



Funds Distribution Report

Recipient Organization:
Mountain to Sound Greenway Trust

Address:
2701 First Avenue, Suite 240
Seattle, WA 98121

Contact:
(206) 382-5565
www.mtsgreenway.org

Organization's General Goals:

We believe that when we are connected with nature, our lives are better. We are healthier and happier, and our communities are stronger, more equitable, and more resilient. At the core of our mission, we strive to enhance connections to nature for all people.

Date of Award:	Level:
2014 Q1	\$500 to \$2,500

For more information, please read the attached report from Mountain to Sound Greenway Trust.

8802 27th Ave NE
Tulalip, WA 98271

TulalipCares.org

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 Mountains to Sound Greenway

August 6, 2014

Tulalip Tribes Charitable Fund
 Attn: Marilyn Sheldon
 8802 27th Ave NE
 Tulalip, WA 98271

Dear Marilyn,

Thank you for your support of the Mountains to Sound Greenway Education program. Your generosity has allowed us to engage more students than ever before in valuable scientific learning experiences and hands-on environmental restoration projects. Teaching these children in a natural environment helps foster their love of the outdoors, creating future stewards of our forests, streams, and mountains.

I would like to share our annual report with you, which summarizes the growth and accomplishments of this program over our last fiscal year. As you can see, the Education program has made substantial progress: serving over 5,000 students, adapting our curriculum to fit more diverse audiences, developing close community partnerships, and training young adults to connect children with the natural world through our YMCA collaboration and Greenway internship program. All this would not be possible without your invaluable support.

Thank you again for being a partner in this important work.

Kind regards,

Amy Brockhaus
 Coalition Director

Sally Kentch
 Education Program Manager

Thank you!



MOUNTAINS TO SOUND GREENWAY EDUCATION PROGRAM

Fall 2013 and Spring 2014
Report by Sally Kentch, MSW
Education Program Manager

The Mountains to Sound Greenway Education Program brings an educator into King County 4th - 12th grade classrooms and leads field study trips to scenic, local natural areas such as Tiger Mountain Natural Resources Conservation Area and Lake Sammamish State Park. We teach students about the challenge of sustaining a healthy, natural environment in balance with the needs of a growing population. Seven curricula are offered every school year to teachers: Savvy about Soil, Forest Ecosystems, Forests on the Edge, Greening up the Greenway, Forests and Fins, Restoring the Balance and What is a Greenway? In-school classes last one hour and field study trips take four hours, not including transportation time.

This year we offered restoration events to 29 classes, which is three more than last year. These events last for three hours and include invasive plant removal, native tree planting and critical work in the Greenway native tree nursery. Educators also participated in special community events where students, teachers and community members learned about the Greenway, water issues, salmon and forests. This report is divided into three sections: academics, community involvement and fundraising.

We served over 5,000 students this year, which is a 25 % increase from the 2012 -2013 school year.

ACADEMICS

Adaptations of our traditional curriculum allowed us to work in multiple venues and with diverse populations. We adapted our curriculum on healthy forests and streams for the **Issaquah Biodiversity Project (IBP)** to help prepare struggling 9th grade students in Issaquah high schools for biology classes in 10th grade. 169 students and 28 adults participated in field trips and stewardship events. Some of the teachers had never taken their students on a field trip and we received comments like: *"I felt it was an extremely valuable experience and I learned a lot myself. I was amazed at how diverse students who usually have personality conflicts rose to the occasion. Students also learned far more about matter cycling than I expected and gained a better understanding of how field scientists conduct experiments. I loved the way you pushed the*



students to do more and held high expectations of every student. Although I was nervous about how the day would go with this set of high needs students, I was thrilled with the result and would do it again in a heartbeat.” Tricia Cecil, Science Department Co-chair, Issaquah High School



The **Seattle World School**, Seattle school district’s education program for immigrant youth, participated in lessons on ecosystems of the Pacific Northwest. We adapted our in-class lessons and field study trips for students who are not fluent in English. We taught 140 students in the classroom and led 140 youth on two field study trips. A lesson on sustainability was incorporated into the classroom for students who were more proficient in English. Students said: *“Thank you for your passion, for bringing us to Tiger Mountain. For many of us, it was the first and it was like an adventure.”*

The National Fish and Wildlife Foundation Grant, dubbed the **5-Star Grant**, enabled us to develop lessons on erosion, flooding and impacts on the landscape. 55 Snoqualmie Elementary students participated in a field study and restoration event on Girl Scout property along the Tolt River. These 5th graders were tasked to answer the question: What makes a healthy forest/stream environment? They collected and analyzed data on the riparian zone, wildlife habitat, water quality, soil and shape of the river. Stellar reports on their research helped to cement their understanding of field investigation techniques. This experience gave them an opportunity to think critically about human and natural impacts on landscapes. They spent the afternoon removing invasive plants.

Students on our **Savvy about Soil** field study trip traditionally dig soil pits and test the soil for nutrient levels and measure the pH. This is an academically challenging program and sometimes does not provide enough foundational instruction to students. We adapted this curriculum to incorporate a focus on erosion and how humans’ impact waterways and soil. We can now meet the academic needs of students in a more nuanced way with our soil lesson.

We discovered that students derive more meaning from a restoration event if they have context for why working on the landscape is necessary. Our **Restoring the Balance** in-class lesson now is available as a precursor to schools who want to participate in a restoration event. This lesson is well suited for multiple grade levels.

High school teachers who might be interested in deepening their student’s knowledge about biosolids via a field study trip to a working forest were polled to determine if we can adapt our **Greening Up the Greenway** curriculum to meet their needs. Initial interest was positive.

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COMMUNITY INVOLVEMENT

We worked closely with 4 community groups/schools during the school year. At **Oxbow Farm**, located in Snoqualmie Valley, we co-led 3rd and 4th graders on restoration events with **Nature Vision**, another non-profit education group. We collaborated with **Issaquah Hatchery** staff and **Clark Elementary** students to develop a restoration plan for a site located at the Hatchery along Issaquah Creek. Students then spent a day planting native plants and trees at the site and learned about invasive plants. An observant **North Bend Elementary** teacher noticed that there was runoff from a parking lot onto their school yard and contacted us for help to solve this problem. We taught students about soil, nutrients and trees and then led a restoration event in their schoolyard to help reduce runoff.



During the summer of 2013 we supported the **Century 21 summer school program** for 154 students. These are young people who are academically challenged, typically don't like school and have behavior problems. The Greenway's education and restoration program provides a welcome respite from the classroom and engages the students in active learning. These students thrived on our field study and restoration events.

We partnered with the **Vietnamese Friendship Association and East African Community Center** to lead 'field trips' in their local park to study ecosystems. 50 students scoured the park looking for natural objects such as feathers, Doug fir cones, invasive plants, rocks, insects and leaves that we used to explain the connections between ecosystem elements.

For the 3rd year in a row we educated 17 **YMCA Camp Terry** summer staff on how to connect campers to the natural world. These Y staff led over 7,000 youth during the summer. Greenway staff led activities that included a focus on developing observation skills and plant identification. We debriefed each activity to help Y staff reflect on what they learned and how they might adapt the activity to different age groups. We modeled how to ask open-ended questions, how to develop critical



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thinking and how to pay attention to what interests a child. We left resource materials that included: a scavenger hunt for younger children; an 18 page packet of games for forests and field; and a document that lists basic tenets of engaging youth in the outdoors. On our evaluations, 100 % of participants believe the training will help them lead environmental activities in the future. During the summer of 2014 Greenway educators will offer a day of in-camp environmental education, co-lead hikes to Mercer Slough and Tiger Mountain where the focus will be on healthy ecosystems.

We also trained 18 **University YMCA** summer staff. Participants rated the training at an average of 4.5 on a 1 – 5 scale and said: *"I learned it is OK to allow kids to experience nature without hovering adults and the importance of using all your senses in the natural world."*

FUNDING

The Greenway Education Program received support from school fees, private donors, grants and King County. We served more students this year and increased the amount of school fees we collected by \$1,000. Private donors included the Merner/McKibbon Foundation, the Alan Stephenson Boyd Family Trust, John and Mary Kentch and the Klorfine Foundation. We received grants from the Lucky Seven Foundation, Sustainable Urban Development, Outdoor Nation, Tulalip Tribes Charitable Fund, Kiwanis Club of Issaquah, the Washington Foundation for the Environment and the Boeing Employee Match Fund.

The Issaquah Schools Foundation and Port Blakely provided funds and matching funds for the Issaquah Biodiversity Project for 3 years.

King County Wastewater Treatment Division provided steady financial support and the King County Wheels to Water program provided 30 Metro buses.

STAFF

In March 2014 an educator was hired at 75% time and was increased to 80% as of June 2014. Three other part-time staff and three seasoned volunteers also led programs. A fledgling internship program engaged a college graduate and high school student to assist on stewardship and field study trips. Staff trainings included adapting curriculum for English Language Learners, developing and using science based field techniques, learning about the Next Generation Science Standards, butterfly/ecosystem education, First Aid, presentation skills, forestry and small landowners workshop.

Statistics for Mountains to Sound Greenway Education Program 2013-2014

Summer 2013

# of students*	94
# of hours	238
# of adults - chaperones	25
# of youth staff trained	39

**(Vietnamese FA/Boys/girls club, family nature walks, NW school; does not include Century 21)*

Fall 2013/ Spring 2014

# of students in-class	4,114	includes Century 21
# of in class classes	152	
# of in class hours	4,131	
# of field study trips	127	
# of students on field study trips	3,369	
# of field hours	13,121	
# of adults in-class	158	
# of adults field	385	
# of teachers	152	as derived by the number of in-class lessons

Stewardship – Fall and Spring 2013 – 14

# of students	878
# of adults	110
# of hours	2803.5
# of events	29

Special Events – Fall and Spring 2013 – 14

# of students	885
# of adults	382
# of hours	1,815

Totals

# of students	5,132
# of hours	21,987