

**jvaladez@cvsamacademy.org, Jerry Valadez**

**Complete**

**Custom Field:** SAM Academy

**Date Taken:** 2022-3-17 00:13

**Location:** US

\* ) Do you affirm your answers in your application are completely truthful and that the City may rely without hesitation on your answers?

Yes

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Please provide the following information.

**Primary (Lead) Organization**

SAM Academy

**Partnering Organization**

Cub pack 322

**Date**

March 18, 2022

**Amount of Grant Request**

40,135

**Country**

US

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Please provide a brief description of your Project / Program (25 words or less)

Innovate Sanger: Positive Youth Development Through Project-based learning as alternative to future gang affiliations and involvement.

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Please provide the following information.

**Primary Applicant / Organization Name**

SAM Academy

**Street Address**

750 N Street

**City**

Sanger

**State**

CA

**Zip Code**

93657

**Federal ID # (FEIN)**

94-3484626

**Current Tax-Exempt Designation**

501 c 3

**Website Address**

cvsamacademy.org

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**Who is the Primary Contact**

**Name**

Jerry D. Valadez

**Title**

CEO

**Number of Years with Organization**

12

**Phone Number**

559-288-4953

**Email Address**

jvaladez@cvsamacademy.org

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**Who is the Secondary Contact**

**Name**

Jose Sandoval

**Title**

Executive Director

**Number of Years with Organization**

6

**Phone Number**

559-940-9021

**Email Address**

jose@cswnetwork.org

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**\*)** Are there any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest between the City of Sanger, Sanger City Council, or Citizens Oversight Committee and your personal interests, financial or otherwise that may exist with the/your request for grant funding.

I DO NOT have a conflict or potential conflict of interest as described above.

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Provide a detailed explanation of any conflict(s) or potential conflict(s) of interest.

Listing a conflict of interest or potential conflict of interest does not necessarily preclude you or the organization from applying for or receiving grant funding.

Dishonest or incomplete answers are grounds from disqualification and the return of any awarded grant funds.

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(No Answer Selected)

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Is there a partner organization(s) you wish to include in your proposal?

Yes

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Please provide the following information.

**Partner Applicant / Organization Name**

Cub pack 322

**Street Address**

NA

**City**

Sanger

**State**

CA

**Zip Code**

93657

**Federal ID # (FEIN)**

NA

**Current Tax-Exempt Designation**

NA

**Website Address**

NA

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Who is the Primary Contact

**Name**

Bobbi Ann Phillips

**Title**

Scout leader

**Number of Years with Organization**

6

**Phone Number**

559-417-1779

**Email Address**

bobbi.annphillips@gmail.com

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Who is the Secondary Contact

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(Leave Blank if no conflict of interest exists).

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Do you wish to add another partner organization?

Yes

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Please provide the following information.

**Partner Applicant / Organization Name**

Boys and Girls Club of Sanger / CEO Diane CarbrayCEO

**Street Address**

540 N Augusta

**City**

Fresno

**State**

CA

**Zip Code**

93701

**Federal ID # (FEIN)**

NA

**Current Tax-Exempt Designation**

501 c 3

**Website Address**

www.bcgfresno.org

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Who is the Primary Contact

**Name**

Diane Carbray

**Title**

CEO

**Number of Years with Organization**

10

**Phone Number**

**Email Address**

dcarbray@bgclubfc.org

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Who is the Secondary Contact

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Provide a detailed explanation of any conflict(s) or potential conflict(s) of interest.

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Dishonest or incomplete answers are grounds from disqualification and the return of any awarded grant funds.

(Leave Blank if no conflict of interest exists).

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Would you like to add another partner organization?

No

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Please provide the following information.

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Who is the Primary Contact

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Who is the Secondary Contact

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(Leave Blank if no conflict of interest exists).

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Would you like to add another partner organization?

(No Answer Selected)

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Please provide the following information.

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Who is the Primary Contact

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Who is the Secondary Contact

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Dishonest or incomplete answers are grounds from disqualification and the return of any awarded grant funds.

(Leave Blank if no conflict of interest exists).

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Would you like to add another partner organization?

(No Answer Selected)

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Please provide the following information.

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Who is the Primary Contact

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Who is the Secondary Contact

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(Leave Blank if no conflict of interest exists).

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\* ) Provide a description / profile of the primary organization.

Sanger's SAM Academy strives as a public non-profit serving youth in the city of Sanger to engage vulnerable and disaffected young people and families in activities designed to help them acquire skills, gain work experience, and improve the status of their lives. We serve the South San Joaquin Valley, with Fresno County in the center of seven counties making up a geographical region larger than eleven states and ranking as tenth most populous if it were an independent state. The rural city of Sanger with just over 25,000 residents is agriculturally based and sits 13 miles southeast of Fresno. The city's demographics include 83% Latino and 14% White, with school populations ranging from 75% to 96% Latino and 75% to 100% Free and Reduced Lunch program participation. More than 34% of Sanger youth live below the poverty line and families live on a median income of \$41,327. Latino youth in general are historically underserved by science and art non-profits, and this region of the South San Joaquin Valley, often referred to as Appalachia West, has been long underserved and face challenges with education, health, and jobs. The creation of the Sanger SAM Academy and its' various programs have expanded the ways rural Sanger and Del Rey youth engage in STEM learning, deep arts

integration, and environmental advocacy and service-learning projects. SAM Academy in Sanger provides opportunities for underserved youth to tinker, make, and explore their world through activities embedded with science, technology, engineering, and mathematics (STEM), and Art. We immerse schools and neighborhoods with learning environments and opportunities for children's imaginations, aspirations, and knowledge fed creativity to soar, and establish within them an identity previously reserved for children from more affluent families and communities.

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- \* ) Provide an overview of the primary organization's experience in providing the proposed or similar program services, including locations and number of years.

SAM Academy has successfully implemented Positive Youth Development programming that leads youth away from those risk-taking factors that could lead to joining a gang. The proposed grant will build upon and extend the unique SAM Academy curriculum, pedagogy and project-based approach to engage kids, youth, and adults with scientific discourse, research and projects that promote critical thinking, applied problem solving skills, and engineering habits of mind for the purpose of demystifying computer science, coding, and robotics activities. The Sanger Community Science Workshop will continue to be a high quality after school STEM and Arts program that will be fun, improve school success, establish a science and engineering identity in participating school age youth, and be a safe place to be. However, there is a dearth of computer science and coding experiences/activities for the youth and parents, especially those that are accessible. Once the basics of tool use and the engineering design process are established the youth will be introduced to computer science (coding), and some website design, robotics, and hi-tech design. Students will explore aspects of a career in computer science and engineering through the design, construction, and programming of a device, invention, or robotic car. Key 21st Century skills such as teamwork, communication, collaboration, and ideation are stressed in this innovative approach to learning. This activity will also foster continued and deeper collaboration with other organizations such as local schools and colleges, Sanger Boys and Girls Club, the California Health Collaborative, the City of Sanger, and others important to building a healthy, gang-free, and drug-free community. The Sanger Community Science Workshop (CSW) will also continue to be a free drop-in program on Saturdays and some school vacation days that engages youth and families to become confident scientific thinkers, doers, and makers. Until then, Saturday CSW will be available virtually. In addition, Sanger high school students participating as interns or volunteers will have the option of becoming SAM Academy CS Interns (computer science), and form teams to work on inventing a solution to a problem for social good. For example, students will learn about disabilities and use technological applications in their approach to a solution (Arduinos, motion detectors, light sensors, etc.). Students will identify the problem, research, build prototypes, and test their solution. This will involve peer review of their prototypes, building a functioning prototype that their client can test and critique, and going through that process a couple more times to make it better and better. Meeting every Saturday to work on Computer Science (CS) skills, brainstorming solutions, and then learning about the skills needed to develop the solution is expected to be life changing for each of the students. Students may also have the opportunity to tour tech companies such as Google, Apple, Facebook, and others, pending the lift of COVID-19 restrictions.

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- \* ) Provide details of the programs history.

Since opening eight years ago in downtown Sanger, SAM Academy, a 501(c)(3) non-profit, has provided after-school, weekend, spring, winter, and summer programming to Sanger youth and families through non-traditional learning environments and programs that are customized to fit specific needs and interests from early childhood to high school level students. Prior to the COVID-19 pandemic, programs were delivered on-site or through a Mobile STEM Lab that traveled directly to school sites, parks, and provided a working space for classes. The SAM Academy, as the hub, includes a Science Workshop, Art Studio, and Music studio within its' physical location and is within walking distance of schools and residences. Within the 7,500 square foot building there is also access to a Community Science Workshop, a versatile classroom, art studio, and warehouse for storage. In the last year, with the restrictions of COVID-19, SAM Academy has continued to operate and serve the Sanger community through virtual music lessons, free and reduced-cost tutoring, and STEM programs. The first and only program of its' kind in the rural San Joaquin area of the Central Valley, the Community Science Workshop and Art Studio houses ample space for 80-100 students at a time. Bins and boxes of wood, plastics, cardboard, and a large variety of materials are available for project-based learning experiences. Tools adorn the walls hanging on pegboard and are also stored in rolling tool chests. Scissors, pencils, pens, rulers, glues, and assorted paper are always available. Prior to COVID-19, the music studio is busy every day with students streaming in for voice, piano, guitar, or drum lessons. Since the restrictions related to COVID-19, the music lessons have continued, with SAM Academy music teachers providing instruction to children virtually. The art studio had become a high-energy space of creativity and innovation for Sanger elementary, middle and high school youth. The environment and culture of the Sanger SAM Academy has become so motivating that children immerse themselves with a passion for learning with each new project, activity, or exhibit. Many were regular participants and parents visited often to observe or even work alongside their children. At SAM Academy we've mastered the art of working with our hands and minds at the same time. We've taken this same approach with our virtual programs, and it is not

uncommon for kids to resist logging off from virtual sessions when it is time to end for the day. Since opening there have been more than 40,000 visits by 4,500 youth (many repeaters) to the science workshop drop-in program, summer camps, high school intern workshops, music studio, and art studio. The average daily attendance over the twelve months preceding the COVID-19 shutdown by children and youth is 45, with SAM Academy typically being open 231 days per year. Saturday attendance has exceeded an average of over 50 children when open, allowing us to incorporate opportunities for high school interns to collaboratively build, test, and reflect on their learning, and then coach and work with younger students. Prior to COVID-19, more than 1,000 children had visited with their teachers on field trips to SAM Academy each year. SAM Academy also serves the community through tutoring, Family Science Days/Nights, carnivals, and Open Houses. In 2019 more than 12,500 parents and students in the Central Valley have participated. In the year before the pandemic, the Roving Community Science Workshop visited 32 schools and more than 4,000 students. The Interns help with local events and in some cases have volunteered their time in addition to their paid time. Many have become regular staff supporting kids and adults from the Sanger community.

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\* ) Describe the experience of employees with the program services.

With COVID-19 forcing a reduction in staff, SAM Academy currently has 3 part-time employees, along with 21 high school interns and volunteers. Consultants are also brought in for special projects and workshops. All core staff is certified and have teaching credentials or meets the California Core Competencies for Before and/or After School Professionals. All are trained and experienced instructors with a diverse range of knowledge and skills. All participate in ongoing professional development geared towards improving program delivery, positive youth development strategies, and attend classes as engineering majors, science pre-service teaching majors, psychology majors, credentialed teachers, mentoring specialists, gang intervention counselors, and credentialed administrators. Most SAM Academy staff are bilingual, and all aspects of program services provide support in Spanish as needed. Staff working with the SAM Academy Measure S range in experience depending on their classification and certification. Senior employees working with the Measure S program have a combination of teaching credentials, administrative certification, and experiences from classroom teacher, adjunct faculty at Fresno State, Learning Director, At-risk Youth Specialist, Director of STEM programs, director of after school programs, athletic team coach, and medical pathways instructor. The key instructional leaders working in Measure S programs all meet the California Core Competencies for After School staff in out-of-school programs. The high school interns have a range of experience from novice to expert and are placed in mentoring roles depending on that earned experience. Workplace and skill development will occur in direct contact from 119 to 159 hours with program staff during the program year.

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\* ) How many employees will be providing the program service?

3-5

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\* ) How much funding are you requesting?

40,135

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\* ) List program objectives and explain how each objective relates to gang prevention and targets at-risk youth.

Goal 1: To provide high quality out-of-school school learning opportunities for vulnerable (at-risk) children, youth, and young adults in Sanger as a strategy for promoting Positive Youth Development, and values important for developing leadership skills and achieving school success. • Objective 1-1: To have learners complete engineering, communication and computer skills workshops and develop competencies that allow them to engage with performance and project-oriented learning. • Objective 1-2: To have improved learner attitudes towards school. • Objective 1-3: To have learners demonstrate key employability skills (self-confidence, communication, problem solving, teamwork, technologies, and critical thinking). • Objective 1-3: To have learners develop positive norms about gang, drug, tobacco, marijuana use, and nutrition important for a healthy Sanger community. Goal 2: To provide positive role models as mentors to supply guidance and support for vulnerable (at-risk) children and youth. • Objective 2-1: To prepare instructors and high school interns from the communities of the children and youth, that are highly motivated and become instructors confident in themselves, highly knowledgeable, and well-rounded (Relationships and interactions between youth and trusted adults are a key mechanism through which healthy development and avoidance of drugs and gang-joining occurs). • Objective 2-2: To coach instructors and interns to provide instruction, tutoring and mentoring to vulnerable children and youth, in support of helping them develop to their fullest potential with tools, technologies, and innovation. • Objective 2-3: To provide multiple opportunities in critical thinking, making, and computer science for participating youth through partnerships and collaborations with organizations that have similar missions. Goal 3: To create a network of social support and family community ties as an additional protective factor to support healthy development and early interventions for preventing youth involvement in



gang and other types of violence. • Objective 3-1: To provide community education in technologies to help develop prevention strategies such as improving family functioning and connections with schools and community resources. • Objective 3-2: To educate youth and young adults about destructive behaviors that could lead to gang participation and drug use.

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\* ) List and describe each of the programs and / or events do you plan to provide.

Community Science Workshop (CSW) Saturday Drop-Ins: 28 Saturdays involving 6 lead CSW interns working with 15 youth per day engaging in hands-on building of science, technology, engineering, and math (STEM) projects. Lead Computer Science (CS) Interns Training Workshops: One week in the sum with lead CS interns. Summer Novice Intern Training: 5 days over summer involving 20-25 novice interns, training on CSW projects and instruction/mentoring for involved youth. Summer STEM Camp Internship: 5 days over summer involving 4 interns for 5 days over the summer as assistant instructors to SAM Academy staff to K-6 youth in STEM subjects. Boy Scouts of America: Registrations, materials, camping supplies.

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\* ) What days of the week will you provide the service(s)?

Mark all that apply.

Monday  
Tuesday  
Wednesay  
Thursday  
Friday  
Saturday

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\* ) What times of the day will you offer the service(s)?

Mark all that apply if full or in part.

Morning (7AM - 10AM)  
Mid-Day (10AM - 2PM)

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\* ) Describe how you will measure success.

Outcome-based evaluation: Child and Youth Surveys developed in collaboration with CCPA. Measure and documentation of developmental youth outcomes, asset development, and increased efficacy. Reduction of youth participation in risky behaviors as result of engaging in Measure S programs, internships, jobs, and Scouts. Measure self-reported efficacy and changes in youth asset development. Participation and completion of program goals through attendance and completion of prevention-oriented strategies to promote positive youth development.

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\* ) How many program participants do you expect during the grant year?

300

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\* ) Will the program require additional staffing?

Yes

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\* ) Provide a description of your staffing costs for providing the program service.

Financial structure of the program does not allow for working with majority of students when they are out of school in the summer. Therefore, the program has been scaled back to align with funds when available. Community Science Workshop (CSW) Saturday Drop-Ins: Saturdays involving 1 instructor and 2 lead high school interns working with 15 youth per day engaging in hands-on building of science, technology, engineering, and math (STEM) projects. – Quarter 1,2,3,4 – up to 28 Saturdays - \$15,000 Lead Computer Science (CS) Interns Summer Training Workshops: 25 interns one week - \$3,900 Summer Camp/intern training: 10 days over summer involving 25 youth and rotating 2 novice interns per day. One lead instructor: training on CSW projects and instruction/mentoring for involved youth. - \$10,000

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\* ) Describe your facility costs (e.g. rents).

All facility costs that are part of the program are included as a cost share by SAM Academy.

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\* ) Describe your supply costs.

Supplies and materials are for specific use in workshops for high school interns to use in training and with younger students they work with in the community workshop. These are consumable supplies and do not include equipment (building materials, motors, batteries). Workshop materials include pencils, paper, notebooks. Other materials and supplies for Cub Scouts and Boy Scouts include items such as sleeping bags, tents, manuals, and camping supplies. Some new Scouts may need help with uniforms and registration. Scout Pack 322: Registrations and materials only: including summer training. 30 youth continuing merit increases during day/summer camps to progress towards achievements. - \$6,000

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\* ) Describe your programming costs (e.g. transportation to events, admission costs, etc.).

Programming costs range from set-up and use of the Community Science Workshop, classroom, and art studio during summer and weekend program time. Supplies and consumables were described in part in #50 but there is a significant cost-share provided by SAM Academy and Partners including additional consumables, classroom use, furniture, computers, wifi connection, environmental comfort (including personal protection equipment for each student), kitchenette, ADA compliant restrooms. Guidelines for COVID-19 prevention as per required by Fresno County Health Department will be followed and implemented. A host of support costs are also provided including human resources, workplace skill development, parent communications, translations into Spanish, and other student support services. Transportation to any off-site event will be by use of the SAM Academy Shuttle (10-seat passenger van) and carpools. Strict parent permissions are used, and no minor student can participate without parental permission.

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\* ) Describe your administrative costs (limited to 15%).

Administrative costs that assist in maintaining daily operations include rents, utilities, insurance, wages and benefits to HR employees, HR support between program and high school offices, IT functions, general office equipment such as printing and other technologies, and advanced technology for the classroom as needed. Summer programming is dependent on good air conditioning, and winter on good heating, which does run utilities much higher in the summer and winter. The addition of processes and training per COVID-19 guidelines will also be implemented. Additional staff will be necessary to check students and parents upon entry, document the use of such protocols, and provide training to all staff for implementing safe COVID-19 processes.

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\* ) Who is eligible to participate in the program?

List any requirements or restrictions for participation.

All Sanger youth ages 5-18 who attend Sanger schools, charter schools, and home school programs are eligible to participate in programs and activities. Our partner organizations and the Sanger Task Force will assist in identifying vulnerable youth to participate in our programs.

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\* ) What is the estimated cost per participant?

Costs will vary with the particular program. Summer camps for kids approximately \$200 for a week. Saturday workshops about \$30/student. For Interns working on a work permit they do receive a small compensation for working and assisting with the programs. Overall costs in general come to average of \$130 per student.

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\* ) What fees or costs are charged to participants?

No fees charged to participants.

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