

EDUCATION ADVISORY BOARD
Altamont Landfill Settlement Agreement
Progress Report Form

Grant #: 20-13_____ **Date report submitted:** _12/18/2020_____

Grant Name: KIDS for the BAY Blue Watershed Classrooms program

Grant Contact: Mandi Billinge, Executive Director/Founder,
mandi@kidsforthebay.org

Amount funded: _\$3,000_____ **Amount requested:** __\$3,000_____

Grant Objectives (Brief summary of grant)

Funds will be used to provide support for the Blue Watershed Classrooms (BWC) teacher follow-up program for low-income, urban elementary school students to help shift the culture and practice of waste prevention and waste management in their schools.

Objectives:

- Support previous partner teachers in KIDS for the BAY programs in shifting the culture and practice of waste prevention and waste management in their schools.
- Provide resources to teachers in order for them to create watershed-friendly, Zero-Waste classrooms with their students and families for the entire school year and for years to come.
- Reduce trash and waste, especially plastic trash and waste, and increase environmental and human health.

Due to the current times we are facing, please provide a brief explanation of how COVID has affected your project.

Schools in our area have continued with distance learning this fall semester and KIDS for the BAY (KftB) has continued to support teachers and students, especially in under-resourced schools, by providing partner teachers with the resources to deliver the Blue Watershed Classrooms programs to their students online. Our distance learning BWC provides partner teachers with the resources to teach BWC via Zoom video lessons, Google Classroom, SeeSaw, JamBoard and other online platforms. The program includes:

- Activities that get students outside in their local watershed environment
- Hands-on science investigations with materials easily found at home
- Environmental Action Projects at home and in the local neighborhood.

Through the distance learning BWC students learn how their school is connected to the San Francisco Bay watershed and how pollution, including plastic trash and microplastics, can travel from their school campus to the creeks, bay and ocean via the storm drain system. Students learn

how trash and plastic pollution harm the environment, especially aquatic life. Instead of cleaning up trash around their school campuses as they would do in person, students clean up trash in their own neighborhoods, in “quaran-teams” that they lead with their families. They also learn how to reduce trash and waste at the source by practicing the Five Rs (Reduce, Reuse, Recycle, Rot and Refuse) with their families at home. Additionally, students learn how to properly sort their waste and learn how these practices divert trash from going to the landfill. Students also make Environmental Pledge Cards, with written environmental pledges, to change their daily behaviors to reduce trash and waste.

Whenever it becomes possible, we will be ready to support teachers in delivering BWC in person again. Our online programs will continue to provide our teachers with professional development and support as they deliver KftB programs themselves to future classes of students with the resources we provide. We are currently exploring the possibility to increase the impact of our work and reach more teachers throughout the San Francisco Bay Area and beyond with our new online programs.

Has your project objective changed due to the effects of COVID? If so, please write a new objective.

The project objectives have not changed.

Do you think you can complete the project in the allotted timeline (June 2021)?

Yes, KftB can complete the project by June 2021. At the time of this report, eight of the twelve partner teachers in Alameda County have confirmed their participation for the 2020-2021 school year. These teachers intend to start teaching the four Lessons and facilitate the Action Projects between January and April, at which time their final program evaluations will be due.

If able to, please complete any of the following questions on the next page in regard to updating the Board on your current grants project.

Please submit a narrative report (approx. 2-4 pages) addressing the following questions for the project or activities. This grant report may be used to keep both the Altamont Education Advisory Board informed about your activities and the impact of our support. Photographs are encouraged. If you have any questions concerning these guidelines, please contact the Board Contact person at altamontteab@gmail.com.

1. Please report the mid-year outcomes of the funded project. In doing so, please refer to the grant objectives included above.

BWC Partner Teachers, 2020-2021

No.	Elementary School, City	Teacher Name	Previous KftB Program Participation	Grade, # Students	Orientation Meeting Date	Anticipated Start Date
1	James Madison Elementary, San Leandro	Olivia Emerson	Storm Drain Rangers Program	3rd, 23	TBD	TBD
2	James Madison Elementary, San Leandro	Elisabeth Carlton	Storm Drain Rangers Program	4th/5th, 28	12/10/20	2/1/21
3	Lorin Eden Elementary, Hayward	Chris Scharfenkmp	Watershed Action Program	5th, 29	12/10/20	2/15/21
4	Harder Elementary, Hayward	Devery Sheffer	Watershed Action Program	4th, 30	TBD	TBD
5	Guy Jr. Emanuele Elementary, Union City	Patrico R. Urbi	Storm Drain Rangers Program	4th/5th, 25	12/9/20	1/15/21
6	Guy Jr. Emanuele Elementary, Union City	Shawnetta Jones	Storm Drain Rangers Program	5th, 29	12/9/20	1/15/21
7	Guy Jr. Emanuele Elementary, Union City	Greg Wellman	Storm Drain Rangers Program	5th, 34	12/9/20	1/15/21
8	New Highland Community School	Kimberly Aguilar	Blue Watershed Classrooms	2nd, 22	12/16/20	1/7/21
9	TBD	TBD				
10	TBD	TBD				
11	TBD	TBD				
12	TBD	TBD				

2. Describe what you did to accomplish your objectives and any significant course changes you have made so far.

This school year we are supporting partner teachers in Alameda County with distance learning options for BWC. The BWC Program Manager, Sienna Kuykendall, has developed the BWC curriculum to be engaging for distance learning. Partner teachers receive updated easy-to-teach Lesson Plans that align with Next Generation Science Standards, and new curriculum materials, including interactive powerpoints (such as this [virtual watershed](#)).

Recruitment of partner teachers in Alameda County is underway. At this time eight of the twelve partner teachers in Alameda County have completed their registration forms and confirmed their participation for the 2020-2021 school year. Ms. Kuykendall and the KftB program staff have started leading Orientation Meetings with interested partner teachers to review the new curriculum and support teachers in preparing and planning for teaching the four lessons and facilitating the Action Project virtually. Additionally, Ms. Sienna will coordinate the delivery of Equipment Kits, consisting of reusable bags and tongs for trash cleanups, to teachers upon their completion of the program, or when learning resumes in person (whichever comes first).

3. What methods were used for evaluating and documenting progress towards these outcomes

KftB staff gathers analytical and anecdotal data from program participants via Orientation Meetings, and mid-program and post-program surveys for teachers using Google Forms.

Quantitative data includes:

- Number of teachers and students participating in the BWC
- Number of gallons of trash collected during trash cleanup projects

Qualitative data* includes:

- Students behavior change environmental pledges
- Post-Lesson Surveys and Final Evaluation Surveys from partner teachers.

*BWC partner teachers will complete surveys after they teach each of the four lessons and facilitate the Action Project (Post-Lesson Surveys). Through these short surveys, KftB will learn about teachers' successes and challenges in delivering the program, and collect students' quotes, work samples, and photos (if granted parent/guardian permission). In this way KftB will be able to evaluate and improve the program as it progresses. In April 2021, KftB staff will collect BWC Final Evaluations from teachers. Teachers who complete the Final Evaluation will be entered into a prize drawing to win a KftB Classroom Workshop, led by a KftB Educator, over Zoom or in person. Partner teachers will also receive a BWC certificate, and be recognized on the KftB website. These outcomes will be included in the final report and submitted in June.

4. What were the most important things you learned? What do you expect to learn in the second half of the project?

The KftB staff team has learned a great deal about how to develop very engaging online education programs using a variety of interactive platforms and teaching strategies. We will continue to learn more about how to most effectively meet the needs of students and teachers in a virtual world as the second half of the project progresses. We hope we will also learn how to smoothly transition from online back to in-person programs!

5. Please outline any significant changes in your organization since the grant was made. In particular, please describe any changes in key leadership positions in the organization and/or program.

In March 2020, KftB transitioned to providing programs online for our partner students and teachers. We had some success with delivering programs via distance learning, which we are now building on as we develop all our school-based programs into interactive online programs. Our programs for the current 2020-2021 school year are already full and we are seeing a high level of participation and engagement from teachers, students and parents in our programs. This school year we will deliver programs to 70 teachers and 2,000 students. This is only half of the usual number of teachers and students reached each year, due to a decrease in our available resources during the pandemic. We are only targeting under-resourced schools in low-income areas at this time to provide as much support as possible to teachers and students in these schools.

6. In addition to measuring the outcomes of the funded project, we are interested in how grants directly improve the lives of the people in your community. Please share one or more stories or quotes that show how this project has made a difference in the lives the people your program serves.

Below are partner teacher quotes collected from BWC registration forms, email communication and Orientation Meetings with KftB staff:

“I participated in the KftB Watershed Action Program in 2018 while I was doing my student teaching with Erica Isomura at Glassbrook Elementary. My students and I enjoyed learning about what they can do to take care of our environment! Also, I like that this program is local. I think it brings more context to students’ understanding. I would be happy to try the self-led version of the program with my students.”

Devery Sheffer, Fourth Grade Teacher, Harder Elementary School, Hayward

“I had a wonderful experience with KftB last spring. I saw my students grow in their understanding of the bay and their relationship to this fascinating habitat. I would jump at the chance to work with KftB again this year!”

Elisabeth Carlton, Fourth/Fifth Grade Teacher, James Madison Elementary School, San Leandro

“I deeply believe in the necessity of kids thinking about water at a young age. I believe in the power of influencing families to take environmental action and connect with nature as well. Students should be naturally aware of water and their environment, and the program helps them understand that natural connection. Also, I am remembering you teaching last year's batch about the striped bass and crab adaptations and thinking how impressive KftB's adaptation to distance learning is! I would love to teach the follow-up program.”

Chris Scharfenkmp, Fifth Grade Teacher, Lorin Eden Elementary School,
Hayward

“I love how you have modified the curriculum materials to function virtually! The Google Slides presentation that guides the lessons will make it really easy for me to teach; basically the program will teach itself! This is a great improvement from the physical curriculum binder from last year. I'm also excited about how the BWC content so easily merges with the science content I'm teaching!”

Kimberly Aguilar, First Grade Teacher, New Highland Academy, Oakland

Please send completed progress report forms in PDF format to Lauren at altamonteab@gmail.com with “Progress Report-Grant #20-xx” in the subject line before December 31, 2020.