



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Integrate State Learning Standards/FieldSTEM

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, and science with real world and career connected FieldSTEM outdoor field studies and project-based and work-based learning opportunities that are aligned with environmental, natural resource, and agricultural sectors of the economy.

2. **Description of services provided:**

The contractor, Pacific Education Institute (PEI), offered 3 FieldSTEM Leadership Institutes for 47 school and district administrators and 23 FieldSTEM workshops for 570 educators, including 81 teacher leaders. Educators served by grade band: 1% taught Pre-K; 37% taught K-2; 26% taught 3-5; 13% taught 6-8; 11% taught 9-12; 2% identified as Career and Technical Education teachers; and 10% represented "other" – likely serving broader grade bands as specialists for schools.

FieldSTEM was implemented in 74 districts. PEI did not track the number of schools served because teachers frequently move among schools within districts. As a result of the proviso, 29,023 students benefited from implementation of FieldSTEM in the classroom.

PEI created the following resources to support implementation and assessment of FieldSTEM in the classroom: One new FieldSTEM notebook supplement, ten SmarterBalance Assessment Practice Performance Tasks. In addition, 262 FieldSTEM guides were distributed to educators across the state.

3. **Criteria for receiving services and/or grants:**

The contractor, PEI, met all criteria prescribed in the proviso. Any district, school or teacher can receive FieldSTEM® services. The Pacific Education Institute'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 2019-20 School Year:

Number of School Districts: 74
Number of Schools: 0
Number of Students: 29,023
Number of Educators: 651
Other: Administrators 47

Number of OSPI staff associated with this funding (FTEs): 0 FTE
Number of contractors/other staff associated with this funding: 1 Contract

FY20 Funding: State Appropriation: \$500,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$500,000

4. **Are federal or other funds contingent on state funding?**

No

Yes, please explain.

If state funds are not available, the state will not be eligible...

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	\$500,000	\$500,000
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., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts	Number of Students	Number of Educators	Number of Administrators
FY20	74	29,023	651	47
FY19	64	14,336	512	N/A
FY18	52	13,628	290	N/A

7. **Programmatic changes since inception (if any):**

PEI has followed the program as planned according to the agreement; in 2019-20, PEI effectively and efficiently transitioned to online learning and teaching during the coronavirus pandemic.

8. **Evaluations of program/major findings:**

This year's evaluation collected data from participants in two Leadership Institutes and six Educator Workshops.

Selected summary data from the full evaluation report indicates:

1. Administrators overall agreed or strongly agreed that the workshops supported their professional development and provided opportunities to reflect on implementation of the FieldSTEM® model.
2. All administrators agreed or strongly agreed that they were more aware of the ecological, social, and economic value of renewable natural resources, agriculture, and environmental science, and almost all reported being more aware of the value of incorporating career or work-integrated learning tied to these economic sectors. All agreed or strongly agreed that they had an increased sense of the value of connecting students to their local community. Most agreed that they felt more prepared to better support teachers in getting students outside for field investigations, integrating English language arts and math with science, and offering culturally responsive education.
3. Overall, participants in the Leadership Institutes were committed to supporting implementation of the FieldSTEM® model.

For educators:

1. Educators reported high levels of satisfaction with the FieldSTEM® workshops.
2. Educators report that they learned how to carry out field investigations with their students, and gained confidence in how to support students learning outdoors, make learning more locally relevant, use culturally inclusive instructional practices, and implement standards-based instruction.

9. **Major challenges faced by the program:**

Transitioning to online learning platforms for what is typically a hands-on, place-based learning activity was a challenge. Workshops filled with a waiting list, so PEI was not able to serve all educators interested in participating due to funding and capacity limitations. FieldSTEM® remains in great demand across the state and PEI is leveraging funds to support additional staff capacity.

10. **Future opportunities:**

PEI has expanded its staff to include an East Sound FieldSTEM® coordinator. Online workshops have expanded PEI's reach. With 5 field staff located across the state from

eastern to western Washington, PEI is poised to continue growth and implementation of FieldSTEM® with fidelity.

11. **Statutory and/or budget language:**

ESSB 6168, Sec. 520 (12)(e) \$500,000 of the general fund—state appropriation for fiscal year 2020 and \$500,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the Office of the Superintendent of Public Instruction to contract with a ~~((nonprofit organization))~~ qualified 501 (c) (3) nonprofit community-based organization physically located in Washington state that has at least seventeen years of experience collaborating with the Office and school districts statewide 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. The Office may require the recipient of these funds to report the impacts of the recipient's efforts in alignment with the measures of the Washington school improvement framework.

12. **Other relevant information:**

One administrator said in their evaluation, "I used to think learning outside was a 'nice to have' opportunity. But now I think learning outside is critical to student success and ensuring students graduate career ready, life-long learners." Another said, "I used to think outdoor experiences are invaluable for students' academic engagement with science. But now I think outdoor experiences can influence mental health as well as academics and link all content areas in the learning."

13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

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