

# Drinking Water Promotion Project (DWAPP)

## FINAL REPORT

*Sonali Suratkar, MHS  
Consultant for BANPAC  
Sep 2017 - June 2018*



**Report prepared by:**

Sonali Suratkar, MHS

Consultant for BANPAC's DWAPP

[ssuratkar@gmail.com](mailto:ssuratkar@gmail.com)

650-285-7939

**Photos provided by:**

Tracy Dordell

Steven Valadez

Kate Gallagher

Joseph Blasher

Corigan Malloy

Elizabeth Cooke

Holly Welch

Naomi Chapman

Amelia Dotzenrod

Al Rosell

**Materials compiled or developed by:**

BANPAC's DWAPP Water Committee

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# OVERVIEW

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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

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**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.

<b>OAKLAND UNIFIED SCHOOL DISTRICT (OUSD), ALAMEDA COUNTY</b>	<b>SAN FRANCISCO UNIFIED DISTRICT (SFUSD), SAN FRANCISCO COUNTY</b>	<b>REDWOOD CITY SCHOOL DISTRICT (RCSd), SAN MATEO COUNTY</b>
<p>New Highland Academy – Tracy Dordell</p> <p>Markham Elementary – Elizabeth Cooke</p> <p>Encompass Academy – Steven Valadez</p> <p>Castlemont High – Joseph Blasher</p> <p>RISE Community School – Kate Gallagher</p> <p>Melrose Elementary – Holly Welch</p> <p>MLK and LaFayette Elementary – Corigan Malloy</p>	<p>Gordon J. Lau Elementary – Naomi Chapman</p> <p>Sheridan Elementary – Amelia Dotzenrod</p>	<p>Hawes Elementary – Principal Al Rosell</p> <div data-bbox="940 898 1403 1417" data-label="Image"> </div> <p data-bbox="943 1430 1403 1528"> <b>Tracy Dordell, one of the star champions</b> </p>

# 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

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**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.

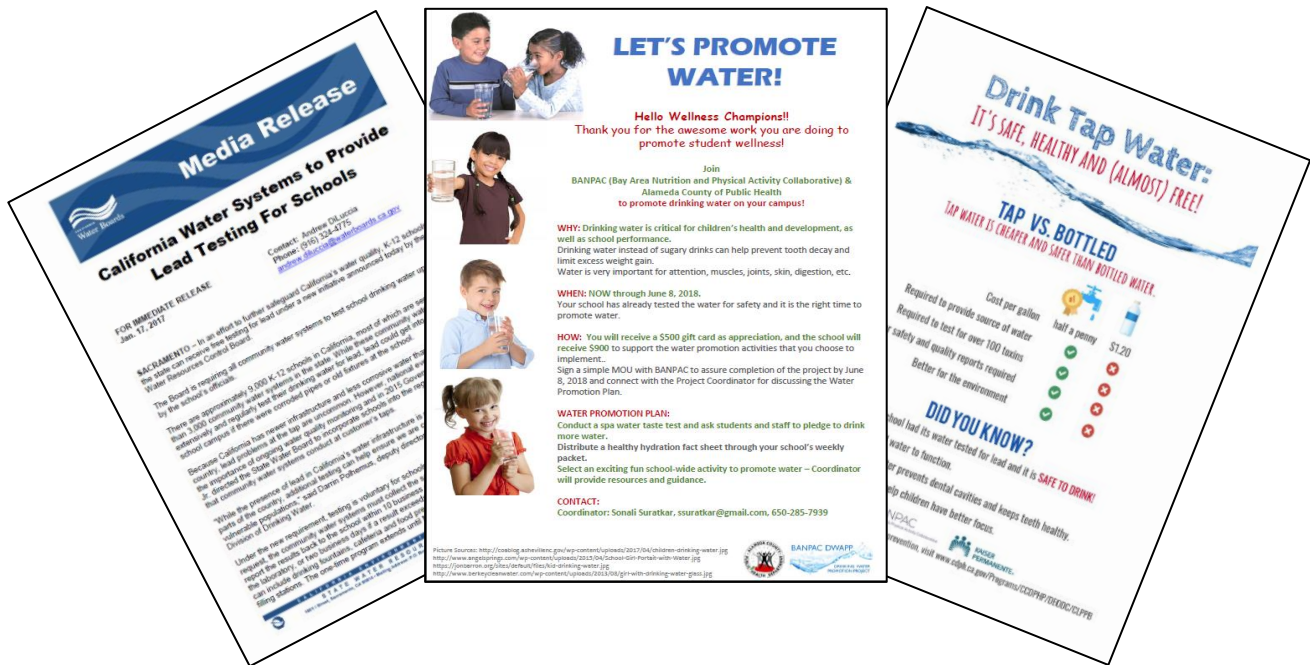
**BUDGETING FOR AN ATTRACTIVE INCENTIVE** for the champions is a good way to increase reach and duly compensate the school teachers who take on tasks beyond their regular duties.

**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

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## **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
  - with EBMUD to conduct district-wide testing of tap water
  - 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**

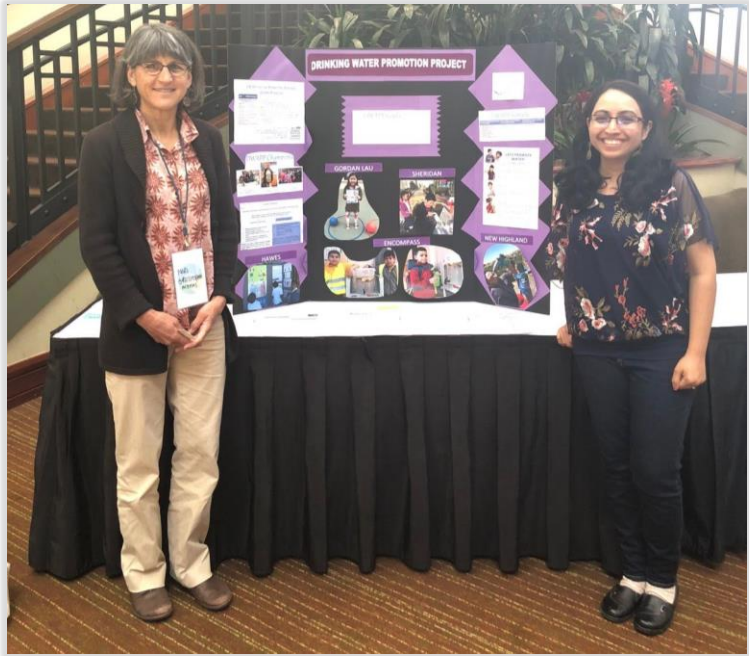
- ✓ Resources developed and compiled:
  - Development of a fact sheet that integrated information on water access and communication about the safety and benefits of consumption of tap water on campus in 3 different languages (English, Spanish and Chinese). This factsheet is being pursued with the State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

# DISSEMINATION OF FINDINGS



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.



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

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## 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).

<p><b>\$9.5 million for DACs</b> <b>Priority period for Small DACs</b> Sep 2017 – June 2018 <b>Criteria for DAC eligibility based exclusively on Mean Household Income</b> 25K- 100K per school RCAC will provide TA for eligibility and grant application</p>	 <p><b>DRINKING WATER for schools GRANT PROGRAM</b></p>
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## 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 >=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.

County	District	Geography	MHI Estima	Margin of Err	Geo ID	Geography
Butte	Feather Falls Union Elementary	Feather Falls Union Elementary School District, CA	21,563	+/-16,727	95000US0613710	Feather Falls Union Element
Butte	Bangor Union Elementary	Bangor Union Elementary School District, CA	41,205	+/-8,175	95000US0603780	Bangor Union Elementary Sc
Butte	Pioneer Union Elementary	Pioneer Union Elementary School District (Butte Co)	38,274	+/-4,734	95000US0603050	Pioneer Union Elementary Sc
Butte	Golden Feather Union Elementary	Golden Feather Union Elementary School District, C	37,526	+/-6,449	95000US0615480	Golden Feather Union Elementary
Butte	Palermo Union Elementary	Palermo Union Elementary School District, CA	38,873	+/-6,666	95000US0629540	Palermo Union Elementary S
		ol District, CA	41,750	+/-4,544	97000US0600051	Gridley Unified School Distri
		ementary School District, CA	31,522	+/-1,995	95000US0603180	Thermalito Union Elementar
		ary School District, CA	42,389	+/-2,754	95000US0629100	Orville City Elementary Sch
		ool District, CA	43,708	+/-2,717	97000US0629820	Paradise Unified School Dist
		chool District, CA	38,247	+/-1,652	96000US0629130	Orville Union High School C
		l District, CA	46,154	+/-2,081	97000US0608370	Chico Unified School District

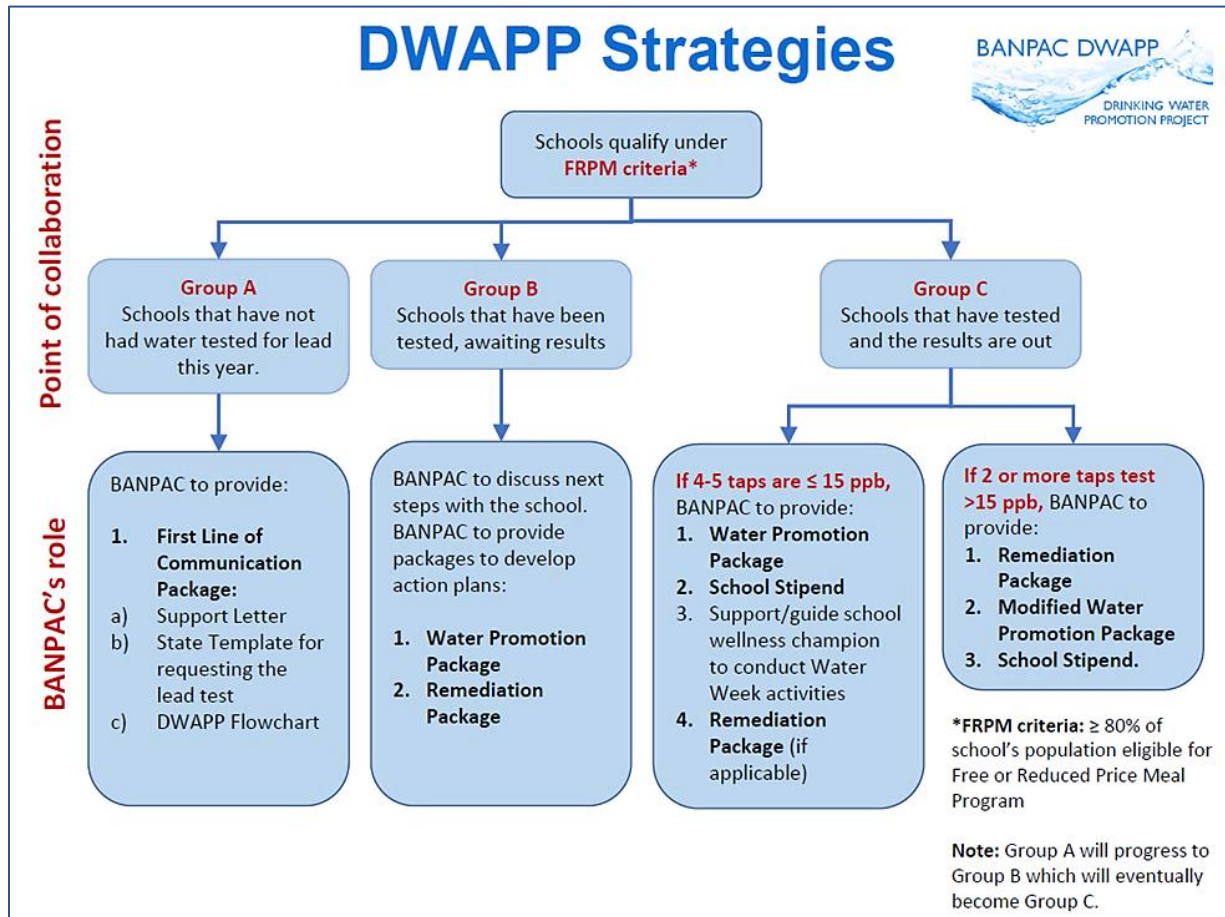
  

Academic Year	County Code	District Code	School Code	County Name	Educational Option Type	NSLP Provision Status	Charter School (Y/N)	Charter Funding Type	IRC	Low Grade	High Grade	Enrollment (K-12)	Free Meal Count (K-12)	Percent (%) Eligible Free (K-12)	FRPM Count (K-12)	Percent (%) Eligible FRPM (K-12)	Enrollment (Ages 5-17)	Free Meal Count (Ages 5-17)	Percent (%) Eligible Free (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)	2016-17 CALPADS Fall 1 Certification Status	
2016-2017	01	10017	0130401	Alameda	Juvenile Court School	Provision 2	No	1707	Directly funded	N	K	12	99	100.0%	99	100.0%	98	98	100.0%	98	100.0%	Y	
2016-2017	01	10017	0131581	Alameda	Traditional	Provision 2	No	1454	Directly funded	Y	K	8	149	120	80.5%	142	95.3%	149	120	80.5%	142	95.3%	Y
2016-2017	01	10017	0020200	Alameda	Traditional	Provision 2	No	1454	Directly funded	Y	K	8	462	320	69.3%	387	83.8%	449	310	69.0%	377	84.0%	Y
2016-2017	01	10017	0130419	Alameda	County Community School	Provision 2	No	0398	Directly funded	N	K	12	242	183	75.6%	197	81.4%	189	141	74.6%	151	79.9%	Y
2016-2017	01	01119	0150025	Alameda	Traditional	Provision 2	No	0398	Directly funded	Y	9	12	171	152	88.9%	166	97.1%	144	128	88.9%	140	97.2%	Y
2016-2017	01	01169	0131755	Alameda	State Special School	Provision 2	No	0398	Directly funded	N	1	Adult	39	39	100.0%	39	100.0%	34	34	100.0%	34	100.0%	Y
2016-2017	01	01617	0131783	Alameda	State Special School	Provision 2	No	0398	Directly funded	N	P	12	380	357	93.9%	357	93.9%	307	285	92.8%	285	92.8%	Y
2016-2017	01	01192	0104556	Alameda	Traditional	Provision 2	No	0398	Directly funded	N	K	5	735	576	78.4%	647	88.0%	735	576	78.4%	647	88.0%	Y
2016-2017	01	01192	0000988	Alameda	Traditional	Provision 2	No	0398	Directly funded	N	K	6	556	424	76.3%	472	84.9%	544	414	76.1%	461	84.7%	Y
2016-2017	01	01192	0000913	Alameda	Traditional	Provision 2	No	0398	Directly funded	N	K	6	788	565	71.7%	644	81.7%	775	557	71.9%	634	81.8%	Y
2016-2017	01	01192	0056949	Alameda	Traditional	Provision 2	No	0398	Directly funded	N	7	8	567	390	68.8%	463	81.7%	567	390	68.8%	463	81.7%	Y
2016-2017	01	01192	0001044	Alameda	Traditional	Provision 2	No	0398	Directly funded	N	K	5	708	491	69.4%	568	80.2%	695	482	69.3%	559	80.3%	Y
2016-2017	01	01200	0001317	Alameda	Traditional	Provision 2	No	0398	Directly funded	N	K	5	410	301	73.4%	333	81.2%	394	294	74.6%	325	82.5%	Y
2016-2017	01	01259	0106906	Alameda	Traditional	Provision 2	Yes	0661	Directly funded	Y	6	12	294	293	99.7%	293	99.7%	291	290	99.7%	290	99.7%	Y
2016-2017	01	01259	0115626	Alameda	Traditional	Provision 2	No	0661	Directly funded	N	K	5	179	169	94.4%	175	97.8%	179	169	94.4%	175	97.8%	Y
2016-2017	01	01259	0115584	Alameda	Traditional	Provision 2	No	0661	Directly funded	N	K	5	451	412	91.4%	440	97.6%	441	405	91.8%	432	98.0%	Y
2016-2017	01	01259	0115386	Alameda	Traditional	Provision 2	Yes	0948	Directly funded	Y	9	Adult	76	74	97.4%	74	97.4%	4	4	100.0%	4	100.0%	Y
2016-2017	01	01259	0115667	Alameda	Alternative School of Choice	Provision 2	No	0948	Directly funded	N	9	12	360	330	91.7%	348	96.7%	261	238	91.2%	251	96.2%	Y
2016-2017	01	01259	0115576	Alameda	Traditional	Provision 2	No	0948	Directly funded	N	K	5	296	273	92.2%	285	96.3%	293	272	92.8%	263	96.6%	Y
2016-2017	01	01259	0115204	Alameda	Traditional	Provision 2	No	0948	Directly funded	N	K	5	388	358	92.3%	372	95.9%	383	354	92.4%	358	96.1%	Y
2016-2017	01	01259	0002059	Alameda	Traditional	Provision 2	No	0948	Directly funded	N	K	5	363	332	91.5%	348	95.9%	354	323	91.2%	339	95.5%	Y
2016-2017	01	01259	0129403	Alameda	Traditional	Provision 2	Yes	1632	Directly funded	Y	6	8	433	368	85.0%	414	95.6%	433	368	85.0%	414	95.6%	Y
2016-2017	01	01259	0001978	Alameda	Traditional	Provision 2	No	1632	Directly funded	N	K	5	158	146	92.4%	151	95.6%	154	142	92.2%	147	95.5%	Y
2016-2017	01	01259	0120188	Alameda	Traditional	Provision 2	Yes	1115	Directly funded	Y	K	8	216	183	84.7%	205	95.4%	213	180	84.5%	203	95.3%	Y
2016-2017	01	01259	0110282	Alameda	Traditional	Provision 2	No	1115	Directly funded	N	K	5	259	240	92.7%	247	95.4%	257	238	92.6%	245	95.3%	Y
2016-2017	01	01259	0115500	Alameda	Traditional	Provision 2	No	1115	Directly funded	N	K	5	362	334	92.3%	345	95.3%	351	333	92.2%	344	95.2%	Y
2016-2017	01	01259	0002182	Alameda	Traditional	Provision 2	No	1115	Directly funded	N	K	5	290	267	92.1%	276	95.2%	285	263	92.0%	272	95.1%	Y
2016-2017	01	01259	0111660	Alameda	Traditional	Provision 2	Yes	0014	Directly funded	Y	6	8	201	182	90.5%	191	95.0%	201	182	90.5%	191	95.0%	Y
2016-2017	01	01259	0100123	Alameda	Traditional	Provision 2	Yes	0499	Directly funded	Y	K	8	115	109	94.8%	109	94.8%	115	109	94.8%	109	94.8%	Y
2016-2017	01	01259	0002075	Alameda	Traditional	Provision 2	No	0499	Directly funded	N	K	5	436	391	89.7%	413	94.7%	428	385	90.0%	405	94.9%	Y
2016-2017	01	01259	0118957	Alameda	Traditional	Provision 2	No	0499	Directly funded	N	6	8	370	322	87.0%	350	94.6%	370	322	87.0%	350	94.6%	Y
2016-2017	01	01259	0117568	Alameda	Traditional	Provision 2	Yes	0252	Directly funded	Y	K	5	402	309	76.9%	380	94.6%	394	302	76.6%	373	94.7%	Y
2016-2017	01	01259	0112197	Alameda	Traditional	Provision 2	No	0252	Directly funded	N	6	12	475	392	82.5%	447	94.1%	462	382	82.7%	435	94.4%	Y
2016-2017	01	01259	0002003	Alameda	Traditional	Provision 2	No	0252	Directly funded	N	6	8	464	394	84.9%	447	94.4%	462	393	85.3%	435	94.4%	Y

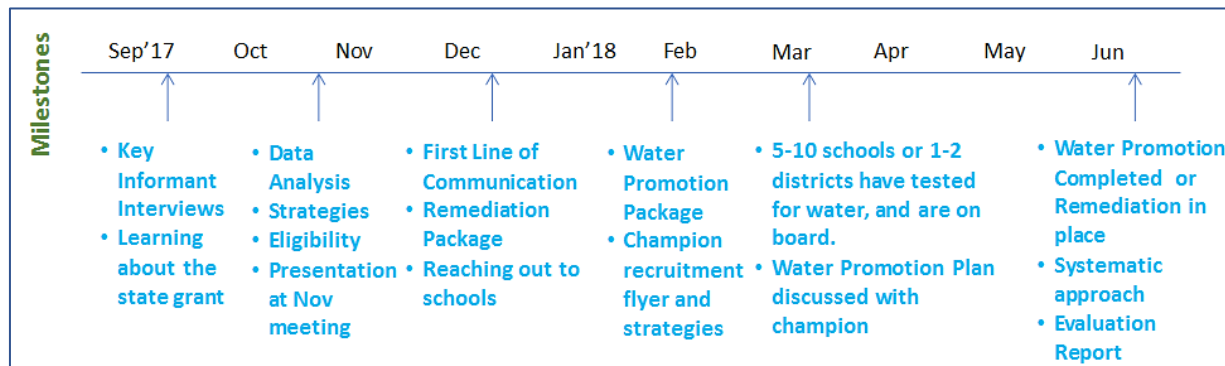
# IMPLEMENTATION

## STRATEGIES

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



## TIMELINE





# 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.

Date

Superintendent Name / Principal Name  
School District / School  
Address



Dear Mr./Ms. ....

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. BANPAC, the Bay Area Nutrition and Physical Activity Collaborative, is here to offer you extra help to take advantage of this time-limited program.

**The program.** This year, the State of California started a free and voluntary program to test tap water for lead exposure in all CA schools. Schools must request testing from their local utility. The free testing period is until Nov 1, 2019.

**Why you should take advantage of this offer.** Kids who stay hydrated with plain water get a triple benefit: 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 BANPAC 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

- **Remediation 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, remediation toolkits, to guide your next steps.
- **Water Promotion Package**, in case all taps have lead levels at or below 15 ppb. It will contain toolkit for water promotion activities, water curricula, 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!

On behalf of the BANPAC Drinking Water Promotion Project (DWAPP),

Sonali Suratkar, MHS  
DWAPP Project Consultant  
[ssuratkar@gmail.com](mailto:ssuratkar@gmail.com)

## SWRCB Template for School to request testing

[School Name] or [School District]

[School District] to request lead sampling for our school c[Water System Name]. I would like to request [Public op a lead sampling plan and collect lead sample(s) at chools].

ngs:

[Person Name] or [Person District] must submit a written request to [Public Water System Name] and [Public Water System Name] has to meet and collect lead samples for [School Name] or [School District] within 90 days or provide a lead sampling schedule to the Local Division of Drinking Water District Office or Local Primacy Agency (LPA) Office if the lead sampling will take more than 90 days.

[Public Water System Name] will assist and provide a one-time lead sampling (up to five locations) without charge to [School Name] or [School District].

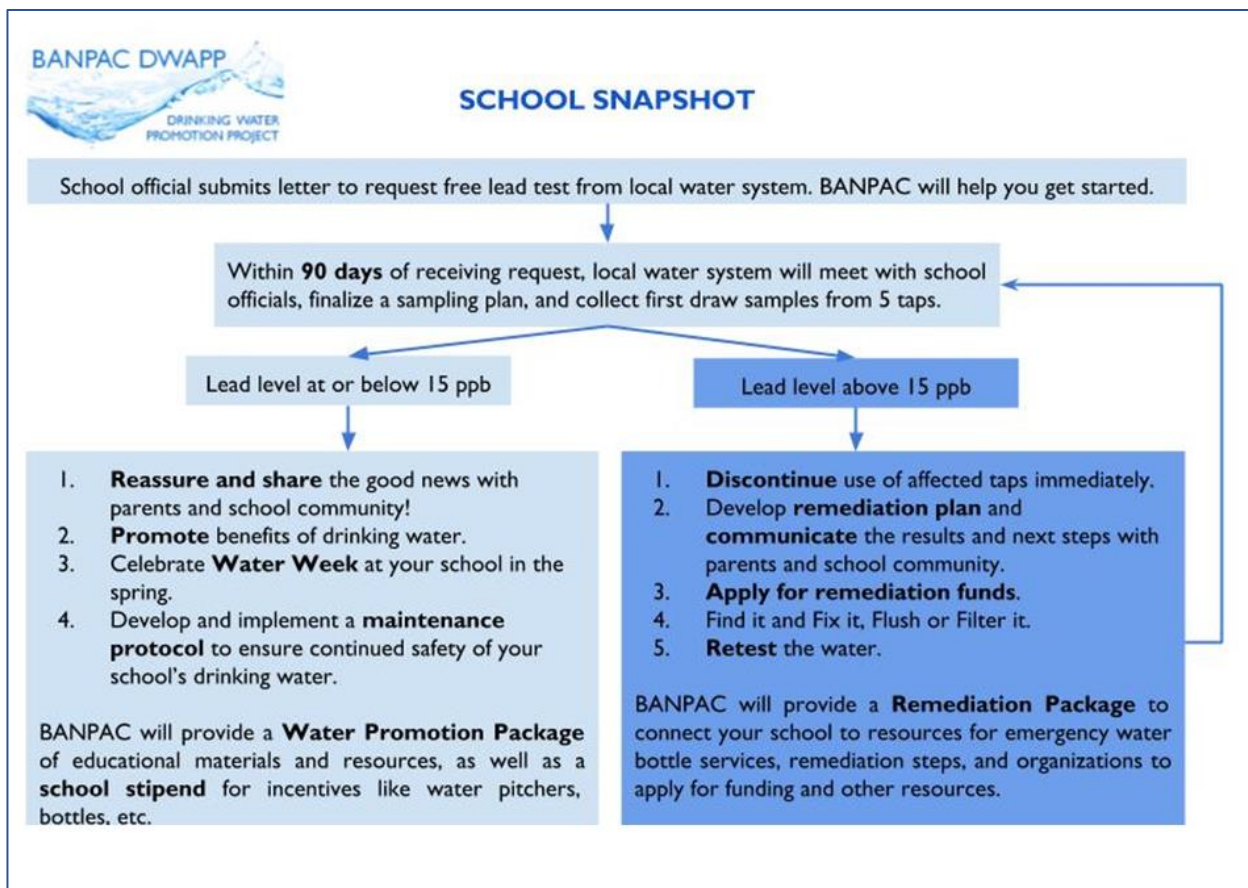
[Public Water System Name] will send the sample(s) to a laboratory certified by Environmental Laboratory Accreditation Program (ELAP) for lead analysis, and require the laboratory to submit the results to the State Water Resources Control Board (SWRCB) electronically. Also, [Public Water System Name] will provide the results to [School Name] or [School District].

[Public Water System Name] will discuss and provide assistance to the [School Name] or [School District] with interpretation of the samples and repeat sampling of any samples that exceed the lead action level of 15 parts per billion (ppb).

[Public Water System Name] is not responsible for any corrective action(s) in the event of lead sampling results above 15 ppb.

It is the responsibility of the [School Name] or [School District] to share the sampling results including but not limited to its School Board, School District, parents and students and/or other stakeholders. [Public Water System Name] cannot release the lead sampling data for 60 days following the receipt of the initial sampling results unless [Public Water System Name] receives a Public Records Act (PRA) for the specific results.

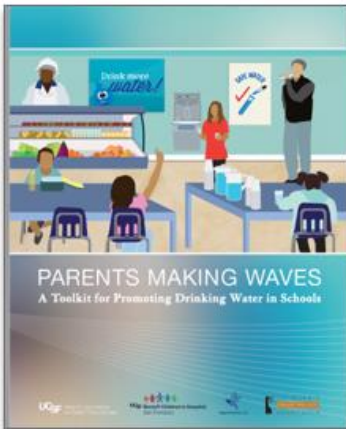
Continued on Page 2



**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.

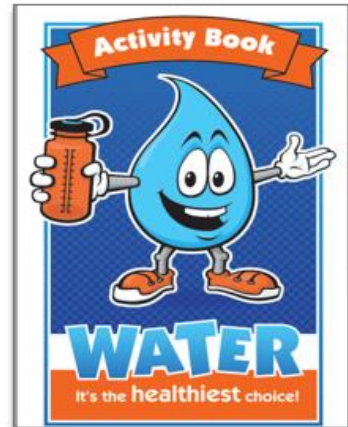
**WATER WORKS**  
This 72-page guide includes water promotion ideas as well as details remediation steps, compares different water delivery options with pricing (2014), team and partnership building and future funding options.

**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.

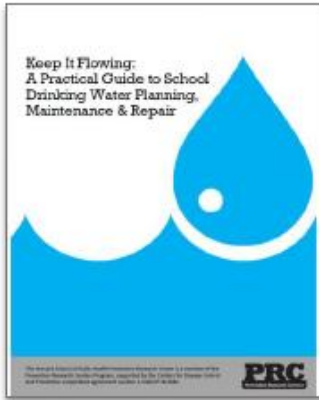
**POSTERS, FLYERS, ETC.**  
A few sample poster, flyers, brochures, other resources, etc.

**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

# REMEDIATION PACKAGE OVERVIEW



## 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.

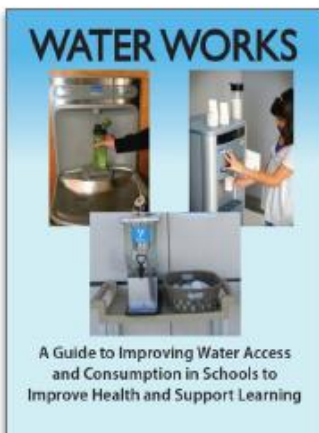
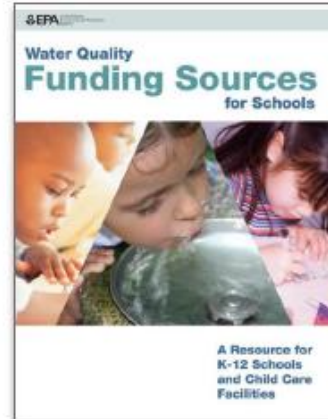


## WATER QUALITY FUNDING SOURCES

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.

		
Cost per gallon	half a penny	\$1.20
Required to provide source of water	✓	✗
Required to test for over 100 toxins	✓	✗
Regular safety and quality reports required	✓	✗
Better for the environment	✓	✗

### 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.cdph.ca.gov/Programs/CCDC/PHP/DEODC/CLPPB](http://www.cdph.ca.gov/Programs/CCDC/PHP/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.

	 <b>Medio centavo</b>	 <b>\$1.20</b>
Costo por galón	Medio centavo	\$1.20
Requerido proporcionar la fuente del agua	✓	✗
Requerido para probar más de 100 toxinas	✓	✗
Se requieren informes regulares de seguridad y calidad	✓	✗
Mejor para el medio ambiente	✓	✗

### ¿SABÍA QUÉ?

- 💧 ¡En la escuela de su hijo se 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 las caries dentales y mantiene los dientes sanos.
- 💧 El agua potable puede ayudar a los niños a enfocarse mejor.



Para obtener más información sobre la prevención del plomo en niños, visite:  
[www.cdph.ca.gov/Programs/CCDC/DEOD/CLPPB](http://www.cdph.ca.gov/Programs/CCDC/DEOD/CLPPB)

# 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

	 <b>半毛錢</b>	 <b>\$1.20</b>
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有進行鉛測試，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鉛中毒，請瀏覽 [www.cdph.ca.gov/Programs/CCDC/DEOD/CLPPB](http://www.cdph.ca.gov/Programs/CCDC/DEOD/CLPPB)



**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 periodical testing and **MAINTAINING HYGIENE** around frequently used faucets.

- Page 8, Pages 26-28 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.

**LET'S PROMOTE WATER!**

**Hello Wellness Champions!!**  
Thank you for the awesome work you are doing to promote student wellness!

Join  
BANPAC (Bay Area Nutrition and Physical Activity Collaborative) &  
Alameda County of Public Health  
to promote drinking water on your campus!

**WHY:** Drinking water is critical for children’s health and development, as well as school performance. Drinking water instead of sugary drinks can help prevent tooth decay and limit excess weight gain. Water is very important for attention, muscles, joints, skin, digestion, etc.



**WHEN:** NOW through June 8, 2018.  
Your school has already tested the water for safety and it is the right time to promote water.

**HOW:** You will receive a \$500 gift card as appreciation, and the school will receive \$900 to support the water promotion activities that you choose to implement.  
Sign a simple MOU with BANPAC to assure completion of the project by June 8, 2018 and connect with the Project Coordinator for discussing the Water Promotion Plan.

**WATER PROMOTION PLAN:**  
Conduct a spa water taste test and ask students and staff to pledge to drink more water.  
Distribute a healthy hydration fact sheet through your school’s weekly packet.  
Select an exciting fun school-wide activity to promote water – Coordinator will provide resources and guidance.


**CONTACT:**  
Coordinator: Sonali Suratkar, [ssuratkar@gmail.com](mailto:ssuratkar@gmail.com), 650-285-7939

Picture Sources: <http://coablog.ashvillenc.gov/wp-content/uploads/2017/04/children-drinking-water.jpg>  
<http://www.angelsprings.com/wp-content/uploads/2015/04/School-Girl-Portrait-with-Water.jpg>  
<https://jonbarron.org/sites/default/files/kid-drinking-water.jpg>  
<http://www.berkeleycleanwater.com/wp-content/uploads/2013/08/girl-with-drinking-water-glass.jpg>

**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.



## SCHOOL WATER PROMOTION PLAN

School Name:.....	Date of Meeting:.....
School Address:.....	Time:.....
District Name:.....	Location:.....
School Champion:.....	Attendees:.....
Title:.....	

**REFERENCE**  
 All resources (factsheets, 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**

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

School Water Promotion Plan
Page 1 of 3

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.




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

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**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:

<p>Sonali Suratkar  <i>Consultant for DWAPP</i>            BANPAC            650-285-7939            ssuratkar@gmail.com</p>	<p><b>Name of School Official</b>  <i>Title</i>  <i>Name of School</i>  <i>Phone</i>  <i>Email</i></p>
--	--

<p>Agreement approved by:            Nori Grossmann  <i>DWAPP Lead</i>            BANPAC            nori.grossmann@acgov.org            Signature:.....            Date:.....</p>	<p><b>Name of School Official</b>  <i>Title</i>  <i>Name of School</i>  <i>Email</i>            Signature:.....            Date:.....</p>
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**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.

County	District	School	% FRPM eligible	Date MOU signed	Connection	Email and phone Correspondence since	Final Schedule Date	Spa water + pledge
Alameda	OUSD	Castlemont High	82.9	Feb 21	Had contacted us in 2017 out of interest for water curriculum	10-Oct-17	7-Mar	4/16-4/20

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.

## SCHOOL WATER PROMOTION PLAN

+ Exit interview (Coordinator's Copy)

School Name: .....	Date of Meeting: .....
School Address: .....	Time: .....
District Name: .....	Location: .....
School Champion: .....	Attendees: .....
Title: .....	Date of Phone (Exit) interview: .....

**REFERENCE**  
All resources (factsheets, 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 \(Pages 11-21\)](#)

Provide via email after the exit interview: [Remediation Toolkit](#)

**MANDATORY ACTIVITIES**

1. **DISTRIBUTE FACTSHEET** .....# distributed  
Distribute a healthy hydration fact sheet through your school's weekly packet.
2. **SPA / INFUSED WATER TASTE TEST & WATER PLEDGE** .....# pledged.....date  
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 (Circle ONE)**

**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.

**CHOICE 2** **ARTS COMPETITION**  
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. # participants:.....

**CHOICE 3** **DRESS UP THE WATER SOURCES**  
Invite students to decorate the most frequently used water sources with health messages, colorful decals, paints, etc. Brief Description: .....

**CHOICE 4** **TEACH WATER CURRICULUM AND DO A SUGAR SAVVY DEMO**  
Teach and engage students to drink more water through interesting facts and fun activities. Champion's Feedback:.....

**CHOICE 5** **Other (Please specify):** .....

School Water Promotion Plan

Page 1 of 4

# 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.

*“Oh my God, it is actually working - we made a difference! Of all the programs that I have done, this was the best!”*

*“When kids take ownership in the activities, they feel responsible for their actions.”*  
-Tracy Dordell

*Improve access to safe water before promoting it!*  
-Joseph Blasher

*Peer-to-peer education is important!*  
-Elizabeth Cooke

*The influence of our Hydration Movement has spread to all campus events.*  
-Steven Valadez

## 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-berry-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**

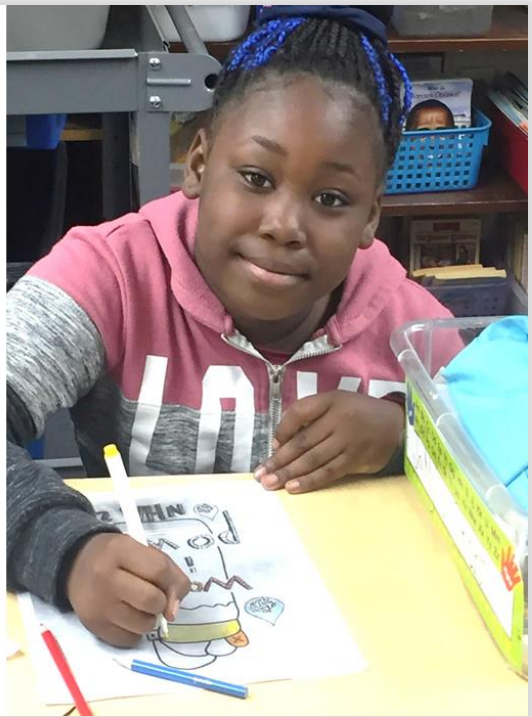
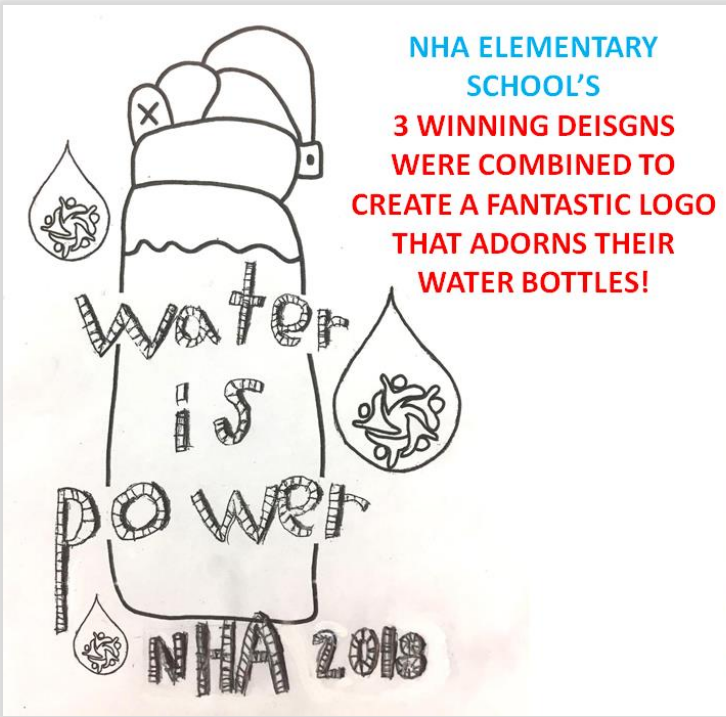


**EXHIBITION OF STUDENTS' POSTERS AT HAWES ELEMENTARY, (RCSD)**

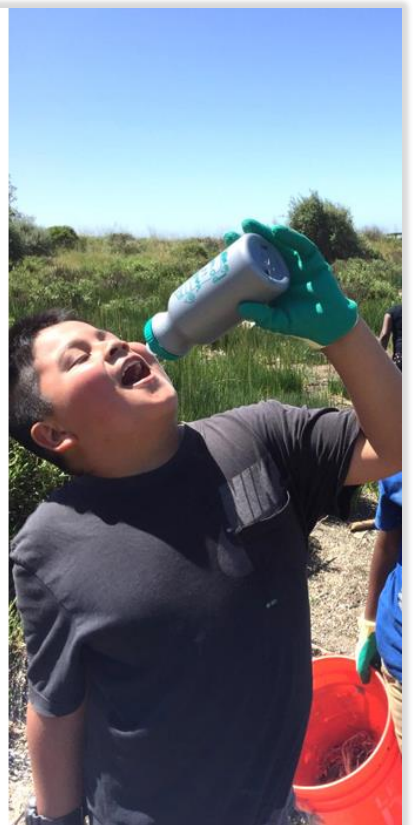


**PRINCIPAL AL ROSELL TOOK THE LEAD ON WATER PROMOTION FOR HIS SCHOOL.**

**WATER ASSEMBLY AT HAWES ELEMENTARY, (RCSD)**



**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 75% 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 HUGE 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 SCHOOLM, OUSD  
STARTED A GOFUNDME CAMPAIGN TO RAISE MONEY TO INSTALL HYDRATION STATIONS  
AT HIS SCHOOL!**



12

**\$670** of \$4,000 goal

Raised by 12 people in 10 months

**Donate Now**

Share on Facebook

Created August 2, 2017



**Joe Blasher** ✓

Education

OAKLAND, CA

Recent Donations ▾



**\$50**

Nori grossmann

2 months ago

Castlemont's Clean Water Campaign

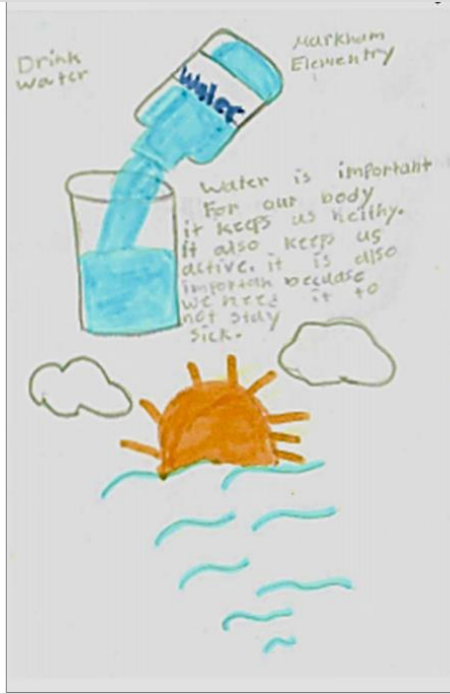
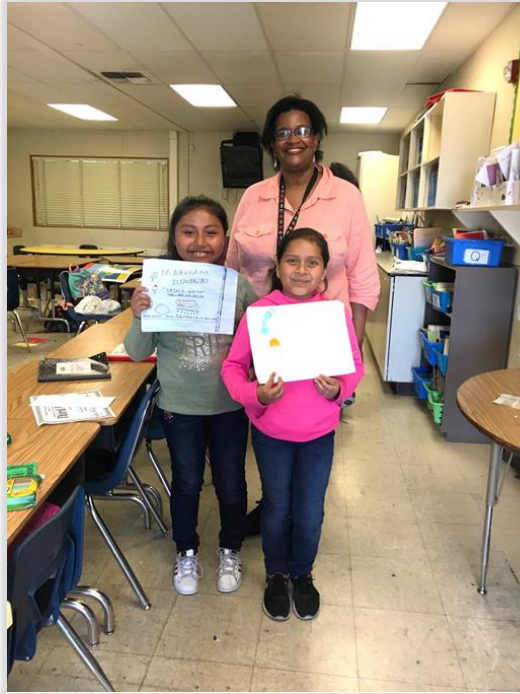
**JOSEPH BLASHER, A STAR CHAMPION  
WANTED TO IMPROVE ACCESS TO CLEAN  
WATER BEFORE PROMOTING IT  
CASTLEMONT HIGH, OUSD**



**BEFORE**



**AFTER**



**ELIZABETH  
COOKE –  
ONE OF OUR  
STAR  
CHAMPIONS**

**WITH HER  
STUDENTS  
AT MARKHAM  
ELEMENTARY,  
OUSD**

**CONTINUES TO  
PROMOTE  
WATER BEYOND  
DWAPP**

Resource/Activity	When	How
4 <sup>th</sup> /5 <sup>th</sup> Grade San Francisco Water Curriculum Lessons	March 19, 2018 One lesson each week.	<b>ACTIVITY SHEETS: LESSONS:</b> <i>Introduce water as a Water from the Well:</i> 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. <i>Water Here, Water There (adapt for Oakland Bay Area)</i> <i>Water Use Everywhere</i> <i>"Wet" Your appetite</i> <i>"Still" Waters</i> <b>GLOSSARY:</b> 5 words from the Glossary Sheet (word, picture, definition, word used in a sentence) each week.
K-3 <sup>rd</sup> Grade Wally the Droplet Activity Book	March 19, 2018	<b>Vocabulary: HYDRATION</b> 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 wear to sit. 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)**




**Water-Berry-Mary**

School Site  
EnCompass Academy

Collaborators  
Mr. Valadez's Kindergarten Class

Ingredients  
Watermelon  
Strawberry  
Rosemary



**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,**

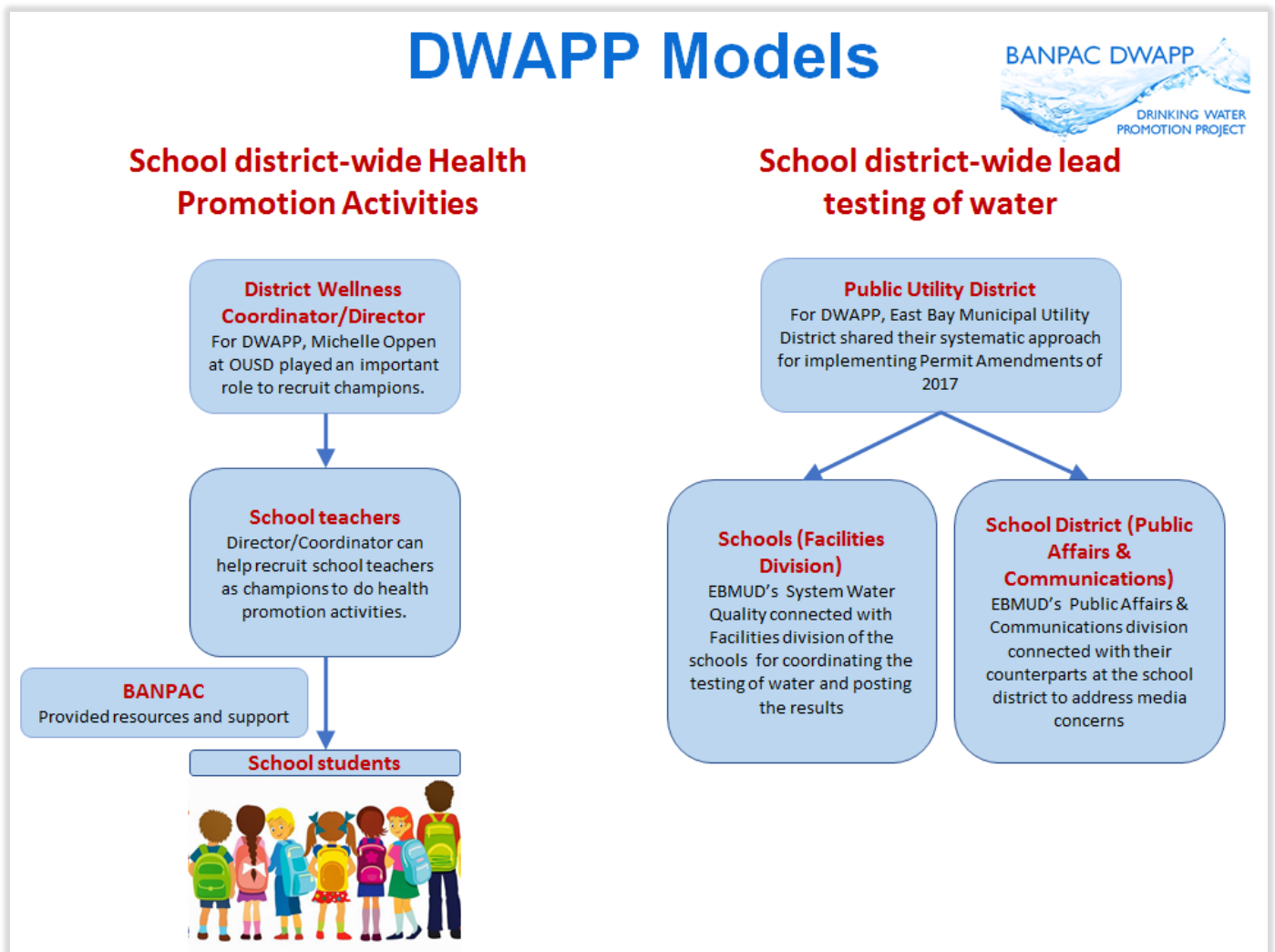
**ONE OF OUR  
STAR  
CHAMPIONS**



# 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.



# EVALUATION

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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

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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