

### Final Performance Evaluation

*This form contains information essential for administrative closeout of Ecology grants and loans. The financial manager must coordinate completion of this form and forward it to the fiscal office within twenty-six (26) weeks of grant or loan expiration. Other closeout steps required by the specific grant/loan program may be attached to this form. Refer to the program guidelines and the Administrative Requirements for instructions concerning property disposition and closeout procedures.*

#### Part 1: Identifying Information

Grant No: G1000507	Recipient: City of Seattle
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Project Name: Grant of Regional or Statewide Significance, Puget Sound Science Connections

Effective Date: 12/01/09	Expiration Date: 6/30/11	Date of Final Payment: 07/29/11	Date of Final Report: 07/17/11
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**Funding Source: Local Toxics Control Account**

Previously Approved Costs per Project Budget		Actual Costs Including Final Billing	
<input checked="" type="checkbox"/> Original Agreement <input type="checkbox"/> Amendment No.			
		Final Project Cost	\$95,740
Total Project Cost	\$95,740	Final Eligible Costs	\$95,740
Total Eligible Costs	\$95,740	Final Grant Amount	\$95,740
Maximum Eligible Costs	\$95,740	Amount Paid to Date	\$95,740
Fund Share (%)	100 percent	Amount Deobligated	\$0
Maximum Total Fund Amount	\$95,740	Amount Due to Recipient	\$0

#### Part 2: Property Management

Was any property with an acquisition cost of at least \$5,000 (this includes real property, equipment, and surplus supplies) purchased with grant funds? Yes No

If yes, is the recipient to be permitted to keep ALL such property without further compensation to Ecology?  
Yes No

If not, complete the following.

1. Total acquisition cost of property:	2. Total acquisition cost of property to be retained by recipient without further compensation to Ecology:	3. Total compensation due Ecology from sale proceeds or due to recipient retention of property:	4. Amount due recipient upon transfer of property to Ecology or other entity:
\$	\$	\$	\$

**Box 1 should equal the sum of boxes 2, 3, and 4.**

Additional comments on property disposition:

#### Part 3: Performance Evaluation

*(Attach additional sheets if necessary)*

### **Water Quality Problem:**

Addressing stormwater pollution in Puget Sound will require multiple strategies due to the complexity of the problem. Many believe that the most cost-effective means of pollution control is preventing pollution from occurring in the first place.

### **Purpose of Project:**

The intent of the Puget Sound Science Connections project was to create curriculum extensions that would improve student and public understanding of stormwater pollution and help build knowledge of what individuals can do to help solve this problem.

The activities were developed to work with existing science curriculum and state learning standards so they could be mainstreamed into K-12 classrooms and reach a large general public audience.

### **Project Results: Describe the overall outcomes for the project along with the specific outcomes in the listed categories below.**

The project reached almost 2,800 students in the three partner cities (Seattle, Tacoma, and Everett), along with other cities that asked to join the effort. Many students participated in more than one project activity, which helped to reinforce the stormwater pollution prevention messages. Most students who viewed the video said they would take action to help Puget Sound. Sixty nine percent indicated what specific action they would take. A total of 73 classrooms watched the video. Students in 40 classrooms completed the home extension interview, exposing about 1000 adults to information about stormwater and Puget Sound. Even more adults were reached through community service / service learning activities completed by 42 classrooms. Thirty eight different classrooms participated in field explorations. A total of 57 different schools participated in one program element.

In addition, the activities address Washington State Science Essential Academic Learning Requirements (EALR), Washington K-12 Integrated Environmental & Sustainability Education Learning Standards (ESE) and Washington Department of Fish and Wildlife's Salmon in the Classroom program.

<b>Pilot target levels and actual classroom programs and outreach by each partner</b>						
	Target video & home ext. pilots	Actual	Target level service pilots	Actual	Target level outdoor pilots	Actual
Seattle	25	42	25	38	20	38
Everett		14		14	10	14
Tacoma		17		13		NA
<b>TOTAL</b>		<b>73</b>		<b>73</b>		<b>52</b>

### Performance Items and Deliverables:

Key performance items and deliverables for the Puget Sound Science Connections Project include:

- Establishment of a unique new partnership of municipalities and school districts in the urban I-5 corridor of Puget Sound, including representatives from Everett, Seattle and Tacoma. Representatives from Snohomish County, King County, Seattle Parks, the Puget Sound Partnership and the Department of Ecology, along with additional staff from Seattle Parks and SPU, provided external feedback and review.
- Development of activities to address Washington State Science Essential Academic Learning

Requirements (EALR), Washington K-12 Integrated Environmental & Sustainability Education Learning Standards (ESE) and Washington Department of Fish and Wildlife’s Salmon in the Classroom program.

- Preparation of five teaching guides to facilitate teacher preparation: one for the video and home extension, two for outdoor activities and two for community service activities. Each includes a concise background on Puget Sound stormwater, and suggestions extensions. The *Lost and (Puget) Sound* activities disc includes the activities, assessment tools, helpful graphics and more.
- Production of a 26-minute cinematic feature video titled “Lost and Sound—How We Followed the Rain and Found Our Voice.” The locally shot and produced video follows three teens that lose a key down a storm drain. In their search for the key they learn about stormwater pollution and discover they can do something about it. Educators showed the video as part of a 45-55-minute classroom presentation laid out in the *Lost and (Puget) Sound Teaching Guide*. The presentation included a guided discussion, an in-class worksheet, and introduction of the home interview extension (to be completed as homework and collected by the teacher).
- Production of three PSAs highlighting key messages from the video. These add-on items will be made available to Puget Sound jurisdictions and will be shown in movie theatres in Seattle over the Summer.

Additional Comments:

SPU’s Project Manager, Beth Miller, providing the following additional input through her final closeout report: *“The project’s success was a direct result of the partnership between stormwater educators and school district staff. The partners brought different expertise and knowledge to the table, both of which proved valuable in creating the products. School district science staff know what teachers need and were able to target the activities where they would be used. The result is that the activities work for busy teachers and help them to meet state requirements.”*

This project was warmly received by teachers and students throughout the region. Perhaps the greatest indication of this is described in the following table, which summarizes teacher responses to an online survey:

<b>If you were provided teaching materials for each of the elements, would you use them?</b>				
	Not interested	Only if a presenter came to teach it	Yes, if I had some training	I would teach it on my own
a. Field trip activities	0	0	1	4
b. <i>Lost and (Puget) Sound</i> video presentation	0	0	1	5
c. Home extension interview activity	0	0	1	5
d. Storm drain stenciling	1	0	1	4
e. Stormwater posters activity	0	2	2	2

**Document Distribution**

FILE

Title: Grants of Regional or Statewide Significance- Puget Sound Science Connections

Type:  Final Report       Plan       Other

Location: 300 Desmond Dr., Lacey, WA 98501

1. I certify that the project scope of work has been completed to the satisfaction of Ecology, and I authorize final payment as follows:

- All payments have been released. Officially close out project.
- An audit is being requested.

Reason for audit:

2. The project has not been satisfactorily completed, and \$[amount] is to be deducted from the final payment.

Reason for dissatisfaction:

**Part 5: Program Signatures**

Financial Manager: \_\_\_\_\_ Date: \_\_\_\_\_

Program Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 6: Fiscal Office Processing**

*Place copy with the grant file.*

*Updated: 3/17/2010*