

## Integrate State Learning Standards

1. **Purpose:** The purpose of this program is to provide professional learning and support to teachers and administrators to integrate the state learning standards in English language arts, mathematics, science, economic and civics with career connected, locally relevant, outdoor field -based learning opportunities aligned with the environmental science, natural resource, and agricultural sectors.
2. **Description of services provided:** OSPI contracts with Pacific Education Institute (PEI) to implement this proviso. PEI is a professional learning organization dedicated to advancing science literacy and deepening student engagement by empowering educators to teach integrated, real-world science outdoors. FieldSTEM® is our signature integrated learning model. We support teachers in delivering FieldSTEM through year-round training, ongoing support and curricular tools and resources. PEI and a cohort of experts in K-12 education and environmental education have developed our research-based frameworks and the accompanying professional development, so teachers have what they need to create locally-relevant, career connected, environmentally-based, integrated science curriculum.
3. **Criteria for receiving services and/or grants:** Any district, school or teacher can receive PEI's services. PEI's preferred method of engagement is to start with an agreement from district and school administrators to support their educators as they implement FieldSTEM. Each district and/or school completes an initial assessment (continuum) and again in subsequent school years to monitor growth towards implementation with fidelity.

### Beneficiaries in 2018-19 School Year:

# of School Districts:	64
# of Schools:	00
# of Students:	14,336
Other: Teachers	512

# of OSPI staff associated with this funding (FTEs): 0

# of contractors/other staff associated with this funding: 1

FY19 Funding:	State Appropriation:	\$500,000
	Federal Appropriation:	\$0
	Other fund sources:	\$0
	TOTAL (FY19)	\$500,000

4. Are federal or other funds contingent on state funding? If yes, explain. No.
5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
FY19	\$500,000	\$500,000
FY18	\$500,000	\$500,000
FY17	\$500,000	\$500,000
FY16	\$500,000	\$500,000

6. **Number of beneficiaries (e.g., schools, students, districts) history:**

Fiscal Year	# of School Districts	# of Teachers	# of Students
FY19	64	512	14,336
FY18	52	290	13,628

7. **Programmatic changes since inception (if any):** PEI has had no real changes to the program as outlined in the agreement.

**Evaluations of program/major findings:** The goal of this year’s evaluation was to collect data on the following questions:

- What are the results of PEI’s Leadership Institutes and consultation with school administration on schools and districts?
- What is the impact of PEI’s work with formal and nonformal educators on classrooms and schools?
- What are the lessons learned regarding the effectiveness of PEI’s varied supports for districts and schools incorporating FieldSTEM?

Abbreviated summary of a select set of outcomes suggests that in regards to influencing classroom activities, 90% of teachers report implementing at least one FieldSTEM activity in their class during the year, 25% reported delivering four or more types of activities in their class. In terms of impacting student learning, educators believe that FieldSTEM positively impacts student attitudes and interest regarding STEM and the outdoor environment while supporting students to meet grade level standards in science. Lessons learned as a result of our evaluation efforts are that 1) an array of complementary PEI supports is necessary, strong workshop offerings are important, regional coordinators must be proactive and persistent when working with districts, FieldSTEM requires an upfront investment in time to learn new teaching habits and practices and competing academic priorities prevents schools from bringing new practices to the classroom.

8. **Major challenges faced by the program:** PEI (FieldSTEM) remains in great demand across the state and we are working hard to leverage funds and create new partnerships to support the staff capacity needed to meet the demand in a state as large and diverse as Washington.

9. **Future opportunities:** PEI is very excited about the future of FieldSTEM in Washington. PEI has added to it’s capacity by hiring a Central WA FieldSTEM Coordinator. Several districts have asked for district-wide professional development focusing on what is locally relevant

for their students. PEI's work in the coming year and beyond is to take these districts and schools from an exploration of FieldSTEM to a district/school of excellence at implementation. To promote this growth PEI will provide additional, more in-depth, professional learning opportunities on the FieldSTEM components and continuous support from our FieldSTEM Coordinators located in the regions where these districts are located. We know that the work these districts do will inspire their colleagues and the demand for our services will increase.

10. **Statutory and/or Budget language:**

**Budget Proviso:** ESSB 6032 Section 513(22) - \$500,000 of the general fund--state appropriation for fiscal year 2018 and \$500,000 of the general fund--state appropriation for fiscal year 2019 are provided solely for the Office of the Superintendent of Public Instruction to contract with a nonprofit organization to integrate the state learning standards in English language arts, mathematics, and science with FieldSTEM outdoor field studies and project-based and work-based learning opportunities aligned with the environmental, natural resource, and agricultural sectors.

11. **Other relevant information:** A teacher recently commented in an evaluation "I love all that PEI stands for and does- for educators and therefore kids. I will always attend PEI workshops/trainings. Thanks so much for your incredible support of teachers (\$'s, field lessons, availability) and forward-thinking!"

12. **List of schools/districts receiving assistance:** See OSPI [website](#).

13. **Program Contact Information:**

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