



SAN RAFAEL
THE CITY WITH A MISSION

**PICKLEWEED ADVISORY COMMITTEE
AGENDA**

**Wednesday, January 8, 2020
7:00 P.M.**

**Albert J. Boro Community Center
50 Canal Street, San Rafael
Meeting Room 3**

CALL TO ORDER

- Pledge of Allegiance
- Roll Call

AGENDA AMENDMENTS

MINUTES

1. None

MEETING OPEN TO THE PUBLIC

2. Introductions/Awards/Recognitions/Presentations
 - A. Pickleweed Advisory Committee Members Oath of Office - Lindsay Lara, City Clerk
3. 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.

4. Review of Pickleweed Advisory Committee Handbook and Member Roles
5. Co-Sponsorship Applications and Final Reports
 - A. Canal Alliance ESL Winter/Spring Program
 - B. Tax-Aid Free Tax Preparation
6. Review of 2020 Pickleweed Advisory Committee Meeting Schedule and Future Agenda Items

COMMITTEE REPORTS AND COMMENTS

7. Other brief reports on any meetings or community events attended by the Committee members.

STAFF COMMENTS

8. Events of Interest

NEXT MEETING: March 4, 2020

ADJOURNMENT

Notice

Any records relating to an agenda item, received by a majority or more of the Committee less than 72 hours before the meeting, shall be available for inspection at the Albert J. Boro Community Center, 50 Canal Street, San Rafael, CA 94901, and placed with other agenda-related materials on the table at the Committee meeting prior to the meeting. American Sign Language interpreters and assistive listening devices may be requested by calling (415) 485-3198 (TDD) or (415) 485-3077 (voice) at least 72 hours in advance. Copies of documents are available in accessible formats upon request. Public transportation is available through Golden Gate Transit. Paratransit is available by calling Whistlestop Wheels 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
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COMITE ASESOR DE PICKLEWEED AGENDA

**Miércoles, 8 de enero, 2020
7:00 P.M.**

**Centro Comunitario Albert J. Boro
50 Canal Street, San Rafael
Salón de reuniones #3**

ORDEN DE LLAMADA

- Juramento a la bandera de Estados Unidos
- Llamada de lista

ENMIENDAS DE AGENDA

MINUTOS

1. Ninguna

REUNIÓN ABIERTA AL PÚBLICO

2. Introducciones/Premios/Reconocimientos/Presentaciones
 - A. Juramento al Cargo de miembros del Comité Asesor Pickleweed - Lindsay Lara, City Clerk
3. Comentario público de la audiencia sobre elementos no incluidos en la agenda. *se sugiere que los comentaristas limiten comentarios a 3 minutos.*

ASUNTOS ANTE EL COMITÉ

Si es necesario para asegurar el termino de los siguientes elementos, el presidente puede establecer límite de tiempo para las presentaciones por comentaristas individuales.

4. Revisión del manual y responsabilidades de los miembros del Comité Asesor Pickleweed
5. Solicitudes de copatrocinio y reportes finales
 - A. Canal Alliance Clases de Inglés para invierno/primavera
 - B. Tax-Aid Preparación de impuestos gratuito
6. Reviso del calendario de reuniones del 2020 y futuro elementos de agenda del Comité Asesor Pickleweed.

REPORTES Y COMENTARIOS DEL COMITÉ

7. Otros breve reportes sobre cualquier reuniones o eventos comunitarios al que haiga asistido los miembros del Comité.

COMENTARIOS DEL PERSONAL

8. Eventos de interés

PROXIMA REUNION: marzo 4, 2020

PROXIMA REUNION: marzo 4, 2020

Aplazar

Aviso

Cualquier registro relacionado con un elemento de la agenda, recibido por un mayoreo o más del Comité en menos de 72 horas antes la reunión, será disponible para inspección en el Centro Comunitario Albert J. Boro, 50 Canal Street, San Rafael, CA 94901, y colocado con otros materiales relacionados con la agenda en la mesa en la reunión del Comité antes de la reunión. Interpretes de Lenguaje de Señas Americano y aparatos de asistencia auditiva pueden ser pedidos llamando al (415) 485-3198 (TDD) o al (415) 485-3077 (voz) con 72 horas de avance. Copias de documentos son disponibles en forma accesible a pedido. Transportación publica es disponible por Golden Gate Transit. Paratransit es disponible llamando a Whistlestop Wheels al (415) 454-0964. Para permitir a individuales con enfermedades ambiental o sensibilidad a químicos múltiples asistir a la reunión/audiencia, les pedimos que abstengan de usar productos con aroma..



SAN RAFAEL

LIBRARY AND RECREATION

**PICKLEWEED ADVISORY COMMITTEE
AGENDA REPORT**

**January 8, 2020
Item #4**

**TITLE: REVIEW OF THE PICKLEWEED ADVISORY COMMITTEE BOARD
MEMBER HANDBOOK**

SUMMARY

At its first meeting, the Pickleweed Advisory Committee shall receive and review its Board Member Handbook.

RECOMMENDATION:

It is recommended that the Pickleweed Advisory Committee review and accept its Board Member Handbook.

BACKGROUND:

At their October 7, 2019 meeting, the San Rafael City Council renamed the Pickleweed Advisory Board the Pickleweed Advisory Committee and adopted new Pickleweed Advisory Committee Bylaws. An updated Board Member Handbook is being provided to all Committee members at their first meeting on January 8, 2020 and will be given to each new member upon appointment to the Committee.

The Board Member Handbook currently contains the following items:

- Resolution of the City of San Rafael establishing the Pickleweed Advisory Committee
- Pickleweed Advisory Committee Bylaws
- The Ralph M. Brown Act Summary
- Pickleweed Advisory Committee Membership List
- 2020 Meeting Schedule
- Use Agreement Application for Co-Sponsored Programs
- Guidelines for Co-Sponsored Use Agreement Applications

Additional information may be added to members' handbooks during their tenure on the Committee.

FISCAL IMPACT:

None

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:

A handwritten signature in blue ink that reads "Steve Mason". The signature is fluid and cursive, with the first name "Steve" and last name "Mason" clearly legible.

Steve Mason
Senior Recreation Supervisor

Handout:

1. Pickleweed Advisory Committee Board Member Handbook



SAN RAFAEL

LIBRARY AND RECREATION

PICKLEWEED ADVISORY COMMITTEE AGENDA REPORT

January 8, 2020
Item #5.A

TITLE: CANAL ALLIANCE'S 2020 WINTER/SPRING ADULT ESL CLASSES

SUMMARY

For well over a decade, Canal Alliance has offered popular ESL classes to the community at both the Canal Alliance campus and the Albert J. Boro Community Center. Canal Alliance is non-profit organization that champions immigrants who are challenged by a lack of resources and an unfamiliar environment.

The term of the proposed ESL program is the winter/spring semester starting January 27 and ending April 30, 2020. The co-sponsorship application is requesting a full fee-waiver, valued at \$9,396.00 for use of Meeting Room 4 and Meeting Room 5 on Monday, Tuesday, Wednesday and Thursday evenings from 5:30 pm to 10:00 pm.

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

RECOMMENDATION

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of two Albert J. Boro Community Center classrooms, four evenings a week for ESL programs.

BACKGROUND

For many years the Pickleweed Advisory Board had supported the ESL program by granting a full fee waiver. The multiple level of classes, that are proposed to be offered four to eight hours per week for 14 weeks, help immigrants in the community gain the English skills necessary to find or advance in their jobs, navigate their children's schools, and participate as active members of their community. In fact, several past

and present Pickleweed Advisory Committee Members' first exposure to the Center was through their participation in the ESL classes upon moving to the Canal neighborhood.

The evening classes have been a longstanding part of the Center. From the Center's staff's prospective, Meeting Rooms 4 & 5 have been best for the classes as each room is being used for a similar purpose, thus allowing alternate programs and rentals to utilize the other rooms in the Community Center.

DISCUSSION

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

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

FISCAL IMPACT

The resident/non-profit value of the rental totals \$9,396.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using those rooms at that time.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:



Steve Mason
Senior Recreation Supervisor

Attachments:

1. Use Agreement Application Spring
2. ESL Program Budget
3. CA ESL – Sample Class Roster

Section I-About the Applicant Agency

Date Submitted: November 5, 2019 Revision Dates (if applicable) _____

Title of Program: Canal Alliance ESL (English as a Second Language)

Co-sponsoring agency or individual: Canal Alliance

Address: 91 Larkspur Street, San Rafael, CA 94901

Telephone: 415-454-2640 Ext. _____

Email: melissap@canalalliance.org

Website: www.canalalliance.org

Non-Profit 501c3 Number: 94-2832648

Principal contacts:

Name: Melissa Potts Phone: 415-306-0464 Email: melissap@canalalliance.org

Is this a first-time program at Pickleweed? Yes No

If no, start date of original program: Unknown; prior to 2013 Location: Pickleweed/Albert J. Boro

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

Canal Alliance's Adult ESL program serves residents of the Canal area. Students learn English for 4 to 8 hours a week; semesters last 14 weeks in the fall, spring, and summer. The program offers classes at 12 levels for regular classes (25-500) and 6 intensive levels (50-500), from no English/minimal literacy to upper intermediate.

Many immigrants in the community do not have the English skills to find or advance in their jobs, to navigate their children's schools, or participate as active members of their larger community. By providing ESL classes in their neighborhood, we hope to help immigrants gain the skills they need to build better lives.

Another issue that immigrants in our community are facing is that at least 63% of them are SIFE

(students with interrupted formal education). When they come into the classroom they need more assistance because they have limited first language proficiency, frequent gaps in academic knowledge and skills, and critical social/emotional needs. The highest percentage of these students are from Latin America, specifically Mexico, Central America and the Caribbean.

Once students have successfully completed the ESL program or have the proficiency level needed, they can matriculate to Canal Alliance's Workforce Development Program if they meet all of the requirements necessary for participation. We also hope to aide in students continuing their English language learning at College of Marin if they want to move on to more advanced classes.

Proposed Start Date: January 27, 2020 Proposed End Date: April 30, 2020

Number participants estimated: 250 Maximum number estimated: 315

Target age group: 18 and up

Requested Rooms:

- | | | |
|---|--|--------------------------------------|
| <input checked="" type="checkbox"/> Classroom #: <u>#5 & #4</u> | <input type="checkbox"/> Community Room | <input type="checkbox"/> Art Room |
| <input type="checkbox"/> Teen Activity Room | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Kitchen |
| <input type="checkbox"/> Gymnasium | <input type="checkbox"/> Playing Field # | <input type="checkbox"/> Picnic Area |

Days and Times Requested:

Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Time: We will need Room 5 from 5:30-10:00pm Monday through Thursday.
We will need Room 4 from 5:30-10:00pm Monday through Thursday.

Fee Reduction Request

- ☐ 25% ☐ 50% ☐ 75% ☒ 100%

OFFICE USE ONLY: Monetary value of fee waiver request: \$ 9,396.00

Will there be a charge to participants? Yes X No _____

If so, what will the fee be? \$50/semester How will the proceeds be used?

Fees cover the cost of books and materials, and a portion of the program's overhead expenses

Describe your community outreach plan and how you will advertise:

Flyers are distributed around the Canal and other parts of San Rafael.

Recruitment is done through existing classes and flyers.

Other community groups are notified about our ESL program, and urged to refer students to us.

Other Canal Alliance staff refer existing clients to the ESL program.

We send text messages to former students reminding them of the upcoming term.

Our website includes information about ESL classes.

Our Canal Alliance App includes also information about ESL classes.

In what languages will your marketing materials be distributed?

☒ English

☒ Spanish

☐ Vietnamese

☐ Other

Note:

Speakers of Spanish comprise 68% of our student population.

Speakers of Vietnamese comprise only 1% of our student population.

Speakers of Indigenous languages comprise 17% of our student population.

Speakers of Haitian-Creole comprise 1% of our student population.

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. Students completing an ESL class will have met learning objectives in reading, writing, listening and speaking, for that level.
2. Students will feel that the class activities, instruction and explanations helped them understand, practice/review and use the material covered in class to improve their English.

Measurement for Outcome

1. 60% of students who complete the course will be ready for the next higher level at the end of the course.
2. Satisfaction surveys will be conducted in class every semester. At least 80% of students will report that they are "Very satisfied" or "Somewhat satisfied" with their classes.

Measurements:

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

Every class has a roll sheet. A sample is attached. Roll sheets are updated throughout the semester. We enter this information into our Salesforce database. Calls are made to students who miss multiple classes.

Client Satisfaction:

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

See attached student evaluation (satisfaction survey) form. In addition to surveys, program staff visit classes and speak regularly to students to get first-hand knowledge of the classes and their experiences.

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

Students are given pre-assessments near the start of each term then given comparable post-assessments at the end of each term, in order to track their progress. They are also evaluated at the end of each semester by their teacher(s). Teachers use specific class objectives when assessing whether a student is next-level ready. Our program is built on an ethic of continuous improvement. A sample assessment, evaluation form and objectives by level are attached.

Section IV Faculty/Leaders

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

Melissa Potts, ESL Manager, Canal Alliance / 415.306.0464 / melissap@canalalliance.org
Omar Carrera, Chief Executive Officer, Canal Alliance / 415.454.2640 / omarc@canalalliance.org

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
Marin Community Foundation	\$200,000	
Individual Donations	\$77,500	
Volunteer Labor		\$204,344

Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

Sample of class roster
Sample of course assessment
Sample of student evaluation for next-level readiness
Sample of level objectives
Student survey form
Program budget
501(c)(3) determination letter
Certificate of insurance
Sample of student work
Sample of volunteer reflection

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

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

PROGRAM NAME:

Canal Alliance ESL

Report prepared by:

Name Omar Carrera Title Chief Executive Officer

☒ Final Report ☐ Interim Report/Renewal Program

Date submitted: July 24, 2019

Date program completed: The Fall 2019 semester will end on December 19, 2019

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

OUTCOME #1: STUDENTS COMPLETING AN ESL COURSE WILL HAVE LEARNED BASIC SKILLS IN SPOKEN AND WRITTEN ENGLISH.

Goal: 60% of students who complete the course will be ready for the next higher level at the end of the course.

Result: As of Summer 2019, 67% of students have been assessed as "next-level ready."

OUTCOME #2: STUDENTS WILL BE SATISFIED WITH THEIR TEACHERS, THE CURRICULUM, AND THE OVERALL EXPERIENCE OF CLASS.

Goal: 80% of students will report being "Very satisfied" or "somewhat satisfied."

Result: Surveys for the Fall 2018 term had the following result: 86% Always satisfied, 13% Mostly satisfied. In addition to the Satisfaction survey results, the ESL program has improved returning student retention since Fall 2018. Spring 2019 saw a retention rate of 43% and Summer 2019's retention rate increased to 57%. Retention from Summer 2019 went up to 65% with 130 students returning to take classes in the Fall 2019 semester.

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.

Measurement #1: At the end of each term, teachers are asked to provide a summary evaluation for each student based on the course post-test, informal assessments, teacher observations, and level objectives to assess a student's readiness to advance to the next level.

Measurement #2: Each semester, a student satisfaction survey is administered, in order to assess students' level of satisfaction with the class. In addition to a general question asking about students' satisfaction with the class, students were also asked if they feel comfortable in the class, if they understand what the teacher says, and the types of activities they do in class.

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.

We met our goal in student satisfaction, with 99% of students always or mostly satisfied with the ESL class.

We met our goal of 60% of students moving on to the next level.

We met our attendance goal of 60% average attendance. The semester ended with an average class attendance of 69%.

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 program has undergone some significant transitions this past year, and we believe we have implemented some changes that will lead to more positive results for our students, and make a good program even better. In particular, our goal is to support more students to complete our entire program, through the completion of level 500.

To that end, we have implemented the following changes:

- Developed an overall objective and mission statement for the ESL program.
- Added additional intensive ESL classes, so that students can complete the program more quickly.
- Standardized regular classes, so that all classes are 4 hours/week.
- Worked at assigning teachers who can teach 2 nights a week to classes to improve consistency for students.
- Moved toward utilizing one curriculum in order to eliminate learning gaps as students move from one level to the next.

- Developed level objectives in Speaking, Writing, Listening and Reading in addition to helpful study skills students should be developing and encouraged to develop throughout the semester.
- Refined the registration process, and provided standardized training to the ESL registration volunteers
- Assessed all students as part of the registration process, in order to improve student placement in the correct class level
- Created a resource manual that complements training given to volunteers and paid teachers each semester. The manual includes: general program information, creating trauma sensitive classrooms, students with interrupted formal education (SIFE), second language learning, communicative language teaching, essential elements of Canal Alliance ESL classes, ESL best practices, suggestions for classroom aides, and recommended reading.
- Volunteer teachers/aides as well as paid instructors have received specific training that supports the Communicative Language framework used in the ESL classes. This has allowed expectations and instruction to become more standardized.

We are extremely appreciative of the role that the Albert J. Boro Community Center plays in our program. Without it, we would have to cut our offerings substantially. We don't have enough classroom space in our Canal Alliance buildings to meet the demand for ESL classes. Moreover, for people who live close to Pickleweed Park and don't want to walk long distances at night, studying elsewhere is not an option. By the end of Summer 2019, Canal Alliance will have conducted approximately 33 classes at Pickleweed since Fall 2018, giving more than 600 students the opportunity to take classes and improve their English, which has allowed them to start taking steps out of poverty.

CANAL ALLIANCE
FY2019-2020
ESL
Preliminary Budget

INCOME	FY2020
Earned Income - Government Contracts County of Marin Earned Income - Fees for Service Program Fees Private Support - Individual Donors/Board Individual Donations Wells Fargo Foundation Grants - Corporate Marin Community Foundation Wells Fargo Foundation	54,852 56,402 70,708 200,000 10,000
TOTAL INCOME	391,962
EXPENSES	FY2020
Personnel Expenses Salaries (list each staff position associated w/ project by title, include % FTE for each) ESL Salaries Sub-total Salaries Fringe Benefits @ 23% (indicate items covered in parenthesis) Contract/Professional Fees (list type of consultant and include their rate/hours) ESL Instructors (\$25 per hour) Child Care Providers (\$17 per hour) Sub-total Contract/Professional Fees Intern Stipends (include rate per days/hours) Itemize type of intern Itemize type of intern Sub-total Intern Stipends In-Kind/Pro Bono Services Sub-total In-Kind/Pro Bono Services Sub-total Personnel Costs Non-Personnel/Operating Expenses Rent & Utilities Materials & Supplies Program Snacks & Meals Equipment Program Books Staff Travel Staff Development Hiring Costs Tech Support Sub-total Non-Personnel/Operating Expenses Fiscal Sponsor's Name / Fee (for lead agency in this project, if applicable) Total Expenses before Overhead Allocation	177,784 177,784 40,890 42,379 12,240 54,619 0 0 273,293 50,265 1,250 750 500 25,648 1,200 3,000 1,250 34,806 118,669 391,962
TOTAL EXPENSES	391,962

Example Student Work Fall 2019

ESL Levels at a Glance:

<u>Level</u>	<u>At this level, students...</u>
25	have very low literacy; are not able to read or write in their first language
50	speak almost no English
75	can speak and understand some simple words and phrases in English
100	can understand some simple sentences and respond to simple questions
200	can speak in complete sentences and participate in simple conversations with some difficulty
300	can speak fairly freely and converse fluently on everyday topics with mistakes
400	can participate in conversations on everyday topics and perform all daily functions in English

50 intensive:

I have class on Monday and Thursday. My teacher is Joana. My class is intensive 50. For class I need pencil, book, paper.

100 intensive:



Lisa is going to plays soccer.
 Brian is going to an vacations.
 Hiro is going to fish.
 Ray is going to business.

200 intensive:

I want to learn English. I'm study in Canal Alliance in English class. I like work in the plumber. I like drive my car. I need to study more for my future.

I'm ____ I have 3 children. I want to study English because I need to helps my son with the homework. I am so hapy in this class. I lakes too much. Tank you. Am sorry I need helps for my spelin plect.

250 regular (primarily mothers):

The best day of my life was January 30, 2008 when my first daughter born. She was very nice. She had long hair and eyes big. She born in Greenbrae Marin General Hospital.

My best day was September 8 day for my solemn profesion religious. I was a new dress shoes et more present. My family came we celebrated this day in peace. The bishop celebrated the mass and more people participated and cooked dinner. For dinner we had chicken, beef, fish, pork, califlour, letus, green beans, tomatoes, onion, bacon, rice, potatoes, cabbage. My nieces and uncle played drums, guitar, and danced. The bishop blessed me. I played the koro and read. My brothers and sisters wrote for me the poem. It is my best day.

300 intensive:

I think Miguel should drink water, milk and chamomile tea to help insomnia. It is good because it relaxes people when they have stress. Milk is beneficial because it has vitamins. These drinks keep people healthy, so Miguel doesn't have to see a doctor. Chamomile alieviates insomnia because it helps people sleep.

I think licorice, elderberry and chamomile it has good natural benefits. Chamomile is beneficial because it helps people sleep. Elderberry keeps people healthy. Licorice alleviates the pain. So I recomend these plants at Rosa because they're natural and has no chemicals. So, I highly recommend for everyone.

400 intensive:

I am successful because I live in California. Is not easy but is not impossivle. When I started to work I didn't know anything but now I know a lot of things to do and so most of the time I work by my self.

I am successful because I like in America. When I was a little kid my wish was to live in America and study the language and have a good life and have a good job to live. When I came to the USA I didn't have any skills also I couldn't drive but two years ago I learned to drive and now I know the rules of the road and now I have experience driving. A big success was getting my license.

My success.

Two years ago I start to work. I went to applay for a carpenter program and after tow weeks they called me. They asked about my experience and I said to them I don't have any experience about

carpenter but I would like to learn and he said to me yes, why not. After one week I start to work in that company. I start like a helper people but now I am a good carpenter. I can do a lot of thing.

PART 1. LISTENING (10 points)

A. Listen and write the words you hear.

Ex. I will come back tomorrow.

1 Is your _____ there?

2 Where's the _____ ?

3 Are your _____ here?

4 I have a bad _____ .

5 Sandy is a _____ at the mall .

B. Circle the letter of the sentence you hear.

Ex: A I'm not hungry.

B I'm not thirsty.

C I'm not tired.

6 A \$15.99

B \$16.95

C \$50.99

7 A I have a fever.

B She has the flu.

C I have the flu.

8 A carpenter

B electrician

C Construction worker

9 A No, they aren't.

B Yes, they are.

C Yes, we are.

10 A He's working.

B She's working.

C They're working.

PART 2. GRAMMAR AND VOCABULARY (10 points)


A. Choose and write the correct word to complete the sentences.

Example _____ They're (they / they're) from Argentina.

1 We have a vacation _____ (in / on) December.

- 2 _____ (are / is) there any bottles of water?
- 3 She _____ (was / were) a teacher before.
- 4 We _____ (going / are going) to a party tomorrow.
- 5 What _____ (do / does) she do in the afternoon?

B. Read the questions and match the correct answer. Write the letter on the line.

- Example** Where are you from? d **a** I went to the doctor.
- 6 Where are they from? _____ **b** Yes, they do.
- 7 What is Laura doing? _____ **c** Yes, she did.
- 8 Did your mom cook? _____ **d** I'm from Canada.
- 9 What did you do yesterday? _____ **e** She is taking a break.
- 10 Do your parents live in Peru? _____ **f** They are from China.
- 

PART 3. READING (10 points)

A. Read the paragraph. Read the sentences. Are they correct? Circle YES or NO.

A New Student

Peter Dupont is a new student. He is from France. Now he lives in Miami, Florida. His address is 1452 Nut Tree Avenue. His zip code is 41125. His telephone number is 854-6652. His area code is 606.

- Example** Peter is a new student. YES NO
- 1 Peter's last name is Dupont. YES NO
- 2 He lives in Orlando, Florida. YES NO
- 3 His zip code is 41225. YES NO
- 4 His telephone number is 854-6652. YES NO
- 5 His area code is 606. YES NO

B. Read the application. Then read the sentences and circle the letter of the correct answer.

INSURANCE APPLICATION FORM					
	Last Name	First Name	Age	Male	Female
PARENTS	Kent	Tom	37	x	
	Kent	Abby	38		x
CHILDREN	Kent	Anthony	11	x	
	Kent	Kate	8		x
	Kent	Susan	4		x

Ex: What is the application for?

- a House
- b School
- ☒ c Insurance

7 How many children do they have?

- a 1
- b 3
- c 4

9 Who is 4 years old?

- a Abby
- b Susan
- c Tom

6 What is their last name?

- a Abby
- b Kent
- c Parents

8 How many sons do they have?

- a 1
- b 2
- c 3

10 Who is Tom's son?

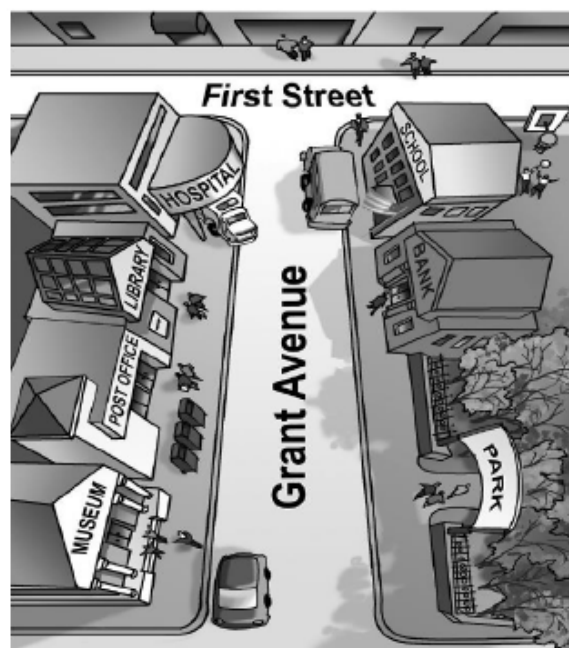
- a Abby
- b Anthony
- c Kate

PART 4. WRITING (20 points)

A. Write sentences about the map. Use *across from*, *between*, *next to*, *on the corner of*, and *on*.

Example: The school is on the corner of First St. and Grant Ave.

1.
2.
3.
4.



B. Look at the people and write sentences about what they are going to do.



Example: *Andrea is going to take a trip.*

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Student Survey – Fall 2019

Encuesta Estudiantil – Otoño de 2019

Name of Teacher _____
Nombre del profesor/a

Class level _____
Nivel

Tell us your opinions of the class.
Indique sus opiniones sobre su clase.

	Always	Most of the time	Sometimes	Rarely or never
	<i>Siempre</i>	<i>La mayoría del tiempo</i>	<i>A veces</i>	<i>Raramente o nunca</i>
1. I am satisfied with this class. <i>Estoy satisfecho con esta clase.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel comfortable in class. <i>Me siento cómodo/cómoda en clase.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can understand what my teacher says. <i>Entiendo lo que dice el profesor.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have opportunities to read and write in class. <i>Tengo oportunidades para leer y escribir en clase.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have opportunities to speak during class. <i>Tengo oportunidades para hablar en clase.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. We worked in small groups. <i>Trabajamos en grupos pequeños.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher assigned homework <i>El profesor asignó tareas para casa.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I did the homework. <i>Yo completé las tareas.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The class is easy for me. <i>La clase es fácil para mí.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The class is hard for me. <i>La clase es difícil para mí.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The textbook helped me learn English. <i>El libro me ayudó a aprender inglés.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What is the best time for you to attend English classes? (mark all that apply)

¿Cuál es la mejor hora para asistir a las clases de inglés? (marque todas las opciones posibles)

- | | |
|---|---|
| <input type="checkbox"/> 9-11am (morning / mañana) | <input type="checkbox"/> 6-8pm (night / noche) |
| <input type="checkbox"/> 10am-12pm (morning / mañana) | <input type="checkbox"/> 7-9pm (night / noche) |
| <input type="checkbox"/> 12-2pm (afternoon / tarde) | <input type="checkbox"/> 8-10pm (night / noche) |
| <input type="checkbox"/> 5-7pm (night / noche) | |

13. What location is the most convenient for you to attend English classes? (mark all that apply)

¿Qué ubicación es la más conveniente para asistir a las clases de inglés? (marque todas las opciones posibles)

- | | |
|--|--|
| <input type="checkbox"/> Canal Alliance | <input type="checkbox"/> Davidson Middle School |
| <input type="checkbox"/> Pickleweed Community Center | <input type="checkbox"/> Bahia Vista Elementary school |
| <input type="checkbox"/> San Rafael High School | <input type="checkbox"/> Other / Otro _____ |

14. What obstacles did you face in coming to class? (mark all that apply)

¿Qué obstáculos le impidieron asistir a clase? (marque todas las opciones posibles)

- ☐ Work / Trabajo
- ☐ Childcare / Cuidado de niños
- ☐ Transportation / Transporte
- ☐ Parking / Estacionamiento
- ☐ Other / Otro _____

15. Why do you want to learn English? (mark all that apply)

¿Por qué quiere aprender inglés? (marque todas las opciones posibles)

- ☐ To find a job / Para encontrar un trabajo
- ☐ To advance in my job / Para avanzar en mi trabajo
- ☐ To be able to communicate with my child's school / Para poder comunicarme con la escuela de mis hijos
- ☐ To be able to communicate in my daily life / Para poder comunicarme en mi vida diaria
- ☐ Other/otro _____

16. Do you believe that you can become fluent in English? ☐ Yes / Si ☐ No

¿Cree que puede llegar a dominar el inglés?

17. Why do you choose to come to Canal Alliance for these classes?

¿Por qué elige venir a Canal Alliance para tomar estas clases?

- ☐ It's near my home / Está cerca de mi casa
- ☐ It's more affordable than other clases in the area / Es más económico que otras clases en el área
- ☐ I'm not ready for other clases / No estoy listo/lista para otras clases
- ☐ I feel more comfortable here / Me siento más cómodo/cómoda aquí
- ☐ It's more convenient for me here / Es más conveniente para mi aquí
- ☐ Other/Otro _____

18. Why did you choose to take this class?

¿Por qué eligió tomar esta clase?

Is there anything else you would like to share about Canal Alliance or ESL?
¿Hay algo más que quiere compartir sobre Canal Alliance o el programa de ESL?

Student Survey – Fall 2019

Instructions for teachers

Dear teachers,

Thank you for taking the time to help us with the student surveys.

Please tell students that they are going to complete a Student Satisfaction survey. Let them know that this survey is for them to share their opinion on the ESL classes. Let them know that this survey is anonymous and they do NOT need to write their name. Please explain the format of the survey, since some students may not be familiar with it. Aside from this, students should complete the survey by themselves, and should only be helped if they have trouble reading or understanding the questions. For lower level ESL classes, please read the questions aloud if necessary.

Students should write their teacher(s) name and the class level on the top part of the first page. Please write your name (and the name of your co-teacher if you have one) on the board as well as the level of your class so students can copy it.

If you are co-teaching, students will fill out an evaluation for each teacher.

Here is a script in Spanish:

“Hoy van a completar una encuesta de satisfacción para que ustedes compartan con Canal Alliance su opinión sobre las clases de inglés. No tienen que escribir su nombre. Si necesitan ayuda para leer las preguntas, o si tienen alguna duda,

déjenos saber. Arriba, en la primera página, deben escribir el nombre de su profesor y el nivel de su clase. Este es mi nombre (point to the board) y el nombre de su otro profesor. Van a rellenar dos encuestas, una para cada profesor. Esta clase es del nivel (point to the board)”

VENTURES Pacing Guide

(14 week semester)

	L50, L100, L200, L300, L400	L75, L150, L250, L350, L450
Week 1	Welcome / Introduction / Unit 1	Welcome / Introduction / Unit 6
Week 2	Unit 1	Unit 6
Week 3	Unit 1 / Pretests	Unit 6 / Pretests
Week 4	Unit 2	Unit 7
Week 5	Unit 2	Unit 7
Week 6	Review Quiz 1&2 / Unit 3	Unit 8
Week 7	Unit 3	Unit 8
Week 8	Unit 3 / Unit 4	Review Quiz 7 & 8 / Unit 9
Week 9	Unit 4	Unit 9
Week 10	Unit 4 / Review Quiz 3&4	Unit 9 / Unit 10
Week 11	Unit 5	Unit 10
Week 12	Unit 5	Unit 10 / Review Quiz 9 & 10
Week 13	General Review / post-tests	General Review / post-tests
Week 14	Make up post-test + Recap Game night + end of semester party	Make up post-test + recap Game night + end of semester party

VENTURES Pacing Guide

(14 week semester)

INTENSIVE CLASSES	
Week 1	Welcome / Introductions / Unit 1
Week 2	Unit 2 / Review Units 1&2
Week 3	Unit 3
Week 4	Unit 3 / Unit 4
Week 5	Unit 4 + Review Unit 3&4
Week 6	Unit 5
Week 7	Mid term review Units 1-5** / Unit 6
Week 8	Review Unit 5&6 / Unit 7
Week 9	Unit 7 / Unit 8
Week 10	Unit 8 + Review Unit 7&8
Week 11	Unit 9
Week 12	Unit 9 / Unit 10
Week 13	Unit 10 / Review Unit 9&10 / General Review Units 1-10
Week 14	Post-tests + Make up post-test Game night + End of semester party

** If good on timing

Volunteer Reflections Fall 2019

Reflection #1:

In my class at 8-10, there are probably 3x as many men as women. While most of the males were young adults, the majority of the women were older. Because they are normally older, women in the class bring their kid(s). There is a huge patriarchal system. The men are there to learn English so they can work, and the women are left taking care of the kids. One mom came to class with five of her children that clearly knew English better than she did. Last week there was also a woman that claimed to be in the class, but none of the instructors believed her, so she was given a completely different assignment from the rest of the class.

Reflection #2:

Agency is the power of choice to go against norms or the ability to participate and promote change. At the beginning of the PowerPoint, Melissa provided a detailed description of the ESL Program & Canal Alliance Staff. I find it empowering how each faculty member is so passionate about the mission of this program and how they do their jobs with full commitment. Depending on who the audience is, helping immigrants pave their way towards being successful is not always supported. This adult, Latino/Hispanic immigrant group is actually targeted and there are organizations solely to deport them. To a certain extent, working for an ESL program could be risky. However, others find programs like this life changing. It is a choice. Agency. People like Melissa Potts, Karla Hernandez Navarro, or Fernando Barreto have made their choice to fight for what they believe in regardless of other people's opinions. This opportunity of free will to do what they believe in is an example of agency.

Reflection #3:

-Though there were many things that stuck with me, this is the last that I'll be talking about. It was surprising (though in hindsight it shouldn't have been) to hear that these students really love the teacher aids and create a great relationship with them. For some reason, I did not consider the fact that I would be able to be their friend in this process, but I'm grateful to have the opportunity.

Reflection #4:

My service learning will involve me being an aid for the English Second Language students. I have many friends and family members that have gone through and continue to struggle to learn English, because of this I feel like I will be able to relate to the students. I know that it may make them feel self-conscious and I want to be a positive role model for them. I do not want them feeling less than me because I can speak English "perfectly", instead I can tell them personal stories to make them feel more comfortable. My main goal will be to let them know that they aren't the only ones to be going through this, that there are many people in a similar spot.

Reflection #5:

Melissa was really good at introducing everything we needed to know about the ESL program. I thought her honesty and straightforwardness really helped me have perspective on how important and life-changing this program is for Latinx individuals in Marin County. I didn't

know much about Canal Alliance prior to this orientation. But I learned that the majority of people that make up the Canal population are Guatemalan male immigrants. The majority of students that attend the ESL classes are males, raising my awareness on how much they need these classes. Melissa also mentioned that it could be easy to sympathize and coddle these men because of their immigration status. She said it was easy to allow them to get away without doing the work but they are incredibly strong because of everything they have gone through. If they've made it this far then that's saying something about their courage and potential in life. It's also really important to be consistent with our volunteer times because they notice when a volunteer doesn't show up. Even if it doesn't seem like it's a big deal to us if we're there or not, it's meaningful to them if we're there. The amount of depth we went to in the orientation made me realize how fragile this situation can be. Especially since we're working with immigrants who we know nothing about.

Reflection #6:

After working as an aide in the ESL classroom, I am very grateful to have been able to connect with individuals so willing to learn and broaden their knowledge. The population is adult individuals who are mainly Spanish speaking immigrants. Unfortunately, many people may see them as people who should not be here because of the current political climate and our president. I think that immigrants are seen in a more negative way as of recently and I believe this shouldn't be the case. The individuals I was working with have one or two jobs and some even have kids. They are taking the time out of their day to attend a class to better understand a language they may be very unfamiliar with. The students reached out to me and asked me for help even though I was an unfamiliar face. This lessened my stress about not being able to connect with the students and realized their goal was strictly to learn English. These stereotypes that immigrants do not want to learn the dominant language in the country they moved to are completely false. These individuals have other things on their plate and it can be hard to put aside multiple hours a week for an additional class. This goes to show that these individuals really do want to learn the language and are trying their best to do so. So far, I have had a great experience volunteering at Canal Alliance and am looking forward to continuing to build connections with the students and helping them reach their goal.

Reflection #7:

In most situations, people assume English learners aren't as "smart" for not knowing English somehow. Accents tend to portray some kind of negative connotation that forces people into a stereotype that isn't true. Some people believe that English somehow determines intelligence and don't even take into account one's literacy in their own language. Last Thursday, I saw a group of incredibly hardworking individuals who were committed to their task of learning English. They wouldn't even take a break when it was offered. They wanted to soak up all the information they possibly could in those two hours. In my head, I was trying to remember my Spanish vocabulary as they expressed their English vocabulary. I could not grasp it nearly as fast or with such excitement that the students brought. Also, English is a difficult language to learn. It hadn't even occurred to me that the order of adjectives is important. I have been lucky to have English as my first language to just understand those crazy details right away. These people are having to learn all of these details and remember English's difficulties. I don't know how people could view English learners as less in any way. They are strong and I could see it within them on Thursday.

Reflection #8:

My first experience at Canal Alliance is one to not forget. I wasn't really sure what I was getting myself into as far as what the students were going to be like. I was placed in the level

400 class which means they can speak some English but they are working on things such as verbs, longer statements, and using the right vocabulary. I will never forget the one student that came in with the biggest smile on his face and looked at me and said "Hi teacher, what is your name?". I couldn't help but smile at how welcoming he was. This made me start to think about how I can make another feel welcome by a simple hello.

In school I am the one that doesn't like to talk and is very shy and sometimes take my learning experience for granted. It was really inspiring to experience the student's type of energy during class. While goofing off, they still worked hard and you can tell they want to learn English more than anything. There was this beautiful moment in class where they were getting a little too funny so the teacher gave them a quick "shhh" and I could see of their energy shift. I looked around the room and all of their eyes were locked on the board. There was not one sleepy eye even though it was 9:30 pm probably after a long day of working. They were all so locked into what they were learning it was very inspiring. The other thing I noticed is their confidence in making mistakes. When I walked around the classroom they would ask me questions. I would then help them figure it out and they would try and try until they got it right. Like I said, I always get so embarrassed in school that I would get things wrong so I simply wouldn't talk. This is not the case in this classroom. They try until they get it right and that inspires me to do the same in my classes at Dominican.

Reflection #9:

Last night I was at Canal Alliance but didn't actually get to work with the students so much since they were taking a pretest. They knew they were going to be taking this pretest but most of them didn't look nervous at all. But I was intrigued because as a class warmup the teacher asked the students to engage with one another in an English conversation and she put some questions on the board to be asked and talked about. One of the questions was "how do you deal with the warm weather?" They began to share their answers and then after the teacher asked if anybody was able to leave work early because of the heat and they all just kind of looked at each other and started to laugh. One after another started to share that they work no matter what the weather conditions are. A lot of these students work directly under the sun but they don't complain about it. I thought that was really interesting because I mean we complain if we're in a building and we don't want to step outside to just get to our car because it's hot. I did get the chance to read a script out loud to the students for part of their test and when I was done I looked up and saw some of them nodding their head as if they understood what I was saying. The environment in this classroom is so encouraging and welcoming. After only 2 sessions, I feel more and more welcomed.

Side note: I was actually in my car leaving Canal alliance and I passed one of the students and he smiled and waved bye to me and I know that's something so small but it actually made my night.



**PICKLEWEED ADVISORY COMMITTEE
AGENDA REPORT**

**January 8, 2020
Item #5.B**

TITLE: Tax-Aid Free Tax Preparation

SUMMARY

Since 2011, Tax-Aid has offered free tax preparation to low wage workers in the community at the Albert J. Boro Community Center. Tax-Aid is non-profit organization that through skilled volunteers provides free tax services for households who earn less than \$55,000 per year to strengthen the San Francisco Bay Area community.

Tax-Aid's co-sponsorship application is requesting a full fee-waiver for use of the Albert J. Boro Community Center's Meeting Rooms 4 & 5 on Saturday, February 1, 2020 which is valued at \$260.00.

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

RECOMMENDATION

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of two Albert J. Boro Community Center classrooms on February 1 to help the community with free tax preparation.

BACKGROUND

Since 2012, the Pickleweed Advisory Board had supported the Tax-Aid program by granting a full fee waiver for use of two classrooms for tax preparation to low wage households.

The program not only benefits local residents, but the local economy as well. In 2019 Tax-Aid's effort at the Albert J. Boro Community Center resulted in \$41,211 in refunds,

including \$12,693 in Earned Income Credit. With an estimated 80% of Earned Income Credit spent locally, it is estimated that approximately \$8,161 was spent in the local San Rafael economy.

DISCUSSION

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

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

FISCAL IMPACT

The non-resident/non-profit value of the rental totals \$260.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using those rooms at that time.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:



Steve Mason
Senior Recreation Supervisor

Attachments:

1. Tax Aid 2020 Co-Sponsorship Application Packet

Section I-About the Applicant Agency

Date Submitted: 11/26/19 Revision Dates (if applicable) _____

Title of Program: Tax-Aid Free Tax Preparation

Co-sponsoring agency or individual: Tax-Aid

Address: 235 Montgomery Street, Suite 1155, San Francisco, CA 94104

Telephone: 415-229-9240

Email: admin@tax-aid.org

Website: www.tax-aid.org

Non-Profit 501c3 Number: 94-3062518

Principal contacts:

Name: Minnie Sage Phone: 415-229-9238 Email: Minnie@tax-aid.org

Is this a first time program at Pickleweed? Yes No

If no, start date of original program: 2/19/11 Location: Pickleweed (Albert J Boro)

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

Tax-Aid offers free tax preparation services to low wage workers. Our volunteers serve community members whose annual household income is less than \$55,000.

Proposed Start Date: 2/1/20 Proposed End Date: 2/1/20

Number participants estimated: 30 Maximum number estimated: 40

Target age group: adult over 18 years old

Requested Rooms:

- | | | |
|--|--|--------------------------------------|
| <input checked="" type="checkbox"/> Classroom #4-5 | <input type="checkbox"/> Community Room | <input type="checkbox"/> Art Room |
| <input type="checkbox"/> Teen Activity Room | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Kitchen |
| <input type="checkbox"/> Gymnasium | <input type="checkbox"/> Playing Field # | <input type="checkbox"/> Picnic Area |

Days and Times Requested:

Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Time: 11-4pm advertised (access 10:30-5pm)_____

Fee Reduction Request

- ☐ 25% ☐ 50% ☐ 75% ☒ 100%

OFFICE USE ONLY: Monetary value of fee waiver request: \$ 260.00

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:

Postcard mailings to previous clients. Mailings to community based organizations.

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

In 2019 we prepared tax returns for 36 low wage workers at the Albert J. Boro Community Center. This resulted in \$43,381 in refunds and \$10,202 in earned income credit. Households using Tax-Aid services saved an estimated \$9,828. The average cost to have a paid preparer complete and file a return is \$273. Based on H&R Block's 2018 data.¹

¹ Retrieved August 8, 2018 from <http://taxes.about.com/od/findataxpreparer/a/prices.htm>

Measurement for Outcome

We add the amounts of state and federal refunds clients received. These amounts are tracked through the accounting software, Lacerte, which we use to complete the return. The return is then filed electronically to the IRS and Franchise Tax Board.

Measurements:

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

Client sign-in sheets. (See attached)

Client Satisfaction:

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

Client comment cards

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

Tax returns are filed electronically and the data is exported to a final report.

We assess the success of the sessions with a qualitative conversation with the volunteers, clients and management.

Economic Impact. Tax-Aid's core program of free tax preparation services enables clients to receive EITC refunds that they spend in the local economy. 80% is a sound estimate to use as the amount of EITC refunds that are spent in the local economy; therefore Tax-Aid's service for the 2019 filing season will return an estimated \$8,161 in spending in the San Rafael economy.

This spending is directly related to vital economic activities that then create a "multiplier effect" as these dollars are moved among consumers, businesses and state and local governments. The economic impact of the services that Tax-Aid provides free of charge is related to business sales, creating jobs, paying for wages and ultimately helps generate tax revenue for state and local governments.

Section IV Faculty/Leaders

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

Rob Massey, Deloitte Partner and Tax-Aid Board Member and Site Manager

rmassey@deloitte.com

415-783-6386

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
Intuit	\$5,000	Donation of tax software, Lacerte

Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

Client Sign-in sheet, Client Comment, last year's result Infographic for Albert J. Boro.

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

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

PROGRAM NAME:

Tax-Aid Free Tax Preparation

Report prepared by:

Name Minnie Sage Title Program Director

☐ Final Report ☒ Interim Report/Renewal Program

Date submitted: 11/26/19

Date program completed: _____

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

In 2019 we prepared tax returns for low wage workers at Albert J. Boro. This resulted in \$41,211 in refunds, including \$12,693 in Earned Income Credit. Because an estimated 80% of Earned Income Credit is spent in the local economy, we expect that approximately \$8,161 was spent in the local San Rafael economy.

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.

Data is captured via our electronic filing tax software lacerate.

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 are very pleased with our outcomes at Abert J. Boro. This is an excellent facility for tax preparation. Thank you!

**CITY OF SAN RAFAEL
COMMUNITY SERVICES DEPARTMENT
ALBERT J. BORO COMMUNITY CENTER
Renter's Clean-up Responsibilities**

Renter's Name Jax-AID Date of Event: 2/1/20

NOTE: This check list is to aid you in your clean-up responsibilities. All rooms are to be left as clean as you found them to ensure refund of your deposit. The person who signs the contract is ultimately responsible for total clean-up. The facility Attendant will have your checkout sheet.

AUDITORIUM AND ALL OTHER ROOMS RENTED

1. Cellophane adhesives, nails, screws, staples, etc. in walls, woodwork or on windows is prohibited. All decorations removed from walls, ceiling, etc. and taken away. All personal equipment and/or items rented elsewhere removed from building. Delivery and removal of items allowed only during rental hours.
2. Tables wiped off.
3. Chair wiped off and stacked in groups of 25 putting away properly.
4. All trash/garbage removed and dumped in bags into Dumpster.
5. All recyclables items (such as bottles and cans) placed in recycling containers.
6. Floors spillage moped or cleaned with clean towels.
7. Hallway, Lobby, Deck clean of all debris.
8. Balloons and balloons string to be removed and disposed of. If balloons are not anchored, lift charge will be imposed.

HALLWAY, REST-ROOMS

9. Hallways, Lobby, Bathrooms clean of all debris.
10. Lobby floor spillage moped, or cleaned with clean towel.

EQUIPMENT

11. All other equipment (such as PA System, microphones, and mike stands, movie screen, lectern, TV, electronic equipment) MUST be check in with attendant in the condition it was RECEIVED

KITCHEN

12. All group's dishes/utensils/tableware removed
13. Stovetop and Oven TURNED OFF
14. Stovetop cleaned
15. Sink scrubbed and cleaned
16. All garbage removed and dumped in bags in dumpster

- 17. All food and ice removed from refrigerator
- 18. All countertops cleaned.
- 19. Floors swept and spillage mopped.

Thank you for your cooperation!

I have read the above responsibility and am aware of the Attendant's evaluation of clean up and time of use.

Renter's Signature



Date

11/26/19

Office Use Only:

Received by

Date

Tax-Aid Budget
2019-2020

			TOTAL
		Ordinary Revenue/Expense	
		Revenue	
		Contributed Revenue	310,000
		Earned Revenue	29,000
		Total Revenue	339,000
		Expense	
		Advertising & Promotion	25,000
		Contractor Fees	0
		Insurance	3,500
		Meals, Meetings & Events	2,500
		Office Expenses & Mileage	7,800
		Rent	37,200
		Professional Fees	9,500
		Site & Volunteer Expenses	26,000
		Staff Expenses, Benefits & Training	211,082
		Staff: Temporary Assistance	5,000
		Technology	3,000
		Total Expense	330,582
		Net Ordinary Income	8,418
		Other Income/Expense	
		Other Income	0
		Interest Income	4,500
		Total Other Income	12,918
		Net Income	21,336

☐

Please check the box and mail this card back to Tax-Aid to let us know you received your returns in good order.

Please share your thoughts about your Tax-Aid experience:



Return address

Place
Postage
Here

Tax-Aid
55 New Montgomery Street 500
San Francisco, CA 94105

**Thank you
Albert J. Boro Community
Center for your outstanding
support to the community!**



Hosting TAX SITE

Albert J. Boro Community Center, San Rafael



11 VOLUNTEERS

Generously volunteered their time (55 hours!) and expertise.



32 RETURNS

Volunteers helped a total of 32 community members file their tax returns.



\$41,211 IN TOTAL REFUNDS

Through the combined efforts of our volunteers and support of the Albert J. Boro Community Center, we were able to return \$41,211 in tax refunds to families and individuals with low income!

**Tax-Aid provides free tax return preparation for
Bay Area families and individuals with low income**

Albert J. Boro Community Center
February 1, 2020

Client Sign-In/ Registro de Cliente

Client Number		Name (Nombre) Telephone (Teléfono)	Check-In Time	Assigned?
F2208001	01			
F2208002	02			
F2208003	03			
F2208004	04			
F2208005	05			
F2208006	06			
F2208007	07			
F2208008	08			
F2208009	09			
F2208010	10			
F2208011	11			
F2208012	12			
F2208013	13			
F2208014	14			
F2208015	15			
F2208016	16			
F2208017	17			
F2208018	18			
F2208019	19			
F2208020	20			
F2208021	21			



SAN RAFAEL

LIBRARY AND RECREATION

PICKLEWEED ADVISORY COMMITTEE AGENDA REPORT

January 8, 2020
Item #6

**TITLE: REVIEW OF THE PICKLEWEED ADVISORY COMMITTEE MEETING
SCHEDULE AND FUTURE AGENDA ITEMS FOR 2020**

SUMMARY

Annually, the Pickleweed Advisory Committee shall review its annual meeting schedule to consider canceling or re-scheduling meetings due to holidays or other conflicts. Also to be discussed are topics likely to go before the Committee in 2020.

RECOMMENDATION:

It is recommended that the Pickleweed Advisory Committee review its meeting schedule for 2020 and future possible agenda items and revise as necessary.

BACKGROUND:

According to the Bylaws adopted by City Council, a minimum of five Pickleweed Advisory Committee meetings shall be scheduled annually. Typically the meetings will be held on the first Wednesday of scheduled month, unless it conflicts with a holiday or scheduled event in which case it may be scheduled for the second Wednesday of the month at 7:00 p.m. Annually, the Pickleweed Advisory Committee will review its meeting schedule to consider canceling or re-scheduling meetings due to holidays or other conflicts.

Pickleweed Advisory Committee 2020 Meeting Schedule

January 8, 2020
March 4, 2020
May 6, 2020
August 5, 2020
October 7, 2020

Staff also expects, but is not limiting, the following agenda items during the year:

- Continue to review and provide recommendations for co-sponsorship applications
- Review and overhaul co-sponsorship process for non-profits requesting a fee reduction or fee waiver for use of the Albert J. Boro Community Center and Pickleweed Park
- Host at least one of the required public meetings supporting the City's Prop 68 grant application to convert the Pickleweed Sports Fields to synthetic turf
- Participate in the U.S. Census 2020 outreach to ensure an accurate, fair and complete count

FISCAL IMPACT:

None

ALTERNATIVE ACTION

Any other action as determined by the Commission.

Submitted by:



Steve Mason
Senior Recreation Supervisor

Attachments:

1. PAC 2020 Meeting Schedule



SAN RAFAEL

THE CITY WITH A MISSION

MEMORANDUM

Date: November 19, 2019

To: Pickleweed Advisory Committee

From: Steve Mason, Senior Recreation Supervisor

Subject: Schedule of 2020 Pickleweed Advisory Committee Meetings

Date	Time	Location
January 8, 2020	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3
March 4, 2020	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3
May 6, 2020	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3
August 5, 2020	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3
October 7, 2020	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3
December TBA	TBA	Annual Boards and Commissions Reception Falkirk Cultural Center

- Meetings typically held on the first Wednesday of the month unless dates conflicts with a holiday (i.e. January)
- Meeting dates may be cancelled due to lack of quorum or agenda items
- Additional meetings may be scheduled due to pressing matters