



**SAN RAFAEL**  
THE CITY WITH A MISSION

**PICKLEWEED ADVISORY COMMITTEE  
AGENDA**

**Wednesday, April 5, 2023  
7:00 P.M.**

**Hybrid Meeting:**

**Attend in Person at Albert J. Boro Community Center, Meeting Room 3  
50 Canal Street**

**-OR -**

**Virtual: <https://tinyurl.com/PWAC-4-5-2023>**

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

**Meeting ID: 933 3089 5431**

---

**CALL TO ORDER**

- Roll Call

**AGENDA AMENDMENTS**

**MINUTES**

1. Review and approve regular meeting minutes of February 1, 2023

**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. Presentation: Pickleweed Park Enhancement Project Update
4. Summer Co-Sponsorship Application Committee Recommendations
  - A. Marin YMCA: YMCA Summer Camp @ Al Boro Community Center
5. Schoolyear Co-Sponsorship Application and Final Report Presentations
  - A. DrawBridge Weekly Expressive Art Groups
  - B. Tamalpais Adult School – English As A Second Language Classes
  - C. Canal Alliance/Marin Football Club: Canal FC at Marin FC
  - D. Parent Services Project: Aprendiendo Juntos
  - E. Troop 2000 Scouts BSA
  - F. Marin YMCA: YMCA 2023-2024 Afterschool Program

G. Vivalon: Zumba by Vivalon

6. Canal Arts Albert J. Boro Community Center Mural Proposal

### **COMMITTEE REPORTS AND COMMENTS**

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

### **STAFF COMMENTS**

8. Updates and Events of Interest

**NEXT REGULAR MEETING: June 7, 2023 (In Person- Albert J. Boro Community Center)**

### **ADJOURNMENT**

---

---

#### **Notice**

*Any records relating to an agenda item, received by a majority or more of the Council less than 72 hours before the meeting, shall be available for inspection online. Sign Language interpreters may be requested by calling (415) 485-3066 (voice), emailing [Lindsay.lara@cityofsanrafael.org](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.*

---

---



**SAN RAFAEL**  
THE CITY WITH A MISSION

**PICKLEWEED ADVISORY COMMITTEE  
AGENDA**

**Miércoles, 5 de Abril 2023  
7:00pm**

**Reunión Híbrida**

**-O-**

**Ver en Línea (Público):**

<https://tinyurl.com/PWAC-4-5-2023>

**Teléfono: (669)900-9128**

**ID de reunión: 933 3089 5431**

---

**Llamar a Orden**

- Llamada de rol

**ENMIENDAS DE AGENDA**

**MINUTOS**

1. Revisar y aprobar los minutos de la reunión ordinaria del 1 de Febrero, 2023

**REUNIÓN ABIERTA AL PÚBLICO**

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

**ASUNTOS ANTE EL COMITÉ**

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

3. Presentación: Actualización del proyecto del Parque Pickleweed
4. Recomendaciones del Comité de Solicitud de Co-Patrocinio de Verano
  - A. YMCA de Marin: Campamento de Verano de YMCA @ Albert J Boro Centro Comunitario
5. Solicitud de co-patrocinio del año escolar y presentaciones del informe final
  - A. Grupos semanales de arte expresivo de DrawBridge
  - B. Tamalpais Adult School – Inglés como segundo idioma
  - C. Canal Alliance/Marin Football Club: Canal FC at Marin FC
  - D. Parent Services Project: Aprendiendo Juntos
  - E. Troop 2000 Scouts BSA
  - F. Marin YMCA: YMCA 2023-2024 programa después de escuela
  - G. Vivalon: Zumba por Vivalon

6. Artes de Canal – Propuesta de mural en Centro Comunitario de Albert J Boro

## **REPORTES Y COMENTARIOS DEL COMITÉ**

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

## **COMENTARIOS DEL PERSONAL**

8. Actualizaciones y Eventos de interés

**PRÓXIMA REUNIÓN: 7 de Junio 2023 (En persona – Centro Comunitario Albert J Boro)**

## **APLAZAMIENTO**

---

---

### **Aviso**

*Cualquier registro relacionado con un tema de la agenda, recibido por una mayoría o más del Consejo menos de 72 horas antes de la reunión, estará disponible para su inspección en línea. Se pueden solicitar intérpretes de lenguaje de señas llamando al (415) 485-3066 (voz), enviando un correo electrónico a [Lindsay.lara@cityofsanrafael.org](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.*

---

---



Watch on Zoom: <https://tinyurl.com/PWAC-2-1-2023>

Telephone: (669) 900-9128

Meeting ID: 852 1560 3702

**CALL TO ORDER**

Chair Mason called the meeting to order at 7:01 p.m.

**ROLL CALL**

**Present:** Chair Mason  
Member Palacios  
Member Sprague  
Member Tanchez  
Member Vasquez  
Member Yost  
Park & Recreation Commission Representative Machado

**Absent:** Member Ceballos  
Member Hau-Guiterrez

**Also Present:** Craig Veramay, Assistant Library & Recreation Director  
Becky Ordin, Senior Administrative Assistant  
Marissa Williams, Marin YMCA

**AGENDA AMENDMENTS**

None

**MINUTES**

**1. Approve regular meeting minutes of August 3, 2022**

Member Yost moved and Member Tanchez seconded, to approve the meetings minutes of August 3, 2022.

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

NOES: Members: None

ABSENT: Members: Ceballos, Hau-Guiterrez

ABSTAINED: Members: None

*Minutes approved as submitted.*

**MEETING OPEN TO THE PUBLIC**

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

None.

**MATTERS BEFORE THE COMMITTEE**

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

**3. Co-Sponsorship Applications and Final Reports**

**A. Marin YMCA: YMCA Summer Camp at Al Boro Community Center**

Chair Mason presented a background of the San Rafael City Schools and YMCA partnership of their summer camp program and recommended that the Committee consider co-sponsoring all or part of the program.

Chair Mason introduced Marissa Williams with the Marin YMCA who presented the Co-Sponsorship application for the YMCA Summer Camp program.

Staff and applicant responded to questions from Members.

Public Comment: None

**4. Review Proposed 2023 Pickleweed Advisory Committee Meeting Schedule.**

Chair Mason presented the 2023 Pickleweed Advisory Committee meeting schedule.

Staff responded to questions from Members.

Public Comment: None

Member Tanchez moved and Member Sprague seconded, to approve the 2023 Pickleweed advisory committee meeting schedule as submitted.

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

NOES: Members: None

ABSENT: Members: Ceballos, Hau-Guiterrez

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.**

Member Sprague reported that she attended the final Parks and Recreation Master Plan Steering Committee. The community center needs have been prioritized. The Albert J. Boro Community Center and Pickleweed Park are one of the most utilized, so she hopes the Canal community will speak up as there are opportunities for additional feedback. She also showed appreciation for the large item garbage pickup days that have been going on.

Member Vasquez shared Voces del Canal along with the leadership from 400 Canal are raising funds to help the 10 families that were displaced from the fire around the holidays. The fundraiser will be 10am to 4pm on Saturday, February 4<sup>th</sup>.

Member Yost commented that Día de los Muertos was a great event, well organized and well attended. The Canal Community Garden is at its winter stand still. March 4<sup>th</sup> will be the first community workday.

## **STAFF COMMENTS**

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

Chair Mason gave an updated on the Albert J. Boro Community Center and the following programs:

Custodian, Juan Carlos Sorto, utilized the holiday closure to perform deep cleanings of the Albert J. Boro Community Center and waxed the Center's floors, steam cleaned the Center and Pickleweed Library's carpets and deep cleaned Library and Center restrooms. On a personal note, staff are very proud that Juan Carlos officially became a US Citizen last Friday.

The heavy rains last month took their toll on the community center that has regular leaks. Staff place buckets and remove soggy/drooping ceiling tiles that customers work around. Patching is being done where possible but many of the leaks involve a bigger project of removing the HVAC systems on the roof.

The following programs have started in January at the Albert J. Boro Community Center:

Adult Programs:

- |  |                      |
|--|----------------------|
| • Intro to Pickleball 2.0/2.5                        | Wednesdays & Fridays |
| • Introduction to Merengue, Salsa, and Bachata - New | Tuesdays             |
| • Rainy Day Drop-In Pickleball                       | Varies               |
| • Open Gym Sports (Basketball & Volleyball)          | Mon, Wed, & Fri      |
| • Multicultural Older Adult Program/Lunch            | Wednesdays           |

Youth & Adult Program:

- Canal Karate

Youth Programs:

- Introduction to Ballet - New Wednesdays
- Introduction to Ballroom & Latin Dance Fridays

Other regular programs at Albert J. Boro Community Center in January:

Adults Programs:

- Zumba by Vivalon Thursdays
- The Moving Center Dancing Saturdays
- ESL Classes Mondays & Wednesdays

Youth Programs:

- CYO Basketball Saturdays
- Dave Fromer Soccer Saturdays & Sundays
- Firebolts Volleyball Tuesdays & Thursdays
- After School Program Monday – Friday
- ABC Playgroup Wednesdays and Thursdays
- Aprendiendo Juntos Thursdays & Fridays
- Friday Storytime Fridays
- Drawbridge Art Class Mondays
- Canal Arts Second Saturday
- Troop 2000 BSA Mondays
- Voces del Canal Arts Fourth Saturday

Other Events:

- Church Sunday
- Family Celebrations/Rentals Saturdays
- Food Distributions Tuesday

The Pickleweed Park Enhancement Project continues to move forward. Craig informed Mason the previous day that requested updates were made to our LWCF grant application and we hope to be awarded the funds soon. The consultants have been making great progress and soil samples have been taken, design worked on, because part of the project falls within BCDC (Bay Conservation and Development Commission) jurisdiction they are going through their review process. We expect that the Pickleweed Advisory Committee will receive a formal project presentation and be able to provide feedback at the Advisory Committee's April 5th meeting. A presentation will then be given to the Parks and Recreation Commission at their April meeting. If all goes well, construction will hopefully start this fall.

Mr. Veramay had a few things to share. Spring activity guide will be released next week. Walk in program registration begins February 8<sup>th</sup>, and February 10<sup>th</sup> online registration starts.



The Age Friendly task force in collaboration with the City of San Rafael will host a celebration for community members who are 85 years and older on Sunday, February 19<sup>th</sup>.

Pickleweed preschool has had a water intrusion. We are currently working on solutions for the building.

There is still time to review the Parks and Recreation Master Plan and provide feedback. There is a link on the City of San Rafael website for feedback. The plan will be taken to City Council on February 21<sup>st</sup> for feedback, and the final plan will be in late March or early April. There are more than 150 projects in the plan. Some of the community feedback includes repairing or replacing current infrastructure is a priority. Walking and pedestrian access is also a priority. There is a long list of things identified that have been prioritized.

Chair Mason announced the next Pickleweed Advisory Committee meeting will be in person on Wednesday, April 5th in meeting room #3. Guests can come in person or participate via Zoom.

**ADJOURNMENT**

Chair Mason adjourned the meeting at 7:32 p.m.

---

BECKY ORDIN, Senior Administrative Assistant

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

---

Catherine Quffa, Library & Recreation Director



**April 5, 2023  
Item #3**

**TITLE: REVIEW PROPOSED DESIGN FOR PICKLEWEED PARK  
ENHANCEMENT PROJECT**

**RECOMMENDATION:**

That the Pickleweed Advisory Committee review and comment on the proposed design and preferred equipment for the Pickleweed Park Enhancement Project.

**BACKGROUND:**

For more than a decade, the City of San Rafael has been pursuing funding opportunities to convert the multi-use sports fields and Pickleweed Park into all-weather turf and to implement other improvements identified as high priority by the community. In Spring 2022, the City applied for a Land and Water Conservation Fund (LWCF) grant to support the project. In the Summer, the City was informed that the project had been recommended by the State for funding to the National Park Service. Over the past months, the City has been working through the Federal grant approval process and expects to receive final confirmation of project funding in the coming months.

The proposed Pickleweed Park Enhancement Project includes the construction of a new basketball court, playground, fitness area, shade and gazebo structure; conversion of the existing multi-use fields to all-weather synthetic turf; renovation of the bathroom facilities; and the addition of lighting, parking, security cameras, and landscaping.

This project will allow the City to add much-needed new amenities to Pickleweed Park, as well as to increase the capacity of existing amenities. Currently, the multi-use athletic fields at Pickleweed Park are closed for six months out of the year for repair and rejuvenation of the heavily utilized natural turf. By converting the fields to all-weather turf, the City will be able to double the time they are available to the community. The project plan also integrates environmentally friendly design, such as native and drought-tolerant landscaping, additional trees, bioswales and water filtration techniques, and improved LED lighting throughout the park and parking lot.

**DISCUSSION:**

Pickleweed Park is a heavily utilized community serving park, located in the heart of the Canal Neighborhood. Currently, the Pickleweed Fields are closed for approximately six (6) months of the year for maintenance and to provide opportunity for the grass turf to regenerate. Converting the fields to all-weather turf would allow them to remain open year-round, thereby doubling community access to this recreational amenity. In addition

to converting the fields, the project would add new amenities including: fitness equipment, a basketball/sport court, new play structures for children under 5, a gazebo, backstops for little league on the fields, an improved bathroom, and additional parking. These amenities were identified as priorities by Canal residents through a robust community engagement process.

In preparation for receiving the LWCF grant funding, the City is working with a Gates + Associates, a design consultant, to develop plans for the Park Enhancement project.

Attachment 2 provides a visual of the proposed site concept and Attachment 1 is a recently released survey for the community that shows options for playground equipment, outdoor fitness equipment, and gazebo designs. Once funding is secured and the project design and structures are finalized, the City will secure a certified contractor to complete the scope of work and install the new enhancements. While the final schedule has not yet been determined, we anticipate this work commencing in Winter of 2023-24, and continuing through 2024. We expect the project will be completed by 2025.

#### **COMMUNITY OUTREACH:**

From July through September 2020, the City conducted a community outreach process to garner input on the design of the Pickleweed Park Enhancement Project. Staff presented the project scope to community members and solicited feedback during two virtual meetings, held in partnership with the Canal Alliance and the Multicultural Center of Marin. Additionally, staff went to three community events held in the Canal neighborhood (2 food distribution events and one youth event at the Albert J. Boro Community Center) to gather one-on-one feedback on amenities community members would like to see in the project. Finally, staff created an online community survey to gather additional feedback on the project. The survey was sent out through the City's Canal-specific social media channels, posted on the Pickleweed Park electronic sign, and was also pushed out by community partners, including San Rafael City Schools, the Marin Community Clinic, the Canal Alliance, Parent Services Project, and the Marin Asian Advocacy Project.

Through the community outreach conducted in 2020, the City developed the overall scope of the project based on identified community priorities. Since that time, the project plan was also presented at the May 11, 2022 Parks & Recreation Master Plan community outreach event, and the Fall 2022 Movies in the Park event at Pickleweed Park. Feedback from those events has been considered in the refinement of the plan.

Since funding has been identified, the City has been focusing on soliciting feedback for specific design elements within the broader plan. In March 2023, the City launched an online survey (Attachment 1) in English, Spanish, and Vietnamese asking for community opinions and feedback on several Park Enhancement Design elements. Consultants, Public Works, and Library and Recreation Department staff were present at a Spring Egg Hunt event at Pickleweed Park on Saturday, April 1, to collect in-person opinions from park goers, and will be present for a second community outreach event at Pickleweed Park on Saturday, April 8<sup>th</sup>. Additionally, the surrounding community was

informed of the survey through a postcard that went out to households within approximately 300 feet of the park (Attachment 3), through notices posted at Pickleweed Park, and through social media posts. Survey respondents and community meeting attendees may identify their preferred structures and equipment, as well as provide general feedback.

The online survey is scheduled to close on April 17<sup>th</sup>, and the results will be shared with the Park and Recreation Commission on Thursday, April 20<sup>th</sup> at their next regular meeting.

**FISCAL IMPACT:**

Detailed construction cost estimates have not yet been completed, however, the initial estimated cost for this project is approximately \$9,000,000. The Project was selected by California State Parks as one of 16 local park projects that the State is recommending to the National Park Service (NPS) for LWCF grants. The LWCF grant would provide \$4,240,000 in funding for the project, and the City expects to receive a response from the NPS in Summer/Fall 2023 whether we will be awarded LWCF grant funding. The City is committed to financing 100% of this project by matching funds from eligible source(s) and is continuing to explore other funding opportunities to cover the full cost of completion.

Submitted by:



Craig Veramay  
Assistant Library and Recreation Director

**Attachments:**

1. Pickleweed Online Survey Questions and Preferred Equipment Options
2. Concept Drawing
3. Pickleweed Park Enhancement Project Online Survey Postcard



**SAN RAFAEL**  
THE CITY WITH A MISSION

# Pickleweed Park Enhancements Design Survey City of San Rafael

Welcome to the Community Design Survey for the Pickleweed Park Enhancement Project!

*Para completar la encuesta en español, [haga clic aquí](#).  
Để thực hiện khảo sát bằng tiếng Việt, [nhấp vào đây](#).*

The Pickleweed Park Project will expand and increase outdoor recreation opportunities at Pickleweed Park. The City of San Rafael's project will add or improve various amenities at the park including new all-weather turf fields, a new basketball/sport court, new playground features for children under five, new fitness equipment for adults, new gazebo with shaded seating, replacing the restroom building, and lighting. In addition to the new and improved amenities, new planting areas that focus on native species are planned.

We are currently seeking feedback on some of these new amenities to

select designs that best serve the community. Your participation is greatly appreciated!

# PICKLEWEED PARK IMPROVEMENTS

City of San Rafael



- 1 All-Weather Soccer Field
- 2 Toddler Play Area
- 3 Outdoor Fitness
- 4 Bioretention Area
- 5 Restroom
- 6 Gazebo
- 7 New Park Signage
- 8 Seating Plaza
- 9 Basketball Court
- 10 Extended Parking Lot



SITE PLAN

Next

Powered by



See how easy it is to [create a survey](#).

[Privacy & Cookie Notice](#)



**SAN RAFAEL**  
THE CITY WITH A MISSION

# Pickleweed Park Enhancements Design Survey City of San Rafael



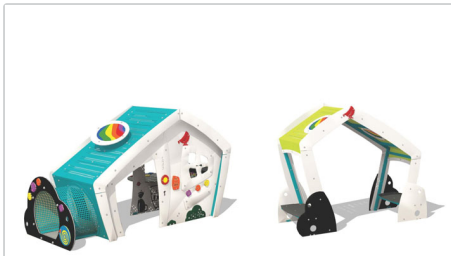
1. Which option of ADDITIONAL PLAY EQUIPMENT do you prefer for children under age five? Select ONE (1).



Option 1



Option 2



Option 3

None of the above

2. We are planning to install 3-5 fitness stations in the park. Which THREE (3) fitness stations do you prefer for the OUTDOOR FITNESS EQUIPMENT?



Option 1 - Parallel Bars



Option 2 - Mobility



Option 3 - Stretch



Option 4 - Balance Steps



Option 5 - Plyometrics



Option 6 - Chest/Back Press



Option 7 - Row/Push-Up



Option 8 - Ab Crunch/Leg Lift

None of the above

3. A NEW GAZEBO with shaded seating is planned for the park. This structure will fit in with the theme and look of the existing park site and community center. Which style of GAZEBO do you prefer? Select ONE (1).



Option 1



Option 2

None of the above

4. Is there anything else you would like to share regarding the project and the different design options?

5. How often do you visit Pickleweed Park?

Daily

- Weekly
- Monthly
- Every few months
- Once or twice a year
- Never
- Other (please specify)

6. Why do you visit Pickleweed Park? Select all that apply.

- Playground
- Activities at the Community Center
- Play sports
- Exercise
- Enjoy nature
- Socialize with family/friends

- Outing with pet(s)
- Community event
- Picnic
- Other (please specify)

7. What is your age group? (optional)

- 0-17 years
- 18-24 years
- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55+ years

Thank you for your participation!

Prev

Done

Powered by



See how easy it is to [create a survey](#).

# PICKLEWEED PARK IMPROVEMENTS

City of San Rafael



- 1 All-Weather Soccer Field
- 2 Toddler Play Area
- 3 Outdoor Fitness
- 4 Bioretention Area
- 5 Restroom
- 6 Gazebo
- 7 New Park Signage
- 8 Seating Plaza
- 9 Basketball Court
- 10 Extended Parking Lot



# Help the City of San Rafael design **PICKLEWEED PARK!**

## **PICKLEWEED PARK IMPROVEMENTS** City of San Rafael



All-Weather Field  
Toddler Play Area  
Outdoor Fitness Area  
Restroom  
Gazebo  
Shaded Seating  
Basketball Court  
Extended Parking Lot  
Improved Lighting

**TAKE THE  
ONLINE SURVEY  
BY APRIL 17  
AND TELL US WHAT  
YOU'D LIKE TO SEE!**

## **We want to hear from you!**

¡Queremos escucharlo! ¡Ayude a la Ciudad de San Rafael a diseñar el Pickleweed Park!

Chúng tôi muốn lắng nghe ý kiến đóng góp của quý vị! Hãy giúp Thành Phố San Rafael thiết kế Công viên Pickweed!

**Scan the  
QR code or  
visit the  
website to  
take the survey**



[www.cityofsanrafael.org/pickleweed](http://www.cityofsanrafael.org/pickleweed)



**SAN RAFAEL**  
THE CITY WITH A MISSION



City of San Rafael  
1400 5th Avenue  
San Rafael, CA 94901

## Thank you for sharing your feedback!

Realice la encuesta en línea a más tardar el 17 de abril escaneando el código QR a continuación o visitando el sitio web.



Thực hiện Khảo Sát Trực Tuyến trễ nhất vào ngày 17 tháng 4 bằng cách quét mã QR bên dưới hoặc truy cập trang web.



***[www.cityofsanrafael.org/pickleweed](http://www.cityofsanrafael.org/pickleweed)***



**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

---

**April 5, 2023  
Item # 4.A.**

**TITLE: YMCA Summer Camp @ Al Boro Community Center Co-Sponsorship Recommendation**

**RECOMMENDATION**

Staff recommends that the Pickleweed Advisory Committee consider granting the YMCA a fee reduction or waiver for use of the rooms necessary to conduct 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, 2022 (closed July 4), with permission for staff to grant additional space on a day-to-day basis, depending on availability.

**BACKGROUND**

At their February 1, 2023 regular meeting, the Pickleweed Advisory Committee received an application and presentation from the YMCA requesting full co-sponsorship of rental fees for their proposed YMCA Summer Camp @ Al Boro Community Center program.

The YMCA program, which is supported by San Rafael City Schools, plans to serve over 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 Catholic Charities Kids Club program and previous YMCA programs, in order to accommodate other programming in the facility, staff recommends granting the YMCA enough rooms for them to successfully base daily activities. Should the Committee agree, additional rooms could then be granted on a daily, space available basis. Generally, the activity fits well in the Center's schedule and is very much needed in the community.

## **DISCUSSION**

As the Pickleweed Advisory Committee has had time to review the co-sponsorship application, a recommendation is needed to grant a fee reduction (25%, 50%, 75%, or other), grant a full fee-waiver, reject the application and ask applicant to resubmit with additional information, or reject the co-sponsorship application all together. Members must also consider the Committee's annual total allocation of \$140,000 in fees that can be waived. Should the Advisory Committee approve co-sponsorship, their recommendation should consider supporting staff's recommendation of granting the rooms necessary to conduct a summer camp with permission for staff to provide additional space on a day-to-day basis, depending on availability.

## **FISCAL IMPACT**

The non-profit value of a full co-sponsorship totals \$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:

1. YMCA Summer 2023 Co-Sponsorship 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  
August 2021 Albert J. Borro Community Center

If no, start date of original program: \_\_\_\_\_ Location: \_\_\_\_\_

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

## Section II-About the Program

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

In 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 Programs 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



# 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 07/28/2023 program 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  
                                           

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  
       

2005    2006    2007    2008    2009    2010    2011    2012    2013    2014  
                                   

***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

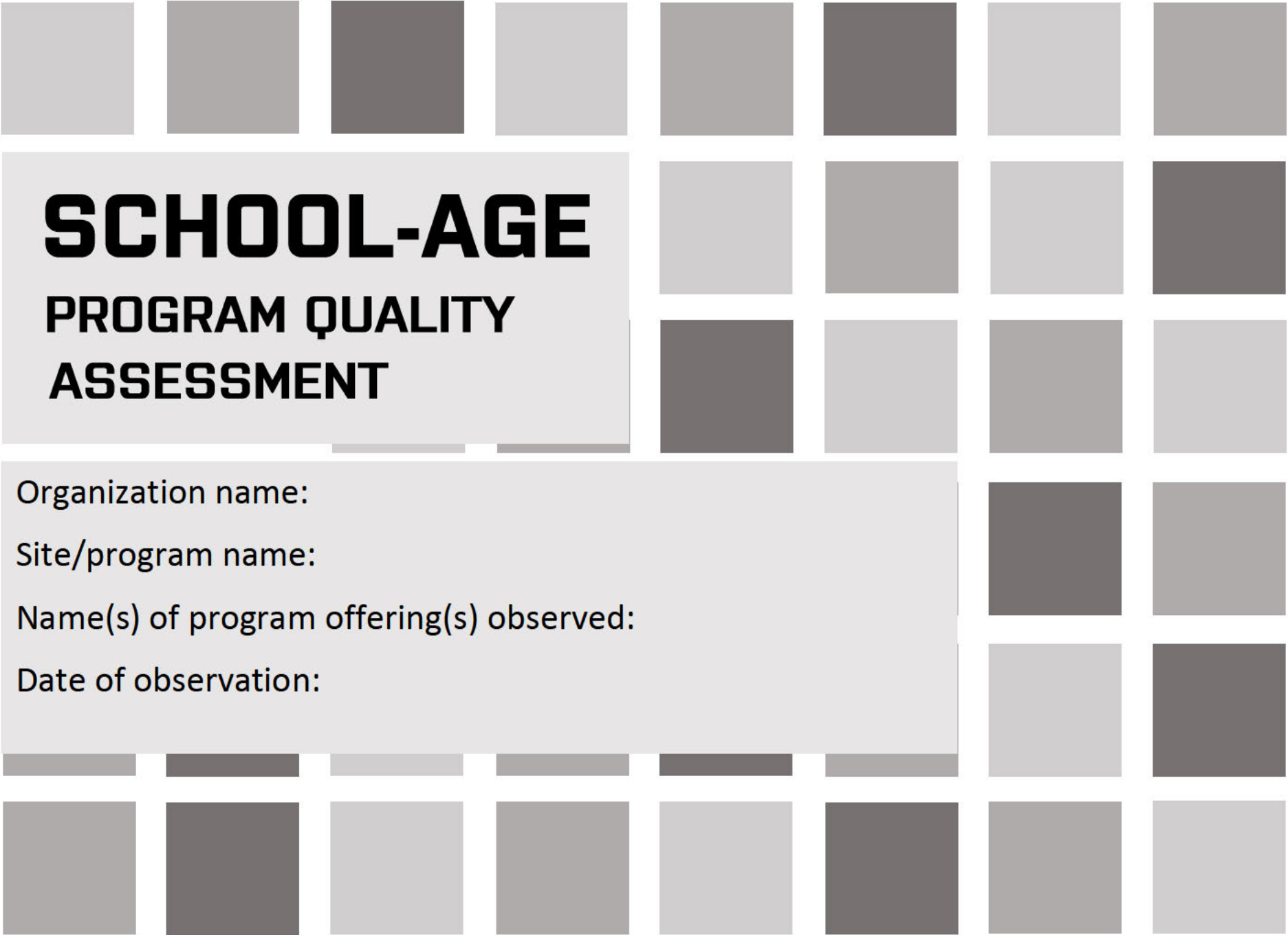
What is your birth date?

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:

**Published by**

David P. Weikart Center for Youth Program Quality  
A unit of the Forum for Youth Investment  
7064 Eastern Ave NW  
Washington, DC 20012  
202.207.3333  
[www.forumfyi.org](http://www.forumfyi.org)

*Updated October 2020*

Copyright © 2012 the Forum for Youth Investment.  
Except as permitted under the Copyright Act of 1976,  
no part of this book may be reproduced or transmitted in any  
form or by any means, electronic or mechanical, including  
photocopy, recording, or any information storage-and-retrieval  
system, without prior permission in writing from the publisher.

ISBN 1-57379-256-X  
Printed in the United States of America



# TABLE OF CONTENTS

## **FRONT MATTER**

Introduction i

Conducting a Program Self-Assessment iii

Conducting an External Assessment v

## **Program Information 1**

## **I. SAFE ENVIRONMENT**

Emotional Safety 2

Healthy Environment 3

Emergency Preparedness 4

Accommodating Environment 5

Nourishment 6

## **II. SUPPORTIVE ENVIRONMENT**

Warm Welcome 7

Session Flow 8

Active Engagement 9

Skill-Building 10

Encouragement 11

Child-Centered Space 12

## **III. INTERACTION**

Managing Feelings 14

Belonging 15

School-Age Leadership 16

Interaction with Adults 17

## **IV. ENGAGEMENT**

School-Age Planning 18

School-Age Choice 19

Reflection 20

Responsibility 21

## **School-Age PQA Observation Guide 22**

# 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+                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

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

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

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

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

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

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

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

Where are the emergency procedures posted?

Is there an accessible fire extinguisher?

Is there an accessible first-aid kit?

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

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

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

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

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

## NOURISHMENT | Healthy food & drinks are provided.

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

## WARM WELCOME | Staff provides a welcoming atmosphere.

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

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

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



## ACTIVE ENGAGEMENT | Activities support active engagement.

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

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

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

## ENCOURAGEMENT | Staff supports children with encouragement.

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

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

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

### SUPPORTIVE ENVIRONMENT SUPPLEMENT

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

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

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

### SUPPORTIVE ENVIRONMENT SUPPLEMENT

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

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

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

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

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

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

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

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

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



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

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. <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"/>

If item above is scored a 1, do not score this item. Write an "X" in the box at the left.

# SCHOOL-AGE PQA OBSERVATION GUIDE

## Program Offerings Children – Grades K-6

### Summary of Scales

#### I. Safe Environment

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

#### II. Supportive Environment

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

#### III. Interaction

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

#### IV. Engagement

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

### Follow-Up Questions

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

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

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

# END USER LICENSE AGREEMENT: Program Quality Assessment

THIS IS AN AGREEMENT GOVERNING YOUR USE OF THE FORUM FOR YOUTH INVESTMENT'S PROGRAM QUALITY ASSESSMENT (HEREAFTER, THE "PQA"). THE FORUM FOR YOUTH INVESTMENT ("LICENSOR" OR "US") AS OWNER OF THE PQA IS WILLING TO PROVIDE YOU (AT TIMES REFERRED TO HEREIN AS LICENSEE) WITH THE PQA IN ACCORDANCE WITH THE TERMS AND CONDITIONS CONTAINED IN THIS AGREEMENT.

IF YOU DO NOT WISH TO ACCEPT THIS AGREEMENT, DO NOT DOWNLOAD OR USE THE PQA. USE OF THE PQA IS YOUR CONSENT TO BE BOUND BY AND YOUR ACCEPTANCE OF ALL THE TERMS AND CONDITIONS OF THIS AGREEMENT. PLEASE CAREFULLY READ THE TERMS AND CONDITIONS OF THIS AGREEMENT, AS THIS AGREEMENT IS ENFORCEABLE LIKE ANY WRITTEN NEGOTIATED AGREEMENT SIGNED BY YOU. IF YOU DO NOT AGREE TO ALL OF THE TERMS OF THIS AGREEMENT, DO NOT DOWNLOAD OR USE THE PQA.

1. DEFINITIONS.
  - A. Client. An entity, organization, or person which uses the PQA.
  - B. Confidential Information. Confidential information as used herein means all standards, techniques, forms, rubrics, procedures, information and instructions pertaining to the PQA and other matters subject to this Agreement which are disclosed by us to you.
  - C. Copyright. All of the written, audio and visual materials provided with the PQA are the copyright material of, and are owned by US, including without limitation, the materials provided herein. You agree not to copy any of such materials in any way without the prior written permission of the Licensor.
  - D. PQA. A family of observational assessment tools designed to assess the instructional quality of programs and to identify staff training needs.
    - a. Youth PQA. A validated observational assessment for programs that serve youth in grades 4 - 12.
    - b. School-Age PQA. A PQA designed for programs that serve children in grades K - 6.
    - c. Health & Wellness PQA. A PQA designed for health and wellness-related programming.
    - d. STEM PQA. A PQA designed Science, Technology, Engineering and Math (STEM)-related programs.
    - e. ARTS PQA. A PQA designed for Arts enrichment-related programs.
  - E. PQA Materials. Any and all materials provided as part of the PQA including all education and instruction books, charts, disks, forms, activity props, workbooks, and related materials.
2. LICENSEE RIGHTS.
  - A. This license confers upon Licensee the right to use the PQAs at a single location for the benefit of your organization. Under no circumstances does Licensee have the right to contract with additional organizations for their use of the PQA or to license, sell, or authorize any third-party use of the PQA without the express permission of Licensor.
  - B. You may NOT sell the PQA.
  - C. You may NOT make any derivative works or materials using any part of the PQA Materials
  - D. Subject to the terms and conditions of this Agreement and the continuing performance by You of Your obligations hereunder, you shall have, during the term hereto, the right to use the PQAs.
  - E. You are only allowed to use the PQA as described herein. No other entity, organization or individual may utilize your copy of the PQA without the express written consent of Licensor. You are permitted to print or copy the PQA for use within your organization provided the End User License Agreement is provided with such copy.
3. FEES.
  - A. A single instance or download of the PQA for the right to use the PQA is free. Licensor reserves the right to charge a fee in the future.
  - B. Licensor shall have no other obligation for any defective material.
4. RESPONSIBILITIES.
  - A. You shall:
    - a. Use the PQA and any PQA Materials for your organization's sole benefit. You shall assume all responsibility and risk for ensuring the effectiveness of the PQA.
    - b. Not make, provide copies of, or grant access to the use of any PQA or PQA Materials outside of your organization.
    - c. Not do any act which alters or impairs the copyrights or trademarks of the PQA or PQA Materials which are not specifically authorized by this Agreement.
    - d. Use your best efforts to work with the PQA using proper techniques.
  - B. Licensor may, but is not required to, make available a downloadable version of the PQA and any PQA Materials.
  - C. Licensor may, but is not required to, provide additional guidance and tools.
5. PROPRIETARY RIGHTS AND NON-DISCLOSURE.

You agree that the PQA and PQA Materials and the authorship, systems, ideas, methods of operation, documentation and other information contained in the PQA, are proprietary intellectual properties and/or the valuable trade secrets of the Licensor and are protected by civil and criminal law, and by the law of copyright, trade secret, trademark and patent of the United States, other countries and international treaties. The Licensor retains all right, title and interest in and to the PQA and PQA Materials, including all copyrights, patents, trade secret rights, trademarks and other intellectual property rights therein. Your possession, installation or use of the PQA and PQA Materials does not transfer to You any title to the intellectual property in the PQA and PQA Materials, and You will not acquire any rights to the PQA and PQA Materials except as expressly set forth in this Agreement. Except as stated herein, this Agreement does not grant You any intellectual property rights in the PQA and PQA Materials. You agree not to modify or alter the PQA and PQA Materials in any way. You may not remove or alter any

copyright notices or other proprietary notices on any copies of the PQA and PQA Materials.

6. TERM AND TERMINATION.
  - A. This Agreement and your use of the PQA are effective as of the date of download and shall continue for a period of one (1) year. Your continued use of the PQA shall automatically renew the term for a period of one (1) year from your last use.
  - 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**

---

**April 5, 2023  
Item #5.A.**

**TITLE: DrawBridge- Weekly Expressive Art Groups**

**RECOMMENDATION**

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of the Albert J. Boro Community Center Art Room on Monday afternoons from September 11, 2023 through August 26, 2024, excluding holidays and closures.

**BACKGROUND**

DrawBridge has been offering their Weekly Expressive Art Groups at the Albert J. Boro Community Center since 2013. The City, through the Pickleweed Advisory Committee, has been fully co-sponsoring the rental of the room for the program since 2017. The activity fits well in the Center, especially in the Art Room, and appears to have a core following of children that truly look forward to the program.

DrawBridge offers their Weekly Expressive Art Groups program for children in shelters and affordable housing facilities at the Albert J. Boro Community Center and across the Bay Area. The program provides children a safe, fun, supportive environment where youth ages five to 18 can use art to “build community, process stress, and explore difficult emotions through creative expression.”

The term of the proposed art program is from September 11, 2023 through August 26, 2024. The applicant is requesting a full fee-waiver, valued at \$1,320.00 for use of the Art Room on Mondays from 3:30 pm to 5:30 pm, excluding holidays.

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

## **DISCUSSION**

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

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

The Committee will make their recommendation at their June 7, 2023 regular meeting.

## **FISCAL IMPACT**

The resident/non-profit value of the rental totals \$1,320.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using the Art Room at that time.

## **ALTERNATIVE ACTION**

Any other action as determined by the Committee.

Submitted by:



Steve Mason  
Senior Recreation Supervisor

Attachments:

1. Use Agreement Application
2. Final Program Report
3. Program Budget 2023
4. Attendance Form Sample
5. Program Evaluation Forms and Sample Responses



# ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

## Section I-About the Applicant Agency

Date Submitted: 3.13.23 Revision Dates (if applicable) \_\_\_\_\_

Title of Program: DrawBridge Weekly Expressive Art Groups

Co-sponsoring agency or individual: \_\_\_\_\_

Address: PO Box 2698, San Rafael, CA 94912

Telephone: 4 [REDACTED] Ext. \_\_\_\_\_

Email: tracy@drawbridge.org

Website: www.drawbridge.org

Non-Profit 501c3 Number: 6 [REDACTED]

Principal contacts:

Name: Tracy Bays-Boothe Phone: [REDACTED] Email: tracy@drawbridge.org

Is this a first time program at Pickleweed? Yes  No

If no, start date of original program: 2013 Location: Art Room

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

## Section II-About the Program

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

DrawBridge provides free weekly expressive arts programs for children in shelters, affordable housing facilities, and community centers across the San Francisco Bay Area. Providing nurturing art experiences and quality art supplies, DrawBridge's programs are always free to the families we serve. DrawBridge's trained facilitators provide children and youth ages 5 to 18 the safe space to build community, process stress, and explore difficult emotions through creative expression. DrawBridge's programs offer children a fun, supportive environment to work at their own pace and explore playful creativity that is so important to healthy development and emotional well-being.



### **Section III Outcomes and Measurements**

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

#### Outcome Statement

1. To provide a weekly art group that helps children develop a sense of group cohesiveness, compassion, creativity, and self-worth.
2. To provide an outlet for the creative emotional expression for children which may not be regularly available in other settings.
3. To serve 50 or more unduplicated young people from a variety of backgrounds, who will attend the group 450 times or more per calendar year.

#### Measurement for Outcome

1. Children will be offered encouragement, non-judgmental respect, and compassion each time they attend a group. Creative exploration will be fostered as well as their enjoyment of the process, promoting feelings of self-worth. Collaborative learning and encouragement of others will be modeled by facilitators and encouraged with the group. Qualitative feedback will be gathered from children, facilitators, volunteers, and site staff around these outcomes.
2. Short and long-term qualitative measurements of wellbeing will be gathered including anecdotal feedback, observations, and opportunities for self-reporting. DrawBridge will solicit evaluations and document feedback from children and their caregivers.
3. Success will also be measured by the number of individual children served as well as the number of child visits to DrawBridge groups at each site.

#### Measurements:

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

Participants sign in as they arrive, and facilitators check lists during each group. Attendance information is submitted monthly to DrawBridge through an online attendance portal in which facilitators upload information on each group. A screen shot of DrawBridge's attendance form and online facilitator portal is attached.



Client Satisfaction:

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

Children are asked about their experience and feelings about DrawBridge programs. Caregivers are asked what they notice about their children after participating in DrawBridge programs. Samples from the most recent caregiver and participant surveys are included as an attachment. Observations, program feedback, and testimonials are also gathered from volunteers and facilitators.

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

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

**Section IV Faculty/Leaders**

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

Kathleen Keating, Art Group Facilitator  
kkeating@drawbridge.org, [REDACTED]  
[REDACTED]

**Section V Partners and Support**

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

Partners	Dollar Amount	Detail In-Kind
We do not receive direct funds for this group.		

Attach a program budget.

## **Section VI Attachments**

List all attachments submitted with this application

- Application Form
- Program Budget
- Outcome Statement Form (included in application)
- Community Outreach Plan (included in application)
- Attendance Reporting Requirements
- Program Evaluation Form
- Final (or Interim) Report (Renewals Only – included in this application)



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

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

Program Name:

DrawBridge Weekly Expressive Art Groups

Report prepared by:

Name Tracy Bays-Boothe

Title Executive Director

Date submitted: 3.13.23

Date program completed: Ongoing

How many total people were served? 228

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

1. To provide a weekly art group that helps children develop a sense of group cohesiveness, compassion, self-discipline, and self-worth.
  2. To provide an outlet for emotional expression which may not be available to them in any other environment.
  3. To serve 50 or more unduplicated young people from a variety of backgrounds, will attend the group 450 times or more.
- DrawBridge programs at the Albert J. Boro Community Center during the grant period have served 38 unduplicated children in a period of six months, with a total program attendance of 228 from September 2022 to February 2023, an increase of 11% to date. In addition to weekly ongoing art groups, DrawBridge offered our new Summer Art Adventures program exploring themes of art, nature, and community. In addition, as part of DrawBridge's holiday campaign, DrawBridge youth artists received donations of backpacks filled with art supplies provided by the sport action brand Vans and Blick Art Materials to wish program participants a creative new year. The average attendance for DrawBridge programs at the Albert J. Boro Community Center has been consistently strong and we anticipate meeting our annual attendance goals for the program by the end of August as stated in our application.

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

As DrawBridge resumes in-person programs at the Albert J. Boro Community Center and across the community, DrawBridge staff will conduct surveys and a full evaluation of experiences with participants and parents in Fall of 2023 to better inform ongoing program offerings in the future. Results of these findings will be shared with key stakeholders.

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

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

DrawBridge's trained facilitators provide children and youth the safe space to build community and explore creative expression. As Bay Area communities continue to reopen in the wake of the pandemic, DrawBridge programs are in needed more than ever. We are delighted to be on track to meet our annual attendance goals at the Boro Center and anticipate these numbers to grow in the coming year.

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

DrawBridge has offered expressive arts programs to the Canal community for over 25 years. Working in collaboration with site directors and long-time artist and facilitator Kathleen Keating, a San Rafael native, DrawBridge is looking forward to once again offering free expressive on-site arts programs to children at the Albert J. Boro Community Center.



## **PROGRAM BUDGET, 2022**

One site, based on 45 sessions per year

Facilitators	\$3600
Community Artists	\$1000
Program Manager	\$3500
Payroll Taxes	\$1000
Art Materials and Supplies	\$1500
Training and Recruitment	\$1500
Marketing and Advertising	\$100
Printing	\$100
Insurance	\$200
Supplies Storage	\$200
<b>TOTAL</b>	<b>\$12,700</b>

# DrawBridge Online Attendance Forms (completed weekly by Facilitators and DrawBridge Staff)



[About Us](#) + [Our Work](#) + [News](#) + [Ways to Help](#) + [Shop](#)

[Donate Now](#)

Protected: Facilitator Weekly

## >>MONTHLY HOURS / ATTENDANCE

Instructions: Click the link above to log monthly attendance information in the Google document, choose the tab with your site location (i.e., Columbia Park, Beale Street, etc.) and fill in all information.

Type and press enter to search.

### Recent Posts

[Nolan \(Photographer's New Story Benefits DrawBridge](#)

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

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

[Help Kids Flourish Through Art](#)

[Meet Tracy Day-Bonnie, the New Executive Director of DrawBridge](#)

## LOG YOUR WEEKLY HOURS FOR PAYMENT

Refresh page to get a new weekly form

Facilitator Name +

Email my receipt +

Group Site +

Group Type +

Group Date +

Number of Kids Attending +

Assistant Name

Assistant Hours

Expenses for Reimbursement (total \$\$)

Expenses Description

You can submit receipts (pdf or jpg) using the "Photo Upload" below.

### Add a story, quote or photo below

Your stories spread and help promote DrawBridge

Was there a magic moment in your group this week?

Are you including file attachments? +

- Yes
- No

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

No file chosen

Submit receipts, documents and teaching notes from your group (optional). When uploading a child's photo please include the child's name and facilitator's name (e.g., John D.)



**DrawBridge Program Evaluation Forms and Sample Responses 2020**  
**Albert J. Boro Community Center**

**Grupo de arte DrawBridge – Preguntas para padres** *DrawBridge ArtGroup Questions for Parents*

---

**¿A su hijo le gusta el grupo de arte DrawBridge?** *(Does your child like DrawBridge?)*  
Si  No

**¿Su hijo hace amigos en DrawBridge?** *(Does your child make friends at DrawBridge?)*  
Si  No

**¿Su hijo está orgulloso de su obra de arte?** *(Is your child proud of their artwork?)*  
Si  No

**¿Aprendió su hijo algo nuevo en DrawBridge?** *Did your child learn anything new at DrawBridge?*  
Si  No  Si es así, ¿qué? *(If yes, what?)*

**¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge?**  
*(What is your child's mood after a DrawBridge group?)*

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

**¿Cómo beneficia DrawBridge a su hijo, o otros comentarios sobre DrawBridge?**  
*(How does DrawBridge benefit your child, or other comments about DrawBridge?)*

La beneficia con su sereno y la mantiene  
ocupado y la ayuda Gracias!

Thank you!



**Grupo de arte DrawBridge – Preguntas para padres** *DrawBridge ArtGroup Questions for Parents*

---

**¿A su hijo le gusta el grupo de arte DrawBridge?** *(Does your child like DrawBridge?)*

Si  No

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

Si  No

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

Si  No

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

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

Si a desarrollar más su habilidad de cortar.

**¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge?**

*(What is your child's mood after a DrawBridge group?)*

Se siente feliz y orgulloso del proyecto realizado

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

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

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

Thank you!

**Grupo de arte DrawBridge – Preguntas para padres** *DrawBridge ArtGroup Questions for Parents*

---

**¿A su hijo le gusta el grupo de arte DrawBridge?** *(Does your child like DrawBridge?)*

Si  No

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

Si  No

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

Si  No

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

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

learn how to draw

**¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge?**

*(What is your child's mood after a DrawBridge group?)*

My child is always in a happy mood after Draw Bridge.

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

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

Draw Bridge gives my child the opportunity to learn something new every class.

Thank you!

**Grupo de arte DrawBridge – Preguntas para padres** *DrawBridge ArtGroup Questions for Parents*

---

**¿A su hijo le gusta el grupo de arte DrawBridge?** *(Does your child like DrawBridge?)*

Si  No

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

Si  No

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

Si  No

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

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

To draw

**¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge?**

*(What is your child's mood after a DrawBridge group?)*

Happy, proud, excited

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

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

A little calm

Thank you!

**Grupo de arte DrawBridge – Preguntas para padres** *DrawBridge ArtGroup Questions for Parents*

---

**¿A su hijo le gusta el grupo de arte DrawBridge?** *(Does your child like DrawBridge?)*

Si  No

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

Si  No

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

Si  No

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

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

Como aprender hacer manualidades con papel  
a cortar, colorear

**¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge?**

*(What is your child's mood after a DrawBridge group?)*

Feliz, emocionado con lo que realizo

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

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

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

Thank you!

**Grupo de arte DrawBridge – Preguntas para padres** *DrawBridge ArtGroup Questions for Parents*

---

**¿A su hijo le gusta el grupo de arte DrawBridge?** *(Does your child like DrawBridge?)*

Si  No

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

Si  No

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

Si  No

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

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

ellos han aprendido colorear y les encanta el  
Programa

**¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge?**

*(What is your child's mood after a DrawBridge group?)*

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

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

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

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

Thank you!

A-Z

**Grupo de arte DrawBridge – Preguntas para padres** *DrawBridge ArtGroup Questions for Parents*

---

**¿A su hijo le gusta el grupo de arte DrawBridge?** *(Does your child like DrawBridge?)*

Si  No  *Yes, he does like Draw Bridge.*

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

Si  No  *Yes, he does.*

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

Si  No  *He is proud.*

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

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

- + *Yes, he did.*
- *Sewing*
- *Paper art*

**¿Cuál es el estado de ánimo de su hijo después de un grupo DrawBridge?**

*(What is your child's mood after a DrawBridge group?)*

- *He is happy*

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

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

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

Thank you!

DRAWBRIDGE ART GROUP SURVEY



How old are you?

I am 9 years old.

What do you like about DrawBridge Monday Art Group?

~~\_\_\_\_\_~~ I like doing art  
because I learn how to draw  
and when I go to school when  
we have art at school every one  
loves my drawing because thanks to <sup>DrawBridge</sup> art  
Group I learn alot!

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

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

## DRAWBRIDGE ART GROUP SURVEY

How old are you?

11

What do you like about DrawBridge Monday Art Group?

I like that every week we do a new craft.

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

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

Thank you!



DRAWBRIDGE ART GROUP SURVEY

How old are you?

10

What do you like about DrawBridge Monday Art Group?

Its awesome  
I also get to  
meet my friends

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

sad because I  
want 2 hours  
of art class

Thank you!

DRAWBRIDGE ART GROUP SURVEY

How old are you?

9

What do you like about DrawBridge Monday Art Group?

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

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

sad because I like ART  
a lot.

Thank you!

✓

DRAWBRIDGE ART GROUP SURVEY

Michael

How old are you?

11

What do you like about DrawBridge Monday Art Group?

The teachers,  
the activities,  
the craft stuff  
the snacks

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

good because I

came!

ps. hungry

Thank you!

your welcome 😊

DRAWBRIDGE ART GROUP SURVEY

Shirley

How old are you?

11

What do you like about DrawBridge Monday Art Group?

The teachers  
The activities  
And the snacks

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

Happy  
Good that  
came

P.S. Hungry

Thank you!

DRAWBRIDGE ART GROUP SURVEY

How old are you? 5

What do you like about DrawBridge Monday Art Group?

to paint

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

happy

Thank you!

DRAWBRIDGE ART GROUP SURVEY

How old are you? 7

What do you like about DrawBridge Monday Art Group?

That it's fun.

I like learning.

I learned to make a unicorn.

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

Good in the group.  
Sad, because I like doing art.

Thank you!

Abraham

DRAWBRIDGE ART GROUP SURVEY

How old are you? 9

What do you like about DrawBridge Monday Art Group? we  
make STUFF like, draw, sewing, painting

How do you feel at the end of a Monday Art Group? mad I want more  
art

Thank you!

You Welcome

DRAWBRIDGE ART GROUP SURVEY

How old are you?

7

What do you like about DrawBridge Monday Art Group?

It's fun. I learn how to draw.  
I made a ice cream shop.

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

Good, happy.

Thank you!





**SAN RAFAEL**  
LIBRARY AND RECREATION

**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

---

**April 5, 2023  
Item #5.B.**

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

**RECOMMENDATION**

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for the use an Albert J. Boro Community Center Meeting Room on Monday and Wednesday mornings to Tamalpais Adult School and Bahia Vista Elementary School.

**BACKGROUND**

Tamalpais Adult School and Bahia Vista Elementary School provide free English As A Second Language class at the Albert J. Boro Community Center to “support adult learners, many of whom have been under served in education, to thrive in their community, learn English.” The program targets local parents, especially those whose children attend nearby Bahia Vista Elementary School.

The term of the proposed adult program is from September 11, 2023 through May 29, 2024, with breaks during school holidays. Tamalpais Adult School and Bahia Vista Elementary School are requesting a full fee-waiver valued at \$2,835.00 for use of a Meeting Room on Mondays and Wednesdays from 8:45 am to 10:45 am.

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

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

## **DISCUSSION**

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

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

The Committee will make their recommendation at their June 7, 2023 regular meeting.

## **FISCAL IMPACT**

The resident/non-profit value of the co-sponsorship totals \$2,835.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using the Meeting Room at that time.

## **ALTERNATIVE ACTION**

Any other action as determined by the Committee.

Submitted by:



Steve Mason  
Senior Recreation Supervisor

Attachments:

1. Use Agreement Application and Final Program Report
2. 2021-22 TAS End of Year Report
3. Sample Attendance Report
4. Learning Gains and Attendance Report
5. 2022-2023 EI Civics Calendar



# ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

## Section I-About the Applicant Agency

Date Submitted: 3/7/2023 Revision Dates (if applicable) \_\_\_\_\_  
Tamalpais Adult School, English as a Second Language Classes

Title of Program: \_\_\_\_\_

Co-sponsoring agency or individual: \_\_\_\_\_

Address: 375 Doherty Drive, Larkspur, CA 94939

Telephone: ██████████ Ext. \_\_\_\_\_

Email: rnowlan@tamdistrict.org

Website: www.tamadulted.org

Non-Profit 501c3 Number: ██████████

Principal contacts:

Name: Jaemi Naish Phone: ██████████ Email: jnaish@tamdistrict.org

Is this a first time program at Pickleweed? Yes  No   
Albert J. Boro Community Center

If no, start date of original program: 2018-2019 Location: \_\_\_\_\_

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

## Section II-About the Program

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

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

Proposed Start Date: September 11, 2023 Proposed End Date: May 29, 2024

Number participants estimated: 20 Maximum number estimated: 30

Parents at Bahia Vista Elementary

Target age group: School

Requested Rooms:

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

Days and Times Requested:

Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Time: 8:45 AM - 11:00 AM

Fee Reduction Request

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

OFFICE USE ONLY: Monetary value of fee waiver request: \$ 2,835.00

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

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

N/A

Describe your community outreach plan and how you will advertise:

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

In what languages will your marketing materials be distributed?

- English
- Spanish
- Vietnamese
- Other

### **Section III Outcomes and Measurements**

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

#### Outcome Statement

Tam Adult School has enjoyed a partnership with Albert J. Boro and Bahia Vista Elementary School for 6+ years and has successfully provided ESL classes to BV parents who assess at the lowest level of English language proficiency. CASAS reading assessments are conducted for each enrolled student prior to classes beginning and once again after 50+ hours of instruction. Regular attendance is required and student persistence is reported quarterly. Regular daily attendance is expected of students and most students will record a minimum of 60 direct instructional hours throughout Fall and Spring semesters.

#### Measurement for Outcome

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

Measurement: EL Civics written and oral assessments after 30 hours of instruction, units introduced such as Qualities of An Effective Employee, Community Resources, Visiting A Medical Professional.

2. Use school and community resources to enhance learning and for transition opportunities

Measurement: Introduction to community resources in Marin County, transitional counselor appointments and guest presentations, partner presentations on employment support services, CAL WORKS, COVID19-related supports available, bilingual support services, presentations planned.

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

#### Measurements:

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

Attendance is taken at each session using the ASAP student information system. Attendance is reported weekly and reviewed monthly and quarterly. Calls are made to students who are no longer attending or who have missed 3+ class sessions.

CASAS pre and post assessments are compared for each student to determine learning gains achieved, civics assessments passed and total attendance hours achieved.

Client Satisfaction:

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

Students are provided with a Google survey one time per year to assess their satisfaction with the program, provide a confidential voice for program improvement, and to solicit feedback. It is a very useful and valuable tool for program improvement. Survey is provided in English and Spanish. Google translate allows for translation of survey in many additional languages.

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

N/A

**Section IV Faculty/Leaders**

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

Cindy Winship, ESL Teacher  
Isabel Farga, Secretary at Tam Adult School  
Monica McMillan, Secretary at Tam Adult School  
Samuel Chavez, Paraeducator at Tam Adult School  
Rebecca Nowlen, Marin Adult Education Outreach Coordinator

**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
Emilia El Ammari, Principal at Bahia Vista Elementary School		Support in marketing, enrollment, parent communication, and outreach
Marin Adult Education Consortium Partners including College of Marin, the Marin County Office of Education, San Rafael City Schools, Novato Adult School, Shoreline Unified School District, and Canal Alliance		

Attach a program budget.

**Section VI Attachments**

List all attachments submitted with this application

2021-22 TAS End of Rear Report  
ESL morning attendance sample report (February 2023)  
ESL morning learning gains, total hours of attendance, pre-post tests by student  
EL Civics Schedule (2022-23)



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

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

Program Name:

Tamalpais Adult School, English As A Second Language Class

Report prepared by:

Name Rebecca Nowlen Title MAEP Outreach Coordinator

Date submitted: 3/7/2023

Date program completed: May 24 2023 (planned)  
12 (at time of application)

How many total people were served? \_\_\_\_\_

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

Strong Learning Gains, Student Persistence, and Community in the Albert J. Boro Morning ESL Class is evident!

As seen on the sample report: 12 students are attending the morning ESL class regularly, total attendance hours is 623 for the class, average attendance for the year (at time of this writing) is 52 hours over the course of the year per student. This indicates student persistence is strong. Of the 12 students enrolled, 100% have shown learning increases on the CASAS pre-post tests, indicated learning gains are steady and continue to increase. Finally, each of the students have participated and passed between 1-3 EL Civics units which is an additional measurement of learning gains. ESL teacher Cindy Winship is a dedicated, experienced instructor who has created a strong community classroom experience for her students at Albert J. Boro Community Center.



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.

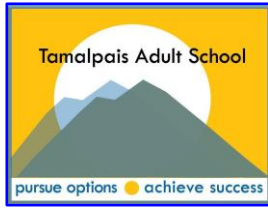
Attached documents show student persistence and total hours of attendance, at the time of writing this application.  
ASAP Attendance: average attendance hours per student enrolled in the AM class is 52 direct instructional hours (and growing)  
CASAS pre-post test assessments by class: 100% of students made learning gains  
EL Civics assessments: 100% of the class has passed at least 1 civics assessments at the time of this writing, expectation is that most students in class will pass 2-3 civics assessments by the end of the year.  
Student satisfaction survey: results will be available in mid-May 2023  
22-23 End of Year Report: available in September 2023

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.

N/A

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

Tam Adult School is thankful for the opportunity to partner with San Rafael City's Albert J. Boro Community Center by providing adult learners access to free English classes. Providing a central location to access free education classes is vital in the Canal area. The morning ESL class has been very successful, attendance is strong as are learning gains. Experienced, dedicated teacher (Cindy Winship) is passionate about teaching English to adults and it shows! We look forward to continuing a partnership with Albert J. Boro Community Center to serve adult learners who live primarily in the surrounding neighborhood.



# TAMALPAIS ADULT SCHOOL

---

## **2023-24 Fiscal Forecast Estimated (Tamalpais Adult School is responsible for)**

- ESL instructor and textbooks at Bahia Vista: **\$14,000.00**
- ESL curriculum, textbook, eLearning student/staff accounts, **\$2000.00**
- Administrative Services: Supervision of instructor and program, data entry, program evaluation report, fiscal oversight, program coordination **\$4000.00**
- Direct Services: Instruction to students, registration, CASAS assessment of students, daily attendance, distance learning homework, paraeducator support **\$4000.00**



# Tamalpais Adult School

Celebrating 90 Years of Excellence



## End of Year Report 2021-2022

TAS provides high quality free educational programs to 600+ adult learners annually across Marin County in three primary areas: ESL, CTE/Home Care Aide, HS Diploma and GED pathways. TAS is funded exclusively by CAEP allocations and WIOA Title II funding. TAS is an authorized Pearson Vue partner, offering weekly industry-related certifications and examinations.

### WASC Accreditation, WIOA Title II & CAEP Funding

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

TAS was granted a six year accreditation by WASC in May, 2017. TAS successfully hosted a midterm visit in October 2019 resulting in continued accreditation through 2023. TAS' new term accreditation visit is scheduled for October, 2022.

TAS was awarded a WIOA Title grant for 2020-2023 and has received WIOA funding for 15+ years. The WIOA grant award for 2021-22 was \$120,000. CAEP allocation in 2021-22 was \$690,000. WIOA and CAEP funding will increase slightly in 2022-23.

TAS is a member of the Marin Adult Education Consortium. Other important partners include College of Marin, OneStop, CareerPointMarin, Equus, Workforce Employment Board, Marin City Development Corporation, Marin County Probation, Conservation Corps North Bay, Novato Human Needs Center, Marin Community Foundation, In-Home Supportive Services, Public Authority Marin, Community Action Marin and Marin County Libraries.



#### Words of Wisdom

“...have a picture of yourself of where or what you want to be in 5 years... everything is possible with dedication, passion, and motivation...”

“Never say to yourself I can't do it. Remind yourself I'm smart, I'm capable to reach my goal.”

~TAS 2022 HS Diploma Graduate

#### TAS Mission Statement

Tamalpais Adult School (TAS) welcomes all students and provides equal access to a continuum of educational services to support academic, career and personal goals.

#### Student Learning Outcomes @ TAS

In order to achieve academic, career and personal goals, TAS students will:

- Apply language, critical and creative thinking, and transferable skills to real world contexts
- Utilize school and community support services to enhance learning and transition opportunities
- Acquire digital literacy skills to effectively access, analyze, and communicate information

Carlisle Building 375 Doherty Drive

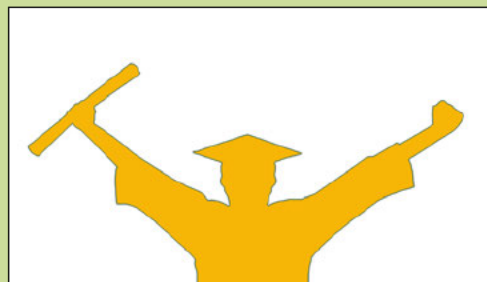
Www.tamadulthood.org Phone (415) 945-3780 Fax (415) 945-3767

## 2021-2022 Program Highlights

Served 600+ students in both in person and online classes (ESL, GED, Diploma, and Home Care Aide)	13 GED and Diploma Graduates
Pearson Vue Test Center expanded test hours in 2021-22	Provided technological support and loaned Chromebooks to adult learners as needed
2 Home Care Aide cohorts provided including a Job Fair, and career counseling for 38 students.	TAS learning gains increased from 304 in 2021 to 438 in 2022, increasing the funding that received.
TAS Director co-leads SB 68 Action Group, coordinating efforts among UC, CSU, CC, K12 adult educators and local elected officials to improve pathways to higher education for undocumented adult learners in California	

## 2022-2023 TAS Focus and Goals

Return to in person model* for all programs, Fall 2022 *Some remote-only classes will continue	Increase bilingual support services for immigrant students and their families including technology integration, chromebook loaners, career development
Increase total enrollment for ESL, GED and Diploma programs to achieve pre pandemic levels	Increase college and career readiness/pathways for underserved adult learners in Marin County
Strengthen community partnerships for continued support of historically underserved adult learners in Marin County	Supervise Marin Adult Education Consortium Outreach & Program Analyst position and tasks



## Tamalpais Adult School Programs

### **Award Winning - Home Care Aide Class**

Two cohorts totaling 38 students graduated from the 10-week Home Care Aide class. An I-Best model is used incorporating an ESL teacher, caregiver professional and/or registered nurse as co-instructors. Graduates received an industry recognized “Certificate of Participation” and participated in a “Job Fair” attended by local homecare employers. Local partnerships play a large role in the development, outreach, implementation, and support of this program and in student job placement.



### **English As A Second Language**

329 students (duplicated) participated in five levels ranging from beginner to advanced ESL students. Offsite partnerships were reestablished with five partners including Redwood High School and Carlisle Building in Larkspur, Bahia Vista Elementary School and Albert J. Boro Community Center in San Rafael’s Canal District. Total student enrollment increased significantly in 2021-22.

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

13 Graduates. 242 (duplicated) students participated in high school subjects and GED preparation classes. Student enrollment in 2021-22 increased from the previous year.

### **Pearson Vue Test Center**

TAS partners with Pearson Vue to offer a variety of career and industry certification exams. Expanded hours to support examinees across the Bay Area. Annual examinees expected: ~500.

### **Marin Consortium Adult Education Program**

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

## Funding Sourcing for Tamalpais Adult School 2021-2022

WIOA Title II 3-Year Grant	\$120,000
CAEP (less 2.44% \$17,027 COM admin fee)	\$690,000
TUHSD took Indirect Cost (\$17,238.61 estimated 2.44%) of annual expenditures in PY 2020-21	
<b>Total</b>	<b>\$806,214</b>

### Tamalpais Adult School, 2021-22 CAEP & WIOA Operating Budget By Object Code

1000 Instructional Salaries	\$408,213
2000 Non-Instructional Salaries	\$199,958
3000 Employee Benefits	\$170,339
4000 Supplies and Materials	\$22,209
5000 Other Operating Expenses	\$30,000
6000 Capital Outlay	\$0
7000 Other Outgo	\$17,080
Indirect/Administration	\$20,305
<b>Total</b>	<b>\$868,104</b>





**Tamalpais Adult School**  
Tamalpais Union High School District

Graduating Classes  
2020 ★ 2021 ★ 2022

# GRADUATION

June 13, 2022  
Larkspur, California

Staffing @ Tamalpais Adult School	
Administrators	1.0
Hourly Certificated	16
Classified	.8 Secretary 1.0 Secretary .7 Para Educator .2 Clerk 3 PT PV Employees .125 Custodian
Locations in Marin County	5

### Marinwood Magazine Ad: Student Outreach



## Tamalpais Adult School

415-945-3780 www.tamadulthood.org

**All Classes  
Are Online  
and Free!**

### New Classes!

**ESL - Health Matters!!**  
Select One Option:  
**Wednesdays 7-8pm:** March 3-31  
OR  
**Fridays 10-11am:** March 5-April 2

This class is for ESL students at the Intermediate Level or above

Improve English Skills and Learn About  
COVID19
Exercise  
Social Distancing
WHO  
Stress
Sleep

To register call (415) 945-1031 or 945-1075

**Home Care Aide Basics**

May 25 - June 29, 2021  
(10 sessions)

Tuesday and Thursday  
9:00am-11:30am

- Basics of working as a Home Care Aide
- Guest experts from the field
- Job Fair with potential employers
- Certificate of Participation

Register online: [tamadulthood.org](http://tamadulthood.org)

### More Classes

**ESL English as a Second Language**

Monday - Thursday  
6:30-8:30pm

Basic, Beginning, Intermediate

Register online: [tamadulthood.org](http://tamadulthood.org)

**High School Diploma**

M-Th 6-8:30pm  
W 4-6pm

**GED:** M-Th 6-8:30  
M,W 9-10:30am

Science, Math, English, Social Studies

Register online: [tamadulthood.org](http://tamadulthood.org)

**Tamalpais Adult School**

WASC accredited  
WIOA funded

State Approved Programs:

English as a Second Language  
GED/Diploma  
CTE— Home Care Aide

### ESL Newsletter

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

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


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

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

**Get Tested**

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

**Free Testing for Underserved Communities**  
The State of California hosts a dedicated testing site in San Rafael by appointment only. Make an appointment at <https://lhi.ca.gov/covidtesting>. If you do not have internet access, call: 1-888-634-1123. This site is open to uninsured, underinsured, undocumented and homeless individuals. bill your insurance company. Tests for uninsured individuals will be paid for by the state.




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

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

Support includes:

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



Carlisle Building 375 Doherty Drive

Www.tamadulthood.org Phone (415) 945-3780 Fax (415) 945-3767



ASAP Reporting - Monthly Attendance Report

Class:30002

Teacher: Cindy Whinship

Last Name	First Name	Customer ID	1-Feb	6-Feb	7-Feb	8-Feb	13-Feb	15-Feb	27-Feb	Total Hours
	Sonia	#####	02:00				02:00	02:00		06:00
	Anzhelika	#####	02:00	02:00					02:00	06:00
	Dolores	#####				02:00	02:00		02:00	06:00
	Ander	#####	02:00			02:00	02:00	02:00		08:00
	Carlos	#####	02:00			02:00	02:00	02:00	02:00	10:00
	Greicy	#####						02:00		02:00
	Maria Elena	#####	02:00	02:00						04:00
	Oscar	#####		02:00		02:00		02:00		06:00
	Elizabeth	#####	02:00	02:00		02:00	02:00	02:00	02:00	12:00
	Yomara	#####	02:00	02:00		02:00	02:00		02:00	10:00
	Paulita	#####	02:00	02:00		02:00			02:00	08:00



## Albert Boro ESL – AM class

(Pre, Post tests + El Civic + Attendance hours)

Cindy's class	30002 Albert Boro C.C.			11/7/22	12/14/22	2/15	Updated 3/06
Student ID	Name	CASAS Pre-test	CASAS Post-test	El Civic 1 /13.6	El Civic 2/33.7	El Civic 3/37.3	Hours
9851503	Sonia	083R/194	82RX/114	P	P	p	50
11135502	, Anzhelika	81/170			P		36
9775224	Dolores	82RX/196	81X/212	P: with katie	P: with Katie	P: with Katie	65
10565592	Ander	82/170			P	p	24
11004321	Carlos	81/184	82R/209	P	P	p	66
10241509	, Greicy	82/170					32
11077036	Maria Elena	081R/191	82R/188		P		44
11025265	Oscar	185/216	186R/220	P		p	54
11076889	Elizabeth	081R/200	81RX/214	P	P	p	70
11076895	Yomara	081R/191	82R/197	P	P		68
11018278	Massiel	185/206	186/211	P			34
11028807	Paulita	083R/203	84R/213	P	P		56

**2022-2023 EL Civics Schedule**  
**30002 Albert Boro ESL Morning Class**

**[EL Civics - CASAS Website](#)**

- [Community Resources 13.6](#)  
[Employment 33.7](#)  
[Qualities of an Effective Employee 37.3](#)  
[Utilizing Technology to Communicate 48.1](#)  
[In Case of an Emergency 16.5](#)

<b>Redwood HS ESL</b>	<b>Bahia Vista ESL &amp; Albert Boro AM Class</b>
September - Introduce Civics # 1 <b>Community Resources</b>	Sept - Introduce Civics # 1 <b>Community Resources</b>
November 1st - 3rd Assess Civics #1	November 2nd - 9th Assess Civics #1
November - Introduce Civics #2 <b>Employment</b> <a href="#">Employment Resources</a> Stand Out Unit 7 <a href="#">Job Ads, Real World Reading, ELII</a> <a href="#">Interviewing for a Job ELII</a>	November Introduce Civics #2 <b>Employment</b> <a href="#">Employment Resources</a> Stand Out Unit 7 <a href="#">Job Ads, Real World Reading, ELII</a> <a href="#">Interviewing for a Job ELII</a>
December 5 <sup>th</sup> - 13th Assess Civics #2	December 12th - 14th Assess Civics #2
January Introduce Civics #3 <b>Qualities of an Effective Employee</b> <a href="#">Qualities of an Effective Employee Resources</a> Stand Out Unit 7 <a href="#">ELII Employment Resource</a>	January Introduce Civics #3 <b>Qualities of an Effective Employee</b> <a href="#">Qualities of an Effective Employee Resources</a> Stand Out Unit 7 <a href="#">ELII Employment Resource</a>
February 6th - 9th Assess Civics #3	February 6th - 9th Assess Civics #3
Mid-February Introduce Civics #4 <b>Utilizing Technology to Communicate</b> <a href="#">Utilizing Technology to Communicate</a> Stand Out Unit 7 Lesson 5 <a href="#">Using the Internet ELII</a>	Mid-February Introduce Civics #4 <b>Utilizing Technology to Communicate</b> <a href="#">Utilizing Technology to Communicate</a> Stand Out Unit 7 Lesson 5 <a href="#">Using the Internet ELII</a>
March 27th - 30th Assess Civics #4	March 27th - 30th Assess Civics #4
April Introduce Civics #5 <b>In Case of an Emergency</b>	
May 8th - 11th Assess Civics #5	May 8th - 11th Assess Civics #5

**2022-2023 EL Civics Schedule**  
**30002 Albert Boro ESL Morning Class**

**EL Civics - CASAS Website**

- [Community Resources 13.6](#)  
[Employment 33.7](#)  
[Qualities of an Effective Employee 37.3](#)  
[Utilizing Technology to Communicate 48.1](#)  
[In Case of an Emergency 16.5](#)

<b>Redwood HS ESL</b>	<b>Bahia Vista ESL &amp; Albert Boro AM Class</b>
September - Introduce Civics # 1 <b>Community Resources</b>	Sept - Introduce Civics # 1 <b>Community Resources</b>
November 1st - 3rd Assess Civics #1	November 2nd - 9th Assess Civics #1
November - Introduce Civics #2 <b>Employment</b> <a href="#">Employment Resources</a> Stand Out Unit 7 <a href="#">Job Ads, Real World Reading, ELII</a> <a href="#">Interviewing for a Job ELII</a>	November Introduce Civics #2 <b>Employment</b> <a href="#">Employment Resources</a> Stand Out Unit 7 <a href="#">Job Ads, Real World Reading, ELII</a> <a href="#">Interviewing for a Job ELII</a>
December 5 <sup>th</sup> - 13th Assess Civics #2	December 12th - 14th Assess Civics #2



**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

---

**April 5, 2023  
Item # 5.C.**

**TITLE: Canal FC at Marin FC**

**RECOMMENDATION**

It is recommended that the Pickleweed Advisory Committee grant to Canal FC at Marin FC a fee reduction or waiver for use of both Pickleweed Park Soccer Fields on Tuesdays, Thursdays and Saturdays from August 1, 2023 to November 30, 2023.

**BACKGROUND**

Marin FC and Canal Alliance are continuing to partner for a second year to provide instruction and competitive team play to underserved youth in the Canal/East San Rafael communities. The program will also offer life structure and positive socialization which is critical for youth in their early teens.

The activity addresses the needs of many families in the community.

**DISCUSSION**

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application, representatives organizing Canal FC at Marin FC 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.

Staff asked applicant several clarifying questions based on information that was either not included in the application packet or not clear. The reply to the questions were as follows:

- Budget: "It looks likely that we will again operate around the \$15,000 mark."
- Application requests use of the fields weekdays 4-7 pm and all day weekends. When reminded of last year's actual use and requesting more specific times for

2023, the applicant replied that “it would be fine to limit the time requests to the same as last year: Tuesdays and Thursdays from 4 pm – 7 pm and on Saturdays from 8 am to 1 pm.”

- The application requests a start of 8/1/2023 and end date of 11/30/2023. Staff reminded the applicant of the potential conflict with the Pickleweed Park Enhancement Project possibly starting 9/1/2023 and asked if they would be interested in using the field for only one month. The applicant replied that they would “rather defer for a year than try to launch and then have to shut down after only a month.” The applicant asked to “proceed with the application fully, but reassess with as much advanced warning as possible.”

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 for both soccer fields totals \$9,500. A fee reduction or waiver would potentially result in lost revenue to the City, should a paying program be interested renting the fields at that time.

#### **ALTERNATIVE ACTION**

Any other action as determined by the Committee.

Submitted by:



Steve Mason  
Senior Recreation Supervisor

Attachments:

1. Canal FC Use Agreement Application 2023
2. Canal FC 2022 Summary Report



# ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

## Section I-About the Applicant Agency

Date Submitted: 3/6/23 Revision Dates (if applicable) n/a

Title of Program: Canal FC at Marin FC

Co-sponsoring agency or individual: The Canal Alliance / The Marin Football Club

Address: 336 Bon Air Center, Greenbrae, CA 94904

Telephone: [REDACTED] Ext. n/a

Email: president@marinfc.com

Website: www.marinfc.com

Non-Profit 501c3 Number: [REDACTED]

Principal contacts:

Name: Evan Cross Phone: [REDACTED] Email: president@marinfc.com

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

If no, start date of original program: 8/1/22 Location: Pickleweed Park

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

## Section II-About the Program

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

Marin FC and The Canal Alliance are collaborating to extend soccer training, teams and competitive play to underserved youth in the Canal / East San Rafael communities. Specifically there are numerous young players who are new to the area and need both life structure activities and comfortable socialization opportunities. Soccer provides both and the combination of the Canal Alliance and Marin FC create outreach and a launching pad for youth through soccer.

Proposed Start Date: 8/1/23. Proposed End Date: 11/30/23

Number participants estimated: +/- 60 Maximum number estimated: +/- 100

Target age group: 12 - 16

Requested Rooms:

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

Days and Times Requested:

Day: Monday    Tuesday    Wednesday    Thursday    Friday    Saturday    Sunday

Time: Weekday late afternoons (4-7pm), Weekends all day (for games)

Fee Reduction Request

- 25%       50%       75%       100%

OFFICE USE ONLY: Monetary value of fee waiver request: \$9,500.00

Will there be a charge to participants? Yes X No       

If so, what will the fee be? \$125-\$200 How will the proceeds be used?

There are various costs for the program, eg. professional coaching, uniforms, league fees, tournament fees, insurance, medical items. The organizers propose to minimize fees through cost savings, sponsorships and fundraising. The exact cost to participants is not fully known at this time. We plan to have a scholarship program to help families who can't afford the full amount.

Describe your community outreach plan and how you will advertise:

Marin FC already has numerous players and families from the area in the club with whom we will communicate this program. Additionally, the Canal Alliance has specific outreach mechanisms specifically tailored to the youth to be served.

In what languages will your marketing materials be distributed?

- English       Spanish       Vietnamese       Other

### **Section III Outcomes and Measurements**

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

#### Outcome Statement

The organizers hope to effect the following outcomes:

1. Enrollment
2. Retention
3. Satisfaction
4. Advancement

#### Measurement for Outcome

1. Enrollment - The first measure of success is actually engaging those youth who might enjoy and benefit from the program.
2. Retention - Secondly, keeping the youth playing regularly represents a measurement of affecting the stability of the lives of the youth.
3. Satisfaction - Like all Marin FC programs, feedback on satisfaction by the participants will be tracked.
4. Advancement - Lastly, as Marin FC offers a tall ladder of possible levels of training, play and competition, advancing youth from the initial program to these other levels will demonstrate program success.

#### Measurements:

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

All teams maintain rosters in both Marin FC systems and league registration systems. Coaches track attendance against these rosters for both trainings and games.



Client Satisfaction:

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

Marin FC uses online survey forms to both determine program success (and areas of needed improvement) and personnel performance.

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

Marin FC hosts a senior technical staff of age/gender leaders. Performance reviews are generated twice annually using program observation and feedback from staff and participants.

#### **Section IV Faculty/Leaders**

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

Marin FC has approximately 40 professional coaches and 5 administrative staff members. Admin staff will be involved constantly for equipment, scheduling and support needs. Coaching slate will be determined at a date nearer the program start. Beyond the slated coaches, others from our staff will be relied upon for assistance and cover duties. All staff at Marin FC are background checked, concussion education verified and SafeSport certified.

#### **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
ACCESS U Foundation and others to be determined  Marin FC enjoys ongoing support from Fairview Capital, CapelliSport, Gatorade, and Bank of Marin.		

Attach a program budget.

**Section VI Attachments**

List all attachments submitted with this application

Attached is Marin FC's current insurance filing with the City of San Rafael.



The Marin Football Club, 336 Bon Air Center PMB 122, Greenbrae, California, 94904

## Program Summary: Canal FC 2022

In its inaugural effort, Canal FC at Marin FC proved to be more of a success than expected. While there is still room for desired and anticipated growth, the metrics of the 2022 program meet expectations for a solid foundation upon which to build.



### 1. Enrollment

**Players:** The enrollment expectation was targeted to be between 50-100 players. Ultimately 67 players registered and 11 more joined after the program start for a total of 78 players. There were 17 females and 61 males, ranging in age from 9 to 15 years old. In total, the registration costs of \$75 per player raised \$5,025 with the balance of \$825 going to discounts or financial aid reductions.

**Coaches:** Although not directly a metric of program traction, it is important to note that Canal FC was well staffed to ensure quality coaching and care for the players. In addition to several volunteer parents, there were 8 professional coaches, 3 assistant coaches (Marin FC alumni players) and 5 regular volunteer coaches (current Marin FC U-19 players).

**Hours:** Accounting for weather interruptions, the program fielded approximately 189 hours of instruction.

### 2. Retention

True retention will be evidence in the number of players re-enrolling this coming season. However, during the season there were no 'withdrawals' and attendance remained consistently around 75-85% allowing for general absences and schedule conflicts.

### 3. Satisfaction

Satisfaction is difficult to measure, however in a post program parent meeting it was largely expressed that players and parents were satisfied and looked to see an expanded program in years to come and perhaps in additional seasons other than the traditional fall season.

### 4. Advancement

Advancement too is tricky to measure. Tryouts for Marin FC's teams in the '23='24 season may see several of the Canal FC players take a step up to more elevated training and competition. During the Canal FC program however, four players were identified in the boys 2009 age group and were invited to train with Marin FC's ECNL pool of U-13 players. Depending upon family decisions, these boys have been invited to join Marin FC for a complete season.

With something of a track-record now and continued area awareness, Canal FC looks to expand its enrollment in 2023 while repeating the essential mechanics of the 2022 program.



**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

---

**April 5, 2023  
Item #5.D.**

**TITLE: Parent Services Project: Aprendiendo Juntos**

**RECOMMENDATION**

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of the Albert J. Boro Community Center on Wednesdays and Thursdays to Parent Services Project from September 7, 2023 through June 7, 2024, excluding holidays and closures.

**BACKGROUND**

Parent Services Project has utilized the Albert J. Boro Community Center for their Aprendiendo Juntos (Learning Together) program since 2007. The program has been co-sponsored by the Pickleweed Advisory Committee and has been popular in attendance over the years, thus reflecting community interest and need.

The developmental playgroup for children 0-5 years old and their parents/caregivers, teaches parenting skills and helps parents strengthen their relationship with their child. In addition to encouraging the healthy development of infants and young children, the program helps build a support network in the community and provides connections to community resources, organizations and programs.

The term of the proposed pre-school age program is from September 7, 2023 through June 7, 2024. Although listed on the co-sponsorship application, the applicant is aware that the Multipurpose Room is not available for co-sponsorship on Fridays and is prepared to pay for the room on that day through the City's traditional rental application process. Parent Services Project is therefore requesting a full fee-waiver, valued at \$10,260.00 for use of Meeting Room 3 on Wednesdays from 9:30 am to 12:00 pm and the Multipurpose Room on Thursdays from 9:00 am to 2:30 pm, excluding holidays and closures.

Per the Co-Sponsorship guidelines for renewal applications, a Final Report of the program's previous co-sponsored use is included with the application for the Pickleweed Advisory Committee's review. The applicant noted that due to the application timeline, specific 2022-2023 program data has not yet been compiled but they anticipate 100% of their outcomes will be met. Additionally, fiscal year 2021 – 2022 performance measures were included in the Final Report.

## **DISCUSSION**

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

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

The Committee will make their recommendation at their June 7, 2023 regular meeting.

## **FISCAL IMPACT**

The resident/non-profit value of the co-sponsorship totals \$10,260.00 (\$1,350.00 for Meeting Room 3 and \$8,910.00 for Multipurpose Room). A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using either the Meeting Room and the Multipurpose Room at that time. However, being that Parent Services Project conducts the program all three days at the Albert J. Boro Community Center, the City realizes an estimated \$8,910.00 in revenue for the rental of the Multipurpose Room to the program on Fridays.

## **ALTERNATIVE ACTION**

Any other action as determined by the Committee.

Submitted by:



Steve Mason  
Senior Recreation Supervisor

Attachments:

1. Use Agreement Application 2023
2. Final/Interim Program Report
3. 23-24 Project Budget
4. Playgroup Pre Survey 22-23
5. Playgroup Post Survey 22-23



# ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

## Section I-About the Applicant Agency

Date Submitted: March 13, 2023 Revision Dates (if applicable) \_\_\_\_\_

Title of Program: Aprendiendo Juntos

Co-sponsoring agency or individual: Parent Services Project

Address: 79 Belvedere St, Suite 101, San Rafael, CA 94901

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

Email: bfregoso@parentservices.org

Website: parentservices.org

Non-Profit 501c3 Number: [REDACTED]

Principal contacts:

Name: Balandra Fregoso Phone: [REDACTED] Email: bfregoso@parentservices.org

Is this a first time program at Pickleweed? Yes  No

If no, start date of original program: 2012 Location: Pickleweed

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

## Section II-About the Program

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

Aprendiendo Juntos (Learning Together) is a developmental playgroup for children ages birth-5 years old and their parents/caregivers. The playgroup teaches parenting skills and helps parents strengthen their relationship with their child(ren). Aprendiendo Juntos (AJ) helps parents, family members and caregivers by providing high quality early experiences for children that are crucial for their development. The playgroup includes developmentally rich play activities, parent support and education that encourages the healthy development of infants and young children. We help isolated families to build a support network in the community and we connect them with community resources, organizations and programs according to their needs and interests

Proposed Start Date: September 7, 2023 Proposed End Date: June 7, 2024  
Number participants estimated: 50 per group Maximum number estimated: 50 per group  
Target age group: 0-5

Requested Rooms:

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

Days and Times Requested:

Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday  
Wednesdays - classroom - 9:30-12. Thursdays and Fridays - community room - 9:00-2:30  
Time: \_\_\_\_\_

Fee Reduction Request

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

OFFICE USE ONLY: Monetary value of fee waiver request: \$ 10,260.00

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

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

Describe your community outreach plan and how you will advertise:

The Aprendiendo Juntos Coordinator will distribute flyers and information to the different organizations in San Rafael including WIC, Marin Community Clinic and Canal Alliance. AJ families recruit friends and neighbors through word of mouth and many families from the previous year will return to the playgroup.

In what languages will your marketing materials be distributed?

- English
- Spanish
- Vietnamese
- Other



### **Section III Outcomes and Measurements**

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

#### Outcome Statement

1. Coordinate 5 interactive developmental playgroups for children ages birth-5 and their caregivers, four times per week, 1.5 hours per group.
2. The interactive playgroup will provide school readiness activities that are developmentally appropriate to the children's ages and will provide caregivers with information and resources to support raising children.
3. Families must live in San Rafael and have limited to no access to preschool.

#### Measurement for Outcome

1. 60 families per year are engaged in weekly developmentally appropriate playgroups including bilingual socialization and learning opportunities for children and families.
2. 100% of children identified without insurance will be connected to resources to become insured by year end.
3. 75% of parents will report new knowledge gained about community resources.
4. 75% of parents will indicate that they have seen improvement in their children's readiness for school.
5. 75% of parents will report that they have built knowledge and skills related to parenting and their children's development.
6. 75% of parents will report increased connection with their child(ren).
7. 75% of parents will report increased connection with other parents.
8. 100% of parent participants mental health will be assessed on an ongoing basis.
9. Quality, bi-lingual and culturally competent mental health services will be available for all playgroup families who seek support

#### Measurements:

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

The attendance will be tracked by a weekly sign in sheet per playgroup.

Client Satisfaction:

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

All participants will complete a pre and post survey

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

PSP intake form

**Section IV Faculty/Leaders**

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

Cecilia Hudson  
[Redacted]

**Section V Partners and Support**

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

Partners	Dollar Amount	Detail In-Kind
First Five Marin	\$100,000 (projected)	
Bella Vista Foundation	\$50,000	
Albert J Boro Community Center		Wednesday/Thursday Room Use and support (projected)
Jewish Family and Children's Services		ECMH Consultation (projected)

Attach a program budget.

**Section VI Attachments**

List all attachments submitted with this application

Intake Form  
Pre and Post Survey  
Program Budget



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

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

Program Name:

Aprendiendo Juntos, Parent Services Project

Report prepared by:

Name Balandra Fregoso Title Executive Director

Date submitted: 3-13-23

Date program completed: 6-30-23

How many total people were served? 130

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

The results of our goals and outcomes will not be determined until June/July once the program has been completed for the year. We will distribute the post surveys mid to late May, 2023.

As of this point in time, we believe that 100% of our outcomes will have been met by June 2023. 65 families are participating regularly in Aprendiendo Juntos this year. We will have held over 100 developmental playgroup sessions Sept 2022-June 2023. Playgroup includes developmentally rich play activities, parent support and education that encourages the healthy development of infants and young children.

Aprendiendo Juntos has a positive reputation in the Canal and families know and trust Parent Services Project. We meet parents where they are at and challenge them to learn new ways of engaging with the community and with their families. They are deeply committed to giving their children a better life. We hire culturally competent staff that have a history of working with families and a passion for social justice. The staff/client connection is a critical component of our success.

- In fiscal year 21-22 Aprendiendo Juntos reached the following performance measures:
- 62 AJ families are engaged in weekly developmentally appropriate playgroups including bilingual socialization and learning opportunities for children and families.
  - 100% of children identified without insurance will be connected to resources to become insured by year end.
  - 98% of parents reported new knowledge gained about community resources.
  - 100% of parents indicated that they have seen improvement in their children's readiness for school.
  - 100% of parents reported that they have built knowledge and skills related to parenting and their children's development.
  - 100% of parents reported an increased connection with their child(ren).
  - 100% of parents reported an increased connection with other parents.
  - 100% of parent participants mental health was assessed on an ongoing basis.
  - Quality, bi-lingual and culturally competent mental health services were available for all playgroup families who sought support.

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

PSP conducts pre and post surveys in order to evaluate Aprendiendo Juntos. There are informal parent-coordinator meetings as well as parent-child activities, presentations, workshops and referrals throughout the year to help and support families.

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

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

We firmly believe that we will reach all of our performance measures this year. In June/July 2023 we will offer a four week in person summer program for families with children entering TK and kindergarten in August. We will continue to offer behavioral health support and early childhood mental health consultation through the partnership with JFCS and well as individual brief case management for all playgroup families in need. Parent Services Project is coordinating a Playgroup Collaborative so that we can improve our efforts county wide and align where appropriate.

PSP is also part of the Canal Community Response efforts and through support from Canal Alliance, we continue to distribute home test kits to Aprendiendo Junto families. Additionally, we support families with young children who live in the Canal through our early literacy program, Raising A Reader as well as our tech-equity program, Impact Technology. PSP is represented on a variety of advisory boards including, the Child Abuse Prevention Council, the Perinatal Service Network, the Marin Home Visiting Collaborative, The Help Me Grow Leadership Team, the Immigrants Rights & Justice Coalition, The Koshland Amplifying Community Leadership Initiative and more.

# Parent Services Project

## AJ Program Budget

### Current Fiscal Year

	<u>Cost</u>
1 <b>Personnel</b>	
3 <u>Program Related Staff</u>	
4       5000 Executive Director	\$ 9,000.00
7       5140 Family Literacy Specialist/ Hudson	\$ 63,000.00
14 <u>Subtotal Staff</u>	\$ 72,000.00
15     Taxes & Health Benefits	\$ 15,434.00
17 <u>Consultants</u>	
18       Training and TA	\$ 6,598.00
23 <b>Total Personnel</b>	\$ 94,032.00
24 <b>Shared Costs</b>	
25     Overhead	\$ 15,166.00
40 <b>Program Operations</b>	
52     Training Related Costs	
53       Facility	\$ 7,500.00
55       Childcare	\$ 360.00
57       Supplies	\$ 2,000.00
67     Travel	
69       Air and ground travel	\$ 120.00
70 <b>Total Program Operations</b>	\$ 9,980.00
78 <b>Total Expenses</b>	<b>\$ 119,178.00</b>

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



Families lead, kids succeed.

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

### Playgroup Pre-Survey August/September 2022

1. In general, do you feel like you know what your child should be doing and saying at his or her age? **De forma general sientes que sabes lo que tu hijo debería hacer y decir a su edad?**

Yes/Si  
No

2. Are you interested in resources to help you feel better, happier or less stressed? **Esta interesada en recursos que te ayudo a sentirme mejor, feliz o menos estresado?**

Yes/Si  
No

3. Does your child have health insurance? **Tu hijo/hija tiene seguro medico?**

Yes/Si  
No

4. Are you able to access reliable internet at home? **¿Tiene servicio internet confiable en la casa?**

Yes/ Si  
No

5. Do you have access to a computer device or tablet at home? (not including a phone *or a school issued device*) **¿Aparte del aparato que ha prestado la escuela, mi hijo/a tenemos una computadora o tableta en casa?**

Yes/Si  
No

6. Are you interested in introductory-level technology support or technology workshops? **¿Está interesado en el apoyo tecnológico o en los talleres de tecnología?**

Yes/Si  
No

7. What is your race or ethnicity? **¿Cuál es su Raza/origen étnico?:**

\_\_\_\_\_

8. What language is spoken most often in your home? **¿Qué idioma se hable más a menudo en su casa?**

\_\_\_\_\_

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



Families lead, kids succeed.

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

9. How many people live in your house? \_\_\_\_\_ Adults \_\_\_\_\_ Children

Age of child:	School:
Age of child:	School:
Age of child:	School:
Age of child:	School:

Número de personas que viven en su hogar: \_\_\_\_\_ Adultos \_\_\_\_\_ Niños

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

10. Is there anything else you would like to share with us? **Hay algo que te gustaría compartir con nosotros?**

---



---

THANK YOU  
GRACIAS



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



*Families lead, kids succeed.*

### **Playgroup Post-Survey May/June 2023**

1. In general, do you feel like you know what your child should be doing and saying at his or her age?

Yes    No

2. Are you interested in resources to help you feel better, happier or less stressed?

Yes    No

3. Did you learn about community resources in playgroup this year? If so which ones (select all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Food                     | <input type="checkbox"/> Financial Assistance |
| <input type="checkbox"/> COVID-19 Vaccine/Booster | <input type="checkbox"/> Digital Literacy     |
| <input type="checkbox"/> Mental Health Services   | <input type="checkbox"/> Housing              |
| <input type="checkbox"/> Others _____             |   |

4. Since participating in playgroup, have you seen an improvement in your child's development and/or readiness for preschool, TK or Kindergarten?

Yes    No

5. We hope that participating in playgroup has helped you understand how children learn through play and how you can support them at home. Please select all of the things you have learned:

- Play helps children learn
- Play helps children think
- Play helps children with memory
- Play helps children with problem solving
- Play helps children with decision making
- Other \_\_\_\_\_
- I did not learn about how children play
- I did not learn about how to support my child's learning at home

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



*Families lead, kids succeed.*

6. How else has playgroup helped you with parenting and/or supporting your child learn at home?



7. Has participating in playgroup this year improved your relationship with your child?

Yes    No

8. Has participating in playgroup this year helped you meet and get to know other parents?

Yes    No

9. What is your race or ethnicity?

---

10. Do you have any comments, suggestions or requests that you would like to share with us?

**THANK YOU**



**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

---

**April 5, 2023  
Item #5.E.**

**TITLE: Scouts BSA: Troop 2000**

**RECOMMENDATION**

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of the Albert J. Boro Community Center's Multipurpose Room on Monday evenings from September 11, 2023 through August 26, 2024, excluding holidays and closures.

**BACKGROUND**

Troop 2000 has proudly called the Albert J. Boro Community Center and Pickleweed Park home since forming in 2000. The City, through the Pickleweed Advisory Committee, has been fully co-sponsoring the rental of the room for the program since the troop's formation. The activity fits in the Center's schedule and the Scouts are always agreeable to change rooms or move outside if there is a pressing need to use the Multipurpose Room for a special meeting or event. Troop 2000 regularly gives back to the Center and the Canal community by volunteering and performing special projects in support of an individual member's Eagle Scout Project. In past years the Scouts have repaired the Centers' back deck, made improvements and repairs to Pickleweed Playground, repaired park signboards, and performed projects in the Canal Community Garden. We also call on Troop 2000 to support us with community events, such as assisting with the Día de los Muertos procession by guiding participants safely through the streets of the Canal neighborhood.

The term of the proposed Scout program co-sponsorship is from September 11, 2023 through August 28, 2023. The applicant is requesting a full fee-waiver, valued at \$3,960.00 for use of the Multipurpose Room on Mondays from 7:00 pm to 9:00 pm, excluding holidays.

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

## **DISCUSSION**

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application and Final Report, Troop 2000 leaders will be present to provide a program overview and support their application which is before the Committee. Committee members will then have opportunity to ask questions of Scouts BSA leaders.

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.

The Committee shall make their co-sponsorship recommendation at their June 7, 2022 regular meeting.

## **FISCAL IMPACT**

The resident/non-profit value of the rental totals \$3,960.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using the Multipurpose Room at that time.

## **ALTERNATIVE ACTION**

Any other action as determined by the Committee.

Submitted by:



Steve Mason  
Senior Recreation Supervisor

Attachments:

1. 2023 Use Agreement Application for Co-Sponsorship Programs
2. Evaluation 2023
3. BS Requirements
4. Troop 2000 Scouts BSA Attendance Sheet



# ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

## Section I-About the Applicant Agency

Date Submitted: 3/22/23 Revision Dates (if applicable) \_\_\_\_\_

Title of Program: Troop 2000 scouts BSA

Co-sponsoring agency or individual: San Rafael Police Association

Address: PO BOX 151557 San Rafael CA 94915-1557

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

Email: [REDACTED]

Website: \_\_\_\_\_

Non-Profit 501c3 Number: [REDACTED]

Principal contacts:

Name: William Coronado Phone: [REDACTED] Email: [REDACTED]

Is this a first time program at Pickleweed? Yes No

If no, start date of original program: 9/1/2000 Location: \_\_\_\_\_

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

## Section II-About the Program

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

In the year 2000, the san Rafael Police Association recognized the need for outreach to the families of San Rafael whose first language is not English and whose resources are limited mostly because being first generation of immigrant parents. The Boy Scouts of America (now Scouts BSA) is a part of an international organization with a program based in the Scouting Promise and Law, sharing the common goals of adventure, learning personal challenges and responsibility. The program is carried out with adult volunteer leadership and provides a wide range of activities including planning outings and activities, making new friends from different economic and social backgrounds, prepare the youth with active involvement with community and the nation. The Boy Scouts program became Scouts BSA in February 2019 to reflect the decision to include young girls. So far Troop 2000 has not yet included girls, but we are preparing to do accommodations and trying to do outreach. We have had issues during the past four years with our storage unit outside not solved yet. Currently we are still renting a private storage where we keep our supplies.

Proposed Start Date: 9/1/2023 Proposed End Date: 8/31/2023

Number participants estimated: 20 Maximum number estimated: 40

Target age group: 11-18 year old

Requested Rooms:

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

Days and Times Requested:

Day: Monday   Tuesday   Wednesday   Thursday   Friday   Saturday   Sunday

Time: Monday 7 pm to 9 pm

Fee Reduction Request

- 25%       50%       75%       100%

OFFICE USE ONLY: Monetary value of fee waiver request: \$ 3,960.00

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

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

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

Describe your community outreach plan and how you will advertise:

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

In what languages will your marketing materials be distributed?

- English       Spanish       Vietnamese       Other

### **Section III Outcomes and Measurements**

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

#### Outcome Statement

The program offers to expose the participant to three aims: one is growth in moral strength and character, second is participating in citizenship and the third aim is development in the physical, mental and emotional fitness

#### Measurement for Outcome

The fundamental goals of the scouts BSA are Adventure, learning, challenges, responsibility, developing self-potential, relating to others, developing values and contributing to family and society. All these goals are related to the advancement program that the scout needs to achieve his goals. The measurement would be the earned badges all oriented towards the maximum goal of achieving the highest rank: Eagle Award. (see attached)

#### Measurements:

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

see attached sample attendance form

Client Satisfaction:

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

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

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

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

**Section IV Faculty/Leaders**

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

Scoutmaster Willy Coronado  
Asst. Scoutmaster Aaron VanKestern  
Parent committee treasurer Norma Perez  
Committee Chairman Troop 2000 Delia Lucio  
Asst. Scout Master Oscar Guardado  
Asst. Scout Master Ben Guardado

**Section V Partners and Support**

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

Partners	Dollar Amount	Detail In-Kind
n/a		



Attach a program budget.

**Section VI Attachments**

List all attachments submitted with this application

1. copy of attendance spread sheet
2. copy of evaluation plan
3. copy of measurement tools for rank advancement and list of activities and service project done



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

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

Program Name:

Troop 2000 scouts BSA

Report prepared by:

Name Oscar Guardado

Title Scout Master Assistant

Date submitted: 3/22/23

Date program completed: \_\_\_\_\_

How many total people were served? 10

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

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

The Scouts BSA is an international organization with a program based in the Scouting Promise and Law, sharing the common goals of adventure, learning personal challenges and responsibility. The program is carried out with adult volunteer leadership and provides a wide range of activities including: planning outings and activities, making new friends from different economic and social backgrounds, prepare the youth with active involvement with community and the nation.

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

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

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

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

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

resumed activities from Pandemic and participated in community activities in Canal and surrounding areas.

# Evaluation 2023

## ***Outcome Statement***

*The program offers to expose the participant to three aims: one is growth in moral strength and character, second is participating in citizenship and the third aim is development in the physical, mental and emotional fitness.*

## ***Measurement of outcome***

We believe we have made a lot of progress in the community with our troop. The fundamental goals of the Boys Scouts are Adventure, learning, challenges, responsibility, developing self-potential, relating to others, developing values and contributing to family and society. The Troop serves boys from 11 to 18 years old in the primarily Hispanic Canal neighborhood of San Rafael. We provide leadership, values, outdoor activities, training, and opportunities otherwise unavailable to our boys. We are making a difference in the community to provide service projects in different areas of Marin. We have made extra efforts to keep the troop united and thru the COVID 19 emergency contacting members to check how they are doing. Recruiting parent leaders has been a challenge for some years, more outreach is needed in this area. This year 2023 we have successfully done more activities in person as we emerge from the COVID pandemic.

# »» BOY SCOUT RANK REQUIREMENTS

The rank requirements in this book are official as of Jan. 1, 2016. Scouts who joined the Boy Scouts of America on or after Jan. 1, 2016, **MUST** follow the rank requirements as printed in this *Boy Scout Handbook* or in the current year's *Boy Scout Requirements* book.

Scouts who joined the BSA prior to Jan. 1, 2016:

- Who are working on the Tenderfoot through First Class ranks **MAY** continue to follow the old requirements, but **MUST** convert to the current requirements upon attaining First Class.
- Who have completed the First Class rank **MAY** complete the rank they are currently working on in the old requirements, but **MUST** convert to the current requirements for subsequent ranks.

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



## SCOUT RANK REQUIREMENTS



All requirements for the Scout rank must be completed as a member of a troop. If you have already completed these requirements as part of the Webelos Scouting Adventure, simply demonstrate your knowledge or skills to your Scoutmaster or other designated leader after joining the troop.

✓		LEADER INITIAL & DATE
1a.	Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning.	
1b.	Explain what Scout spirit is. Describe some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto, and Scout slogan.	
1c.	Demonstrate the Boy Scout sign, salute, and handshake. Explain when they should be used.	
1d.	Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge.	
1e.	Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.	
1f.	Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.	
2.	After attending at least one Boy Scout troop meeting, do the following:	
2a.	Describe how the Scouts in the troop provide its leadership.	
2b.	Describe the four steps of Boy Scout advancement.	
2c.	Describe what the Boy Scout ranks are and how they are earned.	
2d.	Describe what merit badges are and how they are earned.	
3a.	Explain the patrol method. Describe the types of patrols that are used in your troop.	
3b.	Become familiar with your patrol name, emblem, flag, and yell. Explain how these items create patrol spirit.	
4a.	Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used.	
4b.	Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.	
5.	Demonstrate your knowledge of pocketknife safety.	
6.	With your parent or guardian, complete the exercises in the pamphlet <i>How to Protect Your Children From Child Abuse: A Parent's Guide</i> and earn the Cyber Chip Award for your grade. <sup>1</sup>	
7.	Since joining the troop and while working on the Scout rank, participate in a Scoutmaster conference.	

**Notes:** For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

The requirements for the Scout, Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

<sup>1</sup>If your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via a mobile device, the Cyber Chip portion of this requirement may be waived by your Scoutmaster in consultation with your parent or guardian.

Alternative requirements for the Scout rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements book.

# TENDERFOOT RANK REQUIREMENTS



✓			LEADER INITIAL & DATE
<b>CAMPING AND OUTDOOR ETHICS</b>			
<b>1a.</b>	Present yourself to your leader, prepared for an overnight camping trip. Show the personal and camping gear you will use. Show the right way to pack and carry it.		
<b>1b.</b>	Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.		
<b>1c.</b>	Tell how you practiced the Outdoor Code on a campout or outing.		
<b>COOKING</b>			
<b>2a.</b>	On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup.		
<b>2b.</b>	While on a campout, demonstrate the appropriate method of safely cleaning items used to prepare, serve, and eat a meal.		
<b>2c.</b>	Explain the importance of eating together as a patrol.		
<b>TOOLS</b>			
<b>3a.</b>	Demonstrate a practical use of the square knot.		
<b>3b.</b>	Demonstrate a practical use of two half-hitches.		
<b>3c.</b>	Demonstrate a practical use of the taut-line hitch.		
<b>3d.</b>	Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.		
<b>FIRST AID AND NATURE</b>			
<b>4a.</b>	Show first aid for the following: <ul style="list-style-type: none"> <li>• Simple cuts and scrapes</li> <li>• Blisters on the hand and foot</li> <li>• Minor (thermal/heat) burns or scalds (superficial, or first-degree)</li> <li>• Bites or stings of insects and ticks</li> <li>• Venomous snakebite</li> <li>• Nosebleed</li> <li>• Frostbite and sunburn</li> <li>• Choking</li> </ul>		
<b>4b.</b>	Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat for exposure to them.		
<b>4c.</b>	Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b.		
<b>4d.</b>	Assemble a personal first-aid kit to carry with you on future campouts and hikes. Tell how each item in the kit would be used.		
<b>HIKING</b>			
<b>5a.</b>	Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Use the buddy system while on a troop or patrol outing.		
<b>5b.</b>	Describe what to do if you become lost on a hike or campout.		
<b>5c.</b>	Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night.		

		LEADER INITIAL & DATE
<b>FITNESS</b>		
<b>6a.</b>	Record your best in the following tests: <ul style="list-style-type: none"> <li>• Pushups _____ (Record the number done correctly in 60 seconds.)</li> <li>• Situps or curl-ups _____ (Record the number done correctly in 60 seconds.)</li> <li>• Back-saver sit-and-reach _____ (Record the distance stretched.)</li> <li>• 1-mile walk/run _____ (Record the time.)</li> </ul>	
<b>6b.</b>	Develop and describe a plan for improvement in each of the activities listed in Tenderfoot requirement 6a. Keep track of your activity for at least 30 days.	
<b>6c.</b>	Show improvement (of any degree) in each activity listed in Tenderfoot requirement 6a after practicing for 30 days. <ul style="list-style-type: none"> <li>• Pushups _____ (Record the number done correctly in 60 seconds.)</li> <li>• Situps or curl-ups _____ (Record the number done correctly in 60 seconds.)</li> <li>• Back-saver sit-and-reach _____ (Record the distance stretched.)</li> <li>• 1-mile walk/run _____ (Record the time.)</li> </ul>	
<b>CITIZENSHIP</b>		
<b>7a.</b>	Demonstrate how to display, raise, lower, and fold the U.S. flag.	
<b>7b.</b>	Participate in a total of one hour of service in one or more service projects approved by your Scoutmaster. Explain how your service to others relates to the Scout slogan and Scout motto.	
<b>LEADERSHIP</b>		
<b>8.</b>	Describe the steps in Scouting's Teaching EDGE method. Use the Teaching EDGE method to teach another person how to tie the square knot.	
<b>SCOUT SPIRIT</b>		
<b>9.</b>	Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law in your everyday life. _____	
<b>10.</b>	While working toward the Tenderfoot rank, and after completing Scout rank requirement 7, participate in a Scoutmaster conference.	
<b>11.</b>	Successfully complete your board of review for the Tenderfoot rank.	

**Notes:** For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

The requirements for the Scout, Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

Alternative requirements for the Tenderfoot rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements book.



# SECOND CLASS RANK REQUIREMENTS



✓		LEADER INITIAL & DATE
<b>CAMPING AND OUTDOOR ETHICS</b>		
<b>1a.</b>	Since joining Boy Scouts, participate in five separate troop/patrol activities, at least three of which must be held outdoors. Of the outdoor activities, at least two must include overnight camping. These activities do not include troop or patrol meetings. On campouts, spend the night in a tent that you pitch or other structure that you help erect, such as a lean-to, snow cave, or tepee.	
<b>1b.</b>	Explain the principles of Leave No Trace and tell how you practiced them on a campout or outing. This outing must be different from the one used for Tenderfoot requirement 1c.	
<b>1c.</b>	On one of these campouts, select a location for your patrol site and recommend it to your patrol leader, senior patrol leader, or troop guide. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.	
<b>COOKING AND TOOLS</b>		
<b>2a.</b>	Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so.	
<b>2b.</b>	Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire.	
<b>2c.</b>	At an approved outdoor location and time, use the tinder, kindling, and fuel wood from Second Class requirement 2b to demonstrate how to build a fire. Unless prohibited by local fire restrictions, light the fire. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site.	
<b>2d.</b>	Explain when it is appropriate to use a lightweight stove and when it is appropriate to use a propane stove. Set up a lightweight stove or propane stove. Light the stove, unless prohibited by local fire restrictions. Describe the safety procedures for using these types of stoves.	
<b>2e.</b>	On one campout, plan and cook one hot breakfast or lunch, selecting foods from MyPlate or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected.	
<b>2f.</b>	Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.	
<b>2g.</b>	Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.	
<b>NAVIGATION</b>		
<b>3a.</b>	Demonstrate how a compass works and how to orient a map. Use a map to point out and tell the meaning of five map symbols.	
<b>3b.</b>	Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian. <sup>2</sup>	
<b>3c.</b>	Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. <sup>2</sup>	
<b>3d.</b>	Demonstrate how to find directions during the day and at night without using a compass or an electronic device.	

<sup>2</sup>If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute "trip" for "hike" in requirement 3b and 3c.

		LEADER INITIAL & DATE
✓		
<b>NATURE</b>		
<b>4.</b>	Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, or mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken.	
<b>AQUATICS</b>		
<b>5a.</b>	Tell what precautions must be taken for a safe swim.	
<b>5b.</b>	Demonstrate your ability to pass the BSA beginner test: Jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place. <sup>3</sup>	
<b>5c.</b>	Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. <sup>3</sup>	
<b>5d.</b>	Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why and how a rescue swimmer should avoid contact with the victim.	
<b>FIRST AID AND EMERGENCY PREPAREDNESS</b>		
<b>6a.</b>	Demonstrate first aid for the following: <ul style="list-style-type: none"> <li>• Object in the eye</li> <li>• Bite of a warm-blooded animal</li> <li>• Puncture wounds from a splinter, nail, and fishhook</li> <li>• Serious burns (partial thickness, or second-degree)</li> <li>• Heat exhaustion</li> <li>• Shock</li> <li>• Heatstroke, dehydration, hypothermia, and hyperventilation</li> </ul>	
<b>6b.</b>	Show what to do for "hurry" cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.	
<b>6c.</b>	Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b.	
<b>6d.</b>	Explain what to do in case of accidents that require emergency response in the home and backcountry. Explain what constitutes an emergency and what information you will need to provide to a responder.	
<b>6e.</b>	Tell how you should respond if you come upon the scene of a vehicular accident.	
<b>FITNESS</b>		
<b>7a.</b>	After completing Tenderfoot requirement 6c, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.	
<b>7b.</b>	Share your challenges and successes in completing Second Class requirement 7a. Set a goal for continuing to include physical activity as part of your daily life and develop a plan for doing so.	

<sup>3</sup>Under certain exceptional conditions, where the climate keeps the outdoor water temperature below safe levels year-round, or where there are no suitably safe and accessible places (outdoors or indoors) within a reasonable traveling distance to swim at any time during the year, the council Scout executive and advancement committee may, on an individual Scout basis, authorize an alternative for requirements 5b and 5c. The local council may establish appropriate procedures for submitting and processing these types of requests. All the other requirements, none of which necessitate entry in the water or entry in a watercraft on the water, must be completed as written.

✓			LEADER INITIAL & DATE
	<b>7c.</b>	Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family, and explain the dangers of substance addictions. Report to your Scoutmaster or other adult leader in your troop about which parts of the Scout Oath and Scout Law relate to what you learned.	
<b>CITIZENSHIP</b>			
	<b>8a.</b>	Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity.	
	<b>8b.</b>	Explain what respect is due the flag of the United States.	
	<b>8c.</b>	With your parents or guardian, decide on an amount of money that you would like to earn, based on the cost of a specific item you would like to purchase. Develop a written plan to earn the amount agreed upon and follow that plan; it is acceptable to make changes to your plan along the way. Discuss any changes made to your original plan and whether you met your goal.	
	<b>8d.</b>	At a minimum of three locations, compare the cost of the item for which you are saving to determine the best place to purchase it. After completing Second Class requirement 8c, decide if you will use the amount that you earned as originally intended, save all or part of it, or use it for another purpose.	
	<b>8e.</b>	Participate in two hours of service through one or more service projects approved by your Scoutmaster. Tell how your service to others relates to the Scout Oath.	
<b>PERSONAL SAFETY AWARENESS</b>			
	<b>9a.</b>	Explain the three R's of personal safety and protection.	
	<b>9b.</b>	Describe bullying; tell what the appropriate response is to someone who is bullying you or another person.	
<b>SCOUT SPIRIT</b>			
	<b>10.</b>	Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (not to include those used for Tenderfoot requirement 9) in your everyday life.  _____	
	<b>11.</b>	While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference.	
	<b>12.</b>	Successfully complete your board of review for the Second Class rank.	

**Notes:** For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

The requirements for Scout, Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

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



## FIRST CLASS RANK REQUIREMENTS

✓		LEADER INITIAL & DATE
<b>CAMPING AND OUTDOOR ETHICS</b>		
1a.	Since joining Boy Scouts, participate in 10 separate troop/patrol activities, at least six of which must be held outdoors. Of the outdoor activities, at least three must include overnight camping. These activities do not include troop or patrol meetings. On campouts, spend the night in a tent that you pitch or other structure that you help erect, such as a lean-to, snow cave, or tepee.	
1b.	Explain each of the principles of Tread Lightly! and tell how you practiced them on a campout or outing. This outing must be different from the ones used for Tenderfoot requirement 1c and Second Class requirement 1b.	
<b>COOKING</b>		
2a.	Help plan a menu for one of the above campouts that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from MyPlate or the current USDA nutritional model and how it meets nutritional needs for the planned activity or campout.	
2b.	Using the menu planned in First Class requirement 2a, make a list showing a budget and the food amounts needed to feed three or more boys. Secure the ingredients.	
2c.	Show which pans, utensils, and other gear will be needed to cook and serve these meals.	
2d.	Demonstrate the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Show how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.	
2e.	On one campout, serve as cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in First Class requirement 2a. Supervise the cleanup.	
<b>TOOLS</b>		
3a.	Discuss when you should and should not use lashings.	
3b.	Demonstrate tying the timber hitch and clove hitch.	
3c.	Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.	
3d.	Use lashings to make a useful camp gadget or structure.	
<b>NAVIGATION</b>		
4a.	Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).	
4b.	Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system. Use GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination.	
<b>NATURE</b>		
5a.	Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken.	
5b.	Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.	

✓			LEADER INITIAL & DATE
	5c.	Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such weather conditions, and the appropriate actions to take.	
	5d.	Describe extreme weather conditions you might encounter in the outdoors in your local geographic area. Discuss how you would determine ahead of time the potential risk of these types of weather dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions.	
<b>AQUATICS</b>			
	6a.	Successfully complete the BSA swimmer test. <sup>4,5</sup>	
	6b.	Tell what precautions must be taken for a safe trip afloat.	
	6c.	Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar.	
	6d.	Describe proper body positioning in a watercraft, depending on the type and size of the vessel. Explain the importance of proper body position in the boat.	
	6e.	With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.) <sup>6</sup>	
<b>FIRST AID AND EMERGENCY PREPAREDNESS</b>			
	7a.	Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.	
	7b.	By yourself and with a partner, show how to: <ul style="list-style-type: none"> <li>• Transport a person from a smoke-filled room.</li> <li>• Transport for at least 25 yards a person with a sprained ankle.</li> </ul>	
	7c.	Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).	
	7d.	Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities and tell how to respond in emergency situations.	
	7e.	Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.	
	7f.	Explain how to obtain potable water in an emergency.	
<b>FITNESS</b>			
	8a.	After completing Second Class requirement 7a, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.	
	8b.	Share your challenges and successes in completing First Class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life.	
<b>CITIZENSHIP</b>			
	9a.	Visit and discuss with a selected individual approved by your leader (for example, an elected official, judge, attorney, civil servant, principal, or teacher) the constitutional rights and obligations of a U.S. citizen.	
	9b.	Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern.	

<sup>4</sup>See the Swimming merit badge requirements for details about the BSA swimmer test.

<sup>5</sup>Under certain exceptional conditions, where the climate keeps the outdoor water temperature below safe levels year round, or where there are no suitably safe and accessible places (outdoors or indoors) within a reasonable traveling distance to swim at any time during the year, the council Scout executive and advancement committee may, on an individual Scout basis, authorize an alternative for requirements 6a and 6e. The local council may establish appropriate procedures for submitting and processing these types of requests. All the other requirements, none of which necessitate entry in the water or entry in a watercraft on the water, must be completed as written.

✓		LEADER INITIAL & DATE
	<b>9c.</b> On a Scouting or family outing, take note of the trash and garbage you produce. Before your next similar outing, decide how you can reduce, recycle, or repurpose what you take on that outing, and then put those plans into action. Compare your results.	
	<b>9d.</b> Participate in three hours of service through one or more service projects approved by your Scoutmaster. The project(s) must not be the same service project(s) used for Tenderfoot requirement 7b and Second Class requirement 8e. Explain how your service to others relates to the Scout Law.	
<b>LEADERSHIP</b>		
	<b>10.</b> Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your Scouting activities. Invite him to an outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active. Share your efforts with your Scoutmaster or other adult leader.	
<b>SCOUT SPIRIT</b>		
	<b>11.</b> Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (different from those points used for previous ranks) in your everyday life. _____	
	<b>12.</b> While working toward the First Class rank, and after completing Second Class requirement 11, participate in a Scoutmaster conference.	
	<b>13.</b> Successfully complete your board of review for the First Class rank.	

*Notes: For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."*

*The requirements for Scout, Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.*

*Alternative requirements for the First Class rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements book.*



# STAR RANK REQUIREMENTS



✓			LEADER INITIAL & DATE
1.	Be active in your troop for at least four months as a First Class Scout.		
2.	As a First Class Scout, demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived the Scout Oath and Scout Law in your everyday life.		
3.	Earn six merit badges, including any four from the required list for Eagle. You may choose any of the 17 merit badges on the required list for Eagle to fulfill this requirement. See Eagle rank requirement 3 for this list.		
	NAME OF MERIT BADGE	DATE EARNED	
	(Eagle-required)		
	(Eagle-required)		
	(Eagle-required)		
	(Eagle-required)		
4.	While a First Class Scout, participate in six hours of service through one or more service projects approved by your Scoutmaster.		
5.	<p>While a First Class Scout, serve actively in your troop for four months in one or more of the following positions of responsibility (or carry out a Scoutmaster-approved leadership project to help the troop):</p> <p><b>Boy Scout troop.</b> Patrol leader, assistant senior patrol leader, senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, bugler, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or outdoor ethics guide.<sup>6</sup></p> <p><b>Varsity Scout team.</b> Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, webmaster, or outdoor ethics guide.</p> <p><b>Venturing crew/Sea Scout ship.</b> President, vice president, secretary, treasurer, den chief, quartermaster, historian, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, or webmaster.</p> <p><b>Lone Scout.</b> Leadership responsibility in your school, religious organization, club, or elsewhere in your community.</p>		
6.	With your parent or guardian, complete the exercises in the pamphlet <i>How to Protect Your Children From Child Abuse: A Parent's Guide</i> and earn the Cyber Chip award for your grade. <sup>7</sup>		
7.	While a First Class Scout, participate in a Scoutmaster conference.		
8.	Successfully complete your board of review for the Star rank. <sup>8</sup>		

**Notes:** For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach." For Venturers working on Boy Scout requirements, replace "troop" with "crew" and "Scoutmaster" with "crew Advisor." For Sea Scouts working on Boy Scout requirements, replace "troop" with "ship" and "Scoutmaster" with "Skipper."

<sup>6</sup>Assistant patrol leader is not an approved position of responsibility for the Star rank.

<sup>7</sup>If your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via a mobile device, the Cyber Chip portion of this requirement may be waived by your Scoutmaster in consultation with your parent or guardian.

<sup>8</sup>If the board of review does not approve the Scout's advancement, the decision may be appealed in accordance with Guide to Advancement topic 8.0.4.0.

## LIFE RANK REQUIREMENTS



✓		LEADER INITIAL & DATE
	<b>1.</b> Be active in your troop for at least six months as a Star Scout.	
	<b>2.</b> As a Star Scout, demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived the Scout Oath and Scout Law in your everyday life.	
	<b>3.</b> Earn five more merit badges (so that you have 11 in all), including any three additional badges from the required list for Eagle. You may choose any of the 17 merit badges on the required list for Eagle to fulfill this requirement. See Eagle rank requirement 3 for this list.	
	<b>NAME OF MERIT BADGE</b>	<b>DATE EARNED</b>
	(Eagle required)	
	(Eagle required)	
	(Eagle required)	
	<b>4.</b> While a Star Scout, participate in six hours of service through one or more service projects approved by your Scoutmaster. At least three hours of this service must be conservation-related.	
	<b>5.</b> While a Star Scout, serve actively in your troop for six months in one or more of the following troop positions of responsibility (or carry out a Scoutmaster-approved leadership project to help the troop). <b>Boy Scout troop.</b> Patrol leader, assistant senior patrol leader, senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, bugler, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or outdoor ethics guide. <sup>9</sup> <b>Varsity Scout team.</b> Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, webmaster, or outdoor ethics guide. <b>Venturing crew/Sea Scout ship.</b> President, vice president, secretary, treasurer, den chief, quartermaster, historian, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, or webmaster. <b>Lone Scout.</b> Leadership responsibility in your school, religious organization, club, or elsewhere in your community.	
	<b>6.</b> While a Star Scout, use the Teaching EDGE method to teach another Scout (preferably younger than you) the skills from ONE of the following choices, so that he is prepared to pass those requirements to his Scoutmaster's satisfaction. <b>a.</b> Tenderfoot 4a and 4b (first aid) <b>e.</b> First Class 4a and 4b (navigation) <b>b.</b> Second Class 2b, 2c, and 2d (cooking/tools) <b>f.</b> Second Class 6a and 6b (first aid) <b>c.</b> Second Class 3a and 3d (navigation) <b>g.</b> First Class 7a and 7b (first aid) <b>d.</b> First Class 3a, 3b, 3c, and 3d (tools) <b>h.</b> Three requirements from one of the required Eagle merit badges, as approved by your Scoutmaster	
	<b>7.</b> While a Star Scout, participate in a Scoutmaster conference.	
	<b>8.</b> Successfully complete your board of review for the Life rank. <sup>10</sup>	

**Notes:** For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach." For Venturers working on Boy Scout requirements, replace "troop" with "crew" and "Scoutmaster" with "crew Advisor." For Sea Scouts working on Boy Scout requirements, replace "troop" with "ship" and "Scoutmaster" with "Skipper."

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

<sup>10</sup>If the board of review does not approve the Scout's advancement, the decision may be appealed in accordance with Guide to Advancement topic 8.0.4.0.



# EAGLE RANK REQUIREMENTS



✓		LEADER INITIAL & DATE
1.	Be active in your troop for at least six months as a Life Scout.	
2.	As a Life Scout, demonstrate Scout Spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God, how you have lived the Scout Oath and Scout Law in your everyday life, and how your understanding of the Scout Oath and Scout Law will guide your life in the future. List on your Eagle Scout Rank Application the names of individuals who know you personally and would be willing to provide a recommendation on your behalf, including parents/guardians, religious (if not affiliated with an organized religion, then the parent or guardian provides this reference), educational, employer (if employed), and two other references.	
3.	Earn a total of 21 merit badges (10 more than required for the Life rank), including these 13 merit badges: (a) First Aid, (b) Citizenship in the Community, (c) Citizenship in the Nation, (d) Citizenship in the World, (e) Communication, (f) Cooking, (g) Personal Fitness, (h) Emergency Preparedness OR Lifesaving, (i) Environmental Science OR Sustainability, (j) Personal Management, (k) Swimming OR Hiking OR Cycling, (l) Camping, and (m) Family Life.  You must choose only one of the merit badges listed in categories h, i, and k. Any additional merit badge(s) earned in those categories may be counted as one of your eight optional merit badges used to make your total of 21.	
	<b>NAME OF MERIT BADGE</b>	<b>DATE EARNED</b>
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
4.	While a Life Scout, serve actively in your troop for six months in one or more of the following positions of responsibility <sup>11</sup> :  <b>Boy Scout troop.</b> Patrol leader, assistant senior patrol leader, senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or outdoor ethics guide.  <b>Varsity Scout team.</b> Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, webmaster, or outdoor ethics guide.  <b>Venturing crew/Sea Scout ship.</b> President, vice president, secretary, treasurer, quartermaster, historian, den chief, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, or webmaster.  <b>Lone Scout.</b> Leadership responsibility in your school, religious organization, club, or elsewhere in your community.	

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

✓		LEADER INITIAL & DATE
	<p><b>5.</b> While a Life Scout, plan, develop, and give leadership to others in a service project helpful to any religious institution, any school, or your community. (The project must benefit an organization other than the Boy Scouts of America.) A project proposal must be approved by the organization benefiting from the effort, your Scoutmaster and unit committee, and the council or district before you start. You must use the <i>Eagle Scout Service Project Workbook</i>, BSA publication No. 512-927, in meeting this requirement. (To learn more about the Eagle Scout service project, see the <i>Guide to Advancement</i>, topics 9.0.2.0 through 9.0.2.16.)</p>	
	<p><b>6.</b> While a Life Scout, participate in a Scoutmaster conference.</p>	
<p>In preparation for your board of review, prepare and attach to your Eagle Scout Rank Application a statement of your ambitions and life purpose and a listing of positions held in your religious institution, school, camp, community, or other organizations, during which you demonstrated leadership skills. Include honors and awards received during this service.</p>		
	<p><b>7.</b> Successfully complete your board of review for the Eagle Scout rank.<sup>12</sup> (This requirement may be met after age 18, in accordance with <i>Guide to Advancement</i> topic 8.0.3.1.<sup>13</sup>.)</p>	

**Notes:** For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach." For Venturers working on Boy Scout requirements, replace "troop" with "crew" and "Scoutmaster" with "crew Advisor." For Sea Scouts working on Boy Scout requirements, replace "troop" with "ship" and "Scoutmaster" with "Skipper."

#### <sup>12</sup>APPEALS AND EXTENSIONS

If a Scout believes he has completed all requirements for the Eagle Scout rank but is denied a board of review, he may request a board of review under disputed circumstances in accordance with *Guide to Advancement* topic 8.0.3.2.

If the board of review does not approve the Scout's advancement, the decision may be appealed in accordance with *Guide to Advancement* topic 8.0.4.0.

If a Scout foresees that, due to no fault or choice of his own, he will be unable to complete the Eagle Scout rank requirements before age 18, he may apply for a limited time extension in accordance with *Guide to Advancement* topic 9.0.4.0. Time extensions are rarely granted.

#### <sup>13</sup>AGE REQUIREMENT ELIGIBILITY

Merit badges, badges of rank, and Eagle Palms may be earned by a registered Boy Scout, Varsity Scout, or qualified Venturer or Sea Scout. He may earn these awards until his 18th birthday. Any Venturer or Sea Scout who has achieved the First Class rank as a Boy Scout in a troop or Varsity Scout in a team may continue working up to his 18th birthday toward the Star, Life, and Eagle Scout ranks and Eagle Palms.

An Eagle Scout board of review may occur, without special approval, within three months after the 18th birthday. Local councils must preapprove those held three to six months afterward. To initiate approval, the candidate, his parent or guardian, the unit leader, or a unit committee member attaches to the application a statement explaining the delay. Consult the *Guide to Advancement*, topic 8.0.3.1, in the case where a board of review is to be conducted more than six months after a candidate's 18th birthday.

If you have a permanent physical or mental disability, or a disability expected to last more than two years or beyond age 18, you may become an Eagle Scout by qualifying for as many required merit badges as you can and qualifying for alternative merit badges for the rest. If you seek to become an Eagle Scout under this procedure, you must submit a special application to your local council service center. Your application must be approved by your council advancement committee before you can work on alternative merit badges.

A Scout or Venturer with a disability may also qualify to work toward rank advancement after he is 18 years of age if he meets the guidelines outlined in section 10 of the *Guide to Advancement*.

# EAGLE PALM REQUIREMENTS\*



After successfully completing your Eagle Scout board of review on or after Aug. 1, 2017, and being validated as an Eagle Scout by the National Service Center, you will be entitled to receive an Eagle Palm for each additional five merit badges you completed before your Eagle board of review beyond those required for Eagle. In addition, all current Scouts who have completed their Eagle board of review and who had not passed their 18th birthday before Aug. 1, 2017, are entitled as well. For these Palms only, it will not be necessary for you to complete the requirements stated below.

After becoming an Eagle Scout and receiving the Eagle Palms you are entitled to, you may earn additional Palms by completing the following requirements:

✓		LEADER INITIAL & DATE
	1. Be active in the Boy Scouts of America for at least three months after becoming an Eagle Scout or after the last Palm was earned. ** (See page 24.)	
	2. Since earning the Eagle Scout rank or your last Eagle Palm, demonstrate Scout spirit by living the Scout Oath and Scout law. Tell how you have done your duty to God and how you have lived the Scout Oath and Scout law in your everyday life. (See pages 11–16, 23, and 479.)	
	3. Continue to set a satisfactory example of accepting responsibility or demonstrating leadership ability. (See pages 32–44.)	
	4. Earn five additional merit badges beyond those required for Eagle or last Palm. *** (See pages 28 and 46–49.)	
	5. While an Eagle Scout, participate in a Scoutmaster conference.* (See page 416.)	

You may wear only the proper combination of Palms for the number of merit badges you earned beyond the rank of Eagle. The Bronze Palm represents five merit badges, the Gold Palm 10, and the Silver Palm 15.

**Notes:** \*For Varsity Scouts working on Boy Scout requirements, replace "Scoutmaster" with "Varsity Scout Coach." For Venturers working on Boy Scout requirements, replace "Scoutmaster" with "crew Advisor." For Sea Scouts working on Boy Scout requirements, replace "Scoutmaster" with "Skipper."

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

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

✓		LEADER INITIAL & DATE
	Bronze Palm earned _____	
	Gold Palm earned _____	
	Silver Palm earned _____	
	Second Bronze Palm earned _____	
	Second Gold Palm earned _____	
	Second Silver Palm earned _____	
	Third Bronze Palm earned _____	
	Third Gold Palm earned _____	
	Third Silver Palm earned _____	





**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

---

**April 5, 2023  
Item # 5.F.**

**TITLE: Marin YMCA 2023/2024 Afterschool Program**

**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 2023/2024 afterschool program for Canal children at the Albert J. Boro Community Center and Pickleweed Park Monday through Friday, August 16, 2023 through June 7, 2024, excluding holidays and closures, with permission for City staff to grant additional space on a day-to-day basis, depending on availability.

**BACKGROUND**

The Albert J. Boro Community Center & Pickleweed Park has hosted YMCA learning hubs, summer camps and afterschool programs, supported by the San Rafael City School District, since the pandemic to support Canal youth, and their families.

The program is free to all participants who are identified and referred to the YMCA by the student's school.

The application requested use of many of the Center's rooms and amenities. As was done in the past with both the Kids Club program and YMCA programs, in order to accommodate other offerings in the facility, the City co-sponsored and provided the YMCA with three meeting rooms and the picnic area daily. Additional rooms are granted on a daily, space available, basis. The listed fiscal impact of the program, therefore, reflects the base fees and not the extras that will be added during the period of use.

**DISCUSSION**

While the Pickleweed Advisory Committee reviews the Co-sponsorship Application and Final Report, YMCA staff will be present to provide a program overview and support their

application which is before the Committee. Committee members will then have opportunity to ask questions of YMCA staff.

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

The Committee will make their recommendation at their June 7, 2023 regular meeting.

### **FISCAL IMPACT**

The non-profit value of the granted full co-sponsorship for the meeting rooms and picnic area total \$51,045.00, while still retaining space for other programs. The fee waiver potentially results in lost revenue to the City should a paying program be interested renting the facilities at that time. The co-sponsorship amount will also be charged against the \$140,000 available annually for co-sponsorship.

### **ALTERNATIVE ACTION**

No action is required by the Committee.

Submitted by:



Steve Mason  
Senior Recreation Supervisor

Attachments:

1. Use Agreement Application 2023/2024
2. Budget
3. Surveys



# ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

## Section I-About the Applicant Agency

Date Submitted: \_\_\_\_\_ Revision Dates (if applicable) 3/14/2023

Title of Program: YMCA @ Al Boro

Co-sponsoring agency or individual: YMCA of San Francisco; Marin Branch

Address: 1500 Los Gamos Dr. San Rafael, Ca 94903

Telephone: 4 [REDACTED] Ext. \_\_\_\_\_

Email: mwilliams@ymcasf.org

Website: ymcasf.org/marin

Non-Profit 501c3 Number: [REDACTED]

Principal contacts:

Name: Marissa Williams Phone: [REDACTED] Email: mwilliams@ymcasf.org

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

If no, start date of original program: 1/44/2023 Location: Albert J. Boro Community Center

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

## Section II-About the Program

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

In partnership with the San Rafael City Schools we will provide a safe and enriching environment for the students at Bahia Vista and San Pedro. We provide academic support, enrichment activities and social-emotional support for the youth.

Proposed Start Date: 8/16/2023 Proposed End Date: 6/7/2024

Number participants estimated: 70 Maximum number estimated: 90

Target age group: TK-5th

Requested Rooms:

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

Days and Times Requested:

Day:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Time:	<u>2-6pm</u>	<u>2-6pm</u>	<u>1-6pm</u>	<u>2-6pm</u>	<u>2-6pm</u>		

Fee Reduction Request

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

OFFICE USE ONLY: Monetary value of fee waiver request: \$ 51,045 +

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

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

Describe your community outreach plan and how you will advertise:

Students are identified through the San Rafael City Schools District to provide care for youth living in the canal community. no advertising will be done for this program.

In what languages will your marketing materials be distributed?

- English
- Spanish
- Vietnamese
- Other



### **Section III Outcomes and Measurements**

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

#### Outcome Statement

Children will have a safe space - emotionally and physically  
Children will have a supportive environment where they can explore, learn and grow  
Children will interact positively with the staff and each other  
Children will engage with new ideas and experiences

#### Measurement for Outcome

Program Measurement Quality Index (PQMI) - survey for participants 3rd-5th grade and families for direct feedback on their program experience

#### Measurements:

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

Aeries & Alaris (online systems)

Client Satisfaction:

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

Core+HHcombo\_3-5\_PAPER\_ENG  
YMCA of San Fransisco Youth Core Survey

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

none-all attached

**Section IV Faculty/Leaders**

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

Marissa Williams - Community Programs Director; mwilliams@ymcasf.org; [REDACTED]  
Anahi Sanchez - Al Boro Site Coordinantor; ansanchez@ymcasf.org; [REDACTED]  
Torrey Kelly - Associate Executive Director; tkelly@ymcasf.org; [REDACTED]  
Jordan James - Senior Director of Youth Development; jajames@ymcasf.org; [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		

Attach a program budget.

**Section VI Attachments**

List all attachments submitted with this application

Core+HHcombo\_3-5\_PAPER\_Eng  
YMCA of San Fransisco Youth Core Survey  
23-24 Al Boro rough budget



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

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

Program Name:

YMCA @ Al Boro

Report prepared by:

Name Marissa Williams Title Community Programs Director

Date submitted: 3/28/2023

Date program completed: 6/9/2023

How many total people were served? 70

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

Children will have a safe space - emotionally and physically  
Children will have a supportive environment where they can explore, learn and grow  
Children will interact positively with the staff and each other  
Children will engage with new ideas and experiences

Children received 8 Swim Lessons at the Marin YMCA  
Children completed a 6-week Tennis Enrichment in Partnership with Serving Up Hope

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 are administered at the end of the year. The program is still in session.

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.

Children continue to receive academic, emotional and tangible support from the AI Boro YMCA staff. Children in the program engage with new ideas and develop their social emotional skills by working with their peers. In partnership with the Marin YMCA's Aquatics department, children in the program received eight Swim Lessons at no cost to the families. In Partnership with Serving Up Hope, children in the program completed a 6-week Tennis basics Enrichment. Through the Tennis program children learned team-work, problem solving, strategy, and good sportsmanship. Through swim lessons children developed their endurance, strength and coordination. Swim lessons prepare individuals of all ages to be strong and confident swimmers. The YMCA swim instructors use a skill based curriculum in a safe environment, so students learn to stay safe and have fun while in the water.

**AI Boro ASP(August-June), Summer 2023, and 6 days intercession budget**

Budget based on serving 70 youth

School year	Per 4 week session, assuming ASP hours 2-6pm						
School year	Payrate	Hours	Subtotal	FICA	WC	UE	Benefits
Staff #1	\$22.00	22	\$484.00	\$37.03	\$10.89	\$9.68	
Staff #2	\$22.00	22	\$484.00	\$37.03	\$10.89	\$9.68	
Staff #3	\$22.00	22	\$484.00	\$37.03	\$10.89	\$9.68	
Staff #4	\$22.00	22	\$484.00	\$37.03	\$9.00	\$9.68	
Staff #5	\$22.00	22	\$484.00	\$37.03	\$11.00	\$9.68	
Mental He	\$42.00	10	\$420.00	\$32.13	\$12.00	\$8.40	\$350.00
Site Coord	\$28.00	40	\$1,120.00	\$85.68	\$25.20	\$22.40	\$700.00
SRCS progr	\$35.00	20	\$700.00	\$53.55	\$15.75	\$14.00	\$350.00
			\$-	\$-	\$-	\$-	
Executive Supervision/Support							
							\$1,400.00
<b>Expense</b>	<b>total per mont</b>	<b># of Youth</b>	<b>Youth per m</b>	<b>22-23 SY Total</b>			
Staffing	\$24,861.24	75	\$331.48	\$248,612			
Supplies	\$3,750.00	75	\$50.00	\$37,500			
Admin	\$6,294.47	75	\$83.93	\$62,945			
Start up supplies				\$0			
<b>TOTAL</b>	<b>\$34,905.71</b>		<b>\$465.41</b>	<b>\$349,057.13</b>			

<b>Total</b>		<b>Session</b>
\$541.60		
\$541.60		
\$541.60		
\$539.71		
\$541.71		
\$472.53		
\$1,253.28		
\$783.30		
\$-		
\$650.00		
\$5,865.31	4	\$24,861.24



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"/>	<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.**





**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

---

**April 5, 2023  
Item #5.G.**

**TITLE:       Vivalon: Zumba by Vivalon**

**RECOMMENDATION**

It is recommended that the Pickleweed Advisory Committee grant a fee reduction or waiver for use of the Albert J. Boro Community Center’s Gymnasium or Multipurpose Room on Thursday mornings for Zumba classes for older adults from September 7, 2023 through August 29, 2024, excluding holidays and closures.

**BACKGROUND**

Vivalon, formerly Whistlestop, is interested in continuing to provide an experienced instructor to offer a free weekly Zumba class to older adults at the Albert J. Boro Community Center. Additionally, there continues to be a strong interest in older adult programming in the Canal community.

The term of the proposed older adult program is from September 7, 2023 through August 29, 2024. The applicant is requesting a full fee-waiver, valued at \$2,010.00 for use of the Gymnasium on Thursdays during the schoolyear from 10:00 am to 11:00 am and the Multipurpose Room during the summer, excluding holidays.

**DISCUSSION**

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

The Pickleweed Advisory Committee has the authority to grant a fee reduction (25%, 50%, 75%, or other), grant a full fee-waiver, reject the application and ask applicant to

resubmit with additional information, or reject the co-sponsorship application all together.

The Committee will make their recommendation at their June 7, 2023 regular meeting.

**FISCAL IMPACT**

The resident/non-profit value of the rental totals \$2,010.00. A fee reduction or waiver would potentially result in lost revenue to the City should a paying program be interested in using the Gymnasium or Multipurpose Room at that time.

**ALTERNATIVE ACTION**

Any other action as determined by the Committee.

Submitted by:



Steve Mason  
Senior Recreation Supervisor

Attachments:

1. Zumba by Vivalon Co-Sponsorship Application
2. Expenditure Budget
3. Program Survey Form
4. Sample Sign-In Sheet



# ALBERT J. BORO COMMUNITY CENTER CO-SPONSORSHIP APPLICATION

## Section I-About the Applicant Agency

Date Submitted: 3/14/2023 Revision Dates (if applicable) \_\_\_\_\_

Title of Program: Zumba by Vivalon

Co-sponsoring agency or individual: Vivalon

Address: 930 Tamalpais Ave

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

Email: info@vivalon.org

Website: vivalon.org

Non-Profit 501c3 Number: [REDACTED]

Principal contacts:

Name: Michele Levine Phone: [REDACTED] Email: mlevine@vivalon.org

Is this a first time program at Pickleweed? Yes  No

If no, start date of original program: 9/1/2022 Location: Gymnasium

**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

Vivalon is working with community centers to bring our experienced instructors and their classes to older adults in underserved communities. We coordinate with our instructors and cover their teaching fees to provide free classes for older adults. In meeting with the staff at the Albert J. Boro Community Center, we learned that there is a need for movement classes for older adults and Vivalon would like to continue to provide a free Zumba class once a week.

Proposed Start Date: 9/1/2023 Proposed End Date: 8/31/2024

Number participants estimated: 10 Maximum number estimated: 20

Target age group: Adults 60 years and older

Requested Rooms:

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

Days and Times Requested:

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

Time: 10:00-11:00am

Fee Reduction Request

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

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

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

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

Describe your community outreach plan and how you will advertise:

Vivalon has 2 publications, one print and the other digital, where we will promote the class. We will also provide center staff with flyers and information for the website. We would also work with center staff to learn about other ways to expand the community outreach plan to successfully fill the Zumba class.

In what languages will your marketing materials be distributed?

- English
- Spanish
- Vietnamese
- Other

### **Section III Outcomes and Measurements**

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

#### Outcome Statement

1) Provide movement opportunity with lower intensity workout focusing on balance, range of motion, and coordination. The class includes all elements of fitness such as cardiovascular, muscular conditioning, flexibility, and balance.

#### Measurement for Outcome

1) Survey participants using our standard program survey (see attached) to report on quality of instruction and overall satisfaction with the class. See how participants self report on how they are feeling by engaging in movement.

2) Track attendance as a percentage of capacity.

#### Measurements:

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

We will provide our instructor with a sign-in sheet for the class that both Vivalon and the center can use to track attendance (see attached for a copy).



Client Satisfaction:

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

See our program survey attached.

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

Feedback from the instructor.

**Section IV Faculty/Leaders**

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

Jimna Calmell, Zumba Instructor, [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

Attach a program budget.

**Section VI Attachments**

List all attachments submitted with this application

Sample Attendance Sheet  
Sample Survey  
Program Budget



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

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

Program Name:

Zumba by Vivalon

Report prepared by:

Name Rebekah Wilson Title Programs Supervisor

Date submitted: 3/14/2023

Date program completed: 8/31/2023

How many total people were served? 30 as of March 2023

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

- 1) Survey participants on their general health as part of client satisfaction process. See how they self report how they are feeling by engaging in movement. Potentially provide assessments on elements of fitness.
- 2) Survey participants on the quality of instruction, fun, and overall satisfaction with class.
- 3) Attendance as a percentage of capacity. We want the class filled to capacity!

As of March 14, 2022:

1) We were not yet able to survey participants on their general health, but some participants shared comments related to their health in our standard survey, see below:

- "I have diabetes and it has helped me control my diabetes. I feel healthier taking Zumba."
- "I am pre-diabetic and since I started taking Zumba, my numbers went down."
- "It got me over the hump of being able to move my body around."

2) Of the 7 people surveyed, all of them said that they were very satisfied with the instructor. Some specific comments about the instructor include:

- "Teacher is very professional and punctual."
- "Her nonverbal communication is amazing."
- "She is so upbeat and positive."

Additionally, of the 7 people surveyed, 3 said they were satisfied with the class overall and 4 said they were very satisfied with the class overall; 2 people said they were satisfied with the "enjoyment" aspect of the class and 5 people said they were very satisfied with this aspect.

Additional comments include:

- "It is a wonderful program."
- "This class has improved my well-being and self confidence very much."

3) The class attendance has ranged from 3 to 11, with the average being 6 participants per class.

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

We collected attendance each week and input it into our database to track unique individuals and overall attendance. Thus far we have served 30 unique individuals and have provided 24 Zumba classes. 12 people have taken Zumba 5 or more times and of those 12 we were able to survey 7 of them using our standard program survey.

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

We would like to improve the attendance vs. capacity percentage. We plan to update the flyer and work with staff at Albert J. Boro to ensure that the class is being promoted successfully.

Developing and implementing a survey took longer than we initially planned, so we were not able to survey until March. Looking ahead, we would survey participants sooner and more frequently. We also would have participants fill out our client application form so we have reliable contact information for them, making it easier to reach them. Additionally, we will have Jimna take hard copy surveys in multiple languages to the center to make the survey process more accessible.

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.

Overall, based on the data we were able to collect, the Zumba program seems to be making a positive impact on people's lives. Everyone that we surveyed had only positive things to say about the class and noted improvements to their emotional, social, and physical well-being as a result of engaging in the class. Additionally, the instructor shared positive feedback and that she loved teaching the class. We would very much appreciate the opportunity to be able to improve upon the program by continuing to offer this class free of charge at the Albert J. Boro Community Center.

**Budget for Zumba by Vivalon at Albert J. Boro**

Instructor Fees (per class)       \$35.00

Number of Classes                   50

Total Cost (per year)             \$1,750.00

*Staff time to coordinate not included*

## PROGRAM NAME Survey

Please provide your feedback so we can understand any opportunities to improve.  
**Thank you!**

1. First & Last Name (OPTIONAL):

2. Date:

3. How satisfied were you with the following aspects of the class/program?

	VERY DISSATISFIED	DISSATISFIED	SATISFIED	VERY SATISFIED
Content (what you learned)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness (how well you learned it)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment (how much you enjoyed the class/program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length (how long the class/program was)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor (how well the instructor(s) performed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share your comments:

4. Overall how satisfied were you with the class/program?

VERY DISSATISFIED	DISSATISFIED	SATISFIED	VERY SATISFIED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share your comments:

5. Participating in **PROGRAM NAME** has:

	YES	NO
Helped you learn new information?	<input type="radio"/>	<input type="radio"/>
Made you feel more conneted to friends and family?	<input type="radio"/>	<input type="radio"/>
Helped you make new friends?	<input type="radio"/>	<input type="radio"/>
Given you something to look forward to?	<input type="radio"/>	<input type="radio"/>
Had a positive effect on your life?	<input type="radio"/>	<input type="radio"/>
Made you feel less lonely & isolated from others?	<input type="radio"/>	<input type="radio"/>
Made you feel less anxious or depressed?	<input type="radio"/>	<input type="radio"/>
Made you feel more confident living independently?	<input type="radio"/>	<input type="radio"/>
Made you feel more confident using technology?	<input type="radio"/>	<input type="radio"/>
Helped you have more access to health information?	<input type="radio"/>	<input type="radio"/>
Improved your overall health?	<input type="radio"/>	<input type="radio"/>
Made you feel happier in general?	<input type="radio"/>	<input type="radio"/>
Improved your quality of life?	<input type="radio"/>	<input type="radio"/>

6. How likely is it that you would recommend PROGRAM NAME to a friend or colleague?

Not at all likely Extremely likely

0      1      2      3      4      5      6      7      8      9      10

7. Please explain why you gave that score and any other feedback to help us improve:



## Sign-in Sheet

Class: \_\_\_\_\_ Instructor: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

***Please print your name as clearly as possible. Thank you!***

First Name	Last Name	Notes
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		





**PICKLEWEED ADVISORY COMMITTEE  
AGENDA REPORT**

---

**April 5, 2023  
Item #6**

**TITLE: Canal Arts Proposed Public Art Mural at the Albert J. Boro Community Center**

**RECOMMENDATION**

That the Committee recommend conditional approval of the Canal Arts public art proposal to paint a mural on the exterior of the Albert J Boro Community Center.

**BACKGROUND**

The City of San Rafael welcomes proposals for the creation and display of public artworks and exhibitions on property that is owned, occupied, or managed by the City. In 2022, the San Rafael City Council approved the formation of the Public Art Review Board (Board). The Board's responsibilities include providing recommendations to the City Council regarding long-term (greater than one year) public art installations and for approving applications for temporary (one year or less) public art exhibitions. For long-term installations, City Council has the final authority to approve a project proposal.

If artists propose Public Art at Pickleweed Park or the Albert J. Boro Community Center, the Pickleweed Advisory committee will have the opportunity to review the proposal and make recommendations. Typically, the Public Art Review Board would first review the proposed work and then refer proposals to the Pickleweed Advisory Committee for review if the artwork would impact Pickleweed Park or the Albert J. Boro Community Center. However, proposals may be routed to the Pickleweed Advisory Committee first depending on meeting schedules. The Pickleweed Advisory committee will review those proposals using [the Public Art Review Guidelines](#), which were established as part of the Public Art Review Process.

The Public Art Review Board guidelines include:

- Project Readiness
- Qualifications
- Funding

- Community Engagement
- Maintenance
- Design
- Diversity

More detail on the guidelines is provided in the Analysis below.

## **DISCUSSION**

On February 19, 2023, the City received a proposal from Canal Arts to create a community-based mural to be located on the Albert J. Boro Community Center. As part of Canal Arts' process, they published a request for proposals for the art, based on the themes of the history, immigration, culture and pandemic experience of the people of the Canal, which resulted in 15 submissions. Canal Arts convened a jury of artists and community members to review the art proposals, from which the jury selected their proposed design by artists Oscar Morales and Vladimir Cuevas.

Upon receipt of the proposal, staff reviewed the project and shared questions and comments with Canal Arts. On March 28, 2023, Canal Arts submitted a revised proposal responding to staff questions, which is included with this report as Attachment 1.

Using the Public Art Review guidelines as a guide, staff have determined that the proposal is ready for review by the Pickleweed Advisory Committee and Public Art Review Board and are supportive of the proposal, contingent upon Canal Arts responding to several outstanding comments and requirements, as described below.

- **Project Readiness:**
  - City staff have determined that this project appears ready for completion, based on communications with Canal Arts.
  - Canal Arts will need to enter into an Art License Agreement with the City, which has yet to be drafted. This is a requirement before final approval.
- **Qualifications:** Artists, artist teams, or project managers must be qualified to complete the scope of work.
  - Based on information provided in the proposal, Canal Arts and the artists appear to be qualified to complete the proposed scope of work as evidenced in their resume and portfolio.
- **Funding:** Projects should have a funding source identified and project implementation will be contingent upon receipt of full funding for the project. The City does not provide project funding for public art.
  - The City has not received an updated project budget or funding source for this project, but Canal Arts has stated that they have received full funding and have developed a budget. The City has requested this information

from Canal Arts, and has expressed that this information is required prior to final project approval.

- **Community Engagement:** Proposed projects that have completed their own public engagement process will be prioritized. For long-term projects (installation planned for more than one (1) year), the City recommends a minimum of one (1) public meeting and three (3) letters of support are included in proposals.
  - Canal Arts held two community engagement events related to this project. The first was held via zoom on December 13, 2022, prior to the design development. Following receipt of staff comments, Canal Arts hosted a second community outreach event on March 25, 2023, that included depictions of the art.
  - The City received questions from the public about whether representation of Coast Miwok in the Mural were appropriate. Staff have requested that Canal Arts secure a letter of support from the Coast Miwok and any individuals represented in the mural acknowledging that they approve of the design or their individual depiction. Canal Arts has acknowledged that Coast Miwok tribal representatives have been shown the art, and that they have asked for approval of images. The Canal Arts has committed to furnishing approval for use of any images before proceeding for final approval of the San Rafael City Council.
  
- **Maintenance:** Works of art will have reasonable maintenance requirements and these requirements shall be compatible with routine City maintenance procedures. For projects that require more maintenance than current City budgets and staffing allow or a specific expertise, the project must set aside sufficient maintenance funding for the duration of the project and must develop an agreement for maintenance to be performed by private parties, as approved by City staff.
  - Canal Arts has not provided a maintenance plan nor details on any plans for ongoing installation maintenance. Prior to final approval, the City has asked Canal Arts to clarify their proposed maintenance plan, recognizing that the City does not have the resources for additional maintenance.
  
- **Design:** Works of art will be designed in consideration of the relevance and appropriateness of the work to the context of the site and in alignment with public safety and decency. The artwork will not portray themes that may be interpreted as derogatory as to race, religion, sexual orientation, natural origin, or physical or mental disability. The artwork will not contain content, signage, names, logos, or subject matter that could be construed as advertising or as religious or sexual in nature nor will it promote a political candidate or include political text. Any content considered obscene or indecent by community standards will be denied. The design of the artworks will take into consideration issues associated with public spaces such as security, theft, vandalism, etc. The design of the artworks will consider the specific needs and use patterns of the public space in which they will be located. For example, in parks, works of art will not block critical view corridors or impede public usage of key open space.

- While staff generally believe the proposed design is in alignment with this guideline, this is an area where the Committee's perspective is particularly important and requested.
- Staff have questions regarding the proposed painting on the windows and whether that may impact those using the interior of the building. Additionally, staff question the durability of the acrylic window paint and whether that will withstand cleaning, washing, etc. and are requesting the Committee share their perspective on this question.
- **Diversity:** Artists and the City's public art collection should reflect the diversity of San Rafael's community.
  - While staff generally believe the proposed design is in alignment with this guideline, this is an area where the Committee's perspective is particularly important and requested.

City staff are supportive of efforts to increase public art in our community and are working closely with Canal Arts to verify that their proposal is in alignment with City guidelines. City staff are recommending the Pickleweed Advisory Committee approve this proposal contingent upon Canal Arts addressing items mentioned above, specifically provision of an updated project budget, funding sources, maintenance plan, and letter of support from Coast Miwok tribal representatives and any other individuals represented in the mural as well as a finalized Art License Agreement.

Once reviewed by the Committee, the proposal will be reviewed by the Public Art Review Board at their next regularly scheduled meeting. Once staff has received input and recommendations from the Committee and the Board, the proposal would be routed to City Council for final approval, pending completion of the above steps.

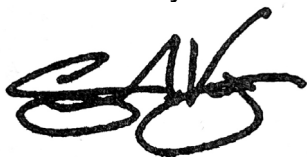
## **FISCAL IMPACT**

None

## **ALTERNATIVE ACTION**

1. The Committee may request Canal Arts modify, change, or alter their proposal.
2. The Committee may recommend that the proposal not be approved.

Submitted by:



Craig Veramay  
Assistant Library and Recreation Director

Attachments:

1. Canal Arts Revised Mural Proposal – 03.28.23



## Public Art Boro Center Project Proposal

City of San Rafael  
Library and Recreation Director  
618 B St. San Rafael CA 94901  
2/20/2023  
Rev 3/28/23

The Canal Arts nonprofit proposes to create a community-based mural to be located on the Albert J. Boro Community Center. A request for proposals for the art, based on the themes of the history, immigration, culture and pandemic experience of the people of the Canal resulted in 15 submittals, from which a jury of artists and community members selected the art shown below, by Oscar Morales and Vladimir Cuevas. A Canal community forum was held via zoom on December 13, moderated by Lynn Sondag, professor of art and Honors Program director with Dominican University's Center for Community Engagement, with artists and jury panel present, to discuss the concept of the mural, and receive comments and suggestions. The artists developed their proposed art which was submitted to San Rafael for staff comments, responses below. The art, with modifications, was presented at a lively online community discussion, moderated by Marina Palma of Voces del Canal, with the artists on March 25, and here presented with those modifications for consideration by the Pickleweed Advisory Committee and San Rafael Public Art Review Board. An important feature of this project is the participation of apprentice artists that we identify in the Canal Families Artworks events conducted with Voces del Canal. Canal Arts has secured all funding to complete this project as planned, through a Marin County Nonprofit Partners grant and other sources.

Responses to staff questions and comments:

1. Q: The City received questions from the public about whether representation of Coast Miwok in the Mural were appropriate. We would like to see a letter of support from the Coast Miwok and

any individuals represented in the mural acknowledging that they approve of the design or their individual depiction.

**A: Coast Miwok tribal representatives have been shown the art, and asked for approval of images; The Canal Arts will furnish approval for use of any images before proceeding for final approval of the San Rafael City Council.**

2. Q: City staff cannot budget funds or staff time for painting or priming the wall at this point in time. Staff noted that there is no budgeted funds available for wall prep or priming, and would request this be added the artist budget.

**A: The Canal Arts acknowledges that the City is not prepared to clean and prime the mural wall. That will be done by the artists. We do ask that the faded window frames and rusted railings be refurbished/repainted by the City to a condition comparable to the adjacent entry finishes (see examples below).**

3. Q: Staff are not supportive of vinyl coverings placed over windows, for maintenance and visibility reasons. Is it possible to amend the design to exclude the vinyl coverings?

**A: The Canal Arts has removed the use of vinyl film on windows, but requests that a small area indicating immigration paths be allowed painted directly upon a window (see example below).**

4. Q: Do the artists have a portfolio or website where staff can view their past work? If so, please include. Artists appear to be qualified based on description of work, but staff would like to see visual examples of work.

**A: Artists' examples of prior work and bios attached, below.**

5. Q: Painters will need to verify with staff prior to work that suitable paint for foam wall surface will be used.

**A: Any mural materials used will be submitted for approval by staff.**

6. Q: The top left corner of the mural canvas includes the building physical address #'s. How will the artist work around this space? This needs to remain plainly visible for safety reasons.

**A: The buildings number will be painted and maintained in contrast with surrounding art.**

7. Q: Staff recommend the painting 'protection zone' does not impede the pedestrian right of way during construction. Please verify.

**A: Pedestrian passage will not be impeded.**

8. Q: How long will painting take? Will you need to use the sidewalk or parking lot area during painting? If so, how many parking stalls or how much space on the sidewalk? Will scaffolding or ladders be used?

**A: Painting will take ~4-5 weeks. No sidewalk needed, but 2 parking spaces are requested. Scaffolding or ladders will be used. We request a place for temporary storage onsite for materials and access to water and restrooms during the installation, and artists will be working off-hours.**

9. Q: How will the painters work around the existing vegetation? Staff noted that the plants in front of the building may grow to cover artwork; recommend artists cover vegetation during planting, not disturb exterior building lights; not impact fire alarm system.

**A: Existing plants will be protected, and we request the large hedge at the right side of the wall be cut down to the height of the lower vegetation at the left, or removed and replanted with material similar to the existing (see images below).**

10. Q: Staff noted that there are two overflow drains that pour down the front of the building in the location of the mural. This may lead to staining or fading of the mural over time, and/or may discolor artwork.

**A: Staining from overflow drains should not affect the mural art. We will apply protective anti-graffiti / anti UV coatings to the artwork which will facilitate any future cleaning if necessary.**

Project Timeline:

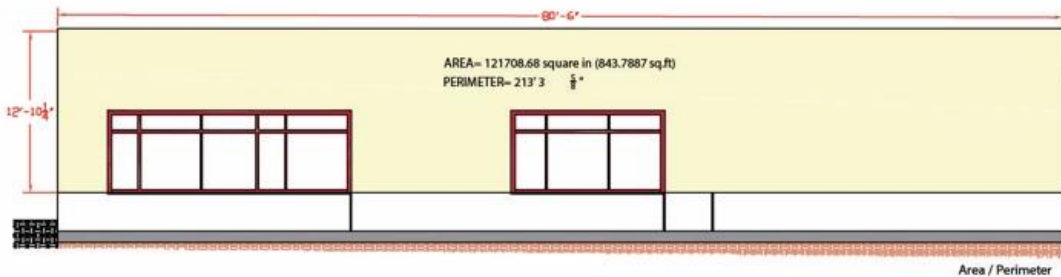
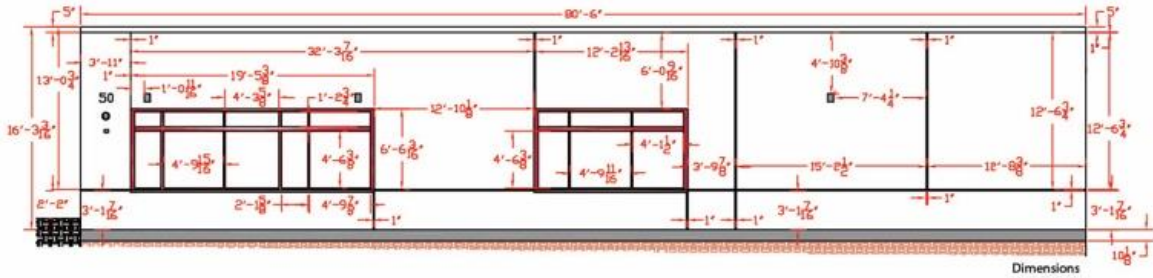
The mural will be created during May-June 2023, with progress visible and monitored online, with completion and a community unveiling event planned for early July 2023.

Mural life expectancy: 15 years

Materials: artist grade acrylic paint with anti-graffiti/UV protective coating.

The mural venue, to the right of the Albert J. Boro Community Center entry:





Albert J. Boro Community Center  
50 Canal St, San Rafael CA 94901



Mural Project Elevation  
Scale 1/8" = 1'-0"  
8/21/2022

The proposed art:



Existing hedge area indication, to lower or remove:

Art-on-window showing migration routes (with durable glass acrylic paint)





Surfaces needing repaint:





It is the intent of The Canal Arts and our fourteen sponsoring Marin organizations that this mural, at the center of the Canal neighborhoods, will set a high standard for mural art in San Rafael and all Marin, and engender more art projects that reflect San Rafael's encouraging new public art policies.

### **Artists' Work and Bios**

**Oscar Morales** / Fine Artist and Muralist





Oscar Morales, born in Mexico City in 1986.

1998- Begins his classes with mastery in drawing and painting.

2001- He moves to the United States and paints his first mural at Manteca High School.

2004- Studies at San Joaquin Delta College, where he paints his second mural "Building the Dreams"

2006- With his teacher and mentor Guillermo H Kelly, he paints murals for private collectors and shopping centers.

2019- Integrating a collective of artists, he paints the mural "Sientete en Casa" for the Canal Alliance organization.

-Marin Open studios Art exhibit

-Dia de Muertos Art exhibit at Mexican Heritage Center, San Joaquin County Historical Museum and Bartolini Gallery.

2021- Tony's Market mural (Kerman City)

-Welcome to the Canal Mural Channel (San Rafael City)

2022- Mayors Art Show (Award Best of the show and the Mayors Art Choice)

-Second Harvest the Greater Valley Mural (Manteca City)

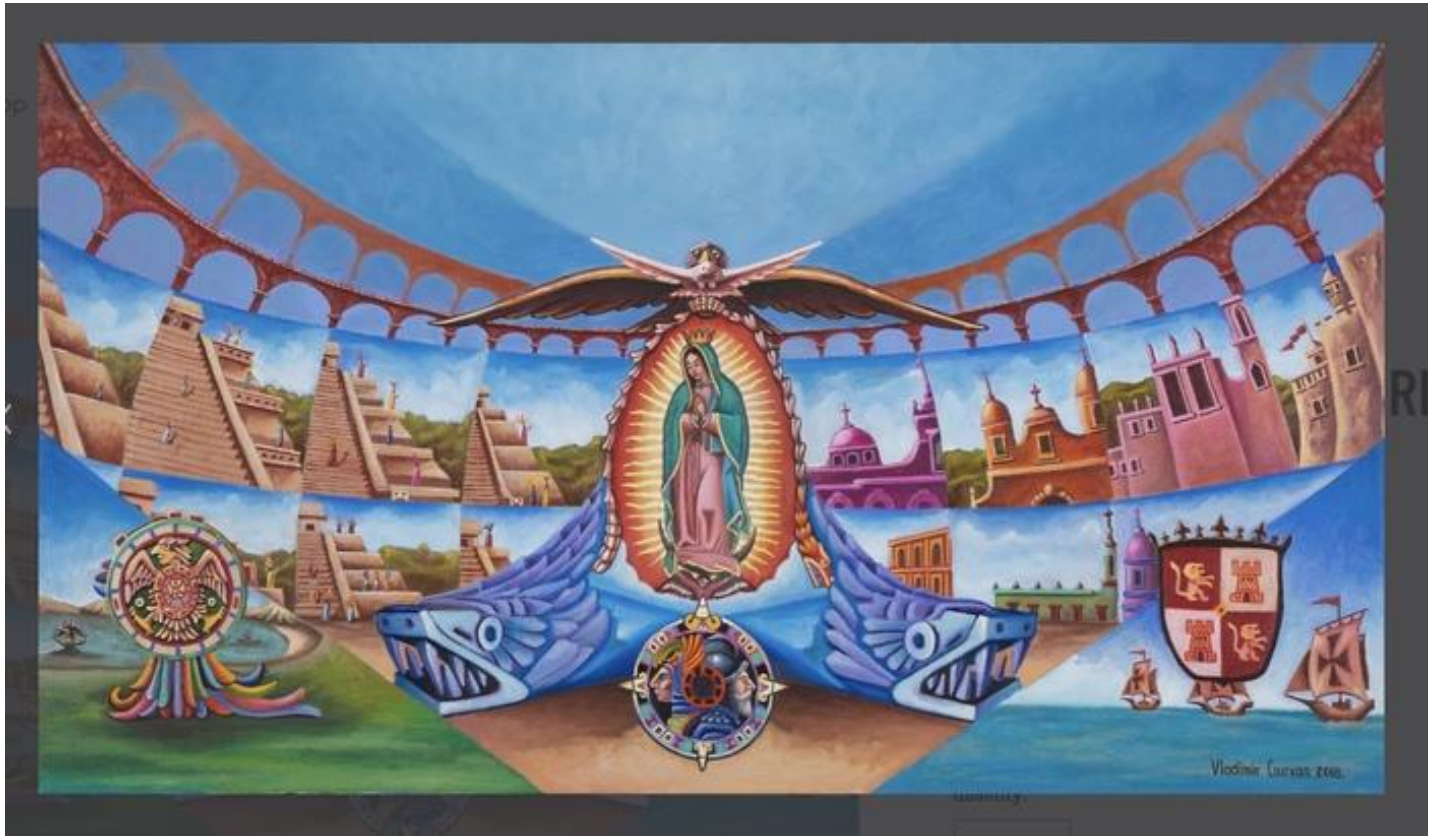
-Geometric Lion Mural (Stockton City)

Currently working in San Rafael City participating in Art Projects with The Canal Arts, Marin Society of Artists, Canal Alliance, Marin Open Studios.

Vladimir Cuevas









Vladimir Cuevas is from Oaxaca, Mexico and has lived in San Francisco since 1990.

As a younger man, and because of family issues, he had to make the difficult decision to suspend his medical studies, leave his family and country behind to seek a brighter future in the United States. Little did he know that this juncture in his life would start his transformation from medical student to artist.

- In 1995 Vladimir started private art lessons with the artist Antonio Huerta.
- In 1997 he was discovered by Geronimo Berenguer de los Reyes, Chairman of the Board and Director of GBR Museum and Foundation. In 2007 he commissioned Vladimir to paint 6 altar pieces and artwork for the High Altar of the Virgin of Guadalupe Church in Philippines. The GBR foundation and Museum boasts more than 300 creations by Vladimir.
- Vladimir's murals can be found throughout San Francisco, both in private and public collections.
- Vladimir's realistic, abstract and sacred art has been exhibited in the United States, Latin America and other countries starting from 1995 to present times.
- In 2018, Vladimir created the 43 ft. "Danzante de Pluma," the tallest sculpture in Oaxaca.

