SCRS Administrative Fellowship 2021

Environmental Literacy and Sustainability Initiative (ELSI)

PROGRAM OVERVIEW

The Sustainable and Climate Ready Schools Administrator (Admin) Fellowship Program, supports educational leaders to successfully drive environmental transformation across their school community, and meet the increasing curricular and facilities mandates related to environmental literacy/sustainability and climate resiliency. This knowledge to action fellowship focuses on successfully managing change through the development and implementation of a project that does one or more of the following:

- Greens one aspect of their school/district's facilities and operations, and utilizes these efforts in the curriculum as a laboratory for learning;
- Develops and implements a strategic plan for integrating environmental literacy into the curriculum and instruction for all students at every grade level;
- Supports a project that prepares the school/district to be Climate Ready in one focus area (high heat, floods, wildfires, trauma-informed practices for climate change, etc).

PROGRAM REQUIREMENTS

This program has been designed based on a number of research studies that outline components of successful professional development for educators. In general, high-quality professional development needs to include efforts that are directly related to operations and instruction, engage adult learners in a collaborative community, and have elements of accountability. Furthermore, professional development efforts that combine those components and range between 30 and 100 hours (with an average of 49 hours) are most effective (Yoon et. al., 2007). The SCRS Admin Fellowship has been designed to take fellows from knowledge to action utilizing three core components:

- **Cohort Workshops:** Focus on developing knowledge and skills for leading projects focused on whole school sustainability integration, environmental literacy, and climate ready schools.
- **Community Impact Project:** The project is a change management effort that advances sustainability and/or climate resiliency within the fellow's school community. Projects are aligned to a focus area pathway that fellows choose during the application process. At the start of this project, fellows complete a baseline assessment, then develop and implement a plan of action, and measure impact. Fellows are assigned a professional coach, who they meet with 3-5 times throughout the year for support in bringing their project to fruition.
- **Final Deliverables:** All participants of the program submit a final case study reflection that captures their journey in the program from knowledge to action. The case study includes details of their community impact project, as well as reflections on lessons learned. Fellows also delivered a sample presentation, for an audience of their choice (ex: staff, board, PTA, etc.), about their community impact project.

2021 PROGRAM SUMMARY

Due to COVID-19 circumstances, the program was offered entirely virtually, which allowed the flexibility to expand to Santa Clara and Santa Cruz counties. The program curriculum for 2021 included a more concentrated focus on knowledge building, community, building, and change management. Administrators in the program continued to need to adapt to changing circumstances through the entire school year due to COVID-19 and climate related disruptions. The three main areas of focus that fellows ended up choosing to focus on were: 1) Living Schoolyards (in particular outdoor classrooms for use in COVID-19); 2) Zero Waste; and 3) Sustainability Curriculum. One additional element is that fellows were supported to complete a baseline assessment of their facilities, in particular energy, utilizing the Green Ribbon framework (*Pillar I).*

OUTCOMES AND IMPACT FOR THE 2020 PROGRAM

A) Participation Distribution and # of Student Impacted

The program began in March 2021 with 20 total fellows; however, five were unable to remain in the program due to job changes and unforeseeable challenging circumstances. Roles and responsibilities of the fifteen (15) fellows who graduated are as follows:

- 5 site administrators: Principals
- 6 curriculum and instruction
- 4 facilities and staff related roles

In the 2021 cohort there were three counties participating, 12 public school districts, and 9 specific school sites within those 12 districts. Fellows in the program impacted over 15,400 students total, with 14,000 of those students in San Mateo County.

San Mateo County	Fellows		# of students impacted
Cabrillo Unified School District	1	Farallone View Elementary	288
Jefferson Elementary School District	1	Westlake Elementary	548
Jefferson Union High School District	1	Westmoor High School	1,526
Pacifica School District	1	Sunset Ridge Elementary	560
Ravenswood City School District	2	District	1916
Redwood City School District	2	Orion Alternative	400
		District	7,000
San Carlos School District	1	San Carlos Charter Learning Center	371
San Mateo Union High School District	1	Mills High School	1,200
Sequoia Union High School District	1	Redwood High School *(Continuation High School)*	300
San Mateo County Total Fellows	**11**		**14,109**

Santa Cruz County			
Live Oak School District	1	District	60
Soquel Union Elementary School District	1	Santa Cruz Gardens Elementary	250
Santa Cruz County Total Fellows	**2**		**310**
Santa Clara County			
Santa Clara Unified School District	2	Peterson Middle School and District Environmental Center	1,000
Santa Clara County Total Fellows	**2**		**1,000**
GRAND TOTAL ALL FELLOWS	**15**	**Grand Total Student Impact**	**15,419**

B) Fellow Case Studies

SAN MATEO COUNTY

- Cabrillo Unified School District: Kaia Lindberg - Science Specialist and Teacher Leader on Living Schoolyard and Environmental Literacy Curriculum Integration
- Jefferson Elementary School District: Liz O'Neil - Principal on Living Schoolyards
- Jefferson Union High School District: Jessica Tiatia - Science Coordinator and Teacher Leader on Environmental and Climate Literacy Curriculum Integration
- Pacifica School District: Sarah Watanabe - District Science TOSA (and County Coordinator) on Zero Waste
- Ravenswood City Elementary School District: Delma Camacho - Director of Facilities and Maintenance AND Nico Janik - STEM Coordinator on Living Schoolyards
- Redwood City Elementary School District: Katherine Rivera - Principal on Living Schoolyards
- Redwood City Elementary School District: Thomas De Rosa - Facilities Manager on Green Cleaning Practices and Indoor Air Quality
- San Carlos Elementary School District: Jennifer Pellegrine - Executive Director on Living Schoolyards
- San Mateo Union High School District: Lindsay Danehower - Office Assistant and Site Sustainability Director on Zero Waste
- Sequoia Union High School District: Stephanie Ogden - Principal on Living Schoolyard and Expansion of Environmental Center

SANTA CRUZ COUNTY

- Live Oak School District: MaryAnn Vasquez Hilton - ELA/ELD Curriculum Coordinator - on Living Schoolyards
- Soquel Union Elementary School District: Carissa Lemos - Principal on Living Schoolyards and Curriculum Integration

SANTA CLARA COUNTY

- Santa Clara Unified School District: Kimberly Hunter - TOSA AND Kelly Overduijn - Nature Area Curator on Living Schoolyards

A handful of the capstone presentations can also be viewed below:

- Jessica, Kaia, and Jennifer
- Delma, Nico, Thomas, and Lindsay

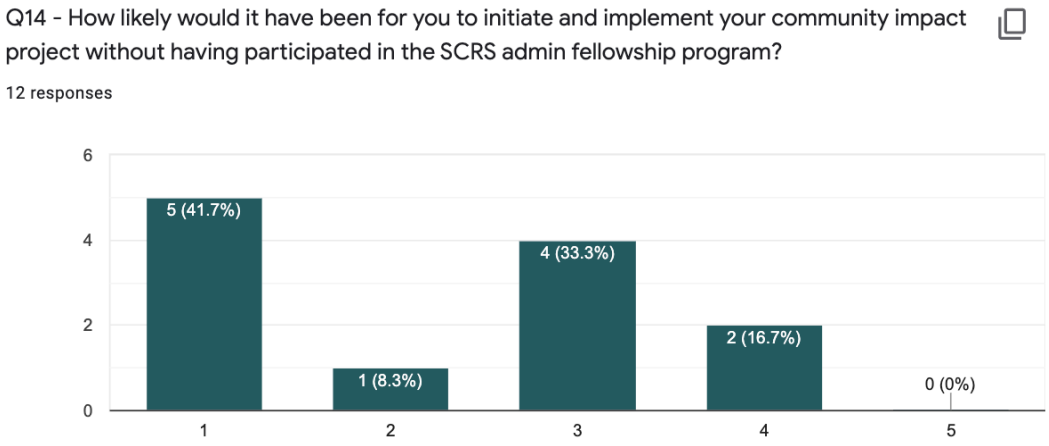
C) Fellow Impact Data and Testimonials

Below are sample survey results and testimonials from 2021 cohort participants.

1) Before and after comparison on skills and empowerment:

Prompt	Before (March)	After (December)
I feel confident to lead environmental literacy or sustainability initiatives in my school community	• 85% feel not at all or only somewhat prepared • 15% feel pretty much or very much prepared	• 15% feel somewhat prepared • 85% feel pretty much or very much prepared
I have the ability to access the resources I need to improve our campus (facilities and operations) sustainability measures	• 93% feel not at all or only somewhat prepared • 7% feel pretty much or very much prepared	• 7% feels somewhat prepared • 93% feel pretty much or very much prepared
I have the ability to access the resources I need to improve our curriculum-related sustainability measures	• 85% feel not at all or only somewhat prepared • 15% feel pretty much or very much prepared	• 15% feel not at all or only somewhat prepared • 85% feel pretty much or very much prepared
I feel empowered as a leader for the environment	• 75% feel not at all or only somewhat prepared • 25% feel pretty much or very much prepared	• 7% feel not at all or only somewhat prepared • 93% feel pretty much or very much prepared
I feel capable to create collaboration with community based partners who can support my school	• 75% feel not at all or only somewhat prepared • 25% feel pretty much or very much prepared	• 15% feel not at all or only somewhat prepared • 85% feel pretty much or very much prepared

2) Likelihood of completing a community impact project without the support of the SCRS Admin program: 70% were likely or extremely unlikely to complete a project (see image below)



3) Helpfulness of the program during COVID-19: 85% of fellows said the program was helpful for the following reasons during COVID-19:

- The support provided by the coaches helped me to adjust and continue to work on my plan even while navigating the challenges of COVID-19
- The meetings grounded me in a purpose beyond dealing with COVID-19
- The group meetings were a safe place that helped me reduce stress

4) Examples of how different fellows have grown personally and professionally in this program:

- I have become better able at collaborating with many different stakeholders during the project development and implementation process. I have also become better at adapting to, and hearing others' ideas for implementation.
- I grew in my understanding of my role as a solutionary and also my role in supporting students and staff in seeing themselves as solutionaries as well.
- Due to the fellowship, I am much better able to synthesize the needs of the earth, society, and school community. I have a better sense of what justice means and what it should look like in terms of environmental literacy and social justice learning at school.
- Through this program, I have found my voice for this work, and have developed stronger networking skills.
- I feel more confident in advocating for big projects or for my ideas in general.
- One key thing I took away from this program is that integrating sustainability into the educational system means re-evaluating everything that happens in a school. It's curriculum and infrastructure but also deeply related to community culture. Everyone from the Principal to the custodians need to be concerned with sustainability. School at its most basic purpose, is to ready the youth for the challenges they'll face in this world. Climate change is becoming more and more central to all the problems we face and will affect all aspects of our lives, and needs to be one of the most important things we teach to young people.

5) 100% of Fellows are likely to recommend the program to others: *Some of the top reasons are explained in fellow testimonials below:*

- This program is an incredible fellowship to be a part of! It is informative and inspiring, and you're very supported throughout to find good resources and launch your project.
- The cohort format of the fellowship is really fantastic, because you get to have authentic discussions with those who have similar passions and goals. And the ongoing collaboration, connection, and support was really critical during such a challenging time.
- The program is extremely well organized and run by coordinators who are real, honest, and fantastic facilitators. The coaches are extremely knowledgeable and were able to help us all develop a plan of action that is doable.
- It is great to have a program that is so relevant and important for our schools and the time we live in today.

6) Below are a few additional quotes from fellow's case studies that exemplify the impact of this program on participating administrators:

- **Kaia Lindberg - Teacher Leader (Cabrillo Unified School District):** Participating in this fellowship has built my confidence tremendously and inspired me to step up and take my place as a leader in our school community. Over the years I have felt that as a part time (70%), "specials" teacher I would not be accepted as a leader in our school. My own insecurity was getting in my way. The monthly meetings with our amazing cohort showed me that there were

others out there who shared the same passions and goals, that there was in fact a community and a movement working together for these same goals! And though they are all smart and amazing, they are people much like me, figuring it out as we go and supporting each other along the way.

- **Jessica Tiatia - Instructional Coach and Science Department (Jefferson Union High School District):** The aspects that really resonated with me from this program is how to build a coalition in different ways to create change. From the start, I thought I was going to go into this fellowship and create school wide change. Once we started unpacking what needs to happen for an entire system to change, I realized I had to start working on those pieces first. For so many years at my school, I have been the environmental education point person. Whenever the principal gets an email for anything related to the environment, it comes my way. I have known this is a problem as this system cannot produce sustainable change. Once I am gone, the program is gone. This fellowship introduced me to the idea of a "Bridging Network Changemaker" and my mind immediately gravitated towards this idea. Since our school does not have the individual change makers in our school linked, it needs to be my role to bring them together around a common goal of integrating a comprehensive climate change curriculum across grade levels and subject areas.
- **Delma Camacho - Director of Facilities (Ravenswood School District):** Through the knowledge and skill building in this program, my appreciation for the work that is already being done in my district grew tremendously. Prior I thought of the gardens as unnecessary extra work. Having a greater understanding of sustainability and climate resiliency made me feel committed to support the green teams and teacher leaders that work so hard, to benefit our students using our natural resources and living school yard.
- **Stephanie Ogden - Principal (Sequoia Union High School District):** One key takeaway I have from this program is that as an educator it is important that we not only help students with where they are at today - but also help them understand their future. Giving students the skills to best address climate change with everything that we know now will help students have the information and skills necessary to effect the changes that need to happen.

BUDGET AND EXPENSES

The following were the main program expenses for the 2021 SCRS Admin Fellowship cohort. *This does not include general overhead indirect expenses.*

Item	Description	
Program Administration	Marketing and outreach, registration and paperwork,	-
Materials	Educational materials	$500
Program Planning and Facilitation		$5,000
Professional Coaching Services		$7,500
Fellow Stipends	$2,000 stipend for completion of the	$30,000

	program with a case study.	
	TOTAL	43,000

RESOURCES AND CITATIONS

Funding Resources and Program Report

- 2021 SCRS Admin Fellowship Press Release
- Ten Strands and SMCOE MOU Amendment
- PCE and SMCOE MOU

Research Resources

- "Reviewing the Evidence on How Teacher PD Affects Student Achievement" (Yoon et. al., 2007): Institute of Education Sciences; U.S. Department of Education
- Teaching the Teachers: 50-80 hours of PD and Support
- Learning Policy Institute: Components of great PD