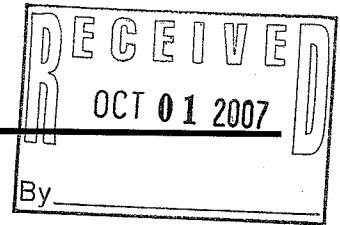




## New York – New Jersey Harbor Estuary Program



### Preparing a FINAL REPORT for the HEP Mini-grant Program

A final report on your HEP funded project must be submitted to Susy King, NEIWPCC one month after it has been completed. If you feel it will take longer than one month to evaluate your project, please note this in your report and provide evaluation follow-up as it becomes available. You will receive payment on your final invoice only when the final report has been approved. Please submit two copies of the final report along with any attachments.

✓ **CHECKLIST** – Your final report must include the following:

- Summary – include number of people reached/involved, total cost (HEP funds plus match), partnerships created, number of publications produced, etc.
- Goals Reached – assess the success of meeting each of the goals in your original proposal
- Highlights – were there any unexpected outcomes
- Problems – did you encounter any problems in carrying out your project and how did you resolve them
- Results of Evaluation – include a copy of any evaluation forms; explain methods; indicate whether your evaluation was adequate; identify follow-up (if necessary)
- Did HEP Staff participate in the project?
- Attach any photo documentation, press articles, or websites related to the project

**Send Final Report to:** Susy King  
NEIWPCC  
Boott Mills South  
116 John Street  
Lowell, MA 01852  
(978) 323-7929  
sking@neiwpc.org

***New York-New Jersey Harbor Education Program (NY/NJ Harbor Ed)***  
**(NEI Job Code 0355-002, Project Code 2006-012)**

**New York-New Jersey Harbor Estuary Program**  
**2006 Stewardship Grant**

**FINAL REPORT-** Submitted by Brooklyn Center for the Urban Environment

**Primary Partner Contacts:**

Aisha Browne, Director of Development, Brooklyn Center for the Urban Environment, 718-788-8500 ext 217, [abrowne@bcue.org](mailto:abrowne@bcue.org)

Claire Antonucci, Director of Education, New Jersey Marine Sciences Consortium (732) 872-1300 ext 22, [cantonucci@njmsc.org](mailto:cantonucci@njmsc.org)

**Program Development Contacts:**

Amanda Eyrich Daly, Director of Education, Brooklyn Center for the Urban Environment, 718-788-8500 ext 205, [adaly@bcue.org](mailto:adaly@bcue.org)

Mindy McCadden-Voss, K-12 Education Coordinator, New Jersey Marine Sciences Consortium, 732 872 1300, ext 30 [mvoss@njmsc.org](mailto:mvoss@njmsc.org)

**Summary:** The New York-New Jersey Harbor Education Program (NYNJ Harbor Ed) resulted in shared NY-NJ Harbor curriculum for New York and New Jersey's middle school students. The curriculum consists of teaching materials, an in-school presentation and guided outdoor experiences including a water-borne presentation. All products designed promote understanding and appreciation of the vitality and value of the Harbor Estuary Complex from both the ecological and human perspective. Special emphasis has been placed on balancing the needs and requirements of the area's aquatic life with human use. The curriculum, developed by both partners over the winter was implemented in May 2007 with several pilot schools from Brooklyn and New Jersey, laying the foundation for long-term program replication, curriculum dissemination, and creative NY-NJ environmental education partnerships. The ultimate goal was to promote widespread understanding of the complexities of the area including nurturing the ability to think and act in a "sustainable" manner as it pertains to our urban estuary.

- **Number of People Reached:**
  - NYC Students: Approximately 105
  - NYC Teachers & Adults: 12
  - NJ Students: Estimated: 100
  - NJ Teachers & Adults: 10
- **Total Cost:** As projected, the total cost of the program was \$20,000; \$10,000 of which was incurred by the Center. At this time the Center is invoicing for the remainder of funds.
- **Partnerships Created:** A successful and continued partnership resulted from this grant. Both the Center and NJMSC were able to share curriculum and learn teaching and curriculum development techniques from each other. The final result was a 3 session program that offered the best both organizations had to offer in estuary education.

the letters as a final activity on the ferry trip and add an additional visit to the schools to collect letters as part of the program plan. An example of our teacher evaluation forms is attached and were considered adequate. Two of NYC participating teachers sent letters of thanks, an excerpt is below.

*“This past May my students along with another fifth grade class had the valuable opportunity to participate in the [Harbor] Estuary Program with BCUE [E&N]MSC. Not only did they enjoy the fun days out of class, but the hands-on learning experience was priceless. Our school population is primarily made up of first generation immigrants. This is a true learning experience that they may have never had the opportunity to do. Every aspect of the program was hands-on, fun and precisely on their grade level. I believe this program is very worthwhile for New York City students and should continue to be available for the students in the future.”*

*- Blythe Aguayo – PS 205 5<sup>th</sup> Grade teacher*

**HEP Staff Participation:** Laura Bartovics participated throughout this process giving feedback, support and an extra set of hands on our ferry trip. Originally Ms. Bartovics was interested in creating a new evaluation tool for both Partners to use, but due to time limitations was not able to do so.

**Attachments:**

1. Invoicing: The Center will be invoicing for \$6125 at this time. INVOICE IS ATTACHED TO THIS DOCUMENT.
2. Photos
3. Student letters & work
4. Teacher evaluation tool



NYC students testing water quality at the New York Harbor



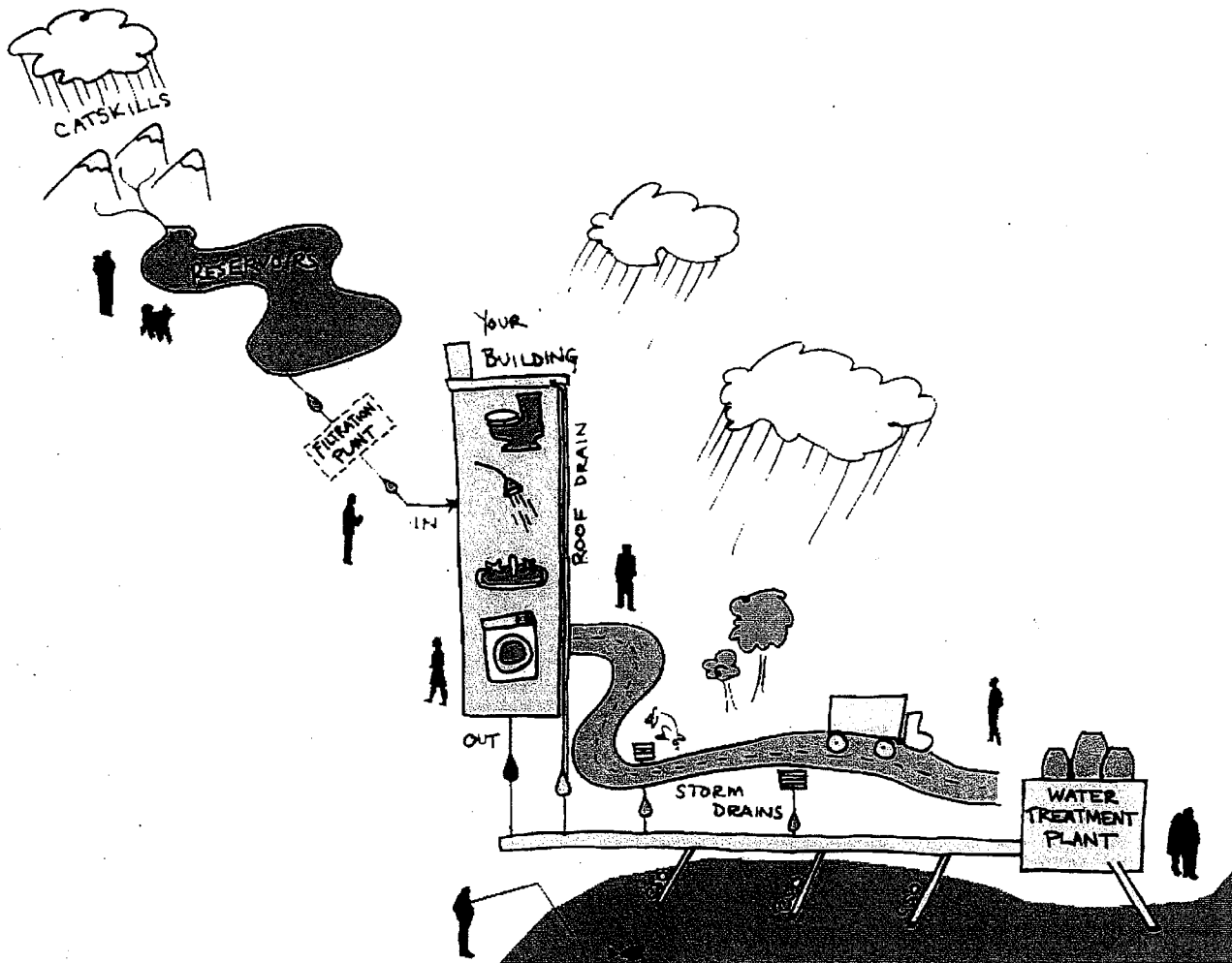
NYC students on the ferry ride to explore our NY/NJ harbor estuary

Name

Thalia Ruiz

Date 5/7/07

The Path Your Water Travels



Source: [http://www.lesecologycenter.org/pdf/citizens\\_guide\\_CSO.pdf](http://www.lesecologycenter.org/pdf/citizens_guide_CSO.pdf)

Look at the diagram above. Explain the path that water travels in your own words.

It 1st goes to the mountains, then river, then your building, next the street, down the storm drain and into water treatment plant.

List at least 5 ways that you use water in your own life.

1. drink 2. shower 3. teeth 4. toilet 5. washing machine

What happens at the Water Treatment Plant?

Water is recycled and becomes clean. They take care of it.

What does Combined Sewage Overflow (CSO) mean?

Sewage and clean water combine and overflow the sewage.

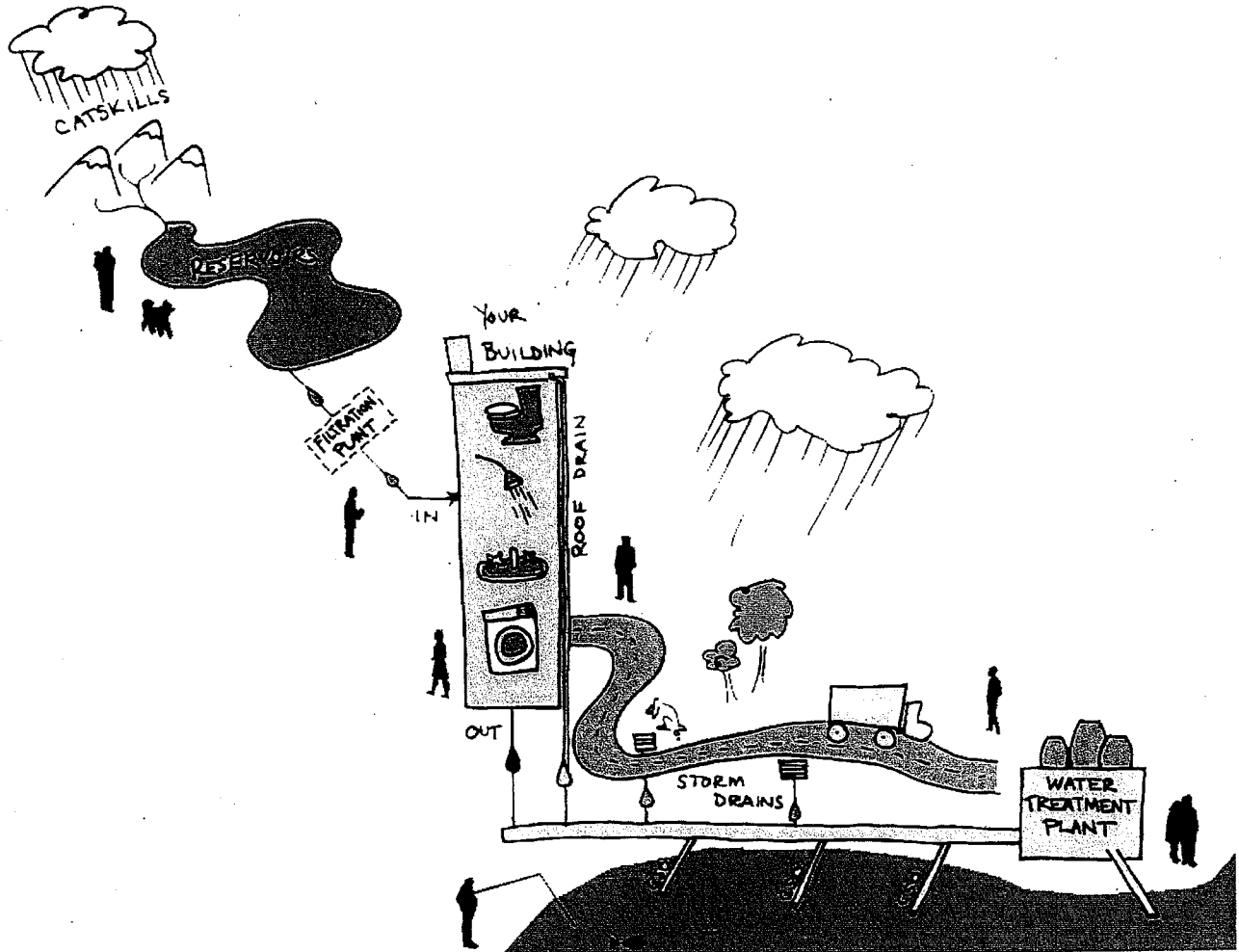
How can you conserve water?

Yes by not using 2 much water every day.

Name Kyla J

Date \_\_\_\_\_

### The Path Your Water Travels



Source: [http://www.lesecologycenter.org/pdf/citizens\\_guide\\_CS0.pdf](http://www.lesecologycenter.org/pdf/citizens_guide_CS0.pdf)

Look at the diagram above. Explain the path that water travels in your own words.

Comes from mountains to reservoirs to filtration plant to our building to water treatment plant

List at least 5 ways that you use water in your own life.

shower, cleaning, drinking, swimming and brushing teeth

What happens at the Water Treatment Plant?

Water is cleaned

What does Combined Sewage Overflow (CSO) mean?

To much water to clean so dirty water overflows and goes into the estuary.

How can you conserve water?

We can shut off sinks and showers we are not using

Name Marcin Sudo

Date \_\_\_\_\_

Today you visited New York Harbor where you tested water and learned about aquatic life. Write a letter to another student explaining what you did, what you saw, what you learned, and your opinion about the day. Also include what you expect to see that is different on the boat trip. Use as much detail as possible! Try to fill up the whole page.

Dear Friend,

Today when we went on the trip we tested a lot of things. Some were complicated but most of them were easy. First I tried to find plankton sadly I only saw small pieces of seaweed. I also saw many birds circling the area. I learned that we should take care of this estuary because if we don't all these animals that live in the estuary would die.

On the boat trip I expect to see different kinds of fish that live in the estuary and I also want to see the history of the estuary

your environmental friend  
Marcin



Name Brian HeDate 5/7/07

Today you visited New York Harbor where you tested water and learned about aquatic life. Write a letter to another student explaining what you did, what you saw, what you learned, and your opinion about the day. Also include what you expect to see that is different on the boat trip. Use as much detail as possible! Try to fill up the whole page.

Dear Friend,

Today, I visited New York Harbor where I tested water and learned about the environment around New York Harbor.

I, with my partner, Tommy, tested the water in the harbor to check the chlorinity, dissolved oxygen, salinity, turbidity, and the pH of the water to see if animals can live in it. While I was there, I saw many things such as birds, ships, and shells. On the trip, I learned how to test the water for chlorinity, dissolved oxygen, salinity, turbidity, and the pH of the water. In my opinion, I thought the trip to the harbor was enjoyable. I thought testing the water was fun because I liked seeing the water change colors. I highly recommend New York Harbor as a place for a field trip.

I expect to see more animals on the boat trip, as there will be a water route.

Sincerely,

Brian He



# BROOKLYN CENTER FOR THE URBAN ENVIRONMENT

Tennis House, Prospect Park, Brooklyn, NY 11215 • ph 718-788-8500 • fax 718-499-3750 • www.bcue.org

## Program Evaluation

Name (optional): \_\_\_\_\_

School: \_\_\_\_\_

Program Title: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor Name: \_\_\_\_\_

Grade: \_\_\_\_\_

*We appreciate your feedback about our programs. Please let us know if the programming you received met, exceeded or did not meet your expectations. Please check (✓) the box that reflects your experience and provide us with written comments below.*

### Content

Lessons activities were age/ grade appropriate.

Lesson activities supported hands on/ experiential learning.

Teaching & student materials supported the lesson activities.

Program concepts compliment classroom learning standards.

Exceeded	Met	Didn't meet

### Instruction

The instructor began and ended the program on time.

The instructor was well prepared.

The instructor communicated the content in an intellectually stimulating manner.

The instructor kept the class motivated and focused.

What parts of the program worked best?

Exceeded	Met	Didn't meet

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (continue on back)

What parts of the program worked least?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (continue on back)

Are extension activities you can do with your class obvious & applicable? (please circle one)    **Y**    or    **N**

Please check the box if you would like to be contacted to receive additional programming.

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_ (continue on back)