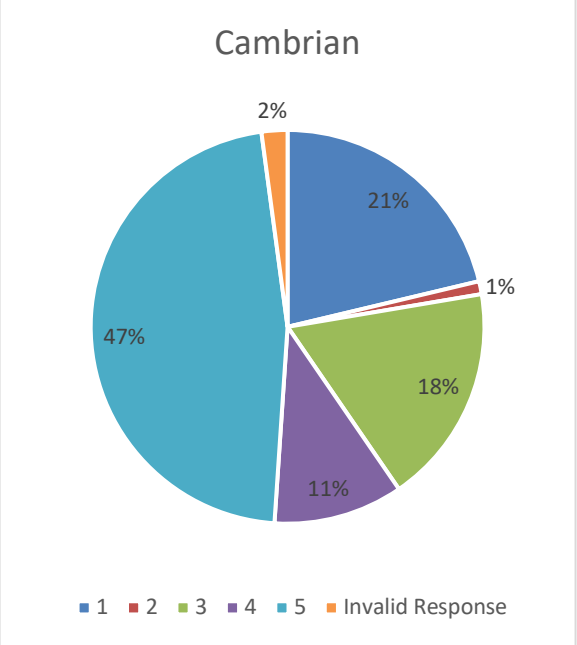
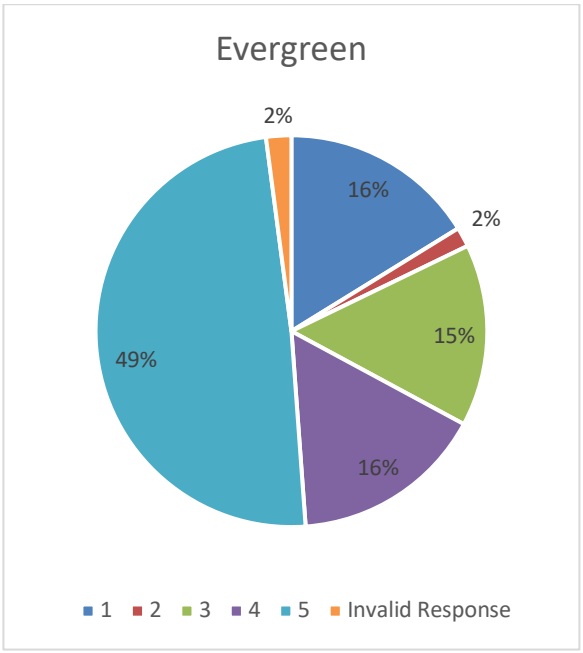
d. Helped communicate with other students.





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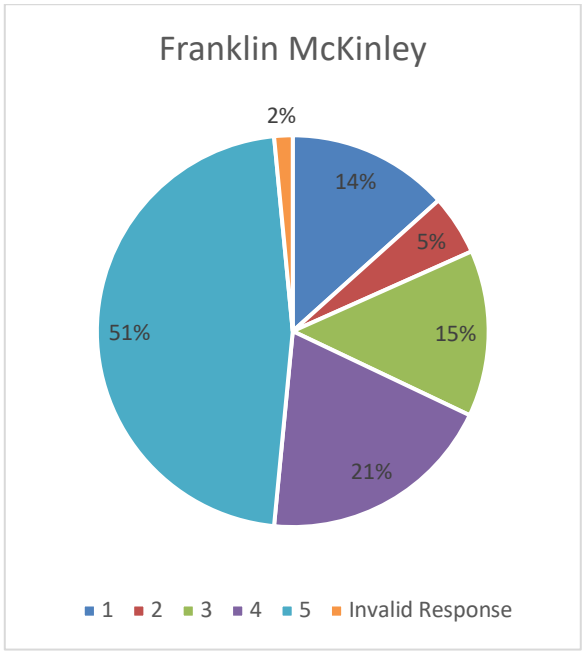
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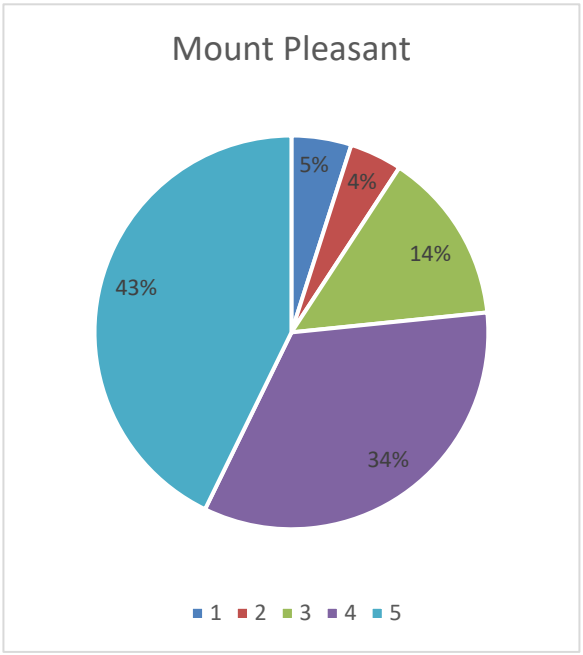
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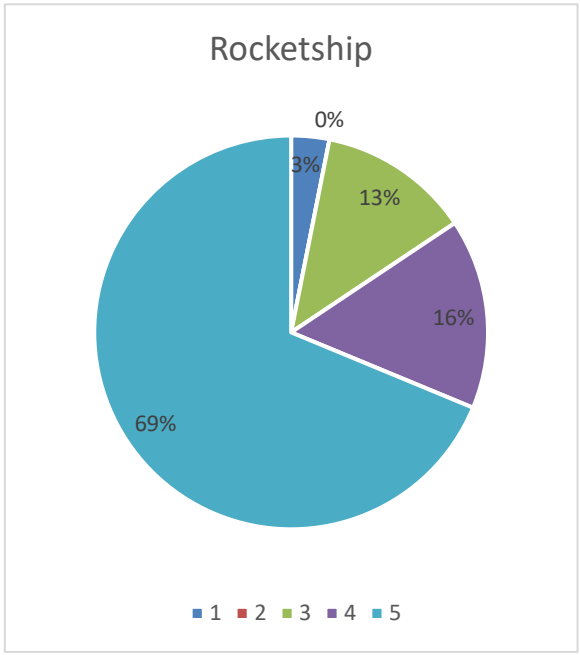
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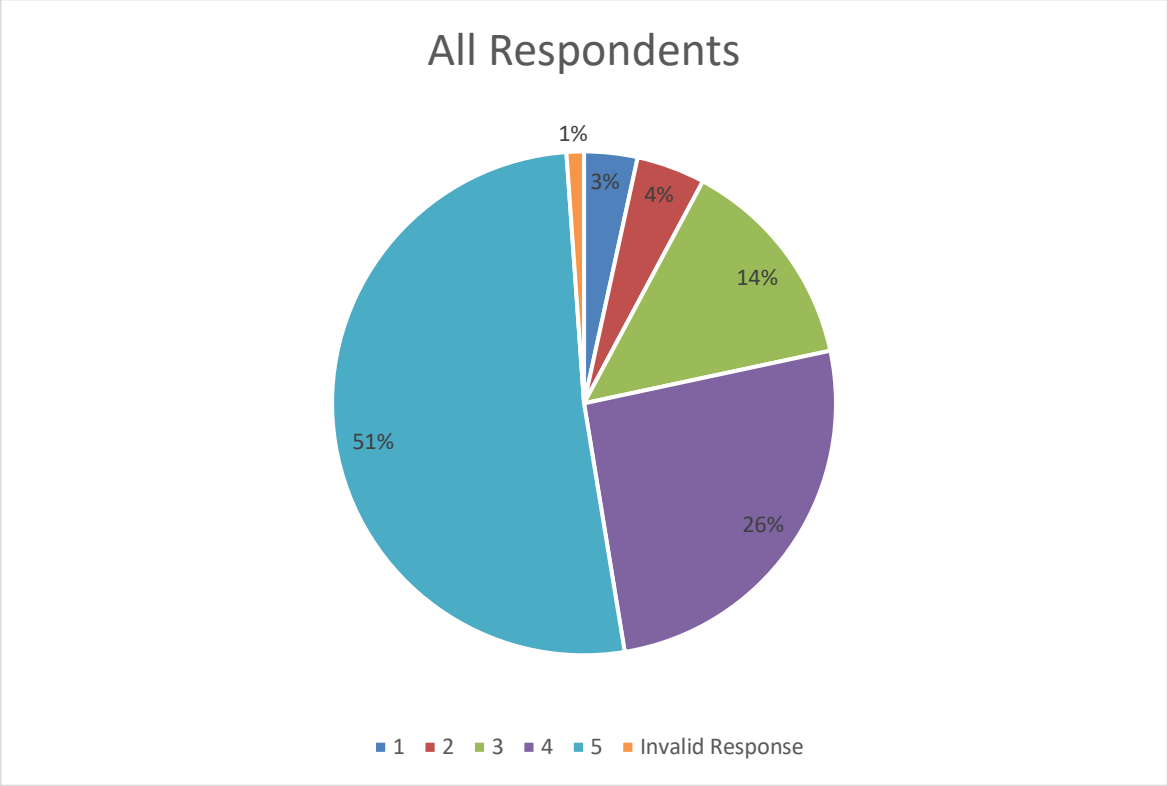
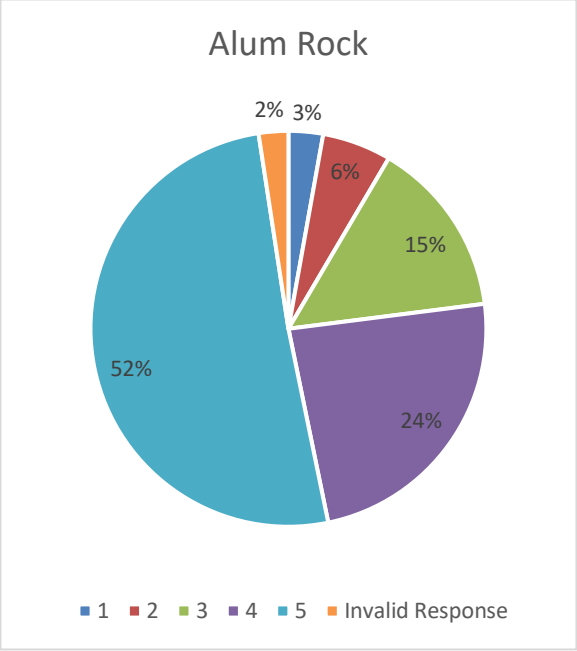
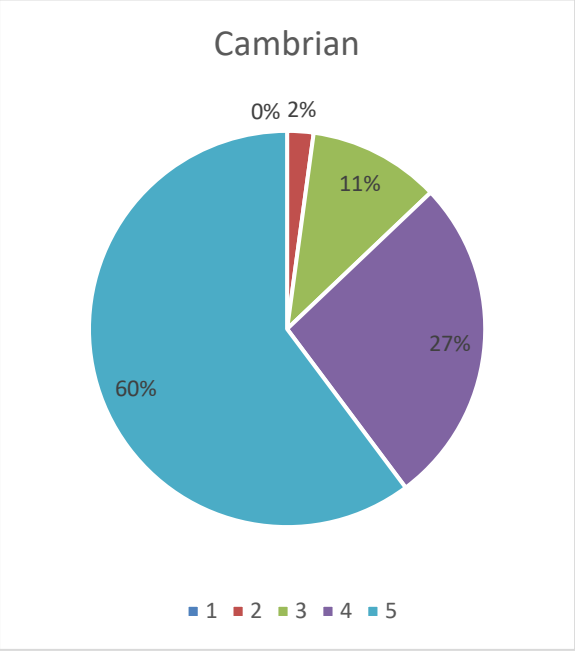
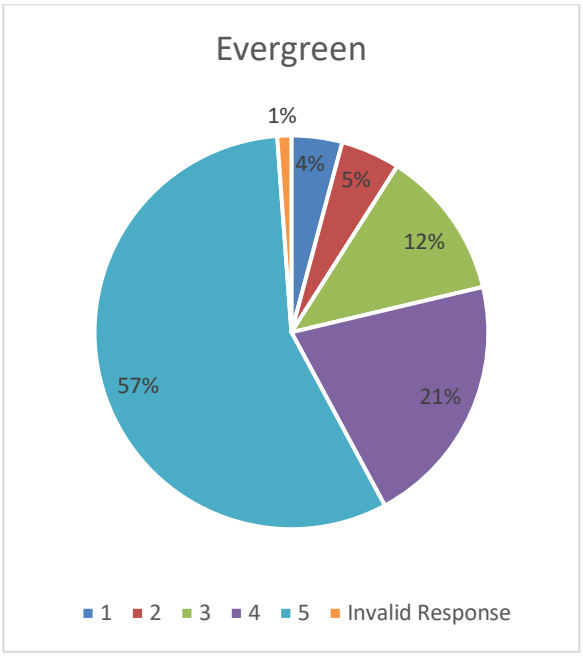
e. Helped find new information online for learning.





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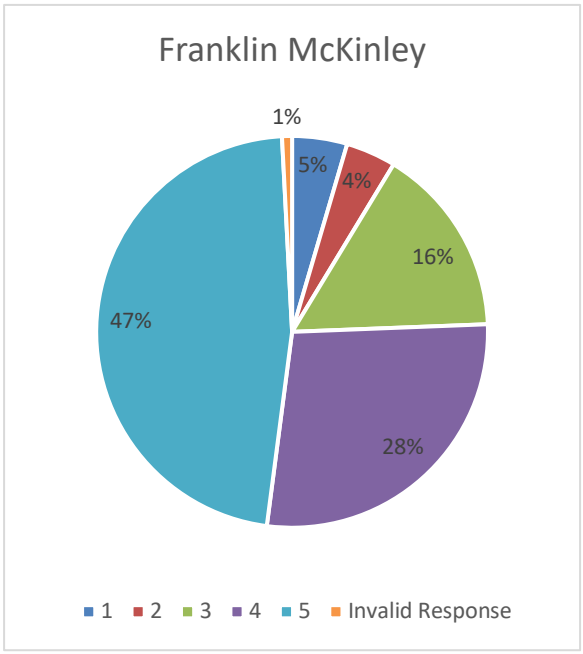
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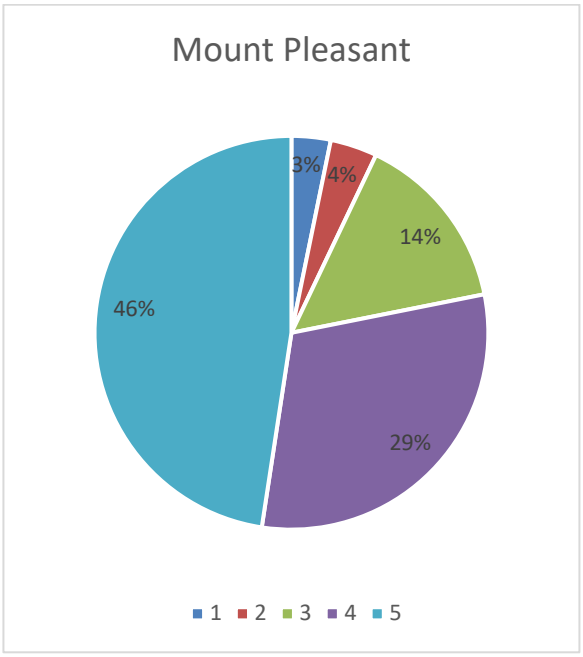
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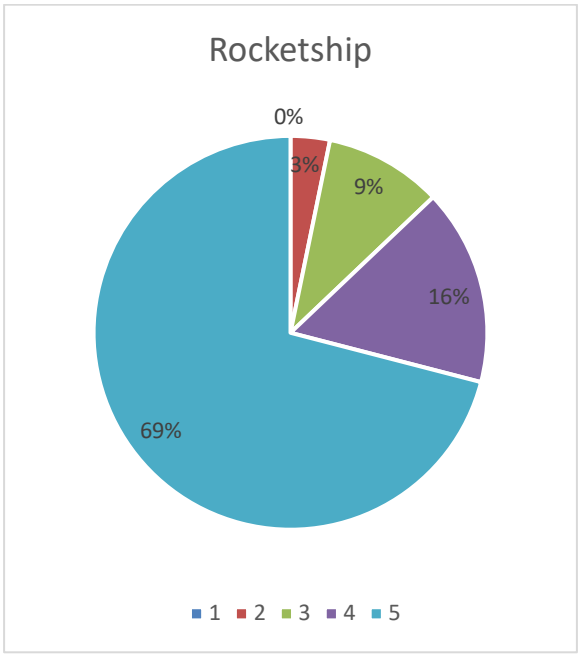
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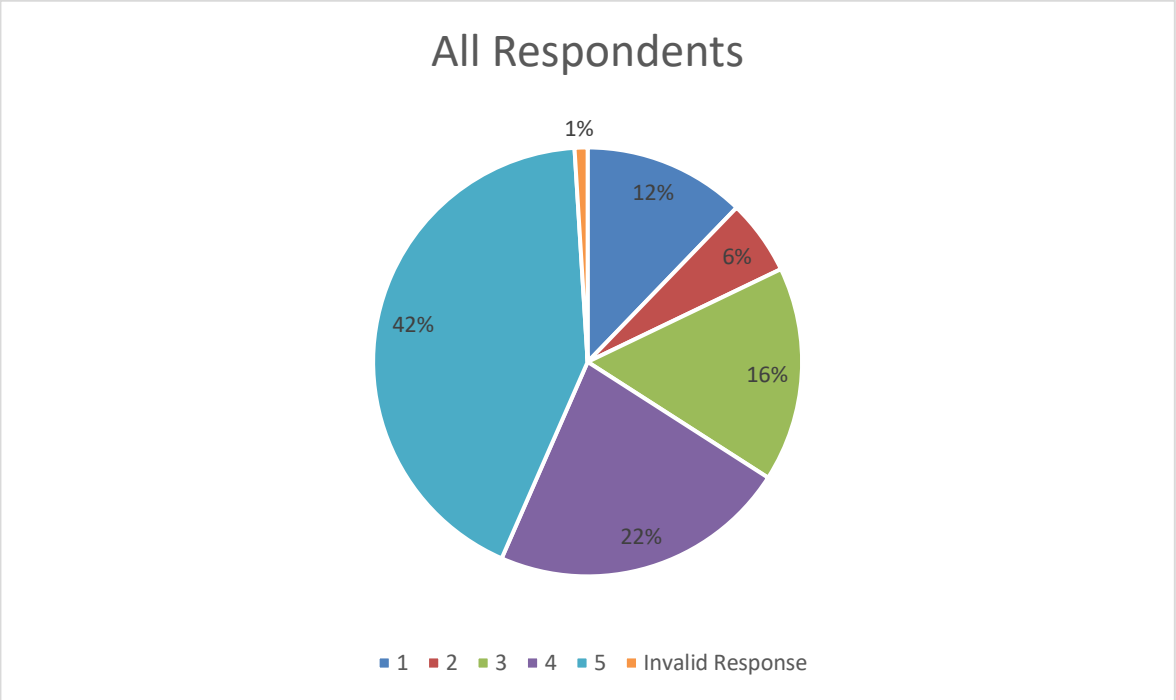
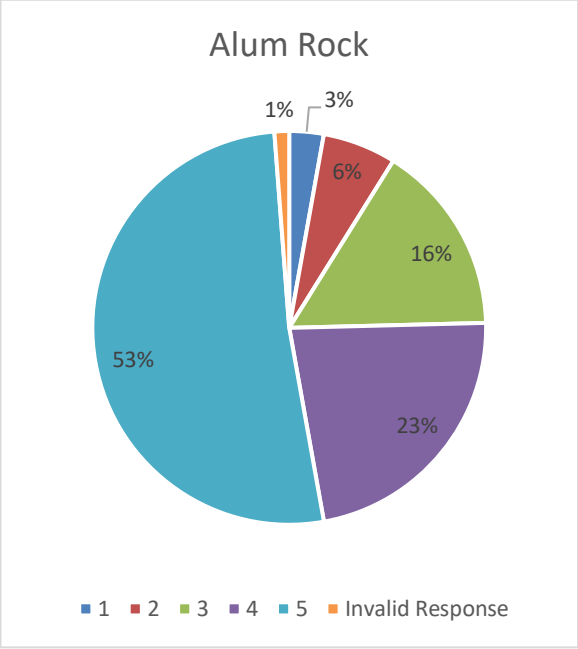
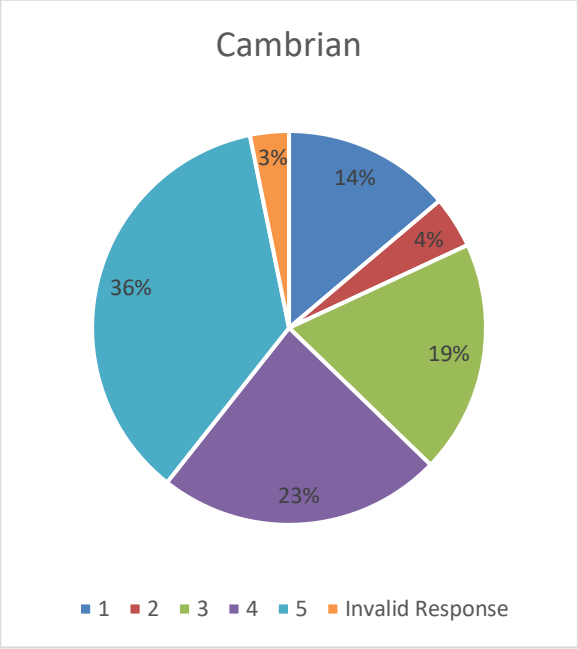
Support for Parents Survey Responses

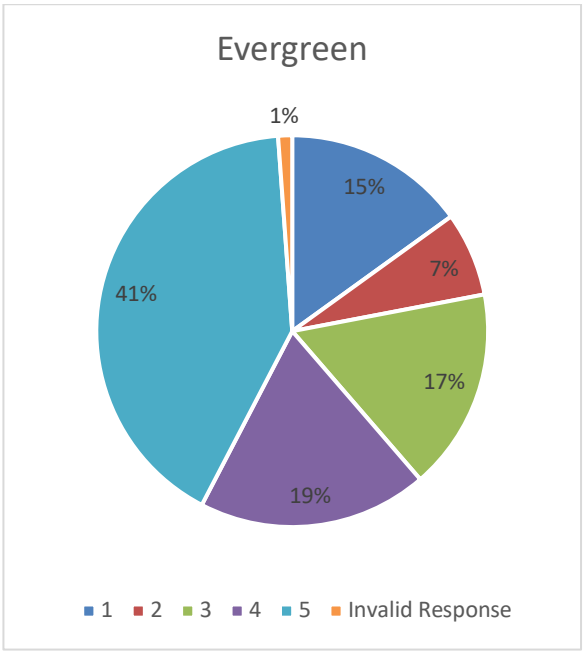
Below indicates responses to questions about how the devices distributed impacted the parent's ability to provide support to their child. Respondents answered on a Likert scale of 1 (not helpful) to 5 (extremely helpful). In the instance that a respondent chose more than one answer, the response was counted as "Invalid."

a. Helped complete school assignments





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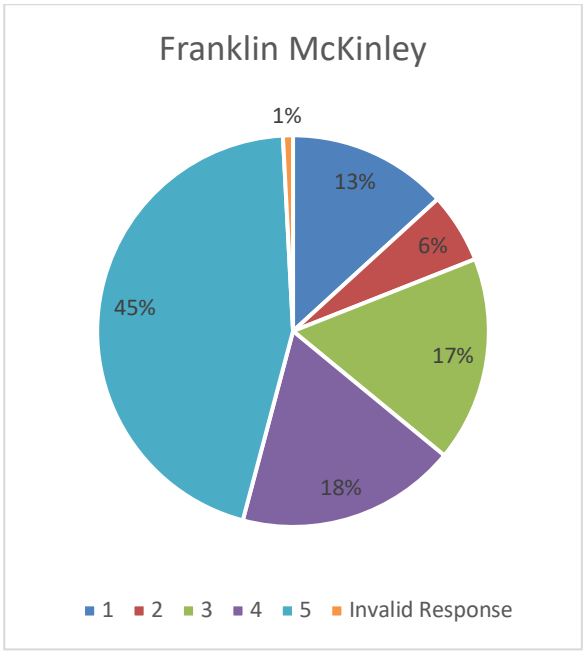
Franklin McKinley
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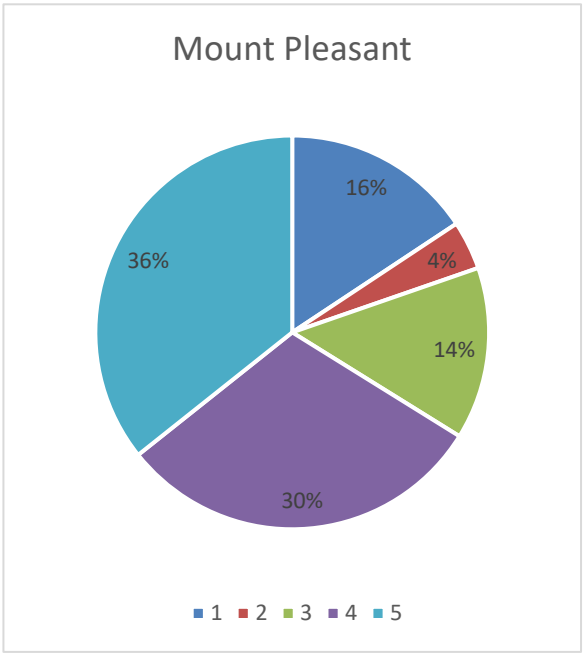
Mount Pleasant
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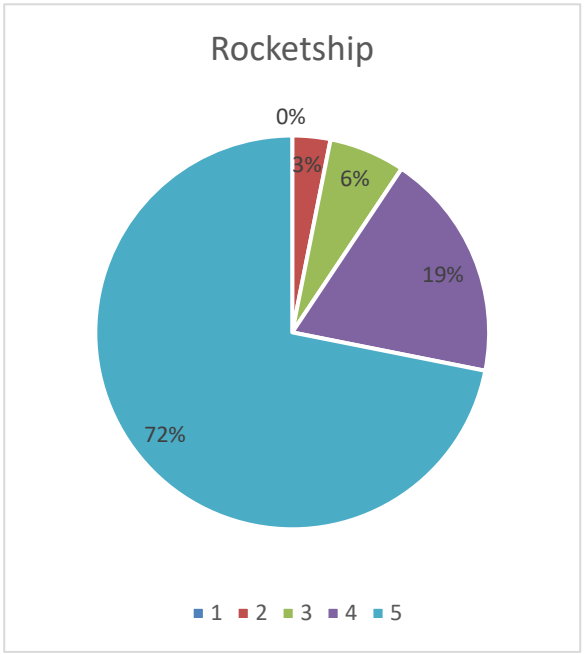
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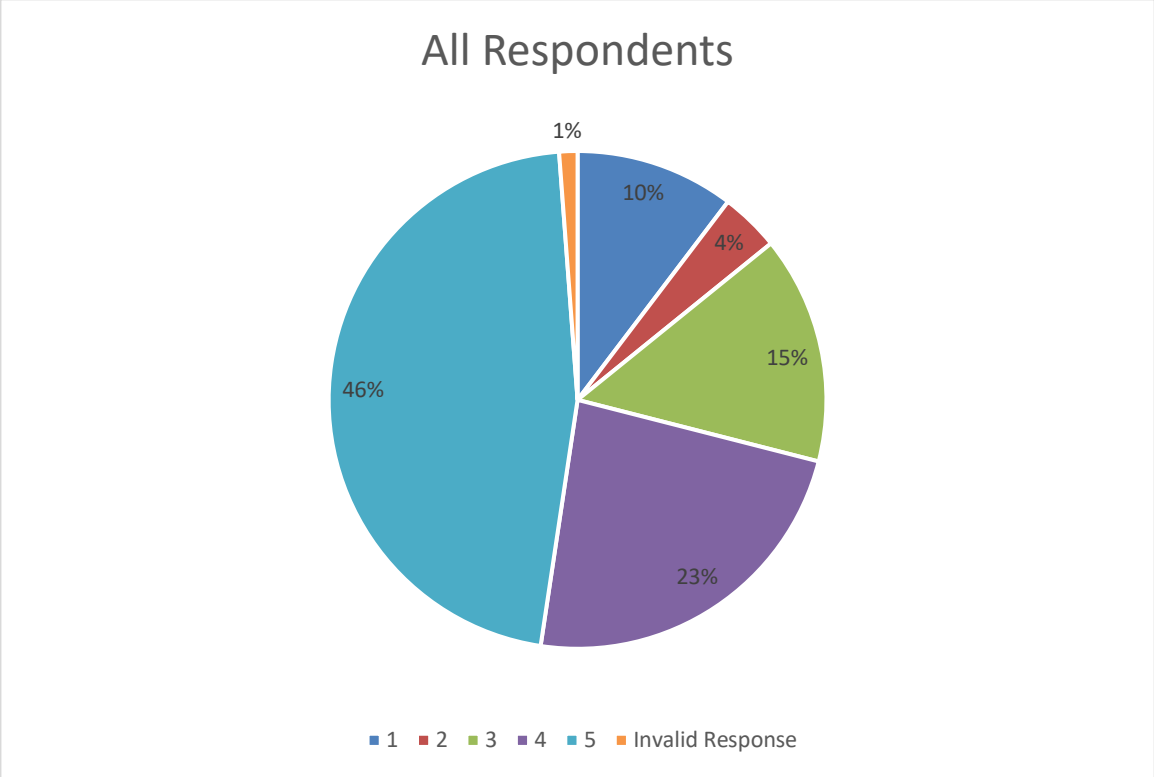
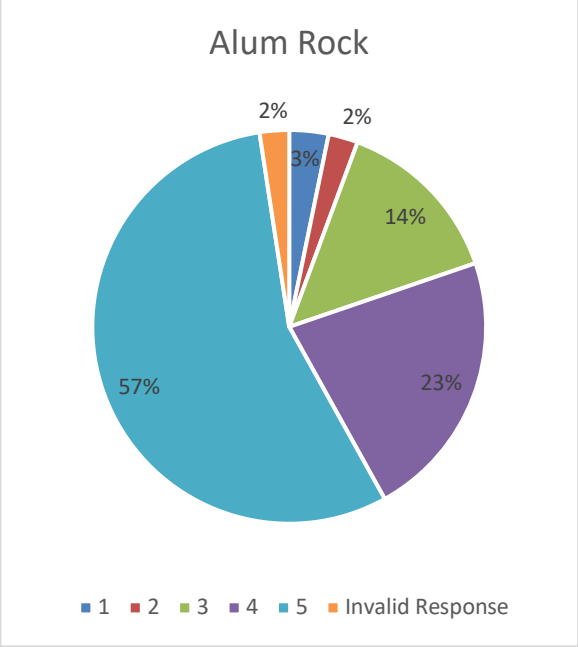
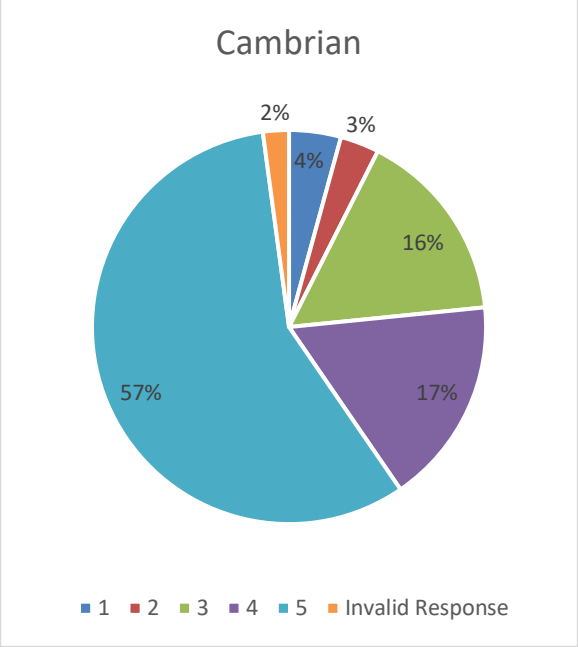
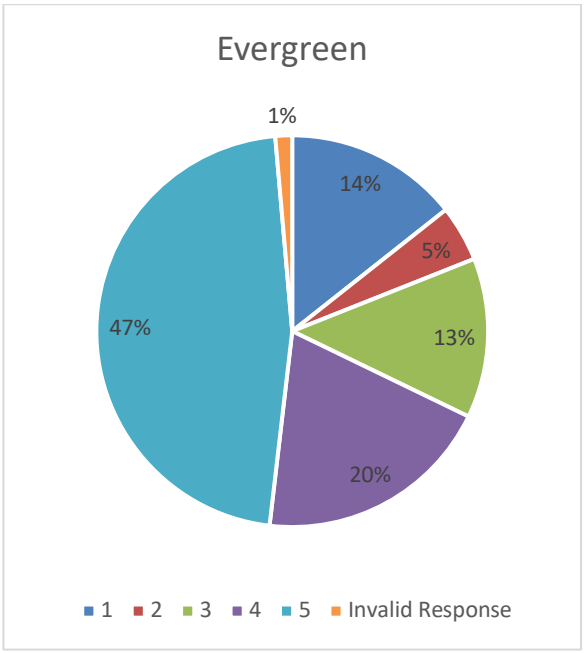
b. Helped me check on my child's school assignments





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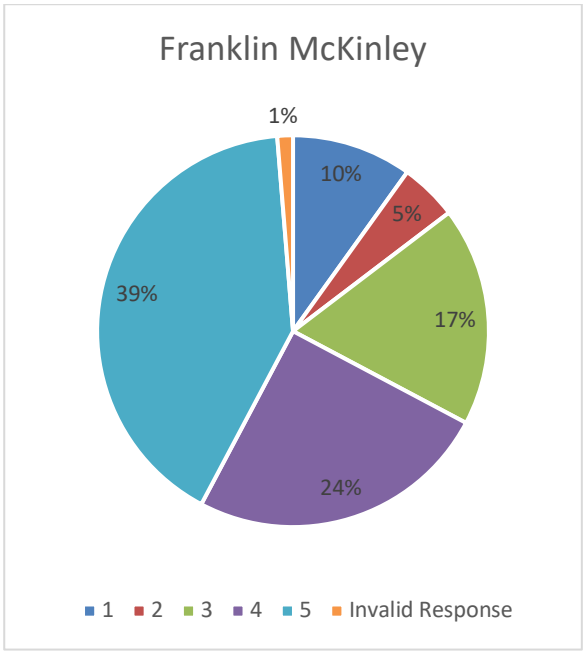
Invalid Response


Franklin McKinley
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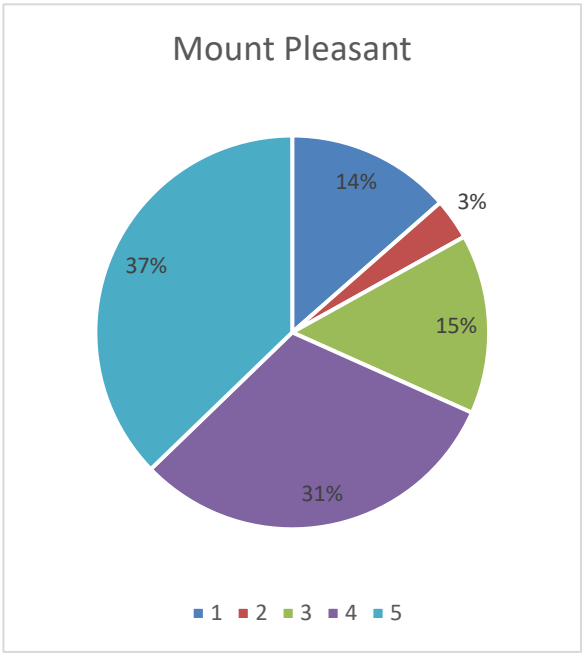
Mount Pleasant
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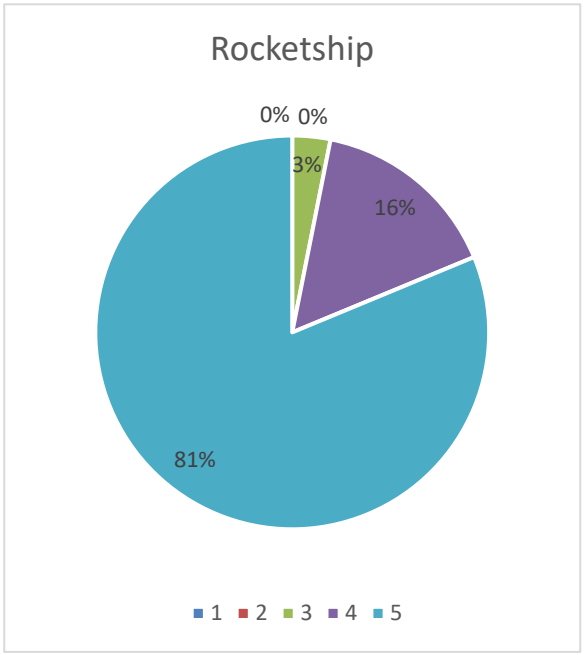
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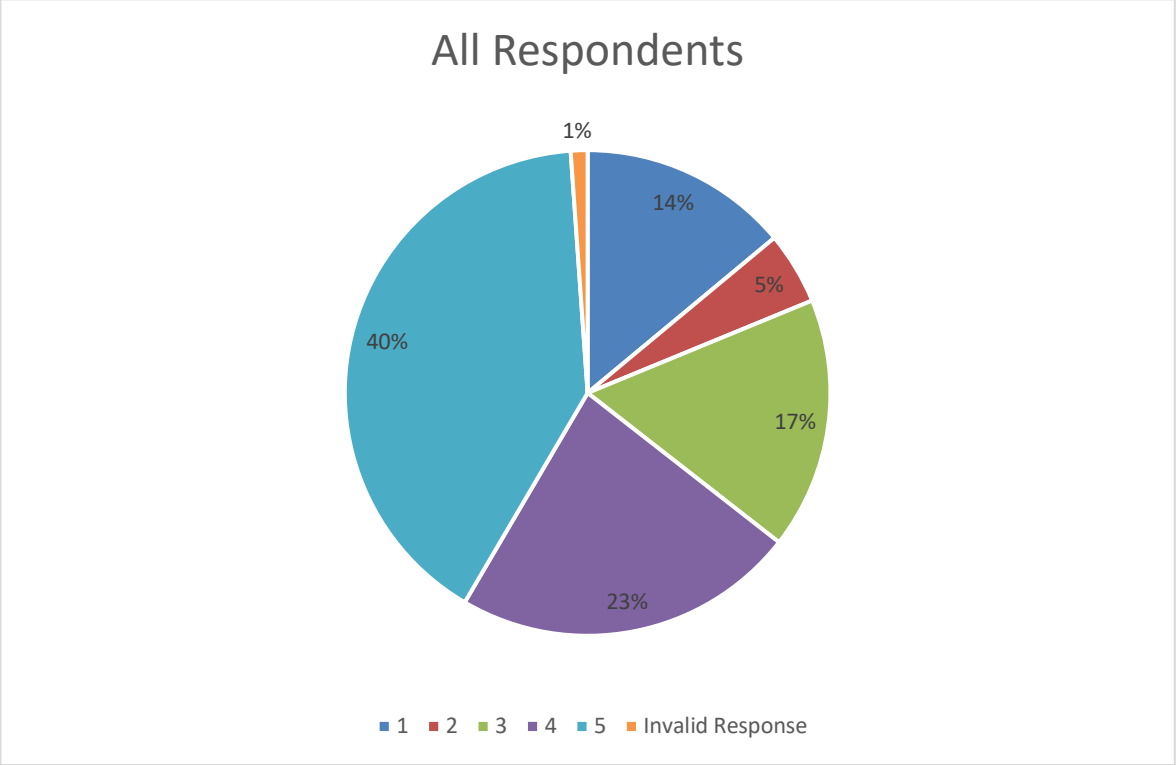
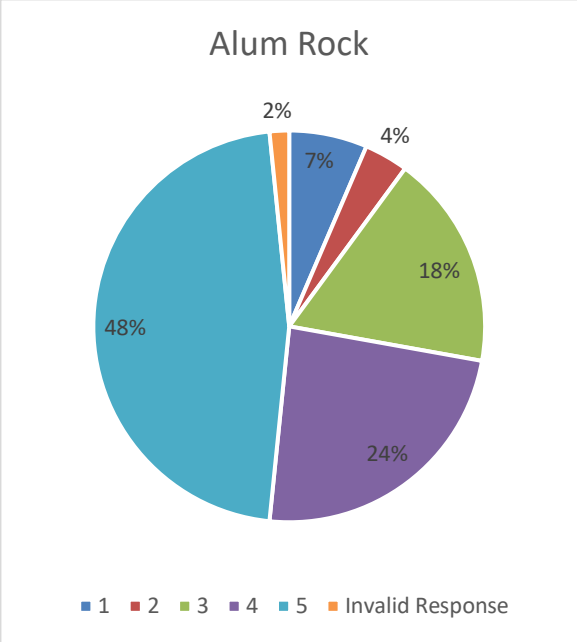
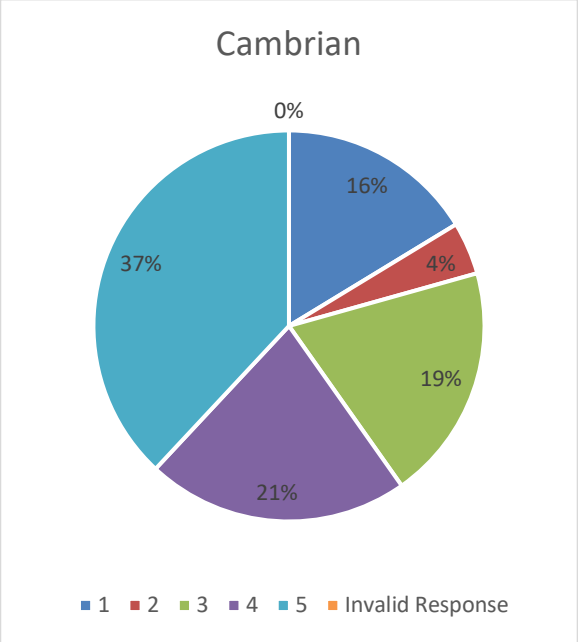
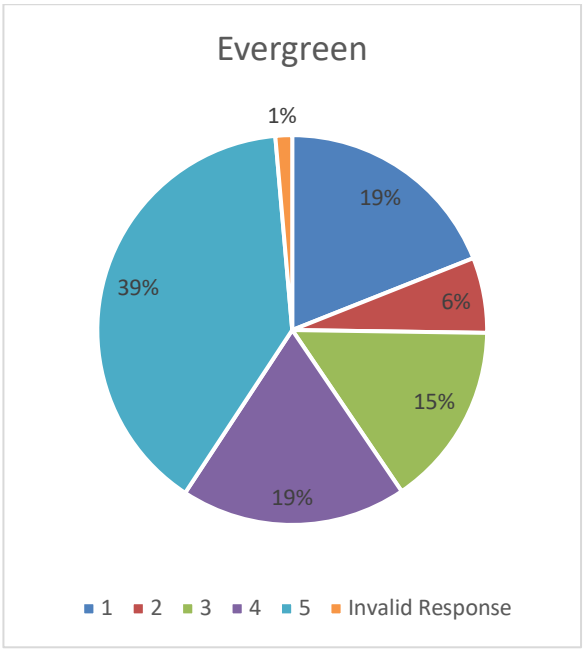
c. Helped me get reports on my child's grades





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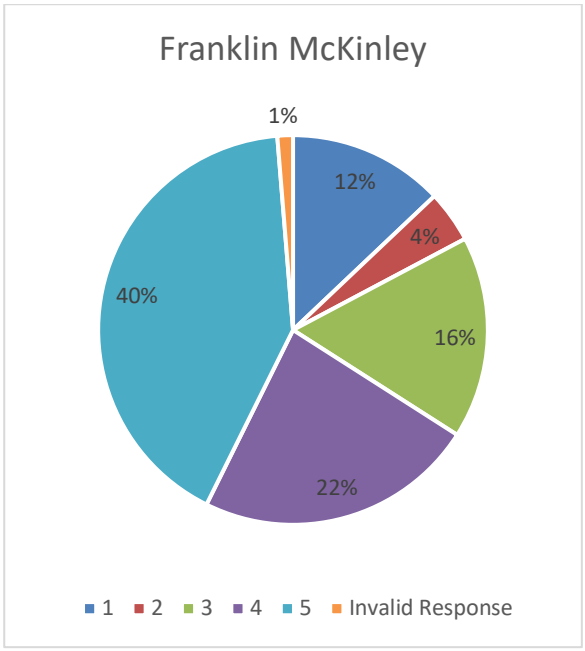
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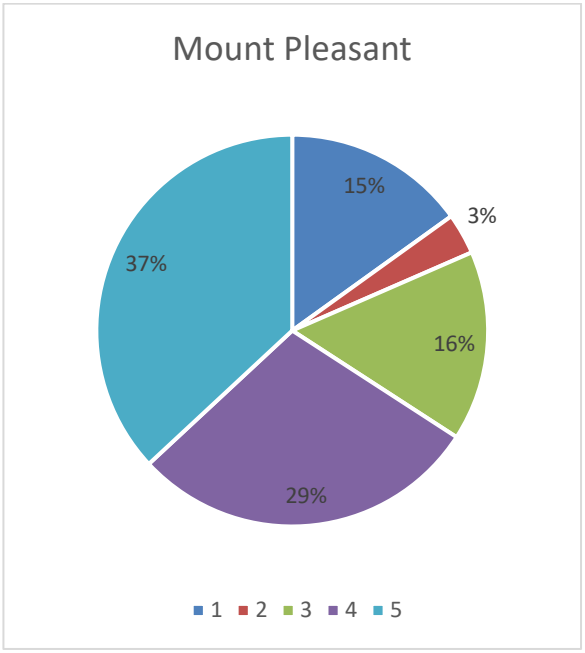
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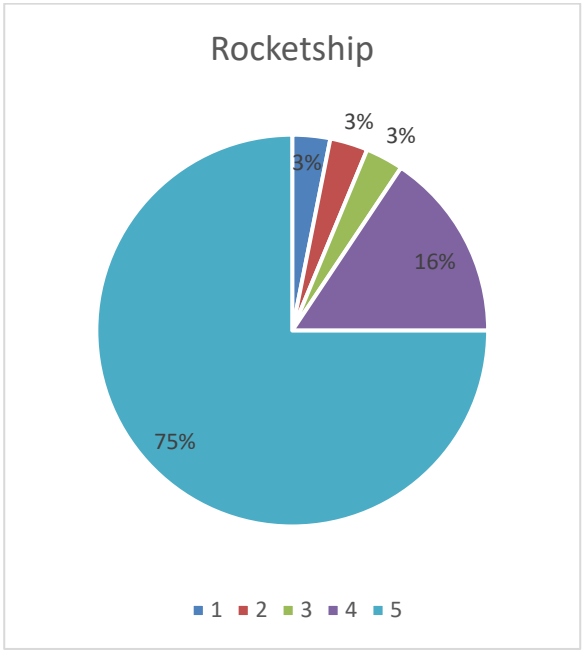
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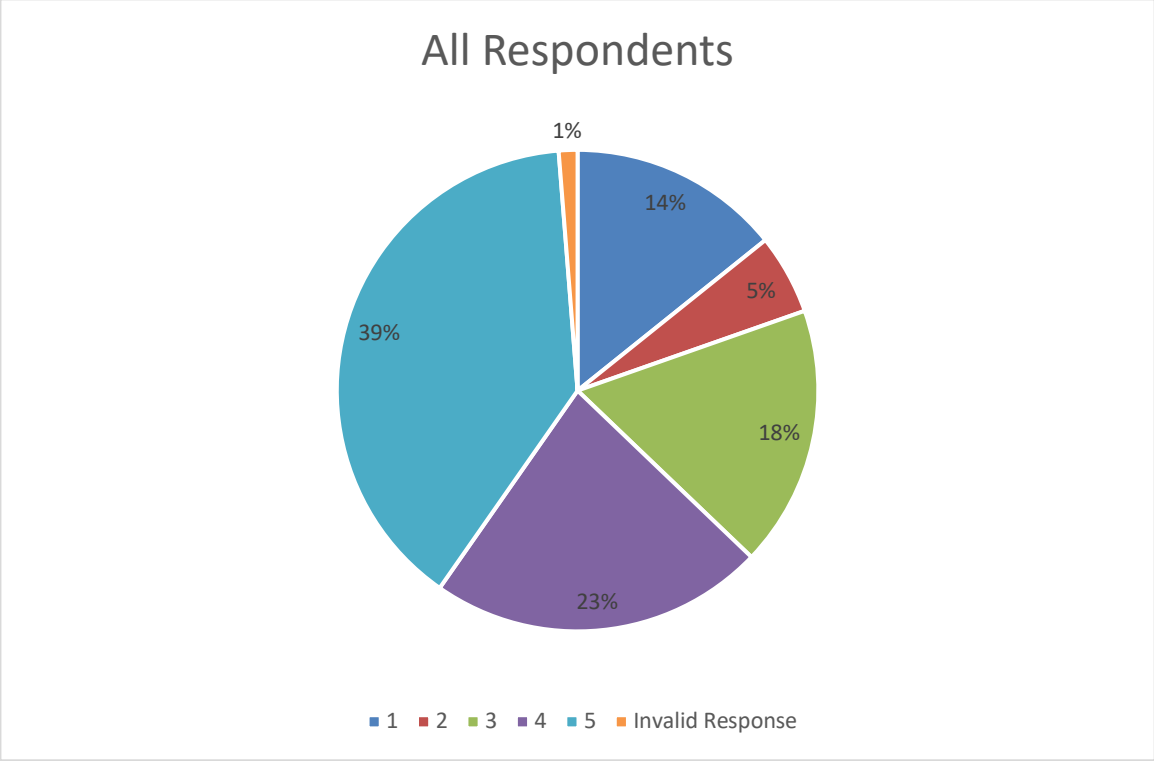
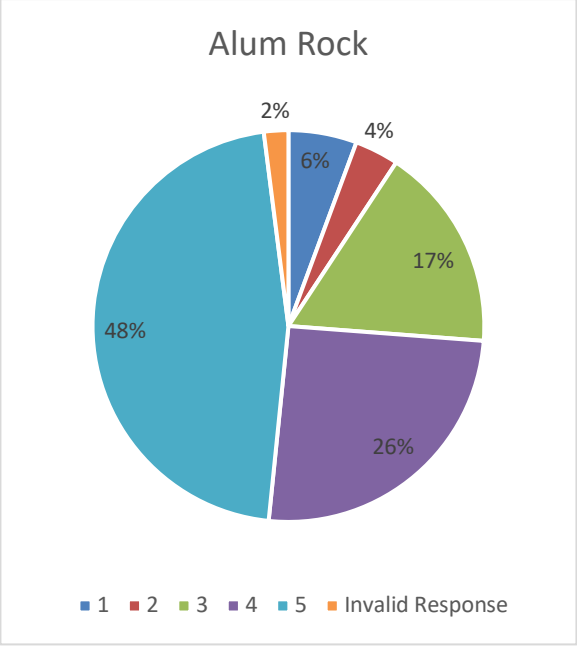
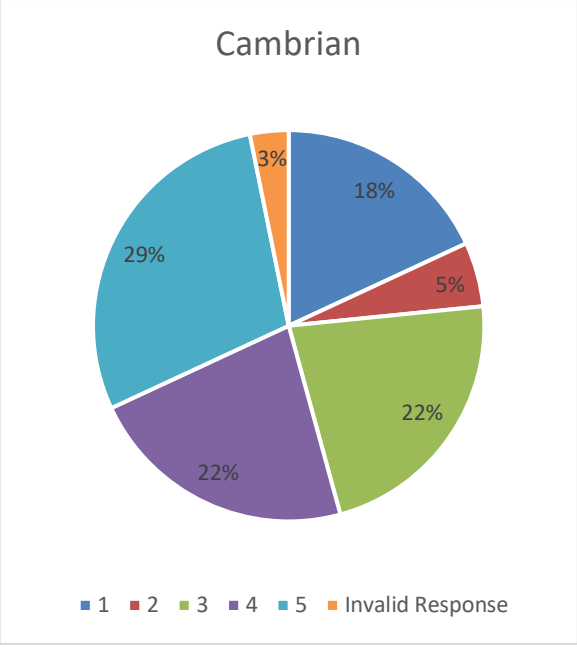
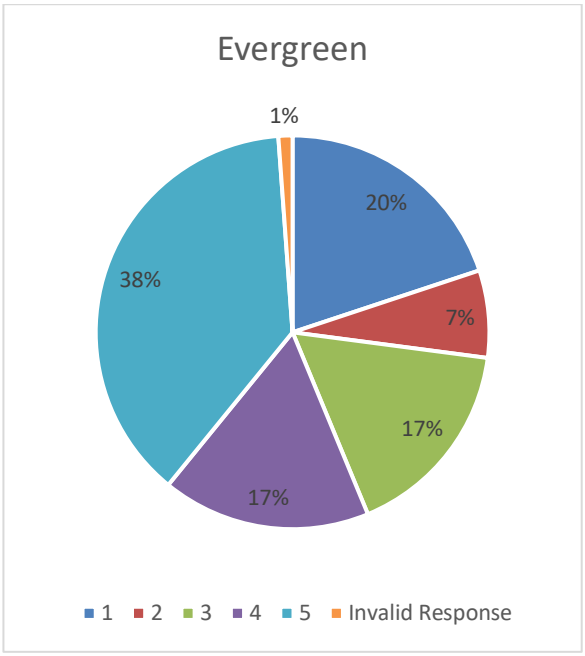
d. Helped me get information about school activities





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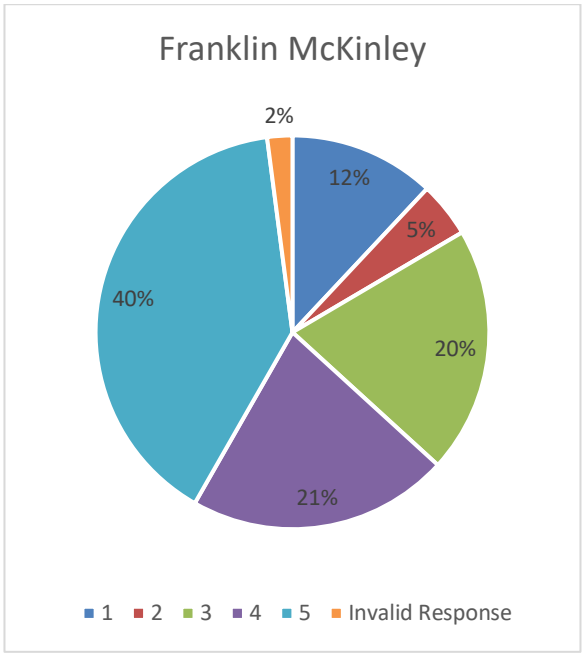
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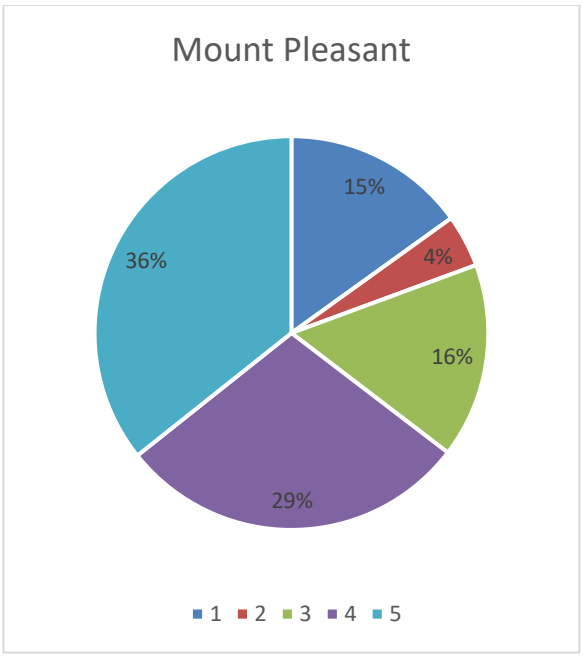
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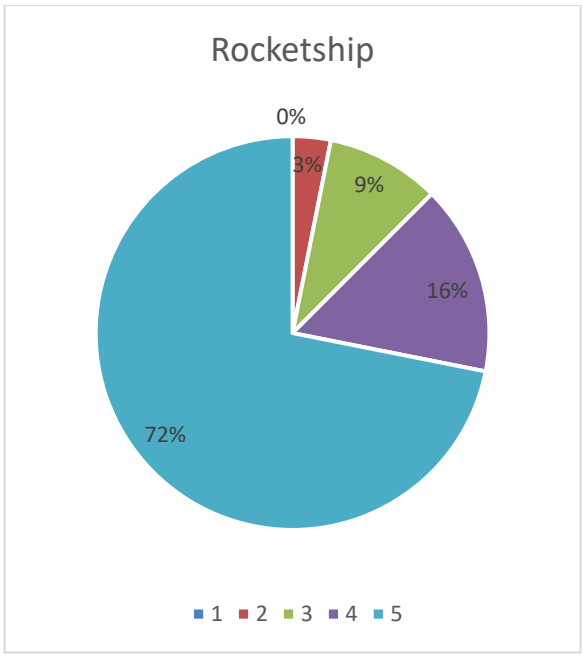
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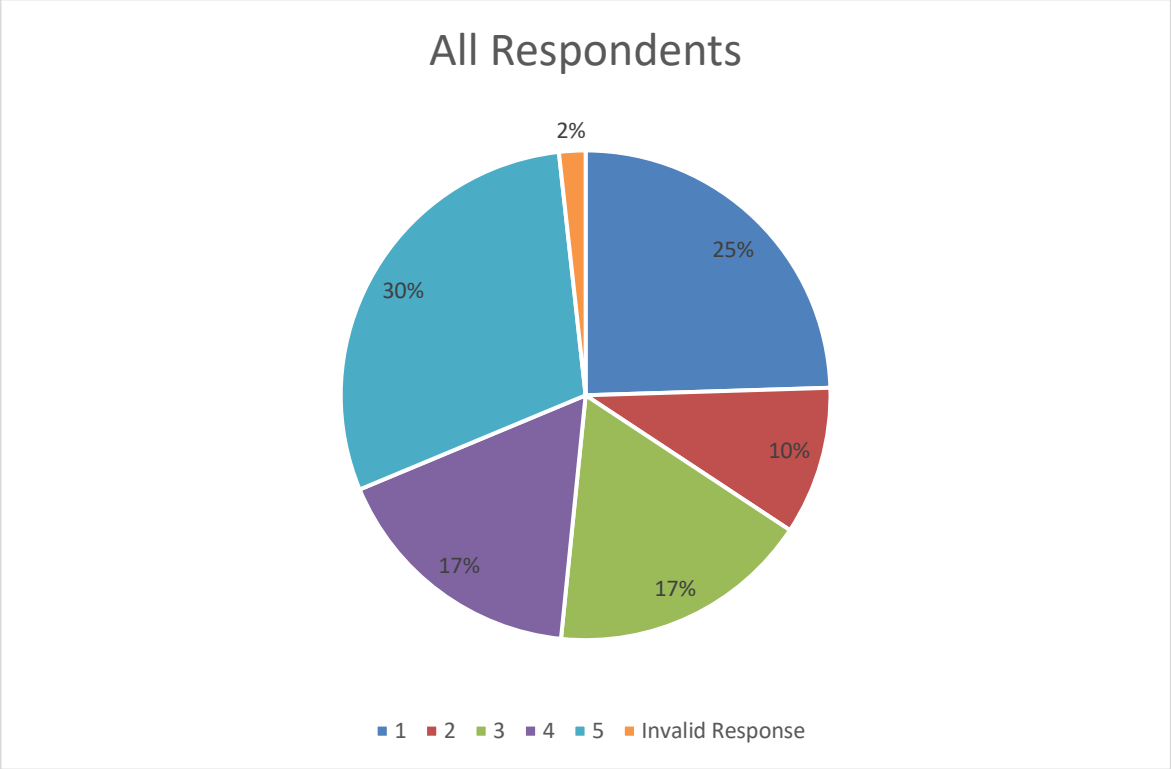
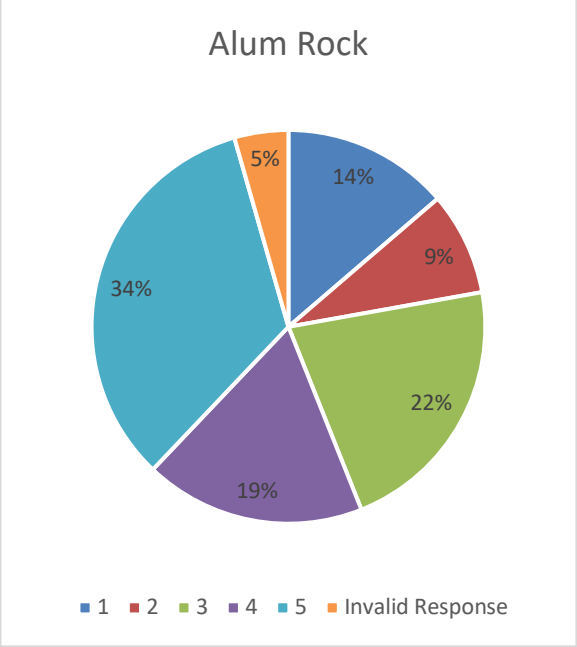
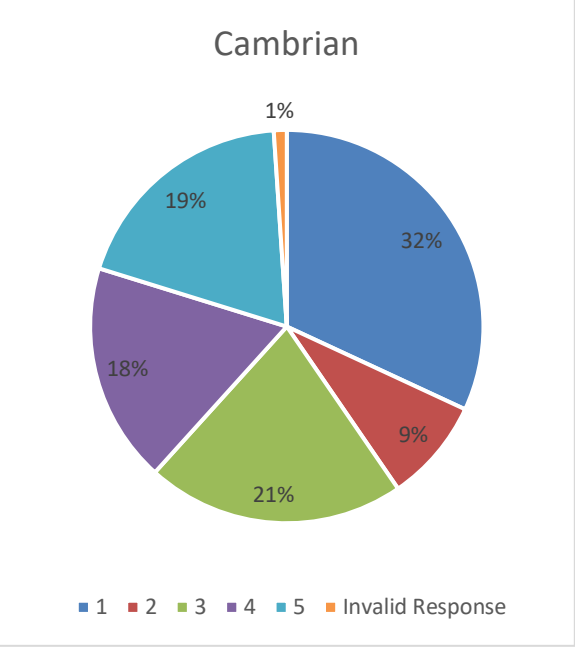
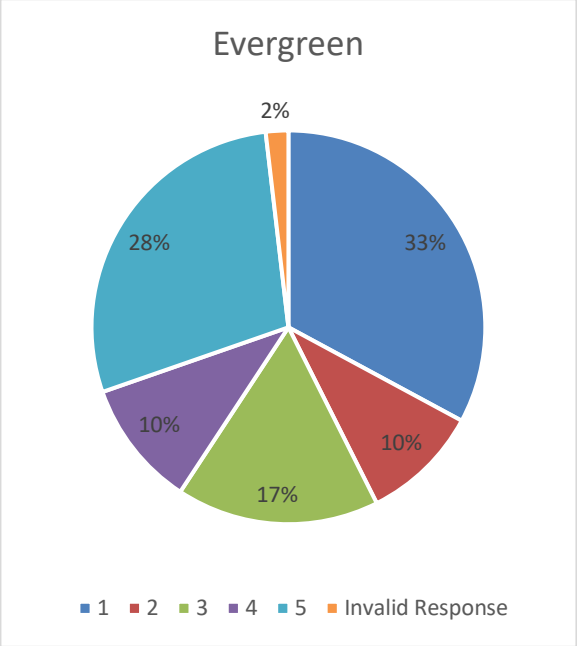
e. Helped me connect with other parents





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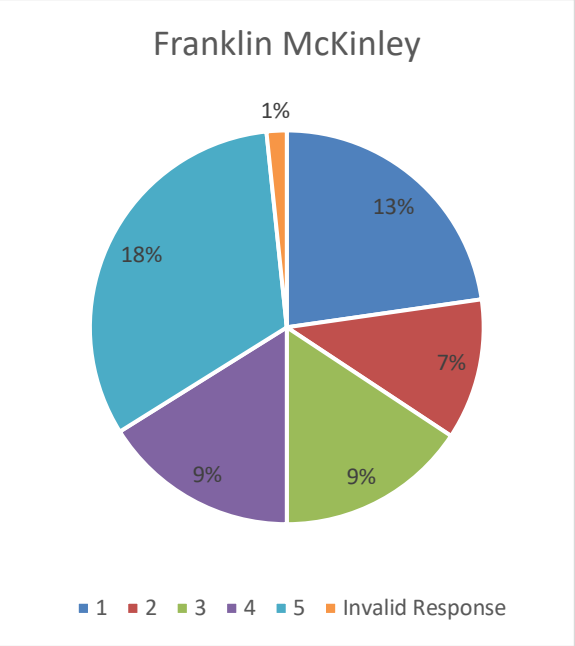
Franklin McKinley
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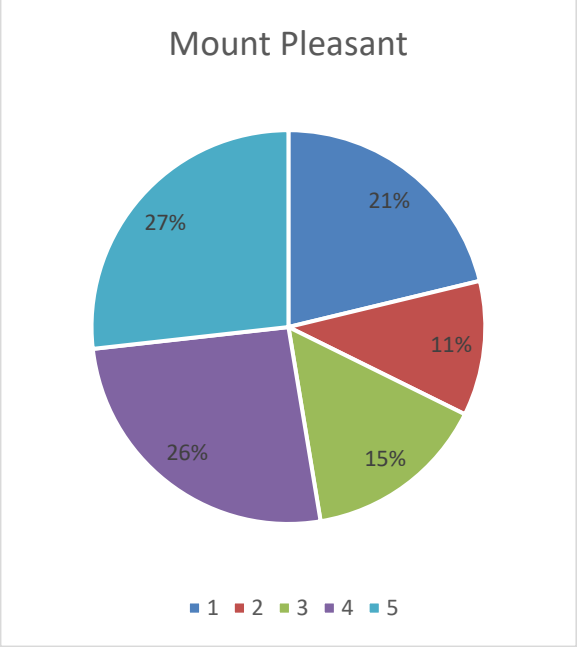
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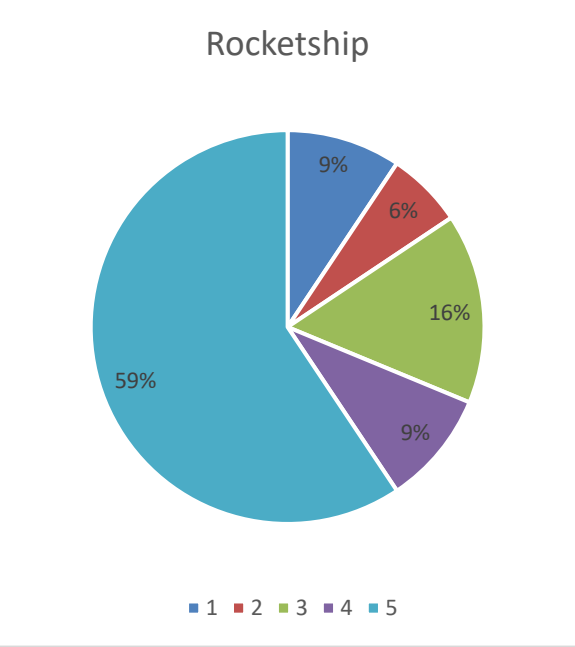
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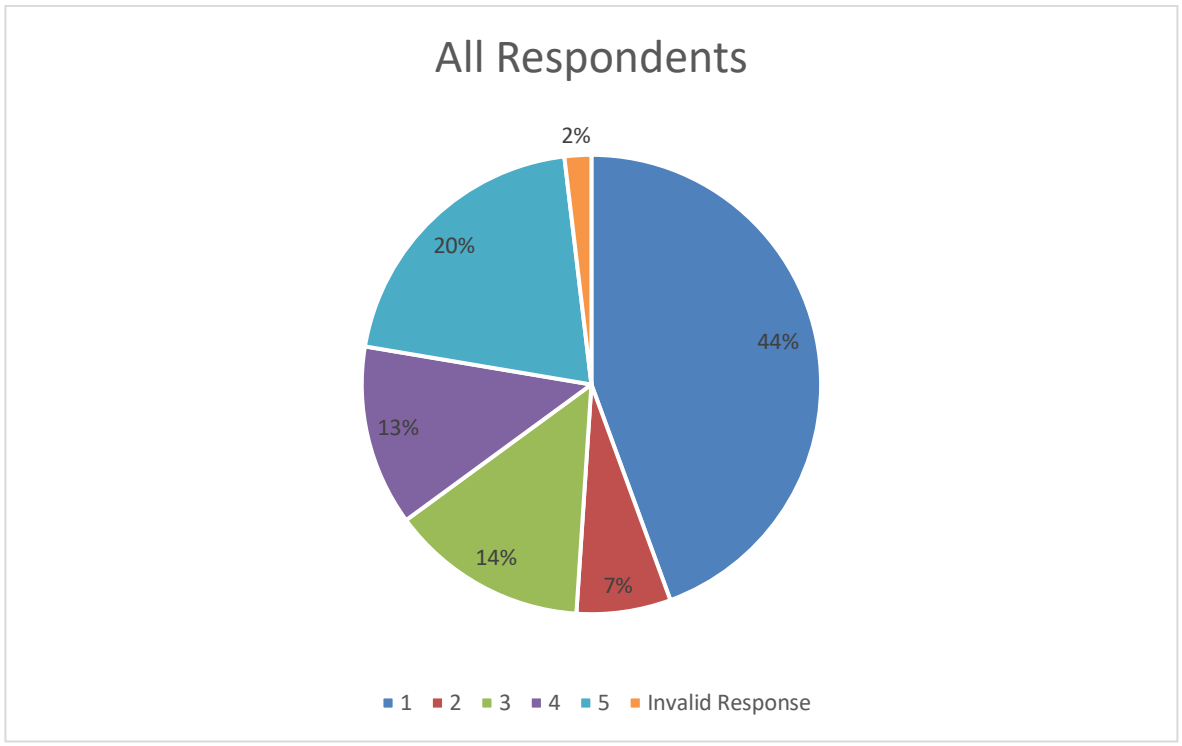
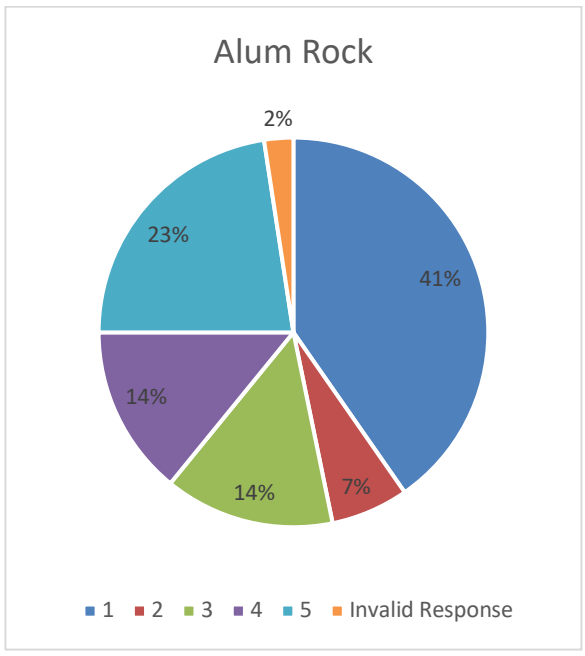
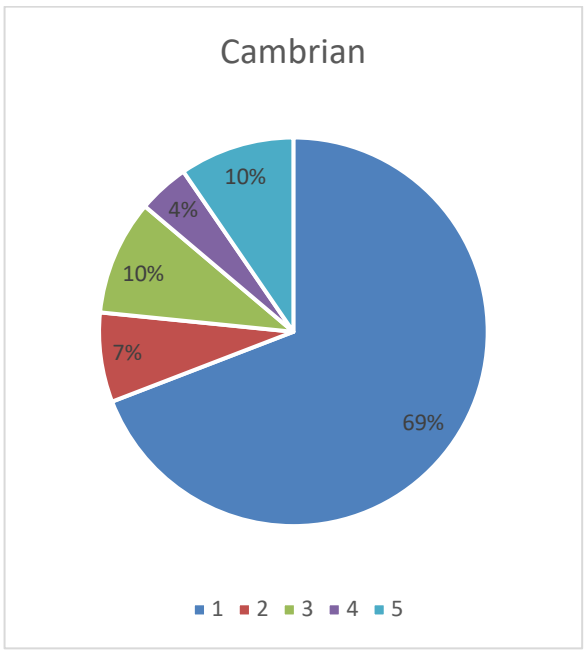
Support for Family Survey Responses

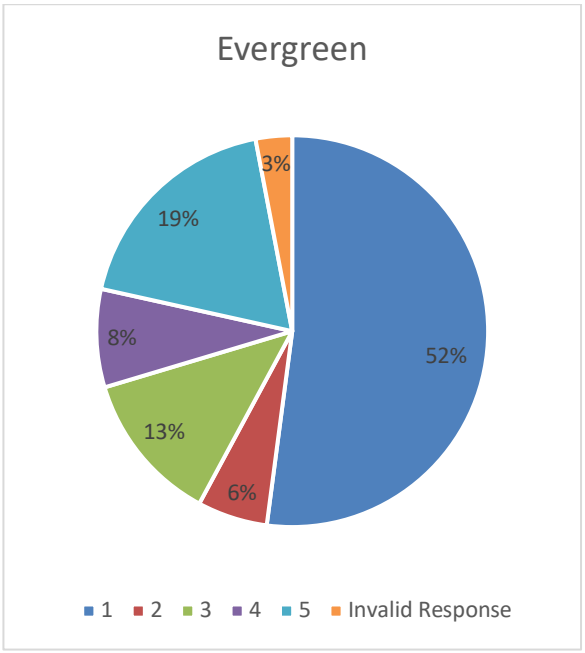
Below indicates responses to questions about how the devices distributed supported the family. Respondents answered on a Likert scale of 1 (not helpful) to 5 (extremely helpful). In the instance that a respondent chose more than one answer, the response was counted as "Invalid."

a. Helped me communicate with family and friends





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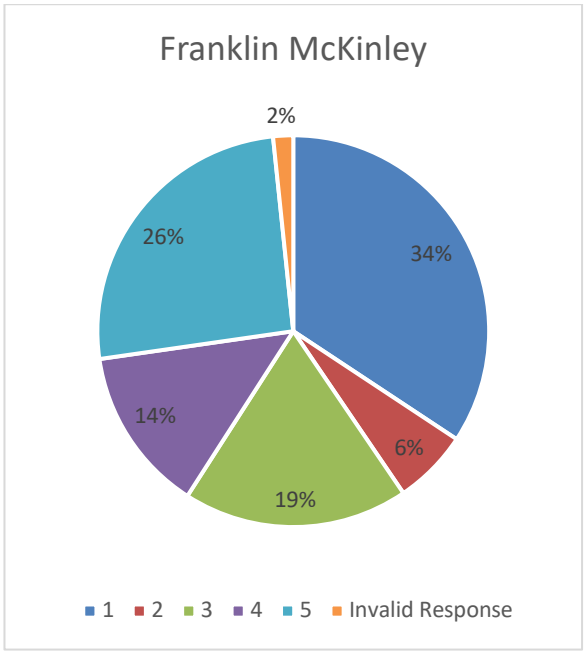
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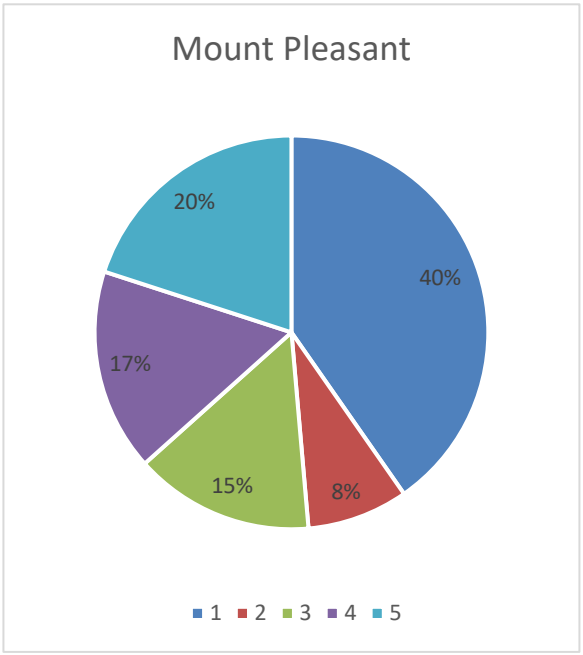
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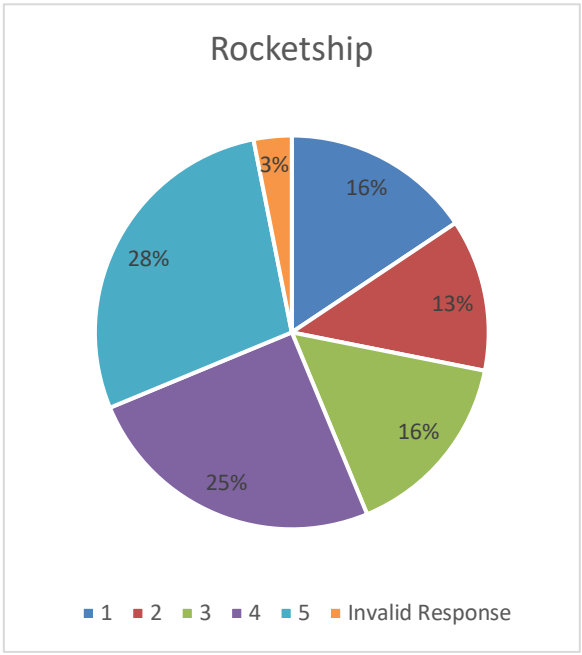
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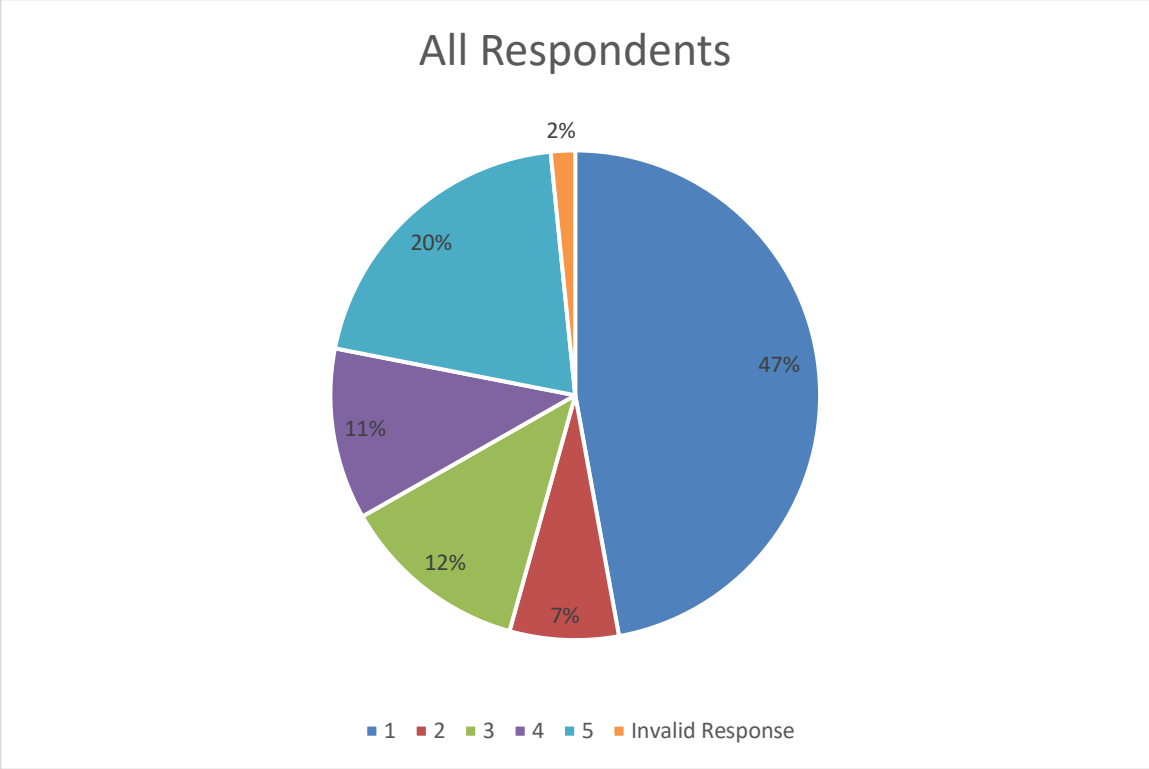
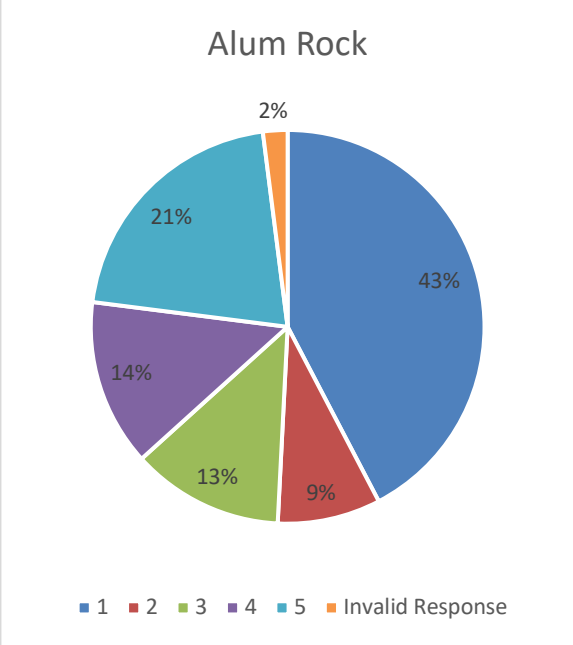
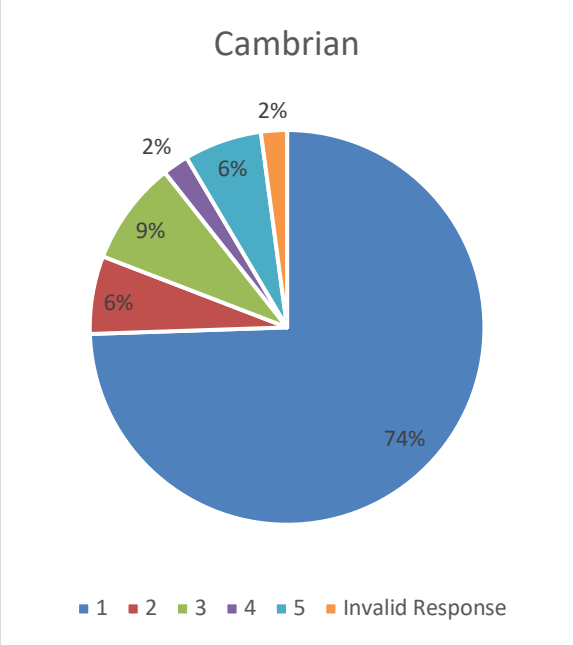
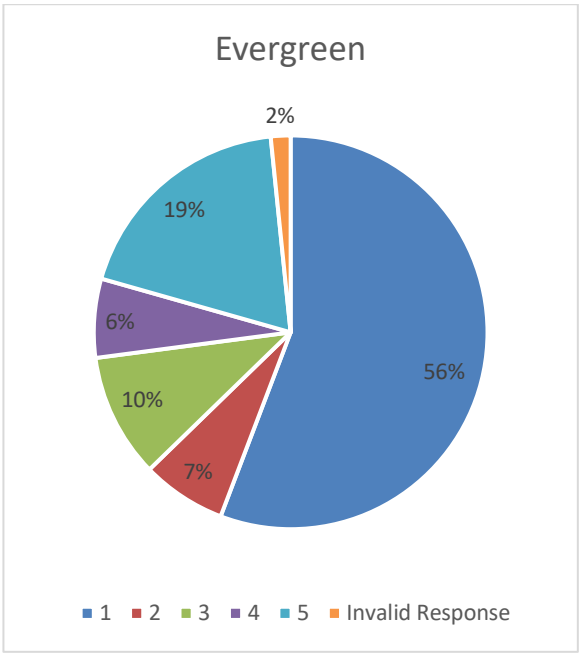
b. Helped me find information about jobs





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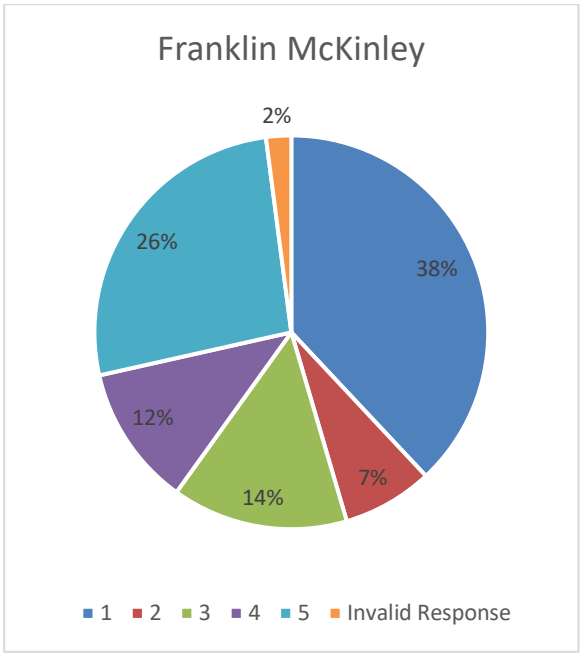
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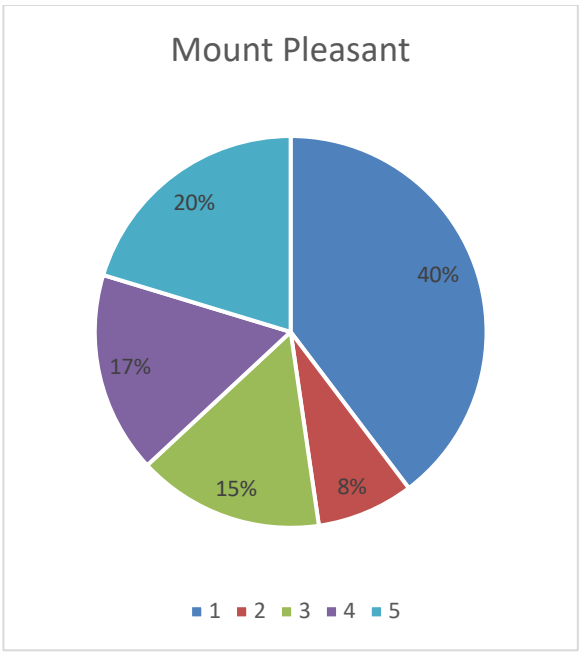
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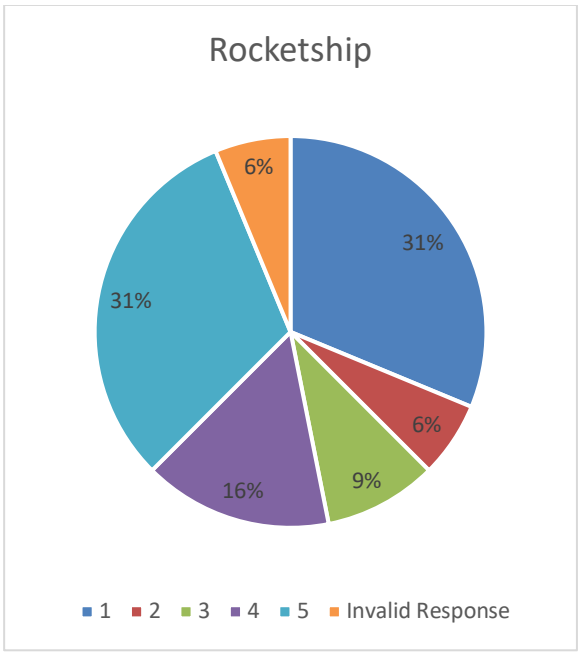
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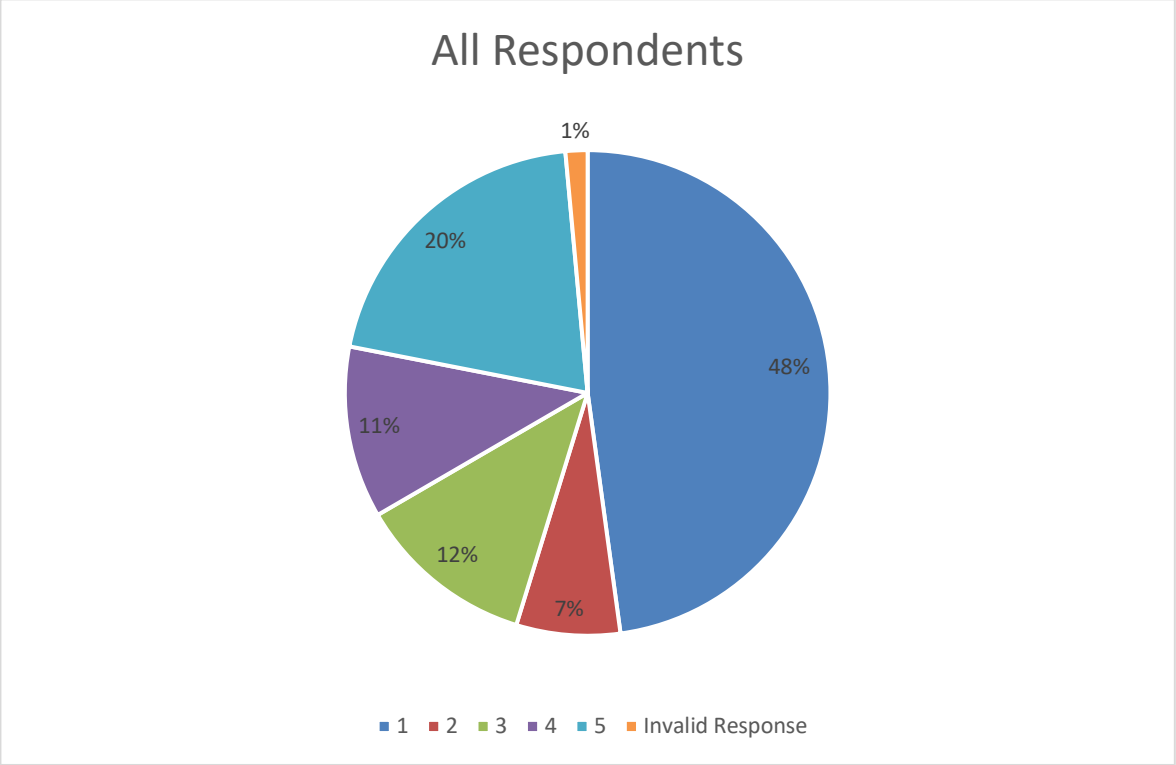
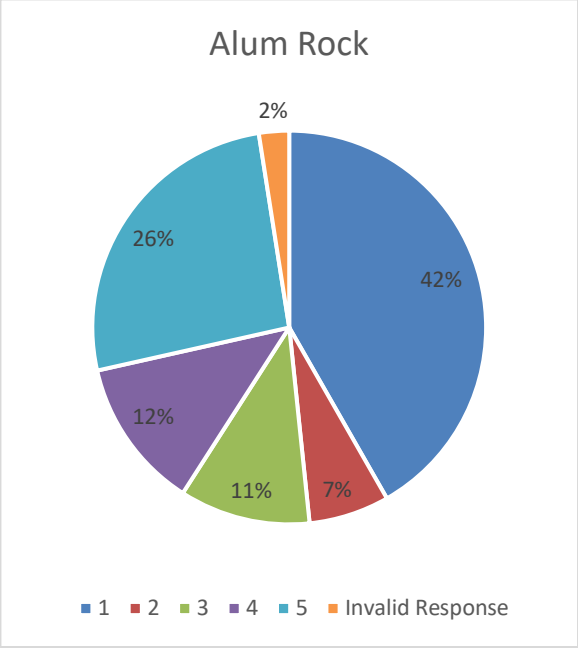
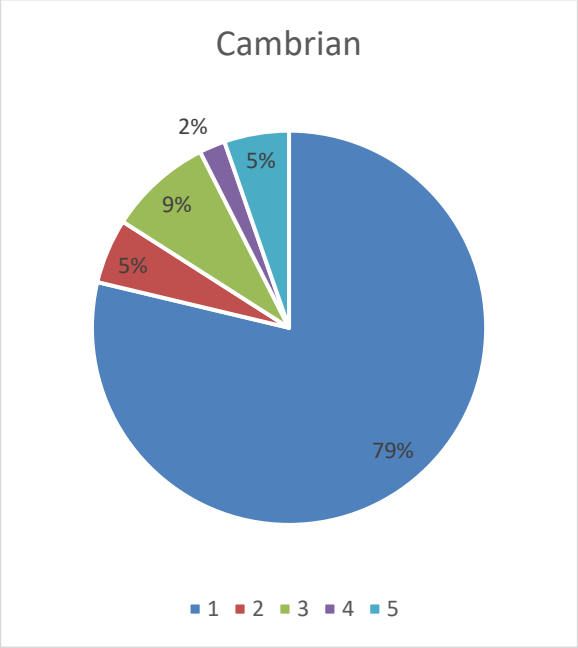
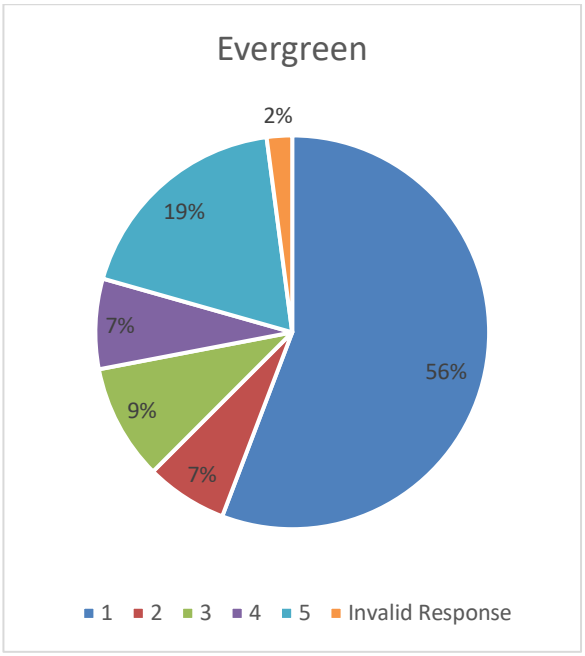
c. Helped me find information about healthcare





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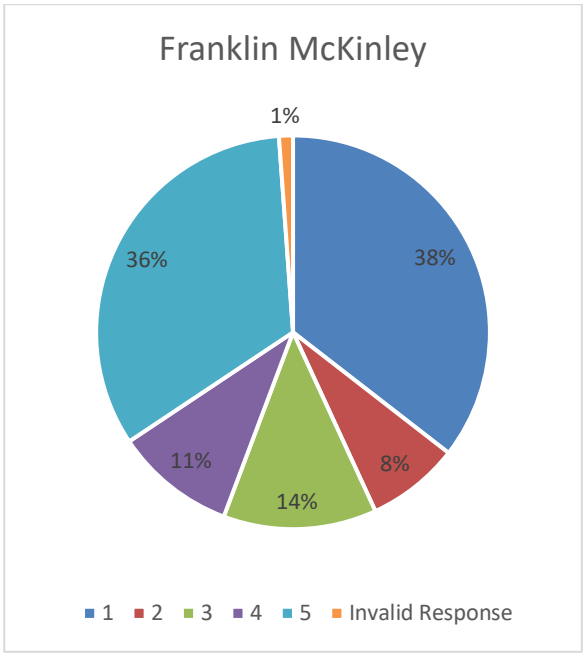
Franklin McKinley
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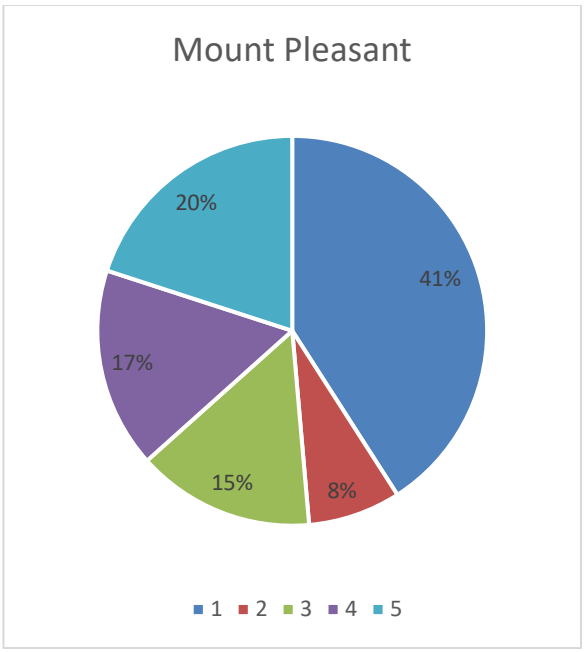
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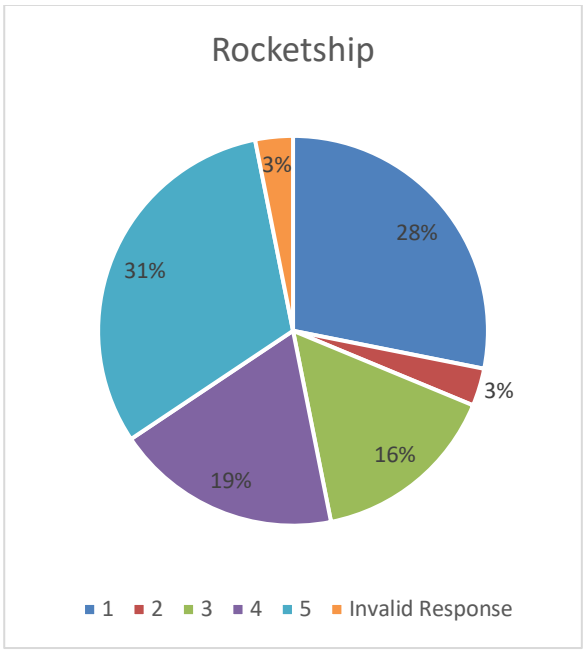
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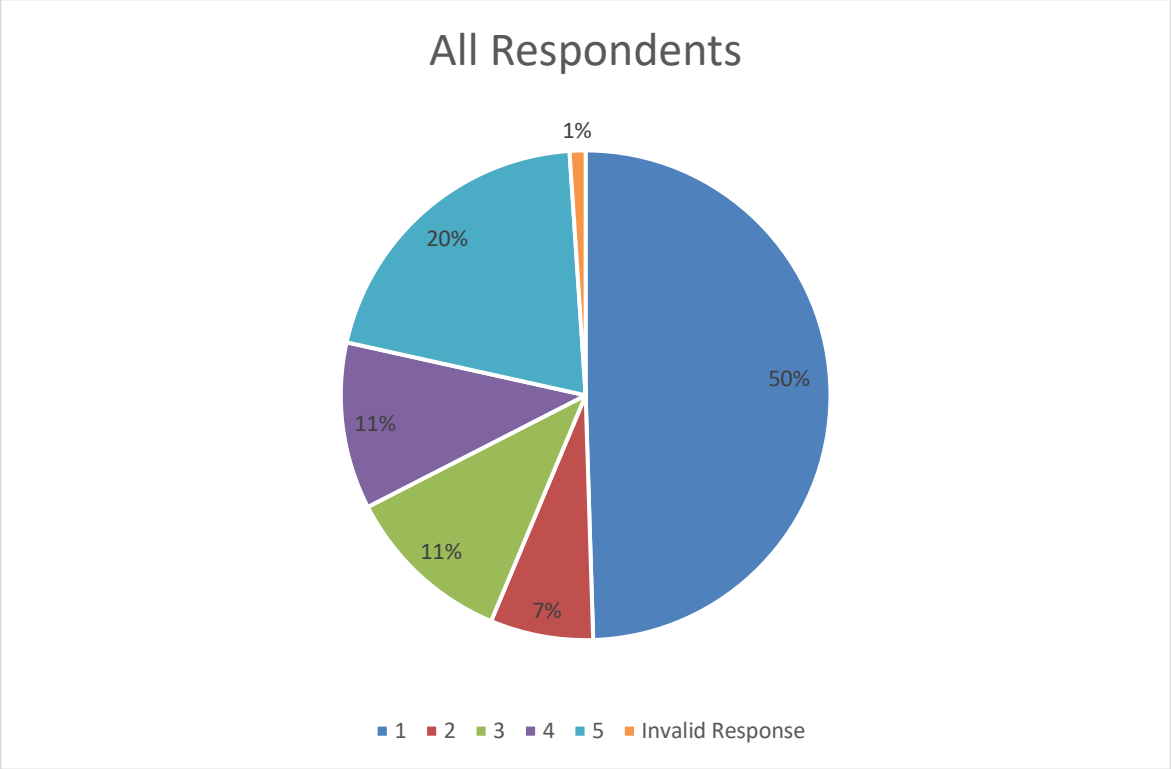
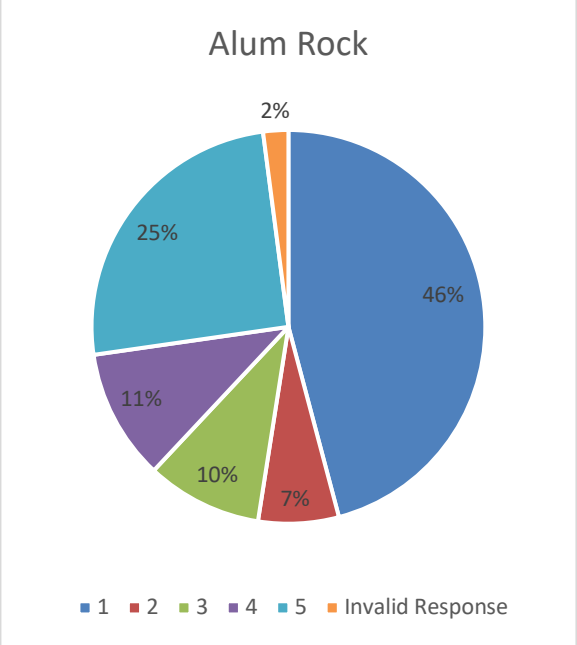
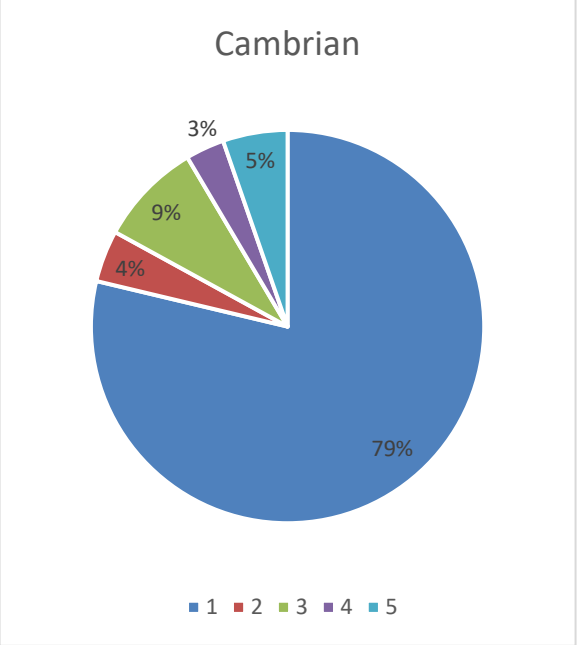
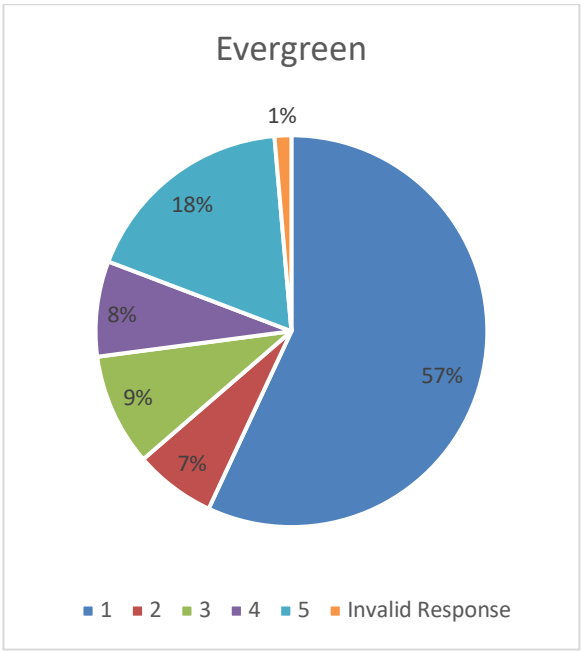
d. Helped me find information about the DMV





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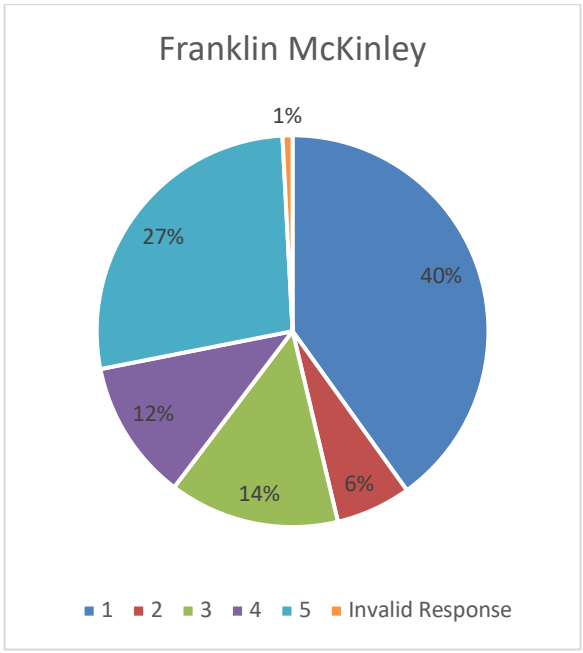
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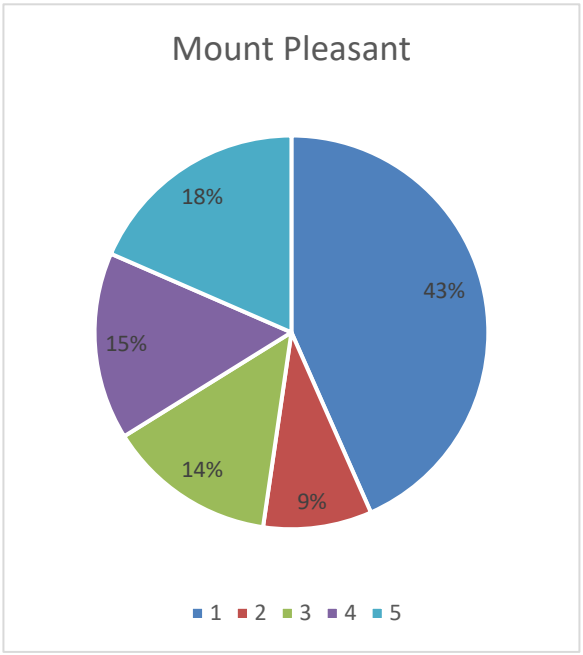
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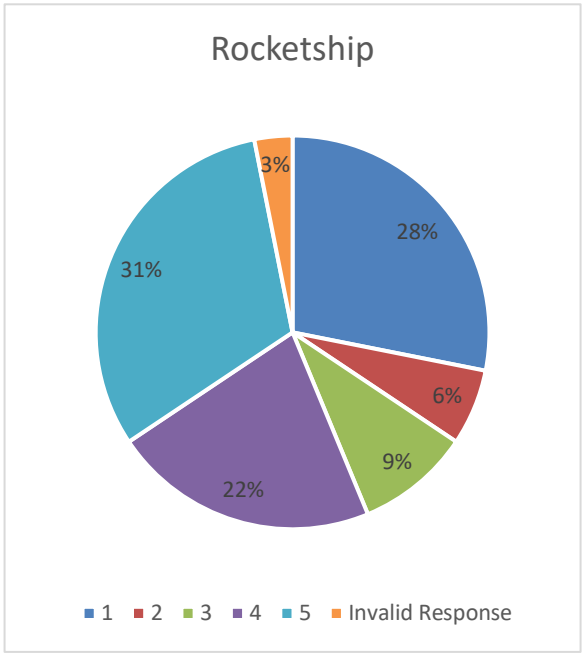
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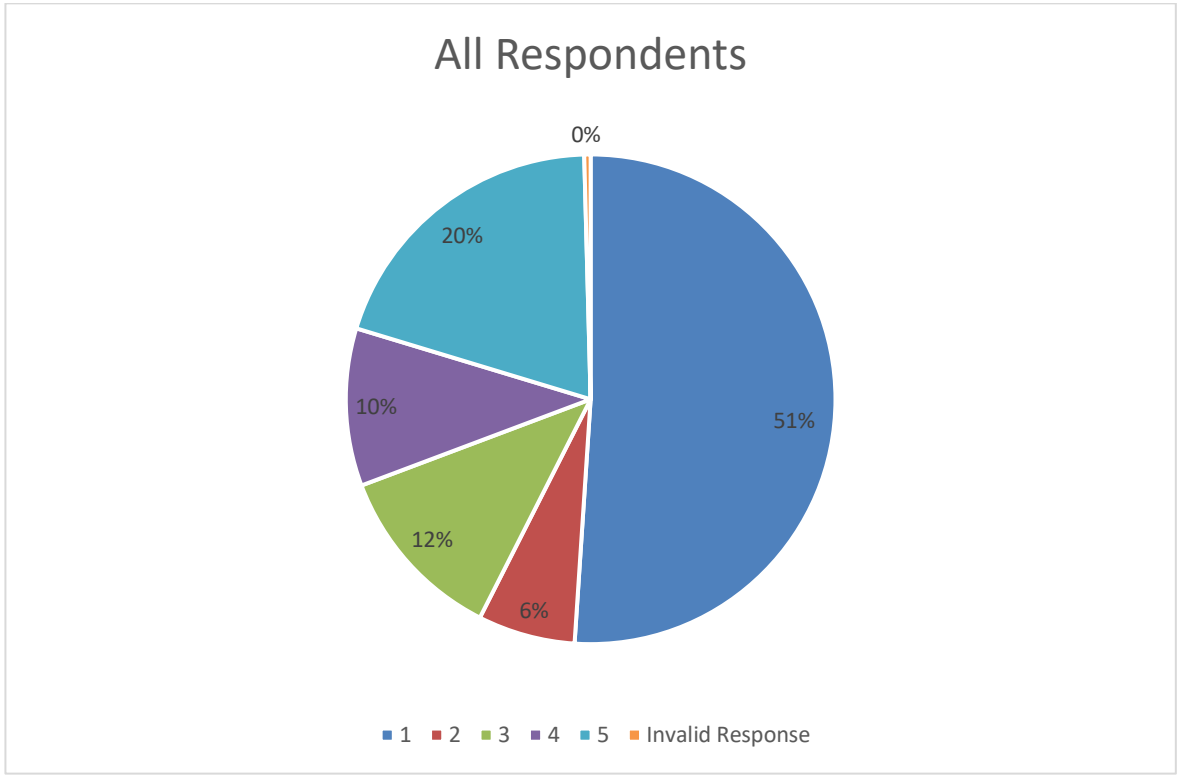
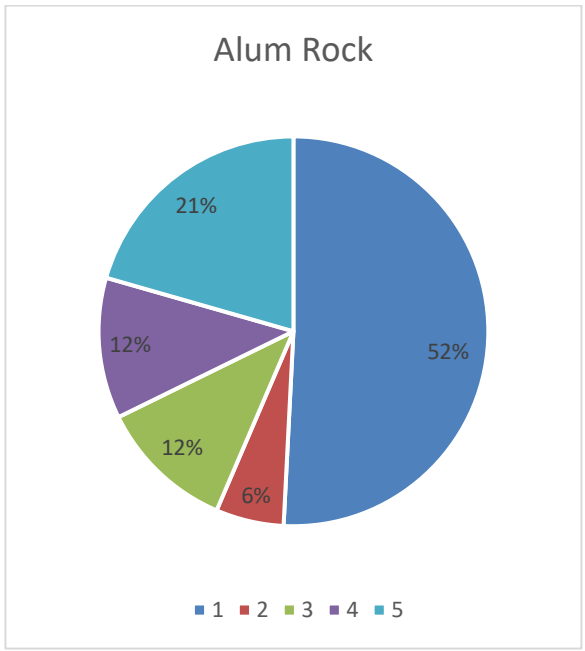
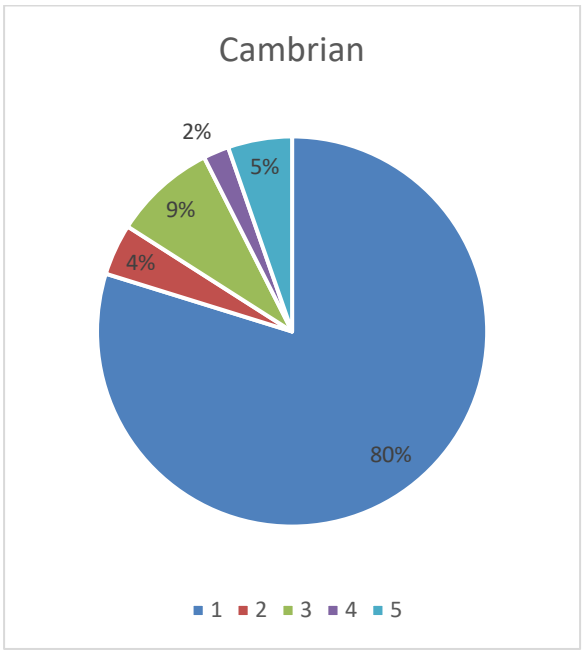
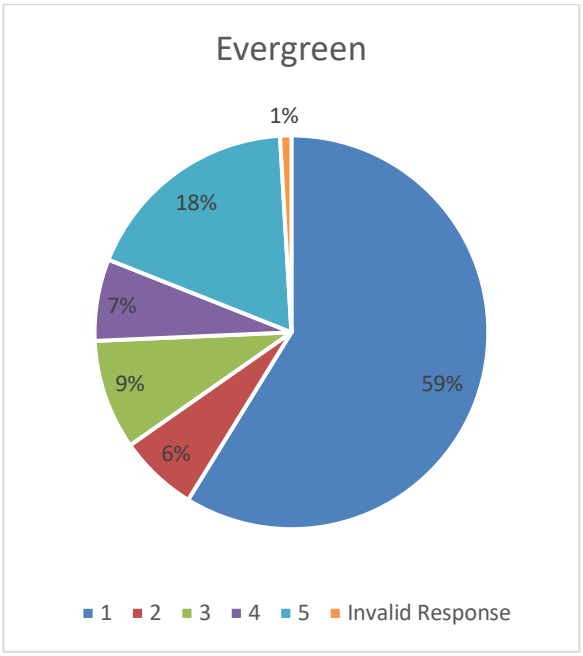
4
5
Invalid Response

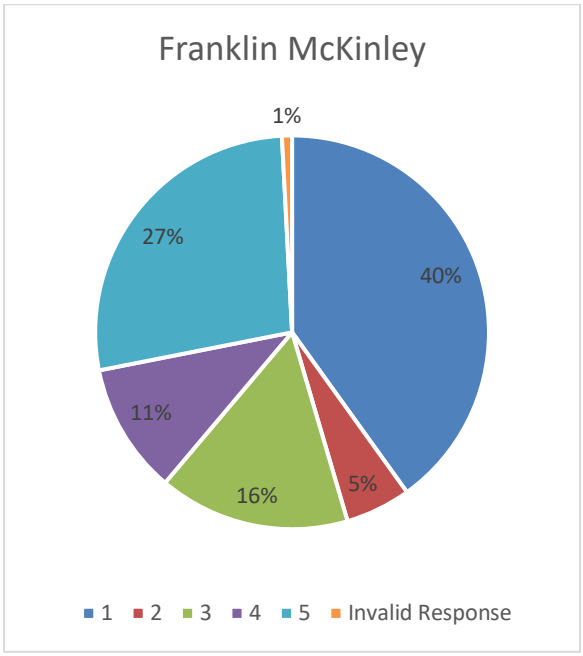
e. Helped me pay bills online

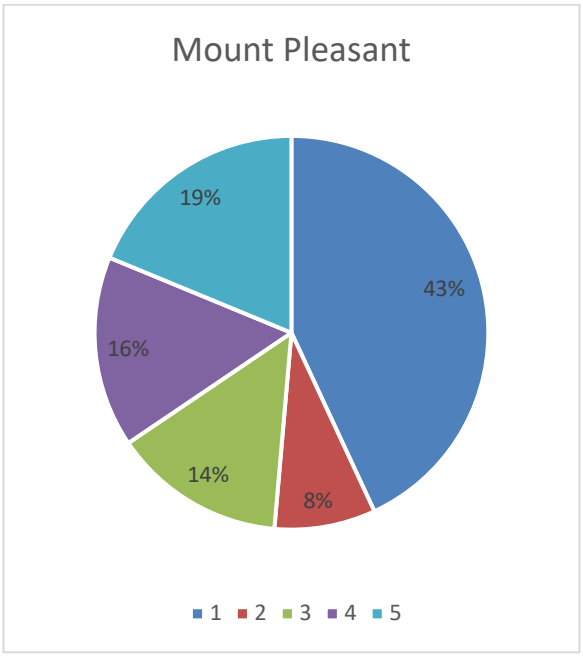


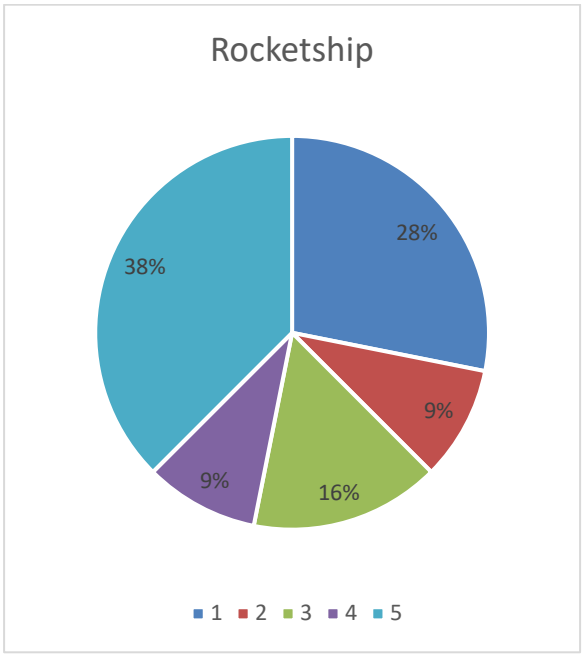





Evergreen
1%
18%
7%
9%
59%
6%
1 2 3 4 5 Invalid Response

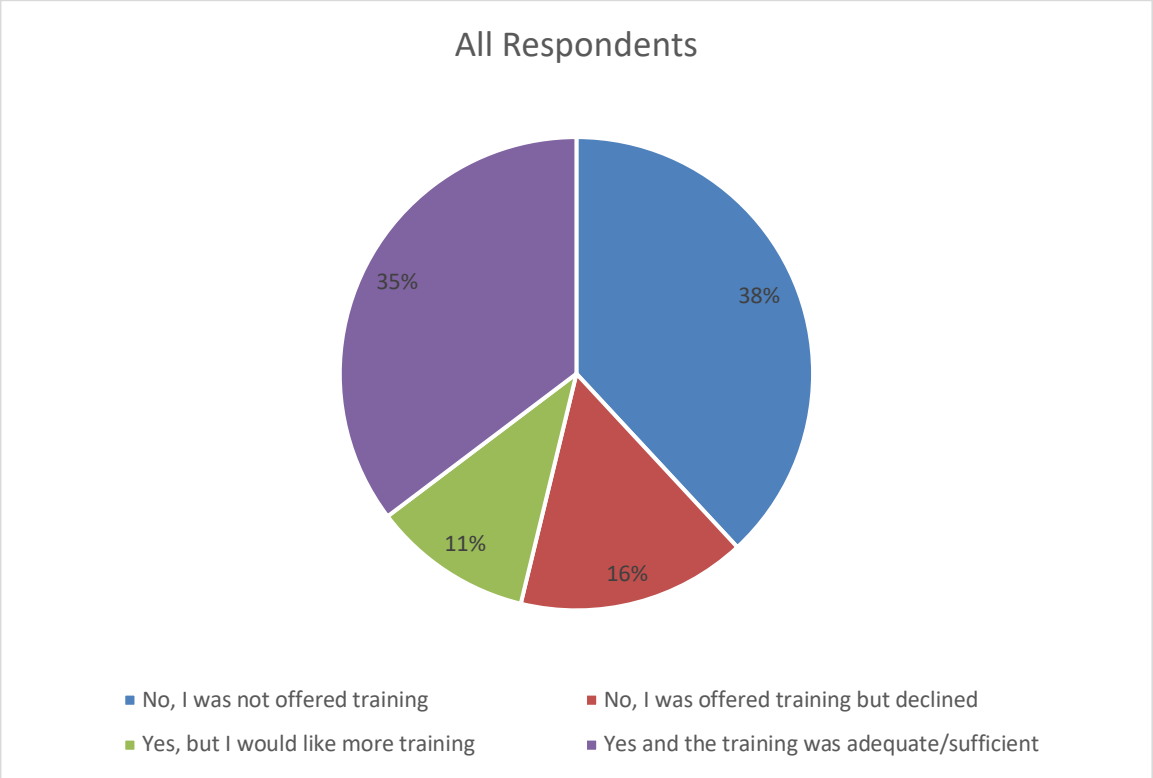

Franklin McKinley
1%
27%
40%
11%
16%
5%
1 2 3 4 5 Invalid Response

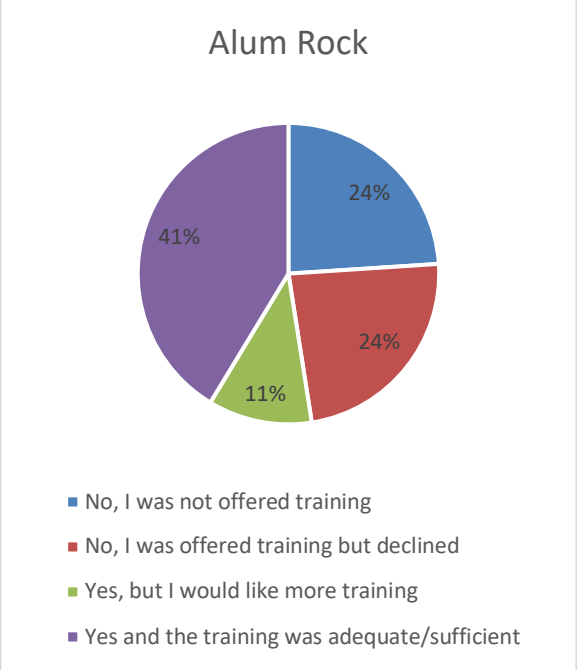

Mount Pleasant
19%
43%
16%
14%
8%
1 2 3 4 5

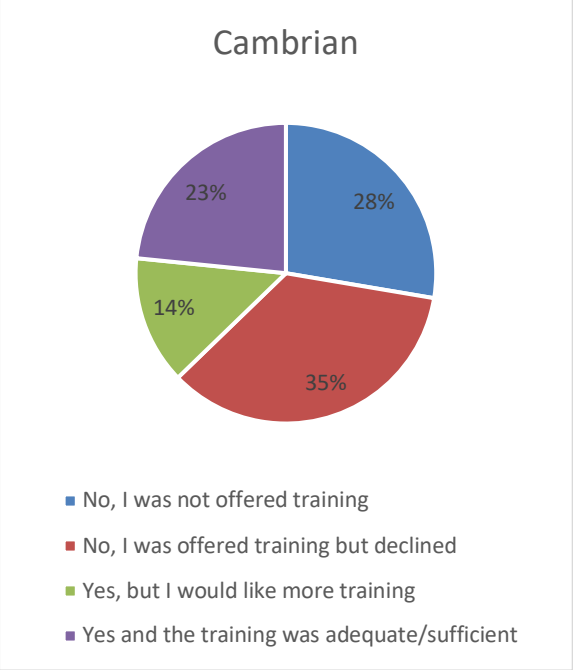

Rocketship
28%
38%
9%
9%
16%
1 2 3 4 5

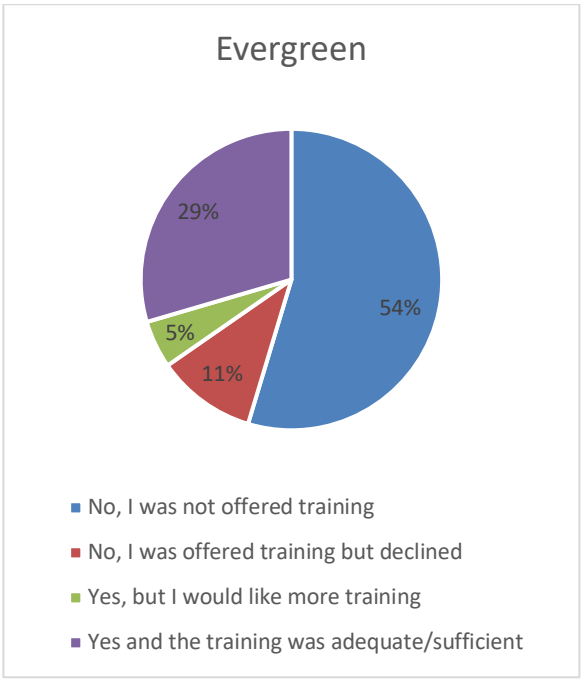
Parent Training Survey Responses

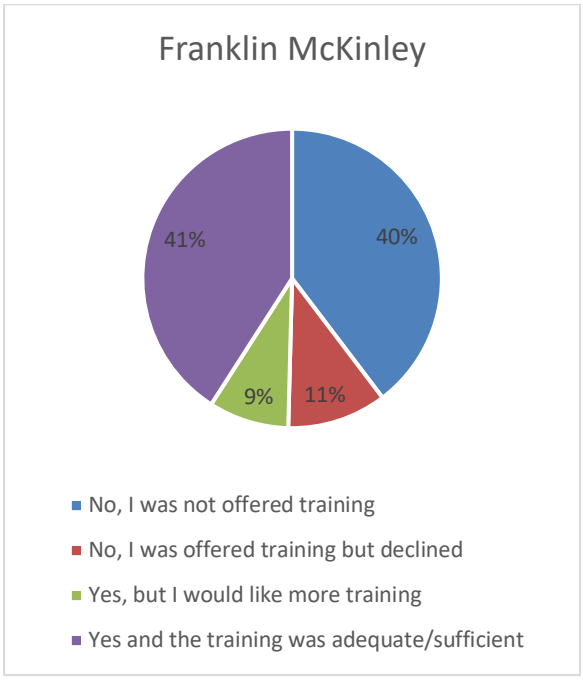
Below indicates responses to a question about parent training.

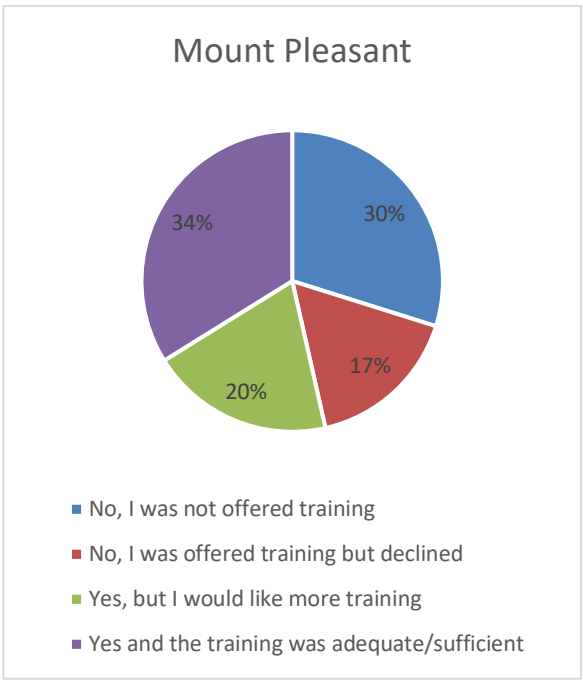


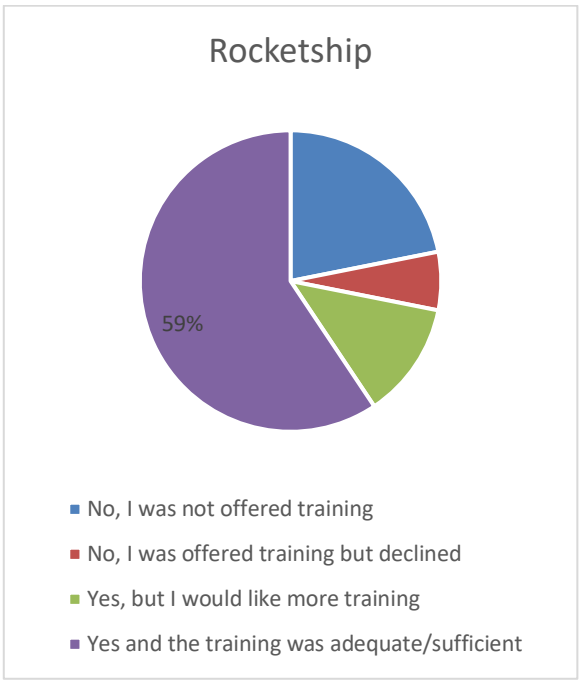












Respondents indicated if they would like further information on how to access affordable internet options and/or digital literacy training. Names and contact information will be shared with CETF.

Impact Statements

Students

A Franklin McKinley student receives her certificate for promotion at last year's drive-

The devices directly supported students in continuing to access learning which was particularly crucial during the earlier parts of the pandemic at the end of the 2019-2020 school year. As schools prepared for distance learning the following fall, they were reliant on providing a 1-to-1 student-to-device ratio so that all of their students could continue learning from home. The grant funds allocated supported LEAs to more seamlessly teach to and communicate with their students. Armed with more strategies and fresh off learning with technology at home, students were able to engage in regular learning practice and keep track of their learning in digital portfolios.

I'm thankful for the support that the school gave me and other students who did not have access to a learning device. It gave me motivation to do my work knowing that I had the privilege to have these resources.

Elizabeth Aragon, student
Franklin McKinley School District

I like the iPad drawing app because it's fun and it's fun to do my homework on a tablet.

Isabela Solis, kindergarten student
Alum Rock Union School District

I am thankful that I got a computer to learn knowing that I didn't have access to one at home. It helped me improve my work and expand my knowledge.

Jazmine Macias, student
Franklin McKinley School District

A kindergarten student in a dual immersion school uses the iPad she received as a result of the grant to complete Spanish language practice.

Families

The Chromebooks and iPads purchased with these grant funds proved to be critical in ensuring families were able to stay connected to their school communities during distance learning. Families were able to more closely communicate with teachers, and access community resources and information on COVID-19 testing and vaccination opportunities.

I am thankful to have been provided with an iPad for my child to use for TK and Kindergarten. It is very useful that it is already preloaded with all the applications she will use for classwork and homework.

Maria Solis, parent
Alum Rock Union School District

My kids and I [were] so excited for the first day of school. Thank you so much for the Chromebook. I can tell how much you love and care for the Rocketeers. We appreciate it.

My Ni Cao, parent
Rocketship Public Schools

Having my daughter use a Chromebook was amazing. I was able to check that her work was done and her grades were better.

parent, Mount Pleasant Elementary School District

Students, like Andrew above, had to quickly transition to distance learning during the pandemic. All Santa Clara County schools started the 2020-21 school year in distance learning.

Learning Community

School staffs distributed devices to students in need of connectivity as a result of shelter-in-place mandates.

The Digital Inclusion grant allowed us to close the device gap for all Rocketship students in San Jose. In a recent parent survey, 93% of families responded that they agreed that Rocketship has provided all the materials needed (including tech) for distance learning. Without this donation, over 300 Rocketeers would not have had the tech to fully participate in our distance learning curriculum. Rocketship would like to thank SCCOE and the grantor for the additional funds towards Chromebooks for our Rocketeers!

Emilie Letourneau, Manager of Personalized Learning and Enrichment
Rocketship Public Schools

I am grateful that the school gave students learning devices during the pandemic. Not every student had the resources at home. It felt good knowing that the school was supporting the students' education.

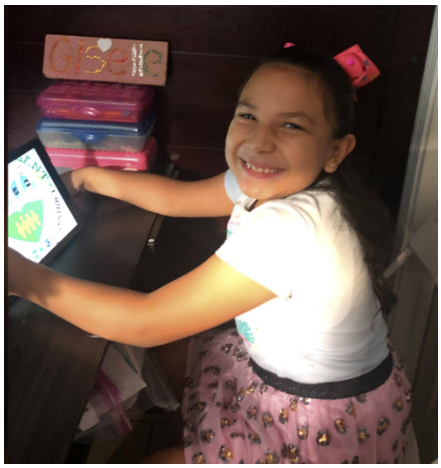
Alondra De La Cruz, staff
Franklin-McKinley School District

This donation was impactful to our community. Our students and families were able to stay engaged with and connected to their classrooms. Thank you for the support you've provided in helping us navigate this very unique and challenging time.

Juan Cruz, Superintendent

As Alum Rock worked to serve our students in the midst of a pandemic, the SJ Digital Inclusion Grant significantly supported our work to immediately provide devices, with reliable internet access, for our very youngest students.

Rene Sanchez, Assistant Superintendent of Academic Services
Alum Rock Union School District

Continued Digital Inclusion

The recipient LEA communities have successfully transitioned back to in-person learning during the 2021-2022 school year. The success of the device distribution and distance learning implementation of the previous year has led these LEAs to continue their investment of a 1:1 ratio of students to devices. This, in addition to their continued partnership with community based organizations to provide digital literacy support to families, is helping the these communities strive toward digital inclusion for all its families.