



CITY OF KIRKLAND
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MEMORANDUM

To: Kurt Triplett, City Manager

From: James Lopez, Director of Human Resources & Performance Management
David Barnes, Associate Planner

Date: December 17, 2015

Subject: SUSTAINABILITY AMBASSADORS PRESENTATION

RECOMMENDATION:

The City Council receive a presentation from the Sustainability Ambassador Program

BACKGROUND DISCUSSION:

Under the fiscal sponsorship of the Sustainable Seattle organization, the Sustainable Ambassadors program is made up of 30 students covering 5 school districts, 2 private schools, 1 college and 13 cities. Students in the program take a leadership role in developing sustainability projects, communicating key performance trends to community leaders, convening leadership summits and strengthening the connections between school youth leadership programs to "[e]mpower youth to catalyze community sustainability."¹

During the Council presentation, student Ambassadors will take turns highlighting key points in each of the items listed below.

1. Work plan designs for the following collective impact projects:
 - a. Bike to School Challenge
 - b. Waste-Free Wednesday - Food Scrap Composting in the Cafeteria
 - c. Home Water Audit - with Cascade Water Alliance
2. Water Systems Teacher Fellows Program – with Cascade Water Alliance
3. Planning for an annual Spring Community-wide Sustainability Summit

¹ sustainabilityambassadors.org

SustainabilityAmbassadors.org

"Empower Youth to Catalyze Community Sustainability."

Peter Donaldson, Leadership Coach peterdonaldson50@gmail.com 206-227-9597

Community Sustainability Summit

For one full day, each spring, sustainability leaders come together across generations and sectors to do two things really well...

1. **Report data-driven results from the previous year.**
2. **Establish to a 12-month Collective Impact Project for the upcoming year.**

Where: City hall, corporate venue, or local high school

Representation: 40-50 local sustainability champions including student reps, school district administrators, school board, local government, business, and community groups.

Data-Driven Reporting: All sectors report data-driven results from the previous year

- Professional slide presentations
- Data-driven
- 3-5 minutes max

Collective Impact Planning: Participants establish a 12-month Collective Impact Project based on the following criteria:

- Easiest action to accomplish in 12 months
- Engages the greatest number and diversity of people
- Generates the greatest measurable impact

Measure Progress against Existing Performance Measures

- Snapshot Inquiry Unit, Household Environmental Practices
- King County Green School Actions
- City Sustainability Indicators
- STAR Community Rating System
- King County Performances Measures / Strategic Plan
- Puget Sound Vital Signs

Executive-Level Engagement

Co-conveners take responsibility to clearly explain the purpose, process and expected outcomes of the Community Sustainability Summit to their respective executives including the superintendent's cabinet, school board, city manager, city council, business CEO's, and local non-profit ED's and their boards.

How is the day structured?

The day begins with a student keynote presentation given by an exceptionally well informed and articulate student (or team) on a topic of immediate importance to the community. Each year's keynote includes results from the 12-month Collective Impact Project agreed upon by stakeholders present at the previous Summit.

During the first half of the day, each stakeholder group updates their colleagues from other sectors on results generated from their sector over the course of the previous year. The slide presentations are tightly delivered, data-driven and no longer than three minutes per sector.

All of the sectors including representatives from the School Green Team, business, government and non-profit sectors report to one another as equal colleagues.

Green Team Advisors support data gathering throughout the year but student reps are responsible for their own five-minute professional presentation.

Just before lunch, a crisply facilitated panel of peers including students is charged with synthesizing critical insights gleaned from the community sector presentations.

Lunch is local, organic and catered by the most sustainable local food service business. Zero waste is generated.

In the afternoon, small cross-sector groups identify the potential for mutually reinforcing activities emerging from the sector reports.

By mid-afternoon cross-sector groups are responsible for pitching to the full group well-formed ideas for a 12-month Collective Impact Project based on meeting three criteria:

- Easiest action to accomplish in 12 months
- Engages the greatest number and diversity of people
- Generates the greatest measurable impact

The day ends with a vote on the next Collective Impact Project, a review of CommonAgenda shared resources, networking, and a press conference.

Post Summit Follow Through

Post event communications: Participants commit to posting on social media within 24 hours. Within two weeks, a collective impact update is posted and disseminated via co-convenor networks. Within four weeks following the Summit, videos of sector reports and associated lesson plan ideas are edited, posted and links disseminated.

Project Design Lab: The annual Lab engages 15-20 secondary teachers to develop, refine and update integrated units of instruction based in part on the Summit Sector Reports.

Peer-Coaching and Support for Collective Impact: Sustainability Ambassadors facilitate a year-long practicum for developing mutually reinforcing activities based on (1) the annual Collective Impact Project, (2) planning for next year's Summit and (3) refining Collective Impact knowledge and skills.

SustainabilityAmbassadors.org

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Bike to School Challenge - May King County Green School - Level 4 Action

Student Project Leaders

Karthik Krishnan	International Community School - Class of 2016
Tzvetelina Dimitrova	Eastlake High School - Class of 2017
Paulina Kosykh	International Comm. School - Class of 2018
Rayan Krishnan	Tesla STEM High School - Class of 2019
Sanjana Sridhar	Eastlake High School - Class of 2019
Svetoslav Dimitrov	International Community School - Class of 2019
Aashna Sheth	Tesla STEM High School - Class of 2019
Zach Benzaoui	Rose Hill Middle School - Class of 2020
Haashim Ameer	International Community School - Class of 2021

Cascade Bicycle Club:

Shannon Koller, Senior Director of Education, 206.939.4335

McKayla Dunfey, Eastside Advocacy Manager mckaylad@cascade.org (206) 939-4302

Robin Randels, Eastside Community Advocate, robinr@cascade.org, (206) 939-4304

Multi-School Project - Lake Washington School District

Intended Impact: *Measurably reduce the carbon footprint of our school community by increasing the number of students who make a habit out of riding their bikes to school.*

GOAL 1: Benchmark current conditions.

TASK 1.1 Partner with the Cities of Redmond, Kirkland, Sammamish, and the Cascade Bicycle Club to establish annual bike ridership data at the community level.

- Study Cascade Bicycle Club dashboard:
<http://www.luum.com/challenges/89/bike-to-school-challenge>
- Study Redmond Commute Reduction Plan and Go Redmond
<http://www.redmond.gov/business/ResourcesAndServices/CommuteResources>
- Study Redmond SchoolPool
http://www.redmond.gov/Residents/redmond_schoolpool
- Contact: Caroline Chapman 425-556-2442
- Identify Kirkland city staff contact for transportation

TASK 1.2 Determine current bike/car/bus ridership at each participating school. Identify total number of bikes parked, each morning for one week each quarter. Identify the total number of bike rack spaces (covered and uncovered)

TASK 1.3 Compare ridership between participating schools.

- a. compare to car ridership
- b. compare to bus ridership

TASK 1.4 Compare ridership between school levels, elementary, middle, and high school. Identify at least one pilot elementary school. (Possibly Audubon Elementary)

TASK 1.5 Determine what percentage of schools, including elementary schools, have an annual bike to school month (ask Green Team, Principal, PTA)

TASK 1.6 Establish a ridership benchmarking tool (sign in sheets, etc.) for selected adult groups such as city staff, Google or Microsoft employees.

GOAL 2: Identify and prioritize steps to improve conditions.

TASK 2.1 Establish a collective impact strategy with the Cities of Redmond, Kirkland, Sammamish, and the Cascade Bicycle Club based on an analysis of the benchmark data.

TASK 2.2 Establish a competition structure based on Cascades [“Bike to School Challenge”](#) to encourage school and community teamwork and rivalries. Develop a recognition system (trophy, banner, food, bike rack.)

- Explore shared funding opportunities
- Explore annual t-shirt design competition (cash award) for Bike Month engaging high school media arts departments.

TASK 2.3 Work with partners to determine the best carbon footprint calculator for all participants to use in calculating how many GHG emissions were avoided by not driving.

- Walk Score, EPA or nationally vetted calculator

TASK 2.4 Work with School District and City Council to improve safe routes to school. Create opportunities for student/school input on best routes

TASK 2.5 Host annual school/Town meetings with city staff, student, and community leaders to update progress

TASK 2.6 Work with City GIS staff to create neighborhood-scale walk and bike maps specific to each high school and its feeder middle and elementary schools.

TASK 2.7 Team up with Derby Days for possible shared marketing and messaging.

TASK 2.8 Implement Bike to School Challenge including data tracking.

GOAL 3: Measure progress and compare to school / city / county goals.

TASK 3.1 Collect data using the carbon footprint calculator and total ridership per participating school or community organization.

TASK 3.2 Compare event data to previous years for annual improvement plan.

TASK 3.3 Compare to other cities in the world (Copenhagen)

GOAL 4: Communicate to stakeholders who need to know.

TASK 4.1 Share Benchmark and improvement data with multiple stakeholders, PTA, Faculty, City Council, School Board and community interest groups.

TASK 4.2 Facilitate “teach-ins” on KC4 Climate Action Plans and “What You Can Do.”

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Waste Free Wednesdays School Cafeteria Food Composting

King County Green School - Level 1 Action

Project Leaders and Contact Info:

Karthik Krishnan	International Community School - Class of 2016
Tzvetelina Dimitrova	Eastlake High School - Class of 2017
Paulina Kosykh	International Comm. School - Class of 2018
Rayan Krishnan	Tesla STEM High School - Class of 2019
Sanjana Sridhar	Eastlake High School - Class of 2019
Svetoslav Dimitrov	International Community School - Class of 2019
Aashna Sheth	Tesla STEM High School - Class of 2019
Zach Benzaoui	Rose Hill Middle School - Class of 2020
Haashim Ameer	International Community School - Class of 2021

Multi-School Project - Lake Washington School District

Intended Impact: *Measurably reduce food waste during lunch at LWSD schools. Develop and share strategies among school green teams and set up competitions with as much school and community publicity as possible.*

GOAL 1: Benchmark current conditions.

TASK 1.1 Partner with the Cities of Redmond, Kirkland, Sammamish, and King County Green Schools to establish current conditions.

TASK 1.2 How many schools have food composting programs? How are they currently measuring their success rate? **Svetlo DUE:**

TASK 1.3 Schedule and conduct a one day audit. Get hand held scale for school use. Pilot in selected schools. Communicate protocol and resulting data to all schools.

GOAL 2: Identify and prioritize steps to improve conditions.

TASK 2.1 Explore partnership opportunities with cities of Redmond, Kirkland, Sammamish, Seattle Tilth and King County Green Schools. Engage local hauler (Waste Management?)

- Redmond Natural Resources Dir. Gary Schimek, 425-556-2742
- Redmond Recycling Staff, Eberly Barrahn

TASK 2.2 Coordinate a “Trash on a Tarp” event following the project outline developed by Issaquah Middle School. Document with photos and video. Share via school news outlets. Initiate friendly competition (video, get drama club and teachers involved.)

TASK 2.3 Facilitate school-wide video announcement featuring Juanita High School’s Compost Rap https://www.youtube.com/watch?v=Nu41Cw4_270. Catalyze additional video competitions around composting. Initiate friendly competition (video, get drama club and teachers involved.)

TASK 2.4 Improve signage, sequencing of bins, protocol for emptying bins in collaboration with custodial staff. Create decorative posters above bins, with real life visuals of what goes where.

TASK 2.5 Schedule student volunteer monitors to train peers on correct procedures. SNHS (science volunteer hours), sends members to green team to get science-related hours. **PERSON: Karthik**

TASK 2.6 Communicate frequent facts, data and infographics about zero waste to faculty, PTA, and student body.

GOAL 3: Measure progress and compare to school / city / county goals.

TASK 3.1 Communicate (give them directions and the timeline for the year) with individual green teams to see where they are with the process of initiating Waste Free Wednesday. Monthly newsletter? **PERSON: Sanjana and Tzveti DUE: 12/20/15**

TASK 3.2 Contact advisors/schools and see how many green team leaders we can encourage to initiate Waste Free Wednesday (have written document on instructions + benefits and ICS model). **PERSON: Karthik and Paulina DUE: TBA**

GOAL 4: Communicate to stakeholders who need to know to advance project goals.

TASK 4.1 Share Benchmark and improvement data with multiple stakeholders, PTA, Faculty, City Council, School Board and community interest groups.

TASK 4.2 Each year, at the Student-to-Student Sustainability Summit, develop relationships and contacts with the green team leaders and advisors (possible joining with Water Teacher’s Fellows)

TASK 4.3 Report data at annual Community Sustainability Summit.

TASK 4.4 Facilitate “teach-ins” on zero waste and “What You Can Do.”

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Home Water Audit & Pledge Drive

King County Green School - Level 3 Action

Project Leaders:

Karthik Krishnan	International Community School - Class of 2016
Tzvetelina Dimitrova	Eastlake High School - Class of 2017
Paulina Kosykh	International Comm. School - Class of 2018
Rayan Krishnan	Tesla STEM High School - Class of 2019
Sanjana Sridhar	Eastlake High School - Class of 2019
Svetoslav Dimitrov	International Community School - Class of 2019
Aashna Sheth	Tesla STEM High School - Class of 2019
Zach Benzaoui	Rose Hill Middle School - Class of 2020
Haashim Ameer	International Community School - Class of 2021

Multi-School Project - Lake Washington School District

Intended Impact: *Measurably reduce water use at home to contribute to city-wide goals for water conservation.*

GOAL 1: Benchmark current conditions.

TASK 1.1 Use Home Water Audit developed in partnership with Cascade Water Alliance. Apply a spreadsheet calculator to determine potential savings for Water, Energy, and GHG emissions avoided.

TASK 1.2 Find out how many teachers and at what grade levels already engage their students in some kind of home water audit. Work with Water Teacher Fellows and District Curriculum Directors.

TASK 1.3 Determine current water use at school.

TASK 1.4 Determine current water use in the City.

TASK 1.5 Ambassadors and Green Team members also calculate their personal water footprint to gain awareness of total water use from all consumption patterns.

GOAL 2: Identify and prioritized steps to improve conditions.

TASK 2.1 Green team practices home water audit to model for school.

TASK 2.2 One or more teachers use home water audit as a short unit in class.

TASK 2.3 Establish a collective impact strategy with city, school and community groups.

GOAL 3: Measure progress and compare to school / city / county goals.

TASK 3.1 Follow up on home audit with tracking actions taken by families who have implemented improvements at home.

TASK 3.2 Compare to school and city data

GOAL 4: Communicate to stakeholders who need to know.

TASK 4.1 Share Benchmark and improvement data with multiple stakeholders, PTA, Faculty, City Council, School Board and community interest groups.

TASK 4.2 Facilitate “teach-ins” on water conservation and “What You Can Do.”

Water-Water-Water

Teacher Fellows & Intern Program

SustainabilityAmbassadors.org

Peter Donaldson	Sustainability Ambassadors	206-227-9597	peterdonaldson50@gmail.com
Mike Brent	Cascade Water Alliance	425-453-1810	mbrent@cascadewater.org

Water Supply | Wastewater Treatment | Stormwater Management

Program Description

The Water-Water-Water Teacher Fellows and Intern Program empowers a team of master teachers and student Sustainability Ambassadors at the secondary level (grades 6-12) to lead a district-wide, problem-based instructional design process integrating science, engineering, civics, economics, geography, and project design with measurable improvements in stewardship knowledge and behavior at home, at school, in their communities, Puget Sound, and the world.

Teacher Fellows are paid a \$2,000 stipend over a 12-month period to develop new or refine existing problem-based Water-Water-Water curriculum pathways.

For the pilot year, a team of eight Fellows have been recruited, two from each of the following city/school district partnerships: Kirkland/Lake Washington, Bellevue, Issaquah, and Tukwila.

The Program is funded by Cascade Water Alliance and facilitated by Sustainability Ambassadors with resource curation through CommonAgenda.

Goals

- 1. Manage water resources for sustainable communities.**
- 2. Integrate classroom rigor with community relevance embedded in Common Core and Next Gen Science Standards in grades 6-12.**
- 3. Empower a new generation of ambassadors to improve water resource stewardship at home, at school and in the community.**

Responsibilities for Teacher Fellows and Student Interns

- 1. Design Curriculum Pathways:** Design and facilitate one or more problem-based curriculum pathways integrating educational standards with water resource learning and sustainable community development.

2. **Facilitate District-Wide Adoption:** Provide peer coaching for colleagues within and across academic departments, school clubs, student council, and community partners seeking district-wide adoption of problem-based pedagogy using real-world resources to solve community challenges.
3. **Establish School-to-Work Learning Opportunities:** Build a support system for school-to-work learning opportunities including job shadows, mentoring, internships, running start college credit programs, and paid apprenticeships.
4. **Inform Stakeholders:** Communicate program design and successes to the school board, city council, chamber of commerce, service organizations, non-profits and other professional networks that have a stake in educating for sustainability.
5. **Publish and Replicate:** Publish a Community Curriculum Case Study of each designed curriculum pathway and school-to-work learning opportunity for local and regional replication.

Intended Outcomes

1. **Problem-Based Units Become Embedded in the Core Curriculum:** Eight Teacher Fellows from diverse subject areas representing at least four different school districts will design problem-based curriculum units using water resource management and sustainable community development frameworks reaching 800 students in grades 6-12.
2. **Community Curriculum Case Studies Published:** Each Teacher Fellow will publish a Community Curriculum Case Study on how they used local advances in water resource management and sustainable community development to excite classroom learning around real world content while meeting educational standards and improving community conditions. Fellows are provided an infographic template so that classroom stories are visually compelling and structurally consistent. Critical audiences include faculty peers, district curriculum directors, the school board, regional and national professional networks in education, policy and industry.
3. **Exemplary Student Projects Featured:** The top 30 student-generated projects (3-5 projects per Fellow) are strategically broadcast to critical audiences to model what student learning looks like when educational standards and sustainable community outcomes are mutually reinforcing.
4. **School to Work Learning Pathways Established:** At least 16 students (2 students per Fellow) are placed in one or more of the following career learning experiences: job shadows, internships, running start college credit program, or paid apprenticeship. Participating students publish a case study of their experience to serve as the foundation for program expansion.
5. **District-Wide Learning Exchange:** Key learnings result in district-wide refinements and enhanced relevance of existing curricula aligned with standards, district frameworks and protocols.
6. **Water Resource Management Goals are met:** Annual Water-Water-Water Sustainable Cities Profiles of each partner city linked to the STAR Community Rating System, curriculum resources and student projects reveal improvements in community conditions.