

PICKLEWEED ADVISORY COMMITTEE AGENDA

Wednesday, April 13, 2022 7:00 P.M.

Via Zoom

Watch Online (Public) Zoom Link: https://tinyurl.com/PWAC-4-13-2022

Telephone: (669)900-9128 Meeting ID: 852 1560 3702

CALL TO ORDER

Roll Call

AGENDA AMENDMENTS

MINUTES

1. Review and approve regular meeting minutes of February 2, 2022

MEETING OPEN TO THE PUBLIC

2. Public Comment from the audience regarding items not listed on the agenda. Speakers are encouraged to limit comments to 3 minutes.

MATTERS BEFORE THE COMMITTEE

If necessary to assure completion of the following items, the Chairperson may establish time limits for the presentations by individual speakers.

- 3. Summer Co-Sponsorship Application Committee Recommendations
 - A. Marin YMCA: YMCA Summer Camp @ Al Boro Community Center
 - B. Canal Alliance/Marin Football Club: Canal FC at Marin FC
- 4. Schoolyear Co-Sponsorship Application and Final Report Presentations
 - A. DrawBridge Weekly Expressive Art Groups
 - B. Tamalpais Adult School English As A Second Language Classes
 - C. Troop 2000 Scouts BSA
 - D. Marin YMCA: YMCA 2022-2023 Afterschool Program
 - E. Parent Services Project: Aprendiendo Juntos

COMMITTEE REPORTS AND COMMENTS

- Other brief reports on any meetings or community events attended by the Committee members.
 - A. Parks & Recreation Master Plan Steering Committee Update Sprague
 - B. Other Reports

STAFF COMMENTS

6. Updates and Events of Interest

NEXT REGULAR MEETING: June 1, 2022

ADJOURNMENT

Notice

Any records relating to an agenda item, received by a majority or more of the Council less than 72 hours before the meeting, shall be available for inspection online. Sign Language interpreters may be requested by calling (415) 485-3066 (voice), emailing Lindsay.lara@cityofsanrafael.org or using the California Telecommunications Relay Service by dialing "711", at least 72 hours in advance of the meeting. Copies of documents are available in accessible formats upon request. Public transportation is available through Marin Transit. Paratransit is available by calling Marin Access Paratransit at (415) 454-0964. To allow individuals with environmental illness or multiple chemical sensitivity to attend the meeting/hearing, individuals are requested to refrain from wearing scented products.



PICKLEWEED ADVISORY COMMITTEE AGENDA

Miércoles, 13 de Abril del 2022 7:00pm

Via Zoom

Ver en Linea (Publico): https://tinyurl.com/PWAC-4-13-2022

Teléfono: (669)900-9128 ID de reunión: 852 1560 3702

Llamar a Orden

Llamada de rol.

ENMIENDAS DE AGENDA

MINUTOS

1. Revisar y aprobar los minutos de la reunion ordinara de 2 de Febrero, 2022

REUNIÓN ABIERTA AL PÚBLICO

2. Comentarios público de la audiencia sobre los temas que no estan incluidos en la agenda. Se anima a los oradores a limitar los comentarios a 3 minutos.

ASUNTOS ANTE EL COMITÉ

Si es necesario para asegurar que se completen los siguientes puntos, el encargado puede establecer límites de tiempo para las presentaciones de cada comentaristas individuales.

- 3. Recomendaciones del Comité de Solicitud de Co-Patrocinio de Verano.
 - A. YMCA de Marin: Campamento de Verano de YMCA @ Albert J Boro Centro Comunitario
 - B. Canal Alliance/ Marin Football Club: Canal FC at Marin FC
- 4. Solicitud de co-patrocinio del año escolar y presentaciones del informe final
 - A. Grupos semanales de arte expresivo de DrawBridge
 - B. Tamalpais Adult School Clases de inglés como segundo idioma
 - C. Troop 2000 Scouts BSA
 - D. Marin YMCA -YMCA 2022-2023 programa escolar después de escuela
 - E. Parent Services Project -Aprendiendo Juntos

REPORTES Y COMENTARIOS DEL COMITÉ

- 5. Otros informes breves sobre las reuniones o eventos comunitarios a los que haiga asistido los miembros del Comité.
 - A. Actualización del Comité Directivo del Plan Maestro de Parques y Recreación Sprague
 - B. Otros reportes

COMENTARIOS DEL PERSONAL

6. Actualizaciones y Eventos de interés

PRÓXIMA REUNIÓN: 1 de Junio,2022

APLAZAMIENTO

<u>Aviso</u>

Cualquier registro relacionado con un tema de la agenda, recibido por una mayoría o más del Consejo menos de 72 horas antes de la reunión, estará disponible para su inspección en línea. Se pueden solicitar intérpretes de lenguaje de señas llamando al (415) 485-3066 (voz), enviando un correo electrónico a Lindsay.lara @cityofsanrafael.org o utilizando el Servicio de retransmisión de telecomunicaciones de California marcando "711", al menos 72 horas antes de la reunión. Las copias de los documentos están disponibles en formatos accesibles a pedido. El transporte público está disponible a través de Marin Transit. Paratransit está disponible llamando a Marin Access Paratransit al (415) 454-0964. Para permitir que las personas con enfermedades ambientales o sensibilidad química múltiple asistan a la reunión / audiencia, se solicita a las personas que se abstengan de usar productos con aroma.



PICKLEWEED ADVISORY COMMITTEE

February 2, 2022 – 7:00 p.m.

DRAFT MINUTES

Watch on Zoom:

https://tinyurl.com/PWAC-2-2-2022

Telephone: (669) 900-9128 Meeting ID: 852 1560 3702

CALL TO ORDER

Chair Mason called the meeting to order at 7:04 p.m.

ROLL CALL

Present: Chair Mason

Member Hau-Gutierrez

Member Palacios Member Sprague Member Vasquez Member Yost

Alternate Member Ceballos

Park & Recreation Commission Representative Gutierrez (left at 8:06 p.m)

Absent: Member Avalos

Member Tanchez

Also Present: Catherine Quffa, Assistant Library & Recreation Director

Becky Ordin, Senior Administrative Assistant

Torrey Kelly, Marin YMCA Kelsey Roderer, Marin YMCA Ryan Robinett, Marin FC Omar Carrera, Canal Alliance

AGENDA AMENDMENTS

None

MINUTES

1. Approve regular meeting minutes of October 6, 2021

Member Sprague moved and Member Palacios seconded, to approve the incomplete meetings minutes of October 6, 2021.

AYES: Members: Palacios, Sprague, Vasquez, Yost, Ceballos

NOES: Members: None

ABSENT: Members: Avalos, Tanchez

ABSTAINED: Members: None

Minutes approved as submitted.

MEETING OPEN TO THE PUBLIC

2. Public Comment from the audience regarding items not listed on the agenda None.

MATTERS BEFORE THE COMMITTEE

If necessary, to assure completion of the following items, the Chairperson may establish time limits for the presentations by individual speakers.

3. Co-Sponsorship Applications and Final Reports

A. Marin YMCA: YMCA Summer Camp @ Al Boro Community Center

Chair Mason presented the background of past summer camp programs.

Kelsea Roderer and Torrey Kelly presented an overview of the Marin YMCA Summer Camp to support their application.

Staff and applicant responded to questions from Members.

B. Canal Alliance/Marin Football Club: Canal FC at Marin FC

Chair Mason presented the background of the Canal Mini Soccer League for youth under 12 years of age and explained the void for Canal children above 12 to advance their skills and play competitively within their community.

Omar Carrera from Canal Alliance, and Ryan Robinett from Marin FC presented an overview of the Marin Football Club program to support their application.

Staff and applicant responded to questions from Members.

4. Review of Marin YMCA Afterschool Program Application – Informational Only

Chair Mason presented the staff approved application request for the Marin YMCA Afterschool Program.

Staff responded to questions from Members.

5. Review of Thank You Letter – Informational Only

Chair Mason asked for comments regarding the thank you letter from the community leaders in Voces del Canal.

Members shared their comments.

COMMITTEE REPORTS AND COMMENTS

6. Other brief reports on any meetings, conferences, and/or seminars attended by the Commission members.

Member Sprague commented that she and her family were glad to see the Pickleweed Library open again on Saturdays and have increased their hours.

Member Yost attended the annual Board and Commission Holiday Party.

Member Ceballos commented that it is a great opportunity to be a part of the meeting and the opportunities that are arising as we return to normalcy.

STAFF COMMENTS

7. Events of Interest

Chair Mason commented on the success of the Día de los Muertos event. The Organizing Committee received a lot of positive feedback.

He shared that Jennifer Godinez, the afternoon Clerical Aide, received a full-time benefited position at another organization. Her last day was January 14th. They are hoping to be recruiting soon to fill the vacant position.

Regarding the Community Center, there have been multiple facility leaks, and there has been a shift in priorities to address the roof and Heating Ventilation and Air Conditioning problems which are contributing to the leaks. The Facility Maintenance crew was already able to identify and repair one of the major leaks in the Center.

We did not receive the Prop 68 grant, however, upon direction from the Mayor and City Manager, Catherine has been applying for another State grant and the City has identified funding to potentially use to convert the soccer fields to synthetic turf pending the outcome of the other grant.

A representative of Canalart.org has been in contact with staff and want to expand their projects to the community center. The City is currently drafting a Public Art Policy that would provide guidelines for groups and individuals wanting to donate or create art for public space. Previously, staff and public input had identified the back of the restrooms in the picnic area as

a possible area for a mural. The art hanging rails inside the center hallways is also another area that could be expanded with the potential of rotating art exhibits to spotlight a variety of local artists and groups. The other area, although not in City jurisdiction, are two transformers near the parking lot that often get tagged and might be ideal for an art project.

Staff has been working with the County and sponsored a Mobile Vaccine site in December and have been discussing additional dates.

Staff is also working with Marin Sanitary on an annual Christmas tree drop in the parking lot in January.

Program updates include the following:

Canal Karate is doing well. Gym rentals with CYO Basketball games on Saturday mornings and various volleyball rentals. Still no Open Gym sports.

Recently there has been interest for party rentals later in the year such as August.

Senior Grab and Go Meals in partnership with the County.

Still hosting the SF/Marin Food Bank distribution on Tuesday mornings.

Currently holding a vote for Movie in the Park on Center's Facebook site this week. The movie will be shown in Spanish on Friday, September 23rd.

Bridge tried but decided not to come back at all this year, unless somehow interest resumes.

Drawbridge cancelled for the month will return on Valentine's Day.

CYFC Canal Arts to resume February 12 with Valentine art program.

The long running Saturday morning dance program rental is going to do a test date in March, two years after stopping due to COVID, to see if there is interest in returning.

Staff accepted comments and responded to questions from Members.

ADJOURNMENT

Chair Mason adjourned the meeting at 8:27 p.m.

BECKY ORDIN, Senior Administrative Assistan	t
APPROVED THISDAY OF, 20	21

SUSAN ANDRADE-WAX, Library & Recreation Director



PICKLEWEED ADVISORY COMMITTEE AGENDA REPORT

April 13, 2022 Item # 3.A.

TITLE: YMCA Summer Camp @ Al Boro Community Center Co-Sponsorship Recommendation

RECOMMENDATION

Staff recommends that the Pickleweed Advisory Committee consider granting the YMCA a fee reduction or waiver for use of the rooms necessary to conduct a summer camp program for Canal children at the Albert J. Boro Community Center and Pickleweed Park, Monday through Friday, June 16 to July 29, 2022, with permission for staff to grant additional space on a day-to-day basis, depending on availability.

BACKGROUND

At their February 2, 2022 regular meeting, the Pickleweed Advisory Committee received an application and presentation from the YMCA requesting full co-sponsorship of rental fees for their proposed YMCA Summer Camp @ Al Boro Community Center program.

The YMCA program, which is supported by San Rafael City Schools, plans to serve over 75 school identified/referred/ELL/low-income students with a safe program that will provide academic, social and emotional development, all free of charge to the participants.

The application requests use of many of the Center's rooms and amenities. As was done in the past with both the Catholic Charities Kids Club program and previous YMCA programs, in order to accommodate other programming in the facility, staff recommends granting the YMCA enough rooms for them to successfully base daily activities. Should the Committee agree, additional rooms could then be granted on a daily, space available basis. Generally, the activity fits well in the Center's schedule and is very much needed in the community.

DISCUSSION

As the Pickleweed Advisory Committee has had time to review the co-sponsorship application, a recommendation is needed to grant a fee reduction (25%, 50%, 75%, or other), grant a full fee-waiver, reject the application and ask applicant to resubmit with additional information, or reject the co-sponsorship application all together. Members must also consider the Committee's annual total allocation of \$140,000 in fees that can be waived. Should the Advisory Committee approve co-sponsorship, their recommendation should consider supporting staff's recommendation of granting the rooms necessary to conduct a summer camp with permission for staff to provide additional space on a day-to-day basis, depending on availability.

FISCAL IMPACT

The non-profit value of a full co-sponsorship totals \$23,560.00 while still retaining space for other programs. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested renting the facility at that time.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:

Steve Mason

Senior Recreation Supervisor

Attachments:

1. YMCA Summer 2022 Co-Sponsorship Application Packet



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

Section I-About the Applicant Agency Date Submitted: 01/10/2022 Revision Dates (if applicable) Title of Program: _____YMCA Summer Camp @ Al Boro Community Center Co-sponsoring agency or individual: Marin YMCA Address: Telephone: Ext. _____ Email: Website: Non-Profit 501c3 Number: Principal contacts: **Torrey Kelly** Phone: Email: Is this a first time program at Pickleweed? Nο If no, start date of original program: Winter 2020 Al Boro Community Center Location:

Most recently approved final report must be attached.

Section II-About the Program

General Statement about the Program. Provide a background statement or statement of the problem that describes the challenges, behaviors or issues you hope to resolve or improve

In partnership with San Rafael City Schools and the City of San Rafael, the YMCA hopes to continue to serve the families of the Canal with summer programming. Overall, we hope to serve 75+ school identified/referred/ELL/low income students in a safe and inclusive program at Al Boro Community Center to support academic and social emotional development of San Rafael/Canal youth.

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Proposed Start Date:
Number participants estimated: 60 Maximum number estimated: 80
Target age group: K-5th grade
Requested Rooms: Classroom #1,2,3 Community Room Computer Lab Kitchen Gymnasium Playing Field # Picnic Area
Days and Times Requested:
Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday Time: 8:00am-5:30pm
Fee Reduction Request □ 25% □ 50% □ 75% ■ 100%
OFFICE USE ONLY: Monetary value of fee waiver request: \$ 23,560.00
Will there be a charge to participants? Yes NoX If so, what will the fee be? N/A How will the proceeds be used? N/A
Describe your community outreach plan and how you will advertise:
SRCS principals/community liaisons will be directly identifying and referring students to this program. YMCA will help them enroll and communicate program logistics directly with families. The YMCA website will advertise this as one of our locations so there is awareness of the program even though enrollment is done on a school referral basis only.
In what languages will your marketing materials be distributed?
■ English ■ Spanish □ Vietnamese □ Other

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Section III Outcomes and Measurements

List your expected outcome(s) for this program, and how you will measure your progress/success in meeting each outcome. Refer to the applicant guidelines for samples of outcome and measurement statements. Each outcome statement and measurement should be individually numbered.

Outcom	e Sta	tement
Culculi	c ola	torrorr.

As a direct result of their participation in our program, students will feel a sense of belonging, physical and emotional safety, academic support, and enrichment. These outcomes are made measurable through various means of impact surveys listed below.

Measurement for Outcome

- 1. YMCA surveys both parents and students on their YMCA program experience.
- 2. High attendance and engagement rates as evidenced by daily attendance.
- 3. As appropriate, SRCS will assess children via their usual means of academic/SEL assessment.

Measurements:

How do you plan to track attendance? Attach a copy of your form.

Manual sign in and out sheet attendance sheets are used to track overall attendance, overall attendance trends to be shared with the district- schedule to be determined.

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What evaluation or survey forms will you use for client	satisfaction? Attach cop	oy.
YMCA of San Francisco Youth and Parent surve	ys	
,		
What other forms or measurement tools will you use?	Attach copy.	`
Youth and Parent surveys attached		
Section IV Faculty/Leaders		
Names, titles and contact information for key faculty/lea	aders other than listed in	Section I
Stephanie Kloos, SRCS	- Forma	
Erin Clark, VP of Operations, YMCA of San Fran	CISCO	
0 - 4:		
Section Partners and Support		
List partners and any cash or in-kind support for this propotential payment of user fees to the Albert J. Boro Cor		ned guidelines regarding
Davida a va	Dellas Assessed	Datail In Kind
Partners San Rafael City School District	Dollar Amount	Detail In-Kind
Can Nalael City School District	week summer	Covers direct operating and staffing costs for
	camp program	summer program

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Attach a program budget.

Section VI Attachments

List all attachments submitted with this application
YMCA of San Francisco Core and Holistic Health surveys(Attachment pg. 1 and 2)

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ALBERT J. BORO COMMUNITY CENTER FINAL PROGRAM REPORT FOR CO-SPONSORED PROGRAMS

(Use as many pages as necessary to address the required elements. Please number each one.)

Program Name:
YMCA Summer Camp @ Al Boro Community Center
953 F564 1997
Depart prepared by:
Report prepared by:
Name Kelsey Roderer Title Senior Director of Camp Programs
Name mue
Data autorities d. 01/20/2021
Date submitted:
Data manager assemble 4. 07/30/2021
Date program completed: 07/30/2021
Have many total poople were corred? 65
How many total people were served?
A Outcomes List and wombound subseme from value and institute and describe value access in months
A. Outcomes: List each numbered outcome from your application and describe your success in meeting
each outcome.
Children will be engaged in the Summer Camp Program
a. Youth created meaningful connections with each other and with the staff, which we saw
reflected in a high retention rate of youth week over week.
2. Children will feel a sense of belonging and identify with the program.
 a. Youth in this program were able to make connections with other youth in the Canal community
that attend different schools across SRCS. For example, by early July, a group of the 5th grade
students were meeting up on the weekends to spend time together outside of camp.
3. Children will receive a fun, safe, and enriching Summer Camp Program
 The youth that attended the summer program at Al Boro Community Center created strong
connections with the staff, the other youth in program, and had the opportunity to participate in
a wide variety of activities.

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- B. Measurements: Describe the measurements and evaluation strategies you used for each outcome, and provide a summary or actual data analysis. Attach relevant documents for each outcome and measurement strategy.
- 1. Children will be engaged in the Summer Camp Program
 - Upon attendance analysis, Attendance at YMCA camp was above 80% for youth that attended for at least one day of programming.
- 2. Children will feel a sense of belonging and identify with the program.
 - a. Historically, we have used Program Quality Assessment as a measure of program fidelity, which is an internal assessment of Safe and Supportive Environments and Students Interaction and Engagement. Due to staffing shortages, we were unable to administer this assessment for Summer 2021.
- 3. Children will receive a fun, safe, and enriching Summer Camp Program
 - a. Historically, we have used Program Quality Assessment as a measure of program fidelity, which is an internal assessment of Safe and Supportive Environments and Students Interaction and Engagement. Due to staffing shortages, we were unable to administer this assessment for Summer 2021.
- C. Success: If you did not succeed in meeting your objectives, tell us why you think that happened, and what strategies you employed to change the situation, or are planning to change in the future.
- 1. Children will be engaged in the Summer Camp Program
 - a. While our engagement was high with youth who made it to program, we had individuals who were registered for the program who were never in attendance. For Summer 2022, the YMCA has a plan in place to regularly meet with SRCS representatives to replace these youth with other identified youth. Additionally, if youth are not regularly in attendance in alignment with the summer camp attendance policy (at least 3-4 times a week), there will be communication with families to ensure that the YMCA is maximizing impact in the community.
- Children will feel a sense of belonging and identify with the program.
 - a. For this summer, we will be using the attached Youth and Adult Survey, which we hope will better capture the sense of belonging that the youth of the program experience. It will be distributed in both paper and online formats in both English and Spanish.
- 3. Children will receive a fun, safe, and enriching Summer Camp Program
 - a. For this summer, we will be using the attached Youth and Adult Survey, which we hope will better capture the sense of belonging that the youth of the program experience. It will be distributed in both paper and online formats in both English and Spanish.
- D. Summary: Briefly describe your overall satisfaction with your program and your reasoning, what highlights you would like to bring to the Board's attention, and any general comments about your program.

Overall, the YMCA saw high student, parent, and staff satisfaction with the summer camp program at Al Boro during Summer 2021.

During Summer 2022, we are excited to continue to grow our impact in the Canal community. We are excited to bring all of the fun of summer camp, and continue to weave socio-emotional learning and skill building into our camp curriculum.

If and as COVID-related restrictions decrease during the summer, we are hoping to be able to introduce weekly off site field trips, to allow youth the opportunity to explore Marin county and the Bay Area.

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YMCA of San Francisco Youth Survey - Holistic Health 3rd-5th Grade



Directions: In order to improve our program, we are very interested in knowing your opinions. This survey is not a test. There are no wrong answers. Mark your answers by filling in the bubbles.

	Completely True		ostly rue		mewhat True	,	Little True		ot at All True
Because of this program, I am better at handling whatever comes my way.	0		0		0		0		0
Because of this program, I understand my feelings more.	0		0		0		0		0
Because of this program, I avoid things that are dangerous or unhealthy.	0		0		0		0		0
		ry Much True	Pr	etty Mu True	ch	A Lit Tru			at All
4. I try to understand how other people feel and think.		0	********	0		0		()
5. I think before I act.		0		0		0		(0
6. I can deal with being told no.		0		0		0		(0
7. Overall, I expect more good things to happen to me than bad things.)	0		0		C		(0
On how many of the past 7 days did you		0	1	Plaz 2	se selec	t only or	ne 5	6	7
 exercise or do physical activity for at least 20 minutes made you sweat and breathe hard? (For example, baske soccer, running, swimming laps, fast bicycling, fast dancing similar aerobic activities). 	tball,	0	0	0	0	0	0	0	0
9eat fruit? (Do not count fruit juice).		0	0	0	0	0	0	0	0
10eat vegetables? (Include salad and nonfried potatoes)	i.	0	0	0	0	0	0	0	0

Continue on next page



Are you...? (check all that apply) Are you...? 0 African American/Black 0 Hispanic 0 Male 0 Female 0 0 0 Transgender Non-binary Alaskan Native Native American I prefer to identify 0 0 0 0 I prefer not to state Asian/Pacific Islander Other in a different way 0 0 Unspecified Caucasian/White What is your birth date? January February March April May June July August September October November December 0 0 0 0 0 0 0 0 0 0 0 0 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 2007 2009 2010 2011 2012 2013 2014 2015 2006 2008 0 0 0 0 0 0 0 0 0

Thank you for your time!
Please give this survey back to program staff when you are finished.





YMCA of San Francisco Youth Core Survey 3rd-5th Grade



Directions: In order to improve our program, we are very interested in knowing your opinions. This survey is not a test. There are no wrong answers. Mark your answers by filling in the bubbles.

		Always	Most of the Time	Some of the Time	Never
1. I feel safe here.		0	0	0	0
2. I feel like I belong in this program.		0	0	0	0
3. I feel respected by other youth here.		0	0	0	0
4. In this program, I lead activities or groups.		0	0	0	0
5. I get to help other students in this program.		0	0	0	0
6. I get to choose what I am going to do here.		0	0	0	0
7. I help decide things like activities or rules.		0	0	0	0
8. I feel like my ideas count here.		0	0	0	0
9. In this program, I try new things.		0	0	0	0
10. At this program, I am challenged in a good way.		0	0	0	0
	Completely True	Mostly True	Somewhat True	A Little True	Not At Ali True
11. In this program, I learned to listen better.					
11. In this program, I learned to listen better.12. In this program, I learned to stand up for what I believe in.	True	True	True	True	True
	True	True O	True	True	True
12. In this program, I learned to stand up for what I believe in.13. There is at least one adult at this program who really cares	O	O O	O O	O O	O O
12. In this program, I learned to stand up for what I believe in.13. There is at least one adult at this program who really cares about me.	O O	O O	O O O	O O	O O
12. In this program, I learned to stand up for what I believe in.13. There is at least one adult at this program who really cares about me.14. The adults in this program expect me to try hard to do my best.	O O	O O O	O O O	O O O	O O O
 12. In this program, I learned to stand up for what I believe in. 13. There is at least one adult at this program who really cares about me. 14. The adults in this program expect me to try hard to do my best. 15. I have at least one good friend in this program. 	O O O	O O O O	O O O	O O O	O O O
 12. In this program, I learned to stand up for what I believe in. 13. There is at least one adult at this program who really cares about me. 14. The adults in this program expect me to try hard to do my best. 15. I have at least one good friend in this program. 16. When I'm in this program, I feel good about myself. 	O O O O	O O O O	O O O O	O O O O	O O O O
 12. In this program, I learned to stand up for what I believe in. 13. There is at least one adult at this program who really cares about me. 14. The adults in this program expect me to try hard to do my best. 15. I have at least one good friend in this program. 16. When I'm in this program, I feel good about myself. 17. In this program, I learned to do something new. 	O O O O O	O O O O O	O O O O O	O O O O O	O O O O O



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Thank you for your time!
Please give this survey back to program staff when you are finished.



Summer program	Per 6 week session, a	ssuming camp 9 h	our/day operation						
Summer program	Payrate	Hours	Subtotal	FICA	WC	UE	Benefits	Total	weeks
Staff #1	\$20.00	40	\$800.00	\$61.20	\$18.00	\$16.00		\$895.20	
Staff #2	\$20.00	40	\$800.00	\$61.20	\$18.00	\$16.00		\$895.20	
Staff #3	\$20.00	40	\$800.00	\$61.20	\$18.00	\$16.00		\$895.20	
Staff #4	\$20.00	40	\$800.00	\$61.20	\$18.00	\$16.00		\$895.20	
Staff #5	\$20.00	40	\$800.00	\$61.20	\$18.00	\$16.00		\$895.20	
Staff #6	\$20.00	40	\$800.00	\$61.20	\$18.00	\$16.00		\$895.20	
Site Director	\$35.00	40	\$1,400.00	\$107.10	\$31.50	\$28.00	\$700.00	\$1,566.60	
Site Coordinator	\$26.00	40	\$1,040.00	\$79.56	\$23.40	\$20.80	\$700.00	\$1,163.76	
Executive Supervision/S	upport							\$555.00	
							\$1,400.00	\$8,656.56	(
Expense	6 week summer sessi	#	Per Youth			-			-
Staffing	\$53,339.36	75	\$711.19						
Supplies	\$15,000.00	75	\$200.00						
Admin	\$15,034.66	75	\$200.46						
i e e e e e e e e e e e e e e e e e e e		i e		1					

\$1,111.65

TOTAL

\$83,374.02



PICKLEWEED ADVISORY COMMITTEE AGENDA REPORT

April 13, 2022 Item # 3.B.

TITLE: Canal FC at Marin FC Co-Sponsorship Recommendation

RECOMMENDATION

Staff recommends that the Pickleweed Advisory Committee consider granting Canal FC at Marin FC a fee reduction or waiver for use of the Pickleweed Park Soccer Fields on Tuesdays, Thursdays and Saturdays from August 1, 2022 to November 27, 2022.

BACKGROUND

At the February 2, 2022 regular meeting, the Pickleweed Advisory Committee received an application and presentation from Marin FC and Canal Alliance representatives who are partnering to provide instruction and competitive team soccer play in the Canal and are requesting full co-sponsorship of rental fees for Pickleweed Soccer Fields for their program.

The application requests use both of Pickleweed Park's Soccer Fields on Tuesday, Thursdays and Saturdays from August 1 to November 27,2022. Addressing Committee concerns regarding other field users, specifically San Rafael Soccer, the Center recently received a rental application from longtime renter, San Rafael Soccer, requesting use of Soccer Field #2 from 8:30 am to 2:30 pm on Saturdays from August 27 to October 29 and Monday through Fridays from 4:00 pm to 7:30 pm August 1 to November 4. The revenue from San Rafael Soccer, beyond program value, would total \$6,030. Marin FC, who has also historically rented the other soccer field and is partnering in this Canal FC proposal, cancelled their reservations in 2021 and did not utilize the Pickleweed Soccer Fields. It should be noted that on September 3, 2021, all regular users of the Pickleweed Fields, including the scheduler for San Rafael Soccer, were made aware of a new City policy giving users the opportunity to receive priority use by submitting their application for the 2022 season between September 1, 2021 and October 31, 2021. Out of all our users, we only received one application and that was from one of our

regular Sunday adult leagues. As the Field Policy states, organizations can still apply past the application deadline and be awarded use on a space available basis.

The Marin FC applicant has been made aware that there is the slight possibility that the soccer fields may be closed in September should the City identify funds to convert the fields to synthetic turf.

Additionally, Field 2 currently is not available on Saturday, August 6 and Tuesdays, August 2,9, and 16 due to other preexisting programs.

DISCUSSION

Having reviewed the Canal FC at Marin FC co-sponsorship application, Pickleweed Advisory Committee members have the opportunity to discuss and/or motion for a fee reduction (25%, 50%, 75%, or other), grant a full fee-waiver, reject the application and ask applicant to resubmit with additional information, or reject the co-sponsorship application all together. Members must also consider the Committee's annual total allocation limit of \$140,000 in fees that can be waived.

FISCAL IMPACT

The non-profit value of a full co-sponsorship totals \$9,000. A fee reduction or waiver would potentially result in lost revenue to the City, should a paying program be interested renting the fields at that time.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:

Steve Mason

Senior Recreation Supervisor

Attachments:

1. Canal FC Use Agreement Application 2022 Packet



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

Section I-About the Applicant Agency

Date Submitted: 1/4/22	Revision Dates (if a	applicable)	01/12/22 Rev 2
Title of Program:	Canal FC at	t Marin FC	
	The Canal Alliance / The Marin Football Club		
Address:	3		
Telephone:	_ Extn/a		
Email:			
Website:			
Non-Profit 501c3 Number: 20-8903	3618		
Principal contacts:			
Name: Ryan Robinett	_ Phone: _	_ Email:	
Is this a first time program at Picklewe		No	
If no, start date of original program	:	Location:	
	41 44 1 1		

Most recently approved final report must be attached.

Section II-About the Program

General Statement about the Program. Provide a background statement or statement of the problem that describes the challenges, behaviors or issues you hope to resolve or improve

Marin FC and The Canal Alliance are collaborating to extend soccer training, teams and competitive play to underserved youth in the Canal / East San Rafael communities. Specifically there are numerous young players who are new to the area and need both life structure activities and comfortable socialization opportunities. Soccer provides both and the combination of the Canal Alliance and Marin FC create outreach and a launching pad for youth through soccer.

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Proposed Start Date:8/1/22 .	Proposed End Date:	11/27/22
Number participants estimated:+/- 60	Maximum number estimated:+/- 1	00
Target age group: 12 - 16		
□ Teen Activity Room □ Computer	unity Room □ Art Room Iter Lab □ Kitchen Playing Field #1 & 2 □ Picnic Area	
Days and Times Requested:		
Day: Monday Tuesday Wednes	sday (Thursday) Friday (Saturday)	Sunday
Time: Tuesday and Thursd	day afternoons (4-7pm) and Saturdays (8a	<u>m-1pm)</u>
Fee Reduction Request	75% x 100%	
OFFICE USE ONLY: Monetary	value of fee waiver <u>request:</u> \$9 ,000	
Will there be a charge to participants? Y	ses_X No \$75 How will the proceeds	be used?
The program consists of 32 sessions of professional coaching at 90 minutes per session with games on the weekends. There are various costs for the program, eg. professional coaching, insurance, medical items, and soccer equipment. The organizers propose to minimize fees through cost savings, sponsorships and fundraising. Marin FC will donate \$93 / player to reduce the cost to \$75 / player. In addition, we plan to have a scholarship program to help families who can't afford the full amount. No player will be barred from playing due to the fee.		
Describe your community outreach plan	and how you will advertise:	
Marin FC already has numerous players and families from the area in the club with whom we will communicate this program. Additionally, the Canal Alliance has specific outreach mechanisms specifically tailored to the youth to be served.		
In what languages will your marketing ma	aterials be distributed?	
🕱 English 🕱 Spanish	□ Vietnamese □ Oth	er

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Section III Outcomes and Measurements

List your expected outcome(s) for this program, and how you will measure your progress/success in meeting each outcome. Refer to the applicant guidelines for samples of outcome and measurement statements. Each outcome statement and measurement should be individually numbered.

\bigcap	utcome	Statement

The organizers hope to effect the following outcomes:

- 1. Enrollment
- 2. Retention
- 3. Satisfaction
- 4. Advancement

Measurement for Outcome

- 1. Enrollment The first measure of success is actually engaging those youth who might enjoy and benefit from the program.
 - 2. Retention Secondly, keeping the youth playing regularly represents a measurement of affecting the stability of the lives of the youth.
- 3. Satisfaction Like all Marin FC programs, feedback on satisfaction by the participants will be tracked.
- 4. Advancement Lastly, as Marin FC offers a tall ladder of possible levels of training, play and competition, advancing youth from the initial program to these other levels will demonstrate program success.

Measurements:

How do you plan to track attendance? Attach a copy of your form.

All teams maintain rosters in both Marin FC systems and league registration systems. Coaches track attendance against these rosters for both trainings and games.

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What evaluation or survey forms will you use for client satisfaction? Attach copy.

Marin FC uses online survey forms to both determine program success (and areas of needed improvement) and personnel performance. In addition, we will have paper surveys in both English and Spanish that will be given to the players and their parents.

What other forms or measurement tools will you use? Attach copy.

Marin FC hosts a senior technical staff of age/gender leaders. Performance reviews are generated twice annually using program observation and feedback from staff and participants.

Section IV Faculty/Leaders

Names, titles and contact information for key faculty/leaders other than listed in Section I

Marin FC has approximately 40 professional coaches and 5 administrative staff members. Admin staff will be involved constantly for equipment, scheduling and support needs. Coaching slate will be determined at a date nearer the program start. Beyond the slated coaches, others from our staff will be relied upon for assistance and cover duties. All staff at Marin FC are background checked, concussion education verified and SafeSport certified.

Section V Partners and Support

Partners

List partners and any cash or in-kind support for this project (Refer to the attached guidelines regarding potential payment of user fees to the Albert J. Boro Community Center.)

ACCESS U Foundation and others to be determined Marin FC enjoys ongoing support from Fairview Capital, Nike, Gatorade, and Bank of Marin.

Dollar Amount

Detail In-Kind

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Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

Attached is Marin FC's current insurance filing with the City of San Rafael and the cost break down for an example U15 team.

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Costs for 20 Players

Assumptions		Notes			
Number of Players per cohort	20	Players will be capped in tiers of 20 players			
Number of Sessions	32				
Length of Sessions	90				
Players / cohort	20				
Coaching Hourly Rate	\$70.00		Total Coaching Costs	\$3360.00	
Field Costs	\$0.00				
Player Insurance	\$35.00				
Equipment	\$0.00	Existing			
Administration	\$0.00	Leverage Marin FC infrastructure			
Per Player Costs					
Coaching	\$168.00				
Insurance	\$35.00				
Marin FC Donation	\$128.00				
Canal FC Player Cost	\$75.00				

Assumptions	
Number of Players per cohort	
Number of Sessions	
Length of Sessions	
Players / cohort	
Coaching Hourly Rate	
Field Costs	
Player Insurance	
Equipment	
Administration	
Per Player Costs	
Coaching	
Insurance	
Marin FC Donation	
Canal FC Player Cost	



PICKLEWEED ADVISORY COMMITTEE AGENDA REPORT

April 13, 2022 Item #4.A.

TITLE: DrawBridge- Weekly Expressive Art Groups

RECOMMENDATION

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of the Albert J. Boro Community Center Art Room on Monday afternoons from September 12, 2022 through August 28, 2023, excluding holidays and closures.

BACKGROUND

DrawBridge has been offering their Weekly Expressive Art Groups at the Albert J. Boro Community Center since 2013. The City, through the Pickleweed Advisory Committee, has been fully co-sponsoring the rental of the room for the program since 2017. The activity fits well in the Center, especially in the Art Room, and appears to have a core following of children that truly look forward to the program.

DrawBridge offers their Weekly Expressive Art Groups program for homeless, low-income and underserved children at the Albert J. Boro Community Center. The program provides children a safe, fun, supportive environment where youth ages five to 18 can use art to "build community, process stress, and explore difficult emotions through creative expression."

The term of the proposed art program is from September 12, 2022 through August 28, 2023. The applicant is requesting a full fee-waiver, valued at \$1,410.00 for use of the Art Room on Mondays from 3:30 pm to 5:30 pm, excluding holidays.

Per the Co-Sponsorship guidelines for renewal applications, a Final Report of the program's previous co-sponsored use is included with the application for the Pickleweed Advisory Committee's review.

DISCUSSION

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application and Final Report, DrawBridge staff will be present to provide a program overview and support their application which is before the Committee. Committee members will then have opportunity to ask questions of DrawBridge staff.

The Pickleweed Advisory Committee has the authority to grant a fee reduction (25%, 50%, 75%, or other), grant a full fee-waiver, reject the application and ask applicant to resubmit with additional information, or reject the co-sponsorship application all together.

The Committee will make their recommendation at their June 1, 2022 regular meeting.

FISCAL IMPACT

The resident/non-profit value of the rental totals \$1,410.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using the Art Room at that time.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:

Steve Mason

Senior Recreation Supervisor

Attachments:

- 1. Use Agreement Application
- 2. Final Program Report
- 3. Program Budget 2022
- 4. Attendance Form Sample
- 5. Program Evaluation Forms and Sample Responses



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

Section I-About the Applicant Agency

Date Submitted: 3.11.22	Revision Dates (if applicable)
Title of Program: DrawBridge Week	ly Expressive Art Groups
Co-sponsoring agency or individual:	
Address:	
Telephone:	Ext
Email:	
Website:	
Non-Profit 501c3 Number:	— —
Principal contacts:	
Name: Tracy Bays-Boothe	Phone: Email: Email:
Is this a first time program at Picklewee	d? Yes No
If no, start date of original program:	2013 Location: Art Room

Most recently approved final report must be attached.

Section II-About the Program

General Statement about the Program. Provide a background statement or statement of the problem that describes the challenges, behaviors or issues you hope to resolve or improve

DrawBridge is a San Francisco Bay Area nonprofit that provides weekly expressive arts programs for children who are underserved, low-income, or experiencing homelessness. Providing nurturing art experiences and quality art supplies, DrawBridge's programs are always free to the families we serve. DrawBridge's trained facilitators provide children and youth ages 5 to 18 the safe space to build community, process stress, and explore difficult emotions through creative expression. DrawBridge's programs offer children a fun, supportive environment to work at their own pace and explore playful creativity that is so important to healthy development and emotional well-being.

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Proposed Start Date: September 2022 Proposed End Date: August 2023
Number participants estimated: Prior to the pandemio, an average 40 unduplicated with unduplicated
Target age group: but the majority of participants are 8-13 year olds.
Requested Rooms: Classroom # Community Room Art Room Teen Activity Room Computer Lab Kitchen Gymnasium Playing Field # Picnic Area
Days and Times Requested:
Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday Time: 3:35-5:30 pm each Monday, excluding holidays
Fee Reduction Request □ 25% □ 50% □ 75% ■ 100%
OFFICE USE ONLY: Monetary value of fee waiver request: \$ 1,410.00
Will there be a charge to participants? Yes No_X If so, what will the fee be? How will the proceeds be used?
DrawBridge programs are always free for the children we serve.
Describe your community outreach plan and how you will advertise:
Flyers and notices will be provided on site to encourage attendance. In addition, DrawBridge will increase marketing efforts of programs through social media channels and regional event calendar updates. Parents of children previously involved will receive text notification of start date.
In what languages will your marketing materials be distributed?
■ English ■ Spanish □ Vietnamese □ Other

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Section III Outcomes and Measurements

List your expected outcome(s) for this program, and how you will measure your progress/success in meeting each outcome. Refer to the applicant guidelines for samples of outcome and measurement statements. Each outcome statement and measurement should be individually numbered.

Outcome Statement

- 1. To provide a weekly art group that helps children develop a sense of group cohesiveness, compassion, creativity, and self-worth.
- 2. To provide an outlet for the creative emotional expression for children which may not be regularly available in other settings.
- 3. To serve 50 or more unduplicated young people from a variety of backgrounds, who will attend the group 450 times or more per calendar year.

Measurement for Outcome

- 1. Children will be offered encouragement, non-judgmental respect, and compassion each time they attend a group. Creative exploration will be fostered as well as their enjoyment of the process, promoting feelings of self-worth. Collaborative learning and encouragement of others will be modeled by facilitators and encouraged with the group. Qualitative feedback will be gathered from children, facilitators, volunteers, and site staff around these outcomes.
- 2. Short and long-term qualitative measurements of wellbeing will be gathered including anecdotal feedback, observations, and opportunities for self-reporting. DrawBridge will solicit evaluations and document feedback from children and their caregivers.
- 3. Success will also be measured by the number of individual children served as well as the number of child visits to DrawBridge groups at each site.

Measurements:

How do you plan to track attendance? Attach a copy of your form.

Participants sign in as they arrive, and facilitators check lists during each group. Attendance information is submitted monthly to DrawBridge through an online attendance portal in which facilitators upload information on each group. A screen shot of DrawBridge's attendance form and online facilitator portal is attached.

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	Sa			

What evaluation or survey forms will you use for client	satisfaction? Attach cor	Dy.			
Children are asked about their experience and feelings about DrawBridge programs. Caregivers are asked what they notice about their children after participating in DrawBridge programs. Samples from the most recent caregiver and participant surveys are included as an attachment. Observations, program feedback, and testimonials are also gathered from volunteers and facilitators.					
What other forms or measurement tools will you use?	Attach copy.				
In addition, facilitators and partner site coordinat post-program evaluations to identify successes, testimonials. These surveys are in production ar programs have resumed.	opportunities for imp	rovement, and provide			
Section IV Faculty/Leaders Names, titles and contact information for key faculty/leaders	aders other than listed in	n Section I			
Kathleen Keating, Art Group Facilitator,					
Section V Partners and Support					
List partners and any cash or in-kind support for this protential payment of user fees to the Albert J. Boro Co		hed guidelines regarding			
Partners	Dollar Amount	Detail In-Kind			
We do not receive direct funds for this group.					

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Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

- Application Form
- Program Budget
- Outcome Statement Form (included in application)
- Community Outreach Plan (included in application)
- Attendance Reporting Requirements
- Program Evaluation Form
- Final (or Interim) Report (Renewals Only included in this application)

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ALBERT J. BORO COMMUNITY CENTER FINAL PROGRAM REPORT FOR CO-SPONSORED PROGRAMS

(Use as many pages as necessary to address the required elements. Please number each one.)

Program Name:			
DrawBridge Weekly Expressive Art G	iroups		
Report prepared by: NameTracy Bays-Boothe	Title	Executive Director	
Date submitted: 3.11.22			
Date program completed: Ongoing			
How many total people were served? 205	5		

- A. Outcomes: List each numbered outcome from your application and describe your success in meeting each outcome.
- 1. To provide a weekly art group that helps children develop a sense of group cohesiveness, compassion, self-discipline, and self-worth.
- 2. To provide an outlet for emotional expression which may not be available to them in any other environment.
- 3. To serve 50 or more unduplicated young people from a variety of backgrounds, will attend the group 450 times or more.

DrawBridge in-person programs at the Albert J. Boro Community Center resumed in September of 2021 and served 34 unduplicated children in a period of six months, with a total program attendance of 205 from September 2021 to February 2022 (programs were paused in January due to the Omicron surge). During this time, DrawBridge piloted a new visiting artist program to connect children with area artists including local Marin artist Isidoro-Feldelfo Angeles who led DrawBridge art group participants in the creation of traditional shadow boxes in celebration of Dia de los Muertos. In addition, as part of DrawBridge's holiday campaign, DrawBridge youth artists received donations of backpacks filled with art supplies provided by the sport action brand Vans and Flax Art and Design to wish program participants a creative new year. Despite the ongoing challenges of the pandemic, the average attendance for DrawBridge programs at the Albert J. Boro Community Center has been consistently strong and we anticipate meeting our annual attendance goals for the program by the end of August as stated in our previous application.

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provide a summary or actual data analysis. Attach relevant documents for each outcome and measurement strategy.
As DrawBridge resumes in-person programs at the Albert J. Boro Community Center and across the community, DrawBridge staff will conduct surveys and a full evaluation of experiences with participants and parents in Spring of 2022 to better inform ongoing program offerings in the future. Results of these findings will be shared with key stakeholders.
Samples of past evaluations are included with this document to demonstrate impact of this program.
C. Success: If you did not succeed in meeting your objectives, tell us why you think that happened, and what strategies you employed to change the situation, or are planning to change in the future.
DrawBridge's trained facilitators provide children and youth the safe space to build community and explore creative expression. As Bay Area communities begin to reopen, DrawBridge programs are in demand more than ever. We are delighted to have almost hit our annual attendance goals in just four months since resuming in-person programs at the Boro Center and anticipate these numbers to grow in the coming year.
D. Summary: Briefly describe your overall satisfaction with your program and your reasoning, what highlights you would like to bring to the Board's attention, and any general comments about your program.
DrawBridge has offered expressive arts programs to the Canal community for over 25 years. Working in collaboration with site directors and long-time artist and facilitator Kathleen Keating, a San Rafael native, DrawBridge is looking forward to once again offering free expressive on-site arts programs to children at the Albert J. Boro Community Center.

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PROGRAM BUDGET, 2022

One site, based on 45 sessions per year

Facilitator Stipend	\$2250
Art Supplies and Materials	\$1450
Program Manager	\$1500
Executive Director	\$2000
Accounting	\$900
Insurance	\$175
Facilitator/Staff training	\$200
Storage space	\$75
Volunteer recruitment	\$100
Misc.	\$200

TOTAL \$8,850

DrawBridge Online Attendance Forms (completed weekly by Facilitators and DrawBridge Staff)



About Us * Our Work * News * Ways to Help * Shop

Protected: Facilitator Weekly

>>MONTHLY HOURS / ATTENDANCE

Instructions: Click the link above to log monthly attendance information. In the Google document, choose the tab with your site location (i.e., Columbia Fark, Beale Street, etc.) and fill in all information.

LOG YOUR WEEKLY HOURS FOR PAYMENT

Refresh page to get a new weekly form Pacilitator Name * selections Email my receipt * ети і фекатрів сот Group Site * ~ selections Group Type * selectione Group Date* Number of Kids Attending * Appletant Name Assistant Hours Expenses for Reimbursement (total \$\$) Expenses Description You are as her in compain (and on pag) university before Spinord in class Add a story, quote or photo below Vour stories spreed and help promote DrawBridge Was there a magic moment in your group this week? Are you including file attachments? * Ovec File/Photo Upload (Include name with child photos *) Choose hise No file chosen Calculate and the control of the con

Type and press enter to search. Recent Fosts DrawBridge Reades Virtual Summer Comp For July/August Field Notes: Successfully Connecting Help Kids Reconnect Through Art Meet Tracy Bays-Boothe, the New Executive Director of DrawBridge

Boro Community Center				Hours													
				Jan '21	Feb '21	Mar '21	Apr '21	May '21	Jun '21								Avg/Mo
ACILITATOR																	
athleen Keating																	
/OLUNTEERS																	
lenni Bahrt																	
Teri Kelly																	
Susan Kraft																	
PARTICIPANTS				# Times A	ttended												
First Name	Last Initial	Age	Ethnicity	Jan '21	Feb '21	Mar '21	Apr '21	May '21	Jun '21	Jul '20	Aug '20	Sep '20	Oct '20	Nov '20	Dec '20	FYE21	Avg/Mo

DrawBridge Program Evaluation Forms and Sample Responses 2020 Albert J. Boro Community Center

Grupo de arte DrawBridge – Preguntas para padres DrawBridge ArtGroup Questions for Parents
¿A su hijo le gusta el grupo de arte DrawBridge? (Does your child like DrawBridge?) Si No
¿Su hijo hace amigos en DrawBridge? (Does your child make friends at DrawBridge?) Si 1/2 No
Su hijo está orgulloso de su obra de arte? (Is your child proud of their artwork?) Si_/_ No
¿Aprendió su hijo algo nuevo en DrawBridge? Did your child learn anything new at DrawBridge?) Si_/_ No Si es así, ¿qué? (If yes, what?)
¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge? (What is your child's mood after a DrawBridge group?) Gla es moy felic de asístir au las clases de arte V Suctado emo sional es beno
¿Cómo beneficia DrawBridge a su hijo, o otros comentarios sobre DrawBridge? (How does DrawBridge benefit your child, or other comments about DrawBridge?)
la beneficia con su serebro y lamontieur
la beneficia con su serabro y lamantieure Ocupado y la ayuda Gracias l

Grupo de arte DrawBridge – Preguntas para padres DrawBridge ArtGroup Questions for Parents
¿A su hijo le gusta el grupo de arte DrawBridge? (Does your child like DrawBridge?) Si No
¿Su hijo hace amigos en DrawBridge? (Does your child make friends at DrawBridge?) Si No
¿Su hijo está orgulloso de su obra de arte? (Is your child proud of their artwork?) Si No
¿Aprendió su hijo algo nuevo en DrawBridge? Did your child learn anything new at DrawBridge?) Si_ No Si es así, ¿qué? (If yes, what?) S: a desarrollar más so habilidad de cortar.
¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge? (What is your child's mood after a DrawBridge group?) Se Siente feliz y orgulloso del Proyecto (eulizado)
¿Cómo beneficia DrawBridge a su hijo, o otros comentarios sobre DrawBridge? (How does DrawBridge benefit your child, or other comments about DrawBridge?) Compartismos tiempo juntos, tenemos mas comunicación, mas confianza, trabajamos en equipo con mi hijo.

Grupo de arte DrawBridge – Preguntas para padres DrawBridge ArtGroup Questions for Parents
¿A su hijo le gusta el grupo de arte DrawBridge? (Does your child like DrawBridge?) Si No
¿Su hijo hace amigos en DrawBridge? (Does your child make friends at DrawBridge?) Si No
¿Su hijo está orgulloso de su obra de arte? (/s your child proud of their artwork?) Si No
¿Aprendió su hijo algo nuevo en DrawBridge? Did your child learn anything new at DrawBridge?) Si No Si es así, ¿qué? (If yes, what?)
rearn now to draw
¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge? (What is your child's mood after a DrawBridge group?)
My child is always in a happy mood after
Draw Bridge.
¿Cómo beneficia DrawBridge a su hijo, o otros comentarios sobre DrawBridge? (How does DrawBridge benefit your child, or other comments about DrawBridge?)
Draw Bridge gives my child the opportunity to
learn something new every class.

Grupo de arte DrawBridge – Preguntas para padres DrawBridge ArtGroup Questions for Parent
¿A su hijo le gusta el grupo de arte DrawBridge? (Does your child like DrawBridge?) SiNo
¿Su hijo hace amigos en DrawBridge? (Does your child make friends at DrawBridge?) SiNo
Su hijo está orgulloso de su obra de arte? (Is your child proud of their artwork?) SiNo
¿Aprendió su hijo algo nuevo en DrawBridge? Did your child learn anything new at DrawBridge?) Si No Si es así, ¿qué? (If yes, what?)
To draw
¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge? What is your child's mood after a DrawBridge group?)
Cómo beneficia DrawBridge a su hijo, o otros comentarios sobre DrawBridge? How does DrawBridge benefit your child, or other comments about DrawBridge?)

Grupo de arte DrawBridge – Preguntas para padres DrawBridge ArtGroup Questions for Paren
¿A su hijo le gusta el grupo de arte DrawBridge? (Does your child like DrawBridge?) Si No
¿Su hijo hace amigos en DrawBridge? (Does your child make friends at DrawBridge?) Si_/_ No
¿Su hijo está orgulloso de su obra de arte? (Is your child proud of their artwork?) Si No
¿Aprendió su hijo algo nuevo en DrawBridge? Did your child learn anything new at DrawBridge?, Si No Si es así, ¿qué? (If yes, what?)
como aprender nacer manualidades con papel a cortor, volovear
¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge? (What is your child's mood after a DrawBridge group?)
Feliz, emocionado con lo que realiza
· Cámo hanafiaia DrawBridge a su hijo la atras comentarios sobre DrawBridge
¿Cómo beneficia DrawBridge a su hijo, o otros comentarios sobre DrawBridge? (How does DrawBridge benefit your child, or other comments about DrawBridge?)
Que se distral al venira Drow Bridge
y se emociona con las mamalidades que
realizar, y se divierte mucho.

Grupo de arte DrawBridge – Preguntas para padres DrawBridge ArtGroup Questions for Parents
¿A su hijo le gusta el grupo de arte DrawBridge? (Does your child like DrawBridge?) Si/_ No
¿Su hijo hace amigos en DrawBridge? (Does your child make friends at DrawBridge?) Si/ No
¿Su hijo está orgulloso de su obra de arte? (Is your child proud of their artwork?) Si/_ No
¿Aprendió su hijo algo nuevo en DrawBridge? Did your child learn anything new at DrawBridge?) Si No Si es así, ¿qué? (If yes, what?)
ellos an aprendido colorear y les encanto el
Programa
¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge? (What is your child's mood after a DrawBridge group?)
pesques estan mux felices, posque sus mentes estan ocupadas en aste
¿Cómo beneficia DrawBridge a su hijo, o otros comentarios sobre DrawBridge? (How does DrawBridge benefit your child, or other comments about DrawBridge?)
es bueno para que depenen sus mentes
4 que desattablens sus mentes, en ate
es exclente programa

A-2

Grupo de arte DrawBridge - Preguntas para padres DrawBridge ArtGroup Questions for Parent
¿A su hijo le gusta el grupo de arte DrawBridge? (Does your child like DrawBridge?) Si No Yes, he des like Draw Bridge.
¿Su hijo hace amigos en DrawBridge? (Does your child make friends at DrawBridge?) Si No /es_ he does.
Su hijo está orgulloso de su obra de arte? (Is your child proud of their artwork?) Si_x_No He is proud
¿Aprendió su hijo algo nuevo en DrawBridge? Did your child learn anything new at DrawBridge?) Si_x No Si es así, ¿qué? (If yes, what?)
+ Yes, he did Sewingy - Paper art
¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge? (What is your child's mood after a DrawBridge group?)
- Heis happy

¿Cómo beneficia DrawBridge a su hijo, o otros comentarios sobre DrawBridge?

- This class helped my child clean aloct thing learn a lot of thing

(How does DrawBridge benefit your child, or other comments about DrawBridge?)

How old are you?

I am 9 years old:

What do you like about DrawBridge Monday Art Group?

Decause I learn now to draw because I learn now to draw and when I go to school when we have at at school every one with the loves my drawing because thanks to art Group I learn alot

How do you feel at the end of a Monday Art Group?



I feel happy when art class ends
because I show my family how I
learn at art class and then put
class and then put
my drawing at my wall in my room
and every marning I see my drawings
Thank you!

How old are you?

11

What do you like about DrawBridge Monday Art Group?

I like that evry week we do a new craft.

How do you feel at the end of a Monday Art Group?

Happy to Kon that next week we will be do a know activite

How old are you?

10

What do you like about DrawBridge Monday Art Group?

Its awesome I also get to meet my friends

How do you feel at the end of a Monday Art Group?

sad because I want 2 hours of art class

How old are you?

What do you like about DrawBridge Monday Art Group?

I like The Art Group Beacause We do something diffrent each week and Beacause of The Snacks.

Sold beacause I like ART a lot.

How old are you?

What do you like about DrawBridge Monday Art Group?

The teachers, the activities, the craft stuff the snacks

How do you feel at the end of a Monday Art Group?

came ' Hungry

Thank you!

your welcome !!

Shirley

How old are you?

What do you like about DrawBridge Monday Art Group?

The teachers
The activities
And the Snacks

How do you feel at the end of a Monday Art Group?

Good that

P.S. Hongry

How old are you? 5

What do you like about DrawBridge Monday Art Group?

to paint

How do you feel at the end of a Monday Art Group?

Happy

How old are you?

What do you like about DrawBridge Monday Art Group?

That it's fun.
I like leakning.
I learned to make a unicorn.

How do you feel at the end of a Monday Art Group? Good in the group.
Sad, because I like doing att.

Abraham Drawbridge art group survey

How old are you? Q

What do you like about DrawBridge Monday Art Group? We Make Stuff like, Draw, Sewing, Painting

How do you feel at the end of a Monday Art Group? Mad I want more

Thank you!

YouWelcome

How old are you?

What do you like about DrawBridge Monday Art Group?

It's fun. I learn how to draw. I made a ice cream shop.

How do you feel at the end of a Monday Art Group?

good, happy.



PICKLEWEED ADVISORY COMMITTEE AGENDA REPORT

April 13, 2022 Item #4.B.

TITLE: Tamalpais Adult School/Bahia Vista Elementary School: English As A Second Language Class

RECOMMENDATION

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for the use an Albert J. Boro Community Center Meeting Room on Monday and Wednesday mornings to Tamalpais Adult School and Bahia Vista Elementary School.

BACKGROUND

Tamalpais Adult School and Bahia Vista Elementary School provide free English As A Second Language class at the Albert J. Boro Community Center to "support adult learners, many of whom have been under served in education, to thrive in their community, learn English." The program targets local parents, especially those whose children attend nearby Bahia Vista Elementary School.

The term of the proposed adult program is from September 6, 2022 through May 18, 2023, with breaks during school holidays. Tamalpais Adult School and Bahia Vista Elementary School are requesting a full fee-waiver valued at \$2,057.00 for use of a Meeting Room on Mondays and Wednesdays from 8:45 am to 10:45 am.

Per the Co-Sponsorship guidelines for renewal applications, a Final Report of the program's previous co-sponsored use is included with the application for the Pickleweed Advisory Committee's review.

The activity fits well in the Center's schedule and purpose and is well received by the community participants.

DISCUSSION

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application and Final Report, Tamalpais Adult School staff will be present to provide a program overview and support their application which is before the Committee. Committee members will then have an opportunity to ask questions of Tamalpais Adult School staff.

The Pickleweed Advisory Committee has the authority to grant a fee reduction (25%, 50%, 75%, or other), grant a full fee-waiver, reject the application and ask applicant to resubmit with additional information, or reject the co-sponsorship application all together.

The Committee will make their recommendation at their June 1, 2022 regular meeting.

FISCAL IMPACT

The resident/non-profit value of the co-sponsorship totals \$2,057.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using the Meeting Room at that time.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:

Steve Mason

Senior Recreation Supervisor

Attachments:

- 1. Use Agreement Application
- 2. Final/Interim Program Report
- 3. Program Expenses
- 4. Program Surveys and Attendance



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

Section I-About the Applicant Agency

Date Submitted: 2/15/22	Revision Dates (if application	able)	
Title of Program: Tamalpais Adult Sch	ool, English As A Second	Language Classes	
Co-sponsoring agency or individual:			
Address:			
Telephone	_Ext	-	
Email:			
Website:			
Non-Profit 501c3 Number:			
Principal contacts:			
Name: Jaemi Naish	Phone:	Email:	
Is this a first time program at Picklewee	d? Yes	No	
If no, start date of original program:_	2018-2019 Location: A	lbert J. Boro Community Center	

Most recently approved final report must be attached.

Section II-About the Program

General Statement about the Program. Provide a background statement or statement of the problem that describes the challenges, behaviors or issues you hope to resolve or improve

Tamalpais Adult School provides free ESL, GED, High School Diploma and Home Care Aide classes to adults in Marin County. TAS partners with school districts, College of Marin, Marin Adult Education Consortium and non-profit organizations to support adult learners, many of whom have been under served in education, to thrive in their community, learn English, attain high school equivalency, attend college and earn a family-sustainable wage. Tam Adult School is a WASC accredited school and is celebrating its 90th year of service to adult learners in Marin County.

10/29/2021 Page 9 of 16

Proposed Start Date: September 6, 2022 Proposed End Date: May 18, 2022		
Number participants estimated: 30 Maximum number estimated: 45		
Target age group: parents at Bahia Vista 18+		
Requested Rooms: Classroom #		
Days and Times Requested:		
Day: <mark>Monday</mark> Tuesday <mark>Wednesday</mark> Thursday Friday Saturday Sunday		
Time: 8:45 am – 10:45 am		
Fee Reduction Request □ 25% □ 50% □ 75% □ 100%		
OFFICE USE ONLY: Monetary value of fee waiver request: \$_2,057.00_		
Will there be a charge to participants? Yes No If so, what will the fee be? How will the proceeds be used?		
NA		
Describe your community outreach plan and how you will advertise:		
Tam Adult School advertises its programs widely via flyers, mailers, paid advertising, through the Marin Adult Education Consortium, word-of-mouth, email, Bahia Vista outreach to parents of students attending school.		
·		
In what languages will your marketing materials be distributed?		
□ English □ Spanish □ Vietnamese □ Other		

10/29/2021 Page 10 of 16

Section III Outcomes and Measurements

List your expected outcome(s) for this program, and how you will measure your progress/success in meeting each outcome. Refer to the applicant guidelines for samples of outcome and measurement statements. Each outcome statement and measurement should be individually numbered.

Outcome Statement

Tam Adult School has enjoyed a partnership with Albert J. Soro and Bahia Vista Elementary School for 5+ years and has successfully provided ESL classes to BV parents who assess at the lowest level of English language proficiency. CASAS reading assessments are conducted for each enrolled student prior to classes beginning and once again after 50+ hours of instruction.

Measurement for Outcome

- 1. Apply language, critical thinking and transferable skills to real-world contexts **Measurement:** El Civics written and oral assessments after 30 hours of instruction, units introduced such as Qualities of An Effective Employee, Community Resources, Visiting A Medical Professional.
- 2. Use school and community resources to enhance learning and for transition opportunities **Measurement:** Introduction to community resources in Marin County, transitional counselor appointments and guest presentations, partner presentations on employment support services, CAL WORKS, COVID19-related supports available, bilingual support services, presentations planned.
- 3. Acquire digital literacy skills to access, analyze and communicate information **Measurement**: Use of chromebooks to support learning including basic computer skills such as emailing, use of Zoom, and google suite tools. Chromebooks may be loaned to students as needed. iPhone accessible programs and learning is utilized by instructor. TAS utilizes student surveys, TopsPro data reporting tools regularly. All data is reported to T AS director quarterly. Student data is shared with T AS teachers for program improvement.

Measurements:

How do you plan to track attendance? Attach a copy of your form.

Attendance is taken at each session using the ASAP student information system. Attendance is reported weekly and reviewed monthly.

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-	liont.	Satis	こナつへ	tion.

What evaluation or survey forms will you use for client satisfaction? Attach copy.

Students are provided a google survey 1 time per year to assess their satisfaction with the program, provide a confidential voice for program improvement and to solicit feedback. It is a very useful and valuable tool for program improvement.

What other forms or measurement tools will you use? Attach copy.
NA

Section IV Faculty/Leaders

Names, titles and contact information for key faculty/leaders other than listed in Section I

Cindy Winship, ESL Teacher Isabel Farga, Secretary @ Tam Adult School Samuel Chavez, ParaEducator @ Tam Adult School

Section V Partners and Support

List partners and any cash or in-kind support for this project (Refer to the attached guidelines regarding potential payment of user fees to the Albert J. Boro Community Center.)

Partners	Dollar Amount	Detail In-Kind
Sarah Galdano, Family Literacy Director		Support marketing, enrollment,
@ Bahia Vista Elementary School		parent communication

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Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

End of year report, Attendance sample of the month of February, 2022, technology survey and remote learning survey.

10/29/2021 Page 13 of 16



ALBERT J. BORO COMMUNITY CENTER FINAL PROGRAM REPORT FOR CO-SPONSORED PROGRAMS

(Use as many pages as necessary to address the required elements. Please number each one.)

Program Name:			
Tamalpais Adult School, English As A Second Language Class			
Report prepared by:			
Name Yasmine Peters-Knight Title Alternative School Secretary			
Date submitted: <u>2/15/2022</u>			
Date program completed: May 19, 2022			
How many total people were served? 21			
A. Outcomes: List each numbered outcome from your application and describe your success in meeting each outcome.			
Pandemic protocol did not allow for in-person morning class during the 2020-2021 school year. Total served September 27, 2021 to February 15, 2022: 21 Students The Spring semester ends on may 19, 2022 Level: Multilevel ESL of Basic and Level 1 Total attendance hours: 75.35			

EL Civics Unit: Technology for communications 48.0 planned for March 2022

EL Civics Unit: Internet Safety 47.2: 8 students

CASAS level gain: 8 students Pre-Post test: 10 Students

10/29/2021 Page 14 of 16

B. Measurements: Describe the measurements and evaluation strategies you used for each outcome, and provide a summary or actual data analysis. Attach relevant documents for each outcome and measurement strategy.

We continue to compare student data in TAS ESL program by giving them surveys to complete while they are attending and after the class ends. We use our CASAS pre-post reports, monthly attendance reports, and student survey data and feedback to measure data. Attached is our technology survey, remote learning surveys.

C. Success: If you did not succeed in meeting your objectives, tell us why you think that happened, and what strategies you employed to change the situation, or are planning to change in the future.

COVID19 pandemic parameters have made in-person classes complicated at times where surges and community spread is high. There has been a steady stream of adult learners in the morning ESL class at Albert J. Boro Community Center. This is a success!

D. Summary: Briefly describe your overall satisfaction with your program and your reasoning, what highlights you would like to bring to the Board's attention, and any general comments about your program.

Tam Adult School is thankful for the opportunity to partner with San Rafael City's, Albert J. Boro Community Center by providing adult learners access to free English classes. Providing a location to access free education classes is vital in the Canal area. Tam Adult School welcomes all students and provides equal access to a continuum of educational services to support academic, career and personal goals. We look forward to continuing a partnership with Albert J. Boro Community Center to serve adult learners who lives primarily in the surrounding neighborhood.

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Tamalpais Adult School ESL Budget

Provided by Tamalpais Adult School:

- · ESL instructor: \$13,000
- ESL curriculum, textbook, eLearning student/staff accounts: \$2,000
- Administrative Services: Supervision of instructor and program, data entry, program evaluation report, fiscal oversight, program coordination, reports, marketing
- Direct Services: Instruction to students, registration, CASAS assessment of students, daily attendance, distance learning homework, paraeducator support



Student Technology Intake Survey

If you have filled out this survey already, you do not have to fill it out again.

A printable PDF version of this survey is available for download here: Student Technology Intake Survey (/Content/Documents/StudentTechIntakeSurvey-r1-a11y.pdf)

To see this form in your language use the "Select Language" button in the top-right of the page and make your choice.

1. What school are you going to: *

Tamalpais Adult School (Tamalpais Union High School District)
2. What is your first and last name?
First *
Last *
3. If you attended our school in the past, what was your teacher's name?
4. What classes or programs are you interested in? *
□ Basic Skills
☐ High School Diploma
☐ High School Equivalency (GED, HiSET, TASC)
☐ English as a Second Language
☐ Citizenship Preparation
☐ Career Technical Education
☐ Workforce Preparation
5. What are your career, employment, or educational interests or goals?
6. Do you use email at home or at school? *
○ Yes ○ No
7. If you use email at home or at school, what is your email address?

8. What is a cell phone number where	you can be reached?					
9. Is your cell phone a smart phone? *	r					
○ Yes ○ No						
10. Have you ever taken a class online	e? *					
○ Yes ○ No						
11. What is your feeling about learning	g online? *					
○ I will continue to learn online ○ I don't think I can learn online right now						
12. Which device(s) do you or can you	u use for online learning? (Check all that apply) *					
☐ Cell phone						
☐ Tablet						
☐ Laptop or computer						
☐ None (I don't have a device)						
Other						
13. Do you share this computer, laptor	p, or other device with others at home? *					
○ Yes ○ No						
14. How do you connect to the interne	et? *					
☐ Through my phone						
☐ Wifi/Internet connection in my home						
☐ Personal Hotspot						

☐ WiFi in the community						
Other						
15. Do you have data limits at home or on your phone that would keep you	ı from learning? *					
○ Yes ○ No ○ I don't know						
16. Do you have a quiet place to study at home? *						
○ Yes ○ No						
17. Please mark the items below that would help you to study online. (Che	ck all that apply) *					
☐ I do not need additional help						
☐ a device to help me study online						
☐ help to get on the Internet like a mobile hotspot						
☐ help getting into my online textbooks and/or classes						
technical help fixing or using online stuff						
☐ flexible study times						
Other						
18. How did you hear about our school?						
☐ Website						
□ Catalog						
☐ Family or Friend						
☐ Advertisement						
Other						

* indicates required fields

Submit

Contact Us (mailto:TAP@aebg.org) Terms of Use (/TermsOfUse) Privacy (/Privacy) Accessibility (/Accessibility) Sitemap)





(http://www.cde.ca.gov/)



California Adult Education Program

(http://cccco.edu/) Funded by the California Department of Education (https://www.cde.ca.gov/)
and Chancellor's Office of the California Community Colleges (CCCCO) (http://www.cccco.edu/)
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Tamalpais Adult School

Monthly Attendance Report by Section For All Students by Date Range

TimePeriod: Full Year 2021-2022 From: 2/1/2022 To: 2/28/2022

Class Name: ESL Bahia Vista Multilevel . Class Code: 30002. Instructor: Winship, Cindy

Last Name	First Name	Customer	02/01	02/02	02/03	02/04	02/05	02/06	02/07	02/08	02/09	02/10	02/11	02/12	02/13	02/14	02/15	02/16	02/17	02/18	02/19	02/20	02/21	02/22	02/23	02/24	02/25	02/26	02/27	02/28	Total
		ID																													Hours
	Sonia	9851503														02:00															02:00
	Rosa	10241556		02:00																										Ī	02:00
	Sofia	9643512							02:00							02:00															04:00
	Edwin	10241498		02:00					02:00		02:00																				06:00
	Dolores	9775224							02:00		02:00					02:00															06:00
	Isabel	9382363							02:00																					Ī	02:00
	Irma	7273456		02:00							02:00					02:00															06:00
	Erika	9865801							02:00							02:00															04:00
	Maria	9854089		02:00					02:00		02:00					02:00															08:00
	Karla	9849966		02:00																										1	02:00
	Guillermina	10241568							02:00																						02:00

Total Students: 11			
I affirm that attendance ho	ours are accurate		
Winship, Cindy	Teacher Signature	Date	

Settings



2020 21 Remote Learning Survey MARCH











72 responses

Not accepting responses

Message for respondents
This form is no longer accepting responses

Summary

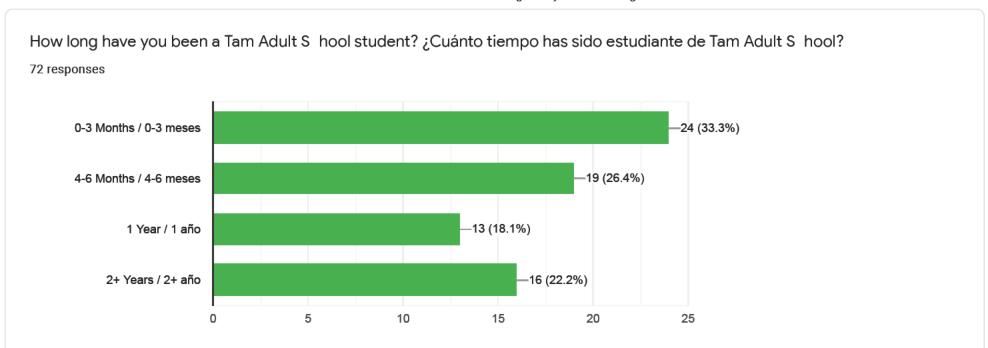
Question

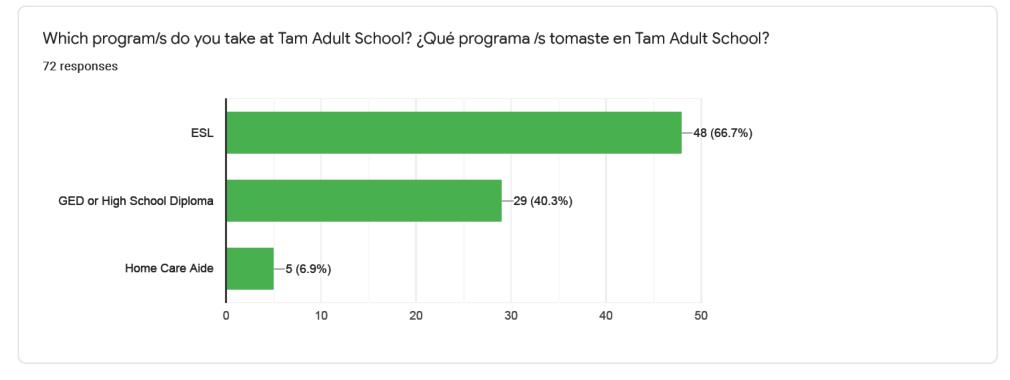
Individual

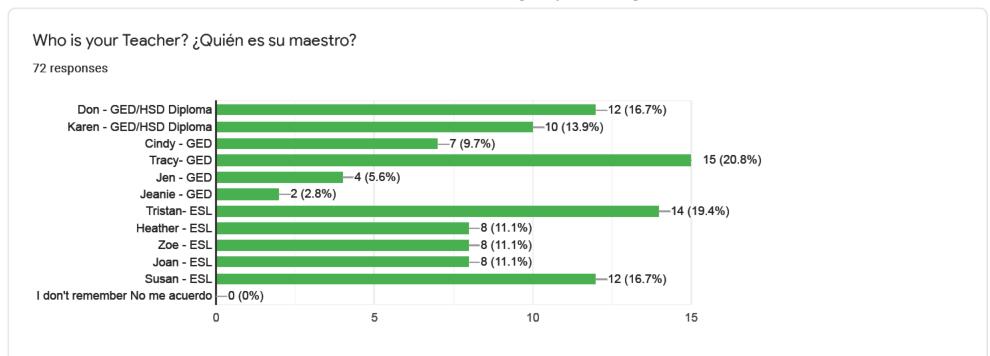
Responses 72

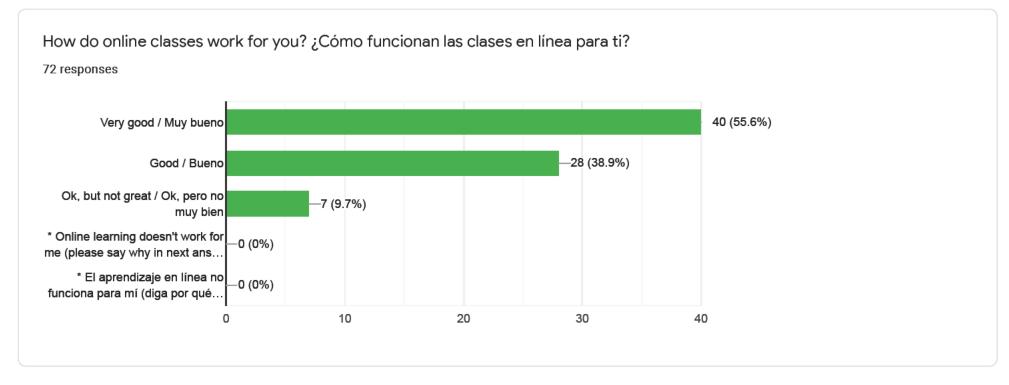
Questions

Name / Nombre 72 responses		
Irma Martinez		Â
Patrocinio Baten		
Esteban garcia		
Ligia		
Cristina		
Aleftina Sofi Sada		
Angela		
Jessica Casares		
Adan Aleman		•
		·









* Please describe why online learning didn't work for you. * Describa por qué el aprendizaje en línea no funcionó para usted.

72 responses

Todo está bien

si esta funcionando

se me hace facil ya que d.espues de mi trabajo puedo asistir a clasess desde mi casa.

Esque en la casa de uno no es tranquilo y me distraigo mucho

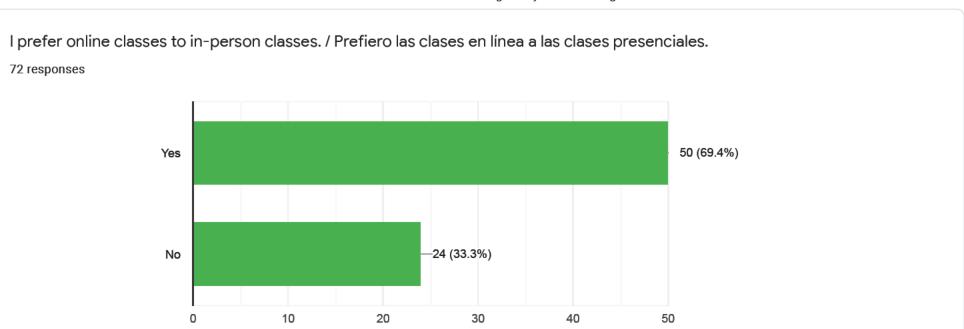
I like both online and face-to-face learning. I really love English!

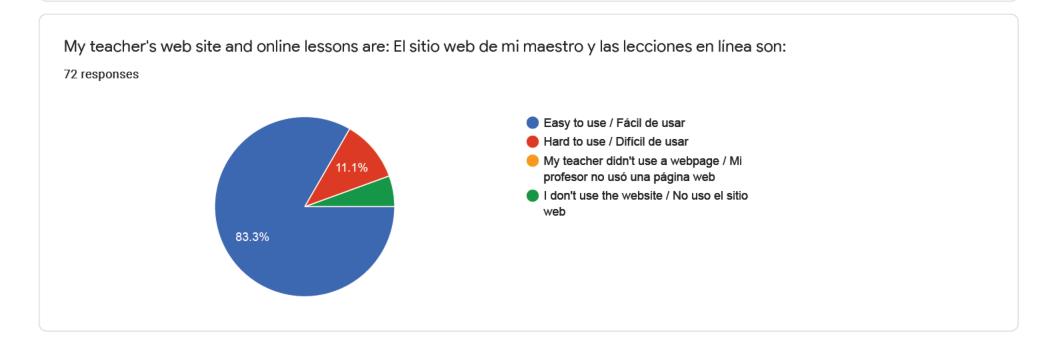
None

I like to be more hands on with the teachers.

No entiendo muy bien y por causas del Internet me pierdo

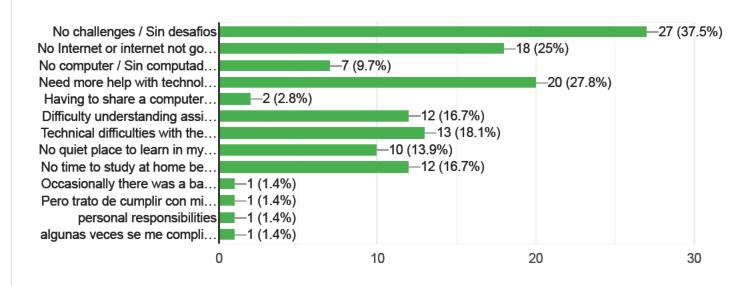
It's bad when the internet sometimes goes missing.



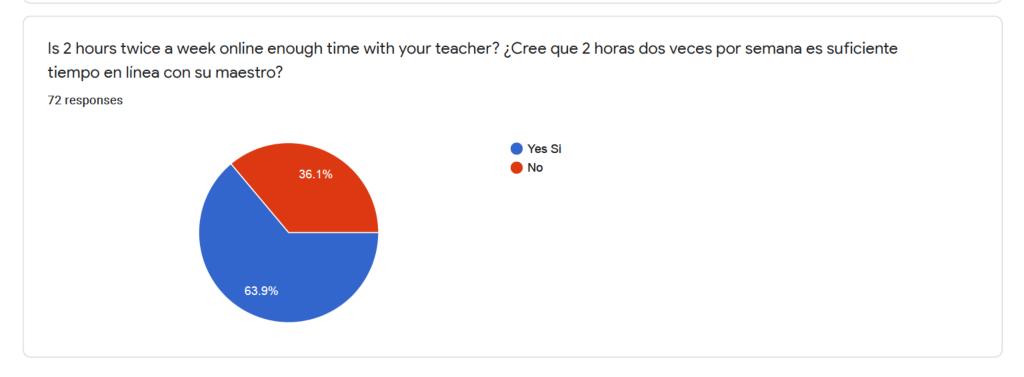


Do you experience challenges with online learning? Check all that apply. ¿Qué desafíos experimenta con el aprendizaje en línea? Marque todo lo que corresponda.

72 responses

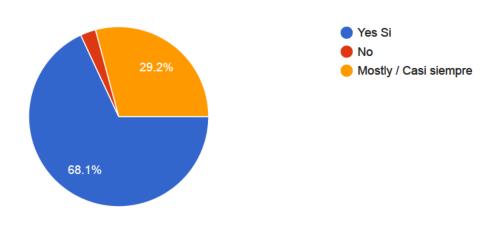






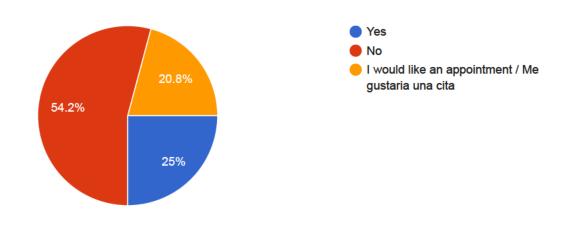
Do you feel a sense of community with your teacher and classmates? ¿Sientes un sentido de comunidad con tu profesor y compañeros de clase?

72 responses



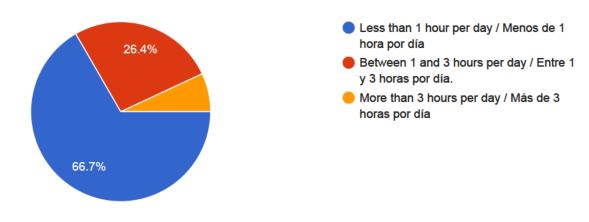
Mr. Kyle Beattie works with students to talk about college, provide community resources and support. Have you met with Kyle Beattie, college counselor yet? / El Sr. Kyle Beattie trabaja con los estudiantes para hablar sobre la universidad, brindar recursos y apoyo a la comunidad. ¿Ya se reunió con Kyle Beattie, consejero universitario?

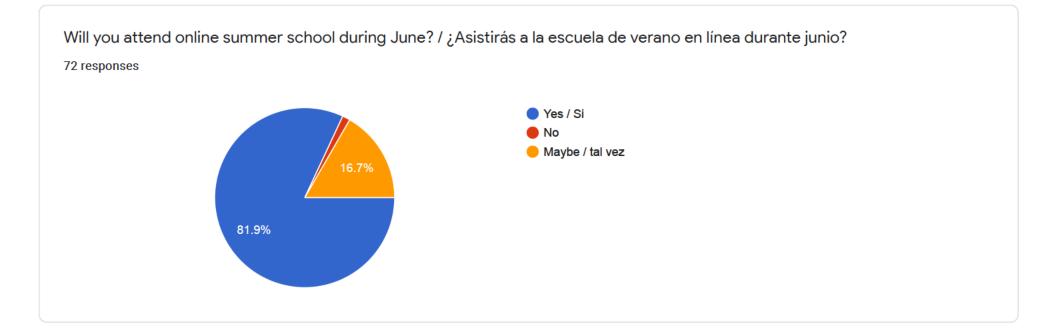
72 responses

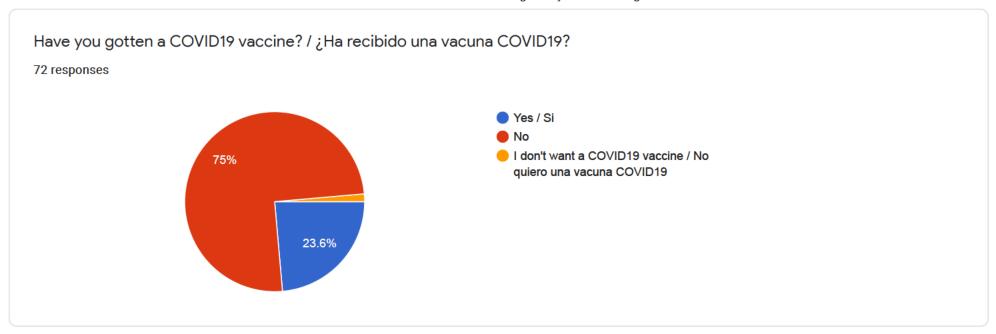


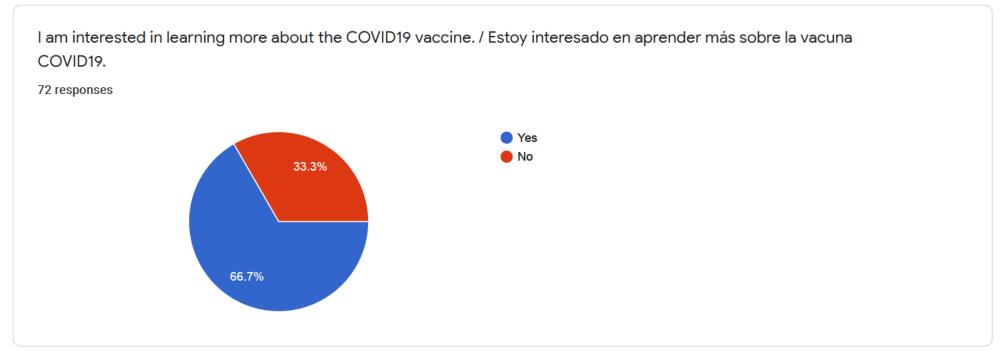
On average, how much time do you spend daily on assigned academic work, including reading? En promedio, ¿cuánto tiempo pasa diariamente en el trabajo académico asignado, incluida la lectura?

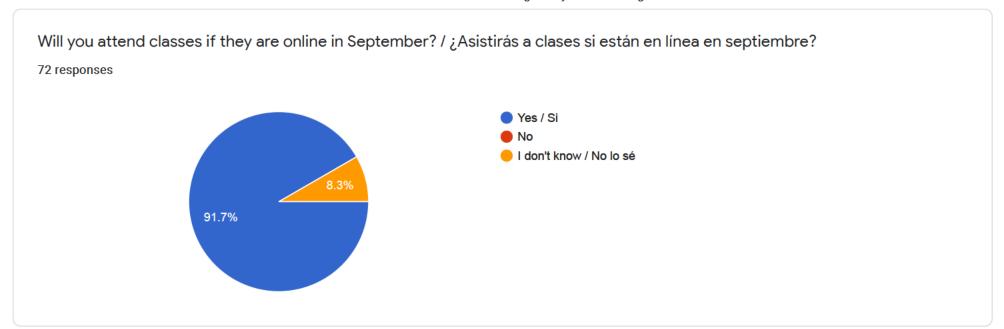
72 responses



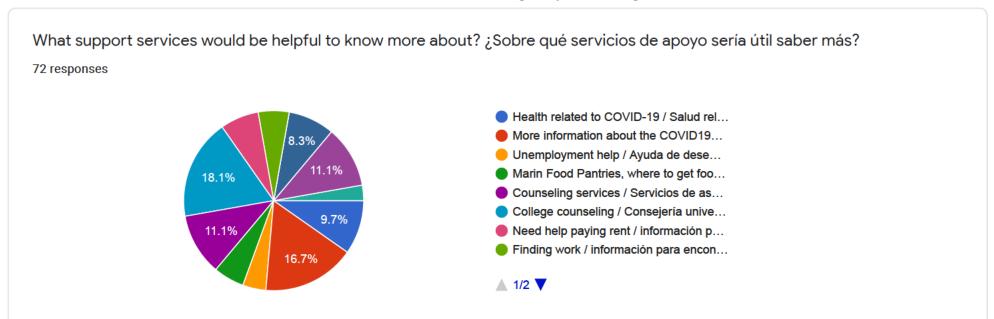


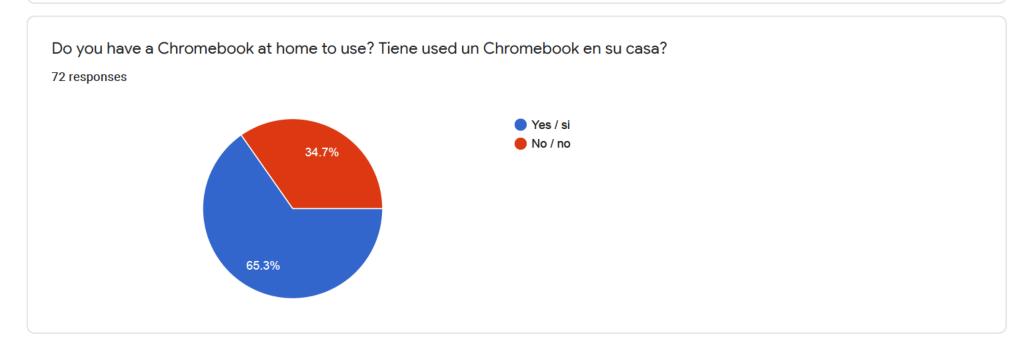






_	2020-21 Remote Learning Survey WARCH - Google Forms		
	How can we improve your online learning experience? ¿Cómo podemos mejorar su experiencia de aprendizaje en línea? 72 responses		
	Con más tiempo	•	
	Exp.licar un poco mas como usar la tecnología talvez me ayudaría		
	me gustan		
	No todo muy bien		
	Your online learning experience is very successful!		
	No sé		
	N/A		
	Lo están haciendo bien solo que no entiendo mucho		
	Give more dialogue between students.		





Anything you would like our teachers or office staff to know not included on this survey? ¿Algo que le gustaría que nuestros maestros o el personal de la oficina sepan que no se incluye en esta encuesta?

49 responses

HU.

Un libro para practicar caligrafia

N/A

para.mi todo bien con la maestra.

more info about GED. some students have their GED from their country and don't know about if it's counts for credits at college.

Todo bien, gracias.

very excellent teachers.....

Que es lo que le motiva seguir con las clases de ingles

Nothing personal it's all good.

Thank you for what you do teaching and getting people back to school the means alot thank you again



PICKLEWEED ADVISORY COMMITTEE AGENDA REPORT

April 13, 2022 Item #4.C.

TITLE: Scouts BSA: Troop 2000

RECOMMENDATION

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of the Albert J. Boro Community Center's Multipurpose Room on Monday evenings from September 12, 2022 through August 28, 2023, excluding holidays and closures.

BACKGROUND

Troop 2000 has proudly called the Albert J. Boro Community Center and Pickleweed Park home since forming in 2000. The City, through the Pickleweed Advisory Committee, has been fully co-sponsoring the rental of the room for the program since the troop's formation. The activity fits in the Center's schedule and the Scouts are always agreeable to change rooms or move outside if there is a pressing need to use the Multipurpose Room for a special meeting or event. Troop 2000 regularly gives back to the Center and the Canal community by volunteering and performing special projects in support of an individual member's Eagle Scout Project. In past years the Scouts have repaired the Centers' back deck, made improvements and repairs to Pickleweed Playground, repaired park signboards, and performed projects in the Canal Community Garden. We also call on Troop 2000 to support us with community events, such as assisting with the Día de los Muertos procession by guiding participants safely in their lane.

The term of the proposed Scout program co-sponsorship is from September 12, 2022 through August 28, 2023. The applicant is requesting a full fee-waiver, valued at \$4,140.00 for use of the Multipurpose Room on Mondays from 7:00 pm to 9:00 pm, excluding holidays.

Per the Co-Sponsorship guidelines for renewal applications, a Final Report of the program's previous co-sponsored use is included with the application for the Pickleweed Advisory Committee's review.

DISCUSSION

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application and Final Report, Troop 2000 leaders will be present to provide a program overview and support their application which is before the Committee. Committee members will then have opportunity to ask questions of Scouts BSA leaders.

The Pickleweed Advisory Committee has the authority to grant a fee reduction (25%, 50%, 75%, or other), grant a full fee-waiver, reject the application and ask applicant to resubmit with additional information, or reject the co-sponsorship application all together.

The Committee will make their co-sponsorship recommendation at their June 1, 2022 regular meeting.

FISCAL IMPACT

The resident/non-profit value of the rental totals \$4,140.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using the Multipurpose Room at that time.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:

Steve Mason

Senior Recreation Supervisor

Attachments:

- 1. 2022 Use Agreement Application for Co-Sponsorship Programs
- 2. Evaluation 2021
- 3. BS Requirements
- 4. Troop 2000 Scouts BSA Attendance Sheet



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

COCHOIL I TABOUT HIS TAPPHOUNT	tgoney	
Troop 2000 scou	ts BSA	licable)
Title of Program:	San Rafael Police Ass	sociation
Co-sponsoring agency or individual:		
Address:		
Telephone:	Ext	_
Email:		
Website:		
Profit 501c3 Number:		
Principal contacts: William Coronado Name:	Phone:	Email:
Is this a first time program at Picklewe If no, start date of original program	9/1/2000	No old pickleweed community center Location:
Most recently approved final report	t must be attached.	

Section II-About the Program

Section I-About the Applicant Agency

General Statement about the Program. Provide a background statement or statement of the problem that describes the challenges, behaviors or issues you hope to resolve or improve

In the year 2000, the san Rafael Police Association recognized the need for outreach to the families of San Rafael whose first language is not English and whose resources are limited mostly because being first generation of immigrant parents. The Boy Scouts of America (now Scouts BSA) is a part of an international organization with a program based in the Scouting Promise and Law, sharing the common goals of adventure, learning personal challenges and responsibility. The program is carried out with adult volunteer leadership and provides a wide range of activities including planning outings and activities, making new friends from different economic and social backgrounds, prepare the youth with active involvement with community and the nation. The Boy Scouts program became Scouts BSA in February 2019 to reflect the decision to include young girls. So far Troop 2000 has not yet included girls, but we are preparing to do accommodations and trying to do outreach. We have had issues during the past four years with our storage unit outside not solved yet. Currently we are still renting a private storage where we keep our supplies.

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9/1/2022 8/31/2023								
Proposed Start Date: Proposed End Date: 40	145							
Number participants estimated: Maximum number estimated: 11-18 year old								
Target age group:								
Requested Rooms: □ Classroom # ■ Community Room □ Art Room □ Teen Activity Room □ Computer Lab □ Kitchen □ Gymnasium □ Playing Field # □ Picnic Area								
Days and Times Requested:								
Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday Monday 7 pm to 9 pm Time:								
Fee Reduction Request □ 25% □ 50% □ 75% ■ 100%								
OFFICE USE ONLY: Monetary value of fee waiver request: \$4,140 00								
Will there be a charge to participants? Yes No \$83								
The registration fee to join Scouting is \$83 annually to the national office in the marin country and the troop/parent committee. How will the proceeds be used? How will the proceeds be used? How will the proceeds be used? The registration fee to join Scouting is \$83 annually to the national office in the marin country and the proceeds be used? BSA. In addition, there are one-time uniform costs and nominal activity fees that maybe on the proceeds be used?								
The registration fee to join Scouting is \$83 annually to the national office in the marin could BSA. In addition, there are one-time uniform costs and nominal activity fees that maybe of								
The registration fee to join Scouting is \$83 annually to the national office in the marin country BSA. In addition, there are one-time uniform costs and nominal activity fees that maybe of by the troop/parent committee.	religion and a. The en h with							
The registration fee to join Scouting is \$83 annually to the national office in the marin countries. Describe your community outreach plan and how you will advertise: The Scouting program is open to all youth in the community regardless of race, gender, ror special needs. We serve youth of all ethnic backgrounds. We recruit by word of mouth we have started our own website and are planning to do more marketing via social media COVID 19 pandemic has affected our effort in outreach but we are still expecting to reop soon and invite more boys to join the troop. The leadership of the troop has been in touch the scouts via phone to check on the status of our members. The Canal neighborhood has one of the most impacted areas in Marin county with the pandemic, especially the Latinx	religion and a. The en h with							

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Section III Outcomes and Measurements

List your expected outcome(s) for this program, and how you will measure your progress/success in meeting each outcome. Refer to the applicant guidelines for samples of outcome and measurement statements. Each outcome statement and measurement should be individually numbered.

Each outcome diatement and modes of the control of
Outcome Statement
The program offers to expose the participant to three aims: one is growth in moral strength and character, second is participating in citizenship and the third aim is development in the physical, mental and emotional fitness
Measurement for Outcome
The fundamental goals of the scouts BSA are Adventure, learning, challenges, responsibility, developing self-potential, relating to others, developing values and contributing to family and society. All these goals are related to the advancement program that the scout needs to achieve his goals. The measurement would be the earned badges all oriented towards the maximum goal of achieving the highest rank: Eagle Award. (see attached)
Measurements:
How do you plan to track attendance? Attach a copy of your form.
see attached sample attendance form

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Client Satisfaction:

What evaluation or survey forms will you use for client	satisfaction? Attach cor	by.
Evaluations are done in monthly sit-down meeting of the scouts reviewing the advancement of the state of the scouts reviewing the advancement of the state of the scouts reviewing the advancement of the state of the scouts reviewing the advancement of the scouts reviewing the advancement of the scouts reviewing the scouts review review review reviewing the scouts review r	ngs between the Scot	itmaster and the parents
What other forms or measurement tools will you use?	Attach copy.	
In addition to the rank advancements, measuren		e of the amount of service
the Troop provides to the community (San Rafae	el) and specifically the	e Canal neighborhood.
Also, the amount of participation in Scouting acti	vities is an indicator of	of success. (see attached
lists of service projects and activities)		
Section IV Faculty/Leaders		
Names, titles and contact information for key faculty/lea	aders other than listed ir	Section I
Scoutmaster Willy Coronado		
Asst. Scoutmaster Aaron VanKestern		
Parent committee treasurer Norma Perez		
Committee Chairman Troop 2000 Delia Lucio Asst. Scout Master Oscar Guardado		
Asst Scout master Guardade		
Section V Partners and Support		
List partners and any cash or in-kind support for this pr potential payment of user fees to the Albert J. Boro Co		hed guidelines regarding
Partners	Dollar Amount	Detail In-Kind
n/a	n/a	n/a

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Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

- 1. copy of attendance spread sheet
- 2. copy of evaluation plan
- 3. copy of measurement tools for rank advancement and list of activities and service project done

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ALBERT J. BORO COMMUNITY CENTER FINAL PROGRAM REPORT FOR CO-SPONSORED PROGRAMS

(Use as many pages as necessary to address the required elements. Please number each one.)

Program Name:		
Troop 2000 scouts BSA		
Report prepared by:		
Oscar Guardado		Assistant Scout Master
Name	Title	Assistant occur master
3/9/2022		
Date submitted:		
ongoing Date program completed:		
13		
How many total people were served?		
A Outcomos: List cash numbered outcome	from v	our application and describe your success in meeting
each outcome.	пош у	our application and describe your success in meeting
We have provided and continue to provi	de sei	vices to boys in Marin County that want to joint
scouting.		
		on with a program based in the Scouting Promise
and Law, sharing the common goals of a		
		adult volunteer leadership and provides a wide
		and activities, making new friends from different e youth with active involvement with community
and the nation.	ait iii	e youth with active involvement with community

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B. Measurements: Describe the measurements and evaluation strategies you used for each outcome, and provide a summary or actual data analysis. Attach relevant documents for each outcome and measurement strategy.
C. Success: If you did not succeed in meeting your objectives, tell us why you think that happened, and what strategies you employed to change the situation, or are planning to change in the future.
D. Summary: Briefly describe your overall satisfaction with your program and your reasoning, what highlights you would like to bring to the Board's attention, and any general comments about your program.

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Evaluation 2022

Outcome Statement

The program offers to expose the participant to three aims: one is growth in moral strength and character, second is participating in citizenship and the third aim is development in the physical, mental and emotional fitness.

Measurement of outcome

We believe we have made a lot of progress in the community with our troop. The fundamental goals of the Boys Scouts are Adventure, learning, challenges, responsibility, developing self-potential, relating to others, developing values and contributing to family and society. The Troop serves boys from 11 to 18 years old in the primarily Hispanic Canal neighborhood of San Rafael. We provide leadership, values, outdoor activities, training, and opportunities otherwise unavailable to our boys. We are making a difference in the community to provide service projects in different areas of Marin. We have made extra efforts to keep the troop united and thru the COVID 19 emergency contacting members to check how they are doing. Recruiting parent leaders has been a challenge for some years, more outreach is needed in this area.



The rank requirements in this book are official as of Jan. 1, 2016. Scouts who joined the Boy Scouts of America on or after Jan. 1, 2016, MUST follow the rank requirements as printed in this *Boy Scout Handbook* or in the current year's *Boy Scout Requirements* book.

Scouts who joined the BSA prior to Jan. 1, 2016:

- Who are working on the Tenderfoot through First Class ranks MAY continue to follow the old requirements, but MUST convert to the current requirements upon attaining First Class.
- Who have completed the First Class rank MAY complete the rank they are currently working on in the old requirements, but MUST convert to the current requirements for subsequent ranks.



SCOUT RANK REQUIREMENTS



All requirements for the Scout rank must be completed as a member of a troop. If you have already completed these requirements as part of the Webelos Scouting Adventure, simply demonstrate your knowledge or skills to your Scoutmaster or other designated leader after joining the troop.

1			LEADER INITIAL & DATE
	la.	Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning.	
	1b.	Explain what Scout spirit is. Describe some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto, and Scout slogan.	
	lc.	Demonstrate the Boy Scout sign, salute, and handshake. Explain when they should be used.	
	1d.	Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge.	
	le.	Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.	
	1f.	Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.	
	2.	After attending at least one Boy Scout troop meeting, do the following:	
	2a.	Describe how the Scouts in the troop provide its leadership.	
	2b.	Describe the four steps of Boy Scout advancement.	
	2c.	Describe what the Boy Scout ranks are and how they are earned.	
	2d.	Describe what merit badges are and how they are earned.	
	3a.	Explain the patrol method. Describe the types of patrols that are used in your troop.	
	3b.	Become familiar with your patrol name, emblem, flag, and yell. Explain how these items create patrol spirit.	
	4a.	Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used.	
	4b.	Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.	
	5.	Demonstrate your knowledge of pocketknife safety.	
	6.	With your parent or guardian, complete the exercises in the pamphlet How to Protect Your Children From Child Abuse: A Parent's Guide and earn the Cyber Chip Award for your grade.1	
	7.	Since joining the troop and while working on the Scout rank, participate in a Scoutmaster conference.	

Notes: For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

The requirements for the Scout, Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

If your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via a mobile device, the Cyber Chip portion of this requirement may be waived by your Scoutmaster in consultation with your parent or guardian.

Alternative requirements for the Scout rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements book.

TENDERFOOT RANK REQUIREMENTS

1			LEADER INITIAL & DATE
	CAM	PING AND OUTDOOR ETHICS	
	la.	Present yourself to your leader, prepared for an overnight camping trip. Show the personal and camping gear you will use. Show the right way to pack and carry it.	
	1b.	Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.	
	lc.	Tell how you practiced the Outdoor Code on a campout or outing.	
	coo	KING	
	2a.	On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup.	
	2b.	While on a campout, demonstrate the appropriate method of safely cleaning items used to prepare, serve, and eat a meal.	
	2c.	Explain the importance of eating together as a patrol.	
	TOOL		
	3a.	Demonstrate a practical use of the square knot.	
	3b.	Demonstrate a practical use of two half-hitches.	
	3c.	Demonstrate a practical use of the taut-line hitch.	
	3d.	Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.	
	FIRST		
	4a.	Show first aid for the following:	
		Simple cuts and scrapes Blisters on the hand and foot	
		Minor (thermal/heat) burns or scalds (superficial, or first-degree)	
		Bites or stings of insects and ticks	
		Venomous snakebite	
		Nosebleed	
		Frostbite and sunburn	
		Choking	
	4b.	Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat for exposure to them.	
	4c.	Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b.	
	4d.	Assemble a personal first-aid kit to carry with you on future campouts and hikes. Tell how each item in the kit would be used.	
	HIKIN	IG:	
	5a.	Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Use the buddy system while on a troop or patrol outing.	
	5b.	Describe what to do if you become lost on a hike or campout.	
	5c.	Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night.	

1			LEADER INITIAL & DATE
	FITNESS		
	6a.	Record your best in the following tests: Pushups (Record the number done correctly in 60 seconds.) Situps or curl-ups (Record the number done correctly in 60 seconds.)	
		Back-saver sit-and-reach (Record the distance stretched.) 1-mile walk/run (Record the time.)	
	6b.	Develop and describe a plan for improvement in each of the activities listed in Tenderfoot requirement 6a. Keep track of your activity for at least 30 days.	
	6c.	Show improvement (of any degree) in each activity listed in Tenderfoot requirement 6a after practicing for 30 days. Pushups (Record the number done correctly in 60 seconds.) Situps or curl-ups (Record the number done correctly in 60 seconds.) Back-saver sit-and-reach (Record the distance stretched.) 1-mile walk/run (Record the time.)	
4	CITIZE	I-mile walk/run (Record the time.) ENSHIP	
	7a.	Demonstrate how to display, raise, lower, and fold the U.S. flag.	
	7b.	Participate in a total of one hour of service in one or more service projects approved by your Scoutmaster. Explain how your service to others relates to the Scout slogan and Scout motto.	
	LEAD	ERSHIP	
	8.	Describe the steps in Scouting's Teaching EDGE method. Use the Teaching EDGE method to teach another person how to tie the square knot.	
	SCOL	JT SPIRIT	
	9.	Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law in your everyday life.	
	10.	While working toward the Tenderfoot rank, and after completing Scout rank requirement 7, participate in a Scoutmaster conference.	
	11.	Successfully complete your board of review for the Tenderfoot rank.	

Notes: For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

The requirements for the Scout, Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

Alternative requirements for the Tenderfoot rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements book.

SECOND CLASS RANK REQUIREMENTS

In the second se	ADER IITIAL
	DATE
La Since joining Boy Scouts, participate in five separate troop (patro) activities, at	
least three of which must be held outdoors. Of the outdoor activities, at least two must include overnight camping. These activities do not include troop or patrol meetings. On campouts, spend the night in a tent that you pitch or other structure that you help erect, such as a lean-to, snow cave, or tepee.	
1b. Explain the principles of Leave No Trace and tell how you practiced them on a campout or outing. This outing must be different from the one used for Tenderfoot requirement 1c.	
On one of these campouts, select a location for your patrol site and recommend it to your patrol leader, senior patrol leader, or troop guide. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.	
COOKING AND TOOLS	
Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so.	76
2b. Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire.	
At an approved outdoor location and time, use the tinder, kindling, and fuel wood from Second Class requirement 2b to demonstrate how to build a fire. Unless prohibited by local fire restrictions, light the fire. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site.	
2d. Explain when it is appropriate to use a lightweight stove and when it is appropriate to use a propane stove. Set up a lightweight stove or propane stove. Light the stove, unless prohibited by local fire restrictions. Describe the safety procedures for using these types of stoves.	
2e. On one campout, plan and cook one hot breakfast or lunch, selecting foods from MyPlate or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected.	
2f. Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.	
2g. Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.	
NAVIGATION	
3a. Demonstrate how a compass works and how to orient a map. Use a map to point out and tell the meaning of five map symbols.	
3b. Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian. ²	
Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. ²	
3d. Demonstrate how to find directions during the day and at night without using a compass or an electronic device.	

²If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute "trip" for "hike" in requirement 3b and 3c.

	i		LELDED
✓			LEADER INITIAL & DATE
	NATU	JRE .	
	4.	Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, or mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken.	
	AQUATICS		
	5a.	Tell what precautions must be taken for a safe swim.	
	5b.	Demonstrate your ability to pass the BSA beginner test: Jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place. ³	
	5c.	Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. ³	
	Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why and how a rescue swimmer should avoid contact with the victim.		
	FIRST	AID AND EMERGENCY PREPAREDNESS	
	6a.	Demonstrate first aid for the following: Object in the eye Bite of a warm-blooded animal Puncture wounds from a splinter, nail, and fishhook Serious burns (partial thickness, or second-degree) Heat exhaustion Shock Heatstroke, dehydration, hypothermia, and hyperventilation	
	6b.	Show what to do for "hurry" cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.	
	6c.	Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b.	
	Explain what to do in case of accidents that require emergency response in the home and backcountry. Explain what constitutes an emergency and what information you will need to provide to a responder. Tell how you should respond if you come upon the scene of a vehicular accident.		
0 0	FITNE	ESS	
	7a.	After completing Tenderfoot requirement 6c, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.	
	7b.	Share your challenges and successes in completing Second Class requirement 7a. Set a goal for continuing to include physical activity as part of your daily life and develop a plan for doing so.	

³Under certain exceptional conditions, where the climate keeps the outdoor water temperature below safe levels year-round, or where there are no suitably safe and accessible places (outdoors or indoors) within a reasonable traveling distance to swim at any time during the year, the council Scout executive and advancement committee may, on an individual Scout basis, authorize an alternative for requirements 5b and 5c. The local council may establish appropriate procedures for submitting and processing these types of requests. All the other requirements, none of which necessitate entry in the water or entry in a watercraft on the water, must be completed as written.

✓			LEADER INITIAL & DATE
	7c.	Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family, and explain the dangers of substance addictions. Report to your Scoutmaster or other adult leader in your troop about which parts of the Scout Oath and Scout Law relate to what you learned.	
	CITIZI	ENSHIP	
	8a.	Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity.	
	8Ь.	Explain what respect is due the flag of the United States.	
	8c. With your parents or guardian, decide on an amount of money that you would like to earn, based on the cost of a specific item you would like to purchase. Develop a written plan to earn the amount agreed upon and follow that plan; it is acceptable to make changes to your plan along the way. Discuss any changes made to your original plan and whether you met your goal.		
	8d.	At a minimum of three locations, compare the cost of the item for which you are saving to determine the best place to purchase it. After completing Second Class requirement 8c, decide if you will use the amount that you earned as originally intended, save all or part of it, or use it for another purpose.	
	8e.	Participate in two hours of service through one or more service projects approved by your Scoutmaster. Tell how your service to others relates to the Scout Oath.	
	PERSO	ONAL SAFETY AWARENESS	
	9a.	Explain the three R's of personal safety and protection.	
	9Ь.	Describe bullying; tell what the appropriate response is to someone who is bullying you or another person.	
	SCOUT SPIRIT		
	10.	Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (not to include those used for Tenderfoot requirement 9) in your everyday life.	
	11.	While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference.	
	12.	Successfully complete your board of review for the Second Class rank.	

Notes: For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

The requirements for Scout, Tenderfoot, Second Class, and First Class canks may be worked on simultaneously; however, these ranks must be earned in sequence.

Alternative requirements for the Second Class rank are available for Second with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements.

FIRST CLASS RANK REQUIREMENTS

1			LEADER INITIAL & DATE
	CAM	PING AND OUTDOOR ETHICS	
	la.	Since joining Boy Scouts, participate in 10 separate troop/patrol activities, at least six of which must be held outdoors. Of the outdoor activities, at least three must include overnight camping. These activities do not include troop or patrol meetings. On campouts, spend the night in a tent that you pitch or other structure that you help erect, such as a lean-to, snow cave, or tepee.	
	1b.	Explain each of the principles of Tread Lightly! and tell how you practiced them on a campout or outing. This outing must be different from the ones used for Tenderfoot requirement 1 c and Second Class requirement 1 b.	
	COO	KING	
	2a.	Help plan a menu for one of the above campouts that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from MyPlate or the current USDA nutritional model and how it meets nutritional needs for the planned activity or campout.	
	2b.	Using the menu planned in First Class requirement 2a, make a list showing a budget and the food amounts needed to feed three or more boys. Secure the ingredients.	
	Show which pans, utensils, and other gear will be needed to cook and serve these meals.		
	2d.	Demonstrate the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Show how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.	
	2e.	On one campout, serve as cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in First Class requirement 2a. Supervise the cleanup.	
	TOOLS		
	3a. Discuss when you should and should not use lashings.		
	3b.	Demonstrate tying the timber hitch and clove hitch.	
	3c.	Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.	
	3d.	Use lashings to make a useful camp gadget or structure.	
	NAVI	GATION	
	4 a.	Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).	
	4b.	Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system. Use GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination.	
	NATURE		,
	5a.	Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken.	
	5b.	Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.	

✓			LEADER INITIAL & DATE
	5c.	Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such weather conditions, and the appropriate actions to take.	
	5d. Describe extreme weather conditions you might encounter in the outdoors in your local geographic area. Discuss how you would determine ahead of time the potential risk of these types of weather dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions.		
	AQU	ATICS	
	6a.	Successfully complete the BSA swimmer test. ^{4,5}	
	6b.	Tell what precautions must be taken for a safe trip afloat.	
	6c.	Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar.	
	6d.	Describe proper body positioning in a watercraft, depending on the type and size of the vessel. Explain the importance of proper body position in the boat.	
	6e. With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.) ⁵		
	FIRST	AID AND EMERGENCY PREPAREDNESS	
	7a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.		
7b. By yourself and with a partner, show how to:• Transport a person from a smoke-filled room.		By yourself and with a partner, show how to:	
		Transport a person from a smoke-filled room.	
	Transport for at least 25 yards a person with a sprained ankle.		
	7c. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).		
	7d.	Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities and tell how to respond in emergency situations.	
	7e.	Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.	
	7f.	Explain how to obtain potable water in an emergency.	
	FITNE		
	After completing Second Class requirement 7a, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.		
	8Ь.	Share your challenges and successes in completing First Class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life.	
	CITIZ	CITIZENSHIP	
	9a.	Visit and discuss with a selected individual approved by your leader (for example, an elected official, judge, attorney, civil servant, principal, or teacher) the constitutional rights and obligations of a U.S. citizen.	
	9Ь.	Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern.	

⁴See the Swimming merit badge requirements for details about the BSA swimmer test.

⁵Under certain exceptional conditions, where the climate keeps the outdoor water temperature below safe levels year round, or where there are no suitably safe and accessible places (outdoors or indoors) within a reasonable traveling distance to swim at any time during the year, the council Scout executive and advancement committee may, on an individual Scout basis, authorize an alternative for requirements 6a and 6e. The local council may establish appropriate procedures for submitting and processing these types of requests. All the other requirements, none of which necessitate entry in the water or entry in a watercraft on the water, must be completed as written.

1			LEADER INITIAL & DATE
	9c.	On a Scouting or family outing, take note of the trash and garbage you produce. Before your next similar outing, decide how you can reduce, recycle, or repurpose what you take on that outing, and then put those plans into action. Compare your results.	
9d. Participate in three hours of service through one or more service projects approved by your Scoutmaster. The project(s) must not be the same service project(s) used for Tenderfoot requirement 7b and Second Class requirement 8e. Explain how your service to others relates to the Scout Law.			
	LEAD	DERSHIP	
	10.	Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your Scouting activities. Invite him to an outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active. Share your efforts with your Scoutmaster or other adult leader.	
	SCO	UT SPIRIT	
	11.	Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (different from those points used for previous ranks) in your everyday life.	
		While working toward the First Class rank, and after completing Second Class requirement 11, participate in a Scoutmaster conference.	
	13.	Successfully complete your board of review for the First Class rank.	

Notes: For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

The requirements for Scout, Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

Alternative requirements for the First Class rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements book.



STAR RANK REQUIREMENTS

1			LEADER INITIAL & DATE
	1.	Be active in your troop for at least four months as a First Class Scout.	
	2.	As a First Class Scout, demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived the Scout Oath and Scout Law in your everyday life. Earn six merit badges, including any four from the required list for Eagle. You may choose any of the 17 merit badges on the required list for Eagle to fulfill this requirement. See Eagle rank requirement 3 for this list.	
	3.		
		NAME OF MERIT BADGE DATE EARNED	
		(Eaglerequired)	
j			
	4.	While a First Class Scout, participate in six hours of service through one or more service projects approved by your Scoutmaster.	
	5.		
		Boy Scout troop. Patrol leader, assistant senior patrol leader, senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, bugler, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or outdoor ethics guide.	
		Varsity Scout team. Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, webmaster, or outdoor ethics guide.	
		Venturing crew/Sea Scout ship. President, vice president, secretary, treasurer, den chief, quartermaster, historian, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, or webmaster.	
		Lone Scout. Leadership responsibility in your school, religious organization, club, or elsewhere in your community.	
	6.	With your parent or guardian, complete the exercises in the pamphlet <i>How to Protect Your Children From Child Abuse: A Parent's Guide</i> and earn the Cyber Chip award for your grade. ⁷	
	7.	While a First Class Scout, participate in a Scoutmaster conference.	
	8.	Successfully complete your board of review for the Star rank.8	

Notes: For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach." For Venturers working on Boy Scout requirements, replace "troop" with "crew" and "Scoutmaster" with "crew Advisor." For Sea Scouts working on Boy Scout requirements, replace "troop" with "ship" and "Scoutmaster" with "Skipper."

⁶Assistant patrol leader is not an approved position of responsibility for the Star rank.

⁷lf your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via a mobile device, the Cyber Chip portion of this requirement may be waived by your Scoutmaster in consultation with your parent or guardian.

⁸If the board of review does not approve the Scout's advancement, the decision may be appealed in accordance with Guide to Advancement topic 8.0.4.0.

LIFE RANK REQUIREMENTS

1			LEADER INITIAL & DATE	
	1.	Be active in your troop for at least six months as a Star Scout.		
	2.	As a Star Scout, demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived the Scout Oath and Scout Law in your everyday life.		
	3.	Earn five more merit badges (so that you have 11 in all), including any three additional badges from the required list for Eagle. You may choose any of the 17 merit badges on the required list for Eagle to fulfill this requirement. See Eagle rank requirement 3 for this list.		
		NAME OF MERIT BADGE DATE EARNED		
		(Eaglerequired)		
		(Eaglerequired)		
		(Eaglerequired)		
	4.	 While a Star Scout, participate in six hours of service through one or more service projects approved by your Scoutmaster. At least three hours of this service must be conservation-related. 		
	5.	While a Star Scout, serve actively in your troop for six months in one or more of the following troop positions of responsibility (or carry out a Scoutmaster-approved leadership project to help the troop). Boy Scout troop. Patrol leader, assistant senior patrol leader, senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, bugler, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or outdoor ethics guide. Varsity Scout team. Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, webmaster, or outdoor ethics guide. Venturing crew/Sea Scout ship. President, vice president, secretary, treasurer, den chief, quartermaster, historian, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, or webmaster. Lone Scout. Leadership responsibility in your school, religious organization, club, or elsewhere in your community.		
	6.	While a Star Scout, use the Teaching EDGE method to teach another Scout (preferably younger than you) the skills from ONE of the following choices, so that he is prepared to pass those requirements to his Scoutmaster's satisfaction. a. Tenderfoot 4a and 4b (first aid) b. Second Class 2b, 2c, and 2d (cooking/tools) c. Second Class 3a and 3d (navigation) d. First Class 3a, 3b, 3c, and 3d (tools) h. Three requirements from one of the required Eagle metit badges, as approved by your Scoutmaster		
	7.	While a Star Scout, participate in a Scoutmaster conference.		
	8.	Successfully complete your board of review for the Life rank. ¹⁰		

Notes: For Varsity Scouts working on Boy Scout requirements, replace "troop" with "learn" and "Scoutmaster" with "Varsity Scout Coach." For Venturers working on Boy Scout requirements, replace "troop" with "crew" and "Scoutmaster" with "crew Advisor." For Sea Scouts working on Boy Scout requirements, replace "troop" with "ship" and "Scoutmaster" with "Skipper."

⁹Assistant patrol leader is not an approved position of responsibility for he Star, Life, or Eagle rank.

¹⁰¹f he board of review does not approve he Scout's advancement, he decision may be appealed in accordance with Guide to Advancement topic 8.0.4.0.

EAGLE RANK REQUIREMENTS

1				LEADER INITIAL & DATE
	1.	Be active in your troop for at least six months as a Life Scout.		
	2. As a Life Scout, demonstrate Scout Spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God, how you have lived the Scout Oath and Scout Law in your everyday life, and how your understanding of the Scout Oath and Scout Law will guide your life in the future. List on your Eagle Scout Rank Application the names of individuals who know you personally and would be willing to provide a recommendation on your behalf, including parents/guardians, religious (if not affiliated with an organized religion, then the parent or guardian provides this reference), educational, employer (if employed), and two other references.			
	3. Earn a total of 21 merit badges (10 more than required for the Life rank), including these 13 merit badges: (a) First Aid, (b) Citizenship in the Community, (c) Citizenship in the Nation, (d) Citizenship in the World, (e) Communication, (f) Cooking, (g) Personal Fitness, (h) Emergency Preparedness OR Lifesaving, (i) Environmental Science OR Sustainability, (j) Personal Management, (k) Swimming OR Hiking OR Cycling, (l) Camping, and (m) Family Life. You must choose only one of the merit badges listed in categories h, i, and k.			
		Any additional merit badge(s) earned in those categories may be counted as one of your eight optional merit badges used to make your total of 21.		
		NAME OF MERIT BADGE DATE EARNED DATE EARNED		
		1.		
	2.			
	3.			
		4.		
		5.		
		6.		
		7.		
		8.		
		9.		
		10.		
	4.	While a Life Scout, serve actively in your troop for six more of the following positions of responsibility ¹¹ :	nths in one or	
	Boy Scout troop. Patrol leader, assistant senior patrol leader, senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or outdoor ethics guide.			
	Varsity Scout team. Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaptain aide, instructor, den chief, webmaster, or outdoor ethics guide.			
	Venturing crew/Sea Scout ship. President, vice president, secretary, treasurer, quartermaster, historian, den chief, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, or webmaster.			

¹¹Assistant patrol leader and bugler are not approved positions of respons bility for the Eagle Scout rank. Likewise, a Scoutmaster approved leadership project cannot be used in lieu of serving in a position of respons bility.

Lone Scout. Leadership responsibility in your school, religious organization, club, or elsewhere in your community.

✓			LEADER INITIAL & DATE
	5.	While a Life Scout, plan, develop, and give leadership to others in a service project helpful to any religious institution, any school, or your community. (The project must benefit an organization other than the Boy Scouts of America.) A project proposal must be approved by the organization benefiting from the effort, your Scoutmaster and unit committee, and the council or district before you start. You must use the Eagle Scout Service Project Workbook, BSA publication No. 512-927, in meeting this requirement. (To learn more about the Eagle Scout service project, see the Guide to Advancement, topics 9.0.2.0 through 9.0.2.16.)	
	6.	While a Life Scout, participate in a Scoutmaster conference.	
In preparation for your board of review, prepare and attach to your Eagle Scout Rank Application a statement of your ambitions and life purpose and a listing of positions held in your religious institution, school, camp, community, or other organizations, during which you demonstrated leadership skills. Include honors and awards received during this service.			ious
	7.	Successfully complete your board of review for the Eagle Scout rank. 12 (This requirement may be met after age 18, in accordance with <i>Guide to Advancement</i> topic 8.0.3.1.13).	

Notes: For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach." For Venturers working on Boy Scout requirements, replace "troop" with "crew" and "Scoutmaster" with "crew Advisor." For Sea Scouts working on Boy Scout requirements, replace "troop" with "ship" and "Scoutmaster" with "Skipper."

12APPEALS AND EXTENSIONS

If a Scout believes he has completed all requirements for the Eagle Scout rank but is denied a board of review, he may request a board of review under disputed circumstances in accordance with Guide to Advancement topic 8.0.3.2.

If the board of review does not approve the Scout's advancement, the decision may be appealed in accordance with Guide to Advancement topic 8.0.4.0.

If a Scout foresees that, due to no fault or choice of his own, he will be unable to complete the Eagle Scout rank requirements before age 18, he may apply for a limited time extension in accordance with Guide to Advancement topic 9.0.4.0. Time extensions are rarely granted.

13AGE REQUIREMENT ELIGIBILITY

Merit badges, badges of rank, and Eagle Palms may be earned by a registered Boy Scout, Varsity Scout, or qualified Venturer or Sea Scout. He may earn these awards until his 18th birthday. Any Venturer or Sea Scout who has achieved the First Class rank as a Boy Scout in a troop or Varsity Scout in a team may continue working up to his 18th birthday toward the Star, Life, and Eagle Scout ranks and Eagle Palms.

An Eagle Scout board of review may occur, without special approval, within three months after the 18th birthclay. Local councils must preapprove those held three to six months afterward. To initiate approval, the candidate, his parent or guardian, the unit leader, or a unit committee member attaches to the application a statement explaining the delay. Consult the Guide to Advancement, topic 8.0.3.1, in the case where a board of review is to be conducted more than six months after a candidate's 18th birthday.

If you have a permanent physical or mental disability, or a disability expected to last more than two years or beyond age 18, you may become an Eagle Scout by qualifying for as many required merit badges as you can and qualifying for alternative merit badges for the rest. If you seek to become an Eagle Scout under this procedure, you must submit a special application to your local council service center. Your application must be approved by your council advancement committee before you can work on alternative merit badges.

A Scout or Venturer with a disability may also qualify to work toward rank advancement after he is 18 years of age if he meets the guidelines outlined in section 10 of the Guide to Advancement.

EAGLE PALM REQUIREMENTS*

After successfully completing your Eagle Scout board of review on or after Aug. 1, 2017, and being validated as an Eagle Scout by the National Service Center, you will be entitled to receive an Eagle Palm for each additional five merit badges you completed before your Eagle board of review beyond those required for Eagle. In addition, all current Scouts who have completed their Eagle board of review and who had not passed their 18th birthday before Aug. 1, 2017, are entitled as well. For these Palms only, it will not be necessary for you to complete the requirements stated below.

After becoming an Eagle Scout and receiving the Eagle Palms you are entitled to, you may earn additional Palms by completing the following requirements:

1		LEADER INITIAL & DATE
	Be active in the Boy Scouts of America for at least three months after becoming an Eagle Scout or after the last Palm was earned.** (See page 24.)	
	Since earning the Eagle Scout rank or your last Eagle Palm, demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived the Scout Oath and Scout Law in your everyday life. (See pages 11-16, 23, and 479.)	
	Continue to set a satisfactory example of accepting responsibility or demonstrating leadership ability. (See pages 32-44.)	
	Earn five additional merit badges beyond those required for Eagle or last Palm. * * * (See pages 28 and 46-49.)	
	5. While an Eagle Scout, participate in a Scoutmaster conference.* (See page 416.)	

You may wear only the proper combination of Palms for the number of merit badges you earned beyond the rank of Eagle. The Bronze Palm represents five merit badges, the Gold Palm 10, and the Silver Palm 15.

Notes: "For Varsity Scouts working on Boy Scout requirements, replace "Scoutmaster" with "Varsity Scout Coach." For Venturers working on Boy Scout requirements, replace "Scoutmaster" with "crew Advisor." For Sea Scouts working on Boy Scout requirements, replace "Scoutmaster" with "Skipper."

^{***}Merit badges earned any time since becoming a Boy Scout may be used to meet his requirement.

1		LEADER INITIAL & DATE
	Bronze Palm earned	
	Gold Palm earned	
	Silver Palm earned	
	Second Bronze Palm earned	
	Second Gold Palm earned	
	Second Silver Palm earned	
	Third Bronze Palm earned	
	Third Gold Palm earned	
	Third Silver Palm earned	2

^{**}Eagle Palms must be earned in sequence, and he hree-mon h tenure requirement must be observed for each Palm.

TROOP 2000 Scouts BSA ATTENDANCE SHEET

Please return to Willy Coronado/Oscar Guardado Thank you

Date:	Activity:	•
SCOUT NAM		PARENT



PICKLEWEED ADVISORY COMMITTEE AGENDA REPORT

April 13, 2022 Item # 4.D.

TITLE: Marin YMCA 2022/2023 Afterschool Program

RECOMMENDATION

It is recommended that the Pickleweed Advisory Committee grant the YMCA a fee reduction or waiver for use of the rooms necessary to conduct a 2022/2023 afterschool program for Canal children at the Albert J. Boro Community Center and Pickleweed Park Monday through Friday, August 15, 2022 through June 9, 2023, excluding holidays and closures, with permission for City staff to grant additional space on a day-to-day basis, depending on availability.

BACKGROUND

The Albert J. Boro Community Center & Pickleweed Park has hosted YMCA learning hubs, summer camps and afterschool programs, supported by the San Rafael City School District, since the pandemic to support Canal youth, and their families.

The program is free to all participants who are identified and referred to the YMCA by the student's school.

The application requested use of many of the Center's rooms and amenities. As was done in the past with both the Kids Club program and YMCA programs, in order to accommodate other offerings in the facility, the City co-sponsored and provided the YMCA with three meeting rooms and the picnic area daily. Additional rooms are granted on a daily, space available, basis. The listed fiscal impact of the program, therefore, reflects the base fees and not the extras that will be added during the period of use.

A Final Report was not provided for their Winter/Spring 2022 program that is currently being held at the Center. YMCA staff have been encouraged to provide that information during their presentation at the meeting.

DISCUSSION

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application and Final Report, YMCA staff will be present to provide a program overview and support their application which is before the Committee. Committee members will then have opportunity to ask questions of YMCA staff.

The Pickleweed Advisory Committee has the authority to grant a fee reduction (25%, 50%, 75%, or other), grant a full fee-waiver, reject the application and ask applicant to resubmit with additional information, or reject the co-sponsorship application all together.

The Committee will make their recommendation at their June 1, 2022 regular meeting.

FISCAL IMPACT

The non-profit value of the granted full co-sponsorship for the meeting rooms and picnic area total \$61,020.00, while still retaining space for other programs. The fee waiver potentially results in lost revenue to the City should a paying program be interested renting the facilities at that time. The co-sponsorship amount will also be charged against the \$140,000 available annually for co-sponsorship.

ALTERNATIVE ACTION

No action is required by the Committee.

Submitted by:

Steve Mason

Senior Recreation Supervisor

Attachments:

- 1. Use Agreement Application 2022/2023
- 2. Sign In-Out Template
- 3. 2020-11-20-School-Age-PQA-Fillable-Version
- 4. Core+HHcombo_3-5_PAPER_Eng
- 5. YMCA of San Francisco Youth Core Survey
- 6. 22-23 Al Boro Rough Budget



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

Section I-About the Applicant Agency Date Submitted: 3/28/2022 Revision Dates (if applicable) (Received 3/31 -Updated 4/1) Title of Program: ____YMCA - Al Boro Afterschool Program Co-sponsoring agency or individual: YMCA of San Fransisco, Marin Branch Address: Telephone: _____ Ext. ____ Website: Non-Profit 501c3 Number: Principal contacts: Name: Marissa Williams Phone: _ Email: Is this a first time program at Pickleweed? Nο If no, start date of original program: $\frac{1/4/2022}{}$ Albert J. Boro Community Center _ Location: _ Most recently approved final report must be attached. Section II-About the Program General Statement about the Program. Provide a background statement or statement of the problem that describes the challenges, behaviors or issues you hope to resolve or improve In partnership with the SRCS we will provide a safe and enriching environment for the students. We provide academic support, enrichment activities and social-emotional support to the students.

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Proposed Start Date: 8/15/2022 Proposed End Date: 6/9/2023						
Number participants estimated: 70 Maximum number estimated: 90						
Target age group: TK-5th						
Requested Rooms: Classroom # Community Room						
Days and Times Requested:						
Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday Time: 1-5:45pm 1-5:45pm 1-5:45pm 1-5:45pm						
Fee Reduction Request □ 25% □ 50% □ 75% ■ 100%						
OFFICE USE ONLY: Monetary value of fee waiver request: \$ 61,020.00						
Will there be a charge to participants? Yes No If so, what will the fee be? How will the proceeds be used?						
Describe your community outreach plan and how you will advertise:						
Students are identified through the SRCS District to provide care for youth living in the canal community. No advertising will be done for this program.						
In what languages will your marketing materials be distributed?						
■ English ■ Spanish □ Vietnamese □ Other						

10/29/2021 Page 10 of 16

Section III Outcomes and Measurements

List your expected outcome(s) for this program, and how you will measure your progress/success in meeting each outcome. Refer to the applicant guidelines for samples of outcome and measurement statements. Each outcome statement and measurement should be individually numbered.

Oι	itco	me	Sta	tem	ent

Odicome Statement
 Children will have a safe space - emotionally and physically Children will have a supportive environment where they can explore, learn and grow Children will interact positively with the staff and each other Children will engage in with new ideas and experiences
Measurement for Outcome
Program Quality Assessment (PQA) - measures the overall quality of the program through Safe Environment, Supportive Environment, Interaction and Engagement Program Measurement Quality Index (PMQI) - is a survey completed by participants and their families for direct feedback on their program experience
Measurements:
How do you plan to track attendance? Attach a copy of your form.
Aries - School Software system See attached YMCA sign in/out Template

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	faction:

What evaluation or survey forms will you use for client satisfaction? Attach copy.

See attached:
2020-11-20-School-Age-PQA-Fillable-Version
Core+HHcombo_3-5_PAPER_Eng
YMCA of San Fransisco Youth Core Survey

What other forms or measurement tools will you use? Attach copy.

none - all attached

Section IV Faculty/Leaders

Names, titles and contact information for key faculty/leaders other than listed in Section I

Torrey Kelly - Associate Executive Director;
Jordan James - Senior Director of Youth Development;
Kelsey Roderer - Senior Director of Camp Programs;
Marissa Williams - Community Programs Director;
Anahi Sanchez - Al Boro Site Coordinator;

Section V Partners and Support

List partners and any cash or in-kind support for this project (Refer to the attached guidelines regarding potential payment of user fees to the Albert J. Boro Community Center.)

Partners	Dollar Amount	Detail In-Kind
San Rafael City Schools	\$262,768.50	see attached 22-23 al boro rough budget

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Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

Sign In-Out Template 2020-11-20-School-Age-PQA-Fillable-Version Core+HHcombo_3-5_PAPER_Eng YMCA of San Fransisco Youth Core Survey 22-23 Al Boro rough budget

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ALBERT J. BORO COMMUNITY CENTER FINAL PROGRAM REPORT FOR CO-SPONSORED PROGRAMS

(Use as many pages as necessary to address the required elements. Please number each one.)

Program Name:	
Report prepared by:	
Name	Title
Date submitted:	
Date program completed:	
How many total people were served?	
A. Outcomes: List each numbered outcome each outcome.	from your application and describe your success in meeting

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B. Measurements: Describe the measurements and evaluation strategies you used for each outcome, and provide a summary or actual data analysis. Attach relevant documents for each outcome and measurement strategy.
C. Success: If you did not succeed in meeting your objectives, tell us why you think that happened, and what strategies you employed to change the situation, or are planning to change in the future.
D. Summary: Briefly describe your overall satisfaction with your program and your reasoning, what highlights you would like to bring to the Board's attention, and any general comments about your program.

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Program Sign-In/Out

Location: &=Master.TREX1__COURSE_OPTION_TREX1__LOCATION_NAME

Course Option: &=Master.TREX1__COURSE_OPTION_NAME

				Monday		Tuesday		Wednesday		Thursday		Friday
#	Participant Name		Time	Signature								
	X=Programenro	IN										
1	IlmentExp.TREX &=ProgramEnro											
	llmontEvn TDEV	OUT										
2		IN										
		OUT										
_		IN										
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5		OUT										
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6		OUT										
_	<u> </u>	IN										
7		OUT										
		IN										
8		OUT										
		IN										
9		OUT										
1.0		IN										
10		OUT										
11		IN										



Organization name:

Site/program name:

Name(s) of program offering(s) observed:

Date of observation: see attached 22-23 al boro

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INTRODUCTION

PURPOSE

The School-Age Program Quality Assessment (School-Age PQA) is based on the validated Youth PQA & is designed to evaluate the quality of children's programs & identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs & other places where children have fun, work & learn with adults. The School-Age PQA is designed to empower people & organizations to envision optimal-quality programming for children by providing a shared language for practice & decision-making & producing scores that can be used for comparison & assessment of progress over time. The School-Age PQA measures the quality of children's experiences & promotes the creation of environments that tap the most important resource available to any child-serving organization: a young person's motivation to engage critically with the world.

THE 2012 REVISION

The School-Age PQA is an assessment tool for best practices for any child-serving program. Each scale was given a short label or name to focus attention on the intent & purpose of the scale. This edition also contains some minor changes to make the items easier to interpret & score. When an item was substantively rewritten to clarify scoring, the original intent of the item was preserved wherever possible. We added three items to Skill-Building to better assess this important scale. Minor changes were made to increase consistency in wording across the School-Age PQA & the Youth PQA. Items in the School-Age PQA but not the Youth PQA are identified by (SA) after the item number.

THE 2020 REVISION

In March 2020, many programs transitioned to virtual learning environments. To support virtual assessment, an additional scoring option, Not Scored (NS), was created, allowing assessors to decide before the assessment not to score specific items because they are not applicable to the purpose or modality of the program. Similar to an "X", it was decided that a score of "NS" will also be excluded from the scale and domain averages so as not to negatively impact the scores. This change then updated the scoring calculations. If less than 50% of items in a scale are given a 1, 3 or 5 score, no scale score will be computed. If less than 50% of the scale in a domain have scores, no domain score will be computed. If less than 50% of the domains in the tool have scores, no Total Score will be computed.

BENEFITS

The School-Age PQA offers several important attributes:

- Experience-tested approach The standards for best practices that
 make up the School-Age PQA are grounded in extensive experience
 working with young people. Together, the scales in the instrument
 represent a child development approach that works.
- Research-based rubrics The School-Age PQA contains proven measurement rubrics that allow observers to differentiate programs in important and meaningful ways.
- Opportunities to observe practice Staff using the School-Age PQA must spend time watching what happens in their program.
- Flexibility The School-Age PQA is designed to meet a range of accountability and improvement needs, from self assessment to research and evaluation.

TERMINOLOGY

- Form refers to the entire group of scales used for assessment. For example: Form A – Program Offerings and Form B – Organization Practices & Policies.
- Domain refers to the group of scales falling under one of the sections I–VII. For example, in Form A Program Offerings, a domain is "I. Safe Environment," which contains scales that pertain to that domain.
 Domain score is the average of scale scores for each domain I–VII. For example, the domain "I. Safe Environment" contains five scale scores to be averaged for a domain score.
- Scale score refers to the average of the scores (one per item) that make up a scale. For example, the Healthy Environment scale, has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- Item or item row refers to a single row on the School-Age PQA for which there are descriptors for scores 1, 3 and 5. Level 5 is best practice.

DEFINITIONS

- Organization refers to the agency that operates services for young people. An organization may be a community-based nonprofit agency, church or temple, private center, neighborhood association or school.
- Site refers to the physical location of the activities being observed. For example, Middleton School or Bay Area Country Club.
- Program offerings refer to structured activities led by regular staff with the same children over time. This includes the range of scheduled services available to children at an organization (classes, workshops, meetings, special events, homework help, discussion groups, etc.)
- Session refers to one scheduled period of a program offering, e.g., a session might be when the photography club meets from 3 to 5 p.m. on Wednesday.
- Staff refers to the person or persons facilitating a session. Staff may include paid workers, volunteers or peer leaders.
- Activities are the planned interactions led by staff within a program
 offering. For example, the activities in an art club might include making
 a collage, learning different painting techniques and making
 sculptures with found objects.
- *Program hours* are the normal hours that the full range of program offerings are in session.

INTRODUCTION TO ITEMS & SCORING

The School-Age PQA items measure quality in different ways. Some items measure aspects of the environment or the way the session is structured. The bulk of these are in domain "I. Safe Environment." Some items measure if staff exhibit specific behaviors or best practice methods, or how frequently staff carries out the practice. Some items distinguish between child-initiated behaviors that occur informally/spontaneously & those that have been set up intentionally by staff. Others measure how many children have certain opportunities. It is important to note that items generally capture either staff practices or child behaviors/opportunities, but not both. Both are indicators of a quality program, although the School-Age PQA & continuous improvement approach focus on staff behaviors as that is where staff can directly make changes or improvements.

Scores at all levels are based on a five-point measurement scale ranging from 1-5, where 1 generally represents the absence of a practice or the presence of a poor practice, 3 represents the informal presence of the practice or availability of the practice to only some youth, and 5 represents intentional delivery of the highest quality practices.

A site, network or organization may decide <u>in advance</u> not to score specific practices because they are not relevant to the program offering (e.g. fire extinguisher in a virtual program). Before the assessment, have a conversation to determine if any items or scales are not to be scored because they are not applicable to the purpose or modality of the program.

To complete the assessment, any items which were pre-determined to be omitted are marked NS. A rater may decide certain items should be scored with an "X" as instructed in the instrument. A mark of an "X" indicates that a specific practice was not able to be scored during the program offering (e.g., Managing Feelings if no conflict or incident involving strong feelings was observed).

In observing and scoring, it is helpful to keep the following in mind:

- Think about the intent of the item when scoring. Consult the handbook as needed.
- Follow through and pay attention to an entire sequence of events (e.g., child behavior, staff response, child response).
- If the item assesses children's opportunity for something, score based on whether the opportunity was present or explicitly offered, even if some children do not take advantage of the opportunity.
- Score based on what you see that day, even if there were extenuating circumstances present that affected scores.
- If there are two or more staff members, score on whether any one of the staff members carry out a certain practice. Otherwise, focus on the primary staff member.
- Structured refers to the quality of being intentional, planned, prompted, initiated and/or named by the staff; it does not refer to children's informal conversation or actions.

CONDUCTING A PROGRAM SELF-ASSESSMENT

Team-based program self assessment using the School-Age PQA is a highly effective, low stakes strategy for building a quality-focused culture. Program self assessment can help managers and staff co-create meaningful improvement objectives for the quality of their programming and ultimately the outcomes for their young participants.

Throughout the process, keep in mind these three aspects of a constructive program self assessment process:

- Work as a team.
- Base scores on observational evidence.
- Focus on conversations about quality.

1. SELECT AND TRAIN A SELF-ASSESSMENT TEAM

The program self assessment team should consist of the site leader and at least two program staff, volunteers or parents. The site leader attends PQA Basics training. Team members can prepare to be a part of the program self-assessment process by completing the PQA Basics training online. The site lead should also conduct a meeting or mini training for team members using the materials shared at PQA Basics. Use this time to have a conversation with your team to decide if any items or scales are not to be scored because they are not applicable to the purpose or modality of the program.

2. PREPARE FOR DATA COLLECTION

Team members collect data by taking turns observing their programs in action. Sometimes, schedules need to be rearranged, or a program manager needs to arrange coverage in order to provide the opportunity for staff to observe each other. Plan time as soon as possible following the observations for discussion and scoring. This time should also be used to

The site teams should observe *program offerings*: structured activities that are led by regular staff with the same children over time. Enrichment classes or afterschool clubs that get together at the same time each week for the entire school semester are a great example. Avoid homework help, open gym, unstructured computer lab time, drop-in, etc. Always notify program staff of scheduled observations ahead of time. This is not a test!

If timing and staff schedules do not allow for full observations, then try to observe at least one hour of programming, divided among self assessment team members (e.g., three people each observe for 20 minutes, four people each observe for 15 minutes). Vary observation times so that your observations include the beginning, middle and end of different sessions.

3. OBSERVE AND TAKE NOTES

When conducting an observation, find a place to sit that allows you to see and hear as much as possible without getting in the way. Take notes by hand or using a laptop. Bring a copy of the back page of the School-Age PQA. You can bring the full School-Age PQA to your observation, but do not write notes onto the form or try to score the form while observing.

Take notes throughout the offering on factual information; include quotes, actions, etc. As a general rule, expect to take 3–4 or more handwritten pages (1–2 typed) of notes per 30 minutes of observation.

Your notes should be:

- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Your notes should include:

- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, ask the session leader(s) any follow-up questions, as listed on the back of the PQA. After the observation, you will not score the PQA, but save your notes to use during the scoring meeting.

4. SCORING THE PQA

After all data has been collected, the site leader guides the team in scoring a single, program-wide School-Age PQA Form A. This scoring process can last three hours or more and may be divided among several shorter meetings. During the scoring meetings, the team will pool and review all anecdotal records and go through the School-Age PQA item by item, selecting an anecdote and agreeing on a score for each. It is important that the team rely on the anecdotes rather than their memories to produce scores.

The most important outcome of the scoring meeting is the conversation that occurs while discussing scores and arriving at agreement. The scores can provide a reliable indication of the quality of staff interactions with children, so it is important to be accurate.

5. ENTER SCORES

The School-Age PQA produces scores at the item, scale and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

After scoring the items in Form A of the School-Age PQA, you can enter the scores into the online Scores Reporter. You can access the online Scores Reporter through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.

CONDUCTING AN EXTERNAL ASSESSMENT

For an external assessment, a trained, reliable external assessor visits a site to observe a single program offering and score a PQA based on the observation.

1. ATTEND AN EXTERNAL ASSESSOR RELIABILITY TRAINING

External assessors attend an External Assessment Reliability Training to practice skills and complete a reliability check. All assessors must pass the reliability check to be endorsed as external assessors prior to conducting any site visits.

2. PREPARE FOR DATA COLLECTION

The network leader will often coordinate schedules and assign assessors to sites. External assessors should confirm the date and time of observation with the site leader and ask him or her to inform the relevant staff that they will be visiting to conduct an observation. This time should also be used to confirm if any items or scales are not to be scored because they are not applicable to the purpose or modality of the program.

3. OBSERVE AND TAKE NOTES

When travelling to the assigned children's program, assessors should arrive at least 15 minutes before the scheduled observation time. Assessors will view program offerings in their entirety (usually 45-90 minutes long).

Assessors take objective observational notes which describe only observable behaviors, language and materials. They focus on the behaviors of the staff and children with whom the staff is interacting and record as many quotations as possible.

Notes should be:

- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Notes should include:

- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- · Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, the assessor asks the session leader(s) any follow-up questions, as listed on the back of the PQA. The assessor should also ask the staff who led the session the questions on the Staff Information page.

4. SCORING THE PQA

After the visit, assessors fit and score using their notes, making sure to fill out all evidence boxes and program description information.

The assessor uses the answers to the follow-up questions as evidence to score the items as applicable. Some evidence can be cross-referenced against multiple items. In fact, items with a score of 5 may provide a full listing of relevant evidence.

5. ENTER SCORES

The School-Age PQA produces scores at the item, scale and domain levels. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales. Please note that items scored as "X" or "NS" are excluded from the scale and domain averages, so as not to negatively impact the scores. When more than half of the items within a scale are unscored, there is not enough available data to calculate a valid scale score. Similarly, when more than half of the scales within a domain are unable to be scored, there is not enough available data to calculate a valid domain score. Under these circumstances, scale and domain scores should not be calculated.

After scoring the items in the School-Age PQA, the assessor can enter the scores into the online Scores Reporter. The online Scores Reporter can be accessed through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.

PROGRAM INFORMATION [Complete for Program Self-Assessment or External Assessment]
Organization name: Site/program name:
Date of observation (mm/dd/yyyy):
How was this observation conducted? Check all that apply: In-person observation Live virtual observation Observed a recorded session Name(s) of program offering(s) observed:
Brief description of program offering(s):
Staff: Youth Ratio: Total number of staff observed Total number of youths observed Grades of young people observed (Circle all that apply):
K 1 2 3 4 5 6 7 8 9 10 11 12 12+
☐ Mentoring ☐ Literacy ☐ STEM ☐ Other academic enrichment (e.g., homework help, tutoring, college prep)
Career readiness Youth leadership Community service/ Visual & performing arts (e.g., entrepreneurship) civic engagement (e.g., drama, painting, music)
Sports, fitness & physical health (e.g., basketball, dance, cooking)

EMOTIONAL SAFETY | Psychological & emotional safety is promoted.

ITEMS

- 1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, "trash talking," negative gestures or other such actions are not mediated by either children or staff.
- **3** The emotional climate of the session is neutral or characterized by both positive and negative behaviors.
- 5 The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.

or sexual orientation.

5 There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance

- 1 Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation bias(es).
- 3 There is evidence (e.g., comments or slurs) of religious, ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.

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SUPPORTING EVIDENCE/ANECDOTES

HEALTHY ENVIRONMENT | The physical environment is safe & free of health hazards.

	ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	1 There are major safety and health hazards (e.g., broken equipment or supplies, unmopped spills, flammable and/or toxic materials) affecting the program space.	3 There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.	5 The program space is free of health and safety hazards.		
2.	1 There are major sanitary concerns (e.g., unsanitary toilet facilities, dirty or clogged drains, open or spoiling food, overflowing trash container) affecting the program space.	3 There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.	5 The program space is clean and sanitary.		
3.	1 There are major inadequacies in either ventilation or lighting in the program space.	3 Ventilation or lighting is inadequate in some areas in the program space.	5 Ventilation and lighting are adequate in the program space.		
4.	1 The temperature is uncomfortable (e.g., it is too hot	3 The temperature is uncomfortable for some activities	5 The temperature is comfortable for all activities in the program		
	or too cold) in the program space.	and/or in some areas of the program space.	space.	_	

EMERGENCY PREPAREDNESS | Appropriate emergency procedures & supplies are present.

Note: Local fire codes govern the number & location of fire extinguishers. SUPPORTING EVIDENCE/ANECDOTES ITEMS 1 There are no written emergency 3 Written emergency procedures 5 Written emergency procedures Where are the emergency procedures posted? are not posted, but staff is able to are posted in plain view. procedures (e.g., fire escape route, lost swimmer drill, severe locate them. weather instructions), or staff are unable to locate procedures. 1 There is no charged fire 3 At least one charged fire **5** At least one charged fire Is there an accessible fire extinguisher? extinguisher accessible from the extinguisher is accessible (but not extinguisher is accessible and plainly visible) from the program visible from the program space. program space. space. Is there an accessible first-aid kit? 1 A complete first-aid kit is not 5 At least one complete first-aid kit 3 At least one complete first-aid kit is accessible and visible from the accessible from the program is accessible (but not plainly visible) from the program space. program space. space. 1 Other safety or emergency 3 Other safety and/or emergency 5 Other appropriate safety and Does the site have any special safety or emergency equipment appropriate to the equipment appropriate for the emergency equipment (e.g., for equipment? If other equipment is not needed, do not activities is not available to the program offering is in poor water or vehicle safety, sports or rate. Write an "X" in the box at the left. condition, and/or staff cannot repairs) is available to the program offering. program offering as needed, can locate it. be located by staff and is maintained in full-service condition. 1 Entrances to the indoor program 3 At least one entrance to the 5 All entrances to the indoor Are entrances to the indoor program space supervised? If there is no indoor program space, do space are unsupervised during indoor program space is program space are supervised for not rate. Write an "X" in the box at the left. program hours. supervised for security during security during program hours. program hours but others are (Can include electronic security not, or entrance(s) are sometimes system.) supervised and sometimes not. 1 Access to outdoor program 3 Access to outdoor program 5 Access to outdoor program Is access to the outdoor program space space is unsupervised during space is sometimes supervised space is supervised during supervised? If there is no outdoor program space, program hours. during program hours. program hours. do not rate. Write an "X" in the box at the left.

ACCOMMODATING ENVIRONMENT | Program space & furniture accommodate activities.

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	Program space is crowded, without sufficient room to move freely.	3 Program space is crowded in some areas.	5 Program space allows children and staff to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another and crowding).	
2.	1 Program space is not suitable for activities offered.	3 Program space is suitable for some of the activities offered.	5 Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).	
3.	1 Furniture is neither comfortable nor of sufficient quantity for the program offering.	3 Furniture is either comfortable or of sufficient quantity for the program offering (but not both).	5 Furniture is comfortable and of sufficient quantity for all children participating in the program offering.	If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
4.	The physical environment cannot be modified to meet the needs of the program offering.	3 The physical environment can be modified to meet the needs of the program offering, but children and/or staff are discouraged from doing so.	5 The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).	If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
5. (SA)	1 There is little or no furniture appropriate to the physical size of children (e.g., small children must sit at full-size desks, the work surface is chest height).	3 There is some furniture appropriate to the physical size of children served, but not enough appropriately sized furniture for all children.	5 Furniture appropriate to children's physical size is available for all children served (e.g., small furniture for small children).	If there is no furniture and none required, do not rate. Write an "X" in the box at the left. Can the furniture be moved around?

3 Some available food or drink is

not nutritious, and some is

healthy.

1 Available food or drink is not

in fat, sugar or hydrogenated

oils).

nutritious (e.g., junk food – high

NOURISHMENT | Healthy food & drinks are provided. **ITEMS** SUPPORTING EVIDENCE/ANECDOTES 1 Drinking water is not available. 3 Drinking water is available but 5 Drinking water is available and easily accessible to all children. not easily accessible (e.g., water is located away from program space; faucet is difficult to use). 1 Food or drinks are not available 5 Food and drinks are plentiful and If a meal or snack is not necessary because of 3 Food and drinks are available at structure of program offering, do not rate. Write an to children during the session. appropriate times, but there is available at appropriate times for "X" in the box at the left. not enough for every child to all children during the session. receive a serving.

5 Available food and drink is

fruit, real juices).

healthy (e.g., vegetables, fresh

If no food or drink is served, do not rate. Write an "X"

in the box at the left.

WARM WELCOME | Staff provides a welcoming atmosphere.

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 No children are greeted by staff as they arrive or at the start of the session.	3 Some children are greeted by staff as they arrive or at the start of the session.	5 All children are greeted by staff as they arrive or at the start of the session.	
2.	1 Staff mainly uses a negative tone of voice and disrespectful language.	3 Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.	5 Staff mainly uses a warm tone of voice and respectful language.	
3.	1 Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact.	3 Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.	5 Staff generally smiles, uses friendly gestures and makes eye contact.	

SESSION FLOW | Session flow is planned, presented and paced for children.

	ITEMS		89 85	SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff does not start or end session within 10 minutes of scheduled time.	3 Staff either starts or ends session within 10 minutes of scheduled time (but not both).	5 Staff starts and ends session within 10 minutes of scheduled time.	Record the following: Scheduled starting time Actual starting time Scheduled end time Actual end time
2.	1 Staff does not have materials and supplies ready to begin activities.	3 Staff has some materials and supplies ready to begin activities, or staff has materials and supplies ready to begin only some activities.	5 Staff has all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).	If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
3.	1 There are only enough materials and supplies prepared for less than half of the children to begin activities.	3 There are enough materials and supplies prepared for more than half, but not all, of the children to begin activities.	5 There are enough materials and supplies prepared for all children to begin activities.	If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
4.	1 Staff does not explain any activities clearly.	3 Staff explains some activities clearly.	5 Staff explains all activities clearly (e.g., children appear to understand directions; sequence of events and purpose are clear).	
5.	1 There is not an appropriate amount of time for more than one activity.	3 There is an appropriate amount of time for all but one activity (e.g., for one activity, most children either do not finish or finish early with nothing to do).	5 There is an appropriate amount of time for all of the activities (e.g., children do not appear rushed; most children who are generally on task finish activities; most children do not finish significantly early with nothing planned to do).	

ACTIVE ENGAGEMENT | Activities support active engagement.

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 The activities provide no opportunities for children to engage with materials or ideas; activities mostly involve waiting, listening, watching and repeating.	3 The activities provide opportunities for children to engage with materials or ideas for less than half of the time.	5 The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.	
2.	1 Staff does not provide any children structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.	3 During activities, staff provides some children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks some children to explain what they are doing or why, staff has half the children explain their art project to another child).	5 During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).	
3. (SA)	1 Staff does not provide explicit opportunities for children to make connections between current activities and prior experiences and/or knowledge.	3 Staff tells children about a connection between the current activity and children's prior knowledge or experience (e.g., staff says, "This is a follow up to the experiment we did last week").	5 Staff has children make a connection between the current activity and the children's prior knowledge or experience (e.g., staff asks children what they learned in a related experiment, staff asks children what similar tools they have at home, staff has children draw a picture of their favorite fruit or vegetable).	

SKILL-BUILDING | Staff supports children in building skills.

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).	3 Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) but the focus is not clearly linked to the activity.	5 Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).	
2.	1 Staff does not encourage children to try skills or attempt higher levels of performance.	3 Staff encourages some children to try skills or attempt higher levels of performance.	5 Staff encourages all children to try skills or attempt higher levels of performance.	
3.	1 Staff does not model skills.	3 Staff models skills for some children.	5 Staff models skills for all children.	
4.	1 Staff does not break difficult task(s) into smaller, simpler steps for any children or there are no tasks of sufficient difficulty to warrant explaining steps.	3 Staff breaks difficult task(s) into smaller, simpler steps for some children.	5 Staff breaks difficult task(s) into smaller, simpler steps for all children (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).	
5.	1 When children struggle (with errors, imperfect results or failure), staff, even once, responds with sarcasm, condescension, criticism, punishment or making fun of the child.	3 When children struggle (with errors, imperfect results or failure), staff sometimes does not respond with learning supports or encouragement (e.g., numerous children are raising their hands for help, but the staff does not get around to responding to all of them; staff ignores struggling children).	5 When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).	If no children struggle with imperfect results, do not score. Write an "X" in the box at the left. Expect to score this item if item 2 above scores a 3 or 5.

ENCOURAGEMENT | Staff supports children with encouragement.

Note: Open-ended questions do not have predetermined, correct answers; they seek the opinions, thoughts & ideas of children.

1 Staff does not support contributions or

ITEMS

accomplishments of children in either of the ways described for a score of 3 or 5, or simply doesn't support children at all.

- 3 Staff supports contributions or accomplishments of children but uses subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"
- 5 Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, nonevaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "It looks like you put a lot of time into choosing the colors for your painting").
- 5 Staff makes frequent use of openended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers).

SUPPORTING EVIDENCE/ANECDOTES

- 1 Staff rarely or never asks openended questions.
- 3 Staff makes limited use of openended questions (e.g., only uses them during certain parts of the activity or repeats the same questions).

CHILD-CENTERED SPACE

The physical environment is flexible & child-centered.

SUPPORTIVE ENVIRONMENT SUPPLEMENT

Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	There are no interest areas in or accessible to the program space.	3 There are interest areas in or accessible to the program space, but they are not well-defined.	5 There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled).	
2. (SA)	1 There are no interest areas, or none contain sufficient materials so that several children can work with the materials simultaneously.	3 Some, but not all, interest areas contain sufficient materials so that several children can work with the materials simultaneously.	5 Each interest area contains sufficient materials so that several children can work with the materials simultaneously.	
3. (SA)	1 Ready-made commercial items or adult-made items dominate the learning environment (bulletin boards and wall displays).	3 Some children's work is on display in the classroom.	5 Children's individual work and projects make up most of wall, bulletin board, and other displays.	
4. (SA)	Children do not participate in selecting items for display or deciding how to arrange them.	3 Children participate in selecting some items for display and sometimes in deciding how to arrange them.	5 Children frequently participate in selecting items for display or deciding how to arrange them.	Who made and/or selected what is displayed on the walls?

CHILD-CENTERED SPACE | The physical environment is flexible and child-centered, cont.

SUPPORTIVE ENVIRONMENT SUPPLEMENT

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
5. (SA)	1 Most materials lead to prescribed outcomes (e.g., art cutouts, lotto games, worksheets, coloring books, commercial toys).	3 Some open-ended materials are available.	5 Most of the available materials are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).	
6. (SA)	Learning materials cannot easily be reached by children or are typically brought out by staff.	3 Some learning materials are accessible to children.	5 Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).	
7. (SA)	1 No time is provided for activities based on children's interests.	3 Some time is provided for activities based on children's interests, but it is not regularly scheduled or it is less than thirty minutes.	5 Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.	

MANAGING FEELINGS | Staff encourages children to manage feelings & resolve conflicts appropriately.

Note: A conflict is an interaction between children that involves strong feelings or serious negative behaviors. Strong feelings are any emotions that interrupt the

learr	ning of an individual or group of chi	ldren. If there is not a conflict or in	cident involving strong feelings, do	not score. Mark all items with an "X".
	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 More than once, staff does not ask about or acknowledge the feelings of child(ren) involved.	3 Once, staff does not ask about or acknowledge the feelings of child(ren) involved.	5 Staff always asks about and/or acknowledges the feelings of all child(ren) involved.	
2. (SA)	1 Staff does not ask child(ren) to explain or confirm the situation; rather, staff states the problem without input from child(ren) or does not state the problem at all.	3 Staff does not ask child(ren) to explain the situation; rather, staff at least once states the problem with some confirmation from child(ren) (e.g., "Did you take that from her?", "You're upset because she took your toy, right?").	5 Staff at least once asks child(ren) to explain the situation (e.g., "Why are you upset?", "What happened?").	
3. (SA)	1 Even once, staff shames, scolds, or punishes child(ren).	3 Staff does not help child(ren) respond appropriately, but does not shame, scold, or punish child(ren).	5 Staff at least once helps child(ren) respond appropriately (e.g., staff encourages children to make a list of solutions, take time out to "cool off," find an appropriate physical outlet).	
4. (SA)	1 Staff does not ask child(ren) for possible solutions or present solutions with rationale; rather, staff solves problems for children.	3 Staff does not ask child(ren) for possible solutions; rather, staff at least once presents a solution and gives rationale behind it or gives idea(s) for preventing problems in the future.	5 At least once, staff asks child(ren) for possible solutions and encourages them to choose one.	

BELONGING | Children have opportunities to develop a sense of belonging.

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff does not provide opportunities for children to get to know each other (e.g., the entire session is structured so children have no time where talking among themselves is allowed or encouraged).	3 Staff provides informal opportunities for children to get to know each other (e.g., children engage in informal conversations, children get to know each other as a by-product of an activity).	5 Staff provides structured opportunities with the purpose of helping children get to know each other (e.g., there are teambuilding activities, introductions, personal updates, welcomes of new group members, icebreakers).	
2.	1 Children exhibit evidence of excluding peers (e.g., children are avoided or ostracized by other children, "I don't want to sit with her – she's not my friend") and staff does not explicitly promote more inclusive relationships (e.g., suggest ways to include others in play, introduce excluded child to other children, say, "Remember, 'Be Kind' is one of our rules").	3 Children exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces an excluded child to other children, but the newcomer is treated coolly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).	5 Children do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces excluded child to other children and they then include her, staff successfully suggests a way to include a lone boy in children's play).	
3.	1 Children do not identify with the program offering (e.g., many children complain about or express dislike of the program offering or activities).	3 Children do not strongly identify with the program offering but do not complain or express dislike.	5 Children strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as "our program," engage in shared traditions such as shared jokes, songs, gestures).	
4. (SA	1 Staff does not create opportunities for children to work or play in small groups and children spend all or nearly all of their time working alone or in the full group.	3 Staff does not set up small group activities as part of the program routine; rather, children work or play in small groups that develop informally (e.g., two or three children play a game together).	5 Staff provides structured small group activities as part of the program routine.	If there are five or fewer children, do not score. Write an "X" in the box at the left.

SCHOOL-AGE LEADERSHIP | Children have opportunities to practice leadership skills.

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not provide opportunities for children to practice group-process skills.	3 Staff provides a limited opportunity for children to practice group-process skills (e.g., all children are paired off or grouped briefly to talk about a topic, but this is the only opportunity for group process skills).	5 Staff provides multiple or extended opportunities for children to practice groupprocess skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).	
2. (SA)	1 Staff does not provide opportunities for a child to help another child.	3 Staff provides informal or child- initiated opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., without being asked by a staff member, a child explains to another how to do a homework assignment, play a game, do something on the computer).	5 Staff provides one or more opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., each child explains to a partner how take over her role in a group project; every child gets to explain the rules to his favorite game).	
3. (SA)	1 Staff does not provide opportunities for children to lead a group or exercise leadership.	3 Staff provides opportunities for one or more children to informally or spontaneously exercise leadership (e.g., during free time a child organizes a group game; a child spontaneously volunteers to demonstrate something to whole group).	5 Staff provides structured opportunities for one or more children to lead a group (e.g., facilitate a discussion, lead a song, project, event or other activity).	

INTERACTION WITH ADULTS | Staff engages with children in positive ways.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
 1 Staff never lowers their body so their eyes are at children's eye level. 	3 Staff once or twice lowers their body so their eyes are at children's eye level.	5 Staff often lowers their body, so their eyes are at children's eye level (squatting, bending over when talking to children much shorter than they are).	
 1 Staff does not work side by side (SA) with children. 	3 Staff sometimes, or intermittently, works side by side with children.	5 Staff consistently works side by side with children.	
3. 1 Staff does not circulate to interact (SA) with children.	3 Staff circulates and interacts with some (but not all) children.	5 Staff circulates and interacts with every child at some point during the program session.	
4. 1 Interaction is primarily limited to (SA) managing behaviors and responding to problems (e.g., staff states rules but provides no explanation, tells children what to do or how to do it, spends significant time disciplining behaviors).	3 Staff sometimes interacts with children in positive ways.	5 Staff consistently interacts with children in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows children's leads).	

SCHOOL-AGE PLANNING | Children have opportunities to make plans.

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	3 Staff creates an opportunity for some children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	5 Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	
2. (SA)	Staff does not use an identifiable planning strategy to support children's planning.	3 Staff uses at least one identifiable planning strategy to support children's planning (e.g., children always verbalize their plans).	5 Staff uses two or more strategies to support children's planning (e.g., area signs; idea webbing; planning in pairs; planning journals or forms; props such as puppets, hula hoops and maps).	1
3. (SA)	Staff does not encourage children to share plans.	3 Staff encourages children to share plans, but only verbally.	5 Staff encourages children to share plans and represent their plans in a tangible way (e.g., a small group draws a diagram before building; staff helps full group make a large idea web to plan an event).	·

SCHOOL-AGE CHOICE | Children have opportunities to make choices based on their interests.

Note: Authentic choices refer to real, meaningful choices, as opposed to token or false choices.

ITEMS 1 Staff does not provide

(SA) opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, "You can choose to be here or not"; children are allowed to choose only the color of marker to use, but all draw an owl).

- 3 Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they'd like, while another group has to copy invitation wording verbatim).
- **5** Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice).
- SUPPORTING EVIDENCE/ANECDOTES

- 1 Staff does not provide (SA) opportunities for children to make choices within activities.
- 3 Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich).
- 5 Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).

REFLECTION | Children have opportunities to reflect.

	e: Reflect means to review, summ ting (a journal or report, for examp		nts or activities. Reflections are us	sually expressed by talking with others and/or in
	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	Staff does not engage children in an intentional process of reflecting on what they have done during the program session.	3 Staff engages some children in an intentional process of reflecting on what they have done during the program session.	5 Staff engages all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience).	
2.	1 Staff does not encourage children to share what they have done with others or to reflect on their experiences.	3 Staff uses at least one identifiable strategy to help children to share what they have done and reflect on their experiences (e.g., staff asks children, "What did you do today?").	5 Staff uses two or more strategies to encourage children to share what they have done and reflect on their experiences (e.g., writing, role playing, using media or technology, drawing, using props such as puppets, hula hoops and maps).	
3.	1 Staff dismisses feedback from children who initiate it, or children have no opportunities to provide feedback on the activities.	3 Staff is receptive to feedback initiated by children on the activities but does not solicit it.	5 Staff initiates structured opportunities for children to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations).	

RESPONSIBILITY | Children are encouraged to exercise independence & take on responsibilities.

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not create opportunities for or encourage children to take care of practical needs and accomplish routine tasks.	3 Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks.	5 Three or more times, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet).	
2. (SA)	1 More than once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	3 Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	5 Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.	If item above is scored a 1, do not score this item. Write an "X" in the box at the left.

SCHOOL-AGE PQA OBSERVATION GUIDE

Program Offerings Children - Grades K-6

Summary of Scales

Safe Environment

Emotional Safety

Healthy Environment

Emergency Preparedness

Accommodating Environment

Nourishment

Supportive Environment II.

Warm Welcome

Session Flow

Active Engagement

Skill-Building

Encouragement

Child-Centered Space

III. Interaction

Managing Feelings

Belonging

School-Age Leadership

Interaction with Adults

Engagement IV.

School-Age Planning

School-Age Choice

Reflection

Responsibility

Follow-Up Questions

Scheduled end time:	-	Actual end time:	u .
Scheduled starting time:		Actual starting time:	-
☐ Who made and/or se scoring the Child-Ce		displayed on the walls? (A cale.)	sk only if
☐ Can the furniture be	moved around	1?	
☐ Is access to the outd	oor program sp	pace supervised?	
☐ Are entrances to the	indoor progra	m space supervised?	
Does site have any s	oecial safety or	emergency equipment?	
☐ Is there an accessible	e first-aid kit?		
☐ Is there an accessible	e fire extinguish	ner?	
☐ Where are the emerg	gency procedu	res posted?	

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 - Health & Wellness PQA. A PQA designed for health and wellness-related programming. C.
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Which program? Please briefly let us know... What was the best th ng about th s program? What wou d you change f you cou d? Anyth ng e se? Please choose one answer per row. 1. A ways 2. Most of the t me 3. Some of the t me 4. Never 1. I fee safe here. 2. I fee ke I be ong n th s program. 3. I fee respected by other youth here. 4. In th s program, I ead act v t es or groups. 5. I get to he p other students n th s program. 6. I fee ke my deas count here. 7. In th s program, I try new th ngs. 8. At th s program, I am cha enged n a good way.

PAPER ENGLISH - YSF Youth Core & HH Survey Grades 3-5 Adapted for In-Person Programs

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Ive done n th s program. 16. In th s program, I earn how water and hea thy food are good for my body. 17. In this program, I participate in a physical activity Every day Most Days Some Days	Ive done n th s program. 16. In th s program, I earn how water and hea thy food are good for my body. 17. In this program, I participate in a physical activity Every day Most Days Some Days	14. In th s program, I earned to do someth ng new.	\bigcirc	\circ	\circ	\circ	\circ
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Every day Most Days Some Days	Every day Most Days Some Days	earn how water and hea thy food are good for	\circ	0	\circ	0	0
		Every day Most Days Some Days	I participate in a μ	bhysical activity			

PAPER ENGLISH - YSF Youth Core & HH Survey Grades 3-5 Adapted for In-Person Programs

Please choose one ans	swer per ro	W.						
	Comp ete y	true	Most y true	Somew	hat true	A tt e true	Not	at a true
19. Because of th s program, I am better at hand ng whatever comes my way.	0		0			0		0
20. Because of th s program, I understand my fee ngs more.	0		0			0		0
Please choose one ans	swer per ro	w.						
	Very muc	ch true	Pretty mu	ch true	A tt	e true	Not at	a true
21. I try to understand how other peop e fee and th nk.	С)	0		()		
22. I th nk before I act.	C)						
23. I can dea with being to dino.	С)	0		()		
24. Overa , I expect more th ngs to happen to me than bad th ngs.	С)	0		(
On how many of the pa	ast 7 days o	lid you						
	0	1	2	3	4	5	6	7
25 exerc se or do phys ca act v ty for at east 20 m nutes that made you sweat and breathe hard? (For								
examp e, basketba , soccer, runn ng, sw mm ng aps, fast b cyc ng, fast danc ng, or s m ar aerob c act v t es).	0	0	0	0	0	0	0	0
26 eat fru t? (Do not count fru t ju ce.)	\circ	\circ	0	0	\bigcirc	0	0	\circ
27 eat vegetab es? (Inc ude sa ad and non- fr ed potatoes.)	0	0	0	0	0	0	0	0

Are you...? Afr can Amer can/B ack H span c Nat ve Amer can A askan Nat ve As an/Pacfc Is ander Other Caucas an/Wh te Unspec f ed Are you ...? Fema e) Mae Transgender Non-b nary I prefer to dent fy n a d fferent way I prefer not to state Your birthday... Month Date Year Thank you!!

PAPER ENGLISH - YSF Youth Core & HH Survey Grades 3-5 Adapted for In-Person Programs



YMCA of San Francisco Youth Core Survey 3rd-5th Grade



Directions: In order to improve our program, we are very interested in knowing your opinions. This survey is not a test. There are no wrong answers. Mark your answers by filling in the bubbles.

		Always	Most of the Time	Some of the Time	Never
1. I feel safe here.		0	0	0	0
2. I feel like I belong in this program.		0	0	0	0
3. I feel respected by other youth here.		0	0	0	0
4. In this program, I lead activities or groups.		0	0	0	0
5. I get to help other students in this program.		0	0	0	0
6. I get to choose what I am going to do here.		0	0	0	0
7. I help decide things like activities or rules.		0	0	0	0
8. I feel like my ideas count here.		0	0	0	0
9. In this program, I try new things.		0	0	0	0
10. At this program, I am challenged in a good way.		0	0	0	0
	Completely True	Mostly True	Somewhat True	A Little True	Not At Ali True
11. In this program, I learned to listen better.					
11. In this program, I learned to listen better.12. In this program, I learned to stand up for what I believe in.	True	True	True	True	True
	True	True O	True	True	True
12. In this program, I learned to stand up for what I believe in.13. There is at least one adult at this program who really cares	O	O O	O O	O O	O O
12. In this program, I learned to stand up for what I believe in.13. There is at least one adult at this program who really cares about me.	O O	O O	O O O	O O	O O
12. In this program, I learned to stand up for what I believe in.13. There is at least one adult at this program who really cares about me.14. The adults in this program expect me to try hard to do my best.	O O	O O O	O O O	O O O	O O O
 12. In this program, I learned to stand up for what I believe in. 13. There is at least one adult at this program who really cares about me. 14. The adults in this program expect me to try hard to do my best. 15. I have at least one good friend in this program. 	O O O	O O O O	O O O	O O O	O O O
 12. In this program, I learned to stand up for what I believe in. 13. There is at least one adult at this program who really cares about me. 14. The adults in this program expect me to try hard to do my best. 15. I have at least one good friend in this program. 16. When I'm in this program, I feel good about myself. 	O O O O	O O O O	O O O O	O O O O	O O O O
 12. In this program, I learned to stand up for what I believe in. 13. There is at least one adult at this program who really cares about me. 14. The adults in this program expect me to try hard to do my best. 15. I have at least one good friend in this program. 16. When I'm in this program, I feel good about myself. 17. In this program, I learned to do something new. 	O O O O O	O O O O O	O O O O O	O O O O O	O O O O O



													and the same							E	very	Day	Mos	t Day	/8	Day	8	N	ever	
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A	re y	ou.	?	(che	ck a	ll tha	ıt ap	ply)									Ar	e y	ou	.?							u Š			
(0	Afric	an A	meric	an/B	lack		0	Hi	span	ic						C)	Male					()	Fem	ale			
	0	Alas	kan I	Nativ	e			0	N	ative	Ame	ican					C)	Trans	sgen	der			()	Non-	binar	y		
	0	Asia	n/Pa	cific (Island	der		0	o	ther							C		l prei		ident	tify in	a	()	l pre	fer no	t to s	tate	
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w	hat	is v	our	bir	th c	late	?																							
Ja	nuar	,	Febru	uary	1	March		A	oril		May		J	une		July		Au	gust	s	epten		0	ctobe	er		mber	De	cemt	ег
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	С			C	,								4			11	11									_		8		

Thank you for your time!
Please give this survey back to program staff when you are finished.



Al Boro ASP 2022/2023 10 MONTH

Budget based on serving 75															_							
School year program	Per 4 week session, ass	uming ASP hours	2-6pm																			
School year program	Payrate	Hours	Subto	otal	FICA	wc	UE		Bene	efits	Tota	ıl		Session								
Staff #1	\$ 20.0	00 2	0 \$	400.00	\$ 30.60	\$ 9.0	00 \$	8.00			\$	447.60										
Staff #2	\$ 20.0	00 2	0 \$	400.00	\$ 30.60	\$ 9.0	00 \$	8.00			\$	447.60										
Staff #3	\$ 20.0	00 2	0 \$	400.00	\$ 30.60	\$ 9.0	00 \$	8.00			\$	447.60			1							
Staff #4	\$ 20.0	00 2	0 \$	400.00	\$ 30.60	\$ 9.0	00 \$	8.00			\$	447.60										
Staff #5	\$ 20.0	00 2	0 \$	400.00	\$ 30.60	\$ 9.0	00 \$	8.00			\$	447.60										
Site Director	\$ 35.0	00 4	0 \$ 1	1 400.00	\$ 107.10	\$ 31.5	50 \$	28.00	\$	350.00	\$	1 566.60			oversight	of all SRCS	school year	and summ	er camp pro	grams \$	68 000 plus	benefits
			\$	-	\$ -	\$ -	\$				\$	-			school year	ar and sum	mer camp i	n ratio staff				
Executive Supervision/Support											\$	555.00										
									\$	350.00	\$	4 359.60	4	\$ 17 788.40	per 4 wee	ks for scho	ol year Janı	Jary- June				
Expense	per month	#	Per Yo	outh	Al Boro ASP 202	2/2023 10	MON	TH														
Staffing	\$ 17 788.	10 7	5 \$	237.18	\$177 884																	
Supplies	\$ 3 750.	00 7	5 \$	50.00	\$37 500																	
Admin	\$ 4 738.	15 7	5 \$	63.18	\$47 385																	
TOTAL	\$ 26,276,	35	Ś	350.36	\$262,768,50																	

Summer program	Per 6 week session, assum	ing camp 9 hou	r/day operat	on												
Summer program	Payrate	Hours	Subtotal	FICA	wc		UE		Bene	fits	Total		weeks	Ses	sion	
Staff #1	\$ 20.00	4	\$ 800.	0 \$ 61.2) \$	18.00	\$	16.00			\$	895.20				
Staff #2	\$ 20.00	4	\$ 800.	0 \$ 61.2) \$	18.00	\$	16.00			\$	895.20				
Staff #3	\$ 20.00	4	\$ 800.	0 \$ 61.2) \$	18.00	\$	16.00			\$	895.20				
Staff #4	\$ 20.00	4	\$ 800.	0 \$ 61.2) \$	18.00	\$	16.00			\$	895.20				
Staff #5	\$ 20.00	4	\$ 800.	0 \$ 61.2) \$	18.00	\$	16.00			\$	895.20				
Staff #6	\$ 20.00	4	\$ 800.	0 \$ 61.2) \$	18.00	\$	16.00			\$	895.20				
Site Director	\$ 35.00	4	\$ 1400.	0 \$ 107.1) \$	31.50	\$	28.00	\$	700.00	\$	1 566.60				oversight of all SRCS school year and summer camp programs \$68 000 plus benefi
Site Coordinator	\$ 26.00	4	\$ 1040.	0 \$ 79.5	5 \$	23.40	\$	20.80	\$	700.00	\$	1 163.76				school year and summer camp in ratio staff
Executive Supervision/Support											\$	555.00				
									\$	1 400.00	\$	8 656.56	6	\$	53 339.36	per 6 weeks of camp
Expense	6 week summer session	#	Per Youth													
Staffing	\$ 53 339.36	7.	5 \$ 711.	9												
Supplies	\$ 15 000.00	7.	5 \$ 200.	10												
Admin	\$ 15 034.66	7	5 \$ 200.	6												
TOTAL	\$ 83,374.02		\$ 1,111.	5												

| Total for Jan-June and summer 2022 | Total for ASP(Jan-June) = \$157,661.09 | Total for Summer 6 weeks = \$83,374.02 | Grand total for Jan-June and Summer 2 \$24,035.11

Questions about costs associated with these/ who pays? Not currently included in budget PEE & Janitorial? Facility City of SR cost (Staff open/close) Facility Rental



PICKLEWEED ADVISORY COMMITTEE AGENDA REPORT

April 13, 2022 Item #4.E.

TITLE: Aprendiendo Juntos, Parent Services Project

RECOMMENDATION

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of the Albert J. Boro Community Center on Wednesdays and Thursdays to Parent Services Project from September 8, 2022 through June 2, 2023, excluding holidays and closures.

BACKGROUND

Parent Services Project has utilized the Albert J. Boro Community Center for their Aprendiendo Juntos (Learning Together) program since 2007. The program has been co-sponsored by the Pickleweed Advisory Committee and has been popular in attendance over the years, thus reflecting community interest and need.

The developmental playgroup for children 0-5 years old and their parents teaches parenting skills and helps parents strengthen their relationship with their child. In addition to encouraging the healthy development of infants and young children, the program helps build a support network in the community and provides connections to community resources, organizations and programs.

The term of the proposed pre-school age program is from September 8, 2022 through June 2, 2023. Although listed on the co-sponsorship application, the applicant is aware that the Multipurpose Room is not available for co-sponsorship on Fridays and is prepared to pay for the room on that day through the City's traditional rental application process. Parent Services Project is therefore requesting a full fee-waiver, valued at \$10,260.00 for use of Meeting Room 3 on Wednesdays from 9:30 am to 12:00 pm and the Multipurpose Room on Thursdays from 9:00 am to 2:30 pm, excluding holidays and closures.

Per the Co-Sponsorship guidelines for renewal applications, a Final Report of the program's previous co-sponsored use is included with the application for the Pickleweed Advisory Committee's review. The applicant noted that due to the application timeline, specific 2021-2022 program data has not yet been compiled and can report back to the Committee at a later date.

DISCUSSION

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application and Final Report, Parent Services Project staff will be present to provide a program overview and support their application which is before the Committee. Committee members will then have opportunity to ask questions of Parent Services Project staff.

The Pickleweed Advisory Committee has the authority to grant a fee reduction (25%, 50%, 75%, or other), grant a full fee-waiver, reject the application and ask applicant to resubmit with additional information, or reject the co-sponsorship application all together.

The Committee will make their recommendation at their June 1, 2022 regular meeting.

FISCAL IMPACT

The resident/non-profit value of the co-sponsorship totals \$10,260.00 (\$1,350.00 for Meeting Room 3 and \$8,910.00 for Multipurpose Room). A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using either the Meeting Room and the Multipurpose Room at that time. However, being that Parent Services Project conducts the program all three days at the Albert J. Boro Community Center, the City realizes an estimated \$8,662.50 in revenue for the rental of the Multipurpose Room to the program on Fridays.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:

Steve Mason

Senior Recreation Supervisor

Attachments:

- Use Agreement Application 2022
 Final/Interim Program Report
 Project Budget
 Agency Intake Form
 AJ and Baby Gym Post Survey



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

3-29-22	gonoy	
Date Submitted:		licable)
Aprendiendo Junt		
Р	arent Services Proe	ict
Co-sponsoring agency or individual: _		
Address:		
Telephone:	Ext	
Email:		
Website:		
Non-Profit 501c3 Number:		
Principal contacts:		
Balandra Fregoso Name:		
Name:	Phone:	_ Email:
Is this a first time program at Picklewee	ed? Yes	No
If you atom date of original was supposed.	2012	Pickleweed Location:
ir no, start date or original program:		Location:
Most recently approved final report	must be attached.	

Section II-About the Program

Section I-About the Applicant Agency

General Statement about the Program. Provide a background statement or statement of the problem that describes the challenges, behaviors or issues you hope to resolve or improve

Aprendiendo Juntos (Learning Together) is a developmental playgroup for children ages 0-5 years old and their parents. The playgroup teaches parenting skills and helps parents strengthen their relationship with their child (ren). Aprendiendo Juntos (AJ) helps parents, family members and caregivers by providing high quality early experiences for children that are crucial for their development. The playgroup includes developmentally rich play activities, parent support and education that encourages the healthy development of infants and young children. We help isolated families to build a support network in the community and we connect them with community resources, organizations and programs according to their needs and interests

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Sept 8, 2022 June 2, 2023 Proposed Start Date: Proposed End Date:	
Proposed Start Date: Proposed End Date: 50 per group	
Number participants estimated: Maximum number estimated: 0-5	
Target age group:	
Requested Rooms: Classroom # Community Room	
Days and Times Requested:	
Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday Wednesdays - classroom - 9:30-12. Thursdays and Fridays - community room - 9:00-2:30 Time:	
Fee Reduction Request □ 25% □ 50% □ 75% ■ 100%	
OFFICE USE ONLY: Monetary value of fee waiver request: \$ 10,260.00	
Will there be a charge to participants? Yes No If so, what will the fee be? How will the proceeds be used?	
None	
Describe your community outreach plan and how you will advertise:	
The Aprendiendo Juntos Coordinator will distribute flyers and information to the different organizations in San Rafael including WIC, Marin Community Clinic and Canal Alliance. AJ families recruit friends and neighbors through word of mouth and many families from the previous year will return to the playgroup.	
In what languages will your marketing materials be distributed?	
■ English ■ Spanish □ Vietnamese □ Other	

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Section III Outcomes and Measurements

List your expected outcome(s) for this program, and how you will measure your progress/success in meeting each outcome. Refer to the applicant guidelines for samples of outcome and measurement statements. Each outcome statement and measurement should be individually numbered.

Oι	utcon	าค S	State	mer	٦t

- 1. Coordinate 5 interactive developmental playgroups for children ages 0-5 and their caregivers, five times per week, 1.5 hours per group.
- 2. The interactive playgroup will provide school readiness activities that are developmentally appropriate to the children's ages and will provide caregivers with information and resources to support raising children.

Families must live in San Rafael and have limited to no access to presch
--

Measurement for Outcome

- 1. 60 families per year are engaged in weekly developmentally appropriate playgroups including bilingual socialization and learning opportunities for children and families.
- 2. 100% of children identified without insurance will be connected to resources to become insured by year end.
- 3. 75% of parents will report new knowledge gained about community resources.
- 4. 75% of parents will indicate that they have seen improvement in their children's readiness for school.
- 5. 75% of parents will report that they have built knowledge and skills related to parenting and their children's development.
- 6. 75% of parents will report increased connection with their child(ren).
- 7. 75% of parents will report increased connection with other parents.
- 8. 100% of parent participants mental health will be assessed on an ongoing basis.
- 9. Quality, bi-lingual and culturally competent mental health services will be available for all playgroup families who seek support

N	اوموا	ırem	ents:

How do you plan to track attendance? Attach a copy of your form.

The attendance will be tracked by a weekly sign in sheet per playgroup.						

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What evaluation or survey forms will you use for client satisfaction? Attach copy.
All participants will complete a pre and post survey
10 10 10 10 10 10 10 10 10 10 10 10 10 1
What other forms or measurement tools will you use? Attach copy.
PSP Intake form
Section IV Faculty/Leaders
Section IV Faculty/Leaders
Names, titles and contact information for key faculty/leaders other than listed in Section I
Cecilia Hudson
·····g

Section V Partners and Support

List partners and any cash or in-kind support for this project (Refer to the attached guidelines regarding potential payment of user fees to the Albert J. Boro Community Center.)

Partners	Dollar Amount	Detail In-Kind
First Five Marin	\$100,731	
	(projected)	
	7000 CH 20	
Bella Vista Foundation	\$50,000 (projected)	
Albert I Bere Community Comton		M/- da day/Thousanday
Albert J Boro Community Center		Wednesday/Thursday
		Room Use and support
		(projected)
Jewish Family and Children's Services		ECMH Consultation
and chinare convices		(projected)
		(/

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Attach a program budget.

Section VI Attachments

List all attachments submitted with this application	
ntake Form	
Pre and Post Survey	

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ALBERT J. BORO COMMUNITY CENTER FINAL PROGRAM REPORT FOR CO-SPONSORED PROGRAMS

(Use as many pages as necessary to address the required elements. Please number each one.)

Program Name:	
Aprendiendo Juntos, Parent Services Project	
Depart prepared by	
Report prepared by: Balandra Fregoso Executive Director	
Name Title	
3-29-22	
Date submitted:	
June 3, 2022	
Date program completed:	
65 families How many total people were served?	
now many total people were served?	
A. Outcomes: List each numbered outcome from your application and describe your success in r	neeting
each outcome.	
The results of our goals and outcomes will not be determined until June/July once the program has bee	n completed
for the year. We will distribut the post surveys mid to late May, 2022.	
As of this point in time, we believe that 100% of our outcomes will have been met by June 2022.	
65 families are participating regularly in Aprendiendo Juntos this year. We will have held over 100 deve	lopmental
playgroup sessions Sept 2021-June 2022. Playgroup includes developmentally rich play activities, pare	
and education that encourages the healthy development of infants and young children.	
Aprendiendo Juntos has a positive reputation in the Canal and families know and trust Parent Services	Project We
meet parents where they are at and challenge them to learn new ways of engaging with the community	
their families. They are deeply committed to giving their children a better life. We hire culturally compete	ent staff that
have a history of working with families and a passion for social justice. The staff/client connection is a c	ritical
component of our success.	

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strategy.			
PSP conducts pre and post surveys in order to evaluate Aprendiendo Juntos. There are informal parent-coordinator meetings as well as parent-child activities, presentations, workshops and referrals throughout the year to help and support families.			
C. Success: If you did not succeed in meeting your objectives, tell us why you think that happened, and what strategies you employed to change the situation, or are planning to change in the future.			
D. Summary: Briefly describe your overall satisfaction with your program and your reasoning, what			

B. Measurements: Describe the measurements and evaluation strategies you used for each outcome, and

highlights you would like to bring to the Board's attention, and any general comments about your program. We firmly bellieve that we will reach all of our performance measures this year. We are thrilled

to be able to offer safe in-person programming, even through Omicron, and we continue to go above and beyond to support our playgroup families and deepen our work despite the challenges of the pandemic. In June/July 2022 we will offer a four week in person summer program for families with children entering TK and kindergarten in August. We will continue to offer behavioral health support and early childhood mental health consultation through the partnership with JFCS and well as individual brief case management for all playgroup families in need. We are excited to share that Parent Services Project is coordinating a Playgroup Collaborative so that we can improve our efforts county wide and align where appropriate. PSP is also part of the Canal Community Response efforts and through support from Canal Alliance, we have distributed over 200 at home test kits to Aprendiendo Junto families.

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Aprendiendo Juntos/ Learning Together Parent Services Project

2021-2022 Budget Revenues	Bella Vista Foundation	First 5 Marin	Total Budget
Bella Vista Foundation	50,000		50,000
Marin First 5 (Secured)		102,733	102,733
TOTAL INCOME	50,000	102,733	152,733
Expenses			
Project Personnel			
Program Director/ Direct Supervision	10,500	3,058	13,558
Family Engagement Specialist	9,000	54,000	63,000
Assistant Coordinator	3,800	3,800	7,600
Subtotal personnel	23,300	60,858	84,158
Fringe/benefits x24%	5,592	14,606	20,198
Total Personnel Costs	28,892	75,464	104,356
Project Operating Expenses			
Rent/Utilities/Janitorial: total program staff/ total	7,120		16,163
agency staff X total agency overhead		9,043	
Playgroup associated cost to include space rental			3,673
childcare and props and video equipment for virtual			
play groups per week		3,673	
Supplies/ Playgroup activities, art supplies, games & materials and refreshments at \$50 per weekly meeting		3,873	3,873
Mental Health Care / intern fee and support	7,200		7,200
Promotores Stipends	1,500	360	1,860
Travel- (Project Personnel)	288	320	608
Subtotal Operating Expenses	16,108	17,269	33,377
Canada Oberanii O Emberiado	10,100	17,203	33,377
Total Personnel & Operating Expenses	45,000	92,733	137,733
Indirect, not to exceed 10% of budget	5,000	10,000	15,000
TOTAL EXPENSES	50,000	102,733	152,733

Initials:		Date:		Age:
PARE SE PROJ	NY Y RVICES ECT	Intake Form		
	you for answering the question t confidential.	ns below. Your ho	nest answ	ers are important to us and will
Type o	f service/program requested:			
	What is your race or ethnicity			
2.	What language is spoken mos	t often in your ho	ome?	
3.	How many people live in your	house?	Adults	Children
	Age of child:	School:		
	Age of child:	School:		
	Age of child:	School:		
	Age of child:	School:		
4.	Do your children have medica	l insurance?	es or	No
5.	Are you able to access reliable	e internet at hom	ie? Yes	or No
6.	Do you have access to a comp school issued device) Yes	outer device or ta or No	blet at hon	ne? (not including a phone or a
7.	Are you interested in introduc Yes or No	ctory-level techno	ology supp	ort or technology workshops?

8. Staff Notes:

Staff Initials : _____

Initials:	Date:	Age:
PARI SE PRO	EVICES Forma de	e Registro
	s por responder a las siguientes preguntas n confidenciales.	s. Sus respuestas son importantes para nosotros
Tipo d	e Servicio/Programa Requerido:	
1.	¿Cuál es su Raza/origen étnico?:	
2.	¿Qué idioma se hable más a menudo en	su casa?
3.	Número de personas que viven en su ho	gar: Adultos Niños
Edad	del niño/a	Escuela
4.	¿Tu hijo/hija tiene seguro médico? Si	o No
5.	¿Tiene servicio internet confiable en la ca	asa? Si o No
6.	¿Aparte del aparato que ha prestado la e tableta en casa? Si o No	escuela, mi hijo/a tenemos una computadora o
7.	¿Está interesado en el apoyo tecnológico	o o en los talleres de tecnología? Si o No
8.	Cometarios del Personal:	

¡GRACIAS!

Staff Initials :	
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Gracias por participar en AJ y Baby Gym este año. Ayúdenos a mejorar nuestro programa por completando esta breve encuesta.



Thank you for participating in AJ and Baby Gym this year. Please help us improve our program by filling out this short survey

Playgroup Pre-Survey August/September 2021

	/8
1.	In general, do you feel like you know what your child should be doing and saying at his or her age? De forma general sientes que sabes lo que tu hijo debería hacer y decir a su edad?
Yes/Si No	
2.	Are you interested in resources to help you feel better, happier or less stressed? Esta interesada en recursos que te ayudo a sentirme mejor, feliz o menos estresado?
Yes/Si No	
3.	Does your child have health insurance? Tu hijo/hija tiene seguro medico?
Yes/Si No	
4.	Are you able to access reliable internet at home? ¿Tiene servicio internet confiable en la casa?
Yes/ Si No	
5.	Do you have access to a computer device or tablet at home? (not including a phone or a school issued device) ¿Aparte del aparato que ha prestado la escuela, mi hijo/a tenemos una computadora o tableta en casa?
Yes/Si No	
6.	Are you interested in introductory-level technology support or technology workshops? ¿Está interesado en el apoyo tecnológico o en los talleres de tecnología?
Yes/Si No	
7.	What is your race or ethnicity? ¿Cuál es su Raza/origen étnico?:
8.	What language is spoken most often in your home? ¿Qué idioma se hable más a menudo en su

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9. How many people live in y	our house?	Adults	Children	
Age of child:	School:			
Age of child:	School:			
Age of child:	School:			
Age of child:	School:			
Número de personas que viven en su hogar: Adultos Niños				
Edad del niño/a	Escuela			
Edad del niño/a	Escuela			
Edad del niño/a	Escuela			
Edad del niño/a	Escuela			

10. Is there anything else you would like to share with us? Hay algo que te gustaria compartir con nosotros?

THANK YOU GRACIAS