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Kaiser Permanente’s Northern California Region Grant
July 2017- June 2018
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OVERVIEW

The California State Water Resources Control Board issued a Permit Amendment in January 2017 to increase access to safe tap water for K-12 schools by requiring water districts to offer free testing of water for lead in public schools. BANPAC (Bay Area Nutrition and Physical Activity Collaborative) stepped forward and applied for a 12-month grant to conduct a pilot water project supporting 10 schools to test their water for lead and conduct water promotion. With the Kaiser Permanente funding, BANPAC convened a Water Committee to inform the work including water district officials, public health researchers, local health departments, policy specialists, health advocates, and others to guide the effort and develop a systematic approach to be used more widely.

Research, data analysis and email correspondence with State Water Board officials were conducted to determine school eligibility for the Drinking Water for Schools grant and generate a list of disadvantaged communities. However, none of the Bay area schools qualified for that grant. This step helped decide the kind of support BANPAC could provide. Connections were established to support schools in three Bay Area counties; their water was tested for lead and school champions identified to implement the water promotion activities.

RESOURCES were compiled and developed to create ready-to-use packages for communication with the schools, Water Promotion, and Water Remediation. These resources will be available on BANPAC.ORG.

LESSONS LEARNED from East Bay Municipal Utility District on how they conducted testing of water throughout Oakland Unified School District will be collected and shared. A successful water promotion model emerged: Wellness Directors and Coordinators are key people to contact for health promotion activities in schools.

SCHOOL CHAMPIONS, who may be parents, teachers, food service workers, or principals, play an important role as they can positively influence students. Finding or fostering those dedicated people who are passionate about enriching student lives are key for systemic changes at the local school and district level.

Champions from 8 OAKLAND UNIFIED, 2 SAN FRANCISCO UNIFIED AND 1 REDWOOD CITY schools successfully conducted water promotion in their schools within a few months of recruitment. They engaged students in a school-wide water promotion activity (such as a poster/ water bottle logo design competition, water assembly/curriculum, etc.), conducted spa water taste tests, and distributed a water fact sheet developed by BANPAC team.

RESULTS OF THE PROGRAM: The estimated reach is around 10,000 (students, parents, school staff). Evaluation of the project includes key informant interviews, reach of the campaign and focus group of collaborative members.

Connecting with schools and implementing the project in 11 schools in 9 months, building non-traditional partnerships, and discovering a successful model for district-wide health promotion are the main highlights of Drinking Water Promotion Project (DWAPP).
PARTNERS

Bay Area Nutrition and Physical Activity Collaborative (BANPAC) is grateful for the valuable contribution and support of the following partners who helped with the successful implementation and reach of the project, along with the counties that supported the work.

WATER COMMITTEE

The DWAPP Water Committee, also referred to as the Regional Water Collaborative, brought together diverse water stakeholders to provide expertise and technical assistance around water issues, and share, develop and compile resources for DWAPP schools.

Nori Grossmann – DWAPP Chair, Alameda County Public Health
Sonali Suratkar – DWAPP Coordinator, San Mateo County Public Health Nutrition
Marianne Szeto – DWAPP Advisor, San Francisco Department of Public Health, Shape up SF
Nayan Patel – BANPAC co-chair, San Mateo County Public Health Nutrition
Alison Kastama, Jenesse Miller – East Bay Municipal Utility District
Christina Hecht, Laura Vollmer – National Drinking Water Alliance
Anisha Patel – Stanford Pediatrician, Public Health Researcher
Soni Johnson – Alameda County Housing Services Coordinator
Blythe Young – Public Health Advocates, Project Manager
Jodi Stookey, San Francisco Department of Public Health, Epidemiologist
Roberto Vargas, University of San Francisco, Community Engagement and Health Policy Navigator

OTHER CONTRIBUTORS

Besides the active members of the Water Committee, the following members played an important role in either helping the team recruit school champions, or providing resources and technical support, in understanding the State Water Grant Program or the process of testing water in schools.

Michelle Oppen – Oakland Unified School District Wellness Coordinator
Jenny Wong – Alameda County Public Health Nutrition Services, Director
Mary Vollinger – University of California Cooperative Extension
Andrea Garen – Redwood City School District, Wellness Director
Ari Neumann, Julie Helmreich, Amber Guerra, Dawn Vandyke – Rural Community Assistance Corp. (RCAC)
Emily Altman – Researcher from Anisha’s team at Stanford
Kim Hannagan, Ariel Chavez, Ravinder Jawanda – State Water Resources Control Board (SWRCB)
Lyda Hakes – Alameda County Water District (ACWD)
Heather Cooley, Peter Gleick – Pacific Institute
Drew Rolland – San Diego Unified School District, Chief Operations Officer
Dan Fesperman – San Diego Community Health Improvement Partners
Norma Lisenko – Healthy Cooking with Kids, Founder and DWAPP fiscal agent
SCHOOL CHAMPIONS

Most of the OUSD school champions were school teachers either on a wellness committee or doing health promotion activities in the school. There was one school Principal who took the lead to do the water promotion in his school and in the SFUSD schools, the champions were the site nutrition coordinators.

All the champions brought a lot of creative energy and enthusiasm to the water promotion activities they conducted in their schools. They put in a lot of time to get school staff together to coordinate and implement fun water education events.

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<tr>
<th>OAKLAND UNIFIED SCHOOL DISTRICT (OUSD), ALAMEDA COUNTY</th>
<th>SAN FRANCISCO UNIFIED DISTRICT (SFUSD), SAN FRANCISCO COUNTY</th>
<th>REDWOOD CITY SCHOOL DISTRICT (RCSD), SAN MATEO COUNTY</th>
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<td>MLK and LaFayette Elementary – Corigan Malloy</td>
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FUTURE PARTNERS

Rachel Richman, Consultant to Supervisor Wilma Chan and Project Manager, Health Impact Table was one of the panelist at the June 7, 2018 BANPAC Membership Meeting, and shared how she is working with policy-makers on water equity

Esperanza Pallana, Oakland SSB Advisory Committee Chair, who was also one of the panelist at the June 7, 2018 BANPAC Membership Meeting, shared her role in advising policy-makers on SSB spending plans for Oakland.
LESSONS LEARNED & RECOMMENDATIONS

**TWO SYSTEMATIC APPROACHES OR REPLICABLE MODELS** emerged from DWAPP: EBMUD’s model to conduct district-wide testing of tap water and the other model was to connect with Wellness officials at the district level to conduct school-wide water promotion. For future work, these models could be tested on a larger scale. If the next steps are geared to bring about systemic changes (district-wide) health promotion, then Wellness officials at the School District level and Local Health Departments can be valuable partners.

**ALLOWING A SUFFICIENT TIMELINE** to build new partnerships. Recruitment of 10 schools in 9 months was a challenging and an ambitious task given that testing of water was a new arena for the team and a sensitive issue for schools to delve into. It would be great to reach out to partners and have them on-board before implementing a project, or factor in a longer timeline for partnership building.

**HAVING STRONG PARTNERS:** Without connections to Michelle Oppen and successfully procuring additional funding from Alameda County Nutrition Services for the OUSD champions, it would have been difficult to reach the targeted number of schools. Building relationships at the school and district level take a long time. We had reached out to several connections in two other counties and pursued them for months and were not able to recruit them.

**BUDGETING FOR AN ATTRACTIVE INCENTIVE** for the champions is a good way to increase reach and duly compensate the school teachers who take on tasks beyond their regular duties.

**HAVING A WELL-THOUGHT OUT AND FLEXIBLE PROJECT DESIGN** at the grant stage and factoring in the time for exploratory or formative research is crucial to deliver in a timely manner. This would guide decisions around partnership building, program activities, preparing documents for project implementation, etc. Delineating the role, responsibilities and duties of the project coordinator and chair can help the team make a feasible plan of action. For DWAPP, a lot of time and effort was spent in designing the project, understanding the eligibility of schools and limitations of the State’s Drinking Water for Schools Grant and adapting it to the changes in the Permit Amendments of 2017 and with the passage of AB 746.
VERIFYING THE SAFETY OF THE WATER ON CAMPUS BEFORE PROMOTING IT. Water promotion is being conducted in the school setting and now Rethink Your Drink Day is celebrated as a Statewide Day of Action. However, it is important for LHDs to connect with the schools’ facilities division to ensure that the water on campus is safe before promoting it.

COMMUNICATING RESULTS OF THE TESTS TO THE SCHOOL COMMUNITY IS CRUCIAL and needs to be established at the school district level. Keeping the parents, students, school staff, etc. informed about the safety of water is key. They need ongoing information for reassurance to allow their children to drink the water. If they perceive the water isn’t safe, this will hinder water promotion.

STATE GRANT ELIGIBILITY CRITERIA CAN BE AMBIGUOUS AND MAY REQUIRE ADDITIONAL ANALYTICAL WORK or research to confirm what qualifies and what does not. It would have been ideal for the SWRCB to publish the list of qualified small disadvantaged communities or eligible schools/districts for the state’s drinking water for schools grant. This would have made it easier for organizations such as BANPAC to reach out to schools that need assistance. After several emails with the SWRCB and quite a bit of data analysis we were able to generate this list in-house, which was shared with the state. This helped guide our project design and eligibility criteria for schools. The list was an almost perfect match with the state’s unpublished list, which was exclusively shared with BANPAC. That list is not yet available to the public.
ACCOMPLISHMENTS

NON-TRADITIONAL PARTNERS
✓ Establishment of a well-rounded Water Committee that brought in non-traditional partners to provide insights on testing, connections in schools, recommendations and vision for the project
✓ Collaboration with State Water Board (California State Water Resources Control Board) to generate and share list of disadvantaged communities in CA for the Drinking Water for Schools Grant

REPLICABLE MODELS
✓ Two successful models / systematic approaches
  o with EBMUD to conduct district-wide testing of tap water
  o with District Wellness Officials to connect with schools for doing school/district-wide health promotion

SUCCESSFUL DESIGN AND IMPLEMENTATION
Development of a good project design, quick adaptation to the evolving changes, and meeting the deliverables in a tight timeline

SCHOOL SUPPORT
✓ Finding dedicated and hardworking school champions to implement water promotion, and maintaining a good rapport with them to ensure continued support
✓ Procuring additional funds to support the champions at OUSD

RESOURCES
✓ Resources developed and compiled:
  o Development of a fact sheet that integrated information on water access and communication about the safety and benefits of consumption of tap water on campus in 3 different languages (English, Spanish and Chinese). This factsheet is being pursued with the State of CA for SNAP-Ed approval and has the potential of being used regionally.
  o Development of a flowchart to translate the state's water testing process in a simple visual format for schools to comprehend the process.
  o Compilation of easy-to-use focused resources (First line of communication, Remediation and Water Promotion Packages)
LIMITATIONS

UNABLE TO SUPPORT SCHOOLS THAT DID NOT CLEAR THEIR LEAD TESTS: Because of the short timeline we were not able to recruit schools that did not clear the lead tests (had lead > 15ppb) even though we had prepared the Remediation Package. This package contained funding resources for schools that could not apply for the Drinking Water for Schools grant. The DWAPP incentive was not a large amount and could be used for water promotion only. As such these schools, if recruited, would have not have been able to complete the remediation and do water promotion in the grant’s timeline.

FOCUS ON ELEMENTARY SCHOOLS: Since the team found it valuable to prioritize elementary schools for the limited funding and the adverse effects of lead on younger children, our lessons learned from school teachers could be different for middle school and high schools.
Results were presented at Public Health Advocates’ Water Summit in June 2018 and will be presented at the American Public Health Association in November 2018.

BANPAC Membership Meeting: Making Waves: Shaping the Future of Water Equity through Regional Partnerships, was a successful event with a large turnout and good engagement with the group. DWAPP work was shared and BANPAC co-chair, Reba Meigs, facilitated a great panel discussion with the following inspiring panelists:

✓ Roberto Vargas, SF Sugary Drinks Distributor Tax Advisory Committee Co-chair shared his role and recommendations for community engagement in advising policy-makers on SSB spending plans for San Francisco.
✓ Rachel Richman, Consultant to Supervisor Wilma Chan and Project Manager, Health Impact Table-shared how she is working with policy-makers on water equity.
✓ Esperanza Pallana, Oakland SSB Advisory Committee Chair: shared her role in advising policy-makers on SSB spending plans for Oakland.
✓ Alison Kastama, Manager of Public Affairs, and Special Assistant to the General Manager, East Bay Municipal Utility District: shared how they have worked with schools to ensure water safety.

Attendees also participated in 4 topics for the round table discussions: SB 1192, AB 746, Rethink Your Drink, any other issue around water equity.

The key themes that emerged from the group discussion will inform BANPAC’s next steps.

BANPAC
Bay Area Nutrition & Physical Activity Collaborative

Making Waves: Shaping the Future of Water Equity through Regional Partnerships

Join us to learn what BANPAC is doing to promote access to safe tap water in Bay Area schools! Our meeting will focus on the following:

- How to leverage resources with non-traditional partners to have a greater impact
- What tactics work to elevate public health PSE issues with policy-makers
- Strategies for engaging community and/or media

Come hear from our inspiring panelists who will discuss to how new partnerships can benefit your work, how we can engage community in policy, systems, and environmental changes, and how we can access and cultivate champions among policy-makers to create systems that make the healthy choice the easy choice.
PROJECT DESIGN

BACKGROUND

National events have highlighted the importance of ongoing water quality monitoring. Because California has newer infrastructure and less corrosive water than other parts of the country, lead problems at the tap are less common. There are approximately 9,000 K-12 schools in California, most of which are served by more than 3,000 community water systems in the state. While these community water systems extensively and regularly test their drinking water for lead, lead could get into clean water at a school campus if there were corroded pipes or old fixtures at the school.

In an effort to further safeguard California’s water quality, K-12 schools in the state can receive free testing for lead under the 2017 Public Water Supply Permit Amendment (Permit Amendments) issued in Jan 2017. Under this requirement, testing is voluntary for schools; schools can make a written request, the community water systems must collect the samples within three months and report the results back to the school within 10 business days after receiving the results from the laboratory, or two business days if a result exceeds 15 parts per billion. Sampling locations can include drinking fountains, cafeteria and food preparation areas, and reusable water bottle filling stations. The one-time program extends until Nov. 1, 2019.

The Division of Drinking Water (DDW) of the State Water Resources Control Board published maps and data files on test requests or results on the State Water Board website, however, these were not up-to-date, given the time lag they needed to follow to post results, and that some schools do not copy them when they send the request letter. These tools gave only an approximate picture of status quo. Attempt was made to generate denominators for these numbers, however, these were hard to generate as the data sets for public, private and charter schools are scattered over several websites. The DDW has now replaced these with more advanced map tools.

As DWAPP work progressed, Assembly Bill 746, went into effect on Jan 1, 2018. AB 746 requires community water systems to conduct lead sampling of drinking water in all public K-12 schools by July 2019 (with the exception of schools that have already sampled since 2009, schools that provide their own water supply, or schools that were built or modified after 2010).
To improve access to, and the quality of, drinking water in public schools the State initiated the **Drinking Water for Schools Grant Program** to support disadvantaged communities (DAC).

![Drinking Water for Schools Grant Program](image)

**DRINKING WATER PROMOTION PROJECT (DWAPP)**

Some members of the BANPAC Leadership (Marianne Szeto, Nori Grossmann) invited regional non-traditional partners to form the Regional Water Collaborative (DWAPP Water Committee). The Water Committee met once a month for the duration of the grant to share ideas and guide the design and implementation of the project. I was brought on board as an independent consultant to implement DWAPP and facilitate the Water Committee meetings.

**KEY INFORMANT INTERVIEWS**

Marianne Szeto introduced me to her connections so I could gather relevant information to understand the lay of the land. Key informant interviews were conducted and documented to better understand the water testing process, working with schools, school districts, recommendations for water promotion and grant. Nori interviewed Heather Cooley, Peter Gleick – Pacific Institute.

- **Drew Rolland** (San Diego USD – Chief Operations Officer)
- **Dan Fesperman** (San Diego CHIP)
- **Ari Neumann, Julie Helmreich** – Rural Community Assistance Corp. (RCAC)
- **Alison Kastama, Jenesse Miller** – East Bay Municipal Utility District (EBMUD)
- **Lyda Hakes** – Alameda County Water District (ACWD)
- **Anisha Patel** – Pediatrician and Researcher @ Stanford
GOALS

BANPAC (Bay Area Nutrition and Physical Activity Collaborative) role was to support water testing and promotion, and in the process develop a systematic approach to implement this.

✓ **Recruit 5-10 schools or 1-2 school districts** in three Bay Area counties to support them to get their water tested for lead, and guide them through remediation and water promotion.
  - Compile and share useful toolkits for schools rather than have them do independent research.
  - Support water promotion activities

✓ **Develop a systematic approach** to make safe drinking water accessible in schools.

DETERMINING ELIGIBILITY

**Drinking Water Promotion Project (DWAPP)** design began with determining eligibility of schools for the Drinking Water for Schools Grant Program, in order to assess how many schools in the Bay Area qualified and could be prioritized for BANPAC’s support. The State had not published the list of schools that were eligible, and so compilation and analysis of available datasets was necessary to generate a list of eligible schools and identify those that DWAPP could support.

Email correspondences with Rural Community Action Corp (RCAC) and State Water Resources Control Board (SWRCB, also known as the State Water Board) helped address ambiguity around the eligibility criteria. After compiling and analyzing datasets from the State Water Board website, CA Dept. of Education, Census.gov etc., a list of qualifying disadvantaged communities by county and school district was generated. This was shared with the SWRCB and was found to be an almost perfect match with what they had generated in-house and was shared with BANPAC exclusively.

**STEPS**

Download [2016-2017 data file](#) on FRPM from CA Dept of Education website and then generated a subset using FRPM criteria. Referred to the [GRANT guidelines](#) for the definitions of DAC and SMALL DAC.

Double checked the MHI criteria for some districts by following these guidelines.

US Census website: In 2015 CA’s annual median household income was $61,818; 80% of that is $49,454.

Check [State’s Drinking water supply area lookup tool](#) to identify school/district’s water provider.

Explored the [GIS mapping tool](#) for specifics on SMALL DACs and also reached out to RCAC on the use of this tool, but it did not seem user-friendly.
Kim Hannagan, Ariel Chavez, Ravinder Jawanda from the SWRCB and Emily Altman from Dr. Anisha’s research group, were very helpful and responsive in this process.

Since none of the Bay Area schools qualified for the Drinking Water for Schools Grant Program, strategies for recruiting schools were revisited. This step also helped the team delineate the kind of support they could provide schools.

A new eligibility criterion was selected: Schools were prioritized based on their Free or Reduced Price Meals Program (FRPM) eligibility:

**A school with \( \geq 80\% \) of its population eligible for the Free or Reduced Price Meals Program was considered eligible for DWAPP.**

Exceptions: When recruitment became difficult the eligibility criterion was relaxed to invite schools with >50% FRPM eligible population. However, most schools (9 out of the 11 recruited schools) were >80% FRPM eligible.
IMPLEMENTATION

STRATEGIES

We developed the flow charts below to determine selection and action at qualifying schools.

**DWAPP Strategies**

Schools qualify under FRPM criteria*

- **Group A**
  - Schools that have not had water tested for lead this year.
  - BANPAC to provide:
    1. First Line of Communication Package:
       a) Support Letter
       b) State Template for requesting the lead test
       c) DWAPP Flowchart
  - BANPAC to discuss next steps with the school.

- **Group B**
  - Schools that have been tested, awaiting results
  - BANPAC to provide packages to develop action plans:
    1. Water Promotion Package
    2. Remediation Package

- **Group C**
  - Schools that have tested and the results are out
  - If 4-5 taps are ≤ 15 ppb, BANPAC to provide:
    1. Water Promotion Package
    2. School Stipend
    3. Support/guide school wellness champion to conduct Water Week activities
    4. Remediation Package (if applicable)
  - If 2 or more taps test >15 ppb, BANPAC to provide:
    1. Remediation Package
    2. Modified Water Promotion Package

*FRPM criteria: ≥ 80% of school’s population eligible for Free or Reduced Price Meal Program.

**Note:** Group A will progress to Group B which will eventually become Group C.

**TIMELINE**

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DEVELOPING & COMPILING EASY-TO-USE RESOURCES

While the school connections were being established, communication materials for the schools and resource packages were being compiled. The Water Committee provided significant input in the development/compilation of these resources and went through several rounds of revision.

Three different packages were developed for the schools:

- First Line of Communication Package (Letter, Flowchart, State template)
- Water Remediation Package
- Water Promotion Package (includes DWAPP Water Fact Sheet)

Besides these, other documents were also developed (covered in detail under recruitment of champions):

- Champion Recruitment flyer
- MOU between BANPAC and School/Champion
- Water Promotion Plan
- Exit Interview with Champion
- School data tracker

**First Line of Communication Package** was developed to provide the School’s Principal an overview of the water testing process, need for testing, and BANPAC’s support in this process, when we first reached out to them. It included:

- Letter to the Principal
- Flowchart that summarized the testing process with BANPAC’s support
- State’s template for requesting testing

**Dr. Christina Hecht** significantly contributed to the letter’s content and format. The flowchart was also a unique contribution as there was no visual that presented the complex water testing process in a lucid manner. **Marianne Szeto** helped refine the content and format of the flowchart.

BANPAC would provide every school $900 towards water promotion activities. Each champion would receive $100 as a token of appreciation.
Dear Mr. 

You’ve probably heard that the State of California and the California State Water Resources Control Board are helping schools address drinking water safety and access. By participating in the Bay Area Nutrition and Physical Activity Collaborative (SWRPC), you can help ensure that your students are drinking safe and healthy water.

The program aims to improve water quality and safety in schools. This year, the State of California has added a new requirement that CSOs must test for lead in their drinking water. The testing period is from Jan 1, 2019, to May 31, 2019.

Why you should take advantage of this offer. Kids who stay hydrated with plain water gain triple benefits: their minds and bodies function better, they reduce intake of excess calories and added sugars from sugary beverages, and they have better oral health. Show your school community you care about students’ well-being by making inexpensive, safe and healthy tap water easily accessible and popular at your school.

What SWRPC can do for you. We will guide you through the process (Flowchart attached), from requesting testing to promoting water in your school. Since, in all likelihood, testing at your school will show that your tap water meets standards for lead, our hope is to increase confidence in the safety of your school’s tap water so that kids will drink delicious tap water.

Specifically, we can provide:
- Removal Package, in case any of the taps have lead levels above 15 ppb. It will contain resources such as a list of bottled water services, funding sources, and video testimonials, to guide your next steps.
- Water Promotion Package, in case all taps have lead levels at or below 15 ppb. It will contain a toolkit for water promotion activities, water curriculum, promotional materials, etc.
- A modest stipend to support your school’s water promotion activities.

What to do. Use the attached letter template to request free testing from your local utility.

I can follow up this letter with a phone call if you would like more details. Kindly let me know via email a date and time, and a phone number that is best for me to reach you.

Thank you!

Sonali Suresh, MHS
SWRPC Project Consultant
suresh@email.com
Remediation Package was compiled for schools that had lead levels above 15 ppb in 2 or more of the tested taps. It included resources such as remediation toolkits to guide next steps for temporary or permanent solutions, information on funding sources, list of emergency bottled water delivery services, etc. The documents were pooled from several websites EPA, SWRCB, etc. This package had a visual overview of the package content that served like a table of content (pg. 21).

Water Promotion Package was compiled for schools that had lead levels at or below 15 ppb in 4-5 tested taps. The package included a toolkit for water promotion activities, water curricula, promotional materials such as fliers, brochures, posters, activity sheets, etc. These resources were obtained from RCAC, National Drinking Water Alliance, Parents Making Waves, Youtube, etc. Dr. Anisha Patel provided some very useful resources for this package. This package had a visual overview of the package content that served like a table of content (pg. 20). Marianne Szeto took the lead on developing the DWAPP Water Fact sheet to integrate information on water access and communication about the safety and benefits of consumption of tap water on campus. This fact sheet is available in 3 different languages (English, Spanish and Chinese) and is being pursued with the State of CA for SNAP-Ed approval and has the potential of being used regionally.
WATER PROMOTION PACKAGE OVERVIEW

WATER FIRST
A practical toolkit with a great collection of ideas for water promotion.

PARENTS MAKING WAVES
Another guide for more on water promotion. Available in Spanish.

WATER WORKS
This 72-page guide includes water promotion ideas as well as details remediation steps, compares different water delivery options with pricing (2014), team and partnership building and future funding options.

WATER CURRICULA
A few curricula for elementary, middle and high school.

FACTSHEETS
1 or 2 page factsheets to share with students, staff and parents to promote the importance of drinking water.

POSTERS, FLYERS, ETC.
A few sample poster, flyers, brochures, other resources, etc.

WATER SAFETY MONITORING
1-page resources for monitoring safety & hygiene of taps, next steps to raise funds, develop emergency action plan, permanent remedies, raising the standard, etc.

Some materials are available in Spanish as well.
DRINKING WATER SAFETY IN SCHOOLS
A simple fact sheet by the National Drinking Water Alliance.

KEEP IT FLOWING
A short practical guide for schools to repair and maintenance.

INTERIM EMERGENCY FUNDS
1-page flyer with relevant details for applying for funds to receive bottled water or other solutions.

WATER QUALITY FUNDING SOURCES
A great list of funders that support schools with grant details: amount, website, contact, deadlines, etc.

WATER WORKS
This 72-page guide details remediation steps, compares different water delivery options with pricing (2014), team and partnership building and future funding options.

3 T’s FOR REDUCING LEAD
Prepared by the EPA, 3 T’s is a 104-page technical guide that details sampling procedures, steps for interim and permanent remedies, and also contains communication templates (sample press release, public notice letter, etc.).

OTHER RESOURCES
1-page list of useful websites, bottled water services in the Bay Area, resources for lead exposure, etc.
Drink Tap Water:
It's safe, healthy and (almost) free!

**TAP VS. BOTTLED**
Tap water is cheaper and safer than bottled water.

<table>
<thead>
<tr>
<th></th>
<th>Tap Water</th>
<th>Bottled Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per gallon</td>
<td>half a penny</td>
<td>$1.20</td>
</tr>
<tr>
<td>Required to provide source of water</td>
<td>✔️</td>
<td>✖️</td>
</tr>
<tr>
<td>Required to test for over 100 toxins</td>
<td>✔️</td>
<td>✖️</td>
</tr>
<tr>
<td>Regular safety and quality reports required</td>
<td>✔️</td>
<td>✖️</td>
</tr>
<tr>
<td>Better for the environment</td>
<td>✔️</td>
<td>✖️</td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**
- Your child’s school had its water tested for lead and it is **SAFE TO DRINK**!
- Our bodies need water to function.
- Fluoride in tap water prevents dental cavities and keeps teeth healthy.
- Drinking water can help children have better focus.

For more information on childhood lead prevention, visit [www.cdphe.ca.gov/Programs/CCDPHP/DEODC/CLPPB](http://www.cdphe.ca.gov/Programs/CCDPHP/DEODC/CLPPB)
Beba agua del grifo:
¡ES SEGURO, SALUDABLE y (CASI) GRATIS!

AGUA DEL GRIFO CONTRA AGUA EMBOTELLADA
EL AGUA DEL GRIFO ES MENOS COSTOSA Y MÁS SEGURA QUE EL AGUA EMBOTELLADA.

Costo por galón: $1.20

- Requerido proporcionar la fuente del agua
- Requerido para probar más de 100 toenmas
- Se requieren informes regulares de seguridad y calidad
- Mejor para el medio ambiente

¿SABÍA QUÉ?
- ¡La escuela de su hijo realizó una prueba de plomo al agua y es SEGURA PARA BEBER!
- Nuestro cuerpo necesita agua para funcionar.
- El fluoruro en el agua del grifo previene los caries dentales y mantiene los dientes sanos.
- El agua potable puede ayudar a los niños a entoncerse mejor.

Para obtener más información sobre la prevención del plomo en niños, visite:
www.epa.gov/programs/CCDFHP/SE000CCLYPB

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飲用自來水
它是安全，健康和（幾乎）免費的!

自來水與瓶裝水
自來水比瓶裝水更加便宜和安全

消費者每加侖的成本 半毛錢 $1.20

- 提供水源的來源
- 需要測試超過100種毒素
- 規定定期安全和質量檢查報告
- 對環境好

您知道嗎？
- 您孩子的學校對水源進行了測試，所以可安全飲用！
- 我們的身體需要水來運作。
- 自來水裡面含有的氟化合物可以防止蛀牙和保護牙齒健康。
- 喝水可以幫助孩子有更好的注意力。

想要獲得更多資訊關於預防兒童鈀中毒，請訪問：www.epa.gov/programs/CCDFHP/SE000CCLYPB
WATER SAFETY MONITORING

It is important to monitor the safety of water even though the tested faucets have lead below the current action level, because the test is only one point in time.

Develop a MONITORING PROTOCOL to assure the continued safety of the water in the tested/remediated faucets by performing periodic testing and MAINTAINING HYGIENE around frequently used faucets.

- Page 8, Pages 25-28 of Keep it Flowing Toolkit from our Remediation Package.
- Check the State Water Board website for updates on free water testing programs.

Develop an ACTION PLAN to remediate and educate community about the process, if water tests >15 ppb in the future.

- National Drinking Water Alliance Webinar Series – Highly recommended: Solutions Slide Deck and Solutions Video.
- Other resources (Water Works Guide, Keep it Flowing, etc.) from our Remediation Package.
- Pages 55-64 of the EPA’s 3 T’s Toolkit for Reducing Lead in Drinking Water in Schools, Pages 69-72 for communications templates in our Remediation Package.

Consider a PERMANENT REMEDY, following interim remediation, for faucets that test for lead above the action level.

- Pages 57-59 of the EPA’s 3 T’s Toolkit for Reducing Lead in Drinking Water in Schools, in our Remediation Package.

Apply for FUNDING to cover the costs associated with maintenance and repair.

- CAA Interim Emergency Drinking Water from our Remediation Package.
- EPA’s Funding Resources for schools from our Remediation Package.

Discuss with the School Board to consider a HIGHER STANDARD OF SAFETY by using more stringent lead levels (<5 ppb or <1 ppb) or expanding the testing to other frequently used faucets that have not been tested in the current program.

- Examples of raising the standards of safety by San Diego Unified School District.
CONNECTING WITH SCHOOLS

BANPAC Leadership and Water Committee Members shared their contacts in schools in the three counties of the Bay Area. Santa Clara, San Mateo and Alameda were chosen based on ease of accessibility for meeting school officials. Recruiting schools took a long time as relationships with schools needed to be built from ground up. Also, testing of water on campus is a sensitive issue as there were many media reports on schools that tested high in lead. Not all schools posted their test results online and so connections needed to be made with the Facilities Division of the District and that itself took months. Recruiting schools that had not tested their water was very difficult and not feasible within the grant’s timeline, as the testing itself could take several weeks from the time the request letter is submitted by the school. As the project progressed and schools returned from their Christmas break, we were successful in recruiting schools that had already tested their water and were safe per the state’s requirement of 15ppb for lead.

**Dr. Anisha Patel** connected me with **Andrea Garen**, Wellness Director at the Redwood City School District (RCSD). It took more than 2 months of email correspondence to get one school from RCSD on board. Project details were shared with Andrea over email. She needed to gather information on the testing results, as she was aware that the entire district’s water had been tested in 2017. After a few weeks, she notified me that all schools had cleared the tests. I shared more materials about DWAPP and how BANPAC would support the schools. She sent them out to the schools and only one school, Hawes Elementary School, expressed interest. This school was one of Dr. Anisha’s control schools in her water project. Andrea immediately connected me with the principal and I was able to successfully bring the Principal on board.

San Mateo County’s connection in Ravenswood School District did not work out. Similarly, several connections in Santa Clara County (Nutrition Education and Obesity Prevention team, First 5, Second Harvest Food Bank, other connections, etc.) were pursued over 4 months and were not successful. And so, we then reached out to our connections in San Francisco County. **Mary Vollinger**, University of California Cooperative Extension, was able to immediately connect me with two Nutrition Site Coordinators in San Francisco Unified School District, who came on board promptly.

**Nori Grossmann** was well connected in the Oakland Unified School District (OUSD). When she reached out to **Michelle Oppen**, Wellness Coordinator at OUSD, for recruiting school champions in our short timeline, she was able to help us promptly by having us share brief information about DWAPP and the requirements to receive the incentives. A recruitment flier was developed for OUSD specifically as Nori
was able to procure additional funding for the champions from Alameda County Nutrition Services
(additional $400 per OUSD champion, for a total of 7 champions). Nori’s help and connections were
crucial in recruiting the remainder schools in the duration of the grant. Nori presented the requirements
of DWAPP at one of Michelle’s trainings for champions and had them sign-up with their interest and
contact information.

RECRUITING CHAMPIONS

Most of the champions were school teachers who were already doing wellness activities for their
students. They were first contacted over email and phone, and then recruited after an in-person in-
depth interview when they signed an MOU with BANPAC and were provided resources and incentives.

Water Promotion Package was provided on a thumb drive and incentives for school water promotion
activities were provided as visa cards (2 visa cards of $450 each). The remainder $100 were sent to the
champions via Amazon gift cards after they completed the exit interview.

A RECRUITMENT FLYER was created that summarized the work the champions were required to do and
the details of the incentive and timeline. Each champion was required to do the following:

1. Conduct at least one school-wide water promotion activity
2. Conduct a spa water taste test
3. Distribute the DWAPP Water fact sheet in the weekly packets to the parents, and
4. Finally meet with the principal to discuss next steps for water safety monitoring and promotion.

They could present the Water Safety Monitoring (pg. 23) document in this meeting.
TWO INTERVIEW FORMS and an MOU were developed in-house. The Water Promotion Plan and the MOU were signed by the champion during the first in-person meeting.

1. **Water Promotion Plan** was a 3-page document used for the first in-person recruitment meeting where the coordinator recorded the champion’s tentative timeline and ideas for water promotion. The champion and coordinator each kept a copy of this plan for follow-up.

2. **Exit interview** was a 4-page document built off of the Water promotion plan and had additional questions on the reach of the water promotion activities and feedback from the champions.

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**SCHOOL WATER PROMOTION PLAN**

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Date of Meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Address:</td>
<td>Time:</td>
</tr>
<tr>
<td>District Name:</td>
<td>Location:</td>
</tr>
<tr>
<td>School Champion:</td>
<td>Attendees:</td>
</tr>
<tr>
<td>Title:</td>
<td></td>
</tr>
</tbody>
</table>

**REFERENCE**

All resources (fact sheets, flyers, posters, toolkits, etc.) are in the Water Promotion Package.

Please read these before our meeting:  
Water First Toolkit  
Water Works Guide (Pages 19-25)  
Parents Making Waves (Pages 11-21)

**MANDATORY ACTIVITIES**

1. **DISTRIBUTE FACTSHEET**  
   Distribute a healthy hydration fact sheet through your school’s weekly packet.

2. **SPA / INFUSED WATER TASTE TEST & WATER PLEDGE**  
   Conduct taste tests of spa water (water infused with fruit, vegetable, and/or herbs) & invite students and staff to take a pledge to drink more water and fewer sugary drinks.

3. **CHOOSE ONE EXCITING FUN SCHOOL-WIDE ACTIVITY**
   - **SCHOOL ASSEMBLY**
     - **CHOICE 1**  
       Include a water promotion presentation on the health benefits of drinking water, how school staff can be role models, etc. in the school’s existing assembly.

   - **ARTS COMPETITION**

   - **CHOICE 2**  
     Organize poster, door decoration, water bottle logo design competition or have students write songs, do rap, skits, make videos or take photos to illustrate the importance of drinking water.

   - **DRESS UP THE WATER SOURCES**

   - **CHOICE 3**  
     Invite students to decorate the most frequently used water sources with health messages, colorful decals, paints, etc.

   - **TEACH WATER CURRICULUM AND DO A SUGAR SAVVY DEMO**

   - **CHOICE 4**  
     Teach and engage students to drink more water through interesting facts and fun activities.

   - **OTHER (PLEASE SPECIFY):**

   - **CHOICE 5**

---

4. **MEET WITH PRINCIPAL**
   Meet with school principal to discuss the school’s next steps to promote water. Share the outcomes of the meeting with DWAPP Coordinator.
3. **Memorandum of Understanding (MOU) between BANPAC and school** was a single page document that delineated the role of BANPAC and the deliverables for each champion.

![Image of MOU document]

**Drinking Water Promotion Project (DWAPP) Agreement**

**BETWEEN** Bay Area Nutrition and Physical Activity Collaborative (BANPAC)

AND ...................... (School Name)

The purpose of this agreement is for BANPAC and School to collaborate for the purpose of promoting safe and healthy drinking water as part of BANPAC’s Drinking Water Promotion Project.

BANPAC will provide Water Promotion Package (toolkit for water promotion activities, water curricula, promotional materials, etc.) and guidance and support to assist School in effectively carrying out drinking water promotion campaign.

A stipend of up to $1000 will be provided to the school ($100 to school champion + $900 to school) to support water promotion activities, which can be used to:

- purchase incentive items – water bottles, water pitchers or dispensers for spa water, pencils, stickers etc.
- print promotional materials
- cover for costs associated with conducting taste tests, organizing assembly, etc.

**SCHOOL RESPONSIBILITIES:**

1. Identify at least 1 school wellness champion who will serve as the point of contact for BANPAC.
2. Organize at least 1 meeting (in-person or conference call) with BANPAC to discuss water promotion plan – Ideas for water promotion are attached.
3. School wellness champion will notify BANPAC about the final plan, event details, schedule, etc.
4. Implement drinking water promotion plan.

The following individuals will be points of contact for this Agreement:

<table>
<thead>
<tr>
<th>Sonali Suratkar</th>
<th>Name of School Official</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant for DWAPP</td>
<td>Title</td>
</tr>
<tr>
<td>BANPAC</td>
<td>Name of School</td>
</tr>
<tr>
<td>650-285-7939</td>
<td>Phone</td>
</tr>
<tr>
<td><a href="mailto:ssuratkar@gmail.com">ssuratkar@gmail.com</a></td>
<td>Email</td>
</tr>
</tbody>
</table>

Agreement approved by:

<table>
<thead>
<tr>
<th>Nori Grossmann</th>
<th>Name of School Official</th>
</tr>
</thead>
<tbody>
<tr>
<td>DWAPP Lead</td>
<td>Title</td>
</tr>
<tr>
<td>BANPAC</td>
<td>Name of School</td>
</tr>
<tr>
<td><a href="mailto:nori.grossmann@acgov.org">nori.grossmann@acgov.org</a></td>
<td>Email</td>
</tr>
</tbody>
</table>

**DWAPP Agreement**

Page 1 of 1
FOLLOW UP WITH CHAMPIONS

An online recruitment tracker was created to keep track of the school activities. The champions were followed up over email every few weeks to provide them any resources, opportunities or guide them to plan their activities.

After they fulfilled all 4 requirements an exit interview (phone interview) was scheduled with the DWAPP Coordinator to get their feedback on their experience, gather information on the reach of the activities and recommendations for future. The interview time ranged from 30 minutes to an hour.

The champions were very responsive over email and creative enough to launch engaging activities for their students.
RESULTS

REACH & OUTCOMES

Eleven schools (10 elementary and 1 high) participated in DWAPP with all the enthusiasm. Except for Melrose Leadership Academy (53%) and Sheridan Elementary (77%), all the other schools met the eligibility criteria of 80% or more FRPM eligible population. We had to extend the invite to include these two schools as we were having difficulty recruiting schools within the tight timeline.

The lead test results for OUSD and SFUSD schools were posted on their websites. For Redwood City school, the Wellness Director had checked with the facilities to confirm that all their schools were tested and were below the action level set by the EPA (15ppm).

All 10 school champions from 11 schools organized a school-wide fun educational activity to promote water. Ideas from the Water First toolkit were shared with them at the time of recruitment. They chose from conducting poster competition, water bottle logo design contest, water bottle sticker design, water curriculum, assembly and exhibition. (Photos pg. 31-38)

All but one school conducted spa water taste test. These events were very well attended and received. The students enjoyed the different flavor combinations. Some schools encouraged students to create their own (Gordon J. Lau, Encompass Academy, etc.). Principal Al Rosell of Hawes Elementary school was leading the water promotion efforts in his school. Since he did not have enough time and staff support to conduct spa water taste test, he did an additional school-wide activity. He assured he would do the spa water taste test in the future as he really liked the idea and wanted to do it for the staff and students.

The DWAPP Water Fact sheet was distributed in the weekly packet to the parents in all of the elementary schools. Since high schools do not distribute weekly packets, the champion from Castlemont High used the fact sheet creatively as a mini-poster at the newly installed hydration stations.

Each champion met with the principal after all the water promotion activities were done to get feedback and also inform them that water testing is only a snapshot and would require testing on a regular basis to ensure the safety of drinking water on campus.

Approximately 10,000 people were reached through these activities and this included school students, school community and parents.
Most of the champions chose to spend the **DWAPP incentives in providing water bottles** to the students and staff. Remainder, if any, was spent on materials required for the school-wide activities, prizes for winners, or spa water taste test.

They all **appreciated the financial support** as they could buy bottles for the students. Most of them think that spa water is an inexpensive educational activity and can be continued in the schools.

The champions reported that **they were very happy with the project and loved that the students responded so positively** to these activities.

Tracy, Kate, Steven and Elizabeth reported that **when kids take ownership in these activities, they feel responsible for their actions. This could be the reason why they observed an increased preference for water since the water promotion.** Kate saw how students transitioned from bringing colored sugary beverages in their water bottles to filling their bottles with tap water or spa water. Tracy saw that students did not go for the sodas or sugary drinks at an end-of-year school event but gravitated towards the spa water. A few of the champions said that it was the best event of the year. Tracy claimed that this project was the most effective as she saw immediate transformation in the kids which she had not seen in the past wellness projects she had done.
STAR CHAMPIONS

Of the ten school champions there were a few who stood out. These star champions went the extra mile to impact their community.

Steven Valadez’s championed the Encompass Academy Hydration Movement - every Wednesday he and some of his students fill a large water dispenser he built with spa water for all the students to drink. He has been doing this for some time now. His class won the district-wide spa water contest with the water-bery-mary (watermelon + strawberry + rosemary).

Elizabeth Cooke very systematically conducted the water curriculum provided in the Water Promotion Package for her students at Markham Elementary. She also engaged them to take the lead on organizing the spa water taste test. She conducted a water bottle logo design competition. She was the only champion who had done 2 school-wide activities along with the other requirements.

Tracy Dordell, New Highland Academy, also did a fantastic job in delivering the program. She worked with Kate from RISE Community School to organize a few joint events, as the two schools share a campus. Tracy conducted a water bottle logo design contest after getting support from the school teachers. Three logos were then combined by the art teacher to create one beautiful logo that adorned the student’s water bottles that were purchased using the DWAPP incentives. Spa water was celebrated at five different school events and was offered as a whole serving instead of a tasting. She works late to support students and has a large student following because of her caring demeanor.

Joseph Blasher from Castlemont high school had gathered data in 2017 on the low water consumption of school students and wanted to encourage students to hydrate. He pursued the facilities division of the school several times to clean and maintain hygiene around the water fountains, which was deterring students from accessing water on campus. He was very determined to install hydration stations in each of the school buildings and persisted till he received enough support to order. He convinced DWAPP Chair to permit him to use the incentives towards the hydration station rather than water promotion activities per se. He also started a gofundme campaign to sponsor the hydration stations for the three school buildings. By the time of the exit interview, two were successfully funded and installed and one was in the process of being installed. Joseph also used the fact sheet creatively as a poster around the new hydration stations that he got installed in his school.
WATER PROMOTION ACTIVITIES

PRINCIPAL CHEERING STUDENTS TO DRINK SPA WATER THEY DESIGNED
GORDON J LAU ELEMENTARY, SFUSD

NAOMI CHAPMAN WITH HER STUDENTS AT GORDON J LAU, SFUSD
SHERIDAN ELEMENTARY (SFUSD) SCHOOL’S AMELIA DOTZEROD HAD HER STUDENTS SIGN A PLEDGE, DESIGN A POSTER, & PREPARE RAINBOW WATER

EXHIBITION OF STUDENTS’ POSTERS AT HAWES ELEMENTARY, (RCSD)

PRINCIPAL AL ROSELL TOOK THE LEAD ON WATER PROMOTION FOR HIS SCHOOL. WATER ASSEMBLY AT HAWES ELEMENTARY, (RCSD)
NHA ELEMENTARY SCHOOL’S 3 WINNING DESIGNS WERE COMBINED TO CREATE A FANTASTIC LOGO THAT ADORNS THEIR WATER BOTTLES!

NEW HIGHLAND ACADEMY ELEMENTARY STUDENTS AT OUSD DRINKING WATER FROM THEIR WATER BOTTLES.
WATER BOTTLE LOGO DESIGN CONTEST AT MLK/LAFAYETTE, OUSD BY CORIGAN MALLOY

WATER, WATER, EVERYWHERE!

DID YOU KNOW THAT YOUR BRAIN IS MADE UP OF 75% WATER!

DID YOU KNOW THAT THE WHOLE EARTH IS ABOUT 72% WATER!

WELL NOW YOU DO!

HUMANS NEED TO DRINK WATER EVERYDAY, TO LIVE AND FEEL HEALTHY.

LET'S ALL PROMISE TO DRINK MORE WATER!

AND, HERE'S A FUN CONTEST!

DESIGN A LABEL TO BE PLACED ON WATER BOTTLES FOR EVERY STUDENT IN OUR SCHOOL!

THE WINNER GETS:

WINNING DESIGN ON EVERY WATER BOTTLE!!!

A GIANT STUFFED WHALE!!!

TO BE ASSISTANT PRINCIPAL FOR A DAY!!!

SPA WATER EVENT AT MELROSE LEADERSHIP ACADEMY, (OUSD) BY HOLLY WELCH

KATE GALLAGHER AND HER TEAM CHOOSING THE WINNING LOGO FOR THEIR WATER BOTTLE, RISE COMMUNITY ELEMENTARY, OUSD

STUDENTS BRING THEIR WATER BOTTLE TO SCHOOL AND FILL THEM WITH WATER
JOSEPH BLASHER, CASTLEMONT HIGH SCHOOL, OUSD
STARTED A GOFUNDME CAMPAIGN TO RAISE MONEY TO INSTALL HYDRATION STATIONS
AT HIS SCHOOL!

Castlemont's Clean Water Campaign

JOSEPH BLASHER, A STAR CHAMPION
WANTED TO IMPROVE ACCESS TO CLEAN
WATER BEFORE PROMOTING IT
CASTLEMONT HIGH, OUSD

BEFORE

AFTER
ELIZABETH COOKE – ONE OF OUR STAR CHAMPIONS
WITH HER STUDENTS AT MARKHAM ELEMENTARY, OUSD
CONTINUES TO PROMOTE WATER BEYOND DWAPP

<table>
<thead>
<tr>
<th>Resource/Activity</th>
<th>When</th>
<th>How</th>
</tr>
</thead>
</table>
| 4th/5th Grade San Francisco Water Curriculum Lessons | March 19, 2018 One lesson each week. | ACTIVITY SHEETS: LESSONS:  
Introduce water as a  
Water from the Well: Revision: have a water relay of gallon jugs of water instead of having students each have a jug of water to carry around for the day.  
Water Here, Water There (adapt for Oakland Bay Area)  
Water Use Everywhere  
“Wet” Your appetite  
“Still” Waters  
GLOSSARY: 5 words from the Glossary Sheet (word, picture, definition, word used in a sentence) each week. |
| K-3rd Grade Wally the Droplet Activity Book | March 19, 2018 | Vocabulary: HYDRATION  
TAP – a water bottle filling station where people can get safe drinking water  
WATER – a colorless and transparent liquid that all life needs to survive  
ENERGY – strength needed to play and learn  
SUGAR – a sweet substance used as a sweetener in food and drink  
SWEAT – moisture (water) that leaves your body through the pores in your skin  
HEALTHY – |

ELIZABETH COOKE TAUGHT THE STUDENTS WATER CURRICULUM & CONDUCTED WATER BOTTLE LOGO DESIGN CONTEST AT MARKHAM ELEMENTARY, OUSD
SYSTEMATIC EXECUTION OF WATER PROMOTION AT MARKHAM ELEMENTARY

Details provided by Ms. Elizabeth Cooke in an email.

Date(s) of Services Provided, Location, and # of Community Members Reached:

- March 19, 2018 all TK – 5th grade Markham Elementary School students began learning about the source of water and the benefits of drinking water through Wally the Droplet Booklet during their weekly enrichment lessons. Also adapted the San Francisco Water Curriculum for the upper grades. (352 students) Conducted weekly lessons for the months of March and April 2018

- April 25, 2018, Distributed water fact sheets in English and Spanish to students and reviewed content before the students took their fact sheets home to show their parents/guardians. (352 homes) Each student received a water promotion sticker to wear.

- April 25, 2018 Distributed facts sheets to the teachers along with suggestions for sharing benefits of water with their students. Also provided copies to the instructional support staff. (20 staff members)

- April 30, 2018, Held Markham Drink Water Logo competition. The competition was open to all 352 students. Prior to making their designs, the students observed a PowerPoint Presentation on the purpose of a Logo and the difference between logos and posters to prepare them for the competition. I also distributed a flyer with the same information and water facts. The top three students received gift certificates from Michael’s Arts and Crafts store.

- May 4, 2018 water bottles for the school were ordered with the first-place logo, key water facts written by the student designer, and the name Markham Elementary printed on each bottle.

- June 4, 2018 Water bottles arrived. A group of eight 2nd grad students assembled and distributed the water bottles to each class. As they visited the classrooms to pass out the bottles. They spoke to the class in English and Spanish about who designed the bottles, why the students were receiving them and why it is important to drink water daily. (352 students, 40 parents)

- June 7, 2018 Spa Water tasting of iced water infused with fresh orange slices. A group of 4th grade students organized the Spa Water tasting. Two students were the runners. They collected the classes (1/2 a class at a time). The students first explained to the class the purpose of the Spa Water tasting and that they would go to Ms. Cooke’s room in two groups. The Runners accompanied the students back to my class. The Greeter welcomed the students and showed them their seat. The Announcer explained why water is important. The organizers distributed the water cups and I Tried It! Stickers. The students then switched roles for the next half of the class. The Runners had the class to line up and accompanied them back to their room and picked up the second half of students. (100 students 4 adults)
STEVEN VALADEZ’S CLASS WON THE SPA WATER CONTEST
ONE OF THE WINNING STICKER DESIGNS FOR THE WATER BOTTLES

ENCOMPASS ACADEMY HYDRATION MOVEMENT
STARTED BY STEVEN VALADEZ,
ONE OF OUR STAR CHAMPIONS

Water-Berry-Mary
School Site
EnCompass Academy
Collaborators
Mr. Valadez’s Kindergarten Class
Ingredients
Watermelon
Strawberry
Rosemary
SYSTEMATIC APPROACHES

Two replicable models emerged from DWAPP work. EBMUD shared their systematic approach on doing district-wide testing of water and addressing media. Another model that evolved was from our outreach to schools to recruit champions. Connecting with the district’s wellness director or coordinator was the best way to get school teachers on board to do water promotion. The school teachers were motivated and championed the efforts to encourage students to drink more tap water through several fun activities.

BANPAC’s success relied on professional and school relationships.

DWAPP Models
EVALUATION

Independent evaluation of the project was conducted by Lisa Craypo and Liz Schwarte of Ad Lucem Consulting. They conducted 2 separate focus groups with the BANPAC Leadership and the DWAPP Water Committee, and interviewed DWAPP chair and coordinator. The goal was to better understand the impact and challenges of DWAPP and seek future recommendations. A 4-page brief was prepared and is being professionally designed for dissemination purposes.

NEXT STEPS

BANPAC can build on the lessons learned from DWAPP and apply the systematic approaches/ models and resources state-wide to create a bigger impact. The DWAPP fact sheet is already being approved by the State’s Rethink Your Drink team. The DWAPP resources can be pursued in the future as well.

Application of replicable models will help build new partnerships and momentum for the water promotion work. This will also strengthen support for BANPAC at different tiers of the community for any future collective efforts for the 2020 state soda tax/ ballot measure.
END OF REPORT