



SAN RAFAEL
THE CITY WITH A MISSION

**PICKLEWEED ADVISORY COMMITTEE
AGENDA**

**Wednesday, October 6, 2021
7:00 P.M.**

Via Zoom

**Watch Online (Public) Zoom Link: <https://tinyurl.com/PWAC-10-06-2021>
Telephone: (669)900-9128
Meeting ID: 950 5173 5161**

CALL TO ORDER

- Roll Call

AGENDA AMENDMENTS

MINUTES

1. Review and approve regular meeting minutes of July 7, 2021

MEETING OPEN TO THE PUBLIC

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

MATTERS BEFORE THE COMMITTEE

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

3. Co-Sponsorship Applications and Final Reports
 - A. Tamalpais Adult School/Bahia Vista Elementary School: English As A Second Language Class
 - B. Canal Alliance: Voces del Canal Meetings
4. Review Proposed Revisions to the Guidelines and Application for Co-Sponsored Use
5. Selection of One Committee Member to Serve on the Parks and Recreation Master Plan Steering Committee and One Committee Member to Serve as the Alternate
6. Review Proposed 2022 Pickleweed Advisory Committee Meeting Schedule

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 REGULAR MEETING: February 2, 2022

ADJOURNMENT

Notice

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



SAN RAFAEL
THE CITY WITH A MISSION

**PICKLEWEED ADVISORY COMMITTEE
AGENDA**

**Miercoles, 6 de Octubre, 2021
7:00 P.M.**

Via Zoom

Ver en Linea (Publico): <https://tinyurl.com/PWAC-10-06-2021>

Teléfono: (669)900-9128

ID de reunión: 950 5173 5161

Llamar a Orden

- Llamada de rol

ENMIENDAS DE AGENDA

MINUTOS

1. Revisar y aprobar los minutos de la reunion ordinara del 7 de Julio de 2021

REUNIÓN ABIERTA AL PÚBLICO

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

ASUNTOS ANTE EL COMITÉ

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

3. Solicitudes de compatrocinio y reports finales.
 - A. Escuela de adultos de Tamalpais / Escuela primaria de Bahía Vista: Clase de inglés como segundo idioma
 - B. Canal Alliance: Encuentros Voces del Canal
4. Revisar las revisiones propuestas a las pautas y la solicitud de uso copatrocinado.
5. Selección de un miembro del comité para servir en el comité directivo del plan maestro de parques y recreación y un miembro del comité para servir como suplente
6. Revisar el calendario de reuniones del Comité Asesor de Pickleweed propuesto para 2022

REPORTES Y COMENTARIOS DEL COMITÉ

7. Otros informes breves sobre las reuniones o eventos comunitarios a los que haiga asistido los miembros del Comité.

COMENTARIOS DEL PERSONAL

8. Eventos de interés

PRÓXIMA REUNIÓN: 2 de Febrero, 2022

APLAZAMIENTO

Aviso

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



Watch on Zoom:
<https://tinyurl.com/PWAC-2021-07-07>

Telephone: (669) 900-9128
Meeting ID: 950 5173 5161

CALL TO ORDER

Chair Mason called the meeting to order at 7:03 p.m.

ROLL CALL

Present: Chair Mason
Member Palacios
Member Sprague
Member Tanchez
Member Vasquez
Member Yost

Absent: Member Avalos, Member Ceballos, Park & Recreation Commission
Representative Reisinger

Also Present: Mayor Kate
Susan Andrade-Wax, Library & Recreation Director
Catherine Quffa, Assistant Library & Recreation Director
Becky Ordin, Senior Administrative Assistant

AGENDA AMENDMENTS

None

MINUTES

1. Approve regular meeting minutes of December 9, 2020

Member Yost moved, and Member Palacios seconded, to approve the meetings minutes of December 9, 2020.

AYES: Members: Palacios, Sprague, Tanchez, Vasquez, Yost
NOES: Members: None

ABSENT: Members: Avalos, Ceballos
ABSTAINED: Members: None

Minutes approved as submitted.

2. Approve special meeting minutes of June 22, 2021

Member Sprague noted the misspelling of her name in the roll call.

Member Tanchez moved, and Member Sprague seconded, to approve the meetings minutes as corrected of June 22, 2021.

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

Minutes approved as submitted.

MEETING OPEN TO THE PUBLIC

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

MATTERS BEFORE THE COMMITTEE

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

4. Co-Sponsorship Applications and Final Reports

A. DrawBridge: Weekly Expressive Art Group

Chair Mason presented the background, goals and overview of the Co-Sponsorship program.

Chair Mason introduced Tracy Bays-Boothe, Executive Director of DrawBridge who presented the background for their application.

Staff responded to questions from Members.

Member Yost made a motion for a full fee waiver. Member Palacios seconded the motion.

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

NOES: Members: None
ABSENT: Members: Avalos, Ceballos
ABSTAINED: Members: None

Motion approved.

B. Parent Services Project: Aprendiendo Juntos

Chair Mason presented the background of the Parent Services Project.

Chair Mason introduced Cecilia Hudson, Family Engagement Coordinator for Parent Services Project who presented the background for their application.

Member Sprague made a motion to grant a full fee waiver to the Parent Services Project for their Wednesday and Thursday use. Member Tanchez seconded the motion.

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

Motion approved.

C. Scouts BSA: Troop 2000

Chair Mason presented a background of the Scouts BSA Troop 2000.

Chair Mason introduced William Coronado who is the Scoutmaster for Scouts BSA Troop 2000 who presented the background for their application.

Staff responded to questions from Members.

Member Tanchez made a motion to fully waive the fees for the Scouts BSA Troop 2000. Member Palacios seconded the motion.

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

Motion approved.

5. Review Proposed Revisions to the Albert J. Boro Community Center Community Use Policy

Chair Mason introduced Assistant Library and Recreation Director Catherine Quffa who presented with Chair Mason the proposed revisions to the Albert J. Boro Community Center community use policy.

Staff responded to questions from Members.

Member Palacios made a motion to accept the Albert J. Boro Community Center Use Policy as proposed recommending Option B of the Co-Sponsorship Application Process. Member Sprague seconded the motion.

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

NOES: Members: None

ABSENT: Members: Avalos, Ceballos

ABSTAINED: Members: None

Motion approved.

COMMITTEE REPORTS AND COMMENTS

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

Member Sprague is very excited to be able to visit the library in person again.

Member Yost has been going downtown for dining under the lights on Thursday and Friday and encouraged everyone to check it out. She complimented the company who took over the Farmer's Market for doing a great job downtown, and there are great bands that are performing.

STAFF COMMENTS

7. Events of Interest

Chair Mason announced that Perla, their afternoon front desk staff member left for a benefited position with more hours in the Library last month. They have hired a new part-time staff member, Jennifer Godinez, to take her place and Jennifer is fitting in well and learning the ropes.

The Community Center had their first big post COVID rental last Saturday and many more on the books with people coming in daily to reserve event and meeting space.

This Friday the Center will have a planned power outage from 8 am to 3 pm to install the final connections for a PG&E generator hook-up. The City now has a contract that should PG&E have a Public Safety Power Shutoff event, an installed PG&E generator would power the Community Center and PG&E could use of the Center's Multipurpose Room as a charging station. Back in 2019, PG&E erected tents in the Center's parking lot to serve as a charging station for customers who were left without power.

Pickleweed Soccer Fields opened to the joy of the community on Saturday, June 12 after being closed for approximately 18 months for maintenance and COVID restrictions.

The summer Jr. Giants program and the Canal Mini Soccer League both kicked-off their seasons on the Pickleweed Soccer Fields Saturday, June 19th, allowing kids to work cooperatively while having fun and getting exercise. The Center's has also been hosting summer volleyball camps since June 21. In addition to these programs being offered by the Recreation Division, athletic rentals such as the adult Bay Area Disk Association and teen soccer training also began that week with two additional adult soccer leagues beginning this Sunday.

The Albert J. Boro Community Center is supporting a FREE six-week summer camp for up to 100 children conducted by the YMCA and funded by San Rafael City School District. The camp, with an emphasis on recreation, is intended to bring children together after a challenging schoolyear of virtual learning and social distancing. The camp runs Monday through Friday, 8 am to 5 pm.

In front of proud parents and family members, thirty-two of the City's Canal Karate students advanced in ranking at the Canal Karate's belt ceremony at the Albert J. Boro Community Center on Thursday, July 1. Vice Mayor Maribeth Bushey and Senior Supervisor Mason assisted in handing out certificates and belts following a demonstration conducted by program participants and Chief Sensei Hugo Que. The program began in the old Community Center in 2000 with a mission to teach good healthy social and sports habits, respect and discipline.

The previous night, the City Council approved the Department's fee policy which the Pickleweed Advisory Committee reviewed at their special meeting on June 22.

Director Susan Andrade-Wax shared that the previous night the City Council approved the formation of the Park and Recreation Master Plan Steering Committee. Part of the formation of the Committee will be asking the Pickleweed Advisory Committee to provide with a member and an alternate to represent the Pickleweed Committee.

ADJOURNMENT

Chair Mason adjourned the meeting at 8:48 p.m.

BECKY ORDIN, Senior Administrative Assistant

APPROVED THIS _____ DAY OF _____, 2021

SUSAN ANDRADE-WAX, Library & Recreation Director



**PICKLEWEED ADVISORY COMMITTEE
AGENDA REPORT**

**October 6, 2021
Item #3.A**

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

RECOMMENDATION

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of the Albert J. Boro Community Center on Wednesdays and Thursdays to Tamalpais Adult School and Bahia Vista Elementary School.

BACKGROUND

Tamalpais Adult School and Bahia Vista Elementary School are resuming their English As A Second Language class at the Albert J. Boro Community Center after their last session was ended abruptly due to the COVID-19 pandemic shutdown. The 2019-2020 program had been co-sponsored by the City and targets local parents, especially those whose children attend nearby Bahia Vista Elementary School.

The partnership between the two schools has successfully provided ESL classes to Bahia Vista Elementary School parents who assess at the lowest level of English language proficiency. The program applies language and critical thinking skills to real-world situations and uses school and community resources to enhance learning for transitional opportunities.

The term of the proposed adult program is from October 11, 2021 through May 11, 2022, with breaks during school holidays. Tamalpais Adult School and Bahia Vista Elementary School are requesting a full fee-waiver, valued at \$1,912.50 for use of a Meeting Room on Mondays and Wednesdays from 8:30 am to 11:00 am.

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

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

DISCUSSION

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

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

FISCAL IMPACT

The resident/non-profit value of the co-sponsorship totals \$1,912.50. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using the Meeting Room at that time.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:



Steve Mason
Senior Recreation Supervisor

Attachments:

1. Use Agreement Application 2021
2. Program Expenses 2021 - 2022
3. Program Survey
4. Tamalpais Adult School End of Year Report 2020-21
5. Final/Interim Program Report

Section I-About the Applicant Agency

Date Submitted: August 23, 2021 Revision Dates (if applicable) NA (Updated 8/31/2021 via email from Jaemi Naish.)

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

Co-sponsoring agency or individual: Bahia Vista Elementary School

Address: 375 Doherty Drive Larkspur, CA. 94930

Telephone: 415-945-1075 Ext. _____

Email: ypeters@tamdistrict.org

Website: www.tamadulted.org _____

Non-Profit 501c3 Number: Local Government _____

Principal contacts:

Name: Jaemi Naish, Director Phone: 415-945-1070 Email: jnaish@tamdistrict.org

Name: Yasmine Peters, Secretary Phone: 415-945-1075 ypeters@tamdistrict.org

If no, start date of original program: 2018-2019 Location: Albert J. Boro Community Center
Is this a first time program at Pickleweed? Yes No XX

Most recently approved final report must be attached.

Section II-About the Program

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

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

Proposed Start Date: October 11, 2021 Proposed End Date: May 11, 2022

No program 11/22-26, 12/20-31, 1/17, 2/21-25, 4/4-8,

Number participants estimated: 25_ Maximum number estimated: 40

Target age group: Parents of Bahia Vista Elementary School students (~24-30 years old)

Requested Rooms:

- Classroom #
- Teen Activity Room
- Gymnasium
- Community Room
- Computer Lab
- Playing Field #
- Art Room
- Kitchen
- Picnic Area

Days and Times Requested:

Day: **Monday** Tuesday **Wednesday** Thursday Friday Saturday Sunday

Time: **8:30-11:00am**

Fee Reduction Request

- 25%
- 50%
- 75%
- 100%**

OFFICE USE ONLY: Monetary value of fee waiver request: \$ 1,912.50

Will there be a charge to participants? Yes_____ No **XX**

If so, what will the fee be? NA How will the proceeds be used?

Describe your community outreach plan and how you will advertise:

Tam Adult School advertises its programs widely via flyers, mailers, paid advertising, through the Marin Adult Education Consortium, word-of-mouth, email, Bahia Vista outreach to parents of students attending school.

In what languages will your marketing materials be distributed?

- English**
- Spanish**
- Vietnamese
- Other

Section III Outcomes and Measurements

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

Outcome Statement

Tam Adult School has enjoyed a partnership with Albert J. Boro and Bahia Vista Elementary School for 3+ years and has successfully provided ESL classes to BV parents who assess at the lowest level of English language proficiency. CASAS reading assessments are conducted for each enrolled student prior to classes beginning and once again after 50+ hours of instruction.

TAS ESL students learning outcomes:

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

TAS utilizes student surveys, TopsPro data reporting tools regularly. All data is reported to TAS director quarterly. Student data is shared with TAS teachers for program improvement.

Measurement for Outcome

See above

Measurements:

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

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

Client Satisfaction:

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

Students are provided a Google survey 2-3 times per year to assess their satisfaction with the program, provide a confidential voice for program improvement and to solicit their feedback. It is a very useful and valuable tool for program improvement.

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

NA

Section IV Faculty/Leaders

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

Cindy Winship, ESL Teacher
Isabel Farga, Secretary @TamAdultSchool
Samuel Chavez, ParaEducator @TamAdultSchool

Section V Partners and Support

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

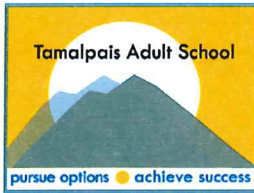
Partners	Dollar Amount	Detail In-Kind
Sarah Gaidano, Family Literacy Director @Bahia Vista Elementary School		Supports marketing, enrollment, parent communication

Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

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TAMALPAIS ADULT SCHOOL

To Whom It May Concern:

Cost for ESL Class at Alberto Community Center 21-22

Overhead staff: \$15,200

One Teacher: \$9,000

Material: \$3000

Total Cost: \$27,200

Estimated Fees to be paid by Tamalpais Adult School (pending Co-Sponsor app.)

Deposit: \$500

Rental space: \$15 per hour x 12 hours = \$180

Application for non – profit co-sponsored usage, submitted and waiting for approval.

Thank you,

A handwritten signature in blue ink, appearing to read "Jaemi Naish".

Jaemi Naish
Director, Tamalpais Adult School

Prepared by: Yasmine Peters, Tamalpais Adult School Secretary

Tamalpais Adult School Online Learning Survey for Students, 2020-21

Your opinion matters. We will share and use your feedback to make school programs and online classrooms stronger.

Tu opinion importa. Compartiremos y usaremos sus comentarios para fortalecer los programas escolares y las aulas en línea.

* Required

Your Feedback Is Important. Thank You for Sharing It! Tu opinión es importante. ¡Gracias por compartirlo!



1. Name / Nombre *

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

Check all that apply.

- 0-3 Months / 0-3 meses
 4-6 Months / 4-6 meses
 1 Year / 1 año
 2+ Years / 2+ año

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

Check all that apply.

- ESL
 GED or High School Diploma
 Home Care Aide

4. Who is your Teacher? ¿Quién es su maestro? *

Check all that apply.

- Don - GED/HSD Diploma
 Karen - GED/HSD Diploma
 Cindy - GED
 Tracy- GED
 Jen - GED
 Jeanie - GED
 Tristan- ESL
 Heather - ESL
 Zoe - ESL
 Joan - ESL
 Susan - ESL
 I don't remember No me acuerdo

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

Check all that apply.

- Very good / Muy bueno
- Good / Bueno
- Ok, but not great / Ok, pero no muy bien
- * Online learning doesn't work for me (please say why in next answer)
- * El aprendizaje en línea no funciona para mí (diga por qué en la próxima respuesta)

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

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

Check all that apply.

- Yes
- No

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

Mark only one oval.

- Easy to use / Fácil de usar
- Hard to use / Difícil de usar
- My teacher didn't use a webpage / Mi profesor no usó una página web
- I don't use the website / No uso el sitio web

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

Check all that apply.

- No challenges / Sin desafíos
- No Internet or internet not good / No hay internet o internet no es bueno
- No computer / Sin computadora
- Need more help with technology / Necesito más ayuda con la tecnología
- Having to share a computer with other people / Tener que compartir una computadora con otras personas
- Difficulty understanding assignments / Dificultad para entender las tareas
- Technical difficulties with the computer or phone / Dificultades técnicas con la computadora o telefono
- No quiet place to learn in my home / No hay lugar tranquilo para aprender en mi casa
- No time to study at home because of personal responsibilities / No hay tiempo para estudiar por responsabilidades personales
- Other: _____

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

Mark only one oval.

- Yes Si
- No

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

Mark only one oval.

- Yes Si
- No

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

Mark only one oval.

- Yes Si
- No
- Mostly / Casi siempre

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

Mark only one oval.

- Yes
- No
- I would like an appointment / Me gustaria una cita

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

Mark only one oval.

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

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

Mark only one oval.

- Yes / Si
- No
- Maybe / tal vez

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

Mark only one oval.

- Yes / Si
- No
- I don't want a COVID19 vaccine / No quiero una vacuna COVID19

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

Mark only one oval.

- Yes
- No

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

Mark only one oval.

- Yes / Si
- No
- I don't know / No lo sé

19. How can we improve your online learning experience? ¿Cómo podemos mejorar su experiencia de aprendizaje en línea? *

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

Mark only one oval.

- Health related to COVID-19 / Salud relacionada con COVID-19
- More information about the COVID19 vaccine and how it will effect me? / ¿Más información sobre la vacuna COVID19 y cómo me afectará?
- Unemployment help / Ayuda de desempleo
- Marin Food Pantries, where to get food / Marin Food Pantries, donde conseguir comida
- Counseling services / Servicios de asesoramiento
- College counseling / Consejería universitaria
- Need help paying rent / información para arrendatarios
- Finding work / información para encontrar trabajo
- I would like to borrow a chromebook / necesito préstamo de chromebook
- Home Care Aide Class / Clase de asistente de atención domiciliaria
- Health Matters Class / Clase de asuntos de salud
- DACA Application / Aplicación DACA

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

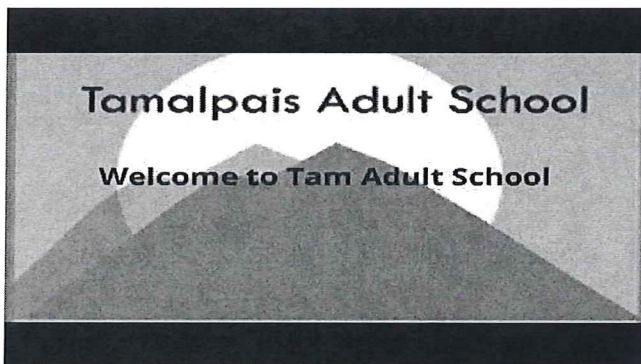
Mark only one oval.

Yes / si

No / no

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

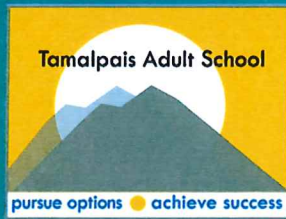
Refer a Friend To Tam Adult School Classes



<http://youtube.com/watch?v=csXRcnOVccQ>

This content is neither created nor endorsed by Google.

Google Forms



Tamalpais Adult School

Celebrating 90 Years
of Excellence



End of Year Report 2020-21

TAS provides high quality free educational programs to 470+ adult learners annually across Marin County in three primary areas; ESL, CTE/Home Care Aide, HS Diploma and GED pathways. TAS is funded exclusively by CAEP allocations and WIOA Title II funding. TAS is an authorized Pearson Vue partner, offering weekly industry-related certifications and examinations. In alignment to state and local recommendations for adult learners, all programs were held remotely in 2020-21. The Pearson Vue test center reopened March 26, 2021.

WASC Accreditation, WIOA Title II & CAEP Funding



WIOA Title II Family Literacy & Adult Education (WIOA Title II) California Adult Education Funding (CAEP)

TAS was granted a six year accreditation by WASC in May, 2017. TAS hosted a midterm visit in October 2019 resulting in continued accreditation through 2023. TAS was awarded a WIOA Title II grant for 2020-2023 and has received WIOA funding for 15+ years. WIOA grant award amount for 2020-21 was **\$116,000**. CAEP allocation in 2020-21 was **\$690,000**. 2021-22 CAEP and WIOA funding will be similar to prior year.

Tamalpais Adult School (TAS)

*welcomes all students
and provides equal
access to a continuum of
educational services to
support academic, career
and personal goals.*

Student Learning Outcomes @TAS

To achieve academic, career and personal goals, TAS students will:

Apply language, critical and creative thinking, and transferable skills to real world contexts.

Utilize school and community support services to enhance learning and transitional opportunities.

Acquire digital literacy skills to effectively access, analyze, and communicate information.

2020-2021 Program Highlights

Served 470+ students in online programming (ESL, GED, Diploma, and Home Care Aide)	15 GED & Diploma graduates
Home Care Aide course received CASAS Making a Difference Award , 2021	Provided targeted technology support and 58 loaned chromebooks to adult learners
Home Care Aide course received state recognition through the Promising Practices Award, 2021	Implemented remote pre-post CASAS e-testing for 248+ students throughout the year
3 Home Care Aide cohorts provided including a Job Fair, and career counseling for 57 graduates	To accommodate examinees, Pearson Vue Test Center reopened March 26, 2021 with expanded testing hours through August 2021
2021 Rethink Adult Education finalist	
TAS Director leads SB 68 Action Group, coordinating efforts among UC, CSU, CC, K12 adult educators and local elected officials to improve pathways to higher education for undocumented adult learners in California	

2021-22 TAS Focus & Goals

Hyflex model planned for all programs, Fall 2021	Increase bilingual support services for immigrant students and their families including technology integration, loaners, career development
Increase total enrollment by 20% for ESL, GED and Diploma programs to achieve pre pandemic levels	Increase college and career readiness/pathways for historically underserved adult learners in Marin County
Strengthen community partnerships for continued support of historically underserved adult learners in Marin County	Expand Pearson Vue testing hours, staffing between April-August, 2021

Tamalpais Adult School Programs

Award Winning - Home Care Aide Class: Three cohorts totaling 57 students graduated from the 10-week Home Care Aide class. An I-Best model is used incorporating an ESL teacher, caregiver professional and registered nurse as co-instructors. Graduates received an industry recognized "Certificate of Participation" and participated in a "Job Fair" attended by local homecare employers. Local partnerships play a large role in the development, outreach, implementation, and support of this program and in student job placement.



ESL: English As A Second Language

247 students (duplicated) participated in five levels ranging from beginner to advanced ESL students. Offsite partnerships were maintained (virtually) with five partners including Redwood High School and Carlisle Building in Larkspur, Bahia Vista Elementary School and Albert J. Boro Community Center in San Rafael's Canal District and CareerPoint MARIN in San Rafael's Terra Linda district. Total student enrollment decreased significantly in 2020-21.



GED/Diploma: High School Equivalency (GED and HS Diploma)

15 graduates. 242 (duplicated) students participated in high school subjects and GED preparation classes virtually. Total student enrollment in 2020-21 decreased due to COVID-19/SIP order.

Pearson Vue Test Center

TAS partners with Pearson Vue to offer a variety of career and industry certification exams. The test center was closed between March 6, 2020 - March 15, 2021, reopening March 26, 2021. Expanded hours support examinees across the Bay Area. Annual examinees expected: ~500.

Marin Consortium Adult Education Program

TAS continues an active leadership role in local and state-wide Consortia work benefitting historically underserved adult learners across California. Consortium meets monthly throughout the year. Annual, quarterly reporting of the Marin CAEP is available for view, [here](#).

Staffing @ Tamalpais Adult School	
Administrators	1.0 Director
Hourly Certificated	16
Classified	.8 Secretary, 1.0 Secretary .7 Para Educator .125 Custodian
Locations in Marin County	5

“The...(Home Care Aide) classes were excellent, very helpful and I learned a lot. I feel more confident about taking care of somebody. Thank you to the excellent teachers and guests.”
~Home Care Aide Student, Cohort 3, May 2021

Student Outreach



Tamalpais Adult School
 All Classes Are Online and Free!
 415-945-3780 www.tamadulthood.org

New Classes!

ESL - Health Matters!!
 Select One Option:
 Wednesdays 7-8pm: March 3-31
 OR
 Fridays 10-11am: March 5-April 2
 This class is for ESL students at the Intermediate Level or above
 Improve English Skills and Learn About
 COVID-19 Exercise
 Social Distancing WHO
 Stress Sleep
 To register call (415) 945-1031 or 945-1075

Home Care Aide Basics
 May 25 - June 29, 2021
 (10 sessions)
 Tuesday and Thursday
 9:00am-11:30am
 • Basics of working as a Home Care Aide
 • Guest experts from the field
 • Job Fair with potential employers
 • Certificate of Participation
 Register online: tamadulthood.org

More Classes

ESL English as a Second Language
 Monday - Thursday
 6:30-8:30pm
 Basic, Beginning, Intermediate
 Register online: tamadulthood.org

High School Diploma
 M-Th 6-8:30pm
 W 4-6pm
GED: M-Th 6-8:30
 M,W 9-10:30am
 Science, Math, English, Social Studies
 Register online: tamadulthood.org

Tamalpais Adult School
 WASC accredited
 WIOA funded
 State Approved Programs:
 English as a Second Language
 GED/Diploma
 CTE— Home Care Aide

ESL Newsletter

COVID19 Testing

Do you have these symptoms?
 Fever, chills, cough, congestion, sore throat, difficulty breathing, headache, fatigue, vomiting, diarrhea, or new loss of taste or smell?

Were you?
 Notified by Marin Public Health as being high risk or a "close contact" to a person confirmed to have COVID-19?

Do you?
 Work in a high-risk setting, such as a long-term care facility, homeless shelter; OR you in an occupation where you experience frequent contact with the public on a daily basis?

If you answered yes to one or more of these questions, it is recommended that you be tested for COVID-19. Testing is free in Marin County.



Get Tested
Self-Referral Testing
 Ask your health provider for information about their services.

Free COVID-19 Testing
 The State of California hosts a dedicated testing site in San Rafael by appointment only. Make an appointment at <https://lhi.care/covidtesting> OR call: 1-888-634-1123. This site is open to uninsured, underinsured, undocumented and homeless individuals.

Community Action Marin: SparkPoint Marin (415) 526-7530

SparkPoint Marin provides low-income Marin residents with free bilingual financial coaching, career coaching and other family resources.

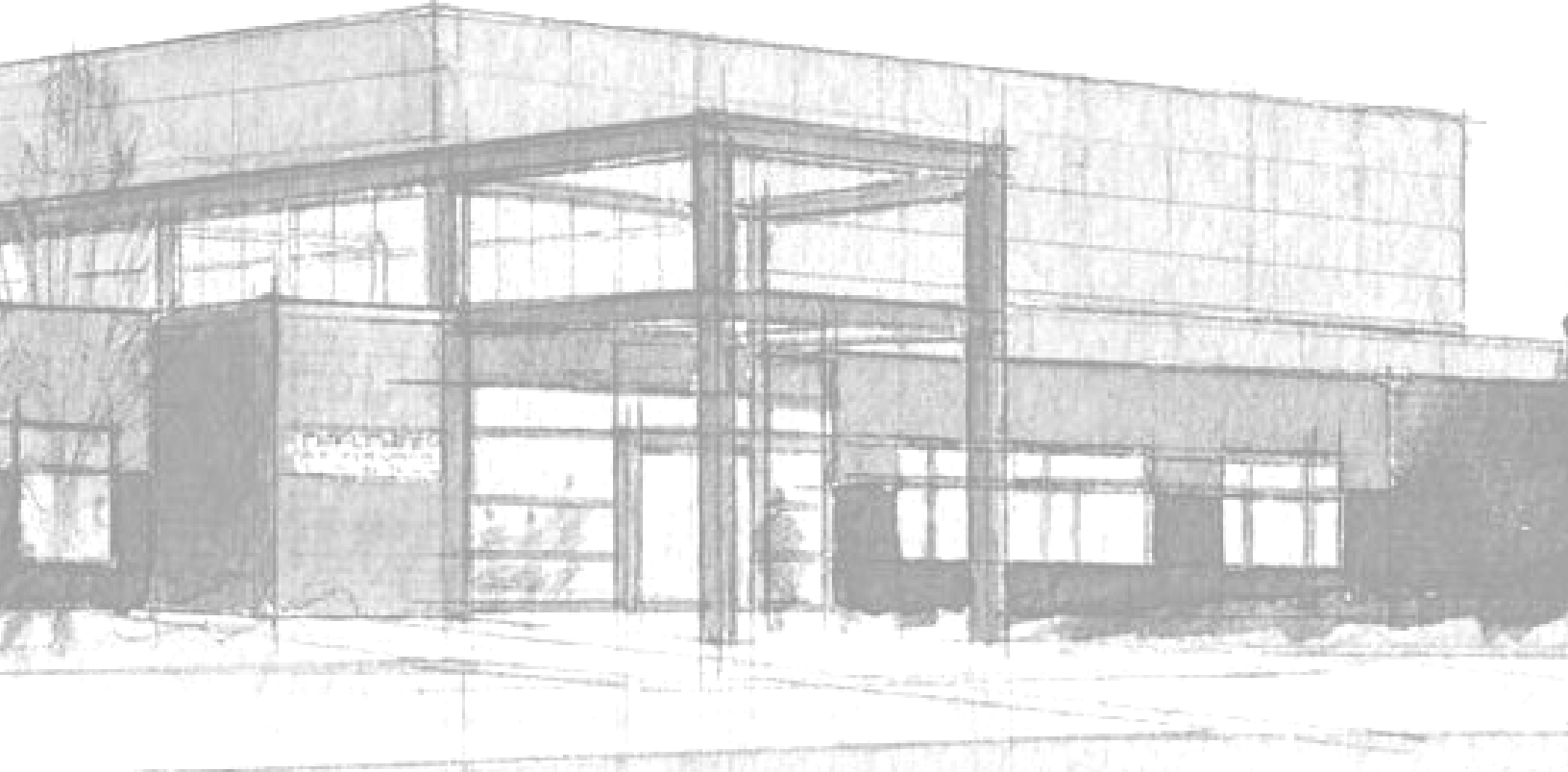
- Support includes:
- Increasing income
 - Managing credit
 - Building assets
 - Free tax help
 - Starting or expanding a small business
 - Learning about public benefits
 - Opening a prepaid debit card
 - Connecting to banking services
 - Assistance with CalFresh application (food stamps)
 - Emergency food box program

<https://lhi.care/covidtesting>

1-888-634-1123

Need a mask or referral help?
 Call us—415-945-3780





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:

Tamalpais Adult School

Report prepared by:

Name Jaemi Naish Title Director, Tamalpais Adult School

Final Report Interim Report/Renewal Program

Date submitted: 8/20/2021

Date program completed: Due to COVID19, ESL class stopped mid-March, 2020.

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

ESL class was well attended by Bahia Vista Elementary School parents. Class was a Basic multilevel ESL class, taught by a bilingual Spanish teacher.

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.

ASAP attendance data showed that between 7-15 students attended throughout the year. El Civics units were assessed each quarter and results were satisfactory. Posttest assessments showed learning gains among students, especially at the lowest levels of English language proficiency.

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

The ESL class was successful, students reported satisfaction with the course and teacher, Ms. Cindy Winship. Many of these students continued with the course which switched to Zoom between March 16-May 31, 2020.

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 greatly appreciate the opportunity to partner with Albert J. Boro Community Center and parents of students at Bahia Vista Elementary School. We found parents walked easily to the class, were familiar with the surroundings and experienced little to no transportation issues with this class offered in this location. Attendance was stable, even during remote-only instruction. We are honored to provide all classes free of charge to adult learners in San Rafael who have been greatly underserved in education. We hope to continue this partnership with Albert J. Boro in future years.



**PICKLEWEED ADVISORY COMMITTEE
AGENDA REPORT**

**October 6, 2021
Item #3.B**

TITLE: Canal Alliance – Meetings for Voces del Canal Community Leaders

SUMMARY

Canal Alliance has been a longtime partner of the City in providing programs to the Canal community at the Albert J. Boro Community Center, some of which have been co-sponsored by the Pickleweed Advisory Committee. Canal Alliance has submitted an application on behalf of Voces del Canal, a community group dedicated to advocating for a safe, clean and healthy community for families and children to walk and play freely. Voces del Canal has been active in the pandemic response, doing community outreach to encourage the use of PPE and social distancing, and spreading the word about testing and COVID-19 vaccinations as they became available.

Although the group has been meeting since 2012, 2021 is the first time since very early on that they have scheduled regular meetings at the Albert J. Boro Community Center.

The term of the proposed use of the Multipurpose Room and Meeting Room on Wednesday evenings is from November 10, 2021 through October 5, 2022. The applicant is requesting a full fee-waiver, valued at \$2,085.00 for use of the Multipurpose Room from 5:30 pm to 8:30 pm on the first Wednesday of each month and a Meeting Room from 6:00 pm to 8:00 pm on Wednesdays when they are not using the Multipurpose Room.

RECOMMENDATION

It is recommended that the Pickleweed Advisory Committee determine if hosting the weekly meetings aligns with the intent of the co-sponsorship program, and if so, determine if a fee reduction or waiver for use of the Albert J. Boro Community Center Art Room is appropriate.

BACKGROUND

Voces del Canal is a valuable asset to the Canal community. Members are empowered to take a leadership role in supporting their own neighborhood and advocate for a safe, clean and healthy community. Traditionally, however, activities co-sponsored by the Pickleweed Advisory Committee are classes and programs that serve Canal residents and not meetings. Criteria that co-sponsored programs must meet according to the Albert J. Boro Community Center Use Policy are:

- The program/activity/event must be open to all residents of San Rafael (special requirements may apply; minimum age, skill level, etc.).
- The program/activity/event is of direct benefit to residents of San Rafael.
- The program/activity/event is low or no fee to participants (Program budget required in application).
- The proposed program/activity/event will not be part of any private commercial enterprise of promotion thereof.

In addition to the above requirements, the following criteria will be considered when evaluating co-sponsorship applications:

1. Is the program/activity/event within the scope of the Department's mission?
2. Is there current community interest in the proposed programs/activities/event?
3. Does this help the City maintain a balance of programming to serve all age groups?
4. What is the impact of the proposed program/activity/event on facilities and/or community?
5. How many community members are likely to benefit from the proposed program/activity/event?
6. Is the facility available during the requested date/time?
7. Is the program is being offered during normal Albert J. Boro Community Center operating hours and during times and in rooms intended for co-sponsored programming?
8. Programs/activities/events that duplicate established offerings may be limited in number to reflect community need.

DISCUSSION

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application, 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 must determine if co-sponsoring the meetings is appropriate, taking into consideration the fee waiver cap the Committee must stay under. If so, the 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 \$2,085.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using the Multipurpose Room and Meeting Room at that time.

ALTERNATIVE ACTION

Any other action as determined by the Committee.

Submitted by:



Steve Mason
Senior Recreation Supervisor

Attachments:

1. Use Agreement Application 2021
2. Voces Del Canal 2014 Background Information
3. Attendance Sheet
4. Survey



2021
USE AGREEMENT APPLICATION FOR
CO-SPONSORED PROGRAMS

Albert J. Boro Community Center & Library, Pickleweed Park
San Rafael Community Services Department
50 Canal Street
San Rafael, California 94901
(415) 485-3077

Dear Applicant:

Thank you for your interest in utilizing the Albert J. Boro Community Center for your program. A revised guideline is also available for reference in developing your application. Careful attention to these changes and details will result in an expeditious review by the Pickleweed Advisory Board.

If the Pickleweed Advisory Board suggests revisions to your original application, **each revision should be dated.**

If you need technical assistance in completing the Outcomes and Measurements portion of the application, please feel free to contact the Albert J. Boro Community Center supervisor.

The following checklist will also help to ensure that you submit a complete co-sponsorship application for approval.

_____ Application Form

_____ Program Budget

_____ Outcome Statement Form

_____ Community Outreach Plan & Attendance Reporting Requirements

_____ Program Evaluation Form

_____ Final (or Interim) Report (Renewals Only)

Section I-About the Applicant Agency

Date Submitted: 9/24/2021 Revision Dates (if applicable) _____

Title of Program: Meetings for Voces del Canal Community Leaders

Co-sponsoring agency or individual: Canal Alliance

Address: 91 Larkspur St. San Rafael, Ca 94901

Telephone: 415.454.2640 Ext. _____

Email: rosemaryc@canalalliance.org

Website: canalalliance.org

Non-Profit 501c3 Number: Tax ID # 94-2832648

Principal contacts:

Name: Rose Costello Phone: 415.448.8678 Email: rosemaryc@canalalliance.org

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

Voces del Canal has held several meetings at Pickleweed Park/Al Boro Community Center beginning August 4, 2021. However, this is the first time they are requesting a fee waiver.

If no, start date of original program: August 4, 2021 Location: Pickleweed Park

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 is submitting this application on behalf of Voces del Canal, a community group made up of Canal Leaders dedicate to advocating for a safe, clean and healthy community where families and children can walk and play freely. They are a coalition of parents, essential workers, and community leaders dedicated to keeping families in their homes and improving the health and economic well-being of Canal residents. Throughout the pandemic, Voces del Canal has been on the front line of the pandemic response, doing community outreach to encourage the use of PPE and social distancing at the onset of the pandemic, and spreading the word about testing and Covid-19 vaccination as they became

available. They continue to, simultaneously, work towards their goals for the Canal community outlined in their report found on their website: VocesdelCanal.org.

Voces del Canal is growing their community group as well as their leadership presence in the community; to do so they host monthly meetings on the first Wednesday of each month and are in need of a space to host these meetings. For this purpose, we are requesting the use of the Community Room on their behalf.

Voces del Canal is also planning a Community Photography Exhibit which will highlight social issues in the Canal community and raise awareness about these issues. For the purpose of this project, they are requesting the use of a classroom on all Wednesdays except the first Wednesday of the month and holidays.

Proposed Start Date: November 10, 2021 Proposed End Date: October 5, 2021

Number participants estimated:

Community Room (first Wednesdays) 30 Maximum number estimated: 50

Classroom (other Wednesdays) 10 Maximum number estimated: 15

Target age group: 18-65 years old

Requested Rooms:

Classroom

Community Room

Art Room

Teen Activity Room

Computer Lab

Kitchen

Gymnasium

Playing Field #

Picnic Area

Days and Times Requested:

Community Room: first Wednesday of each month from 5:45pm – 8:30pm for one year:

- December 1, 2021
- January 5, 2022
- February 2, 2022
- March 2, 2022
- April 6, 2022
- May 4, 2022
- June 1, 2022
- July 6, 2022
- August 3, 2022
- September 7, 2022
- October 5, 2022

Classroom: Wednesdays (excluding first Wednesdays and holidays) from 6:15pm – 8:00pm through May 2022

- November 10, 2021
- November 17, 2021
- December 8, 2021
- December 15, 2021
- January 12, 2022
- January 19, 2022
- January 26, 2022
- February 9, 2022
- February 16, 2022
- February 23, 2022
- March 9, 2022
- March 16, 2022
- March 23, 2022
- March 30, 2022
- April 13, 2022
- April 20, 2022
- April 27, 2022
- May 11, 2022
- May 18, 2022
- May 25, 2022

Day: Monday Tuesday **Wednesday** Thursday Friday Saturday Sunday

Time: __ Community Room: 5:45pm – 8:30pm; Classroom: 6:15pm – 8:00pm _____

Fee Reduction Request

- 25% 50% 75% 100%

OFFICE USE ONLY: Monetary value of fee waiver request: \$ 2,085.00

Will there be a charge to participants? Yes _____ No **x**

If so, what will the fee be? n/a

How will the proceeds be used? n/a

Describe your community outreach plan and how you will advertise:

The Community Leaders from Voces del Canal do outreach to invite new members into Voces del Canal through their connections in the community with neighbors, coworkers, family, friends, and those they meet who express interest in volunteering to support the Canal community's well-being. Voces del Canal does outreach multiple times per week at Canal Alliance and other prominent locations in the community; many new members join their group after getting to know them and seeing their positive impact as leaders in the community.

Voces del Canal Leaders will continue to organize and lead their regular meetings and do outreach to their members via their internal communication channels to invite members to these regular meetings.

In what languages will your marketing materials be distributed?

- English Spanish Vietnamese Other

Section III Outcomes and Measurements

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

Outcome Statement

1. Members of Voces del Canal actively and consistently participate in meetings
2. Members of Voces del Canal will express overall satisfaction with meetings.
3. Voces del Canal will practice active leadership and participation in the community and work actively towards their goals outlined in their report (see attached report or VocesdelCanal.org)

Measurement for Outcome

1. Attendance is taken and there is regular, consistent attendance in meetings.
2. Members of Voces del Canal will express at least 75% satisfaction with meeting content and logistics in surveys facilitated every six months.
3. Members Voces del Canal leadership will be seen doing civic engagement and community engagement (for example, through volunteering with Canal Alliance or other agencies) on a weekly basis; and they will host a photography exposition to raise awareness about social issues in the community

Measurements:

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

Please see attached "Attendance Sheet." Attendance will be tracked at each meeting on an Excel Spreadsheet.

Client Satisfaction:

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

Please see attached "Survey."

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

We will also record a list of the civic engagement and community engagement opportunities Voces del

Canal participates in each month.

Section IV Faculty/Leaders

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

Stephanie McNally, Director of Advocacy and Policy at Canal Alliance stephaniem@canalalliance.org
Cristina Parra, Community Engagement Coordinator at Canal Alliance cristinah@canalalliance.org
Jennifer Lucko, Professor, Dominican University jennifer.lucko@dominican.edu

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
Canal Alliance	\$125/meeting \$20/meeting	Snacks for meetings Office supplies Mentoring and support from staff Leadership development
Dominican University		Mentoring and guidance from university professor Student support at meetings and with website changes

Attach a program budget.

Section VI Attachments

List all attachments submitted with this application

1. Attendance Sheet
2. Satisfaction Survey
3. Voces del Canal Report

**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:

Report prepared by:

Name _____ Title _____

Final Report Interim Report/Renewal Program

Date submitted: _____

Date program completed: _____

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

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

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

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



VALORES
CANAL
 TOGETHER
 PROTEGIDOS

FAMILIES
 WORKING TOGETHER
INCLUSION

ACCESO HIGHER
EDUCACIÓN

ALLIANCE SALUDABLE
COMUNIDAD INCLUSION

VOCES DEL CANAL

WITHOUT FEAR
 EMPOWER
 QUALITY
 CONDITIONS

SEGURO

ENABLE FREELY
STRONGER FAMILIAS
 FULL POTENTIAL
 CHILDREN

CANAL RESOURCES
 COMMUNITY SAFE BETTER
 SUPPORT INCLUSION
 PROSPERAR
 VALUES
 THRIVE

ETHNIC CULTURAL
 HERITAGE
 BETTER ACCESS
 CALIFORNIA ALLIANCE

CONDICIONES VIVIR CLEAN
 DE VIVIENDA FULFILL
 HIGHER WORKING TOGETHER
 EDUCATION
 PATHWAY

SOÑAR

BUILDING SAFE COMMUNITIES THROUGH STRONG PARTNERSHIPS IN THE CANAL

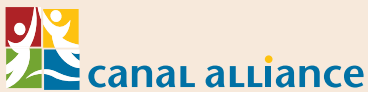


Table of Contents:

Introduction & Background	2 - 3
Methodology: Stages of Research for Action	4 - 6
Analysis of Community Concerns	
• Community Safety is the First Step	7
• More Support for Youth and Families	8 - 10
• Community Collaboration and Cohesion is Key	11 - 13
Conclusion	14
Acknowledgements	15
End Notes	16

Introduction & Background

“From the depth of need and despair, people can work together, can organize themselves to solve their own problems, and fill their own needs with dignity and strength.” — Cesar Chavez

These words by civil rights activist and farm labor leader Cesar Chavez resonate more clearly today than ever before for marginalized, low-income communities across urban America who are mobilizing to live safe, healthy and fulfilling lives. This is the central vision for families living in the Canal neighborhood of San Rafael, Marin County who are lifting their voices and working together to transform their community.

The Canal, a vibrant community of Latino immigrant families, is rich in diversity and cultural traditions, strong family networks, and a determination towards economic self-sufficiency. Latino immigrants in Marin County are heavily concentrated in the Canal and have the highest labor force participation rates in the County.ⁱ Despite being a vital part of Marin’s social, economic, and cultural society, Canal residents continue to struggle to meet basic necessities for their families.

To this end, a coalition of resident leaders from the community came together to form Voces del Canal to lead an unprecedented community-driven research project. Residents wanted to affirm their role as authentic, local experts and give power to the collective experiences of 678 residents who shared their personal stories, opinions, and vision for a stronger and safer Canal.

Through this community-led project, families have prioritized the persistence of public safety issues as the most immediate barrier to success facing their community. Sixty percent (60%) of surveyed residents reported that they did not feel safe in the Canal. They



Local residents leaders discuss the importance of Voces del Canal as an opportunity to give voice and affirm the expertise of residents on priority issues impacting their community.

Vision Statement: Ten years from today, we envision the Canal as a safe, clean, and healthy community where families and children can walk and play freely. Families will live in safe and better housing conditions. Our children will have access to resources and a quality education that supports their pathway to higher education. Our cultural values and ethnic heritage will be respected and families will be treated as equal partners working together with local agencies, police, schools, and community institutions to develop joint solutions. Our community of resilience will empower families to fulfill their full potential and live a safe, healthy, thriving quality of life.



Residents created a visual framework of major community roadblocks and inequities that need to be addressed in order to create a safer and thriving community.

understand that safe streets are correlated with strong communities and that public safety is closely linked to social inequities. General research confirms that there is no single cause for neighborhood violence. Rather, crime is a symptom of larger, interconnected structural barriers and risk factors including joblessness, poverty, discrimination, substance abuse, educational failure, fragmented families, domestic abuse, internalized shame, and feelings of powerlessness.ⁱⁱ

In this report, residents have shared their experiences of how public safety issues have taken a toll on their community. They have conducted their own analysis of intervention and prevention strategies to address these concerns and to ensure long-term safety in the Canal. The short-term intervention strategies are essential for quickly improving community conditions and building the venue for developing more long-

“Every family has the right to feel safe. We have the right to live in a safe community and to get the services that we need. We need to bring the community together to talk about these issues and we need support on how to make this change.” — Marina, Canal Resident Leader

term prevention strategies that address the broader structural causes of neighborhood crime. ⁱⁱⁱ

Canal residents offer their own framework of preventative measures to address barriers to safety in the Canal: a better quality education and after-school programming for their children, more parent resources, and improved coordination and delivery of family services. Within this framework, residents present their own priority recommendations and concrete strategies for promoting community development and revitalization.

In order to achieve this community transformation, residents are calling for more meaningful community engagement and collaboration with the local institutions and agencies that serve them. Residents want to work in partnership with key decision-makers and actively participate in the development of community-determined priorities and solutions. At the same time, they are seeking to strengthen community cohesion within the Canal to empower families to take a proactive role in becoming social change agents for their community.

Disparities in the Canal

In human development terms, Marin County is a national leader with an index of 7.75. At the bottom is the Canal neighborhood of San Rafael, with an index score of 3.18—below that of West Virginia, the lowest-ranked state on the American Human Development Index.*

- **58%** of the families live below the Federal Poverty Level and despite this poverty, and **92%** do not receive public assistance.^v
- **50%** of Canal residents lack a high school diploma.^{vi}
- The majority of families live in rental apartment housing where there is a “very high degree of overcrowding” with multiple families sharing a unit.^{vii}

**The “human development index” is an indicator of community progress measured by an individual’s ability to realize their fullest potential in terms of health, access to knowledge and living standards.^{iv}*

Methodology: Stages of Research for Action

Over the years, local agencies and community organizations have conducted various needs assessments of the Canal neighborhood. However, these assessments often have not been conducted as part of a comprehensive community engagement strategy and have not included mechanisms for active community participation and feedback. In response to the need for a bottom-up community change agenda, Voces del Canal was formed in 2012 as a collaboration between Dominican University, Canal Alliance, DataCenter, and a network of community-based organizations serving the Canal to empower and develop the leadership of residents to advocate for improved community conditions.

A critical finding was the extent to which many residents felt they were not heard or included by local agencies and organizations in the identification of the issues that most impacted their lives. Residents felt that their needs were not sufficiently met by providers and agencies and that there was a lack of effective community partnership building. To address this need for meaningful community engagement and to leverage local knowledge, residents were guided through a multi-stage, resident-driven Research Justice framework to develop their skills as informed, confident leaders to become powerful and effective advocates for the community.

Step 1: Developing the Research Strategy

A dedicated team of 13 resident leaders participated in a series of training workshops to develop their leadership and research analysis skills and to create a shared vision for change for their community.

Resident leaders specifically wanted to advance the following community engagement goals:

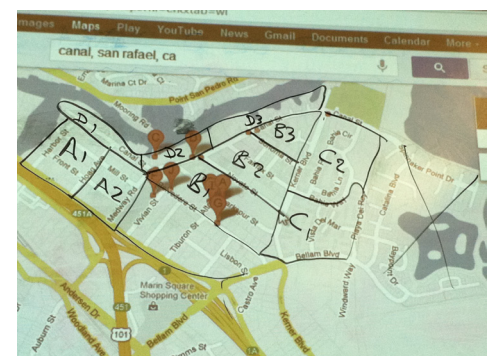
- To engage local families in discussions about neighborhood concerns and inspire them to get involved and take action;
- To conduct a critical analysis of key issues impacting their community and to contextualize their personal experiences in broader social issues;
- To foster a dialogue and partnership building with service providers, schools, and local agencies to improve service delivery and strengthen program coordination; and
- To foster a dialogue and partnership building with key stakeholders with decision-making authority, including civic officials and leaders, funders and law enforcement.

Step 2: Developing the Research Plan

A series of skills-building workshops were held with the resident leaders in the development and selection of key research questions, survey design, outreach, data collection and analysis. Resident leaders identified three major community themes based on research questions they had generated: neighborhood safety, after-school programs, and satisfaction with community direct services. Although labor intensive, residents decided to collect the data through in-person interviews as a vehicle for strengthening community engagement and initiating community conversations.

Research Justice is a strategic framework that seeks to transform structural inequities in research and was developed by DataCenter in 2009. It centralizes and affirms historically marginalized community voices and supports local capacity-building in an effort to facilitate genuine, lasting social change.

Unlike conventional research methods, Research Justice employs strategies to deepen community engagement. Residents learn to use research as a tool to elevate their expertise, amplify their voices, and lead change in their community.



Upfront investment in community ownership led to remarkable success in survey collection. Resident leaders canvassed the Canal neighborhood and conducted 678 resident surveys.

Step 3: Executing the Research

The team of resident leaders divided the Canal community into block assignments and paired up in teams to canvass the neighborhood. Over the course of 5 weeks, the leaders conducted a total of 678 resident survey interviews. The demographic characteristics of survey participants were primarily young Latino families with school-aged children who had lived in the community for an average of 10 years.

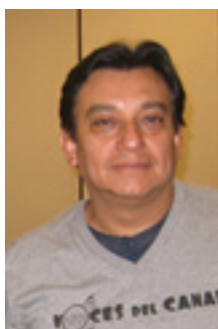


Residents gathered together in a community workshop to design the community survey tool and generate key research questions that will help advance their social change goals.

Participatory Research Workshops – DataCenter facilitated a series of participatory workshops with residents to engage in a process of community knowledge synthesis, prioritization of key issues, and the development of recommendations. This approach is rooted in Freirean popular education – surfacing the collective experiences of participants as experts of their realities to understand root causes of public safety and providing support to identify strategies for long-term social change.

Community Focus Groups – A total of three focus groups, with an average of 10 participants, were conducted to share data findings with constituents from community organizations serving the Canal, including Parent Services Project, Canal Alliance, and Next Generation Scholars. These sessions included participation from middle and high school youth and were co-facilitated with the resident leaders to gather more qualitative data, deepen their analysis of community issues, and strengthen engagement with other residents in the community.

Resident Profile



Oscar Rodriguez, worked as a technician for a telecommunications company in his home county of Guatemala. Witnessing the lack of wage and workplace protections at his job, Oscar became actively involved in organizing a labor union and advocating for workers' rights. He was fired from his company and could not find employment in Guatemala because of his involvement in labor organizing activities. With a family to support in Guatemala, Oscar made the decision to come to the U.S. in search of job opportunities.

Oscar came to the U.S. and found employment in construction, landscaping, and painting. Drawing on his background and passion for organizing, he became actively involved in the community. He advocated for immigrants' rights in Sacramento and served as a community organizer for the Consulate of Guatemala to help families in the Canal with documentation needs. Recognized as a community leader, Oscar was invited to join Voces Del Canal. He shares, "I want to make a difference in this community."

Key Informant Interviews – To gain more insight into the network of Canal service providers, Julia van der Ryn and Jennifer Lucko, Assistant Professors at Dominican University of California, led a student research project which included personal interviews with 20 providers. The interview question protocol was developed with DataCenter to assess community engagement levels, collaboration with other agencies, and overall accountability to community needs. DataCenter also conducted interviews with five service providers actively serving the Canal community.

Literature Review – Additional research data and information were collected and analyzed from existing studies, reports, and needs assessments of the Canal community.

Step 4: Building on the Research for Action

The Research Justice framework assumes research to be a tool for action, which includes helping residents develop a plan to disseminate research findings with targeted audiences and decision-makers who can help advance the community’s interests. This report is produced to serve as a legitimating tool for residents to articulate issues as they understand them and advocate for their vision.

Demographics of Canal Survey Participants (Total: 678)	
Country of Origin	<ul style="list-style-type: none"> ■ 52% of respondents are from Guatemala ■ 33% are from Mexico ■ 9% are from El Salvador ■ 6% Other
Marriage status	<ul style="list-style-type: none"> ■ 42% of respondents are married ■ 30% live in common law marriage ■ 23% are single ■ 5% are divorced
Gender	<ul style="list-style-type: none"> ■ 65% female ■ 35% male
Age	<ul style="list-style-type: none"> ■ 57% of respondents between 18-34 years old ■ 28% between 35-44 years old ■ 10% between 45-54 years old ■ 5% 55 years or older
Residence	Respondents lived an average of 12 years in the United States and 10 years in the Canal.
Children	<ul style="list-style-type: none"> ■ 95% of respondents have between 1 - 3 children
Children’s Age	<ul style="list-style-type: none"> ■ 4% of children less than a year old ■ 31% between 1 - 5 years old ■ 27% between 6 - 10 years old ■ 21% between 11 - 15 years old ■ 17% 16 years and older

Analysis of Community Concerns

Community safety is the first step towards stability

“We need a safer community, a better relationship with the police, and more protection for our homes. We need safer parks and places to gather.” — Darlin, Canal Resident Leader

A neighborhood environment where families and children can freely gather, play and be physically active is an essential component for vibrant, healthy communities. Strong neighborhood cohesion is positively associated with lower crime and better health outcomes.^{viii} Yet for many families in the Canal, public safety concerns have become a part of their daily lives and has inhibited their overall quality of life.

Sixty percent (60%) of survey respondents reported that they did not feel safe in the Canal and that crime was easily visible in the streets, including harassment, public drinking, broken car windows, and shootings. One out of five residents surveyed said they were a direct victim of crime including gang violence, armed assault, theft, and domestic violence.

Police Mistrust

Families understand that addressing public safety issues requires a community-policing model where families and the police are actively working together to protect the community. Yet, survey and focus group participants express a lack of confidence in the police to adequately address public safety conditions. A history of police mistrust contributes to this sentiment. “We want to have more community meetings and conversations with the police to build trust. We want the police to be in relationship with the community, not just physically present,” shared a mother and long-time resident of the Canal.^{ix}

According to survey respondents, 44% are not satisfied with the local law enforcement and name the following reasons: police abuse and discrimination (25%) and poor response and long wait times (23%) when calling for assistance. Residents discussed how they often feel criminalized during police interactions and are frustrated that a Spanish-speaking officer is often not available. One-third of residents who experience crime did not report the incident because of fear of police misconduct or deportation.

Some claim that youth in the Canal have turned to gangs in response to police harassment and the prevalence of violence. One mother explained, “Youth have watched their family being humiliated and harassed by the police, so joining gangs makes them feel like they have some form of power.”

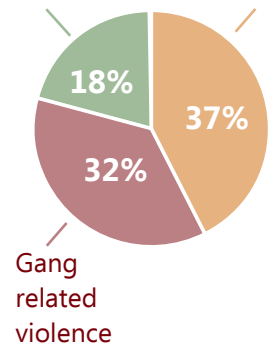
Residents discussed their frustrations that important safety concerns of the community are not prioritized by the local law enforcement. In the focus groups and survey comments, residents discussed how they feel that police focus a disproportionate amount of attention on small infractions such as not possessing a drivers’ license or standing outside of Mi Pueblo — while ignoring much more serious crimes such as violent aggression on the streets, harassment, mugging, drugs and shootings.

Poor Neighborhood Conditions

Living in a deteriorating physical and social neighborhood environment can have profound community health implications for families in low-income communities. The perceived safety of a neighborhood, often as important as the actual safety, impacts the health and well-being of families by affecting engagement in physical and social activities.^x Violence is among the most serious of health threats. Health consequences for those who are victimized

Top 3 Reasons Why Canal Families Feel Unsafe:

High rates of shootings/assaults/violence
Public drinking/drug activity



and/or exposed to violence can include physical injury, post-traumatic stress syndrome, depression, anxiety, substance abuse and other long-term health problems.

xi

Survey and focus group participants shared how poor neighborhood conditions and infrastructure in the Canal have contributed to public safety and health concerns. According to survey respondents, inadequate street lighting was a common concern and made it easier for others to engage in criminal activity. The lack of signage and safe pedestrian walkways in their neighborhood was another major priority issue for many families who generate a lot of foot traffic while on route from their homes to public transit. Eighteen percent (18%) of survey respondents complained about reckless drivers along busy pedestrian traffic areas.

Residents shared public health concerns about neighborhood cleanliness. They wanted improvements made to deteriorating housing conditions since many families lived in overcrowded, high-density apartments that were not well maintained by property owners and prone to public health issues such as pest infestations.



Resident leaders participate in a group activity to analyze and prioritize survey findings into major community themes.

Recommendations from Canal Residents: Neighborhood Infrastructure

- Additional street lighting, security cameras, traffic signage, and designated pedestrian walkways.
- Recycling education programs and installation of public recycling and more trash containers.
- Safer and adequate housing, via better housing code enforcement and public housing services.
- Safer physical spaces for children and families to convene, including parks and indoor facilities for after-school programs and cultural events.

Recommendations from Canal Residents: Police Services and Collaboration

- Partnership-building activities between residents and local police, including Neighborhood Safety Committee meetings, to address police related concerns and organized events such as neighborhood walks and police “walking the beat,” where police routinely walk through the neighborhood to create personal relationships and learn about community issues.
- Additional cultural competence training for police staff with support from community members in curriculum development.
- Establish San Rafael as a “Sanctuary City”^{xv} to protect immigrants’ concerns about deportation and raids.

More support for youth and families builds stronger, safer communities

“Three out of four low-income high school students in 9th grade at San Rafael High School will fail to graduate. Many of those who do graduate still do not qualify for a four year college.”^{xii}

Low performing and under-resourced schools

Families in the Canal were overwhelmingly concerned about the impact the constant exposure to crime has on their children and their future. Youth focus group participants unanimously agreed that they did not feel safe in the Canal. Witnessing violence and crime can correlate to higher levels of aggression, stress, withdrawal, and lower levels of school achievement for youth.^{xiii}

Educational attainment and access to a quality education are essential pro-active measures for creating a safe community. At the community level, more education is correlated with less crime, public savings on remedial education and the criminal justice system, and greater civic participation. At the individual level, more education is correlated with better physical and mental health, stable employment, marital stability, and a longer life.^{xiv}

Yet there is a significant academic achievement gap for children living in the Canal in vast contrast to other Marin counterparts. San Rafael High School, where the majority of Canal students attend, has some of the lowest standardized test scores in the County. Fewer than half of the school graduates will have completed the coursework required for the state university system, despite satisfying the high school graduation requirement.^{xv}

Despite these inequities, the majority of surveyed families (59%) still had aspirations for their children to attend college and to break the cycle of poverty. Families are doing their best to support their children's school success: 73% of the respondents were actively engaged in helping their children with their homework.

Focus group participants discussed the need for more parent resources to help them effectively advocate for their children's educational needs. They identified barriers including language, economic hardship, and limited time for many families who are working multiple jobs or have a single working parent. According to another family needs' assessment, Latino parents in Marin also desired support to address acculturation issues and navigate the unfamiliar American public school system.^{xvii}

Lack of Safe, Healthy After-school Opportunities for Children

Families in the Canal are worried about how the lack of healthy, accessible, after-school alternatives will impact their children's overall development and safety. Survey findings reveal that families are struggling to access after-school resources. Over 50% did not have their children enrolled in after-school activities. Respondents attributed this to:



Children of Canal residents enjoy their time together while their parents participate in leadership training workshops.

- Limited program capacity and wait lists (49%)
- Lack of information of available programs (43%)

Survey participants identified sports, arts and cultural enrichment programs, and academic tutoring as the most desired activities for their children. The lack of accessible space in the Canal for children to safely play and participate in programs is another barrier for families who struggle with mobility and rely on public transportation.

One community organization shared, "we are struggling to expand our programs because we cannot find extra space in the Canal. The Pickleweed Community Center is already at capacity." With a population of 12,000 residents, there is only one public park in the Canal compared to a city only minutes away with a population of 4,000 and over 20 parks.^{xviii}

Spending Disparities at San Rafael High School:

Over 50% of the students are eligible for subsidized lunch and over 20% are identified as English Language Learners yet the spending per pupil is \$8,237 at San Rafael High School vs. \$10,340 at a school with 4% students eligible for subsidized lunch and 1% identified as English Language Learners.^{xvi}

"I went to the Pickleweed Community Center to find a program to help my son with reading. They didn't have anything available for his age and we couldn't afford any of the programs with fees."

— A Mother and Canal Resident



Darlin Ruiz, an 11 year resident of the Canal, brings a rich history of community organizing and leadership. She was born and raised in a small rural town outside of Mexico City, Mexico that lacked resources and basic infrastructure. Under her leadership, Darlin brought basic utilities, including running water, telephone, street sanitation, and public transit services to her hometown.

Yet there were limited economic opportunities for Darlin as she struggled to raise five children on her own. She came to this country in 2003 and started her own housecleaning business to support her family. She began taking computer literacy and ESL classes to help her adjust to her new life. A community activist at heart, she was involved with neighborhood cleanup projects and later joined Voces Del Canal to work on broader community issues. "I joined

Voces because I am very concerned about the future of the Canal, especially for my children who are growing up here," explained Darlin.

Darlin shared how many residents in the Canal were initially reluctant to participate in the community surveys because they feared that their documented stories would put them at risk for deportation. Drawing on her experience as a community organizer and her ability to build trust with community members, Darlin conducted 172 resident surveys. "I want to help the community in any way I can. I am excited about this project because it is the first community-owned project that comes from the hard work of our families."

"We are working hard but it's difficult to get the better paying jobs because of our limited English or we don't have the right work experience." — Darlin, Resident Leader

Barriers to Family Economic Mobility

Despite having one of the highest labor force participation rates in Marin^{xx}, Latino families in the Canal continue to struggle with poverty and primarily work in the lower-wage employment sectors of Marin. Focus group participants discussed how securing higher wage jobs could help their family's advance, improve their quality of life, and perhaps even move to safer neighborhoods. "If I could find a better paying job, I would have more time to spend with my children, take them to afterschool activities, and enroll in ESL classes for myself," shared one mother.

In addition to low-wage earnings, families in the focus groups discussed how health care expenses created an additional financial burden and that many couldn't afford the out of pocket fees charged at the local clinics. Approximately 44% of Latino immigrants in Marin lack health insurance coverage.^{xx}

Economic Disparities in the Canal:

A single adult family with a preschooler and school-aged child requires an annual income of \$68,880 in order to remain self-sufficient in Marin County.

The typical worker in the Canal neighborhood earns just over \$21,000, about the same as an average American worker in the 1960s.^{xxi}

Recommendations from Canal Residents: Education and After-School Programs

- Stronger academic programming and college readiness support in under-performing schools serving the Canal.
- More opportunities for parent collaboration with school administrators to discuss strategies for supporting their children's success.
- Parent workshops to help them navigate the school system and become more informed advocates for their children's academic needs.
- More affordable (if not free) and accessible after-school activities, including arts and culture, sports extra-curricular programs.
- More youth rehabilitation programs for at-risk youth to help (re)build stability in their lives.
- Additional funding support for existing community efforts to address after-school programming needs.

Community collaboration and cohesion is key to genuine, lasting change

“It takes the community and the people who have power to partner together to make real change”

— *Canal Resident*

Canal residents and local organizations alike agree that creating community transformation in the Canal requires a collaborative approach and shared commitment from all community stakeholders – families, public agencies, local institutions, civic officials, and social service providers. However, the research identified the lack of meaningful community engagement opportunities as a challenge to success at the following community levels:

Between Residents and Service Providers

While many families are utilizing community services that are located within their community, there is still an unmet demand by many others who are unaware of available resources. Forty-three (43%) of surveyed respondents did not use after-school programs primarily because they were “unfamiliar” with available services.

In a community where trust and personal relationships are important, Canal families rely heavily on informal social networks or “word of mouth” from friends and family members to learn about community resources.^{xxii} Resident researchers shared that while conducting survey interviews, many families asked for a comprehensive list of community resources.

Residents described the need for social services that are better aligned with residents’ evolving needs. They see minimal opportunities to provide input and participate in the development of services offered to their community. One out of four of survey respondents were not satisfied with community health programs and one of out five respondents were not satisfied with public transit services.

There was also a general perception among focus group and survey participants that racial discrimination played a role in the lack of quality services. One mother shared, “We feel like we are not being treated fairly by agencies and getting the services we need because we are Latino immigrants, we don’t speak the language, and we are unfamiliar with how things work in this country. It’s easy for them to ignore us.”

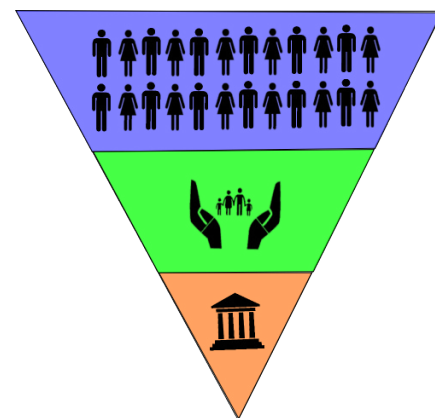
Between Service Providers

Key interviews with over 20 services providers, led by Dominican University service-learning students, described a lack of meaningful collaboration among service providers despite the evident desire of those who staff them. In an environment where resources are limited, providers often compete for the same funding rather than partnering for joint funding. One Executive Director of a community organization explained, “The competition for funding creates political tension. We need to build trust with each other. It would be helpful to learn about other agencies’ future vision and how they define collaboration.”

“The gaps (in the services we provide) are a reflection of the lack of communication between the community and organizations that serve them. I understand each organization has its own mission and we pay attention to the feedback of the community to see what is missing, but sometimes clients may not even know what they need. We need to have a relationship with our clients and understand their goals in order to help them.”

— *Canal Service Provider*^{xxiii}

This lack of collaboration impedes integrated and coordinated services that are essential for helping families achieve long-term, quality of life outcomes. Survey and focus group participants expressed their confusion in navigating the



Inverting the Pyramid of Power:

Community transformation begins with valuing and recognizing community residents as experts in their own lives. Second, nonprofit service providers partner with residents to develop community-driven services. And finally institutions and agencies invest resources and funding to support these community-led strategies. Voces del Canal is an example of this transformation.

fragmented network of providers and understanding the differences in services offered.

Between Residents and City Leaders/Decision-Makers

While there have been some opportunities for community engagement, they have not been sustained on an ongoing and consistent basis. Residents expressed frustration that they are not seeing meaningful changes in the Canal. One resident shared, “Agencies come into the Canal, ask questions, and then we don’t hear back or see any changes.” Residents discussed the need for more dialogue and active partnerships with leaders and civic officials to support community-informed decision-making. They want to be in relationship with key decision-makers as equal partners to forge a shared vision for their community.

Between Residents

There are residents in the Canal who are taking initiative to bring change to their community. Yet the experience challenges in building trust and engaging the broader community. “Families are scared to get involved with what is happening in their neighborhood. They don’t trust the community and don’t think it will make a difference,” shared one advocate.



A Canal father and his son work together with resident leader Oscar Rodriguez to craft a future vision for the Canal.

“More efforts on cross agency type of work, and sharing information and services need to occur, so that we’re building on each other’s efforts instead of trying to create and solve everything in one particular place. This then takes a lot of heavy lifting because there needs to be a lot of people involved in more conversations.”

— Community Service Provider^{xxiv}

Other focus group participants discussed how residents’ diverse cultural backgrounds and immigration statuses has created divisions between community members. Some are able to speak out more than others due to ability to obtain work permits and legal status while others are much more limited. These dynamics have created real tensions between different parts of the community and an impediment to civic engagement among various community members.

Resident Profile



Jose Gomez, an immigrant from a small village outside of Mexico City, has lived in the Canal community for almost 25 years. Over the years, Jose has acquired extensive work experience in construction, painting, carpentry and he eventually launched his own sub-contracting business. During this time, Jose also lived through many neighborhood transformations in the Canal and has noticed a widening generation gap between the older generation of immigrant families and the younger residents who have quickly assimilated into the new culture and do not have a strong sense of community.

Jose shares how he was always interested in becoming a teacher and he saw a need for community leadership and change in the Canal. He has volunteered as an ESL teaching assistant at the Canal Alliance and has received training for a restorative justice project serving at risk-youth in Marin. Jose joined Voces del Canal with a specific goal of restoring trust in the community. “I am hopeful that through this project, we will start to see changes in the Canal and more residents will become leaders for our community,” explains Jose.

Residents shared that some families do not get involved in the community because they are intent on returning to their home country. Another resident shared distinctions between recent immigrants and others who have assimilated into the mainstream culture. "I see a big problem with residents who have been here longer, speak better English, and are only focused on their own needs. They get caught up in the 'individualistic' mindset and don't help newer immigrants. We cannot do it alone. We need to work together."

Recommendations from Canal Residents: Family Self-Sufficiency and Empowerment, Community Cohesion

- Opportunities to strengthen investment in more employment and job training activities, ESL classes, housing support and financial literacy.
- Cultivation of leaders in the Canal who are trusted by residents and can create connections with the broader community through trainings and education on topics such as community organizing, advocacy, etc.
- A stronger and coordinated resident advocacy network to increase community participation
- More opportunities for fostering community relationships, trust, and peer support between families and neighbors, including community education workshops, cultural fairs, community garden projects, and other recreational activities.
- More effective, culturally relevant avenues for outreach including accessing informal social networks such as markets, churches, home visits, school events, cultural activities, etc.

Conclusion

The Voces del Canal project has surfaced untapped agency and expertise among hundreds of Canal residents who have vocalized their desire to be genuinely and actively engaged in changing the conditions of their community. However, residents cannot do this alone. Without adequate resources and support to address the social and economic barriers they face on a daily basis, residents will continue to struggle to realize their potential for true civic engagement.

There is an opportunity for all community stakeholders-- families, civic officials, local leaders, service providers, public agencies, and philanthropic institutions – to partner together to develop a comprehensive plan that addresses and provides direct solutions to the community safety needs of the Canal and long-term strategies to maintain this safety. Residents bring unique value to the dialogue by providing the insights of their lived experiences and supporting decision-makers to make better informed decisions about policies that would impact their lives. When there are meaningful partnerships, everyone gains.

Institutions, local schools, and agencies have an important role to play in providing infrastructure and capacity for meaningful community engagement. Institutions bring a unique set of resources and expertise to realize residents' vision and action. However, it will take more innovation and collaboration across agencies to achieve this. The traditional model of direct services to the community is not sustainable, given resource constraints and the complexity of issues facing families in the Canal. Service providers and residents can benefit from exploring and developing more asset-based strategies that unleash the power, leadership, expertise, and resilience of community residents.



Voces del Canal participants: Omar Carrera, Jose Gomez, Darlin Ruiz, Oscar Rodriguez, and Reem Assil.

“Despite all of the problems and challenges that we are facing in the Canal, there are still real people who are concerned about their community and want to make a change” —Jose, Resident Leader

Additionally, exploring more avenues for deepening collaboration and trust among community agencies and services providers will help catalyze community transformation. Service providers can work together to develop innovative partnerships and more effectively respond to community needs through joint funding and strategic alignment of resources and competencies. Institutions, government agencies, funders, and philanthropists can increase the impact and capacity of shared goals by formally acknowledging community residents as assets and partners in this work. Validating and acting on resident experience and community knowledge is essential to addressing inequities in Marin and creating sustainable change.

The Voces del Canal project confirms that residents are ready to take action and seek real lasting relationships based on trust, mutual respect and a shared stake in the larger Marin community in order to be effective drivers of change. We believe that now, more than ever, there is an opportunity to build on the momentum of community efforts to work towards their vision of a safe, strong, and thriving Canal.

Acknowledgements

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This project was a collaborative effort of the Canal Alliance, DataCenter, Dominican University of California, and community partners to support residents in developing and leveraging their own expertise on prevalent issues in the Canal.

From Canal Alliance: Tom Wilson, Omar Carrera

From Dominican University of California: Julia van der Ryn, Jennifer Lucko

From DataCenter: Miho Kim, Reem Assil, Saba Waheed, Jennifer Lee, Diego Garcia, Bill Hogan

Canal Alliance helps low-income, Spanish-speaking immigrants to acquire the tools they need to thrive. Founded in 1982, Canal Alliance has been the leading service provider and community advocate for Marin's low-income, Spanish-speaking immigrants for three decades. Canal Alliance delivers education services, improves access to community resources, offers immigration legal assistance, supplemental food, and provides job readiness support.

Dominican University of California's Service-Learning Program integrates meaningful community engagement (in response to community-identified interests) with academic curriculum. We uphold best practices that embrace the principles of reciprocity between all stakeholders: the community partners are co-educators, faculty and students are engaged citizens, and the academy becomes an active member of the local and global community. Specific to this project, we are committed to increasing communication and collaboration on campus and between key constituents to become better partners, build community capacity, and increase well being and equity in the Canal neighborhood.

DataCenter is a national training and resource center that supports grassroots organizing for justice by building communities' capacity to reclaim, own and yield their knowledge to advance social change. We use research to help move the knowledge of low-income communities of color from the margins to the center of decision-making. Through research partnerships and trainings, we have supported numerous organizations in using research to leverage and win campaigns, advocate for their families and communities, and strengthen the social justice movement.

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End Notes

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- xxiii. Koi, T., (2102), "Mind the Gap: Bridging Organizations with Community," Dominican University of California – Service Learning Program.
- xxiv. Ibid.
- xxv. In 1989, San Francisco passed the "City and County of Refuge" Ordinance (also known as the Sanctuary Ordinance) which prohibits City employees from helping Immigration and Customs Enforcement (ICE) with immigration investigations or arrests unless such help is required by federal or state law or a warrant. The Ordinance is rooted in the Sanctuary Movement of the 1980's, when churches across the country provided refuge to Central Americans fleeing civil wars in their countries. In recent years, the Sanctuary Movement has experienced a rebirth, as grassroots organizations, faith communities, and local government have stood firmly against repressive immigration proposals in Congress and immigration raids that separate families. Municipalities across the country followed suit by adopting sanctuary ordinances.

Voces del Canal

Meeting Satisfaction Survey

Please circle the number that corresponds with your level of satisfaction.

Strongly disagree=1 Neutral=3 Strongly agree=5

1. Overall, I am content with the meetings held through Voces del Canal.

1 2 3 4 5

2. I receive the information I need through meetings.

1 2 3 4 5

3. I have grown in my leadership knowledge and skills through Voces del Canal meetings.

1 2 3 4 5

4. I believe meetings are well organized.

1 2 3 4 5

5. I think that Canal Alliance, Dominican University, or other partner agencies provide beneficial support for meetings.

1 2 3 4 5

6. I am satisfied with the room and facilities available for meetings.

1 2 3 4 5

7. Overall, I am satisfied with food and beverages provided at Voces del Canal meetings.

1 2 3 4 5

8. I feel it is easy to participate and give input at meetings.

1 2 3 4 5

9. I feel supported by other members of Voces del Canal at meetings.

1 2 3 4 5

10. I attest that Voces del Canal has strengthened as a group of community leaders since we began hosting regular, in-person meetings in August 2021.

1 2 3 4 5

Thank you for participating in this survey!



**October 6, 2021
Item #6**

TITLE: REVIEW PROPOSED 2022 GUIDELINES AND APPLICATION FOR CO-SPONSORED USE

RECOMMENDATION:

That the Pickleweed Advisory Committee review and provide feedback on proposed updates to the 2022 Guidelines and Application for Co-Sponsored Use, the applications timeline, and determine how fee-waiver financial limits will be equitably allocated during the year.

BACKGROUND:

The Pickleweed Advisory Committee requires that applicants for co-sponsorship complete a co-sponsorship application. In 2010, the Committee created the Guidelines for Co-Sponsored Use Agreement Applications which has been used to provide guidance to applicants and improve the content of applications the Advisory Committee receives.

On August 16, 2021, the San Rafael City Council approved revisions to the Albert J. Boro Community Center Community Use Policy as formally recommended by both the Pickleweed Advisory Committee and the Park and Recreation Commission.

The new Use Policy changed the timeline and process of how co-sponsorship applications are received to ensure that the Advisory Committee can effectively and fully evaluate its co-sponsorship program and to allow all organizations to have an equal opportunity to apply for facility usage. The Policy also set an annual limit of fees the Committee can waive at \$140,000.

DISCUSSION:

Given recent changes to the Community Use Policy, the Center's Guidelines and Application for Co-Sponsored Use must be updated to reflect the current policy. Staff has taken components of the application guidelines that the Committee created and incorporated relevant portions of the City's Rental Policy and the Albert J. Boro Community Center Use Policy, as well as determined application dates and approval timeline.

Co-Sponsorship Application Process

As a bi-annual co-sponsorship application process was approved in the Use Policy to ensure that the Advisory Committee can effectively and fully evaluate its co-sponsorship program and that all organizations have an equal opportunity to apply for facility usage, the updated Guidelines state specific dates organizations must apply by to be considered for either the summer or schoolyear period. This timeline allows the Advisory Committee time to review and rank all applications, and decide to award a full fee waiver, a partial waiver, or deny the fee waiver. Proposed dates considered a period close enough for organizations to know their program funding budgets, yet still have time to market their programs.

Co-Sponsorship Fee Waiver Amount

The Albert J. Boro Community Center Use Policy set an annual limit the Committee could waive at \$140,000 per year. The Pickleweed Advisory Committee should consider either leaving the entire amount available for the year or designating a specific dollar amount to each the summer and schoolyear seasons to better ensure each program season is appropriately supported. For discussion purposes, an estimate of past allocations is offered as "Attachment 2".

FISCAL IMPACT:

Approval of the 2022 Guidelines and Application for Co-Sponsored has no direct expense to the City, as it is a procedural document.

ALTERNATIVE ACTION:

Any other action as determined by the Advisory Committee.

Submitted by:



Steve Mason
Senior Recreation Supervisor

Attachments:

1. 2022 Guidelines and Application for Co-Sponsored Use
2. Past Co-Sponsored Programs and Allocations

ATTACHMENT 1



SAN RAFAEL

LIBRARY AND RECREATION

2022 Guidelines and Application for Co-Sponsored Use

**Albert J. Boro Community Center
Pickleweed Park**

**50 Canal Street
San Rafael, California 94901
(415) 485-3077**



PURPOSE

These guidelines will provide an overview of the co-sponsorship process and guidance to develop and submit a co-sponsorship application that is complete, accurate, and conforms to criteria set by the City of San Rafael. A well-developed application will provide better insight into your program for the Pickleweed Advisory Committee to analyze when judging your application against other programs.

It is the policy of the Library and Recreation Department and the Pickleweed Advisory Committee to consider co-sponsorship of programs, activities, or events based on the established criteria outlined in the Albert J. Boro Community Center Community Use Policy. A co-sponsored program/activity/event may be established between the Department and one or more groups or organizations. Co-sponsored programs/activities/events may receive a reduced or waiver of facility use fees of up to 100% and may receive approval for facility use for up to 12 months.

APPLICATION PROCESS

Co-Sponsorship Applications are accepted twice a year to accommodate program seasons and ensure that the Advisory Committee can effectively and fully evaluate its co-sponsorship program and identify programmatic gaps or areas that may be receiving multiple applications to provide similar services to the same community, and that all organizations have an equal opportunity to apply for facility usage. Annually, the Committee shall award a maximum of \$140,000 worth of fee waivers. This amount shall be updated and increased proportional to any rental fee increases adopted by City Council.

Co-sponsorship applications must be reviewed and approved by staff, with guidance from the Pickleweed Advisory Committee. City co-sponsored programs are required to abide by the below criteria:

- The program/activity/event must be open to all residents of San Rafael (special requirements may apply: minimum age, skill level, etc.)
- The program/activity/event is of direct benefit to residents of San Rafael
- The program/activity/event is low or no fee to participants (Program budget required in application)
- The proposed program/activity/event will not be part of any private commercial enterprise or promotion thereof

In addition to the above requirements, the following criteria will be considered when evaluating co-sponsorship applications:

- Is the program/activity/event within the scope of the Department's mission?
- Is there current community interest in the proposed programs/activities/event?
- Does this help the City maintain balanced programming to serve all age groups?
- What is the impact of the proposed program/activity/event on facilities and/or community?
- How many community members are likely to benefit from the proposed program/activity/event?
- Is the facility available during the requested date/time?
- Is the program being offered during normal Albert J. Boro Community Center operating hours and during times and in rooms intended for co-sponsored programming?
- Programs/activities/events that duplicate established offerings may be limited in number to reflect community need.

Co-sponsored programs/activities/events are cooperatively arranged by the Department and community groups or organizations and require an approved Co-Sponsored Use Agreement before any program/activity/event may begin.

The Pickleweed Advisory Board has the authority to recommend the adjustment or waiving of potential City revenue received by the Albert J. Boro Community Center by reducing fees. In addition to lost

revenue, the Center encumbers hard costs such as paper goods, electricity, staff/attendant hours and general facility wear and tear. As the City requires the Center to stay within budget, fees may be required of co-sponsored programs to aid in sustaining operations.

Co-Sponsored programs/activities/events may be advertised in the Department’s seasonal brochure as space allows.

All City co-sponsored programs will be subject to all City of San Rafael rules, regulations, and procedures. This includes the facility use terms and conditions, as defined in the City of San Rafael Facility Rental Reservation Policies and Procedures and Regulations, including all insurance requirements. For co-sponsored programs, large-item storage may be approved by staff based on available storage space within the building. Staff reserves the right to terminate storage usage at any time and for any reason.

CONTRACT

If co-sponsorship application is approved, Albert J. Boro Community Center staff will provide applicant a use contract to sign confirming space and time available for your program.

INSURANCE

All facility users are required to provide a Certificate of Insurance for liability for a minimum of \$1,000,000, with required endorsements.

1. The certificate of insurance must include endorsements naming “City of San Rafael” as additional insured.
2. Rental insurance certificates must be received by the Library and Recreation Department at least 30 days prior to the event.
3. Organizations/Individuals that have insurance through a parent organization may issue one proof of insurance which names “City of San Rafael” as an additional insured for a full year for all the organization’s uses.

The name on the Certificate of Insurance must match the applicant’s name on the rental contract. Insurance is available for purchase through Diversified Risk/HUB International Insurance. Contact the Library and Recreation Department office for procedure and rates.

FINAL REPORT

A final report is due at the end of your program and at a time when you are seeking a renewal of your program.

APPLICATION PERIOD

To ensure that the Advisory Committee can effectively and fully evaluate its co-sponsorship program and that all organizations have an equal opportunity to apply for facility usage, applications are reviewed on a biannual basis. The first application period is intended but not limited for summer programs (June – August) and a second intended but not limited for school year programs (September – May). Organizations may apply in between application periods providing they demonstrate the urgency of their application and explain why they were not able to apply during the standard timeframe.

Season	Application Due	Application Presentation	Award Announcement
Summer (June – Aug)	January 10, 2022	February Board Meeting	April Board Meeting
School Year (Sept. – May)	March 14, 2022	April Board Meeting	June Board Meeting

Pickleweed Advisory Committee meetings are typically held on the first Wednesday of the scheduled month at 7:00 p.m., unless date conflicts with a holiday.

An electronic or hard-copy version of the application is to be submitted to the Albert J. Boro Center by application due date.

Facilities may not be reserved for programs prior to Committee approval and therefore program space is not guaranteed. Should space be used by program prior to approval, applying organization must pay full rental fees in advance which will not be refunded if co-sponsorship is granted.

CONDITIONS OF FACILITY USE

Care of Facilities/Hours

All groups using a City facility shall be responsible for proper use and care of all property, equipment, and facilities. Department displays will not be taken down to accommodate private receptions or parties.

Co-sponsored programs will only be approved within regular operating hours:

Days	Facility Opens	Facility Closes
Monday - Friday	8:30 am	9:00 pm
Saturday	8:30am	5:00 pm

Ongoing City co-sponsored programs are not permitted in the Multi-Purpose Room on Fridays, Saturdays, and Sundays to ensure sufficient space for large event rentals and other activities.

Renter acknowledges that the facility may be rendered unusable or otherwise unavailable due to circumstances beyond the City’s control, including but not limited to flooding, fire, natural disaster, power outages, public health emergencies, criminal acts or acts of war or terrorism. In the event that the facility should become unavailable due to any such circumstances, the City will refund any fees received from renter and such refund will constitute the limit of City’s liability to renter in connection with the unavailability of the City facility. The City shall not be liable to renter for any actual or renter’s consequential damages, including but not limited to other costs incurred in connection with renter’s event, lost profits, and lost opportunity.

Preparation and Clean-up

Rental rooms/space must be left in the condition in which they were found. Any items brought in during the rental must be removed by the end of the rental time.

Preparation and clean up shall be completed by the renter including removal of decorations and other items brought by the renters. Decorations must abide by the following regulations:

- a) Cellophane adhesives, nails, screws, staples, etc., in walls, woodwork or windows is prohibited
- b) All decorations must be fireproof or of fire-retardant materials
- c) At no time shall exits be covered or obstructed
- d) No open flame allowed
- e) Balloons and/or balloon string must be removed and disposed of
- f) Birdseed, glitter, rice, confetti, rose petals, etc. are not allowed at the event

All activity, including set-up and cleanup, must be listed as rental time on the application. Users shall supply additional garbage containers (dumpsters) at the user’s own expense at the discretion of Department staff.

Renter Properties

Due to limited storage, unless special arrangements have been made, program equipment must be brought and removed daily. **The City of San Rafael is not responsible for lost or stolen items and will not be responsible for any items delivered before or left after a program or event.**

Exits

All exit doors must always be kept clear. At no time can exits be covered or obstructed by tables, chairs, or equipment. Fire code requires 3 ft. clearance to be maintained around all exit's doors throughout the time of the event. The city reserves the right to cancel or stop an event that does not meet exit door clearance requirements.

Parking

Parking availability is not guaranteed and may be limited. Parking spaces may not be reserved.

Amplified Sound

Renters must bring their own equipment and extension cords. Doors to the room where amplified sound is being played should remain closed throughout the event. Amplified sound should not be audible to facility users in other closed-door rooms within the center and should not disrupt the neighbors. Amplified sound must be turned off based on the facility schedule included in the "Care of Facilities/Hours" section. Please refer to the facility's noise policy for additional specifications.

Smoking and Chemical Sensitivity

Smoking is not permitted in any City building or park. Renter is responsible for adhering to and enforcing the non-smoking ordinance. To allow individuals with environmental illness or multiple chemical sensitivity to attend functions at the community centers, individuals are requested to refrain from wearing scented products.

Photography

Library and Recreation Department staff reserve the right to photograph events for promotional purposes.

Co-sponsorship expectations include:

- Program will treat the facility and the facility staff with respect
- Program will bring their own supplies, equipment, and consumable resources.
- Program will refrain from using the facility's telephone, copier, and other office equipment
- Program will vacate the premises at the indicated time on the contract so that other programs can begin their class on time
- Program will leave the premises in the same condition as when they arrived
- Program will include the City of San Rafael Library and Recreation logo on your marketing materials to show the City of San Rafael's support of your program (Logo available from Center supervisor)
- Applicant will submit the required reports on time
- Program will maintain attendance records, evaluation forms, and other resource documents described in application
- The City of San Rafael has long been a leader in environmental protection. Please follow sustainable practices by reusing, recycling and eliminating/minimizing waste

COMPLETING THE APPLICATION

The following will explain in detail what the City and Pickleweed Advisory Committee expects when reviewing applications.

Section I- About the Applicant Agency

1. Date of application: The date you submit the application to the Albert J. Boro Center. If you submit revised applications, change the date on the application to reflect the most recent version. If asked to provide additional information and to resubmit your application, provide the latest revision date where indicated.
2. Title of Program: Use this title consistently in all of your correspondence to the Center and on all pages and attachments.
3. Co-Sponsoring Agency or Individual: Provide the legal name of the agency, organization or individual, and use it consistently throughout the application.
4. Address: Provide your organization's full mailing address including zip code.
5. Telephone: Provide 1 phone number, including area code and extension, if applicable.
6. Email: Provide e-mail address.
7. Website: Provide your organization's website address.
8. Non-Profit 501c3 Number: Provide your non-profit number.
9. Principal Contact(s): Give the name, phone number, extension and email of the individual to contact about this application.

First time program at Albert J. Boro Community Center? If so, please specify if this program is new to Albert J. Boro Community Center. If no, what was the start date of the original program and what rooms were used.

Remember that renewal programs will not be considered unless the applicant has provided a final program report for the most recent period. Do not resubmit the previous year's application and only change the date. Renewal application should contain new and update information.

Section II-About the Program

1. General Statement About the Program: Briefly describe the problem, condition, issues, shortages, or behaviors that have led you to apply to Albert J. Boro Community Center. The Advisory Board members will base its review on your program's ability to address, solve, alleviate, change or improve the situation you describe.
2. Start Date: When do you propose your program will start?
End Date: When do you propose your program will end?
3. Number of participants: Give us your best estimate of the number of participants. What is the maximum number of participants your program can accommodate? This will determine which room may be assigned to your program.
4. Target Age Group: Specify the age group(s) you are hoping to reach.

5. Requested Rooms: Check all the rooms you are requesting. ***We will do our best to accommodate your request based on availability and time.***
6. Date and Times Request: Indicate each day you are requesting space, and the hours that your activity will take place. Hours stated on rental application must include set-up, decorating, main event and clean-up, which are the responsibilities of the renter. ***Keep in mind that if you are committing to certain hours, we expect that you will be sensitive to other applicants' needs and will vacate the space promptly and leave it in good condition***
7. Requested Fee Waiver: Check the level of fee waiver you are requesting. In Section V, you will be asked about your sponsoring partners and level of financial support you are receiving. ***Depending on these and other factors, we may be suggesting that the level of waiver you are requesting may be somewhat reduced.***
8. Will there be a charge to participants?
 - a. If so, please specify the amount.
9. Community Outreach Plan: How and where do you propose to announce your program to the community? Examples are radio, newspapers, flyers, schools, churches, social media.
10. Languages: Specify which languages your materials will be distributed.

Section III Outcomes and Measurements

1. General: The Board expects applicants to describe how your program will make a difference. Measurements improve activities and results and allow the applicant to improve activities and results.
2. Outcome Statements: Describe your anticipated outcomes for this project, and how you will measure progress in meeting each outcome. An outcome statement is a word picture of the impact, benefit, or change for participants during or after your program. An outcome statement might include knowledge, skills, or behaviors.
3. In order to know if your program has made a difference, measurements should be specific and based on the information gathered before, during and after the program has been developed and implemented.
4. Long term evaluation is particularly useful for reviewing renewal applications.
5. Outcome statements and measurements form the basis for a comprehensive final report of the applicant's successes, accomplishments, or barriers to success. The final report is a requirement of the Albert J. Boro Center and the City of San Rafael.
6. Measurements/Evaluation: Evaluation statements should include numbers and percents regarding the clients' knowledge, skills or behaviors, a timeline, and source of data. In addition to your evaluation statements, we expect you to describe your plan to track attendance, and the forms you will use
7. Client Satisfaction: List and attach the forms you will use to assess client satisfaction.

8. Attach any other forms or measurement tools you will be using. **Any attachments must be clearly identified as part of the application. Please number and date pages with the submittal or revision date.**

Section IV Faculty

1. Provide the names, titles and contact information of any key faculty other than those listed in Section I.

Section V Partners and Support

1. List any partners in your project (individuals or agencies) and indicate in detail if they are providing cash, services or any in-kind support such as materials, supplies, speakers.
2. Attach your program budget which should identify where your cash support is allocated.

Section VI Attachments

1. List all attachments submitted with this application

The Final Report

1. General: A final report is due at the end of your program and at a time when you are seeking a renewal of your program. Programs can be approved for a maximum 12-month period, although the time may be shorter.
2. The Final Report should be patterned largely on your approved application. The Advisory Board wants to know how well your objectives were met or if there were barriers to your success. The results of the measurement and evaluation strategy cited in your previous application should be described. Attachments should include copies of attendance lists, evaluation forms, client satisfaction surveys (or summaries) and any other measurement tools that you used. If you did not achieve your objectives, we expect you to describe your interpretation of what happened, and what you did or plan to do in the future to improve your success. **Any attachments must be clearly identified as part of the application, have numbered pages and dated with the submittal date or revision date.**
3. Timetable for Final Reports: Renewal projects or one-time projects - 30 calendar days at end of program or upon submittal of a new application, whichever comes first.
4. See attached Final Report for Co-Sponsored Programs application.

We thank you for your interest and support of the Albert J. Boro Community Center and Canal community and hope that your experience with us is a positive one.



SAN RAFAEL
LIBRARY AND RECREATION

ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

Section I-About the Applicant Agency

Date Submitted: _____ Revision Dates (if applicable) _____

Title of Program: _____

Co-sponsoring agency or individual: _____

Address: _____

Telephone: _____ Ext. _____

Email: _____

Website: _____

Non-Profit 501c3 Number: _____

Principal contacts:

Name: _____ Phone: _____ Email: _____

Is this a first time program at Pickleweed? Yes No

If no, start date of original program: _____ Location: _____

Most recently approved final report must be attached.

Section II-About the Program

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

Proposed Start Date: _____ Proposed End Date: _____

Number participants estimated: _____ Maximum number estimated: _____

Target age group: _____

Requested Rooms:

- Classroom #
- Community Room
- Art Room
- Teen Activity Room
- Computer Lab
- Kitchen
- Gymnasium
- Playing Field #
- Picnic Area

Days and Times Requested:

Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Time: _____

Fee Reduction Request

- 25%
- 50%
- 75%
- 100%

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

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

If so, what will the fee be? _____ How will the proceeds be used?

Describe your community outreach plan and how you will advertise:

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

Measurement for Outcome

Measurements:

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

Client Satisfaction:

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

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

Section IV Faculty/Leaders

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

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

Attach a program budget.

Section VI Attachments

List all attachments submitted with this application



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

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

Program Name:

Report prepared by:

Name _____ Title _____

Date submitted: _____

Date program completed: _____

How many total people were served? _____

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

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

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

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

ATTACHMENT 2

Pickleweed Advisory Committee Co-Sponsored Programs

2018

Application Period	Organization	Program	Amount Received
Summer	Ball for All	Ball for All Basketball Camp	\$ 1,840.00
Summer	Canal Alliance	ESL Summer Program	\$ 10,332.00
Summer	Catholic Charities	Kids Club Summer Program	\$ 15,699.00
Summer	Canal Baseball Academy	Jr. Giants	\$ 718.00
Annual/Summer	DrawBridge	DrawBridge Art Program	\$ 1,242.00
Total Fees Waived Summer			\$ 29,831.00
School Year	Tax-Aid	Tax-Aid	\$ 400.00
School Year	Parent Services Project	Aprendiendo Juntos	\$ 8,118.00
School Year	Canal Alliance	ESL Fall 2018 and Spring 2019	\$ 18,792.00
School Year	Catholic Charities	Kids Club 18/19 After School Program	\$ 52,546.50
Annual/School Year	Canal Welcome Center	Canal Friday Night Boxing & Sports	\$ 6,084.00
Annual/School Year	Vision Impaired of Marin	Spanish Support Group	\$ 432.00
Annual/School Year	Boy Scouts	Boy Scouts	\$ 3,278.00
Total Fees Waived School Year			\$ 89,650.50
Total Co-Sponsored 2018			\$ 119,481.00

2017

Application Period	Organization	Program	Amount Received
Summer	Canal Baseball Academy	Jr. Giants Baseball Program	\$ 708.00
Summer	Catholic Charities	Kids Club Summer Program	\$ 18,834.00
Summer	Bay Marin	Bay Marin Sports Camp	\$ 665.00
Summer	Ball for All	Ball for All Basketball Camp	\$ 3,440.00
Annual/Summer	Canal Alliance	ESL	\$ 35,568.00
Annual/Summer	DrawBridge	DrawBridge Art Program	\$ 2,115.00
Total Waived Summer			\$ 61,330.00
School Year	Catholic Charities	Kids Club 17/18 After School Program	\$ 46,000.00
School Year	Tax-Aid	Tax-Aid	\$ 480.00
School Year	Parent Services Project	Aprendiendo Juntos	\$ 11,641.50
School Year	Bay Area Community Resources	(School District) Family Toy Shop	\$ 108.00
Annual/School Year	Vision Impaired of Marin	Spanish Support Group	\$ 432.00
Annual/School Year	Marin Community Clinic	Mom's Meet Up	\$ 2,704.00
Annual/School Year	Boy Scouts	Boy Scouts	\$ 3,588.00
Total Waived School Year			\$ 64,953.50
Total Co-Sponsored 2017			\$ 126,283.50



**October 6, 2021
Item #5**

TITLE: SELECTION OF ONE (1) COMMITTEE MEMBER TO SERVE ON THE PARKS AND RECREATION MASTER PLAN STEERING COMMITTEE AND ONE (1) COMMITTEE MEMBER TO SERVE AS THE ALTERNATE

SUMMARY:

The City of San Rafael is about to begin the process of developing a comprehensive Parks and Recreation Master Plan that will inventory the City's current facilities and programs; and identify what parks and recreational facilities and funding mechanisms will be needed over the next ten (10) years.

Over the past few years, the City has developed a model for using "ad-hoc" and/or "steering" committees to achieve desired outcomes; recent examples include the General Plan 2040, Downtown Precise Plan, Bicycle and Pedestrian Master Plan, Climate Change Action Plan, Wildfire Prevention and Protection Action Plan, and Library and Community Center Conceptual Design Plan. This model of City and public collaboration has served well to address the issues in a timely manner while allowing for a participatory community process.

At its regular meeting on July 6, 2021, the City Council approved the formation of the Parks and Recreation Master Plan Steering Committee to assist with the Parks and Recreation Master Plan process.

RECOMMENDATION:

That the Pickleweed Advisory Committee select one (1) Committee member to serve on the Parks and Recreation Master Plan Steering Committee and one (1) Committee Member to serve as the Alternate.

BACKGROUND:

There has been a significant growth in the demand for recreation services and facilities that is requiring a thorough assessment. In addition, the scope of recreational programming has been changing such that it is now defined not so much in terms of specific leisure activities, but in terms of meaningful experiences that contrast with work and school obligations, enhance personal skills and increase an awareness of the larger community.

To address this situation, the City Council's Goals and Objectives and Measure A Work Plan includes a Parks and Recreation Master Plan. This plan will provide a foundation for the future development and maintenance of parks, facilities, and amenities. Specifically, the Master Plan will analyze the use of existing facilities, assess their condition, gather community input, provide recommendations for improvement, and suggest funding/implementation strategies.

The Master Plan will be based upon the 2040 General Plan which set forth specific actions to help implement public facilities and community programs, objectives and policies. This process shall meet the City's goal to provide a diverse and inclusive process. After significant collaboration between the consultant, City staff, Parks & Recreation Master Plan Steering Committee, and the community, the Master Plan will be a valuable strategic guide and create a roadmap for both current and future development.

ANALYSIS:

Over the past few years, the City has developed a model for using "ad-hoc" and/or "steering" committees to achieve desired outcomes; recent examples include the General Plan 2040, Downtown Precise Plan, Bicycle and Pedestrian Master Plan, Climate Change Action Plan, Wildfire Prevention and Protection Action Plan, and Library and Community Center Conceptual Design Plan. This model of City and public collaboration has served well to address the issues in a timely manner while allowing for a participatory community process.

DISCUSSION:

Steering Committee

The 15-person Steering Committee will be instrumental in guiding the project team regarding engaging the community and reviewing content before releasing the Master Plan to a broader audience. The project team will meet with this group 5-7 times throughout the process. Each meeting will focus on presenting the project team's research, exploring the City's history of parks/recreation, and strategizing on how to engage the community during workshops most effectively.

The Steering Committee includes individuals who come from diverse backgrounds to get input and feedback from the broadest cross-section. Throughout the process, the Steering Committee will be the project team's primary support in spreading the word about engagement and answering questions about local knowledge and City culture.

- One (1) Park and Recreation Commissioner
- One (1) Pickleweed Advisory Committee Member (Non-P & R Commissioner)
- One (1) Library Board of Trustees Member
- One (1) Bicycle & Pedestrian Advisory Committee Member
- One (1) Age-Friendly Task Force Board Member
- One (1) ADA Access Advisory Committee Member or Marin Center for Independent Living
- Two (2) Youth Sports Organizations Board Members (1 Field Based Youth Sport & 1 Non-Field Based Youth Sport)
- One (1) Local Non-Profit Recreation Service Provider Representative
- One (1) Local Non-Profit Multi-Cultural Social Service Provider
- One (1) Artworks Downtown Representative
- One (1) Marin Conversation League Representative (Open Space)
- One (1) SRCS District Representative
- One (1) Marin County Parks Representative
- One (1) Chamber of Commerce Representative

The Park and Recreation Commission, Library Board of Trustees, Pickleweed Advisory Committee, Bicycle & Pedestrian Advisory Committee and Age-Friendly Task Force representatives will be selected from their respective memberships. The other advisory groups and/or organizations will each select a representative.

Committee Roles and Expectations

To assure a successful and timely process, it is important to define the role of the Committee. Similar to other recently formed committees, staff have identified the following roles and responsibilities:

- Be informed, collaborative and solution oriented. Be committed to attending meetings, reviewing relevant information and being prepared to balance individual and special interests for the overall good of the community.
- Provide a forum for community discussion. Actively engage the community in a constructive dialogue about the options for future services and facilities. Be open to varied comment and viewpoints.
- Provide input on draft products. Review and provide input on draft documents as requested by staff.
- Keep their respective commission, committee and/or agency informed and up to date regarding Committee activity. Keeping the lines of communication open at their commission, committee or agency assures that there is collective collaboration throughout the process which helps lead to a successful conclusion.
- Provide recommendations as requested by City staff. Providing recommendations to the City Council and/or commissions is important to assure they receive guidance prior to making decisions needed to formally adopt the Master Plan.

COMMUNITY OUTREACH OF MASTER PLAN PROCESS:

Community Engagement Process

Creating a shared vision for San Rafael's diverse population means creating a multi-pronged community outreach plan. To ensure the project team receives the most feedback from the broadest cross-section of the City, the process will solicit input through community meetings, surveys, and interviews with community stakeholders. The purpose is to collect as much information as possible to create a complete understanding of how San Rafael's current park and the recreational system is meeting or failing to meet community needs.

Stakeholder Interviews

Interviews with selected stakeholders such as key City personnel and community leaders to gain valuable perspective regarding needs, expectations, and current conditions.

Focus Groups

Focus Groups are a critical tool for understanding the community's concerns, opportunities, values, and needs. Focus Group meetings would provide an in-depth discussion with a select group of experts and constituents on specific topics. This will allow the project team to leverage the community's existing knowledge to collect as much pertinent information as possible in a comfortable, open forum. Participants will represent a myriad of community partners, non-profits, activists, volunteers, and employees.

Community Workshops

Community workshops will be held to get feedback from a larger group of San Rafael residents. Workshops will be held during weekday evenings in different areas of the City to make it more convenient for people to attend.

Statistically Valid Survey & Open Participation Survey/Questionnaires

The purpose of this survey is to receive an objective, unbiased response from constituents. Surveys will be made available in both English and Spanish. These surveys will be in addition to the community workshops, series of focus groups, and advisory committee meetings that involved a broad spectrum of stakeholders.

City Website

All meeting information and materials will be available on the City's website and City staff will encourage participants to provide the City with their e-mail addresses in order to keep them informed of the processes progress and upcoming meetings and events.

FISCAL IMPACT:

Although there are no costs associated with the review of this item, the City has allocated \$250,000 in Measure A funding for the development of the City-wide Parks and Recreation Master Plan. The project has been programmed into the City's FY 2021-2022 Capital Improvement Program (CIP) Budget and Measure A – Work Plan.

ALTERNATIVE ACTION:

Any other action as determined by the Pickleweed Advisory Committee.

Submitted by:

A handwritten signature in black ink, reading "Susan L. Andrade-Wax". The signature is written in a cursive style with a large initial 'S'.

Susan Andrade-Wax, Library and Recreation Director



**PICKLEWEED ADVISORY COMMITTEE
AGENDA REPORT**

**October 6, 2021
Item #6**

TITLE: REVIEW OF THE 2022 PICKLEWEED ADVISORY COMMITTEE MEETING SCHEDULE

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.

RECOMMENDATION:

It is recommended that the Pickleweed Advisory Committee review its meeting schedule for 2022 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. Several months have been changed from the 2021 meeting schedule to better align with the new co-sponsorship application review dates.

Pickleweed Advisory Committee 2022 Meeting Schedule

February 2, 2022
April 6, 2022
June 1, 2022
August 3, 2022
October 5, 2022

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 written in a cursive style with a long horizontal stroke at the end.

Steve Mason
Senior Recreation Supervisor

Attachments:

1. PAC 2022 Meeting Schedule



MEMORANDUM

Date: October 6, 2021
To: Pickleweed Advisory Committee
From: Steve Mason, Senior Recreation Supervisor
Subject: Schedule of 2022 Pickleweed Advisory Committee Meetings

Date	Time	Location
February 2, 2022	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3*
April 6, 2022	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3*
June 1, 2022	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3*
August 3, 2022	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3*
October 5, 2022	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3*
December TBA	TBA	Annual Boards and Commissions Reception Falkirk Cultural Center?

*Meetings scheduled in person may be switched to Zoom meetings to adhere to public health code at the time.

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