

Funds Distribution Report

Recipient Organization:
Environmental Science Center

Mailing Address:
126 SW 148th Street, Suite C100-90
Burien, WA 98166

Contact:
(206) 248-4266
<https://www.envsciencecenter.org>

Organization's General Goals:
The Environmental Science Center promotes environmental stewardship and academic achievement through science-based education.

Date of Award:	Level:
2017 Q4	\$2,501 to \$5,000

For more information, please read the attached report from Environmental Science Center.

8802 27th Ave NE
Tulalip, WA 98271
TulipCares.org



**ENVIRONMENTAL
SCIENCE CENTER**

Toddler Time Final Report

Funded through:



www.tulalipcares.org

Q4 2017 14.2

Environmental Science Center Toddler Time

Total Attendees: 626 people (349 students, 277 adults)

Dates: 40 weekly classes April of 2018 - April of 2019

-Uncommon snow storms and wildfire smoke limited attendance or cancelled some classes for safety.**Summary**

Toddler Time at the Environmental Science Center delivered 645 contact hours of environmental education classes for toddlers and their caretakers from spring of 2018 to spring of 2019. An average of 15 participants took part in 40 free 1-hour weekly nature lessons. Most were held in Seahurst Park, but eight partnership programs were at the Burien Library to accommodate more people and attracted up to 45 attendees in a single session.

Lessons revolved around seasonal themes and reinforced concepts with reoccurring nature topics and activities. Indoors, an educator used nature-related exploratory stations and stories, songs and movement to help children and caregivers learn about nature through repetition. Afterward, a gentle outdoor exploration took place in Seahurst Park to apply and build upon learned concepts. Forest, stream, wetland, beach, tide pools and urban environments were explored regularly.

Caregivers were required to be present the whole time for supervision, engagement and support. They expressed appreciation for the ease of incorporating seasonal themes, songs and activities into their daily lives and how they encouraged further curiosities of natural concepts for toddlers after Toddler Time lessons ended. Concluding lessons with a focused outdoor exploration also helped caregivers make direct connections with the natural environment and provided ways to further engage toddlers and cultivate their methods of discovery during their typical outings. The no cost and consistency of meeting dates and times was also a plus, and there were multiple requests to have more than one lesson a week.



Having a consistent educator helps students become comfortable in engaging in activities and conversations throughout the year.

Caretaker comments

- We love it! My 3-year-old sings the educational songs at home. Miss Kharli & staff are awesome!
- Awesome Program. My 3-year-old loves it and we've made many friends. Teachers are amazing.
- We love Kharli! My daughter pretends to be her and sings the songs at home.
- What a valuable program! It's awesome. We love teacher Kharli and learning more every week.
- Teacher Kharli, my daughter Teddy loves imitating you in the most flattering form. She sings all the songs like you sing and she makes my husband and brother and me sit and listen while she reads to us and sings to us. She's the teacher. She's teacher Kharli.



Elden stacks blocks & counts barnacles



Julie Taylor expressed gratitude for the experiences with her son, Elden: *We love the Toddler Time and Tide Pools for Tots programs! We've been going to them for over a year and a half. My son LOVES Miss Kharli and enjoys exploring the sensory table and different seasonal play spaces set up there each week. He loves the nature songs during the story/singing portion of the program and often sings them at home. He's learning about seasons, our native plants and animals, and how to be a good steward of the wonderful beach with all its fascinating marine life. The tide pools program has been a favorite and he loves to see what other kids have discovered and loves to point out to the beach naturalist, or Miss Kharli - she's easy to find in her "Crabby Hat" - what we have discovered: purple sea stars, sea cucumbers, big and small crabs, etc, etc! One unexpected joy of these programs is that we've met other kids of similar age that we are now fast friends with and routinely meet up with at parks, the farmers market, or just for some fun play time. We also learned about the outdoor preschool that we are now attending at Seahurst Park (Yay Tiny Trees!) through one of the mothers at Toddler Time. The Toddler Time/Tide pools for Tots are wonderful programs with a wonderful leader and we'd recommend them to anyone!*

"This is my science classroom," was what a toddler told her family when they came to the Environmental Science Center for a different event. She had only been attending Toddler Time for a month.



Bird nests were first made indoors and then students found cavities for their baby owls to live in during a session on birds.

Evaluations

Both indoor and outdoor lessons were developed to help further connect children with nature, with fellow children, and communal groups, and to prepare them for kindergarten. The Washington Kindergarten Inventory of Developing Skills (WaKIDS) helps ensure children in Washington get a great start in kindergarten. Many of these skills were applied in Toddler Time approaches. Below are some examples of how this is achieved:

WaKids Characteristics of Children Entering Kindergarten

Area: Cognitive

- Your child can group objects by using a single characteristic such as shape, size, or color (for example, put all the blue things together) –Outdoors, students collected fallen leaves and put them in corresponding color bins, and matched pictures of pink and yellow flowers to real ones.
- Your child may be able to group objects by using two or more characteristics (such as shape and color, or size and shape). - Indoors students sorted through a bin of miscellaneous objects for items that were made from trees or were not made from trees. They then decided if those items would be recycled, composted, trashed or reused.



- Your child is beginning to sustain her attention on an interesting task, ignoring most distractions and interruptions. –A variety of stations were close to each other, but students focused on their activity, even with loud noises and movements from children close by.
- Your child is beginning to plan and pursue a variety of challenging tasks – Students developed ideas on how to melt or break down ice cubes when they were in different shapes from one class to the next, while working as a team.
- Your child is able to ask for a solution and use it –Students would ask other students, educators or caretakers to hold cups while they poured objects or liquid from one to another.



Area: Social–Emotional

- Your child is beginning to initiate sharing of materials. –Students at the sensory bin tend to share their spoons, cups and items with others, along with the natural items they find outdoors, especially with younger children.
- Your child is beginning to look at a situation differently or delay gratification. –Having multiple stations with added elements in each session helps students look for other objects or activities. Educators and volunteers also encourage sharing and trying new things.
- Your child is beginning to manage classroom rules, routines, and transitions with occasional reminders. –Indoors, all students assist in cleanup of activity before storytime, take part in active listening and dance and movement during storytime, and put on their jackets and coats before heading outdoors. Most students use “teacher” when referring to ESC’s educator.

- Your child is beginning to interact with classmates in different ways, and for differing amounts of time. –Many students start off quiet, only playing comfortably at Play-Doh or color stations, but soon branch out to explore other stations and share in conversation with students and staff.
- Your child will begin to suggest solutions to social problems. –Students are taught and teach each other not to pick up small animals, to tip over rocks or to take the rocks and shells home because they help the animals that live on the beach.

Area: Physical

- Your child is able to use his or her hands and fingers in a variety of ways, such as stringing beads, holding writing utensils properly, and connecting blocks and puzzles. –Students regularly build a forest with broken branches that they insert into the holes of a flat pegboard.



Even a year later, students still enjoy creating a forest with twigs and a pegboard. This improves hand and eye coordination, uses problem solving tactics and employs creativity when items are added.



- Your child keeps getting better at movement skills, such as jumping, running, and climbing. –Through song and dance and outdoor activities in a city park, the changing environment assists students in improving their movement skills.
- Your child is able to walk forward along a sandbox edge, watching his or her feet, and/or jump off a low step, landing on two feet. –Beach exploration involves walking on shifting rocks of varying sizes, balancing on and jumping from large driftwood or downed trees.
- Your child is able to use writing tools. –A coloring station has different sized and shaped crayons for creative hand-eye coordination.



Students camouflage frogs under similar colored leaves, watch a hummingbird and pollinate flowers with paintbrushes

Area: Language

- Your child is able to follow directions of two or more steps that relate to familiar objects and experiences. –Children wash and dry hands before activity time and also put on shoes and coats before heading outside. They also use paint brushes from flower to flower to mimic pollination.
- Your child may be able to speak so he or she is understood by most familiar people and sometimes by a visitor to the classroom. Your child uses words correctly in most cases. – Seasonal themes allow for students to learn about and see similar animals and outcomes in multiple ways. They commonly share what occurs at a station, outdoors or at their home.
- Your child is able to engage in short conversations and is beginning to engage in lengthier conversations. –Students maintain conversations by repeating what the other person says or by asking questions about the subjects at hand. They also tend to share many of their own experiences related to what is happening in the park during the season, or at home.
- Your child is able to respond appropriately to specific vocabulary and simple statements, questions and stories. –Students are routinely asked what animal is on a page, what color it is, or to demonstrate what sound it



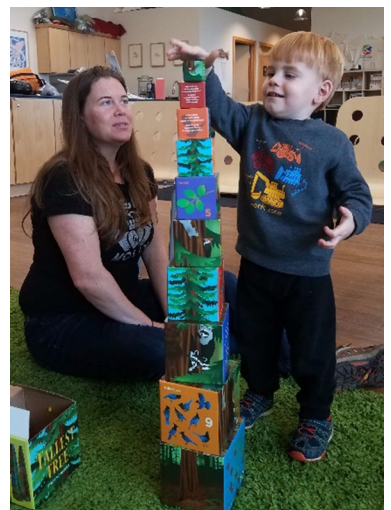
Area: Literacy

- Your child shows awareness of language sounds (e.g., rhyming, and hearing the beginning and ending sounds of words). –Students reply with what animal rhymes with “bat” or “cat” and help make up and sing corresponding songs.
- Your child is learning how to identify the sounds of a few letters. –Alphabet-themed books are used to reinforce letters, especially with animals, and with inclusion of student names.
- Your child understands that text is meaningful and can be read. – Students, staff and caretakers regularly use nametags and help see the significance of words, especially in names.



Area: Mathematics

- Your child is able to count to 10, and counts up to five objects to understand how many objects there are. –Students count objects regularly during storytime and repeat them back, also while observing animals or objects outdoors.
- Your child is able to explain, “That’s a 3, and there are three puppies on this page.” –Storytime interactions include many songs or books that help in counting out loud, with fingers and with visual representations.



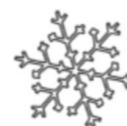
Toddler Time Flyer



Toddler Time

FREE—with REQUIRED registration

Engage toddlers in seasonal activities that foster a lifelong love of nature! Children can first enjoy exploratory play inside then take part in storytime with song and dance. We head outside to gently explore afterward.



(For ages 2-4, but friends & family members are welcome)

**Most Wednesdays
10:30 - 11:30 am
at ESC in Seahurst Park**

**Last Wednesday of month
at Burien Library Sept - May
Except Feb = Feb 20**



Plan for a 10- minute walk to our building.

Directions to Environmental Science Center
From the Seahurst Beach Parking lot:
(2220 SW Seahurst Park Rd, Burien WA)
walk north on the gravel road



For more details and to REGISTER please visit
WWW.EnvironmentalScienceCenter.org
or call 206-248-4266



Toddler Time Website

ENVIRONMENTAL SCIENCE CENTER About Us Public Events School Programs Volunteer Opportunities Ways To Give Resources

Toddler Time

Have a little one? Register to join the fun!

Free, with required registration
Wednesdays 10:30-11:30 AM at ESC
-In fall and winter, last Wednesdays of the month are at the Burien Library and don't require registration.
For ages 2-4, but friends & family welcome
Space is limited, so walk-ups may be asked to explore the park instead

-Please allow at least 10 minutes for the walk from the lower parking lot to our building. Directions

Come join our friendly team at the Environmental Science Center to engage in positive and creative seasonal activities with toddlers that help them foster a lifelong love of nature! Children can first enjoy exploratory play inside and then take park in storytime with songs and dances. We head outside to explore afterward.

Register to help us prepare a fun day!

The Tulalip Tribes and The Muckleshoot Indian Tribe sponsor these programs to further connect the community with nature and with each other.

MUCKLESHOOT INDIAN TRIBE **TULALIP TRIBES** Like 10 people like this. Sign Up to see what your friends like.