



SAN RAFAEL
THE CITY WITH A MISSION

**PICKLEWEED ADVISORY COMMITTEE
AGENDA**

**Wednesday, June 1, 2022
7:00 P.M.**

Via Zoom

**Watch Online (Public) Zoom Link:
<https://tinyurl.com/PWAC-6-1-2022>
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 April 13, 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. Schoolyear Co-Sponsorship Application Committee Recommendations
 - 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

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

STAFF COMMENTS

5. Updates and Events of Interest

NEXT REGULAR MEETING: August 3, 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.



SAN RAFAEL
THE CITY WITH A MISSION

**PICKLEWEED ADVISORY COMMITTEE
AGENDA**

**Miércoles, 1er de Junio del 2022
7:00pm**

Via Zoom

Ver en Linea (Publico):

<https://tinyurl.com/PWAC-6-1-2022>

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 reunión ordinaria de Abril 13, 2022

REUNIÓN ABIERTA AL PÚBLICO

2. Comentarios públicos de la audiencia sobre los temas que no están 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 comentarista individual.

3. Recomendaciones del Comité de Solicitud de Copatrocinio del Año Escolar
 - 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

3. 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 y Veramay
 - B. Otros reportes

COMENTARIOS DEL PERSONAL

4. Actualizaciones y Eventos de interés

PRÓXIMA REUNIÓN: Agosto 3, del 2022

APLAZAMIENTO

Aviso

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.



Watch on Zoom:
<https://tinyurl.com/PWAC-4-13-2022>

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

CALL TO ORDER

Chair Mason called the meeting to order at 7:02 p.m.

ROLL CALL

Present:

Chair Mason
Member Sprague
Member Vasquez
Member Yost
Alternate Member Ceballos
Park & Recreation Commission Representative Gutierrez (arrived at 7:45 p.m)

Absent:

Member Avalos
Member Hau-Gutierrez
Member Palacios
Member Tanchez

Also Present:

Becky Ordin, Senior Administrative Assistant
Marissa Williams, Marin YMCA
Ryan Robinett, Marin FC
Omar Carrera, Canal Alliance
Tracy Bays-Boothe, DrawBridge
Jaemi Naish, Tam Adult School
Cindy Winship, Tam Adult School
Delia Lucio, Troop 2000
Balandra Fregoso, Parent Services Project

AGENDA AMENDMENTS

None

MINUTES

1. Approve regular meeting minutes of February 2, 2022

Member Sprague moved and Member Yost seconded, to approve the meetings minutes of April 13, 2021.

AYES: Members: Sprague, Vasquez, Yost, Ceballos
NOES: Members: None
ABSENT: Members: Avalos, Hau-Gutierrez, Palacios, 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. Summer Co-Sponsorship Application Committee Recommendations

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

Chair Mason presented the YMCA Summer Camp @ Al Boro Community Center Co-Sponsorship Recommendation.

Staff and applicant responded to questions from Members.

Public Comment: None

Member Yost moved and Member Sprague seconded, to approve the YMCA Summer Camp Co-Sponsorship Recommendation

AYES: Members: Sprague, Vasquez, Yost, Ceballos
NOES: Members: None
ABSENT: Members: Avalos, Hau-Gutierrez, Palacios, Tanchez
ABSTAINED: Members: None

Motion Passed.

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

Chair Mason presented the Canal Alliance/Marin Football Club: Canal FC at Marin FC

Recommendation.

Staff and applicant responded to questions from Members.

Public Comment: None

Member Yost moved and Member Vasquez seconded, to approve the Canal FC at Marin FC Co-Sponsorship.

AYES: Members: Sprague, Vasquez, Yost, Ceballos

NOES: Members: None

ABSENT: Members: Avalos, Hau-Gutierrez, Palacios, Tanech

ABSTAINED: Members: None

Motion Passed.

4. School year Co-Sponsorship Application and Final Report Presentations

A. Drawbridge Weekly Expressive Art Groups

Chair Mason introduced the Drawbridge art program and introduced Tracy Bays-Booth who provided a program overview and gave support for their application to the Committee.

Staff and applicant responded to questions from Members.

Public Comment: None

B. Tamalpais Adult School – English As A Second Language Classes

Chair Mason introduced the Tamalpais Adult School program and introduced Cindy Winship, and Jaemi Naish who provided a program overview and gave support for their application to the Committee.

Staff and applicant responded to questions from Members.

Public Comment: Samuel also from Tamalpais Adult School

C. Troop 2000 Scouts BSA

Chair Mason introduced the Troop 2000 program and introduced Delia Lucio who provided a program overview and gave support for their application to the Committee.

Staff and applicant responded to questions from Members.

Public Comment: None

D. Marin YMCA: YMCA 2022

Chair Mason introduced the Marin YMCA afterschool program and introduced Marissa Williams who provided a program overview and gave support for their application to the Committee.

Staff and applicant responded to questions from Members.

Public Comment: None

E. Parent Services Project: Aprendiendo Juntos

Chair Mason introduced the Parent Services Project program and introduced Balandra Fregoso who provided a program overview and gave support for their application to the Committee.

Staff and applicant responded to questions from Members.

Public Comment: None

COMMITTEE REPORTS AND COMMENTS

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

A. Parks & Recreation Master Plan Steering Committee Update

Member Sprague shared that the Parks & Recreation Master Plan Steering Committee is a very large group with members from many different committees related to parks and recreation and libraries and that umbrella in San Rafael. They heard from the consultant and the first step will be to evaluate the facilities and parks. There is a questionnaire that has been sent out to get the community's input in that process as well.

B. Other Reports

Member Vasquez had a member of the community ask her about the parking at the Community Center. She didn't know how to reply, and Chair Mason explained the challenging situation.

Member Yost encouraged everyone to stop by the Canal Community Garden.

STAFF COMMENTS

6. Events of Interest

Chair Mason shared the Canal Youth and Family Council has started the Canal Arts program on Saturdays. This group also does an annual easter egg hunt. This year it will take place April 16th and it will be COVID friendly.

Staff shares with the Police Dept any issues going on in the parking lot. One of the big issues are broken bottles in the area near the preschool. Parents and the preschool program wrote a letter to the City. There will be meeting on Monday, April 25th with the Police and Public Works staff.

There is a new dance program starting April 22 for youth 8-10 and a dance camp in summer.

We are partnering with Vivalon to do more senior programs at the Community Center.

Program Coordinator Stephen Rogers is working on staff and volunteer led Jr. Giants and a new basketball clinic for this summer.

They are continuing to host food distribution and vaccination clinics at the community Center.

Mayor Kate has asked Steve to be on the East San Rafael parking task force. They meet next Tuesday to identify creative solutions to help with the parking issues.

There will be a Parks & Recreation Master Plan Community meeting next Thursday, May 11th from 6-8pm and the meeting will be in Spanish. Due to the Brown Act we can't have quorum at the meeting. There are questionnaires in the lobby in English, Spanish and Vietnamese available for the community to fill out.

At the April Park & Recreation Commission meeting, Chair Mason will be providing an overview of what the Pickleweed Advisory Committee has done over 2021 as well as what the Community Center has done. Pickleweed Advisory Committee members are encouraged to join the meeting.

ADJOURNMENT

Chair Mason adjourned the meeting at 8:45 p.m.

BECKY ORDIN, Senior Administrative Assistant

APPROVED THIS ____ DAY OF _____, 2021

Catherine Quffa, Library & Recreation Director



**PICKLEWEED ADVISORY COMMITTEE
AGENDA REPORT**

**June 1, 2022
Item # 3.A.**

TITLE: DrawBridge 2022/2023 Co-Sponsorship Recommendation

RECOMMENDATION

Staff recommends that the Pickleweed Advisory Committee consider granting DrawBridge a fee reduction or waiver for use of the Albert J. Boro Community Center's Art Room on Monday afternoons from September 12, 2022 through August 28, 2023, excluding holidays and closures.

BACKGROUND

At their April 13, 2022 regular meeting, the Pickleweed Advisory Committee received an application and presentation from DrawBridge requesting full co-sponsorship of rental fees for their 2022/2023 Weekly Expressive Art Groups.

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."

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.

FISCAL IMPACT

The non-profit value of a full co-sponsorship totals \$1,410.00. 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. DrawBridge 2022-2023 Co-Sponsorship Application Packet



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 Weekly 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: _____

Is this a first time program at Pickleweed? 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.

Proposed Start Date: September 2022

Proposed End Date: August 2023

Number participants estimated: Prior to the pandemic, an average 40 unduplicated children attended over 220 times per year.

Maximum number estimated: DrawBridge hopes to engage 50 unduplicated children, attending at least 450 times total per year.

Target age group: DrawBridge programs are open to children ages 5-18 but the majority of participants are 6-13 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

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.

Client Satisfaction:

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

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 coordinators will be invited to participate in qualitative post-program evaluations to identify successes, opportunities for improvement, and provide testimonials. These surveys are in production and will be launched later in the year after on-site programs have resumed.

Section IV Faculty/Leaders

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

Kathleen Keating, Art Group Facilitator, [REDACTED] [REDACTED]

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
We do not receive direct funds for this group.		

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)



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 Groups

Report prepared by:

Name Tracy Bays-Boothe

Title Executive Director

Date submitted: 3.11.22

Date program completed: Ongoing

How many total people were served? 205

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.

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.

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.

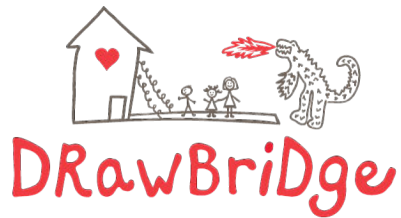
Samples of past evaluations are included with this document to demonstrate impact of this program.

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.



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)



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 Park, Beale Street, etc.) and fill in all information.

Type and press enter to search.

Recent Posts

[Noted Photographer's New Show Benefits DrawBridge](#)

[DrawBridge Reaches Virtual Summer Camp For July/August](#)

[Field Notes: Successfully Connecting Despite the Distance](#)

[Help Kids Reconnect Through Art](#)

[Meet Tracy Bays-Scottie, the New Executive Director of DrawBridge](#)

LOG YOUR WEEKLY HOURS FOR PAYMENT

Refresh page to get a new weekly form

Facilitator Name +

Email my receipt +

Group Site +

Group Type +

Group Date +

Number of Kids Attending +

Assistant Name

Assistant Hours

Expenses for Reimbursement (total \$\$)

Expenses Description

You can submit receipts (pdf or jpg) using the "Photos" tab on the left.

Add a story, quote or photo below

Your stories spread and help promote DrawBridge

Was there a magic moment in your group this week?

Are you including file attachments? +

- Yes
 No

File/Photo Upload (Include name with child photos +)

No file chosen

Submit receipts, documents and teaching shares from your group (optional). *When uploading a child's picture please include their first name and first initial of last name (e.g. Julia B)

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 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?)

Ella es muy feliz de asistir a las clases de arte
y su estado emocional es bueno

¿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 cerebro y la mantiene
ocupado y la ayuda Gracias!

Thank you!

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?)*

Si a desarrollar más su 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 realizado

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

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

Compartimos tiempo juntos, tenemos más comunicación, más confianza, trabajamos en equipo con mi hijo.

Thank you!

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?)*

learn how 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.

Thank you!

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?)*

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?)

Happy, proud, excited

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

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

A little calm

Thank you!

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?)*

Como aprender hacer manualidades con papel
a cortar, colorear

¿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 realizo

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

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

Que se distrae al venir a DrawBridge
y se emociona con las manualidades que
realiza, y se divierte mucho.

Thank you!

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 han aprendido colorear y les encanta 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?)

Porque están muy felices, porque sus mentes están ocupadas en arte

¿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 despejen sus mentes y que desarrollen sus mentes. en arte es excelente programa

Thank you!

A-Z

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 Yes, he does like Draw Bridge.

¿Su hijo hace amigos en DrawBridge? *(Does your child make friends at DrawBridge?)*

Si No Yes, he does.

¿Su hijo está orgulloso de su obra de arte? *(Is your child proud of their artwork?)*

Si No He is proud.

¿Aprendió su hijo algo nuevo en DrawBridge? *Did your child learn anything new at DrawBridge?*

Si No Si es así, ¿qué? *(If yes, what?)*

+ Yes, he did.

- Sewing

- 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?)

- He is happy

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

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

- This class helped my child learn about things
learn a lot of things

Thank you!

DRAWBRIDGE ART GROUP SURVEY

How old are you?

I am 9 years old.

What do you like about DrawBridge Monday Art Group?

~~_____~~ I like doing art
because I learn how to draw
and when I go to school when
we have art at school every one
loves my drawing because thanks to ^{DrawBridge} art
Group I learn alot!

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

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

DRAWBRIDGE ART GROUP SURVEY

How old are you?

11

What do you like about DrawBridge Monday Art Group?

I like that every week we do a new craft.

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

Happy to know that next week we
will ~~do~~ do a ~~new~~ new activite

Thank you!

DRAWBRIDGE ART GROUP SURVEY

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

Thank you!

DRAWBRIDGE ART GROUP SURVEY

How old are you?

9

What do you like about DrawBridge Monday Art Group?

I like The Art Group because
we do something different each
week and because of the snacks.

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

sad because I like ART
a lot.

Thank you!

✓

DRAWBRIDGE ART GROUP SURVEY

11/06/13

How old are you?

11

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?

good because I

came!

ps. hungry

Thank you!

your welcome 😊

DRAWBRIDGE ART GROUP SURVEY

Shirley

How old are you?

11

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?

Happy
Good that
came

P.S. Hungry

Thank you!

DRAWBRIDGE ART GROUP SURVEY

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

Thank you!

DRAWBRIDGE ART GROUP SURVEY

How old are you?

7

What do you like about DrawBridge Monday Art Group?

That it's fun.

I like learning.

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 art.

Thank you!

Abraham
DRAWBRIDGE ART GROUP SURVEY

How old are you? 9

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-
art

Thank you!

You Welcome

DRAWBRIDGE ART GROUP SURVEY

How old are you?

7

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.

Thank you!



**PICKLEWEED ADVISORY COMMITTEE
AGENDA REPORT**

**June 1, 2022
Item # 3.B.**

TITLE: Tamalpais Adult School/Bahia Vista Elementary School: English As A Second Language Class 2022/2023 Co-Sponsorship Recommendation

RECOMMENDATION

Staff recommends that the Pickleweed Advisory Committee consider granting Tamalpais Adult School and Bahia Vista Elementary School a fee reduction or waiver for use of an Albert J. Boro Community Center Meeting Room on Monday and Wednesday mornings from September 6, 2022 through May 18, 2023, excluding holidays and closures.

BACKGROUND

The Pickleweed Advisory Committee received an application and presentation from Tamalpais Adult School and Bahia Vista Elementary School at their April 13, 2022 regular meeting, requesting full co-sponsorship of rental fees for their 2022/2023 English As A Second Language program.

Together, Tamalpais Adult School and Bahia Vista Elementary School provide a free English As A Second Language course 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.

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.

FISCAL IMPACT

The non-profit value of a full 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 renting 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. Tamalpais Adult School, English As A Second Language 2022-2023 Co-Sponsorship Application Packet



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

Section I-About the Applicant Agency

Date Submitted: 2/15/22 Revision Dates (if applicable) _____

Title of Program: Tamalpais Adult School, English As A Second Language Classes

Co-sponsoring agency or individual: _____

Address: [REDACTED]

Telephone [REDACTED] Ext. _____

Email: [REDACTED]

Website: [REDACTED]

Non-Profit 501c3 Number: [REDACTED]

Principal contacts:

Name: Jaemi Naish Phone: [REDACTED] Email: [REDACTED]

Is this a first time program at Pickleweed? Yes No

If no, start date of original program: 2018-2019 Location: Albert 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.

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 #
- 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: 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

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.

Client Satisfaction:

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 @ Bahia Vista Elementary School		Support marketing, enrollment, parent communication

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.



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: 2/15/2022

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: Internet Safety 47.2: 8 students
CASAS level gain: 8 students
Pre-Post test: 10 Students
EL Civics Unit: Technology for communications 48.0 planned for March 2022

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.

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? *

Yes No

10. Have you ever taken a class online? *

Yes No

11. What is your feeling about learning 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 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, laptop, or other device with others at home? *

Yes No

14. How do you connect to the internet? *

- 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 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. (Check 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 \(mailto:TAP@aebg.org\)](mailto:TAP@aebg.org) [Terms of Use \(/TermsOfUse\)](/TermsOfUse) [Privacy \(/Privacy\)](/Privacy) [Accessibility \(/Accessibility\)](/Accessibility) [Sitemap \(/Sitemap\)](/Sitemap)

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California Adult Education Program

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and Chancellor's Office of the California Community Colleges (CCCCO) (<http://www.cocco.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 ID	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 Hours
	Sonia	9851503														02:00															02:00
	Rosa	10241556		02:00																											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																						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																											02:00
	Guillermina	10241568							02:00																						02:00

Total Students: 11

I affirm that attendance hours are accurate

Winship, Cindy

Teacher Signature

Date



2020 21 Remote Learning Survey MARCH



Questions Responses 72 Settings

72 responses



Not accepting responses

Message for respondents

This form is no longer accepting responses

Summary

Question

Individual

Name / Nombre

72 responses

Irma Martinez

Patrocinio Baten

Esteban garcia

Ligia

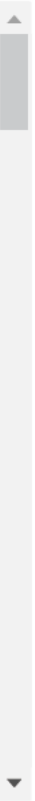
Cristina

Aleftina Sofi Sada

Angela

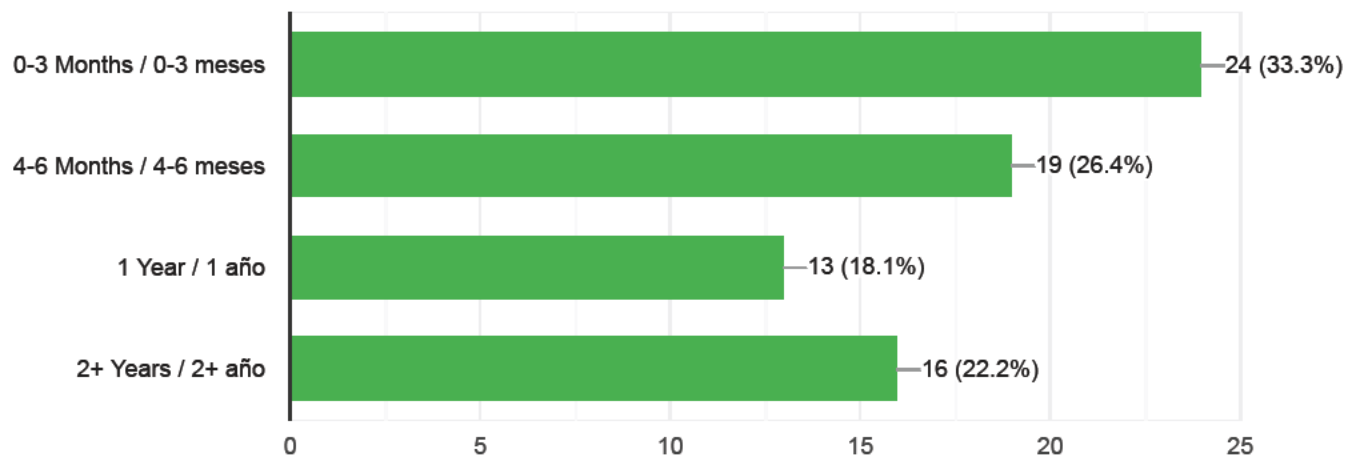
Jessica Casares

Adan Aleman



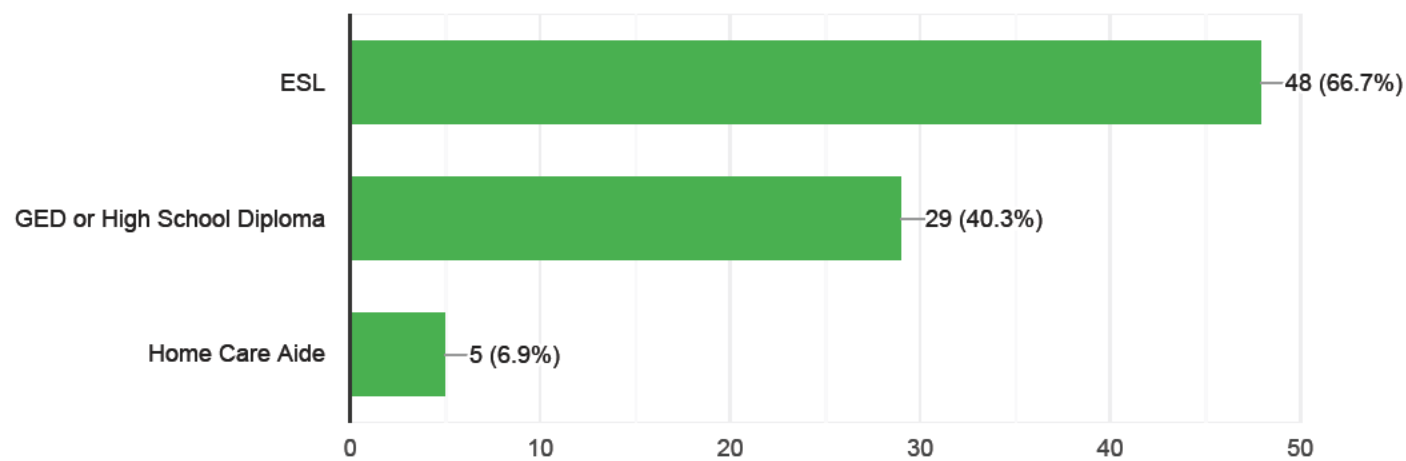
How long have you been a Tam Adult School student? ¿Cuánto tiempo has sido estudiante de Tam Adult School?

72 responses



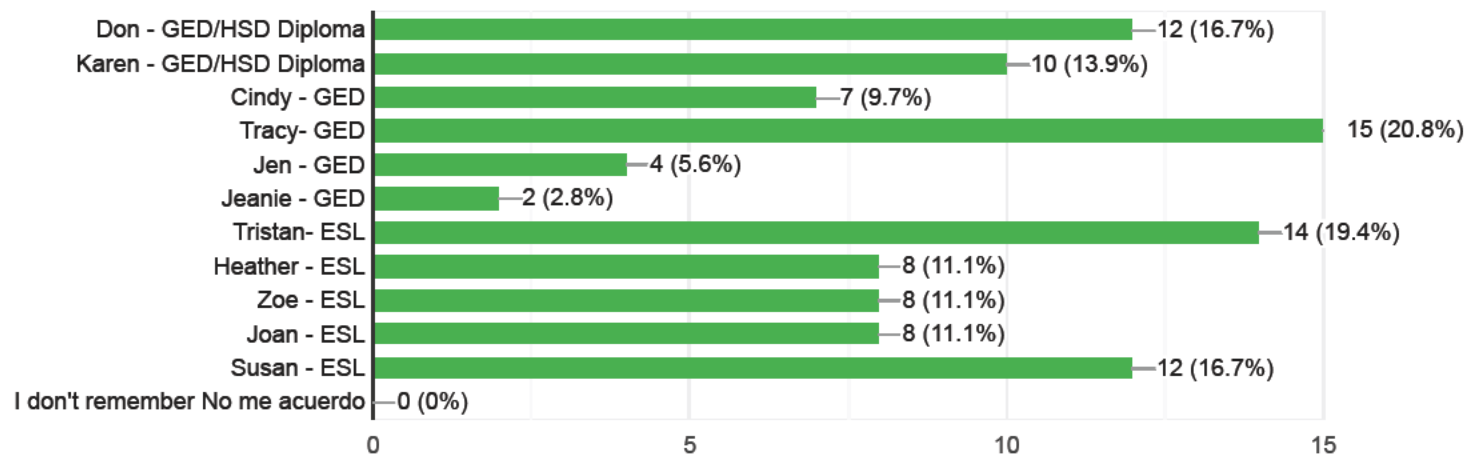
Which program/s do you take at Tam Adult School? ¿Qué programa /s tomaste en Tam Adult School?

72 responses



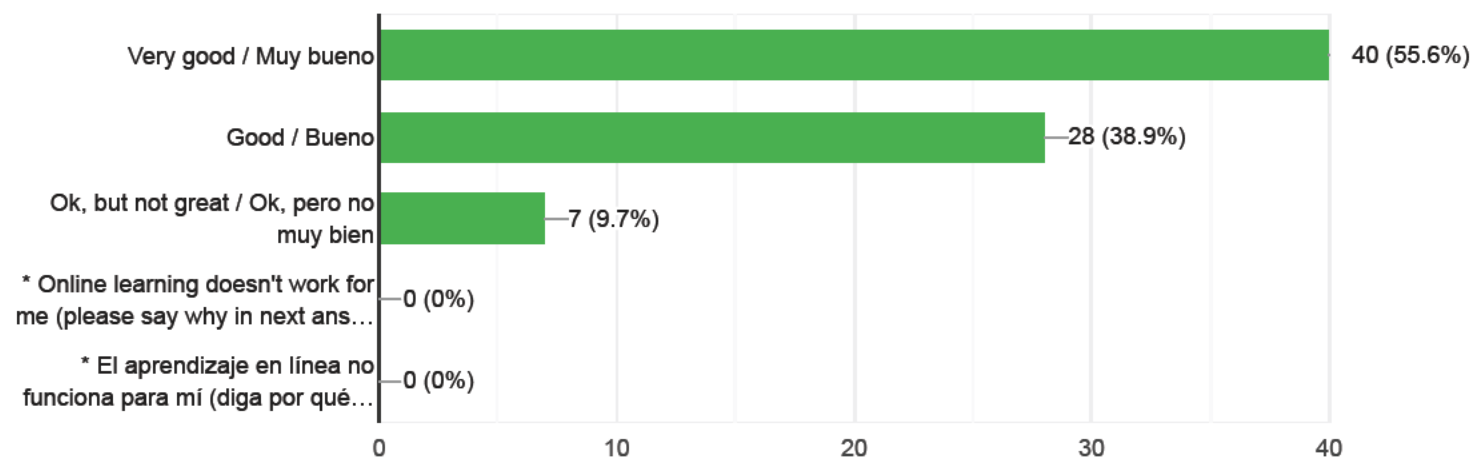
Who is your Teacher? ¿Quién es su maestro?

72 responses



How do online classes work for you? ¿Cómo funcionan las clases en línea para ti?

72 responses



* 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 despues de mi trabajo puedo asistir a clases 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

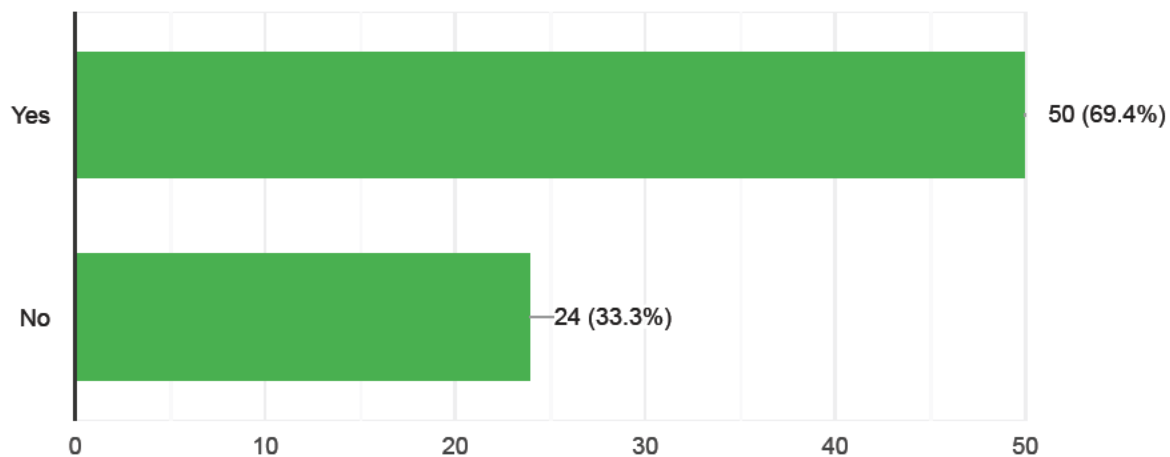
I like to be more hands on with the teachers.

No entiendo muy bien y por causas del Internet me pierdo

It`s bad when the internet sometimes goes missing.

I prefer online classes to in-person classes. / Prefiero las clases en línea a las clases presenciales.

72 responses



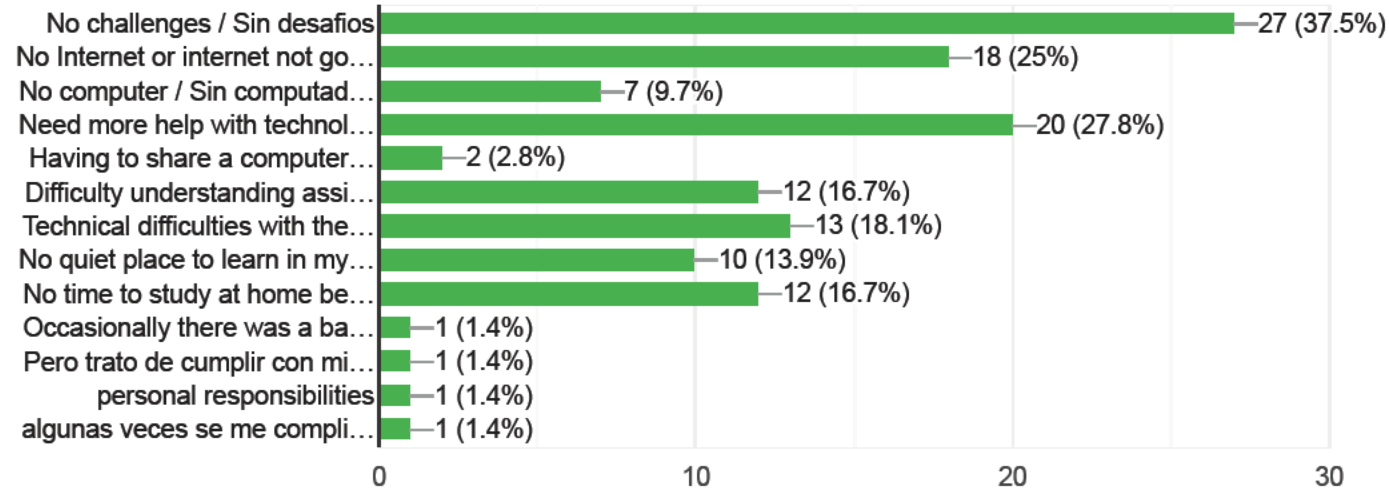
My teacher's web site and online lessons are: El sitio web de mi maestro y las lecciones en línea son:

72 responses



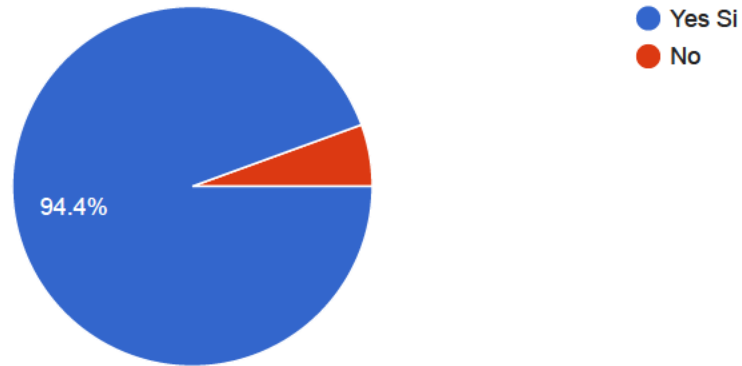
Do you experience challenges with online learning? Check all that apply. ¿Qué desafíos experimenta con el aprendizaje en línea? Marque todo lo que corresponda.

72 responses



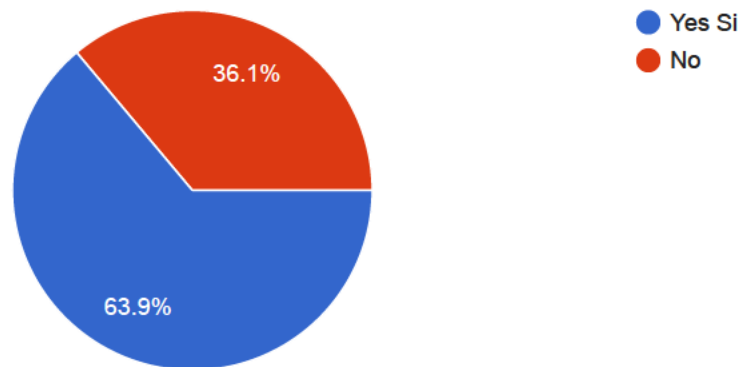
Homework: Does your teacher give enough? Tarea: ¿Tu maestro da suficiente?

72 responses



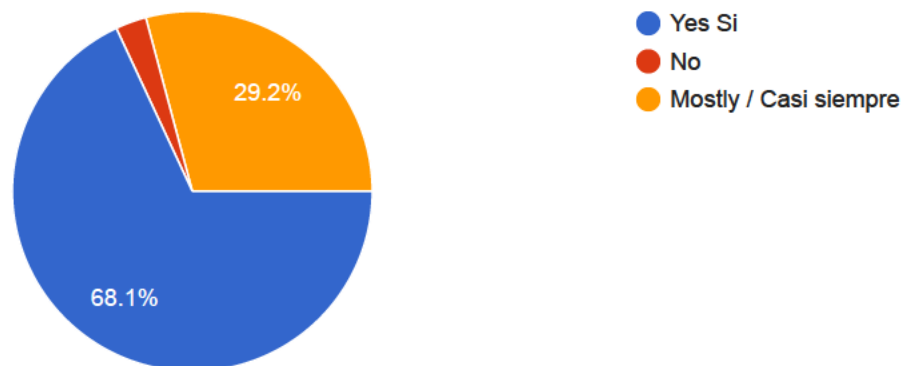
Is 2 hours twice a week online enough time with your teacher? ¿Cree que 2 horas dos veces por semana es suficiente tiempo en línea con su maestro?

72 responses



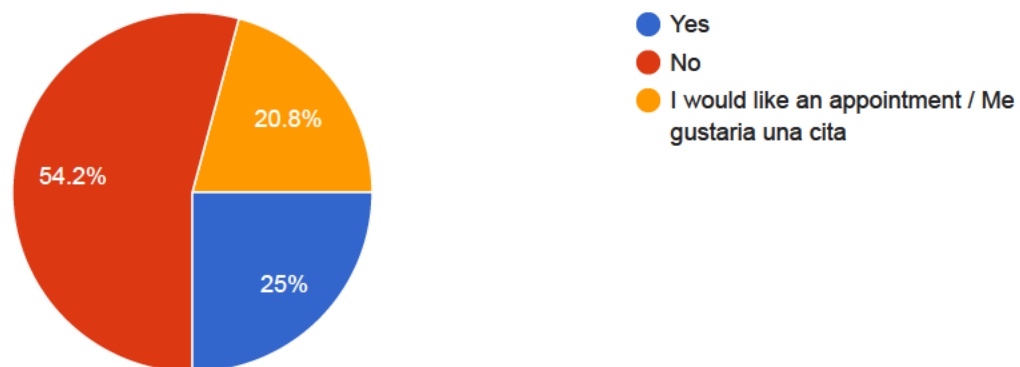
Do you feel a sense of community with your teacher and classmates? ¿Sientes un sentido de comunidad con tu profesor y compañeros de clase?

72 responses



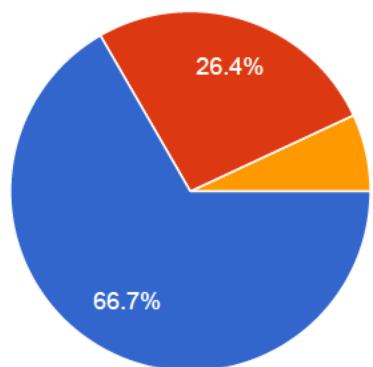
Mr. Kyle Beattie works with students to talk about college, provide community resources and support. Have you met with Kyle Beattie, college counselor yet? / El Sr. Kyle Beattie trabaja con los estudiantes para hablar sobre la universidad, brindar recursos y apoyo a la comunidad. ¿Ya se reunió con Kyle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

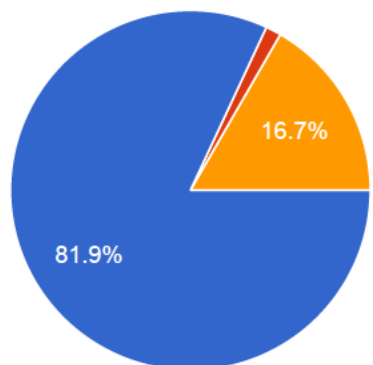
72 responses



- Less than 1 hour per day / Menos de 1 hora por día
- Between 1 and 3 hours per day / Entre 1 y 3 horas por día.
- More than 3 hours per day / Más de 3 horas por día

Will you attend online summer school during June? / ¿Asistirás a la escuela de verano en línea durante junio?

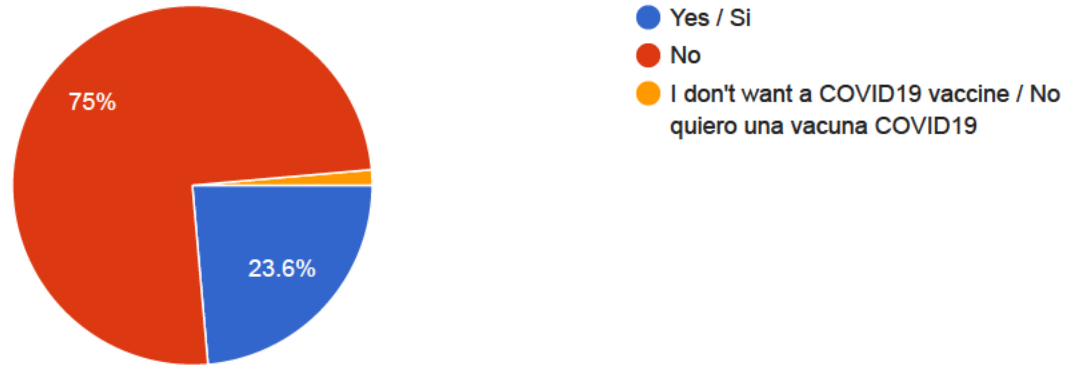
72 responses



- Yes / Si
- No
- Maybe / tal vez

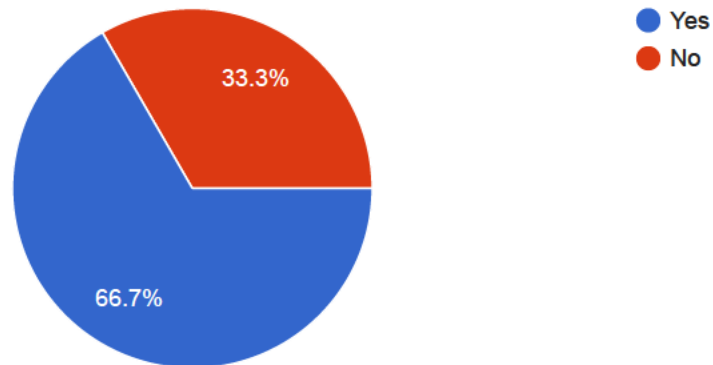
Have you gotten a COVID19 vaccine? / ¿Ha recibido una vacuna COVID19?

72 responses



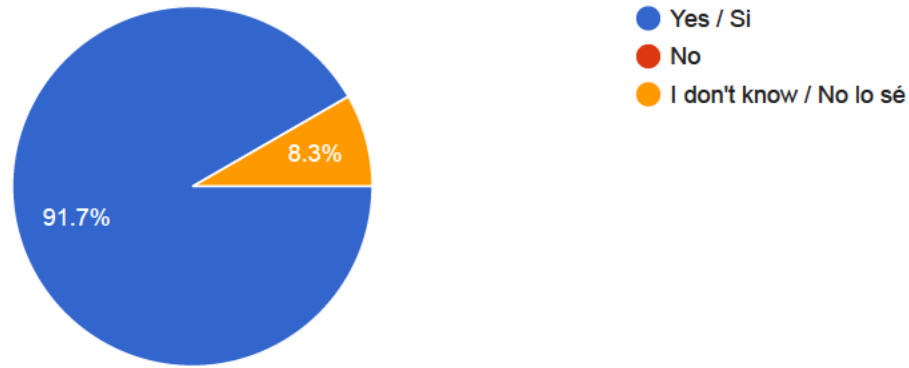
I am interested in learning more about the COVID19 vaccine. / Estoy interesado en aprender más sobre la vacuna COVID19.

72 responses



Will you attend classes if they are online in September? / ¿Asistirás a clases si están en línea en septiembre?

72 responses



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

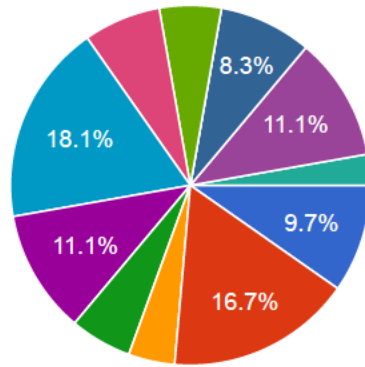
N/A

Lo están haciendo bien solo que no entiendo mucho

Give more dialogue between students.

What support services would be helpful to know more about? ¿Sobre qué servicios de apoyo sería útil saber más?

72 responses

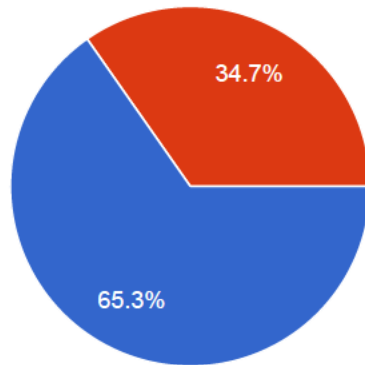


- Health related to COVID-19 / Salud rel...
- More information about the COVID19...
- Unemployment help / Ayuda de dese...
- Marin Food Pantries, where to get foo...
- Counseling services / Servicios de as...
- College counseling / Consejería unive...
- Need help paying rent / información p...
- Finding work / información para encon...

▲ 1/2 ▼

Do you have a Chromebook at home to use? Tiene used un Chromebook en su casa?

72 responses



- Yes / si
- No / no

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

no.

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**

**June 1, 2022
Item # 3.C.**

**TITLE: Scouts BSA: Troop 2000 2022/2023 Co-Sponsorship
Recommendation**

RECOMMENDATION

Staff recommends that the Pickleweed Advisory Committee consider granting the Scouts BSA 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

At their April 13, 2022 regular meeting, the Pickleweed Advisory Committee received an application and presentation from Scouts BSA requesting full co-sponsorship of rental fees for their 2022/2023 Troop 2000 meetings.

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. Staff also calls on Troop 2000 to support the City with community events, such as assisting with the Día de los Muertos procession by guiding participants safely in their lane.

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.

FISCAL IMPACT

The non-profit value of a full co-sponsorship totals \$4,140.00. 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. Scouts BSA 2022 Co-Sponsorship Application Packet



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

Section I-About the Applicant Agency

Date Submitted: 3/9/2022 Revision Dates (if applicable) _____

Title of Program: Troop 2000 scouts BSA

Co-sponsoring agency or individual: San Rafael Police Association

Address: _____

Telephone: _____ Ext. _____

Email: _____

Website: _____

Profit 501c3 Number: _____

Principal contacts:

Name: William Coronado Phone: _____ Email: _____

Is this a first time program at Pickleweed? Yes No
9/1/2000 old pickleweed community center

If no, start date of original program: _____ 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 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.

Proposed Start Date: 9/1/2022 Proposed End Date: 8/31/2023
Number participants estimated: 20 Maximum number estimated: 40
Target age group: 11-18 year old

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: Monday 7 pm to 9 pm

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 X No _____

If so, what will the fee be? \$83 How will the proceeds be used?

The registration fee to join Scouting is \$83 annually to the national office in the marin council BSA. In addition, there are one-time uniform costs and nominal activity fees that maybe charge by the troop/parent committee.

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, religion or special needs. We serve youth of all ethnic backgrounds. We recruit by word of mouth and we have started our own website and are planning to do more marketing via social media. The COVID 19 pandemic has affected our effort in outreach but we are still expecting to reopen soon and invite more boys to join the troop. The leadership of the troop has been in touch with the scouts via phone to check on the status of our members. The Canal neighborhood has been one of the most impacted areas in Marin county with the pandemic, especially the Latinx community. We managed to mantain meetings in ZOOM.

In what languages will your marketing materials be distributed?

- English Spanish Vietnamese Other

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

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

Client Satisfaction:

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

Evaluations are done in monthly sit-down meetings between the Scoutmaster and the parents of the scouts reviewing the advancement of the scout. (see attached forms)

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

In addition to the rank advancements, measurement can also be made of the amount of service the Troop provides to the community (San Rafael) and specifically the Canal neighborhood. Also, the amount of participation in Scouting activities is an indicator of success. (see attached lists of service projects and activities)

Section IV Faculty/Leaders

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

Scoutmaster Willy Coronado [REDACTED]
Asst. Scoutmaster Aaron VanKestern [REDACTED]
Parent committee treasurer Norma Perez [REDACTED]
Committee Chairman Troop 2000 Delia Lucio [REDACTED]
Asst. Scout Master Oscar Guardado [REDACTED]
Asst Scout master Humberto Ake [REDACTED]

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
n/a	n/a	n/a

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



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:

Name Oscar Guardado Title Assistant Scout Master

Date submitted: 3/9/2022

Date program completed: ongoing

How many total people were served? 13

A. Outcomes: List each numbered outcome from your application and describe your success in meeting each outcome.

We have provided and continue to provide services to boys in Marin County that want to joint scouting.
The Scouts BSA is 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.

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.

Rank advancement as outlined in the attachments:
Tenderfoot, Second Class, and First Class ranks are oriented toward learning and practicing skills that will help the Scout develop confidence and fitness, challenge his thought processes, introduce him to his responsibilities as a citizen, and prepare him for an exciting and successful Scouting experience. Requirements for Tenderfoot, Second Class, and First Class may be passed at any time after the Scout badge has been earned

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.

The troop has successfully graduated more than 15 eagle scouts since established in Canal. Currently we are working with the next generation of eagle scouts and recruiting more new members to the troop. We will continue to request support from organizations that value that Scouting brings to our youth.

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.

The Troop has a legacy of community projects and service to the community including the Albert Boro Community Center and beyond, whether collecting food for the community, cleaning the streets or repairing and maintaining the parks, Troop 2000 has helped in many ways. Despite challenges in transportation the troop has been active and participated in scouting for food, our annually drive to help stock the food bank in November, celebrated our annual Thanksgiving dinner, in December we did our Christmas gathering. In January, the troop had done a camping. In February the troop participated in the annual first aid and emergency and preparedness exercise and contest "Red Code" obtaining first place and finally, did a service project cleaning a local garden in Canal. We have plans to participate in Winter camp and do two additional service project painting playgrounds in pre schools (April and May).

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.

>> BOY SCOUT RANK REQUIREMENTS

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.

Beginning Jan. 1, 2017, all Scouts **MUST** use the current requirements regardless of rank.



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.

✓		LEADER INITIAL & DATE
1a.	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.	
1c.	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.	
1e.	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 tautline 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 <i>How to Protect Your Children From Child Abuse: A Parent's Guide</i> 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.

¹If 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



✓			LEADER INITIAL & DATE
CAMPING AND OUTDOOR ETHICS			
1a.	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.		
1c.	Tell how you practiced the Outdoor Code on a campout or outing.		
COOKING			
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.		
TOOLS			
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 AID AND NATURE			
4a.	Show first aid for the following: <ul style="list-style-type: none"> • 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.		
HIKING			
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.		

		LEADER INITIAL & DATE
FITNESS		
6a.	Record your best in the following tests: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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.) 	
CITIZENSHIP		
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.	
LEADERSHIP		
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.	
SCOUT 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



✓		LEADER INITIAL & DATE
CAMPING AND OUTDOOR ETHICS		
1a.	Since joining Boy Scouts, participate in five separate troop/patrol 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.	
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		
2a.	Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so.	
2b.	Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire.	
2c.	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	
3c.	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.

		LEADER INITIAL & DATE
✓		
NATURE		
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	
5d.	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: <ul style="list-style-type: none"> • 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.	
6d.	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.	
6e.	Tell how you should respond if you come upon the scene of a vehicular accident.	
FITNESS		
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
	<p>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.</p>	
CITIZENSHIP		
	<p>8a. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity.</p>	
	<p>8b. Explain what respect is due the flag of the United States.</p>	
	<p>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.</p>	
	<p>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.</p>	
	<p>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.</p>	
PERSONAL SAFETY AWARENESS		
	<p>9a. Explain the three R's of personal safety and protection.</p>	
	<p>9b. Describe bullying; tell what the appropriate response is to someone who is bullying you or another person.</p>	
SCOUT SPIRIT		
	<p>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.</p> <p>_____</p>	
	<p>11. While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference.</p>	
	<p>12. Successfully complete your board of review for the Second Class rank.</p>	

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

FIRST CLASS RANK REQUIREMENTS



✓		LEADER INITIAL & DATE
CAMPING AND OUTDOOR ETHICS		
1a.	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 1c and Second Class requirement 1b.	
COOKING		
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.	
2c.	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.	
NAVIGATION		
4a.	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.	
AQUATICS		
	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.) ⁶	
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: <ul style="list-style-type: none"> • 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.	
FITNESS		
	8a. 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.	
	8b. 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.	
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.	
	9b. 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.

✓		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.	
LEADERSHIP		
	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.	
SCOUT 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. _____	
	12. 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



✓			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.	
	3.	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.	
		NAME OF MERIT BADGE	DATE EARNED
		(Eagle required)	
		(Eagle required)	
		(Eagle required)	
		(Eagle required)	
	4.	While a First Class Scout, participate in six hours of service through one or more service projects approved by your Scoutmaster.	
	5.	While a First Class Scout, serve actively in your troop for four months in one or more of the following 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. ⁶ 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.

⁷If 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



✓		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		
	(Eagle required)			
	(Eagle required)			
	(Eagle required)			
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. ⁹ 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. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> 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) </td> <td style="width: 50%; vertical-align: top;"> e. First Class 4a and 4b (navigation) f. Second Class 6a and 6b (first aid) g. First Class 7a and 7b (first aid) h. Three requirements from one of the required Eagle merit badges, as approved by your Scoutmaster </td> </tr> </table>	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)	e. First Class 4a and 4b (navigation) f. Second Class 6a and 6b (first aid) g. First Class 7a and 7b (first aid) h. Three requirements from one of the required Eagle merit badges, as approved by your Scoutmaster	
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)	e. First Class 4a and 4b (navigation) f. Second Class 6a and 6b (first aid) g. First Class 7a and 7b (first aid) h. Three requirements from one of the required Eagle merit 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 "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."

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

¹⁰If 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.

EAGLE RANK REQUIREMENTS



✓		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
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
4.	While a Life Scout, serve actively in your troop for six months in one or more of the following positions of responsibility ¹¹ : 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, chaplain 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. Lone Scout. Leadership responsibility in your school, religious organization, club, or elsewhere in your community.	

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

✓		LEADER INITIAL & DATE
	<p>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 <i>Eagle Scout Service Project Workbook</i>, BSA publication No. 512-927, in meeting this requirement. (To learn more about the Eagle Scout service project, see the <i>Guide to Advancement</i>, topics 9.0.2.0 through 9.0.2.16.)</p>	
	<p>6. While a Life Scout, participate in a Scoutmaster conference.</p>	
<p>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.</p>		
	<p>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.)</p>	

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 birthday. 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:

✓		LEADER INITIAL & DATE
	1. 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.)	
	2. 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.)	
	3. Continue to set a satisfactory example of accepting responsibility or demonstrating leadership ability. (See pages 32–44.)	
	4. 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."

**Eagle Palms must be earned in sequence, and the three-month tenure requirement must be observed for each Palm.

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

✓		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 _____	



**PICKLEWEED ADVISORY COMMITTEE
AGENDA REPORT**

**June 1, 2022
Item # 3.D.**

**TITLE: YMCA – Al Boro Afterschool Program 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 an 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, with permission for staff to grant additional space on a day-to-day basis, depending on availability.

BACKGROUND

At their April 13, 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 school-year 2022/2023 YMCA – Al Boro Afterschool Program.

The YMCA program, which is supported by San Rafael City Schools, plans to serve approximately 75 school identified 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 \$61,020.00 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 2022/2023 Afterschool Program Co-Sponsorship Application Packet

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
- 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: 1-5:45pm 1-5:45pm 11-5:45pm 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 X

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

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. Children will have a safe space - emotionally and physically
2. Children will have a supportive environment where they can explore, learn and grow
3. Children will interact positively with the staff and each other
4. 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

Client Satisfaction:

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; [REDACTED]
Jordan James - Senior Director of Youth Development; [REDACTED]
Kelsey Roderer - Senior Director of Camp Programs; [REDACTED]
Marissa Williams - Community Programs Director; [REDACTED]
Anahi Sanchez - Al Boro Site Coordinator; [REDACTED]

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

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



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: _____

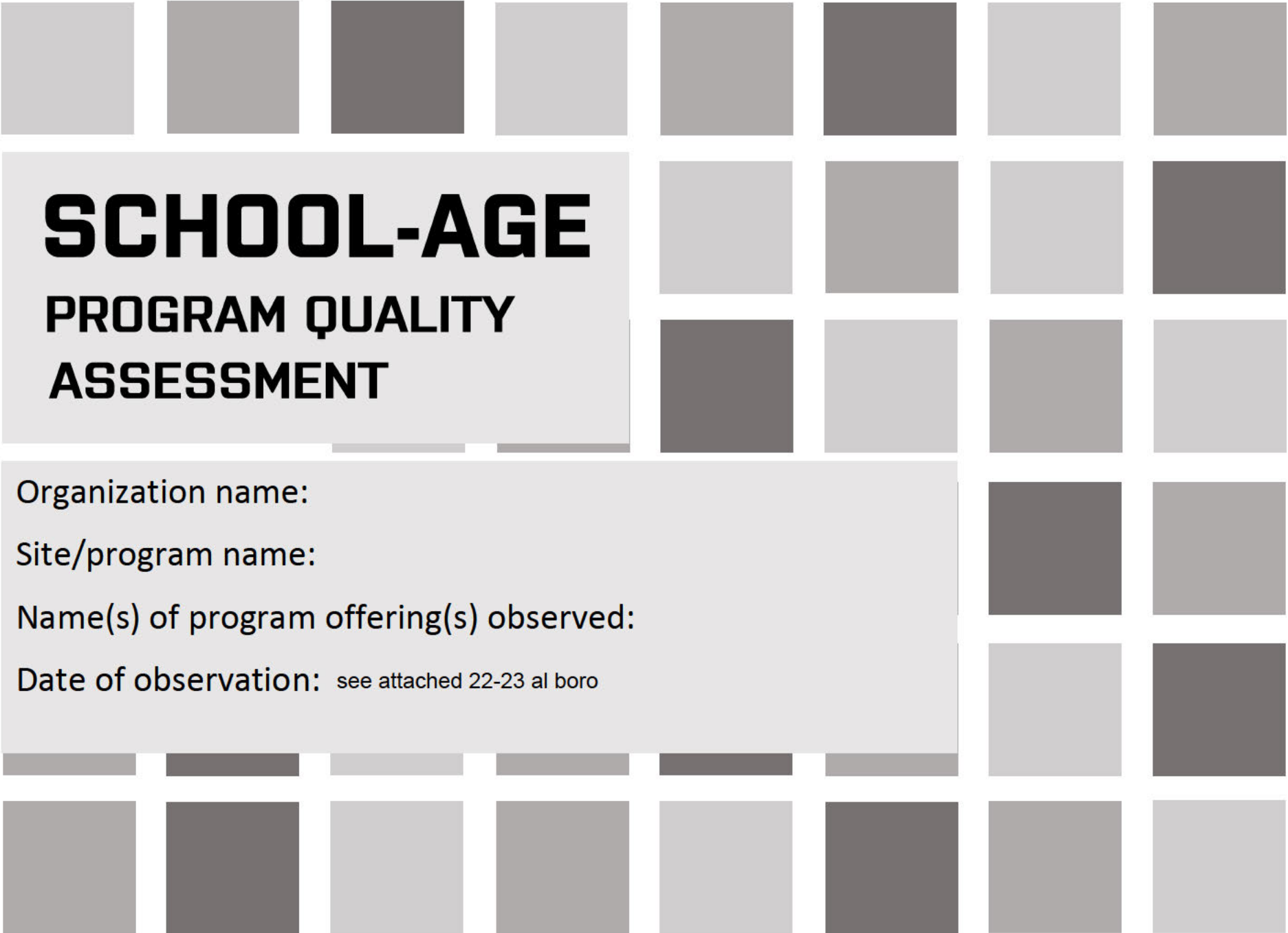
How many total people were served? _____

A. Outcomes: List each numbered outcome from your application and describe your success in meeting each outcome.

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.



SCHOOL-AGE PROGRAM QUALITY ASSESSMENT

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 in advance 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): _____
If multiple observations were conducted, provide the date of the last one conducted.

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+

Type(s) of program/activity observed (Check all that apply):

- Mentoring Literacy STEM Other academic enrichment
(e.g., homework help, tutoring, college prep)
- Career readiness (e.g., entrepreneurship) Youth leadership Community service/
civic engagement Visual & performing arts
(e.g., drama, painting, music)
- Sports, fitness & physical health (e.g., basketball, dance, cooking) Other:

EMOTIONAL SAFETY | Psychological & emotional safety is promoted.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	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.	<input type="checkbox"/>
2.	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.	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 or sexual orientation.	<input type="checkbox"/>

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. <input type="checkbox"/>
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. <input type="checkbox"/>
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. <input type="checkbox"/>
4.	1 The temperature is uncomfortable (e.g., it is too hot or too cold) in the program space.	3 The temperature is uncomfortable for some activities and/or in some areas of the program space.	5 The temperature is comfortable for all activities in the program space. <input type="checkbox"/>

EMERGENCY PREPAREDNESS | Appropriate emergency procedures & supplies are present.

Note: Local fire codes govern the number & location of fire extinguishers.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.	3 Written emergency procedures are not posted, but staff is able to locate them.	5 Written emergency procedures are posted in plain view. <input type="checkbox"/>
2.	1 There is no charged fire extinguisher accessible from the program space.	3 At least one charged fire extinguisher is accessible (but not plainly visible) from the program space.	5 At least one charged fire extinguisher is accessible and visible from the program space. <input type="checkbox"/>
3.	1 A complete first-aid kit is not accessible from the program space.	3 At least one complete first-aid kit is accessible (but not plainly visible) from the program space.	5 At least one complete first-aid kit is accessible and visible from the program space. <input type="checkbox"/>
4.	1 Other safety or emergency equipment appropriate to the activities is not available to the program offering.	3 Other safety and/or emergency equipment appropriate for the program offering is in poor condition, and/or staff cannot locate it.	5 Other appropriate safety and emergency equipment (e.g., for water or vehicle safety, sports or repairs) is available to the program offering as needed, can be located by staff and is maintained in full-service condition. <input type="checkbox"/>
5.	1 Entrances to the indoor program space are unsupervised during program hours.	3 At least one entrance to the indoor program space is supervised for security during program hours but others are not, or entrance(s) are sometimes supervised and sometimes not.	5 All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.) <input type="checkbox"/>
6.	1 Access to outdoor program space is unsupervised during program hours.	3 Access to outdoor program space is sometimes supervised during program hours.	5 Access to outdoor program space is supervised during program hours. <input type="checkbox"/>

Where are the emergency procedures posted?

Is there an accessible fire extinguisher?

Is there an accessible first-aid kit?

Does the site have any special safety or emergency equipment? If other equipment is not needed, do not rate. Write an "X" in the box at the left.

Are entrances to the indoor program space supervised? If there is no indoor program space, do not rate. Write an "X" in the box at the left.

Is access to the outdoor program space supervised? If there is no outdoor program space, do not rate. Write an "X" in the box at the left.

ACCOMMODATING ENVIRONMENT | Program space & furniture accommodate activities.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	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).	<input type="checkbox"/>
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).	<input type="checkbox"/>
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.	<input type="checkbox"/> If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
4.	1 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).	<input type="checkbox"/> 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).	<input type="checkbox"/> 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?

NOURISHMENT | Healthy food & drinks are provided.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. 1 Drinking water is not available.	3 Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).	5 Drinking water is available and easily accessible to all children.	<input type="checkbox"/>
2. 1 Food or drinks are not available to children during the session.	3 Food and drinks are available at appropriate times, but there is not enough for every child to receive a serving.	5 Food and drinks are plentiful and available at appropriate times for all children during the session.	<input type="checkbox"/> If a meal or snack is not necessary because of structure of program offering, do not rate. Write an "X" in the box at the left.
3. 1 Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).	3 Some available food or drink is not nutritious, and some is healthy.	5 Available food and drink is healthy (e.g., vegetables, fresh fruit, real juices).	<input type="checkbox"/> 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. <input type="checkbox"/>
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. <input type="checkbox"/>
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. <input type="checkbox"/>

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

ITEMS			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.	<input type="checkbox"/> 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).	<input type="checkbox"/> 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.	<input type="checkbox"/> 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).	<input type="checkbox"/>
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).	<input type="checkbox"/>

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.	<input type="checkbox"/>
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).	<input type="checkbox"/>
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).	<input type="checkbox"/>

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).	<input type="checkbox"/>
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.	<input type="checkbox"/>
3.	1 Staff does not model skills.	3 Staff models skills for some children.	5 Staff models skills for all children.	<input type="checkbox"/>
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).	<input type="checkbox"/>
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).	<input type="checkbox"/> 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.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Staff does not support contributions or 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, non-evaluative 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").	<input type="checkbox"/>
2.	1 Staff rarely or never asks open-ended questions.	3 Staff makes limited use of open-ended questions (e.g., only uses them during certain parts of the activity or repeats the same questions).	5 Staff makes frequent use of open-ended 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).	<input type="checkbox"/>

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)	1 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).	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
4. (SA)	1 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.	<input type="checkbox"/>
				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

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	
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).	<input type="checkbox"/>
6. (SA)	1 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).	<input type="checkbox"/>
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.	<input type="checkbox"/>

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 learning of an individual or group of children. If there is not a conflict or incident 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. <input type="checkbox"/>
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?"). <input type="checkbox"/>
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). <input type="checkbox"/>
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. <input type="checkbox"/>

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 team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).	<input type="checkbox"/>
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).	<input type="checkbox"/>
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).	<input type="checkbox"/>
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.	<input type="checkbox"/> 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 group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).	<input type="checkbox"/>
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).	<input type="checkbox"/>
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).	<input type="checkbox"/>

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

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1. (SA)	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).	<input type="checkbox"/>
2. (SA)	1 Staff does not work side by side with children.	3 Staff sometimes, or intermittently, works side by side with children.	5 Staff consistently works side by side with children.	<input type="checkbox"/>
3. (SA)	1 Staff does not circulate to interact 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.	<input type="checkbox"/>
4. (SA)	1 Interaction is primarily limited to 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).	<input type="checkbox"/>

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).	<input type="checkbox"/>
2. (SA)	1 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).	<input type="checkbox"/>
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).	<input type="checkbox"/>

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			SUPPORTING EVIDENCE/ANECDOTES
<p>1. (SA) 1 Staff does not provide 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).</p>	<p>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).</p>	<p>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).</p>	<input type="checkbox"/>
<p>2. (SA) 1 Staff does not provide opportunities for children to make choices within activities.</p>	<p>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).</p>	<p>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).</p>	<input type="checkbox"/>

REFLECTION | Children have opportunities to reflect.

Note: Reflect means to review, summarize and/or evaluate recent events or activities. Reflections are usually expressed by talking with others and/or in writing (a journal or report, for example).

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	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
<p>1. (SA) 1 Staff does not create opportunities for or encourage children to take care of practical needs and accomplish routine tasks.</p>	<p>3 Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks.</p>	<p>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).</p>	<input type="checkbox"/>
<p>2. (SA) 1 More than once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.</p>	<p>3 Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.</p>	<p>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.</p>	<input type="checkbox"/> 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

I. Safe Environment

- Emotional Safety
- Healthy Environment
- Emergency Preparedness
- Accommodating Environment
- Nourishment

II. Supportive Environment

- Warm Welcome
- Session Flow
- Active Engagement
- Skill-Building
- Encouragement
- Child-Centered Space

III. Interaction

- Managing Feelings
- Belonging
- School-Age Leadership
- Interaction with Adults

IV. Engagement

- School-Age Planning
- School-Age Choice
- Reflection
- Responsibility

Follow-Up Questions

- Where are the emergency procedures posted?
- Is there an accessible fire extinguisher?
- Is there an accessible first-aid kit?
- Does site have any special safety or emergency equipment?
- Are entrances to the indoor program space supervised?
- Is access to the outdoor program space supervised?
- Can the furniture be moved around?
- Who made and/or selected what is displayed on the walls? (Ask only if scoring the Child-Centered Space scale.)

Scheduled starting time: _____ Actual starting time: _____

Scheduled end time: _____ Actual end time: _____

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Which program?

Please briefly let us know...

What was the best thing about this program?

What would you change if you could?

Anything else?

Please choose one answer per row.

	1. Always	2. Most of the time	3. Some of the time	4. Never
1. I feel safe here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel like I belong in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel respected by other youth here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In this program, I lead activities or groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I get to help other students in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel like my ideas count here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. In this program, I try new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. At this program, I am challenged in a good way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please choose one answer per row.

	Compe tely true	Most y true	Somewhat true	A tte true	Not at a true
9. In th s program, I earned to sten better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. There s at east one adult at th s program who rea y cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The adu ts n th s program expect me to try hard to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I have at east one good fr end n th s program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. When I'm n th s program, I fee good about myse f.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. In th s program, I earned to do someth ng new.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am proud of th ngs I've done n th s program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. In th s program, I earn how water and hea thy food are good for my body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. In this program, I participate in a physical activity...

- Every day
- Most Days
- Some Days
- Never

Are you...?

- | | |
|--|---------------------------------------|
| <input type="radio"/> African American/Black | <input type="radio"/> Hispanic |
| <input type="radio"/> Asian Native | <input type="radio"/> Native American |
| <input type="radio"/> Asian/Pacific Islander | <input type="radio"/> Other |
| <input type="radio"/> Caucasian/White | <input type="radio"/> Unspecified |

Are you...?

- | | |
|---|---|
| <input type="radio"/> Male | <input type="radio"/> Female |
| <input type="radio"/> Transgender | <input type="radio"/> Non-binary |
| <input type="radio"/> I prefer to identify in a different way | <input type="radio"/> I prefer not to state |

Your birthday...

Month

Date

Year

Thank you!!



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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel like I belong in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel respected by other youth here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In this program, I lead activities or groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I get to help other students in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I get to choose what I am going to do here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I help decide things like activities or rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel like my ideas count here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. In this program, I try new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. At this program, I am challenged in a good way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Completely True	Mostly True	Somewhat True	A Little True	Not At All True
11. In this program, I learned to listen better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. In this program, I learned to stand up for what I believe in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. There is at least one adult at this program who really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The adults in this program expect me to try hard to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I have at least one good friend in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. When I'm in this program, I feel good about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. In this program, I learned to do something new.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am proud of things I've done in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. In this program, I learn how water and healthy food are good for my body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. In this program, I help others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue on next page



Every Day Most Days Some Days Never

21. I exercise in this program (in free time or in activities).

Are you...? (check all that apply)

- African American/Black
- Alaskan Native
- Asian/Pacific Islander
- Caucasian/White
- Hispanic
- Native American
- Other
- Unspecified

Are you...?

- Male
- Transgender
- I prefer to identify in a different way
- Female
- Non-binary
- I prefer not to state

What is your birth date?

January	February	March	April	May	June	July	August	September	October	November	December																			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2005	2006	2007	2008	2009	2010	2011	2012	2013	2014																					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																					

***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, assuming ASP hours 2-6pm				FICA	WC	UE	Benefits	Total	Session
School year program	Payrate	Hours	Subtotal							
Staff #1	\$ 20.00	20	\$ 400.00	\$ 30.60	\$ 9.00	\$ 8.00		\$ 447.60		
Staff #2	\$ 20.00	20	\$ 400.00	\$ 30.60	\$ 9.00	\$ 8.00		\$ 447.60		
Staff #3	\$ 20.00	20	\$ 400.00	\$ 30.60	\$ 9.00	\$ 8.00		\$ 447.60		
Staff #4	\$ 20.00	20	\$ 400.00	\$ 30.60	\$ 9.00	\$ 8.00		\$ 447.60		
Staff #5	\$ 20.00	20	\$ 400.00	\$ 30.60	\$ 9.00	\$ 8.00		\$ 447.60		
Site Director	\$ 35.00	40	\$ 1 400.00	\$ 107.10	\$ 31.50	\$ 28.00	\$ 350.00	\$ 1 566.60		
Executive Supervision/Support			\$ -	\$ -	\$ -	\$ -	\$ 350.00	\$ 555.00		
							\$ 350.00	\$ 4 359.60	4	\$ 17 788.40
Expense	per month	#	Per Youth	Al Boro ASP 2022/2023 10 MONTH						
Staffing	\$ 17 788.40	75	\$ 237.18	\$ 177 884						
Supplies	\$ 3 750.00	75	\$ 50.00	\$ 37 500						
Admin	\$ 4 738.45	75	\$ 63.18	\$ 47 385						
TOTAL	\$ 26,276.85		\$ 350.36	\$262,768.50						

oversight of all SRCS school year and summer camp programs \$68 000 plus benefits school year and summer camp in ratio staff
per 4 weeks for school year January- June

Summer program	Per 6 week session, assuming camp 9 hour/day operation				FICA	WC	UE	Benefits	Total	weeks	Session
Summer program	Payrate	Hours	Subtotal								
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/Support							\$ 1 400.00	\$ 555.00			
							\$ 1 400.00	\$ 8 656.56	6	\$ 53 339.36	
Expense	6 week summer session	#	Per Youth								
Staffing	\$ 53 339.36	75	\$ 711.19								
Supplies	\$ 15 000.00	75	\$ 200.00								
Admin	\$ 15 034.66	75	\$ 200.46								
TOTAL	\$ 83,374.02		\$ 1,111.65								

oversight of all SRCS school year and summer camp programs \$68 000 plus benefits school year and summer camp in ratio staff
per 6 weeks of camp

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 :	\$ 241,035.11

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



**PICKLEWEED ADVISORY COMMITTEE
AGENDA REPORT**

**June 1, 2022
Item # 3.E.**

TITLE: Parent Services Project – Aprendiendo Juntos 2022/2023 Co-Sponsorship Recommendation

RECOMMENDATION

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

BACKGROUND

At their April 13, 2022 regular meeting, the Pickleweed Advisory Committee received an application and presentation from Parent Services Project requesting full co-sponsorship of rental fees for their 2022/2023 Aprendiendo Juntos program.

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.

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.

FISCAL IMPACT

The non-profit value of a full co-sponsorship totals \$10,260.00 (\$1,350.00 for Meeting Room 3 on Wednesdays and \$8,910.00 for the Multipurpose Room on Thursdays). 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 three days a week at the Albert J. Boro Community Center, the City realizes an estimated \$8,662.50 in revenue for the paid rental of the Multipurpose Room to the Parent Services Project on Fridays.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:



Steve Mason
Senior Recreation Supervisor

Attachments:

1. Aprendiendo Juntos 2022-2023 Co-Sponsorship Application Packet



ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

Section I-About the Applicant Agency

Date Submitted: 3-29-22 Revision Dates (if applicable) _____

Title of Program: Aprendiendo Juntos

Co-sponsoring agency or individual: Parent Services Proejct

Address: _____

Telephone: _____ Ext. _____

Email: _____

Website: _____

Non-Profit 501c3 Number: _____

Principal contacts:

Name: Balandra Fregoso Phone: _____ Email: _____

Is this a first time program at Pickleweed? Yes _____ No _____
2012 Pickleweed

If no, start date of original program: _____ 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

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

Proposed Start Date: Sept 8, 2022 Proposed End Date: June 2, 2023
Number participants estimated: 50 per group Maximum number estimated: 50 per group
Target age group: 0-5

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
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

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. 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.
3. Families must live in San Rafael and have limited to no access to preschool.

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

Measurements:

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.

Client Satisfaction:

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

All participants will complete a pre and post survey

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

PSP Intake form

Section IV Faculty/Leaders

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

Cecilia Hudson
[REDACTED]

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)	
Bella Vista Foundation	\$50,000 (projected)	
Albert J Boro Community Center		Wednesday/Thursday Room Use and support (projected)
Jewish Family and Children's Services		ECMH Consultation (projected)

Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

Intake Form
Pre and Post Survey



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

Report prepared by:

Name Balandra Fregoso Title Executive Director

Date submitted: 3-29-22

Date program completed: June 3, 2022

How many total people were served? 65 families

A. Outcomes: List each numbered outcome from your application and describe your success in meeting each outcome.

The results of our goals and outcomes will not be determined until June/July once the program has been completed for the year. We will distribute 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 developmental playgroup sessions Sept 2021-June 2022. Playgroup includes developmentally rich play activities, parent support 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 and with their families. They are deeply committed to giving their children a better life. We hire culturally competent staff that have a history of working with families and a passion for social justice. The staff/client connection is a critical component of our success.

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.

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 highlights you would like to bring to the Board's attention, and any general comments about your program.

We firmly believe 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.

Aprendiendo Juntos/ Learning Together

Parent Services Project

2021-2022 Budget

	Bella Vista Foundation	First 5 Marin	Total Budget
Revenues			
Bella Vista Foundation	50,000		50,000
Marin First 5 (Secured)		102,733	102,733
TOTAL INCOME	50,000	102,733	152,733
Expenses			
<i>Project Personnel</i>			
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
<i>Subtotal personnel</i>	23,300	60,858	84,158
Fringe/benefits x24%	5,592	14,606	20,198
Total Personnel Costs	28,892	75,464	104,356
<i>Project Operating Expenses</i>			
Rent/Utilities/Janitorial: total program staff/ total agency staff X total agency overhead	7,120	9,043	16,163
Playgroup associated cost to include space rental childcare and props and video equipment for virtual play groups per week		3,673	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
Total Personnel & Operating Expenses	45,000	92,733	137,733
Indirect, <i>not to exceed 10% of budget</i>	5,000	10,000	15,000
TOTAL EXPENSES	50,000	102,733	152,733

Initials: _____

Date: _____

Age: _____



Intake Form

Thank you for answering the questions below. Your honest answers are important to us and will be kept confidential.

Type of service/program requested: _____

1. What is your race or ethnicity? _____
2. What language is spoken most often in your home? _____
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 medical insurance? **Yes or No**
5. Are you able to access reliable internet at home? **Yes or No**
6. Do you have access to a computer device or tablet at home? (not including a phone or a school issued device) **Yes or No**
7. Are you interested in introductory-level technology support or technology workshops?
Yes or No
8. Staff Notes:

Staff Initials : _____

Initials: _____

Date: _____

Age: _____



Forma de Registro

Gracias por responder a las siguientes preguntas. Sus respuestas son importantes para nosotros y serán confidenciales.

Tipo de 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 hogar: _____ Adultos _____ Niños

Edad del niño/a	Escuela
Edad del niño/a	Escuela
Edad del niño/a	Escuela
Edad del niño/a	Escuela

4. ¿Tu hijo/hija tiene seguro médico? **Si o No**
5. ¿Tiene servicio internet confiable en la casa? **Si o No**
6. ¿Aparte del aparato que ha prestado la escuela, mi hijo/a tenemos una computadora o tableta en casa? **Si o No**
7. ¿Está interesado en el apoyo tecnológico o en los talleres de tecnología? **Si o No**
8. Comentarios del Personal:

¡GRACIAS!

Staff Initials : _____

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



Families lead, kids succeed.

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

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 casa?**

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



Families lead, kids succeed.

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

9. 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:

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 gustaría compartir con nosotros?**

THANK YOU
GRACIAS