

<b>Project Period</b>	10/01/2015 - 12/31/2016
<b>Project Location Description (from Proposal)</b>	This project takes place in Fairfield and New Haven Counties, focusing on the cities of Stamford and New Haven
<b>Project Summary (from Proposal)</b>	Create and expand the network of schoolyard native wildlife habitats in New Haven and Stamford, Connecticut. Project will provide critical bird habitat for migratory songbirds in urban areas using school grounds as outdoor living classrooms to engage students in hands-on conservation and to increase knowledge about and connection to Long Island Sound habitats and wildlife.
<b>Summary of Accomplishments</b>	<p>With support from NFWF through the Long Island Sound Futures Fund, we achieved our project goals and objectives of the Schoolyard Habitat Program in Connecticut. During this project period, we enrolled three new schools in the Schoolyard Habitat program, including Columbus Magnet School in Norwalk, and Conte-West Hills and Bishop Woods in New Haven. Ten existing schools continued to implement the work outlined in their Master Habitat Plans, conducting additional work to enhance their habitats. We also continued to disseminate news and results of this program extensively, including throughout the nationwide Audubon network, sharing best practices with Audubon's network of chapters, centers, state, national, and international leaders, particularly Audubon Pennsylvania. Through the Schoolyard Habitat Program we increased understanding with teachers, students and families including 75 teachers who received professional development to learn how to use the outdoors as a living classroom, utilizing their schoolyard habitats and Audubon's Schoolyard Habitat Curriculum Guide; nearly 2,000 students learned about Long Island Sound and other local natural resources, and actions they can take to improve watershed health; and 6,505 people from across Connecticut learned about the Schoolyard Habitat Program, including the "Call to Action for Long Island Sound" display that was created during this grant period. We have completed project activities and outcomes described in our project- details attached in project report.</p>
<b>Lessons Learned</b>	<p>The Schoolyard Habitat program helps public K-8 schools to create and sustain native wildlife habitat in their schoolyard and to use that habitat effectively as an outdoor classroom that engages the entire school community in environmental stewardship and learning. The goal of Audubon's Schoolyard Habitat Program is to establish a vibrant and sustainable network of schoolyard habitats in urban communities that serves to engage school communities in place-based, community-focused environmental education and stewardship. Through this program, Audubon and its partners are increasing understanding among target audiences about how the creation of native habitats in schoolyards and personal conservation action benefits both human and watershed health, supports recreational and economic activities, and provides healthy habitat for plants, fish, and other wildlife. The program moves students and their families along the environmental education continuum from awareness to stewardship, as they engage in hands-on restoration projects in their schoolyards and in local parks. With the support of NFWF through the Long Island Sound Future Fund, we are responding directly to the specific environmental challenges facing urban communities in Connecticut by creating healthy habitats in schoolyards, engaging students in outdoor, hands-on experiential learning as part of their curriculum, and facilitating the active stewardship of the ecological resources among the entire school and local community for the benefit of people, wildlife, and environmental health.</p> <p>The Schoolyard Habitat Program is an on-going program that enjoys widespread support. We will continue to pursue funding for this project from multiple sources, as well as collaborate as efficiently as possible with project partners and volunteers to make the best use of each groups' limited staff time and financial resources. As noted above, the demand for the program on the part of schools and communities throughout Connecticut is larger than our capacity to enroll many more sites. With private foundation funding received in 2016-17, we were able to expand our Schoolyard Habitat program, adding 8 new sites across Connecticut. However, without continued support to continue this expansion, our efforts will have to scale back to supporting continuing school sites in enhancing and expanding habitats, to supporting teachers and staff through various professional development opportunities, and to providing students with meaningful and rich programming and field trips.</p>



## Activities and Outcomes

### **Funding Strategy: Habitat Restoration**

Metric: LISFF - Removal of invasives - Acres restored

Required: Recommended

Description: Provide acres and type of invasive removed.

Starting Value	1.08 Acres restored
Value To Date	3.74 Acres restored
Target value	2.27 Acres restored

Note: 1. We've worked with 10 schools in enhancing habitat on their school grounds and aiding them in expanding their schoolyard habitat projects, including plant selection and site design. Project partners worked with each group on plant selection and site plans for their projects. A total of 1,094 volunteers from schools and parks/communities participated in restoration projects that resulted in 3.74 acres of invasive plants removed, 4.68 acres\* of restored habitat, and 2,162 native plants planted. \*The new habitat created at the 3 new schools created during this grant period was about 1/2 an acre (0.44 acres).

### **Funding Strategy: Capacity, Outreach, Incentives**

Metric: LISFF - Outreach/ Education/ Technical Assistance - # of schools participating

Required: Recommended

Description: Enter a total number for all schools combined

Starting Value	10.00 # of schools participating
Value To Date	13.00 # of schools participating
Target value	13.00 # of schools participating

Note: This includes the ten currently participating schools (Barnard, Columbus Family, Worthington Hooker, East Rock, and Edgewood in New Haven; Hart, Springdale, Stark and Rogers in Stamford and Parkway in Greenwich) and the three new schools we enrolled in the program through an RFP process (Bishop Woods, Conte West Hills & Columbus Magnet).

### **Funding Strategy: Capacity, Outreach, Incentives**

Metric: LISFF - Outreach/ Education/ Technical Assistance - # workshops, webinars, meetings

Required: Recommended

Description: Enter #, type and purpose of events.

Starting Value	0.00 # workshops, webinars, meetings
Value To Date	92.00 # workshops, webinars, meetings
Target value	92.00 # workshops, webinars, meetings

Note: 92 total: 2 Leadership Workshop. 2 summits. 1 teacher training. 10 meetings Conte. 6 meetings Edgewood. 4 meetings each at Columbus, Barnard, Hooker. 8 meeting Columbus Magnet. 8 meetings Bishop Woods. 12 meetings total for:(Parkway, Hart, Springdale, Stark). 3 habitat assessments (Conte, Bishop Woods, Columbus Magnet). 3 walk throughs (Edgewood, Columbus, Hooker).5 urban refuge partner meetings.20 habitat work days

**Funding Strategy: Capacity, Outreach, Incentives**

Metric: LISFF - Volunteer participation - # volunteers participating

Required: Recommended

Description: Provide # and describe nature of volunteer engagement.

Starting Value	0.00 # volunteers participating
Value To Date	1094.00 # volunteers participating
Target value	1094.00 # volunteers participating

Note: This includes the approximately 1,012 students, parents, teachers, other school staff, and other community members who will participate in habitat workdays, and the approximately 82 members of the Stewardship Teams

**Funding Strategy: Capacity, Outreach, Incentives**

Metric: LISFF - Outreach/ Education/ Technical Assistance - # people with knowledge

Required: Recommended

Description: Provide # and type of participant. In notes, Describe expected results, % increase in awareness or knowledge, from the outreach and education

Starting Value	0.00 # people with knowledge
Value To Date	2201.00 # people with knowledge
Target value	2201.00 # people with knowledge

Note: This includes those participants whose knowledge/skills/attitudes we will measure through pre-and post-surveys and other evaluation methods:

1999 participating students

75 teachers

127 Leadership Summit attendees

**Funding Strategy: Capacity, Outreach, Incentives**

Metric: LISFF - Outreach/ Education/ Technical Assistance - # people targeted

Required: Recommended

Description: Enter # of people and community targeted i.e., farmers. students, municipal officials etc.

Starting Value	0.00 # people targeted
Value To Date	6505.00 # people targeted
Target value	6505.00 # people targeted

Note: The number of people targeted by outreach, training, or technical assistance activities includes:

5,000 members of the public who are targeted at outreach events and programs

82 Schoolyard Habitat Stewardship Team members, who will be trained on how to create and maintain schoolyard habitats

465 volunteers who are trained during workdays to assist with habitat maintenance

75 participating teachers trained to use their habitats as outdoor classrooms

883 people who attend conferences and other forums where Audubon and project partners present the Schoolyard Habitat Program and disseminate its results

**Funding Strategy: Capacity, Outreach, Incentives**

Metric: LISFF - Outreach/ Education/ Technical Assistance - # of edu signs installed

Required: Recommended

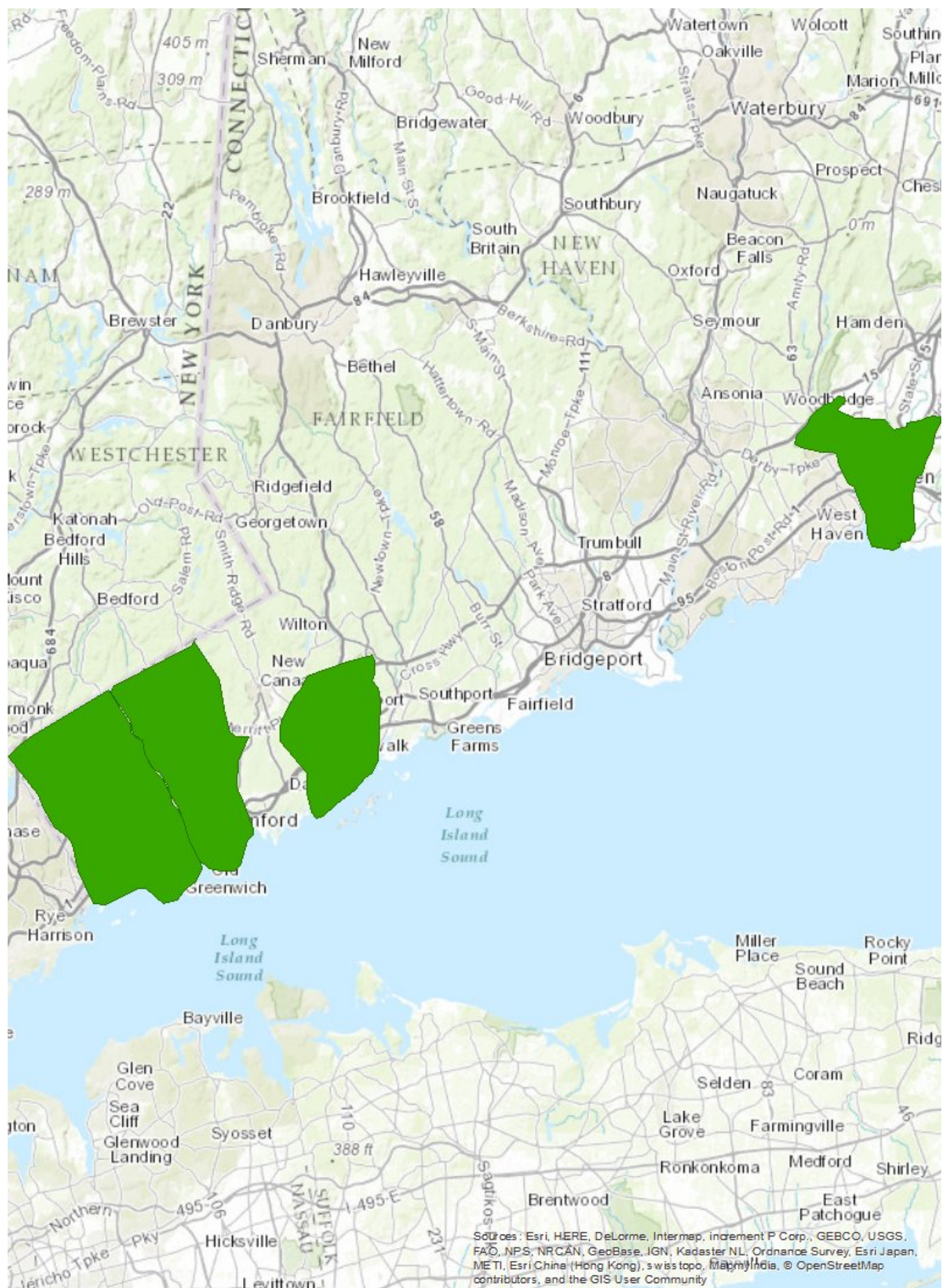


Description: Enter # and content of the signs.

Starting Value	20.00 # of edu signs installed
Value To Date	26.00 # of edu signs installed
Target value	26.00 # of edu signs installed

Note: Two signs are installed at each designated Schoolyard Habitat: a USFWS Official Designation sign and an interpretive sign that describes natural features and highlights of each respective schoolyard habitat. The 10 currently-enrolled schools each have two signs installed. The three newly enrolled schools (Columbus Magnet, Bishop Woods and Conte) installed their signs during the grant period.

Show Map Below



The following pages contain the uploaded documents, in the order shown below, as provided by the grantee:

Upload Type	File Name	Uploaded By	Uploaded Date
Final Report Narrative - Standard	904 Final Report no.49627.doc	Frankel, Michelle	03/31/2017
Photos - Jpeg	Bishop Woods workday.jpg	Frankel, Michelle	03/31/2017
Photos - Jpeg	CM habitat decree.jpg	Frankel, Michelle	03/31/2017
Photos - Jpeg	Conte habitat pic.jpg	Frankel, Michelle	03/31/2017
Other Documents	Call to Action Display.pdf	Frankel, Michelle	03/31/2017
Other Documents	Photo Captions grant 904.docx	Frankel, Michelle	03/31/2017

The following uploads do not have the same headers and footers as the previous sections of this document in order to preserve the integrity of the actual files uploaded.



## Final Programmatic Report Narrative

**Instructions:** Save this document on your computer and complete the narrative in the format provided. The final narrative should not exceed ten (10) pages; do not delete the text provided below. Once complete, upload this document into the on-line final programmatic report task as instructed.

### 1. Summary of Accomplishments

In four to five sentences, provide a brief summary of the project's key accomplishments and outcomes that were observed or measured.

With support from NFWF through the Long Island Sound Futures Fund, we achieved our project goals and objectives of the Schoolyard Habitat Program in Connecticut. During this project period, we enrolled three new schools in the Schoolyard Habitat program, including Columbus Magnet School in Norwalk, and Conte-West Hills and Bishop Woods in New Haven. Ten existing schools continued to implement the work outlined in their Master Habitat Plans, conducting additional work to enhance their habitats. We also continued to disseminate news and results of this program extensively, including throughout the nationwide Audubon network, sharing best practices with Audubon's network of chapters, centers, state, national, and international leaders, particularly Audubon Pennsylvania. Through the Schoolyard Habitat Program we increased understanding with teachers, students and families including 75 teachers who received professional development to learn how to use the outdoors as a living classroom, utilizing their schoolyard habitats and Audubon's Schoolyard Habitat Curriculum Guide; nearly 2,000 students learned about Long Island Sound and other local natural resources, and actions they can take to improve watershed health; and 6,505 people from across Connecticut learned about the Schoolyard Habitat Program, including the "Call to Action for Long Island Sound" display that was created during this grant period.

### 2. Project Activities & Outcomes

#### Activities

- Describe and quantify (using the approved metrics referenced in your grant agreement) the primary activities conducted during this grant.
- Briefly explain discrepancies between the activities conducted during the grant and the activities agreed upon in your grant agreement.

#### Outcomes

- Describe and quantify progress towards achieving the project outcomes described in your grant agreement. (Quantify using the approved metrics referenced in your grant agreement or by using more relevant metrics not included in the application.)
- Briefly explain discrepancies between what actually happened compared to what was anticipated to happen.
- Provide any further information (such as unexpected outcomes) important for understanding project activities and outcome results.

We have completed project activities and outcomes described in our project:

- Creation and Expansion of Schoolyard Habitats
- Teacher Training Workshops
- Model Teach Outdoor Lessons at Participating Schools
- Field Trips
- Leadership Training and Community Building

1. We've worked with 10 schools in enhancing habitat on their school grounds and aiding them in expanding their schoolyard habitat projects, including plant selection and site design. Project partners worked with each group on plant selection and site plans for their projects. A total of 1,094 volunteers from schools and parks/communities participated in restoration projects that resulted in 3.74 acres of invasive plants removed, 4.68 acres of restored habitat, and 2,162 native plants planted.
2. We established three new schoolyard habitats- at Bishop Woods Executive Academy and Conte West Hills Elementary in New Haven, CT and Columbus Magnet Elementary in Norwalk, CT. Bishop Woods and Columbus Magnet unveiled their first phase projects in June 2016. Conte West Hills unveiled their habitat in September 2016. To begin the process of transforming their schoolyards into healthy habitats, each school conducted habitat assessments with Audubon staff to orient the school team to their habitat, evaluate habitat health, and brainstorm habitat use ideas for classroom teachers. Based on the results of this analysis, the schools crafted their three-year Master Habitat Plans, which guided the long-term development of the new habitat. Bishop Woods School's phase one habitat project included a rainbow bird and pollinator habitat. The school habitat team had surveyed the school community for their ideas of what they'd like to see in their habitat and one student's response was a 'rainbow habitat!' Columbus Magnet's phase one project involved themed planting boxes- including bird-friendly, pollinator, and sensory garden boxes- in addition to an outdoor seating circle for outdoor learning. Conte West Hill's phase one project included bird and pollinator plantings and a trail to access the habitats and connect to their vegetable gardens. They also put up bat boxes in their schoolyard.
3. The Urban Oases Program offered employment to 36 underserved youth through several green job and internship opportunities, 23 of which were with the Green Job Corp Program, a year-long environmental career and leadership development program open to the students of Common Ground High School. Green Jobs Corps members worked with program staff to monitor, interpret, create, and steward habitats at Common Ground and school sites in New Haven. Common Ground's Green Jobs Crew aided our new schools in creating their first phase habitats and assisted continuing schools with habitat enhancements for their project expansions.
4. Three new interpretive signs developed under the leadership of educators at the Yale Peabody Museum were unveiled during designation ceremonies at Bishop Woods, Columbus Magnet and Conte West Hills. All three signs incorporated student artwork into the design and included a mission and welcome statement for the school and greater community to enjoy when visiting the habitat. Each school also received their official U.S. Fish & Wildlife Service Schoolyard Habitat designation sign.
5. A first for a Schoolyard Habitat designation ceremony occurred at Columbus Magnet when Norwalk Mayor paid a visit to say a few remarks and announced a proclamation for this date to be recognized annually as habitat day! See attached photo.
6. 82 teachers, parents and staff at 13 schools participated in schoolyard habitat leadership teams, aiding their school in developing and implementing their Schoolyard Habitat Master Plans. Also, 465 adults and children participated in habitat creation, stewardship and maintenance activities at their school.
7. A lot of outreach has been made on the Schoolyard Habitat Program. Below are summaries of a few larger events that disseminated information and best practices about Schoolyard Habitat:
  - Together with Park Watershed and other partners in Hartford, we held an outreach event together in Hartford to celebrate Connecticut's Urban Bird Treaty Cities and the Centennial of the Migratory Bird Treaty Act. The event welcomed about 60 people who enjoyed a live bird of prey

show, lectures from U.S. Fish & Wildlife Service staff, City officials, projects partners and neighborhood groups, and a bird walk.

- We successfully hosted an expanded Migration Festival for International Migratory Bird Day at East Rock Park. In conjunction with this annual event, we held a designation ceremony for New Haven's designation and award as an Urban Bird Treaty City. The city Mayor, U.S. Senator Richard Blumenthal and the U.S. Fish & Wildlife Service, along with 17 project partners signed the treaty. The event welcomed over 500 people who came by to enjoy the morning bird walks, the bluegrass band, food trucks, to purchase native plants from a local schoolyard habitat school's fundraising plant sale, and to partake in numerous kid and bird-friendly activities.
- Audubon participated in New Haven's Rock to Rock event with a bike-riding team of 12 riders! We raised awareness of urban oases and schoolyard habitat projects at the event's green fair which welcomed upwards of 1200 people.
- Together with our U.S. Fish & Wildlife Service and Project Partners, we've presented our Schoolyard Habitat Program at several events/conferences this past grant period: The Children and Nature Network conference, Northeast Association of Fish and Wildlife Agencies meeting, Family Science Expo at the University of Rhode Island, Party for the Planet at Roger Williams Park Zoo, the Chariho Middle School Career Day, and the New England Environmental Educators Association (NEEEA)/ Connecticut Outdoor and Environmental Education Association (COEEA) conference.

8. We continued to support our Schoolyard Habitat Program participants, including supporting continuing school habitat development, teacher training, and student engagement in the program. As part of the Schoolyard Habitat Program, we held a new teacher workshop in January as well as on-site teacher workshops and model teaching in the Spring 2016 with the goal to train teachers in the Audubon Schoolyard Habitat Curriculum Guide and to increase teacher confidence in teaching outdoors. In total, we trained 36 teachers to use their schoolyard habitat as an outdoor classroom in new teacher workshops and trained 19 new teachers from Bishop Woods, Conte and Columbus Magnet in on-site teacher workshops (1/2 day workshops at each school's site).

9. We engaged nearly 2,000 students in outdoor learning through Schoolyard Habitat programming. Audubon educators led outdoor lessons for 1,066 students in their schoolyard habitats, serving the dual purpose of connecting students to their schoolyards for learning and professional development for teachers on outdoor teaching strategies. This year we asked teachers to select specific skills they wished to enhance, and we selected lessons from the Educator's Guide based on their selections. Skills included: making observations, using evidence to engage in argument, constructing explanations, supporting your thinking with evidence, classification, making predictions, and more. We found that 93% of participating Schoolyard Habitat Teachers implemented an outdoor lesson with their classes. One teacher reported *"I have brought my students to the habitat numerous times- sometimes just to enjoy the space for reading aloud but mostly to teach lessons that went along with our curriculum. We have a unit where we study animals and insects and we went out there a lot during that study."* We found 65% of students showed an increase in attitudes and content gain because of participation in the program- as shown by pre and post attitude surveys and tests. Further, 46% of students showed an increase in knowledge and attitudes about the Long Island Sound. One story that shows the excitement these students experience in their new habitat came from a model teaching lesson day with an Audubon educator. During an outdoor lesson led by Audubon CT, focused on the schoolyard as a habitat:

*Audubon educator: Why is that a good place to build a nest?*

*Student: Everything you need is there!*

10. Among participating students 35% have pledged with their families to commit to conservation actions in their homes and communities.



11. We successfully created a schoolyard habitat Community of Practice and held our first summit October 14, 2015. The event welcomed nearly 57 teachers and staff from 22 schools across Connecticut. We hosted a second Schoolyard Habitat Summit on October 25, 2016, attended by 70 teachers, other staff, and parents from 21 schools from across Connecticut (including schools that are not Schoolyard Habitat partner schools). In addition, we held a Leadership Workshop on November 20, 2015, and a second on November 15, 2016 which trained a total of 39 teachers and school leaders in how to successfully guide their school in developing Schoolyard Habitat Projects on school grounds. Additionally, we've created a monthly Schoolyard Habitat e-newsletter that is sent to all partner schools state-wide. The newsletter has tips on caring for your habitat, ideas for engaging students, and a list of upcoming events. With funding from a private foundation, we are in the process of creating an online Schoolyard Habitat Resource Center which will feature Schoolyard Habitat projects state-wide and be a source for lesson plans, resources, habitat funding opportunities, and news for schoolyard habitat participants and those interested in outdoor education.
12. Nearly 700 student products were created by participating Schoolyard Habitat schools. These products came in a variety of formats, including artwork, songs, videos, science projects, and numerous other interdisciplinary student products. Georgia O'Keeffe style native flower drawings, a class quilt with food webs, nature notebooks, real estate listings in the schoolyard for native animals, and creative insect critters are just a sample of the types of innovative products. A total of 50 winning student products were selected and integrated into a travelling display developed by the Yale Peabody Museum. The final display includes 3 posters featuring some products, 1 binder featuring additional products, and some products displayed on tabletop. The binder, posters, and tabletop items are presented alongside a Common Yellowthroat warbler (an example of a migratory bird benefiting from schoolyard habitats like yours) and a display case of native butterflies (which are attracted to your schoolyard habitats). A video file is displayed when media is available. One example of media is a public service announcement (PSA). Kindergarteners at Columbus Magnet in Norwalk created a PSA as their product and as an inspiring message to care for the Long Island Sound:  
[https://drive.google.com/file/d/0Bwgfg2iKB\\_7kRnFIUWIDSFRCZEK/view](https://drive.google.com/file/d/0Bwgfg2iKB_7kRnFIUWIDSFRCZEK/view). Further, the display brought together the theme of these products: "A Call to Action for Long Island Sound" and will serve as a public education tool at various outreach events. The display has been featured at our Schoolyard Habitat Summit, the Best Practices in Sustainability Education Conference, the New England Environmental Educators Association (NEEEA)/ Connecticut Outdoor and Environmental Education Association (COEEA) conference, Schoolyard Habitat Leadership Summit, Schoolyard Habitat Teacher Workshop and the Schoolyard Habitat Exchange Kick-Off. A photo of the display posters- feature the winning students products is attached.
13. With funding from NFWF and additional sources, we offered mini-grants to four New Haven and Fairfield County public elementary schools enrolled in the Schoolyard Habitat program, including Barnard, Columbus, Worthington Hooker, and Edgewood. These small but important grants helped each school purchase plants for the next phase of their habitat creation work, undertake tasks specific to their unique site, and/or purchase tools and supplies to increase their capacity to utilize their habitat as a living classroom. At Edgewood, the focus was on increasing plant density and controlling slope erosion. At Barnard, the team focused on bolstering their native berry-producing plants to benefit migrating songbirds. Students and staff at Columbus Family Academy worked to make their schoolyard habitat accessible and inviting for pre-K students, by creating a sensory garden theme using beneficial native plants that have a sensory appeal to young students. Finally, the Stewardship Team at Worthington Hooker purchased items such as field guides and binoculars to aid in outdoor learning.
14. Nearly 2,000 students learned about LIS, other local natural resources, and actions they can take to improve watershed health through participation in the Schoolyard Habitat Program. This includes



outdoor lessons on the school grounds facilitated by Audubon and Common Ground staff, as well as by classroom teachers who have completed the Schoolyard Habitat teacher training.

15. Students experienced extended learning as part of field trips in this program. In addition to students participating in the Schoolyard Habitat Program, 4,499 students from schools across New Haven took field trips to Common Ground, learned about Common Ground's flagship Schoolyard Habitat project, and participated in habitat-related after-school programs that make connections to Long Island Sound stewardship. Additionally, USFWS staff and educators reached 166 fourth grade students through their Nature of Learning program and brought all 166 students on Field Trips to the Stewart B. McKinney National Wildlife Refuge in spring 2016, further extending lessons about the Long Island Sound.

### **3. Lessons Learned**

Describe the key lessons learned from this project, such as the least and most effective conservation practices or notable aspects of the project's methods, monitoring, or results. How could other conservation organizations adapt their projects to build upon some of these key lessons about what worked best and what did not?

The Schoolyard Habitat program helps public K-8 schools to create and sustain native wildlife habitat in their schoolyard and to use that habitat effectively as an outdoor classroom that engages the entire school community in environmental stewardship and learning. The goal of Audubon's Schoolyard Habitat Program is to establish a vibrant and sustainable network of schoolyard habitats in urban communities that serves to engage school communities in place-based, community-focused environmental education and stewardship. Through this program, Audubon and its partners are increasing understanding among target audiences about how the creation of native habitats in schoolyards and personal conservation action benefits both human and watershed health, supports recreational and economic activities, and provides healthy habitat for plants, fish, and other wildlife. The program moves students and their families along the environmental education continuum from awareness to stewardship, as they engage in hands-on restoration projects in their schoolyards and in local parks. With the support of NFWF through the Long Island Sound Future Fund, we are responding directly to the specific environmental challenges facing urban communities in Connecticut by creating healthy habitats in schoolyards, engaging students in outdoor, hands-on experiential learning as part of their curriculum, and facilitating the active stewardship of the ecological resources among the entire school and local community for the benefit of people, wildlife, and environmental health.

The Schoolyard Habitat Program is an on-going program that enjoys widespread support. We will continue to pursue funding for this project from multiple sources, as well as collaborate as efficiently as possible with project partners and volunteers to make the best use of each groups' limited staff time and financial resources. As noted above, the demand for the program on the part of schools and communities throughout Connecticut is larger than our capacity to enroll many more sites. With private foundation funding received in 2016-17, we were able to expand our Schoolyard Habitat program, adding 8 new sites across Connecticut. However, without continued support to continue this expansion, our efforts will have to scale back to supporting continuing school sites in enhancing and expanding habitats, to supporting teachers and staff through various professional development opportunities, and to providing students with meaningful and rich programming and field trips.

### **4. Dissemination**

Briefly identify any dissemination of lessons learned or other project results to external audiences, such as the public or other conservation organizations.

Audubon and its partners continue to share project results with interested stakeholders. In July 2015, staff from Audubon Connecticut presented a session on the program at the National Audubon Convention, sharing best practices with Audubon's network of chapters, centers, state, national, and international leaders from all four

flyways. In addition, the Urban Oases Program has gained increased visibility by Audubon CT's recent organizational membership in the Connecticut Outdoor and Environmental Education Association (COEEA), which has allowed us to access listserves to share information and engage new stakeholders. An Audubon staff member currently serves on the Board of Directors of COEEA, increasing our presence in the environmental education community. We also worked with the USFWS Coastal Program to develop a poster featuring Schoolyard Habitat and Urban Wildlife Refuge Partnership in New Haven, which was presented at two conferences in Spring 2016—the Northeast Annual Fish and Wildlife Conference and the Children and Nature Network Conference. We also co-presented with staff from Common Ground at the March 2016 Citizen Science Conference. All project partners include information about the program on their websites, and publicize the program through Facebook, Twitter, and other social media platforms.

To engage the public, we successfully hosted and participate in New Haven area events. As described above, we hosted an expanded annual spring Migration Festival for International Migratory Bird Day at East Rock Park in New Haven (reaches 500 people), we co-host a fall Migration Festival with the Parks Department every year (reaches 1,200 people), and every year we participate in New Haven's largest Earth Day Celebration- Rock to Rock (reaches 1,200 people). Our citizen science surveys and newly created eBird hotspots have shown to be successful engagement tools for local citizens of all ages.

The Schoolyard Habitat Program is an initiative that develops healthy schoolyard habitats for both children and wildlife, integrates place-based environmental education into the school curriculum, and promotes environmentally-friendly practices among children and their families at home. The program provides opportunities for students and their families, teachers and other school staff, neighborhood groups, Audubon chapter members, and local residents to participate in habitat restoration, citizen science, and green job skills training as they learn about the value of urban green spaces for learning and for wildlife and watershed health. With the continued support of NFWF through the Long Island Sound Future's Fund, we are responding directly to the specific environmental challenges facing students in Connecticut's cities by creating healthy habitats in schoolyards, engaging students in outdoor, hands-on experiential learning as part of their curriculum, and facilitating the active stewardship of the ecological resources among the local community for the benefit of people, wildlife, and environmental health. Thank you for your support!

Further, during the grant period, the Urban Oases Program received the following press coverage:

- <http://yaledailynews.com/blog/2016/09/28/local-school-brings-back-native-habitat/>
- <http://wtnh.com/2016/09/21/new-schoolyard-habitat-at-conte-west-hills-magnet-school/>
- [http://www.newhavenindependent.org/index.php/archives/entry/conte\\_outdoor\\_home](http://www.newhavenindependent.org/index.php/archives/entry/conte_outdoor_home)
- <http://www.greenwich-post.com/49815/audubon-connecticut-hosts-second-annual-schoolyard-habitat-summit/>
- <http://www.nhregister.com/social-affairs/20160615/new-havens-bishop-woods-school-opens-garden-for-learning-and-ecological-benefits>
- <http://www.nhregister.com/article/20150724/NEWS/150729715>
- <http://www.nhregister.com/general-news/20160514/new-haven-is-26th-in-nation-to-become-an-urban-bird-treaty-city>
- <http://wtnh.com/2016/05/14/new-haven-designated-an-urban-bird-treaty-city/>
- <https://news.southernct.edu/2016/10/13/urban-oasis-provides-wildlife-habitat-on-campus/>
- In exciting news, participating teachers at Hart Elementary in Stamford were recipients of the "Spotlight on Teachers" award, in part due to their implementation of the Schoolyard Habitat program.

## 5. Project Documents

Include in your final programmatic report, via the Uploads section of this task, the following:

- 2-10 representative photos from the project. Photos need to have a minimum resolution of 300 dpi and must be accompanied with a legend or caption describing the file name and content of the photos;
- report publications, GIS data, brochures, videos, outreach tools, press releases, media coverage;
- any project deliverables per the terms of your grant agreement.

See below and attached

Native Plants for Birds promotional video: <https://vimeo.com/163864388>

Schoolyard Habitat video: [https://www.youtube.com/watch?v=hSL7Y\\_eurT0](https://www.youtube.com/watch?v=hSL7Y_eurT0)

Call to Action PSA created by teachers and students at Columbus Magnet, Norwalk:  
[https://drive.google.com/file/d/0Bwgfg2iKB\\_7kRnFIUWIDSFRCZEK/view](https://drive.google.com/file/d/0Bwgfg2iKB_7kRnFIUWIDSFRCZEK/view)

***POSTING OF FINAL REPORT:*** *This report and attached project documents may be shared by the Foundation and any Funding Source for the Project via their respective websites. In the event that the Recipient intends to claim that its final report or project documents contains material that does not have to be posted on such websites because it is protected from disclosure by statutory or regulatory provisions, the Recipient shall clearly mark all such potentially protected materials as “PROTECTED” and provide an explanation and complete citation to the statutory or regulatory source for such protection.*







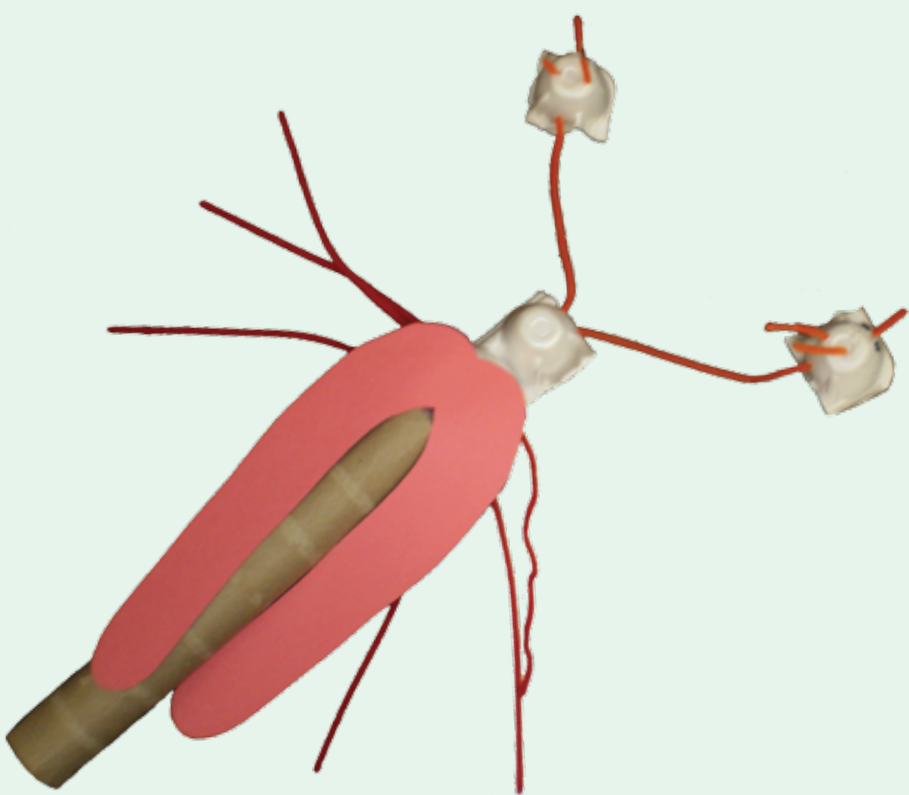




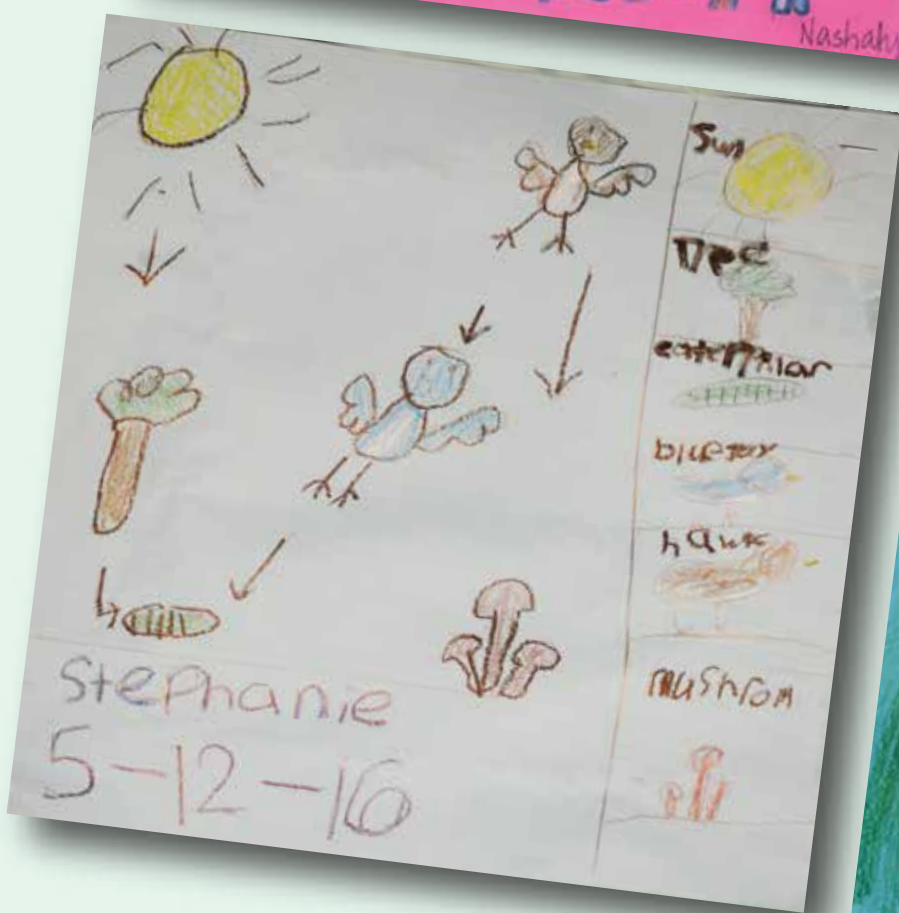
# Schoolyard Habitat Program: Students at Work



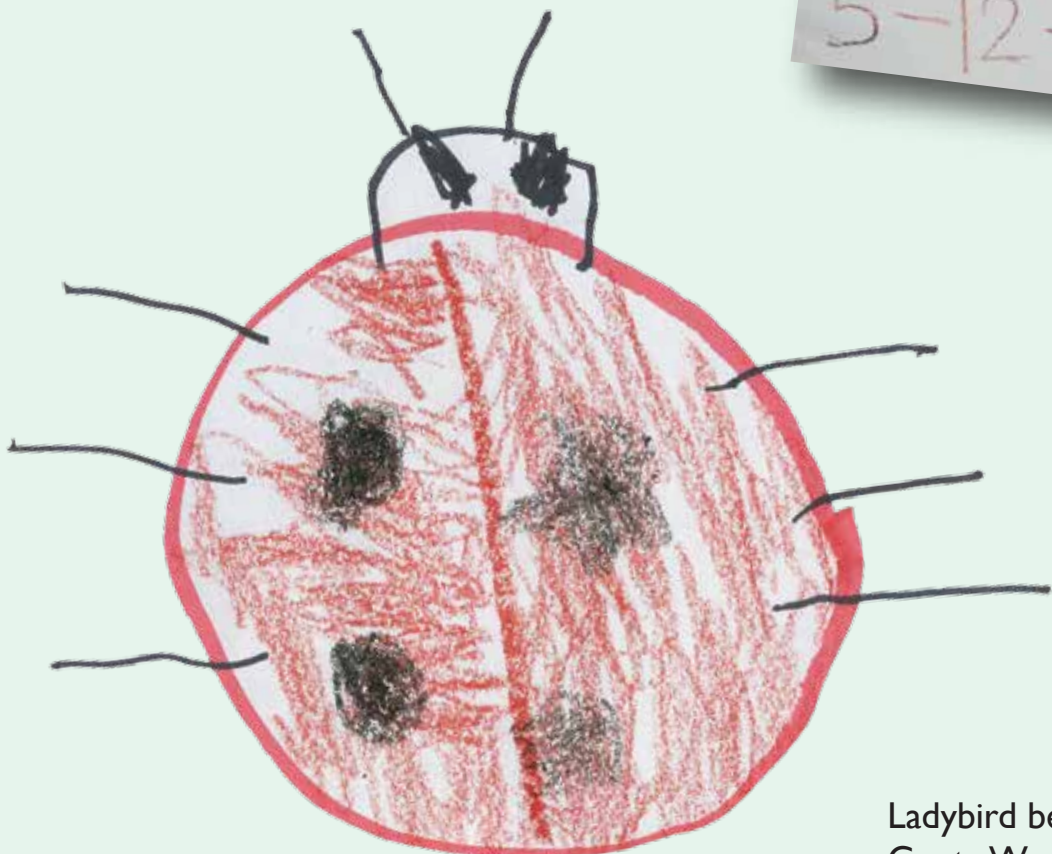
Here is an inspirational glimpse into some of the artwork, science projects, and interdisciplinary student products from students at Conte West Hills Magnet School in New Haven, the Bishop Woods School in New Haven, and Columbus Magnet School in Norwalk. Please browse through student work contained in the binder on the table.



Praying mantis by a first grader from  
Columbus Magnet School, Norwalk, CT



Section of a food chain quilt created by third  
graders from Bishop Woods School, New  
Haven, CT



Ladybird beetle by a preschooler from  
Conte West Hills School, New Haven, CT



# Schoolyard Habitats Help Our Watershed

Students in the Schoolyard Habitat Program learn about the importance of watersheds from outdoor programs created by partners from Audubon Connecticut, Common Ground and the U.S. Fish and Wildlife Service. Audubon CT's Schoolyard Habitat Curriculum Guide offers connections to the Long Island Sound. Schoolyard habitats have pervious surfaces and native vegetation, which increase habitat quality and availability for wildlife, while also improving water quality by filtering pollutants and preventing runoff. This results in a healthier, cleaner Long Island Sound.



Salt marsh photo collage by first graders from Conte West Hills Magnet School, New Haven, CT

*"If it's on the ground, it's in the Sound!...We don't want living creatures to get sick because we love them and care about them."*

— Quote from video created by kindergarten students from Columbus Magnet School, Norwalk, CT



Salt marsh mural created by first graders from Conte West Hills Magnet School, New Haven, CT



# Schoolyard Habitat Program



Honey bee poster by fifth graders from Bishop Woods School, New Haven, CT

The Schoolyard Habitat Program develops healthy schoolyard habitats for both children and wildlife, integrates place-based environmental education into the school curriculum, and promotes environmentally-friendly practices at home. Students can use their schoolyard as a living outdoor classroom and increase their understanding of ecology, their watershed, and Long Island Sound.



Artwork from a nature "real estate" listing by a third grader from Columbus Magnet School, Norwalk, CT

Students are given the opportunity to play leadership roles in developing the habitat, and engage in meaningful conservation activities at school, home, and in the community.

The Schoolyard Habitat program in New Haven is part of The New Haven Harbor Watershed Urban Wildlife Refuge Partnership. Spearheaded by Audubon Connecticut, this initiative is created and implemented in partnership with the U.S. Fish

and Wildlife Service (USFWS), local school districts, Common Ground High School, Urban Farm & Environmental Education Center, the Yale Peabody Museum, the New Haven Department of Parks, Recreation & Trees, and various other community and neighborhood partners.



Georgia O' Keefe style native flower drawings by fifth graders from Columbus Magnet School, Norwalk, CT



**Photo Name****Description**

“Call to Action Display”

Schoolyard Habitat travelling display featuring winning student products created by students using/inspired by their habitats. Travelling display developed by the Yale Peabody Museum.

“CM Habitat decree”

Schoolyard Habitat designation/unveiling ceremony at Columbus Magnet School. Norwalk Mayor announces proclamation for this date to be recognized annually as habitat day! Hands proclamation to ‘principal in training.’

“Conte Habitat pic”

Habitat created by students, teachers and parents at Conte West Hills Elementary School, New Haven.

“Bishop Woods Workday”

Bishop Woods School’s first work day in creating their outdoor habitat!