ATTACHMENT G

EFFECTIVENESS ASSESSMENT OF IN-SCHOOL STORMWATER EDUCATION PROGRAMS

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Assessment of In-School Stormwater Education Programs

Environmental Defenders Program

During FY 2014-2015, focus groups were conducted with students.

The student focus groups were designed to obtain information that will help guide the development of the revised school assembly and the new children's website. The focus groups were designed to determine what types of websites, applications, and computer devices (i.e. laptops, tablets, smart phones, etc.) are used by children (Attachment F).

The school assemblies included the latest developments: new animated Environmental Defenders characters; the fourth R to the assembly, Rethink; current songs with new rhythms and sounds; new video footage of landfills, storm drains, oceans, and recycling centers. These revisions to the school assembly are the result of focus group findings.

Currently, we are in the beginning of Phase II of the development for the new children's website. The new children's website will allow students who have seen the assembly and have become Super Environmental Defenders to participate in music mixing, games, and more. Students who have not seen the assembly are provided with information and a printable flyer for their parents, teacher, and other school staff to request the assembly.

Generation Earth Program

A student pre and post survey was conducted during the traditional school year. The Generation Earth program was officially offered to teachers beginning with the first workshop which occurred on February 7, 2015. This did not allow the program to have a complete school year for the pre and post surveys completion by students. Only four out of 159 teachers distributed the pre and post surveys to their students, which does not provide for accurate results. In year two, we will have the consultant work with the teachers at the beginning of the school year to ensure a more timely delivery of the pre and post surveys to students.

A teacher focus group was conducted in June 2015. Ten middle and high school teachers participated in the focus group. Five areas were addressed during the focus groups that included: Teacher Training and Support; Implementation; Curriculum; Student Leadership; and Reflections.

Teachers Training and Support

Most teachers heard of the program through a flyer, email, or information received at the Science Convention event booth. All the teachers attended a workshop and were satisfied with the information and materials they were provided. Most teachers felt that they received what they needed by attending the workshops and received excellent support from the Generation Earth staff.

Implementation

Teachers' comments on implementation ranged from their successes based on Generation Earth tools, specific curriculum activities, and staff support with project obstacles. Most of the teachers that were successful in implementing a program know the laws and regulations of their

district and have good communication with their principal, school board, and school district representatives. Teachers that experienced difficulties implementing the program were due to not being aware that prior approval was needed in order to implement their project. LACDPW staff will suggest that all future Generation Earth workshops emphasize to teachers that any project will require approval by the principal and school district before they begin implementation.

Curriculum

Generation Earth curriculum is adaptable for middle school and high schools. It is most commonly taught in science classes but other subjects can use the content material. In addition, the service learning component of the Generation Earth curriculum is project based. When teachers were asked at the focus group if they saw an increase in student motivation as a result of Generation Earth curriculum, all the teachers who implemented the program this year agreed that students were more motivated and engaged.

Student Leadership

Several of the focus group teachers indicated an increase in student leadership as a result of the Generation Earth program. One teacher also indicated her at-risk youth students showing growth in their self-esteem.

Reflections

Reflections on the program were centered on how Generation Earth could improve or expand. Overall, the focus group was well received by the teachers. The teachers utilized the extensive support system Generation Earth provides, which plays a large role in the success of the program.