

# PEI Governance and Partners 2012

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Dr. Margaret Tudor

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*“Thank you (PEI) for all your hard work in supporting me to be a more effective teacher in so many ways, but more specifically incorporating technology and real world ideas and problems into my science classes. I know my students are better problem solvers and deeper thinkers because of the work you have done.”*

Charlotte Kelly [Ocean Beaches School District]



## Pacific Education Institute

Real Life. Real Knowledge.

724 Columbia St. NW, Suite 255  
Olympia, WA 98501 • Tel: 360-705-9294  
[www.pacifieducationinstitute.org](http://www.pacifieducationinstitute.org)



## PEI Mission:

*Using the environment as a context, the Pacific Education Institute provides schools and teachers with tools and support to help students become socially and scientifically literate citizens, adept at critical thinking and engaged in a lifetime of discovery.*

## Pacific Education Institute

Annual Report 2011

### A Message from our Board President: Mike Mosman

The Pacific Education Institute (PEI) had an exciting year in 2011 and achieved some considerable milestones. The most significant accomplishment and one that I am indeed most proud of, is the fact that six of our curriculum guide field books were published in 2011! PEI developed these guides to support our work of connecting Washington's K-12 students with local environments while engaging them in real-world science (FieldSTEM or GreenSTEM). Our alignment with state standards makes each curriculum guide an invaluable teaching resource for helping students reach or exceed Washington's learning standards. These guides are the culminating effort of many contributors, stakeholders and sponsors, all of whom work together to make PEI's mission of helping students become adept at critical thinking possible.

I am extremely proud of PEI's other accomplishments in 2011, a few of which include; our coastal work reaching 70 teachers in 13 school districts and over 10,000 students in 3 years, our Puget Sound work reaching teachers and students in 28 districts, and our initial Columbia River Region outreach. PEI also announced its presence in 2011 in the world of Social Media on Facebook, Twitter and our blog, links found on our website [www.pacifieducationinstitute.org](http://www.pacifieducationinstitute.org). Join the dialogue when you can!

PEI's aim is to engage the next generation in solving Washington's real world sustainability issues. To do this, we recognize that PEI must stay focused on what we do best and know works. No other organization has the research, experience or capacity to deliver K-12 environment-based professional development to teachers. The challenge is clear: We must seek out new opportunities to expand our base, and we must continue to develop and refine our efforts to help more districts, principals and teachers use applied learning to enable students everywhere to become adults who can "walk the talk." The best way to sustain our environment and economy is by educating our students to be socially and scientifically literate citizens. I'm certainly convinced of PEI's value – I hope you will be too.



# National and State STEM Environmental Science Practices Leadership 2011

The Pacific Education Institute provided national and state leadership to ensure that Science Technology Engineering and Math (STEM) included environmental science and career and technical education. PEI’s guidelines for STEM scientific practices in and on behalf of natural resources and the environment, reviewed in Washington State and launched in Washington DC in November 2011 to education leaders of federal and non-government agencies, continues to influence the National Academies of Sciences “Next Generation of Science Standards” and state science standards. The Guides are:

- Field Investigations: Using Outdoor Environments to Foster Student Learning of Scientific Processes
- The Project-Based Learning Model: Relevant Learning for the 21st Century
- Fostering Outdoor Observation Skills
- Schoolyard Biodiversity Investigation Educator Guide
- Landscape Investigation Guidelines
- Sustainable Tomorrow – Applying Systems Thinking to Environmental Education Curricula for grades 9-12

## Focusing on the five-year goals set out by our Board of Directors, the Pacific Education Institute took action in 2011 to fulfill its mission:

### 1 Provide leadership advocating Washington state’s education standards, environmental literacy and stewardship.

PEI’s K-12 leadership was featured in the Environment and Sustainability Education Literacy Plan (2011) authored by E3 and OSPI. PEI also led the call for field based learning in the Next Generation Science Standards review for Washington State (2011). PEI partnered with the Invasive Species Council to determine the extent of use of national science kits containing invasive species in Washington, and initiated a campaign to retool the state’s 31 science kit centers with native and non-invasive species, with the assistance of Educational Service District Science Coordinators. In 2011 we focused on the invasive crayfish used in third grade science kits, investigating the use of native signal crayfish as a reasonable substitute for the imported invasive species.

### 2 Increase effectiveness of education about the environment through statewide dialogue and partnerships.

In 2011 PEI focused on two regional projects engaging 15 school districts on the Washington Coast and 28 Puget Sound school districts in sustained professional development, coaching and “communities of practice.” In total PEI reached 1195 new teachers and 39,693 students, through Project Learning Tree and Project WILD national programs and Puget Sound, Coastal, Tribal and Invasive Species programs. PEI worked with 81 community partners on the coast and in Puget Sound to bring resources and professional development to the 43 school districts. As a result of PEI professional development over 120 classrooms of students undertook action projects that involved field investigation, stewardship or community outreach in Puget Sound and the Coast. The student contribution translates to a significant number of student service hours (over 55,000 hours) dedicated to local ecosystem health.

### 3 Through communication and outreach, raise public appreciation of the value of learning about the environment.

We initiated PEI Twitter, Facebook pages and a regular PEI blog in 2011. There, teachers following our work can learn about workshop progress in real time, and project opportunities for students. We also developed materials to inform the natural resource and education sectors about our work and mission. School district leaders helped us create materials to share with administrators to invite their participation.

PEI completed a book entitled “Moving From Teaching to Learning: The Implementation of Environment-Based Integrated Learning” authored by Dr. Martha Kurtz, Dr. Catherine Taylor, Dr. Jonas Cox, Nancy Skerritt, Lynne Ferguson and Dr. Margaret Tudor, now being considered for publication.

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### Secure funding to create purposeful and collaborative organizational structure.

In 2011, PEI was able to secure funding from the Puget Sound Partnership (PSP) to leverage with The Russell Family Foundation (TRFF) funding to scale up the K-12 reach to a further 10 school districts, reaching a total of 28 out of 90 school districts in the Puget Sound Basin.

Grants received in 2011 came from federal, state and private sources, including ongoing grants from SeaGrant, NOAA, Weyerhaeuser, American Forest foundation, PSP, TRFF, the Invasive Species Council and the Pacific Coast Shellfish Growers Association.

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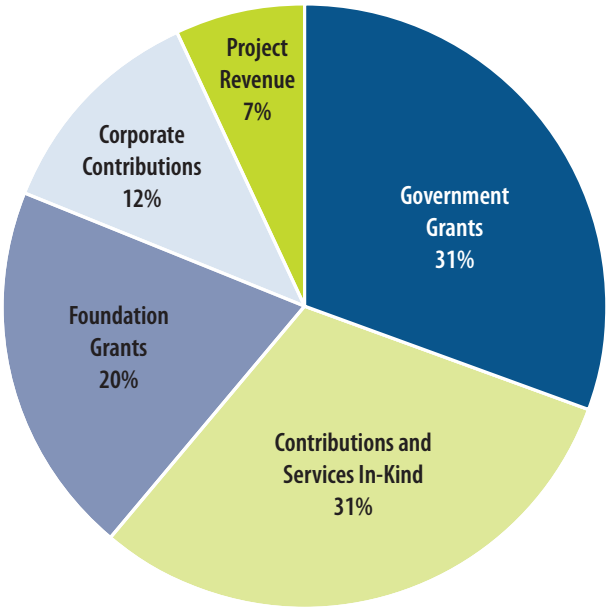
### To demonstrate through formal assessment that integration meets the Washington state education goals for in-depth knowledge, critical thinking and life-long learning.

PEI conducted independent evaluations of the Coastal Ecosystem Education program and the Puget Sound K-12 Education program to determine the impact on the environment, teacher confidence, and student attitude and behaviors change. Analysis of both the Puget Sound and CEE program showed that engaging students in a variety of outdoor learning and field investigations positively affected student’ environmental attitudes, personal choices and behaviors, motivation to learn and attitudes to science. The mentoring and modeling activities were an effective way to work with teachers, increasing their understanding of field investigations and their confidence in teaching outdoor and environmental topics and projects.

## 2011 PEI Funding Base

Where Our Support Comes From:

- Government Grants 31%
- Contributions and Services In-Kind 31%
- Foundation Grants 20%
- Corporate Contributions 12%
- Project Revenue 7%



Where your Support Goes:

- Programs 75%
- Fundraising 11%
- Administration 14%

