

APPENDIX A

Steps for Linking Schools and the Community in Watershed Education

To get started:

1. Choose a water education goal.
2. Describe the water issue and the area involved.
3. Identify the community and people that affect and are affected by the water issue.

Organize a group of community members and Latino youth to develop a plan of action to address the water issue.

4. Understand the skills that community people need to address this water issue.
5. Know your target audience—special needs/interests, skills needed to take action.
6. Identify community organizations that might work with this target audience to address the water issue.
7. Refine water education goal to incorporate community needs and interests.
8. Work with partner organizations to develop program.
9. Work with schools and the community to identify and recruit participants
10. Deliver program.
11. Reflect on results.
12. Plan for the future.



APPENDIX B

Santa Barbara Intern Activities

The pilot project's student interns conducted the following activities:

- < Surveyed municipal officials and community leaders in Santa Barbara County to learn about watershed issues and, in particular, how the issues affect the Latino community.
- < Reviewed various watershed education materials, activities and programs, and advised program staff and collaborators about those that seem most relevant to Latino youth.
- < Assisted in the identification and recruitment of participating community organizations that serve Latino youth.
- < Helped introduce local youth leaders to the Agua Pura Curriculum (see below).
- < Provided follow-up assistance to leaders when they were launching Agua Pura projects in their groups or organizations.
- < Represented Agua Pura at various meetings and community events, such as a recent KESP radio event for the Latino community.
- < Developed an annotated bibliography of project materials, noting those that are culturally relevant.
- < Advised and assisted Agua Pura staff in creating culturally relevant program content. This included researching different folk tales from Latin America that use water as a topic or theme.

Luis Pinedo, project intern, adds, "The Agua Pura Project is also an applied research project designed to identify strategies that will educate and engage Latino youth (and their families) in watershed resource issues. I have found this to be very important, especially if we want the student to pay attention to a topic that is not very interesting (to most people). As a result, we have noticed that students tend to pay more attention once we relate our teaching to their backgrounds."

As of Spring 2000, the Santa Barbara interns have completed/participated in the following projects:

- Participated in the Agua Pura Leadership Institute.
- Introduced and taught the Agua Pura Project (see below) at places such as the Museum of Natural History, the Fun In The Sun Program and the Us Foundation.
- Represented Project Clean Water and the Agua Pura projects at the KSPE festival by handing out information and demonstrating the watershed model.

Projects that the Santa Barbara interns planned to complete in 2000 were:

- Conducting the activity, *A Walk By The Creek* (Creek Week).
- Working with the Isla Vista Teen Center on implementing an Agua Pura project at the Center.
- Implementing the Agua Pura project with Los Compadres.
- Working with a teacher at Santa Barbara High School to teach his students about water quality and watersheds.
- Implementing the Agua Pura Project at a Native American school program in Santa Maria.

The Santa Barbara Agua Pura Curriculum includes:

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| <ol style="list-style-type: none">1. A hands-on introduction to the concept of what a watershed is, using activities from <i>Give Water A Hand</i>, <i>Creek Watchers</i>, <i>Wetland Protectors</i> and <i>Fresh Water Guardians</i>.2. An introduction to local watershed issues based on the research from <i>Project Clean Water</i> (a Santa Barbara County initiative).3. Assessing water quality in various creeks and streams using GREEN's low cost water monitoring kit, leaf | <ol style="list-style-type: none">packets and invertebrate sampling system, along with <i>Creek Watchers</i> stream walk activity lab sheet.4. Assessing creek health in our local creeks, by using <i>Creek Watchers</i> Activity #3 – <i>Creekwalk</i>.5. Developing creative writing skills by having a special instructor teach poetry writing through learning experiences. This stimulates the artistic side of students through drawing and art. |
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APPENDIX C

Agua Pura Leadership Institute Sample Budget

Salaries

Institute project manager salary	\$9,625 (12 mos. @ 25% time)
Intern salaries	\$7,000 (1 intern for 12 mos. @ 30% time or 2 interns @15% time)
Honoraria for workshop design and presentation	\$3,000 (\$1000/organization GREEN, Adopt-A-Watershed and CASEC)

Supplies and Expenses

Office supplies and expenses	\$2,000 (phone, office supplies, duplication, fax, other)
Food supplies	\$ 250 (refreshments, box lunches)
Institute activity supplies	\$2,250 (includes GREEN low cost water monitoring kits, leaf packs, macro- invertebrate boards and cards, Adopt-A-Watershed hand-books, Educating Young People About Water books, Give Water A Hand Activity Guides, CD-ROMS and other miscellaneous workshop expenses)
Participant honoraria	\$2,000 (20 participants @ \$100/person)

Travel

Institute facilitators' travel costs	\$2,400 (\$1200/organization -- GREEN and Adopt-A-Watershed; CASEC provided a local expert)
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TOTAL \$28,525

Many items can be provided "in-kind" or
as part of an organization's regularly budgeted activities.