Youth Stewardship Program

2019-2020 Report
Compiled by 2019-2020 Environmental Educators:
Rachael Jadot & Vanessa Cabrera
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Program Overview

The Youth Stewardship Program (YSP) engages youth, K–12th grade, in environmental education and service-learning projects in parks citywide. Our mission is to foster in youth an understanding of their important role in helping to build healthy social and natural communities. The program is free of cost and available to any youth group in San Francisco. This year the Youth Stewardship Program consisted of a mobile team based out of the Millwright Cottage and a stationary team working from the EcoCenter at Heron’s Head Park.

Due to the COVID-19 Pandemic our programming was cut short for the 2019-2020 school year. Our last program was run on March 6th, 2020.

The full program offers teachers and youth educators one in-class introduction and up to five field trips to a natural area/park near the inquirer’s school. Each field trip consists of environmental education activities and hands-on habitat restoration. The following are topics for environmental education modules taught in YSP:
**Sense of Place** introduces students to YSP and the concept of stewardship, while exploring their park’s natural and cultural history. Students explore using all of their senses and become more comfortable in the park.

**Plant Adaptations** teaches students about the variety and importance of plant species living in San Francisco. Students learn about plant structure and function within an ecosystem, ethnobotany, plant life cycles, photosynthesis, native and non-native species, and leaf structures.

**Water and Soil** explores geology, watersheds, erosion, soil composition, decomposition, and rock formation. Students learn about the importance and function of water and soil in ecosystems. Older students have the opportunity to test water and/or soil to learn about the various aspects affecting its quality.

**Animal Adaptations** focuses on the ways animals adapt to survive in their environments. Students learn to appreciate the many colors, shapes, and sizes of animals and their important role in the natural world.

**Interdependence** connects everything students have learned on their YSP field trips. In this module, students explore the interdependent relationships that comprise an ecosystem and the important roles that individual organisms play.

**Garden and Farm** is a module for unique garden/farm sites with activities designed to teach students ways in which they can cultivate and care for a garden and/or farm. Students learn about food systems, food justice, and garden ecosystem.
Summary in Numbers:
July 2019-June 2020

- Overall number of student participants (including repeat visits): **2453**
- Total number of student participants (without repeats): **1152**
- **39** teachers and youth group leaders served
- **29** participant schools and organizations
- **28** classroom visits
- **2384** hours of education
- **1688** hours of restoration
- **72** field trips
- **10** parks, **5** unique sites:

<table>
<thead>
<tr>
<th>Parks</th>
<th>Unique Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ocean Beach</td>
<td>GGP CommUNITY</td>
</tr>
<tr>
<td>Brooks Park</td>
<td>GGP Panhandle</td>
</tr>
<tr>
<td>Heron’s Head Park</td>
<td>GGP Oak</td>
</tr>
<tr>
<td>Alemany Farm</td>
<td>Woodlands</td>
</tr>
<tr>
<td>John McLaren Park</td>
<td>GGP Spreckles Lake</td>
</tr>
<tr>
<td>Glen Canyon Park</td>
<td>Pine Lake</td>
</tr>
<tr>
<td>Mount Davidson</td>
<td></td>
</tr>
<tr>
<td>Bernal Heights</td>
<td></td>
</tr>
<tr>
<td>Stern Grove</td>
<td></td>
</tr>
<tr>
<td>Golden Gate Park</td>
<td></td>
</tr>
</tbody>
</table>
Participant Demographics

Demographic information was collected from classes who participated in more than one trip. This is the summary of responses from 15 surveyed classes:

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>5.26%</td>
</tr>
<tr>
<td>Asian</td>
<td>25.66%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>15.46%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>0.99%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.66%</td>
</tr>
<tr>
<td>White</td>
<td>24.34%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>19.08%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>8.55%</td>
</tr>
</tbody>
</table>

2019-2020 Demographics Breakdown
Youth Stewardship Program 2019-2020
Schools Served

Blue: Returning school/teacher
Red: New school/org teacher
Purple: Unique YSP collaborations
Yellow: Incomplete YSP trips with Title 1 schools (cancelled due to COVID-19)
Black: SFRPD Recreation Center

1. ▲ Abraham Lincoln HS
2. ▲ Alamo ES
3. ▲ Balboa WALC
4. ▲ Children's Day School
5. ▲ Cleveland ES
6. ▲ Creative Arts Charter School
7. ▲ Dianne Feinstein ES
8. ▲ Downtown WALC
9. ▲ Dr. Charles R. Drew College Preparatory Academy
10. ▲ Feline Finesse *serves 94124
11. ▲ Roosevelt MS - Earth Service Corps (Presidio YMCA)
12. ▲ Francisco MS
13. ▲ Grattan ES
14. ▲ Lafayette ES
15. ▲ Live Oak School
16. ▲ Longfellow ES
17. ▲ Martin Luther King Jr. MS
18. ▲ MiraMoa ES
19. ▲ Odyssey MS
20. ▲ Paul Revere ES
21. ▲ San Francisco Friends School
22. ▲ Seven Tepees
23. ▲ Spanish Infusion
24. ▲ St. Paul's School
25. ▲ St. Thomas the Apostle School
26. ▲ Sunnyside ES
27. ▲ The Community Preschool
28. ▲ The Nueva School
29. ▲ West Portal ES
Pre- and Post-Program Participant Surveys

The Youth Stewardship Program administers surveys to each class that is in 3rd grade or above and participates in three or more field trips. This helps us understand how much information participants retained and if/how YSP affects the way students relate to nature. The pre-trip surveys were given at the beginning of the introductory classroom presentations, and typically, the post-trip surveys are given at the end of the final field trip. However, due to COVID-19, YSP ceased all trips in accordance with the city’s stay-at-home order mandated on March 16, 2020. Only one class was able to complete their post-program survey out of the 16 participating classes. Below are the average pre- survey results from all 16 participating classes, followed by the individually averaged pre- and post-survey results of the 3rd grade class that was able to complete their scheduled trips before the unexpected pandemic.

We posed statements and had students rate their responses on a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree). We also provided surveys in Spanish for students, if needed, to obtain more accurate results.

<table>
<thead>
<tr>
<th>Survey Statement</th>
<th>Total Pre-Program Average</th>
<th>3rd Grade Pre-Program Average*</th>
<th>3rd Grade Post-Program Average</th>
<th>3rd Grade Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe outside</td>
<td>4.10</td>
<td>4.17</td>
<td>4.06</td>
<td>-0.11</td>
</tr>
<tr>
<td>I feel comfortable getting dirty</td>
<td>3.70</td>
<td>3.33</td>
<td>3.78</td>
<td>0.44</td>
</tr>
<tr>
<td>I enjoy going to the park</td>
<td>4.21</td>
<td>4.39</td>
<td>4.61</td>
<td>0.22</td>
</tr>
<tr>
<td>I often spend time outside</td>
<td>3.05</td>
<td>2.82</td>
<td>3.06</td>
<td>0.24</td>
</tr>
<tr>
<td>My family and friends spend time outside</td>
<td>3.19</td>
<td>3.33</td>
<td>3.17</td>
<td>-0.17</td>
</tr>
<tr>
<td>I notice local trees, plants, or animals every day</td>
<td>4.32</td>
<td>4.11</td>
<td>4.19</td>
<td>0.08</td>
</tr>
<tr>
<td>I can name different plants and animals in San Francisco</td>
<td>3.23</td>
<td>3.06</td>
<td>3.47</td>
<td>0.42</td>
</tr>
<tr>
<td>I understand the difference between native, non-native, and invasive plants</td>
<td>2.68</td>
<td>2.28</td>
<td>4.06</td>
<td>1.78</td>
</tr>
<tr>
<td>I can explain habitat restoration and why we do this work in our parks</td>
<td>2.99</td>
<td>3.11</td>
<td>4.07</td>
<td>0.96</td>
</tr>
<tr>
<td>I understand the term adaptation</td>
<td>3.98</td>
<td>3.06</td>
<td>3.35</td>
<td>0.30</td>
</tr>
<tr>
<td>I understand how people change the environment</td>
<td>4.54</td>
<td>4.28</td>
<td>4.50</td>
<td>0.22</td>
</tr>
<tr>
<td>I understand how people are affected by their environment</td>
<td>4.22</td>
<td>4.22</td>
<td>4.67</td>
<td>0.44</td>
</tr>
<tr>
<td>I know how to be a steward of my park</td>
<td>4.19</td>
<td>4.56</td>
<td>4.67</td>
<td>0.11</td>
</tr>
<tr>
<td>I believe I can help my community and the environment</td>
<td>4.29</td>
<td>4.72</td>
<td>4.71</td>
<td>-0.02</td>
</tr>
<tr>
<td>I enjoyed the Youth Stewardship Program</td>
<td></td>
<td></td>
<td>4.94</td>
<td>4.94</td>
</tr>
</tbody>
</table>

*Data reflects average results from one 3rd grade class from Alamo Elementary School
Pre- and Post-Survey Results 2019-2020

I feel safe outside
I feel comfortable getting dirty
I enjoy going to the park
I often spend time outside
My family and friends spend time outside
I notice local trees, plants, or animals every day
I can name different plants and animals in San…
I understand the difference between native, non-…
I can explain habitat restoration and why we do this…
I understand the term adaptation
I understand how people change the environment
I understand how people are affected by their…
I know how to be a steward of my park
I believe I can help my community and the…

3rd Grade Average Change Pre- and Post- Survey
Outreach 2019-2020

Attended Events:

- Precita Eyes' 23rd Annual Urban Youth Arts Festival
- Wu Yee Services-Health Fair
- SFUSD Science Teacher Resource Fair
- Job and Wellness Fair Block Party
- Presidio Teacher's Night
- Sacred Heart Cathedral Service Fair
- Hunter's View Community Center Halloween Pop-up with PORT SF
- Saint Ignatius College Prep 6th Annual SI Enrichment Fair 2020
- Park Collaborative Outreach Event
- Galileo High School/Summer Opportunities Fair

Cancelled Due to COVID-19:

- John O’Connell High School Outreach Fair
- Burton Community School 5th Annual Summer Opportunities Fair
Teacher Evaluation of YSP

Teachers filled out an evaluation at the end of the year and rated the YSP Program with respect to different components of the program. Teachers rated the classroom visit, field trip(s), and experience as a whole with YSP. We asked teachers to rate each statement on a scale of 1 – 4 (1 = strongly disagree, 4 = strongly agree) and N/A for questions that did not apply.

These are the results (average ratings) from 8 teacher responses:

<table>
<thead>
<tr>
<th>Classroom Visit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The in-class visit prepared students for the field trip</td>
<td>3.37</td>
</tr>
<tr>
<td>The in-class visit was adequate in length</td>
<td>3.57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Trip(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The field trips were linked to classroom curriculum</td>
<td>3.62</td>
</tr>
<tr>
<td>Park location was ideal</td>
<td>3.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience with the Youth Stewardship Program as a Whole</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors communicated information in an age-appropriate way</td>
<td>3.37</td>
</tr>
<tr>
<td>Students came away with positive experiences in the outdoors</td>
<td>3.75</td>
</tr>
<tr>
<td>The application and coordination process was clear and easy to navigate</td>
<td>3.50</td>
</tr>
</tbody>
</table>
Teacher Program Testimonials

About the Staff:

“The YSP teachers were engaging and knowledgeable.”

“Thank you for your enthusiasm and patience. My students LOVED your activities and fieldtrips. You really made an impression!!!”

Impact on Students:

“My students become a lot more aware of the impact of humans on the environment.”

“They talk about the stewardship activities all the time and really are proud that they helped native plants and the environment”

About the Program:

“My classes and I have been working with YSP over the past five years and I appreciate the relationship we have developed. It’s critical that students have the opportunity to learn about their environment and how to reserve it.”

“The opportunity to get out in nature in a part of SF they likely would never have visited otherwise.”
The Year in Photos

Students stop for a photo op during their Glen Canyon ‘Sense of Place’ hike
Students work together to remove invasive ivy
‘Big Buddies’ show their ‘Little Buddies’ how to transplant strawberries at John McLaren Park
An ensatina found by a student while working to restore Mt. Davidson’s habitat
Students working together to remove invasive species at Heron’s Head Park
2019-2020 Environmental Educators (Top Left) Axel Moser (Top Right) Tommy Wei (Bottom Left to Right) Rachael Jadot, Vanessa Cabrera, Joe Rodrigues, Sean FitzHoward