



Angelica Escobar

California State University, Fullerton

Internship Dates: January 2019 - April 2019



Advisor: Pamela Lares - Program Supervisor

Organization: Kid Healthy

Submitted: April 26, 2019

Table of Contents

Acknowledgements.....2

Executive Summary.....3

Project Objectives.....4

Project Approach.....5

Project Outcomes.....6

Conclusion.....7

Appendices.....8

Acknowledgements

My gratitude goes to the Program Manager, Kelsey Kinsey, and Project Supervisor, Pamela Lares, for their direction and support throughout the entirety of my time at Kid Healthy.

My colleague Kiera Peck also deserves acknowledgment as she supported me throughout the entirety of our internship together as my partner.

I want to express my appreciation to the Santa Ana Watershed Project Authority (SAWPA) and the Civic Spark Water Fellows, Marisa Perez-Reyes and Brian Keener, for their support during this internship.

I want to thank WRI for this internship opportunity, specifically Christina Rodriguez for making this internship possible.

Finally, this project was supported by the Santa Ana Watershed Project Authority (SAWPA) Disadvantaged Communities Involvement (DCI) Program and Proposition 1 funding from the California Department of Water Resources (DWR).

Executive Summary

As Kid Healthy's, Health and Advocacy Intern, I was assigned various tasks of which mainly consisted of providing general program support to both their Padres en Accion (PEA) and Cooking up Change (CUC) programs. However, the program that had more tasks related to water was for the Padres en Accion Program. My first significant water assignment was hosting a "Rethink Your Drink" class to teach parents about healthier alternatives to sugary drinks by teaching parents the benefits of healthier drinks such as water, milk, and juice. During the "Rethink Your Drink" class I also taught parents how to read the nutrition label and sugar conversion from grams to teaspoons, so parents can visualize how much sugar is in drinks. Another major assignment was to conduct water assessments at two elementary schools, REA and Westmont, with the support of parents. The purpose of these assessments were to demonstrate the importance of water quality in schools and to develop a final report of findings to determine which two schools out of five will receive hydration stations. Lastly, with the support of fellow intern, Kiera Peck, we lead blind water taste tests and water trivia to help spread awareness that tap water is healthy.

Project Objectives

The two project goals for Kid Healthy were to coordinate and launch a two-week long water campaign at designated school sites and to provide health education that focuses on water consumption. The first goal of organizing and launching the water campaign was not completely fulfilled due to an early departure from the internship. However, early coordination of the water campaign was completed such as performing the four water assessments with a fellow intern, Kiera Peck, at designated school sites. We divided the schools, so each of us conducted two assessments on our own; I conducted the water assessments at REA and Westmont Elementary. The water assessments were conducted at parent meetings which encouraged parent participation while assessing the water quality of various water sources at the schools such as water fountains and water bottle dispensers. After each water assessment, I developed a final report that included a detailed summary of the findings found from both REA's and Westmont's water sources as well as included a recommendation for the school with the most need for a hydration station. The second goal which was to provide health education that focuses on water consumption was met. This goal was completed through two main objectives which were to host the "Rethink Your Drink" classes and lead blind water taste tests at various parents meetings and special events.

Project Approach

Initially, before launching a two-week long water campaign we had to determine which two schools demonstrated the most need. I had to conduct water assessments to determine which two schools out of five will have the most need for a hydration station. In order to conduct the water assessments, there were several things I had to get done before being able to conduct the assessments. First, I had to coordinate with school staff, volunteer coordinator, and parents to identify what day would work best to examine water sources and water quality with the most parent involvement. After the dates were finalized, I had to gather and purchase equipment such as thermometer, 8-ounce clear measuring cups, and evaluations. The evaluations were used as a guide to help us gather all the data needed to determine water quality from all water sources on school property that is directly available to students. After each assessment was concluded, a final report was typed up including a summary of all the findings, pictures of water source conditions, and lastly, a recommendation for a hydration station based on the findings. The final report from all four schools that did participate were given to my supervisor, Kelsey Kinsey, to approve the recommendations and then they were passed over to Orange County United Way. The two schools that Kiera Peck and I recommended were Westmont and Lawrence Elementary both of which were approved from Orange County United Way and Kid Healthy staff. Installation of the hydration station was still pending for approval from the school's district and took a little longer than expected, so water campaign for the Westmont and Lawrence Elementary were not possible to complete during internship dates.

The second goal was to provide health education focused on water consumption. We provided health education to parents using the "Rethink Your Drink" kit. The RYTD kit included various sugared beverages such as juices, sodas, sports and energy drinks filled with the amount of sugar found in each bottle. It also included a bag of sugar and cups to help parents calculate and measure how many teaspoons of sugar were in various drinks based on the nutritional label flyers that were passed out. At the end of the RYTD presentation, I would focus on the benefits of water to demonstrate that water is the healthiest beverage. In addition to the RYTD, I would host blind water taste test using three different types of waters which were

filtered water, tap water, and spa water. Parents and students can taste the different waters and then were asked to decide which water was their favorite. The vast majority of participants preferred the spa water which was made with tap water and fruit. Only until after participants have made their decision, they were made aware that two glasses of water contained tap water and the other water cup contained filtered water. The importance of this activity was to help de-myth the stigma surrounding tap water. Some of the equipment used to set up the water taste test included purchasing dixie cups, pitchers, and fruit for the spa water. This equipment was covered by the CSU WRPI Community Water Internship Program as they provide a budget to each student for materials and supplies.

Project Outcomes

Unfortunately, there was one elementary school who did not wish to participate in this, so that left only four schools to be evaluated. After the water assessments, it was evident that some elementary schools required more attention in maintaining their water sources clean. It was clear that the water could have potentially been cleaner if the water source itself was kept in clean conditions. We made this conclusion after noticing that the more the water would run the clearer it would get. Many of the parents who participated in this assessment were shocked to find out the conditions of which the water fountains and dispensers were in. After all the assessments were completed, parents asked that a copy of the final report be sent to them so they can discuss the findings with the principal. I was aware that directly after Westmont Elementary assessment was conducted, parents went straight to the office and addressed this issue. Parents requested that the school's maintenance be more adamant of maintaining the various water sources in a cleaner, better condition. I was also made aware that the district took immediate action and quickly addressed the water sources that were in poor condition. It was clear that conducting these assessments with parents not only made them aware of the importance of water quality but that they can be advocates for their children regarding school issues. Even though not all of the schools received a hydration station, it was clear that all the parents from all the schools who participated in the school's evaluation learned about the importance of water quality in schools and that being involved in their child's school can make an impact.

During the RYTD and blind water taste test classes, many parents showed active engagement as they were asking many questions and listening intently. The parents found it troublesome to convert sugar to teaspoons from grams; however, once they figured it out, they were always very shocked and disgusted to see how much sugar is found in common beverages. Many made sour faces as they placed ten teaspoons of sugar in a cup, which demonstrated how much sugar is found in a soda can. RYTD was an excellent way for parents to visualize how much sugar is in the drinks they regularly consume. In regards to the water taste test parents were also shocked after they were told that their favorite water contained tap water. Most of the participants were Hispanic, so they come from a country where

they are told that tap water is unhealthy and dirty. Thus, the blind water taste test provided them with the knowledge that tap water is safe to drink.

Conclusion

Conducting the water assessments with parent groups at the various schools will hopefully bring awareness to parents that water quality is vital and that parents can serve as advocates for healthier, cleaner drinking water in their kid's schools. For the schools that had water sources in poor conditions, I think the results from these assessments also provided further awareness to school and district staff to be more attentive to water conditions on campus.

My time with Kid Healthy has been an extremely valuable experience. Although my partner, Kiera Peck, and I were not able to fully launch the water campaign, we learned to adapt as the internship progressed. At the end of the internship, I became knowledgeable and confident to teach adults about the benefits of water as well as to teach them how to conduct water assessments to identify water quality in their kid's schools. This internship experience has helped me further develop professional skills that I will continue to use such as public speaking, self-management, and decision making. Learning about the various health topics and presenting them to an audience has confirmed my passion for teaching health-related topics. I plan to use the knowledge and professional development I acquired with my time with Kid Healthy in my future internships and career opportunities.

Appendices

A.1 REA Elementary Water Assessment - Summary of Findings.

Water Assessment –REA Elementary



On 2/13/19, 2 parent volunteers assisted Kid Healthy in assessments of fifteen major water sources at Everett A. Rea Elementary School, Newport-Mesa USD. Results of assessment are below, with red text indicating areas of concern:

Water Source	#1 Outdoors by lunch table area	#2 Outdoors by lunch table area	#3 Outdoors by lunch table area	#4 Inside multi-purpose room
Type of water source?	Water fountain	Water fountain	Bottle-Filler	Water fountain
Water available to?	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff
Is water actually available to drink?	Yes	Yes	Yes	Yes
Water source dirty or clean?	Clean Rusty around base of spout	Clean Rusty around base of spout	Clean Some debris over the drain	Clean Rusty around base of spout
Obstructions to source?	No	No	No	No
Are there cups available at this water source?	No	No	No	No
How many seconds to fill up an 8 oz cup	9 seconds	8 seconds	6 seconds	7.6 seconds
Temperature of water? (°F)	61.2	61.5	61.4	70.2 *heater in room was on*
What color is water?	Clear	Clear	Clear	Clear
How cloudy is the water?	No cloudiness, no sediment	No cloudiness, no sediment	No cloudiness, no sediment	No cloudiness, no sediment
Does the water smell?	No smell detectable	No smell detectable	No smell detectable	No smell detectable
Are there any signs, posters, or advertisements located nearby about consuming water or other beverages?	NO	NO	NO *sign above this water source "bottle filling station"	NO

Water Assessment –REA Elementary

Water Source	#5 Outdoors Classroom 3	#6 Outdoors Classroom 3	#7 Outdoors Classroom 3	#8 Outdoors Classroom 3 – Preschool water source
Type of water source?	Water fountain	Water fountain	Bottle filler	Water fountain
Water available to?	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students
Is water actually available to drink?	Yes	NO • Very low flow	Yes	Yes
Water source dirty or clean?	Clean	Clean	Clean	DIRTY Woodchip debris in fountain
Obstructions to source?	No	No	No	No
Are there cups available at this water source?	No	No	No	No
How many seconds to fill up an 8 oz cup	8 seconds	12.5 seconds	5.5 seconds	10 seconds
Temperature of water? (°F)	64.8	63.8	64.2	63.0
What color is water?	Clear	Clear	Clear	Clear
How cloudy is the water?	No cloudiness, no sediment	No cloudiness, no sediment	No cloudiness, no sediment	SLIGHT CLOUDINESS THAT DOES NOT DISAPPEAR OVER TIME
Does the water smell?	No smell detectable	No smell detectable	No smell detectable	No smell detectable
Are there any signs, posters, or advertisements located nearby about consuming water or other beverages?	NO	NO	NO	NO

Water Assessment –REA Elementary

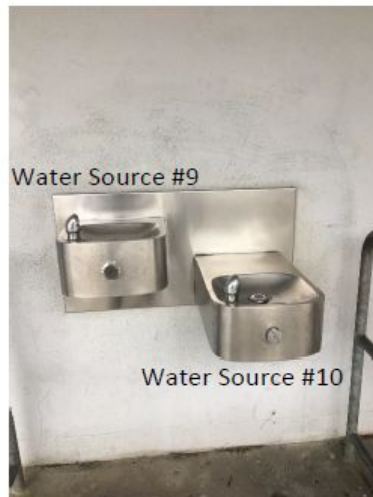
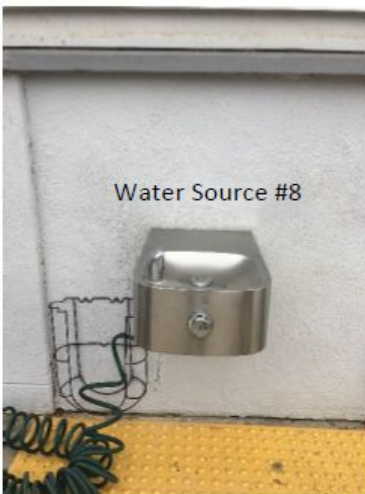
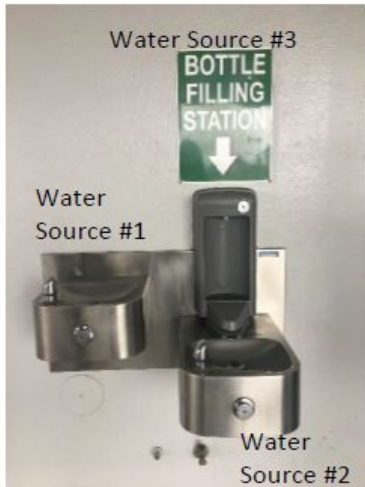
Water Source	#9 Outdoors Classroom 5	#10 Outdoors Classroom 5	#11 Outdoors Classroom 12	#12 Outdoors Classroom 17
Type of water source?	Water fountain	Water fountain	Water fountain	Water fountain
Water available to?	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff
Is water actually available to drink?	NO • Very low flow	Yes	Yes	Yes
Water source dirty or clean?	Clean	Clean	Clean	Clean
Obstructions to source?	No	No	No	No
Are there cups available at this water source?	No	No	No	No
How many seconds to fill up an 8 oz cup	9 seconds	7 seconds	6.5 seconds	7.5 seconds
Temperature of water? (°F)	61.0	62.1	61.0	61.2
What color is water?	Clear	Clear	SLIGHT YELLOW TINT	SLIGHT YELLOW TINT
How cloudy is the water?	No cloudiness, no sediment	No cloudiness, no sediment	SLIGHTLY CLOUDY THAT DOES NOT DISAPPEAR OVER TIME	No cloudiness, no sediment
Does the water smell?	MUSTY ODOR	MUSTY ODOR	No detectable smell	SLIGHT MUSTY ODOR
Are there any signs, posters, or advertisements located nearby about consuming water or other beverages?	NO	NO	NO	NO

Water Assessment –REA Elementary

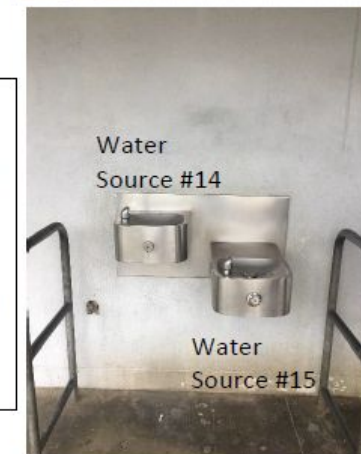
Water Source	#13 Outdoors Classroom 17	#14 Outdoors Classroom 22	#15 Outdoors Classroom 22
Type of water source?	Water fountain	Water fountain	Water fountain
Water available to?	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff
Is water actually available to drink?	Yes	Yes	Yes
Water source dirty or clean?	Clean	Clean	Clean
Obstructions to source?	No	No	No
Are there cups available at this water source?	No	No	No
How many seconds to fill up an 8 oz cup	5.5 seconds	12 seconds	11.5 seconds
Temperature of water? (°F)	60.0	61.5	61.9
What color is water?	SLIGHT YELLOW TINT	SLIGHT YELLOW TINT	SLIGHT YELLOW TINT
How cloudy is the water?	No cloudiness, no sediment	No cloudiness, no sediment	No cloudiness, no sediment
Does the water smell?	No smell detectable	MUSTY ODOR	MUSTY ODOR
Are there any signs, posters, or advertisements located nearby about consuming water or other beverages?	NO	NO	NO

Recommendation:

Water Assessment –REA Elementary



Water source surrounding areas were relatively clean, except for water fountain found in pre-school area (Water Source #8) which was surrounded by woodchip debris. For the most part, water sources were clean, very little rust/calcium buildup near the base of water spout.



Water Assessment –REA Elementary

After speaking with school maintenance, he suggested the ideal location for the hydration station (pictured below) is next to the REA elementary mural. Hydration station will be located on the blacktop near the basketball courts and lunch table area (past the wall to the left). Area is spacious enough to fit Hydration Station, classroom on the other side of the wall is empty, and there is a water source on the wall which will make it easy to hook up the hydration station.



A.2 Westmont Elementary Water Assessment - Summary of Findings.

Water Assessment – Westmont Elementary



On 2/26/19, 10 parent volunteers assisted Kid Healthy in assessments of ten major water sources at Westmont Elementary School, Anaheim USD. Results of assessment are below, with red text indicating areas of concern:

Water Source	#1 Outdoors by lunch table area; in-between bathrooms	#2 Outdoors by lunch table area; in-between bathrooms	#3 Outdoors Classroom A104	#4 Outdoors Classroom A104
Type of water source?	Water fountain	Water fountain	Water fountain	Water fountain
Water available to?	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff
Is water actually available to drink?	Yes	Yes	NO • Low flow	Yes
Water source dirty or clean?	DIRTY • Calcium Buildup • Dusty • Hair	DIRTY • Calcium Buildup • Dusty • Hair	DIRTY • Rusty • Trash/Debris in Basin • Calcium Buildup	DIRTY • Trash/Debris in Basin • Dusty
Obstructions to source?	No	No	No	No
Are there cups available at this water source?	No	No	No	No
How many seconds to fill up an 8 oz cup	7.4 seconds	8 seconds	10 seconds	8 seconds
Temperature of water? (°F)	59.0	59.0	58.0	58.5
What color is water?	Clear	Clear	Clear	Clear
How cloudy is the water?	No cloudiness, no sediment	No cloudiness, no sediment	No cloudiness, no sediment	No cloudiness, no sediment
Does the water smell?	No smell detectable	No smell detectable	No smell detectable	MUSTY ODOR
Are there any signs, posters, or advertisements located nearby about consuming water or other beverages?	NO	NO	NO	NO
Notes: *feedback from parents regarding water source*	Water does not have "fresh/clean" taste	Water does not have "fresh/clean" taste		

Water Assessment – Westmont Elementary

Water Source	#5 Outdoors P.E. area	#6 Outdoors P.E. area	#7 Outdoors Building A – Second Floor	#8 Outdoors Building A – Second Floor
Type of water source?	Water fountain	Water fountain	Water fountain	Water fountain
Water available to?	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff	Students Parents Faculty/Staff
Is water actually available to drink?	Yes	Yes	Yes	Yes
Water source dirty or clean?	Clean	Clean <ul style="list-style-type: none"> • Drain slightly clogged 	DIRTY <ul style="list-style-type: none"> • Moldy • Rusty • Dusty 	DIRTY <ul style="list-style-type: none"> • Moldy • Rusty • Dusty
Obstructions to source?	No	No	No	No
Are there cups available at this water source?	No	No	No	No
How many seconds to fill up an 8 oz cup	8 seconds	11 seconds	8 seconds	10 seconds
Temperature of water? (°F)	59.0	56.0	60.8	65.0
What color is water?	Clear	Clear	Clear	NOT CLEAR - OPAQUE
How cloudy is the water?	SLIGHTLY CLOUDY THAT DISAPPEARS OVER TIME AS WATER STANDS IN CUP	SLIGHTLY CLOUDY THAT DISAPPEARS OVER TIME AS WATER STANDS IN CUP	SLIGHTLY CLOUDY THAT DISAPPEARS OVER TIME AS WATER STANDS IN CUP	EXTREME CLOUDINESS OR PRESENCE OF SEDIMENT THAT DOES NOT DISAPPEAR OVER TIME
Does the water smell?	MUSTY ODOR	EXTREME OFF-ODORS	EXTREME OFF-ODORS	EXTREME OFF-ODORS
Are there any signs, posters, or advertisements located nearby about consuming water or other beverages?	NO	NO	NO	NO

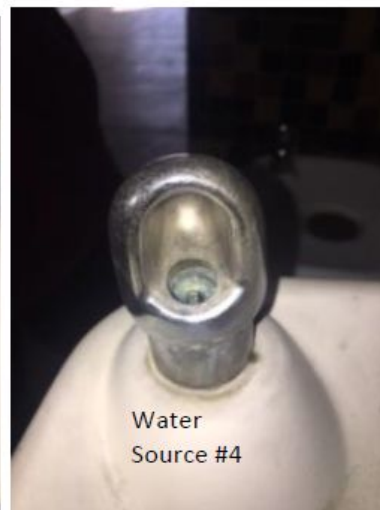
Water Assessment – Westmont Elementary

Water Source	#9 Outdoors Building B – Second Floor	#10 Outdoors Building B – Second Floor
Type of water source?	Water fountain	Water fountain
Water available to?	Students Parents Faculty/Staff	Students Parents Faculty/Staff
Is water actually available to drink?	Yes	Yes
Water source dirty or clean?	DIRTY <ul style="list-style-type: none"> • Moldy • Rusty • Dusty 	DIRTY <ul style="list-style-type: none"> • Moldy • Rusty • Dusty
Obstructions to source?	No	No
Are there cups available at this water source?	No	No
How many seconds to fill up an 8 oz cup	8 seconds	10 seconds
Temperature of water? (°F)	56.0	72.0
What color is water?	NOT CLEAR - OPAQUE	NOT CLEAR - OPAQUE
How cloudy is the water?	EXTREME CLOUDINESS OR PRESENCE OF SEDIMENT THAT DOES NOT DISAPPEAR OVER TIME	EXTREME CLOUDINESS OR PRESENCE OF SEDIMENT THAT DOES NOT DISAPPEAR OVER TIME
Does the water smell?	MUSTY ODOR	MUSTY ODOR
Are there any signs, posters, or advertisements located nearby about consuming water or other beverages?	NO	NO

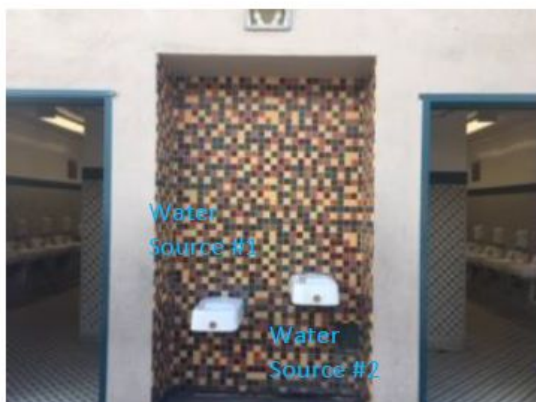
Recommendation:

Due to the extremely dirty conditions of the water sources at Westmont, I am recommending that this school be granted the Hydration Station, so students have access to clean water on campus.

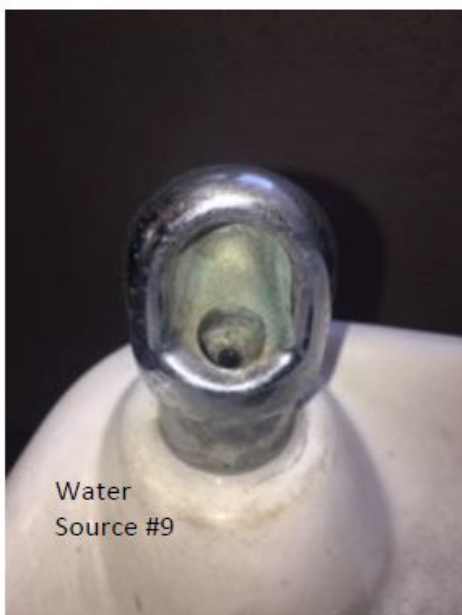
Water Assessment – Westmont Elementary



Water Source #3: Soda can on top of water source, trash/debris in basin
 Water Source #4: Trash/debris in basin, lime scale build-up inside spout
 Water Source #5: Dirty
 Water Source #6: Slightly clogged drain



Water Assessment – Westmont Elementary



Water Source #7: Moldy, dusty, rusty
Water Source #8: Moldy, dusty, rusty
Water Source #9: Moldy, rusty, dusty, lime scale build-up inside spout
Water Source #10: Moldy, rusty, dusty

A.3 "Rethink Your Drink" and Blind Water Taste Test Set-up.

