



**SAN RAFAEL**  
THE CITY WITH A MISSION

**PICKLEWEED ADVISORY COMMITTEE  
AGENDA**

**Wednesday, February 1, 2023  
7:00 P.M.**

**Via Zoom**

**Watch Online (Public) Zoom Link:**  
<https://tinyurl.com/PWAC-2-1-2023>  
**Telephone: (669)900-9128**  
**Meeting ID: 852 1560 3702**

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**CALL TO ORDER**

- Roll Call

**AGENDA AMENDMENTS**

**MINUTES**

1. Review and approve regular meeting minutes of August 3, 2022

**MEETING OPEN TO THE PUBLIC**

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

**MATTERS BEFORE THE COMMITTEE**

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

3. Co-Sponsorship Applications and Final Reports
  - A. Marin YMCA: YMCA Summer Camp @ Al Boro Community Center
4. Review Proposed 2023 Pickleweed Advisory Committee Meeting Schedule

**COMMITTEE REPORTS AND COMMENTS**

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

**STAFF COMMENTS**

6. Updates and Events of Interest

**NEXT REGULAR MEETING: April 5, 2023 (In Person- Albert J. Boro Community Center)**

**ADJOURNMENT**

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**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](mailto: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.*

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**SAN RAFAEL**  
THE CITY WITH A MISSION

**PICKLEWEED ADVISORY COMMITTEE  
AGENDA**

**Miércoles, 1 de febrero del 2023  
7:00pm**

**Via Zoom**

**Ver en Linea (Publico):**  
<https://tinyurl.com/PWAC-2-1-2023>  
**Teléfono: (669)900-9128**  
**ID de reunión: 852 1560 3702**

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**Llamar a Orden**

- Llamada de rol

**ENMIENDAS DE AGENDA**

**MINUTOS**

1. Revisar y aprobar los minutos de la reunion ordinaria del 3 de agosto del 2022

**REUNIÓN ABIERTA AL PÚBLICO**

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

**ASUNTOS ANTE EL COMITÉ**

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

3. Solicitudes de copatrocinio y reportes finales.
  - A. YMCA de Marin: Campamento de Verano de YMCA @ Albert J Boro Centro Comunitario
4. Revisar el calendario propuesto de reuniones del Comité Asesor de Pickleweed para 2023

**REPORTES Y COMENTARIOS DEL COMITÉ**

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

**COMENTARIOS DEL PERSONAL**

6. Actualizaciones y Eventos de interés

**PRÓXIMA REUNIÓN: 5 de Abril, 2023 (en Persona – Centro Comunitario Albert J Boro)**

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**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](mailto: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.*

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**Watch on Zoom:**

<https://tinyurl.com/PWAC-8-3-2022>

**Telephone: (669) 900-9128**

**Meeting ID: 852 1560 3702**

**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 Vasquez  
Member Yost

**Absent:**

Member Avalos  
Member Hau-Gutierrez  
Member Tanchez  
Alternate Member Ceballos  
Park & Recreation Commission Representative Gutierrez

**Also Present:**

Craig Veramay, Assistant Library & Recreation Director  
Becky Ordin, Senior Administrative Assistant  
Rich Storek, The Canal Arts  
Stephanie McNally, Vivalon

**AGENDA AMENDMENTS**

None

**MINUTES**

**1. Approve regular meeting minutes of June 1, 2022**

Member Palacios moved and Member Sprague seconded, to approve the meetings minutes of June 1, 2022.

AYES: Members: Palacios, Sprague, Vasquez, Yost  
NOES: Members: None  
ABSENT: Members: Alvalos, Hau-Guiterrez Sanchez  
ABSTAINED: Members: None

*Minutes approved as submitted.*

## **MEETING OPEN TO THE PUBLIC**

### **2. Public Comment from the audience regarding items not listed on the agenda**

None.

### **3. Presentations**

Chair Mason introduced Craig Veramay, Assistant Library & Recreation Director, who gave a presentation of the Public Art Review Board.

Staff responded to questions from Members.

Public Comment: Marina Palma

Chair Mason introduced Rich Storek with The Canal Arts who gave a presentation on the Public Mural Presentation.

Chair Mason gave a little background to public art at the Albert J. Community Center and Pickleweed Park.

Staff responded to questions from Members.

Public Comment: Aaron Burnette, Director of Policy and Engagement at Canal Alliance  
Meg, Marin Society of Arts  
Anabel, Voces del Canal  
Aurelia Vargas  
Marina Palma, Voces del Canal  
Cristina Rosales  
Irene  
Cruz Vargas  
Chris Parra  
Marina Calderon  
Isabel

Mr. Veramay clarified the process for the Public Mural presentation through the Public Art Review Board.

## **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 Application Committee Recommendations**

#### **A. Vivalon: Zumba by Vivalon**

Chair Mason presented a background on older adult programs and gave a brief detail of the application request for Vivalon Zumba Co-Sponsorship Recommendation.

Chair Mason introduced Stephanie McNally with Vivalon who presented the Co-Sponsorship application for the Zumba program.

Staff and applicant responded to questions from Members.

Public Comment: None

Member Sprague moved and Member Palacios seconded, to approve a full fee waiver of the older adult Zumba by Vivalon program for the period of September 1, 2022 to August 31, 2023.

AYES: Members: Palacios, Sprague, Vasquez, Yost

NOES: Members: None

ABSENT: Members: Alvalos, Hau-Guiterrez Sanchez

ABSTAINED: Members: None

*Motion Passed.*

## **COMMITTEE REPORTS AND COMMENTS**

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

#### **A. Parks & Recreation Master Plan Steering Committee Update**

Member Sprague did not have updates.

#### **B. Other Reports**

Member Palacios commented that the Steering Committee has been active and recently met at the Sun Valley Park. She appreciates the committee getting together and voicing their opinions.

Member Sprague commented that she was thrilled to see the awarding of the grant to renovate the Pickleweed field and see the additional work planned to build out the resources available at the Community Center and fields.

Member Yost wanted to make sure the Vietnamese community is involved in the mural process.

## **STAFF COMMENTS**

### **6. Events of Interest**

Chair Mason gave an updated on the following programs:

The free, six-week summer camp the Center hosted, in a partnership with San Rafael City Schools and the YMCA, concluded last Friday and accommodated 75 school identified Canal children to support academic and social emotional development.

Program Coordinator, Stephen Rogers, started a new Saturday, San Rafael Basketball Academy this summer for youth ages 5 and up. The program was a fun way for kids to be introduced to the world of basketball with drills and games focused on building motor skills and teaching basic basketball principles. The fee was \$15 for the entire session. Additional sessions are being planned this fall.

The summer Junior Giants program at Pickleweed Park Athletic Field had over 90 participants. The free program for youth of all skill levels ages 5-13 meets Saturdays and Tuesdays through August 6<sup>th</sup> and led by Program Coordinator Stephen Rogers and a number of volunteers. Through each child's experience as part of a team, they will learn the "Four Bases of Character Development: Confidence, Integrity, Leadership and Teamwork." Additionally, the program has a focus on education, health, and bullying prevention.

Open Gym Sports for adults restarted two weeks ago and is being held on Monday, Wednesday and Friday evenings with drop-in basketball all three days and volleyball on Wednesdays.

The free monthly Canal Arts program, sponsored by the City and offered by the Canal Youth & Family Council, continues to be offered from 10:30 am to 12:30 pm on the second Saturday of each month. The program is supported by the San Francisco Foundation.

The weekly Monday afternoon art program Drawbridge, which this Committee co-sponsored, created a beautiful work of art the children took several months to complete, resulting in a painting of "Mt. Tamalpais from San Rafael with native plants and animals." The artwork has been on display in the hallway of the Center this summer and they have a second painting that will also be hung next week. As the Committee is aware, the Center regularly displays local art created by programs that utilize the facility, community partners, and of course the annual showing of the Día de los Muertos murals.

A new Ballroom, Latin & Fitness Mini Camp for youth was offered for youth. The instructor will teach both youth and adult classes for us this fall at a discounted rate.

This summer the Center held two separate weeks of Volleystart Summer Camp in the gymnasium.

San Rafael City Schools rented two classrooms for two weeks in July for State Testing ELPAC

SF Marin Food Bank distributions continue Tuesday mornings in our parking lot.



The City continues to sponsor County of Marin Health and Human Services COVID vaccination clinics at the Albert J. Boro Community Center. A clinic was offered from 3 pm to 7 pm yesterday and additional dates this month include August 16th and 30th.

Paused during the pandemic, the Albert J. Boro Community Center's Multicultural Older Adult Program resumed on today. The program is being offered on Wednesdays from 10 am to Noon for socialization and fun activities such as fitness, games, guest speakers, and arts & crafts. Run by Center staff, program support is being provided by the San Rafael Library and later this year hot lunches will again be offered through a partnership with the County of Marin.

Our annual Movie in the Park at Pickleweed will feature Encanto in Spanish and will be held on Friday, September 23 on the soccer fields. There will be three other movies from August to October in other San Rafael parks that everyone is invited to. The City is also coordinating a City information fair on the fields at the same time to connect with the community on various City projects and functions.

The Día de los Muertos Planning Committee has been working on this year's event since March. Altars are being coordinated in downtown store windows beginning the middle of October. Car Procession Through Downtown San Rafael on Saturday, October 22, 3pm. The event at Albert J. Boro Community Center on Saturday, November 5, 2022, there will be altars, art workshops, live music and cultural performances, traditional food, and a walking procession through the Canal Community.

The summer Canal Mini Soccer League has 156 children enrolled in the summer session of this recreational program. Instruction is primarily in Spanish and meets Saturdays and Mondays through August 13.

Special recognition needs to be given to Marina Palma who worked with the County to receive an \$8,000 grant this fall to directly support the Canal Mini Soccer program in lowering the \$25 registration fee and to purchase new league supplies.

The Albert J. Boro Community Center is offering a free Champions Soccer Camp for youth 7 – 12 years of age this week, and is voluntarily led by a Branson student, and a Recreation Division's swim instructor/lifeguard, Rodrigo Diaz. Participants were able to hone their soccer skills while having fun.

The Pickleweed Park Enhancement Project was recently selected by California State Parks as one of 16 park projects that the State is recommending to the National Park Service for Land and Water Conservation Fund grants. Mason acknowledged Director Quffa, Assistant Library and Recreation Director Veramay, and Public Works staff for all their support on the grant and project.

## **ADJOURNMENT**

Chair Mason adjourned the meeting at 8:23 p.m.

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BECKY ORDIN, Senior Administrative Assistant

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2023

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Catherine Quffa, Library & Recreation Director



**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

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**February 1, 2023  
Item # 3.A.**

**TITLE:       YMCA Summer Camp @ Al Boro Community Center**

**RECOMMENDATION**

It is recommended that the Pickleweed Advisory Committee grant the YMCA a fee reduction or waiver for use of the rooms necessary to conduct a summer camp program for Canal children at the Albert J. Boro Community Center and Pickleweed Park Monday through Friday, June 20 to July 28, 2023 (closed July 4), with permission for staff to grant additional space on a day-to-day basis, depending on availability.

**BACKGROUND**

For the past two summers, the Albert J. Boro Community Center & Pickleweed Park has co-sponsored the San Rafael City Schools and YMCA partnership to offer a needed summer program with a focus on recreation and socialization.

Both the YMCA and San Rafael City Schools hope to continue this partnership in supporting Canal families with a summer program in 2023. Their proposal is to serve 70 school identified students with a safe program that will provide academic, social and emotional development, all free of charge to the participants.

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

## **DISCUSSION**

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application, representatives from the YMCA 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 the applicant.

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

## **FISCAL IMPACT**

The non-profit value of a full co-sponsorship totals \$22,400.00 while still retaining space for other programs. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested renting the facility at that time. The YMCA has agreed to reimburse the City the Facility Attendant Fee of \$25/hour for opening the Center an hour early in the morning.

## **ALTERNATIVE ACTION**

Any other action as determined by the Committee.

Submitted by:



Steve Mason  
Senior Recreation Supervisor

Attachments:

YMCA Summer 2023 Application Packet and Final Report



# ALBERT J. BORRO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

## Section I-About the Applicant Agency

Date Submitted: \_\_\_\_\_ Revision Dates (if applicable) 12/22/2022

Title of Program: YMCA @ Al Boro

Co-sponsoring agency or individual: YMCA of San Fransisco; San Rafael City Schools

Address: 169 Steuart Street San Francisco, CA 94105

Telephone: [REDACTED] Ext. \_\_\_\_\_

Email: [REDACTED]

Website: www.ymcasf.org

Non-Profit 501c3 Number: [REDACTED]

Principal contacts:

Name: Mike Taylor Phone: [REDACTED] Email: [REDACTED]

Is this a first time program at Pickleweed? Yes \_\_\_\_\_ No \_\_\_\_\_  
If no, start date of original program: August 2021 Location: Albert J. Borro Community Center

**Most recently approved final report must be attached.**

## Section II-About the Program

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

In partnership with SRCS we will provide a safe and enriching camp environment for youth in the community. Our camps are age-specific and offer youth new challenges to explore every year. Activities include structured and unstructured games, sports, arts and crafts, team building activities and songs with swimming and field trips each week.

Proposed Start Date: 06/20/2023 Proposed End Date: 07/28/2023

Number participants estimated: 70 Maximum number estimated: 70

Target age group: K-6th

Requested Rooms:

- Classroom # 3,4,5    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: 7:30-5:15pm

Fee Reduction Request

- 25%    50%    75%    100%

OFFICE USE ONLY: Monetary value of fee waiver request: \$ Exceeds \$22,400.00

Will there be a charge to participants? Yes \_\_\_\_\_ No X

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

Describe your community outreach plan and how you will advertise:

No advertising, students need to be invited by their school principals. We use fliers to communicate any additional programs we offer to current participants.

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**

Campers will engage with new ideas, materials and experiences. Children in our program will feel a sense of belonging and ownership in our program. Campers will be provided with an enriching, safe and fun camp environment where they can grow emotionally and physically.

#### **Measurement for Outcome**

Program Quality Assessment and Parent surveys.

#### **Measurements:**

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

San Rafael City Schools: Aeries Attendance (Online)  
YMCA: Sign in and out Sheets

Client Satisfaction:

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

PQMI: Parent & Children Surveys

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

Parent and Child Surveys

**Section IV Faculty/Leaders**

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

Marissa Williams: Community Prorams Director; [REDACTED]  
Mike Taylor: Expanded Learning Opportunities Coordinator; [REDACTED]

**Section V Partners and Support**

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

Partners	Dollar Amount	Detail In-Kind
San Rafael City Schools: Stephanie Kloos; Mike Taylor	\$106,000	



Attach a program budget.

**Section VI Attachments**

List all attachments submitted with this application

PQA, PQMI (parent & child surveys), Sign in/out sheets, Program Budget
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# ALBERT J. BORO COMMUNITY CENTER FINAL PROGRAM REPORT FOR CO-SPONSORED PROGRAMS

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

Program Name:

Y Camp @ Al Boro

Report prepared by:

Name Marissa Williams Title Community Programs Director

Date submitted: 12/22/2022

Date program 07/28/2023 completed: \_\_\_\_\_

How many total people were served? 70

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

1. In partnership with SRCS we provided the youth in the community a safe and enriching environment.
2. The After school enrichments provided were art, cooking, yearbook, book/movie and nature.
3. Children had a safe space - emotionally and physically.
4. Children had a supportive environment where they can explore, learn and grow.
5. Children interact positively with the staff and each other.
6. Children engaged with new ideas and experiences.
7. Over the summer the children went on different field trips and swam every week.

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.

Surveys were unable to be conducted, but the feedback we got from the parents was all positive. The children that were identified to re-join the YMCA for Summer Camp in 2022 and for Afterschool in 2023, accepted to return to our program. Additionally, we've maintained our partnership with SRCS to operate programs at the AI Boro Community Center.

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.

AI Boro YMCA provides a safe, nurturing, and enriching experience. At the AI Boro YMCA children from two different schools come together and become apart of the YMCA. We offer a rotation of different arts & crafts and games when the kids are on site.

Over the summer, through swimming and field trips children are given the unique opportunity to learn, grow and explore places that may be new and unfamiliar to them. Many of the youth are still learning how to swim. The progression and growth as they familiarize themselves with the swimming pool each week is truly heartwarming.

<b>Expense</b>	<b>6 week summer session</b>	<b>#</b>	<b>Per Youth</b>
Staffing	\$56,154.58	75	\$748.73
Transportation	\$10,800.00	75	\$144
Supplies	\$15,000.00	75	\$200.00
Program entrance fees	\$10,000.00	75	\$133
Admin	\$14,554.01	75	\$194.05
<b>TOTAL</b>	<b>\$106,508.59</b>		<b>\$1,419.78</b>



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



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

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

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

Continue on next page



Every Day    Most Days    Some Days    Never

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

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

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

**Are you...?**

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

**What is your birth date?**

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

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





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



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

	Completely True	Mostly True	Somewhat True	A Little True	Not at All True
1. Because of this program, I am better at handling whatever comes my way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Because of this program, I understand my feelings more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Because of this program, I avoid things that are dangerous or unhealthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much True	Pretty Much True	A Little True	Not at All True
4. I try to understand how other people feel and think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I think before I act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I can deal with being told no.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Overall, I expect more good things to happen to me than bad things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On how many of the past 7 days did you...	Please select only one							
	0	1	2	3	4	5	6	7
8. ...exercise or do physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. ...eat fruit? (Do not count fruit juice).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ...eat vegetables? (Include salad and nonfried potatoes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue on next page



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

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

Are you...?

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

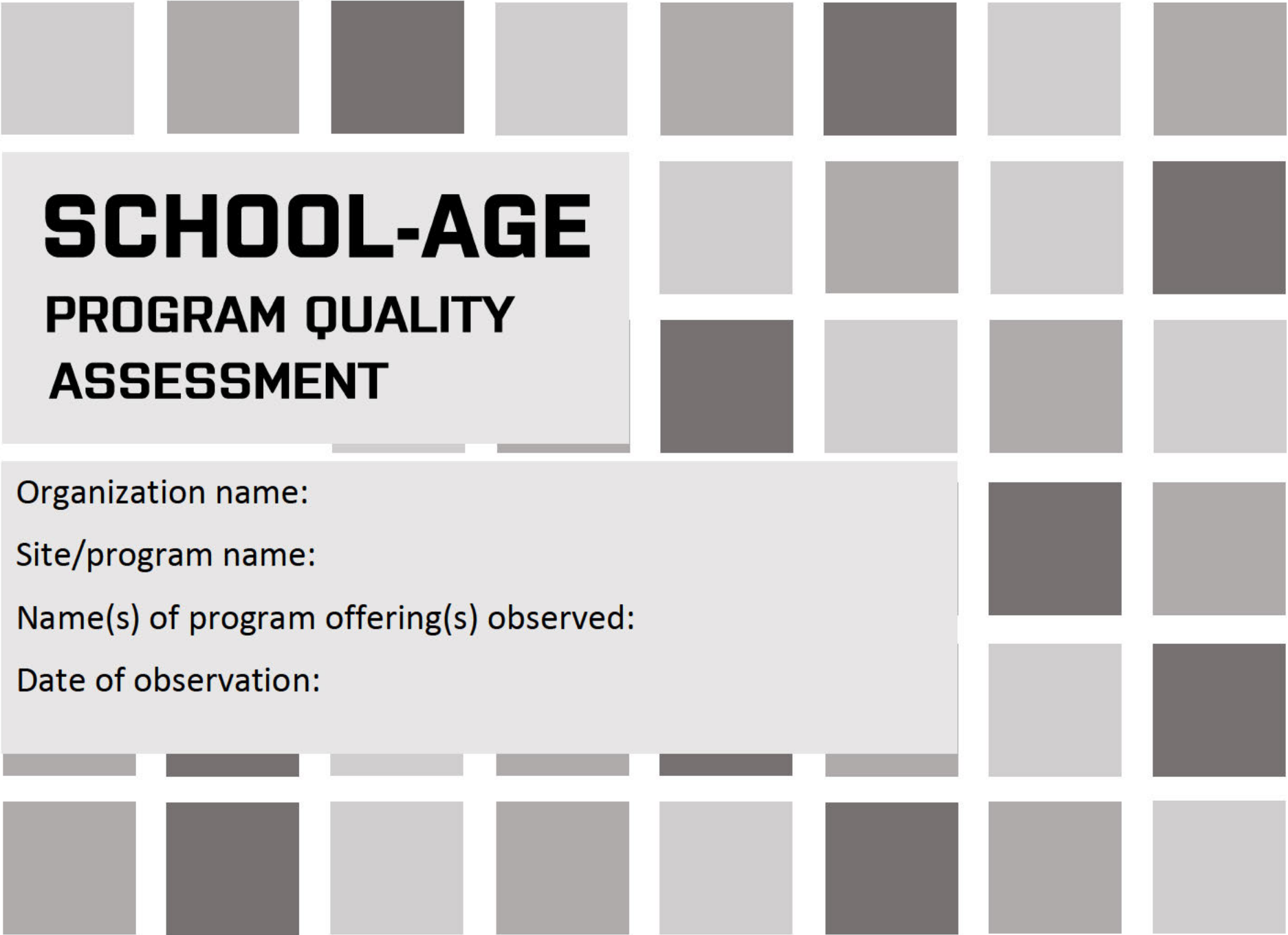
What is your birth date?

January	February	March	April	May	June	July	August	September	October	November	December																			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2006	2007	2008	2009	2010	2011	2012	2013	2014	2015																					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																					

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







# SCHOOL-AGE PROGRAM QUALITY ASSESSMENT

Organization name:

Site/program name:

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

Date of observation:

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# INTRODUCTION

## PURPOSE

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

## THE 2012 REVISION

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

## THE 2020 REVISION

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

## BENEFITS

The School-Age PQA offers several important attributes:

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

## TERMINOLOGY

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

## DEFINITIONS

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

## INTRODUCTION TO ITEMS & SCORING

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

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

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

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

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

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

# CONDUCTING A PROGRAM SELF-ASSESSMENT

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

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

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

## 1. SELECT AND TRAIN A SELF-ASSESSMENT TEAM

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

## 2. PREPARE FOR DATA COLLECTION

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

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

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

## 3. OBSERVE AND TAKE NOTES

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

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

Your notes should be:

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

Your notes should include:

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

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

#### **4. SCORING THE PQA**

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

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

#### **5. ENTER SCORES**

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

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

# CONDUCTING AN EXTERNAL ASSESSMENT

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

## 1. ATTEND AN EXTERNAL ASSESSOR RELIABILITY TRAINING

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

## 2. PREPARE FOR DATA COLLECTION

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

## 3. OBSERVE AND TAKE NOTES

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

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

Notes should be:

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

Notes should include:

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

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

## 4. SCORING THE PQA

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

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

## 5. ENTER SCORES

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

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



# PROGRAM INFORMATION

[Complete for Program Self-Assessment or External Assessment]

Organization name: \_\_\_\_\_ Site/program name: \_\_\_\_\_

Date of observation (mm/dd/yyyy): \_\_\_\_\_  
*If multiple observations were conducted, provide the date of the last one conducted.*

How was this observation conducted? Check all that apply:

- In-person observation  Live virtual observation  Observed a recorded session

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

Brief description of program offering(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Staff: Youth Ratio:      Total number of staff observed \_\_\_\_\_      Total number of youths observed \_\_\_\_\_

Grades of young people observed (Circle all that apply):

- K    1    2    3    4    5    6    7    8    9    10    11    12    12+
- 

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

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

## EMOTIONAL SAFETY | Psychological & emotional safety is promoted.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, "trash talking," negative gestures or other such actions are not mediated by either children or staff.	3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.	5 The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.
2.	1 Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation bias(es).	3 There is evidence (e.g., comments or slurs) of religious, ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.	5 There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.



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

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

# EMERGENCY PREPAREDNESS | Appropriate emergency procedures & supplies are present.

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

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

Where are the emergency procedures posted?

Is there an accessible fire extinguisher?

Is there an accessible first-aid kit?

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

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

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

## ACCOMMODATING ENVIRONMENT | Program space & furniture accommodate activities.

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

## NOURISHMENT | Healthy food & drinks are provided.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Drinking water is not available.	3 Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).	5 Drinking water is available and easily accessible to all children.	<input type="checkbox"/>
2.	1 Food or drinks are not available to children during the session.	3 Food and drinks are available at appropriate times, but there is not enough for every child to receive a serving.	5 Food and drinks are plentiful and available at appropriate times for all children during the session.	<input type="checkbox"/> If a meal or snack is not necessary because of structure of program offering, do not rate. Write an "X" in the box at the left.
3.	1 Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).	3 Some available food or drink is not nutritious, and some is healthy.	5 Available food and drink is healthy (e.g., vegetables, fresh fruit, real juices).	<input type="checkbox"/> If no food or drink is served, do not rate. Write an "X" in the box at the left.

## WARM WELCOME | Staff provides a welcoming atmosphere.

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

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

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



## ACTIVE ENGAGEMENT | Activities support active engagement.

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

## SKILL-BUILDING | Staff supports children in building skills.

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

## ENCOURAGEMENT | Staff supports children with encouragement.

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

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Staff does not support contributions or accomplishments of children in either of the ways described for a score of 3 or 5, or simply doesn't support children at all.	3 Staff supports contributions or accomplishments of children but uses subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"	5 Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "It looks like you put a lot of time into choosing the colors for your painting").	<input type="checkbox"/>
2.	1 Staff rarely or never asks open-ended questions.	3 Staff makes limited use of open-ended questions (e.g., only uses them during certain parts of the activity or repeats the same questions).	5 Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers).	<input type="checkbox"/>

## CHILD-CENTERED SPACE | The physical environment is flexible & child-centered.

### SUPPORTIVE ENVIRONMENT SUPPLEMENT

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

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

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

### SUPPORTIVE ENVIRONMENT SUPPLEMENT

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

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

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

**Note: A conflict is an interaction between children that involves strong feelings or serious negative behaviors. Strong feelings are any emotions that interrupt the learning of an individual or group of children. If there is not a conflict or incident involving strong feelings, do not score. Mark all items with an "X".**

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

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

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

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

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



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

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

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

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

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

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

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p><b>1. (SA)</b> 1 Staff does not provide opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, "You can choose to be here or not"; children are allowed to choose only the color of marker to use, but all draw an owl).</p>	<p><b>3</b> Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they'd like, while another group has to copy invitation wording verbatim).</p>	<p><b>5</b> Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice).</p>	<input type="checkbox"/>
<p><b>2. (SA)</b> 1 Staff does not provide opportunities for children to make choices within activities.</p>	<p><b>3</b> Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich).</p>	<p><b>5</b> Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).</p>	<input type="checkbox"/>

## REFLECTION | Children have opportunities to reflect.

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

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

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

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

# SCHOOL-AGE PQA OBSERVATION GUIDE

## Program Offerings Children – Grades K-6

### Summary of Scales

#### I. Safe Environment

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

#### II. Supportive Environment

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

#### III. Interaction

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

#### IV. Engagement

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

### Follow-Up Questions

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

Scheduled starting time: \_\_\_\_\_ Actual starting time: \_\_\_\_\_

Scheduled end time: \_\_\_\_\_ Actual end time: \_\_\_\_\_

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  - B. In the event that either Party breaches this Agreement, the other Party shall, in addition to any other remedy it may have, have the right to terminate this Agreement, upon ten (10) days written notice.
7. AGREEMENT NOT TO COMPETE.
  - A. During the term of this Agreement, neither You nor Your organization, employees, partners, officers, or directors shall directly or indirectly enter into or in any manner participate in any business profession, proprietorship or any other endeavor which sells, markets or distributes any PQA or PQA Materials, or any techniques or programs which are the same as or similar to any PQA or PQA Materials. You further agree not to use, at any time, Licensor's trade secret or other Confidential Information.
  - B. The covenants contained in this Agreement shall survive the termination or expiration of this Agreement and shall apply regardless of whether this Agreement was terminated by lapse of time, by default, or for any other reason.
8. LIMITATIONS.
  - A. LICENSOR MAKES NO WARRANTIES RELATING TO THE PRODUCTS EXPRESS, OR IMPLIED, AND EXPRESSLY EXCLUDES ANY WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. NO PERSON IS AUTHORIZED TO MAKE ANY OTHER WARRANTY OR REPRESENTATION CONCERNING THE PQAS OTHER THAN AS PROVIDED IN THIS PARAGRAPH.
  - B. In no event shall Licensor's aggregate liability from or relating to this Agreement or the PQA and PQA Materials (regardless of the form of action, whether contract, warranty, tort, malpractice, fraud and/or otherwise) exceed the amount actually paid by You to Us. In no event shall Licensor be liable to You or any third party for any consequential special, indirect, incidental or punitive damages.
9. INDEMNIFICATION.

You agree to indemnify and hold Licensor harmless from any claim, damage or cause of action (inclusive of negligence, misrepresentation, error or omission) or other breaches of this Agreement by You.
10. SUBCONTRACTING AND ASSIGNMENT.

This Agreement shall be binding and inure to the benefit of the Parties hereto. Your rights are personal in nature and You shall not assign any of Your rights nor delegate any of Your obligations under this Agreement to any third Party without Licensor's express written consent.
11. YOUR REPRESENTATIONS.

You have done your own investigation, due diligence and evaluations regarding the PQA and have made your own independent determination of its value. No promises or representations have been made by Licensor or any of Licensor's representatives or agents other than herein set forth. No modifications of the term hereof shall be valid unless made in writing and executed by both You and Licensor.
12. MISCELLANEOUS.
  - A. Independent Contractors. The Parties are independent contractors, and nothing contained in this Agreement shall be construed to create relationship of partners, joint ventures, employer-employee or franchisee-franchisee. You acknowledge that You do not have, and shall not make any representations to any third party, either directly or indirectly, that You have any authority to act in the name of or on behalf of Us or to obligate Us in any way whatsoever except as expressly provided herein. You agree not to represent that You are an agent or representative of Ours and You further agree not to use the word "agent," or any other designation, which might imply that Licensor is responsible for Your acts.
  - B. Governing Law and Jurisdiction. The rights of the Parties and provisions of this Agreement shall be interpreted and governed in accordance with the laws of the District of Columbia and you agree that proper jurisdiction and venue shall be in the general courts of the District of Columbia.
  - C. Waiver. The failure of either Party to enforce, at any time or for any period of time, any provision of this Agreement shall not be a waiver of such provision or of the right of such Party thereafter to enforce such provision.
  - D. Amendment. This Agreement may be amended only by written instrument signed by representatives of both Parties.
  - E. Headings. The paragraph headings appearing in the Agreement are inserted only as a matter of convenience and reference and in no way define, limit, construct or describe the scope or extent of such paragraph or in any way affect such a paragraph.
  - F. Cumulative Rights. The rights are cumulative and no exercise or enforcement by either Party of any right or remedy hereunder shall preclude the exercise or enforcement by the other of any other right or remedy hereunder which either Party is entitled by law or equity to enforce. Nothing herein contained shall be interpreted as to bar or waive the right to obtain any remedy available at law or in equity.

YOU REPRESENT, COVENANT, AND AGREE THAT LICENSOR HAS MADE NO REPRESENTATIONS OR WARRANTIES CONCERNING YOUR SUCCESS AND LICENSOR DISCLAIMS ANY WARRANTY OR REPRESENTATION AS TO THE SUCCESS OF THE PQA UNDER THIS AGREEMENT.

IN WITNESS WHEREOF, and by downloading and using the PQA and PQA Materials, you agree to abide by all statements made herein.

Which program?

Please briefly let us know...

What was the best thing about this program?

What would you change if you could?

Anything else?

Please choose one answer per row.

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



Please choose one answer per row.

	Completely true	Mostly true	Somewhat true	At all true	Not at all true
9. In this program, I earned to listen better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. There is at least one adult at this program who really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The adults in this program expect me to try hard to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I have at least one good friend in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. When I'm in this program, I feel good about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. In this program, I earned to do something new.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am proud of things I've done in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. In this program, I learn how water and healthy food are good for my body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Every day
- Most Days
- Some Days
- Never



Are you...?

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

Are you...?

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

Your birthday...

Month

Date

Year

**Thank you!!**



**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

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**February 1, 2023  
Item #4**

**TITLE: REVIEW OF THE 2023 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 2023 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. Meeting months have been selected to align with co-sponsorship application review dates.

Pickleweed Advisory Committee 2023 Meeting Schedule

February 1, 2023  
April 5, 2023  
June 7, 2023  
August 2, 2023  
October 4, 2023

**FISCAL IMPACT:**

None

**ALTERNATIVE ACTION**

Any other action as determined by the Committee.

Submitted by:

A handwritten signature in blue ink that reads "Steve Mason". The signature is fluid and cursive, with a long horizontal stroke underlining the name.

Steve Mason  
Senior Recreation Supervisor

Attachments:

1. Pickleweed Advisory Committee 2023 Meeting Schedule



## MEMORANDUM

**Date:** February 1, 2023  
**To:** Pickleweed Advisory Committee  
**From:** Steve Mason, Senior Recreation Supervisor  
**Subject:** Schedule of 2023 Pickleweed Advisory Committee Meetings

<b>Date</b>	<b>Time</b>	<b>Location</b>
February 1, 2023	7:00 p.m.	Virtual
April 5, 2023	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3
June 7, 2023	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3
August 2, 2023	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3
October 4, 2023	7:00 p.m.	Albert J. Boro Community Center- Meeting Room 3
December TBA	TBA	Annual Boards and Commissions Reception Falkirk Cultural Center?

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