

# **No Child Left Inside Outdoor Education and Recreation Grant Program**



**Passages Northwest**



**Washington State Parks & Recreation Commission**

## **No Child Left Inside Advisory Committee**

Tina Johnson, Federal Employee: *Chair, 2009; Vice Chair, 2007-2008*

Martin LeBlanc, Sierra Club: *Chair, 2007-2008*

Martin E Fortin, Assoc. of WA School Principals: *Vice Chair, 2009*

Becky Barker, Woodland Park Zoo  
Doug Berndt, Yakima Family YMCA  
Susan Bullerdick, COSEE - Ocean Learning  
Communities  
Michael Collins, REI  
Heleen Dewey, Spokane Regional Health District  
Lynne Ferguson, Pacific Education Institute  
Earl Ford, USFS / NAACP  
John Garner, Metro Parks Tacoma  
Jose Gutierrez, MDD Media Industries  
Frank Hein, Pacific Science Center  
Ryan Hopkins, Central Washington University

Kathleen Jacobson, Educational Service District  
113  
Benjamin Klasky, Islandwood  
Denise Mahnke, Girl Scouts  
Mike O'Malley, Washington Department of Fish  
and Wildlife  
Tom Sanford, Olympic Park Institute  
John Thielbahr, WSU Professional Education  
Margaret Tudor, WDFW / PEI  
Scott VanderWey, WSU 4H State Challenge  
Gilda Wheeler, Office of the Superintendent of  
Public Instruction

## **Staff**

Frank Galloway, Program Manager, 2007-2008

Kjerstin Gould, Program Manager, 2009

Elizabeth Cornish, volunteer

## **Washington State Parks and Recreation Commission**



P.O. Box 42650  
Olympia, WA 98504-2650  
(360) 902-8500  
[www.parks.wa.gov](http://www.parks.wa.gov)

.....  
*Commission members:*

Fred Olson	Joan Thomas
Rodger Schmitt	Cecilia Vogt
Eliot Scull	Lucinda S. Whaley
Joe Taller	

**Agency director: Rex Derr**

*All Washington state parks are developed and maintained  
for the enjoyment of all people.*

# Table of Contents

EXECUTIVE SUMMARY .....	4
BACKGROUND .....	7
PROGRAM OVERVIEW .....	8
Choosing Grant Recipients.....	8
At a Glance.....	8
Funding Different Sized Programs.....	8
Organization Type.....	9
Program Locations .....	9
Activities the Grantees Provided.....	10
Program Calendar .....	10
The Grantees .....	11
STUDENTS SERVED.....	12
PROGRAM GOALS: STUDENT IMPACT.....	14
Academic Performance .....	15
Self-Esteem .....	18
Personal Responsibility .....	20
Community Involvement.....	22
Personal Health .....	23
Understanding Nature .....	24
CONCLUSIONS AND RECOMMENDATIONS .....	26
APPENDIX A: grantee program synopses.....	29
APPENDIX B: matching fund CONTRIBUTORS .....	33
APPENDIX C: community partnerships.....	34
APPENDIX D: Links.....	36
A. RCW 79A.05.351.....	36
B. WAC 352-80.....	36
C. Office of the Superintendent of Public Instruction’s (OSPI) Environmental Education Report.....	36

## **EXECUTIVE SUMMARY**

In 2007 the Washington State Legislature HB 1677 directed the Washington State Parks and Recreation Commission (Commission) to establish an outdoor education and recreation grant program to provide a large number of under-served students with quality opportunities to directly experience the natural world. It was the intent of the legislature that the program known as No Child Left Inside (NCLI) “improve students’ overall academic performance, self-esteem, personal responsibility, community involvement, personal health, and understanding of nature.” Further, it was the intent of the legislature that the program “empower local communities to engage students in outdoor education and recreation experiences.”

In 2007, the budget provided \$1.5 million in funds to implement No Child Left Inside. In 2008, using criteria agreed upon by a 23-member advisory committee, the Commission awarded \$1.36 million in grant funds to 26 grant recipients (“grantees”) whose programs brought under-served, at-risk students to the outdoors for education and recreation experiences.

### **Program Highlights**

- Over 250 programs requested funding; 10% of applicants received grants through this program.
- Applicants submitted requests totaling \$8.7 million with \$1,360,128.44 awarded to the top 26 applicants; 16% of monies requested were awarded.
- Grants were awarded in the following manner:
  - 20 grants awarded for \$5,000 - \$50,000 (total of \$658,710.97 awarded)
  - 3 grants awarded for \$50,001-\$100,000 (total of \$206,359.47 awarded)
  - 3 grants awarded for \$100,001-\$225,000 (total of \$495,058.00 awarded)
- Grantees obtained matching and in-kind funds from 111 unique donors totaling \$1,370,700; bringing the combined total to \$2,730,828 in funding to get children outside.
- 69 Washington State Parks visited. 98 other outdoor recreation locations visited throughout the state.
- 184 community partnerships established.
- Students attended over 935 outdoor outings and spent over 193,115 hours outdoors.
- 36,108 Washington students participated in programs offered by grantees. 20,012 students participated directly through NCLI funding.
- 22 counties and 18 legislative districts were served.
- 7 new programs established through No Child Left Inside grants.
- 63% increased enrollment in pre-established programs.

### **Conclusions and Recommendations**

#### *No Child Left Inside Program*

##### Conclusion

- The sum of the research surrounding “nature deficit disorder” supports that involving students in environmental education programs increases their academic performance, self-esteem, personal responsibility, community involvement, personal health, and understanding of nature.
- The No Child Left Inside program produced results that support these findings. The 26 grantees got out there in force, bringing students to nature and bringing wonder and a sense of connection to the greater world to students. Students have learned about the natural world to help them become natural stewards. They have learned to connect with the outdoors in ways that promote leadership, instill a sense of scientific curiosity, help heal wounded natural environments, are health-building, and are just plain fun. Personal stories show that individual lives have been changed, and students have undergone significant transformations leading to increased self esteem, academic performance, and more.

### Recommendation

Continue funding of environmental education programs like No Child Left Inside to benefit Washington's students.

## *Future Career Choices*

### Conclusion

Outdoor-based education exposes students to a wide variety of career opportunities enhancing their engagement in the classroom.

### Recommendation

- Agencies and organizations that provide outdoor-based education should be encouraged to include in their curriculum program goals similar to those identified in the NCLI program.
- Students involved in outdoor-based education programs should be encouraged to see the connection between those activities and career opportunities, and educators should help provide them with information about possible nature-based careers.

At the program conclusion, staff and advisory committee met to discuss, review, conclude and recommend. If funding for this or a similar program becomes available in the future, the following are recommendations for improvement of grant program administration.

## *The Value of a Citizen Advisory Committee*

### Conclusion

Citizen participation adds immeasurable value in providing a wide variety of insight, experience, and knowledge. It also adds accountability and transparency to the administration of these types of programs.

### Recommendations

- Determine the size of advisory committee based on the work it needs to do, amount of time required to do the work, and need for close working relationship with staff.
- Ensure a clear and transparent method of selecting advisory committee members, being sure to clarify for them what the work is in terms of their time and expense to attend meetings, meeting preparation, and meeting follow up.
- Consider geography and use of technology to enhance meeting accessibility.
- Define and clarify roles and responsibilities between advisory committee and staff to avoid duplication of effort and streamline workflow processes. Clarify when advisory committee should ask staff for guidance.

## *Staffing Levels*

### Conclusion

Successful program administration requires consistency of staffing assigned to program, availability of sufficient clerical support, and access to certain skills and abilities.

### Recommendations

- One program manager assigned throughout entire program cycle.
- Heavier staffing during times of heavy workflow (program commencement, application screening, final invoicing and contract termination).

Useful skill sets include grant administration, principles of contract management, meeting facilitation, volunteer coordination, personal diplomacy, customer service, grant program evaluations, administrative skills, organizational and prioritization skills.

## *Informing Potential Grantees*

### Conclusion

Program development and implementation will be enhanced by connecting grant applicants/recipients to staff and to each other.

### Recommendations

- Website provides resources for grant applicants/recipients.
- Grant writing workshops.
- Provide network of recipients enabling them to exchange ideas and information with each other.
- Marketing to ensure funding of this important program and the benefits of environmental education.

## *Grant Application and Contracts Process*

### Conclusion

Grant application process needs to be easily accessible regarding availability of information about grants, grant application process, and awarding of grants.

### Recommendations

- Consider relative benefits of brief Letter of Interest (LOI) vs. full Application. LOI can be a useful step in determining the number of grant applications that will need to be reviewed and the resulting impacts on staff and advisory committee time; however LOI increases overall length of time to conduct reviews.
- The grant application process should consider various elements, such as time lines, forms, scoring mechanisms, reports, etc.

## *Grantee Program Evaluation Requirements*

### Conclusion

There needs to be well-defined, documented, measurable outcomes to determine degree of program success.

### Recommendations

- Grant application needs to identify evaluation requirements, data collection requirements, clearly defined and measurable outcomes, and evaluation format.
- Data requirements of students to be served may include: race/ethnicity, geographic area, age, gender, socioeconomic status, and risk of academic failure/dropping out.

## **BACKGROUND**

Environmental education programs around the country have been finding that students benefit academically and personally from outdoor experiences. Documented improvements include increased GPA, reduced drop-out rate, improved academic performance (for both high-ranking and low-ranking students), positive impact on self-esteem, increased level of personal engagement and motivation, and increased civic engagement (OSPI [Environmental Education Report](#)).

In 2006, the Washington State Legislature passed Engrossed HB 2910 Environmental Education Study which directed the Office of the Superintendent of Public Instruction (OSPI) to develop a report on environmental education programs for students, including recommendations to the Legislature.

In the meantime, in 2007 the legislature enacted HB 1677: “Creating the outdoor education and recreation grant program for schools and others.” HB 1677 became RCW 79A.05.000 establishing an outdoor education and recreation program in Washington State. “It is the intent of the program to improve students’ overall academic performance, self-esteem, personal responsibility, community involvement, personal health, and understanding of nature. Further, it is the intent of the program to empower local communities to engage students in outdoor education and recreation experiences.”

The State Legislature designated the Commission to implement and oversee this program. The legislation also provided for the development of a 23-member advisory committee made up of a variety of stakeholders to “assist and advise the commission in the development and administration of the outdoor education and recreation program.”



In December 2007, OSPI published the [Environmental Education Report: Empirical Evidence, Exemplary Models, and Recommendations on the Impact of Environmental Education on K-12 Students](#). This report emphasizes the success of environmental education programs around the country which have resulted in increasing students’ self-esteem, academic performance, overall health, and feeling of connection to their communities. OSPI made the recommendation to the State Legislature to fund and expand programs such as that outlined in HB 1677.

From HB 1677 and RCW 79A.05, the Commission developed WAC 352-80-010, No Child Left Inside (NCLI): “The purpose of the outdoor education and recreation grant program is to provide funds for outdoor environmental, ecological, agricultural, or other natural resource based education and recreation programs serving youth.” The advisory committee worked with Commission staff to recommend criteria for distribution of grant funds. In 2008 NCLI distributed \$1.36 million to 26 grantees to provide outdoor education and recreation programs for youth to help get students outside to learn about and enjoy nature.

## PROGRAM OVERVIEW

### *Choosing Grant Recipients*

For the first round of grant application requests for No Child Left Inside, over 250 applications were received. Along with Commission staff, the 23-member advisory committee defined criteria for scoring grant applications, then meticulously read and scored 190 applications (the number of applications filled out correctly). Because of the large response, grants were awarded to a diverse group of programs – those whose applications best conveyed their ability to provide outdoor recreation and education experiences according to the intent set out by the Legislation. *Applicants submitted requests totaling \$8.7 million*; \$1.36 million was awarded to the top 26 applicants (16% of monies requested were awarded).

### *At a Glance*

- \$1,360,128.44 awarded in grant money.
- 26 grantees.
- 7 new programs established through No Child Left Inside grants.
- 63% increased enrollment in pre-established programs.
- 69 Washington State Parks visited.
- 98 outdoor recreation locations visited throughout the state (not including State Parks).
- 184 community partnerships established (some of these were with other grantees).
- \$1,370,700.00 in matching funds secured by grantees.
- 111 unique donors.
- 193,115 hours spent outdoors by NCLI students.
- 935 outdoor outings.
- 36,108 Washington students participated in programs offered by grantees.
- 20,045 students participated directly through NCLI funding.
- 22 counties and 18 legislative districts were served.

### *Funding Different Sized Programs*

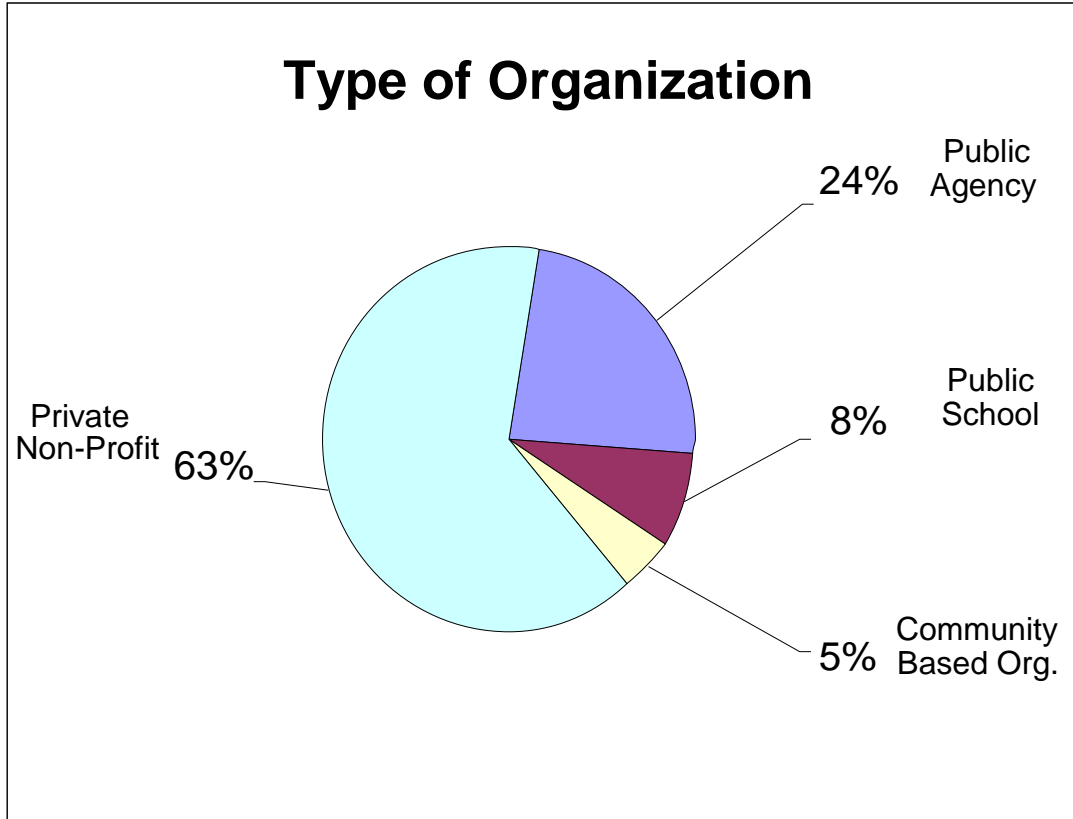
In order to fund different sized programs (giving opportunities to smaller, less established programs as well as larger ones), grants were awarded in the following manner:

- 20 grants awarded for \$5,000 - \$50,000 (total of \$658,710.97 awarded)
- 3 grants awarded for \$50,001-\$100,000 (total of \$206,359.47 awarded)
- 3 grants awarded for \$100,001-\$225,000 (total of \$495,058.00 awarded)

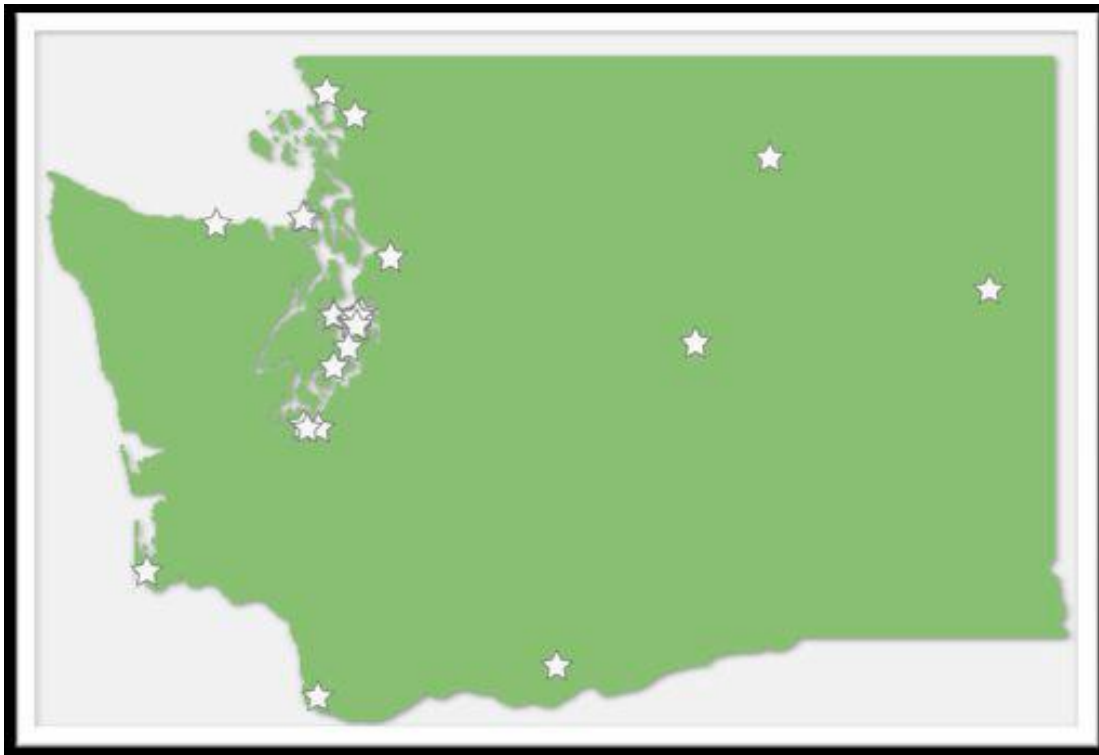


## Organization Type

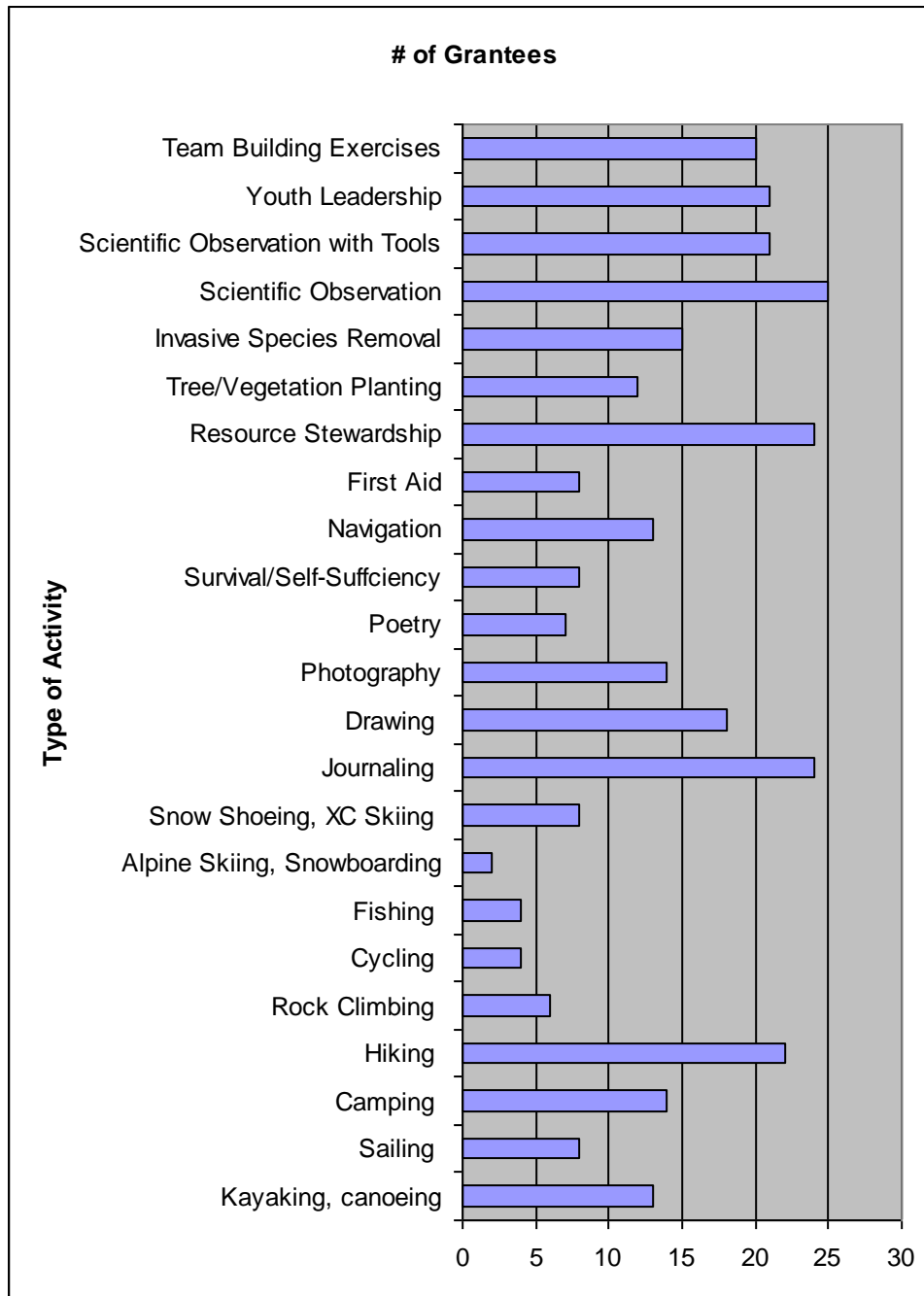
The grant selection process led to a wide variety of programs receiving No Child Left Inside funding.



## Program Locations



## Activities the Grantees Provided



## Program Calendar

Many of the grantees were involved in programs before NCLI funding, and will continue afterwards. Others have programs that are specific to certain times of year, dependent on factors such as school year and weather conditions. NCLI funding became available in May and June 2008. The majority of programs started from May to October, then continued through the duration of the NCLI funding period (June 2009). A few programs did not start until spring of 2009.

## *The Grantees*

The grant recipients represented a wide array of organization types (non-profits, public schools, community-based organizations), geography, and programming. Students from differing backgrounds were exposed to a variety of both recreational and educational nature-based activities. The 2008-2009 grant recipients were:

- Big Brothers Big Sisters of Southwest Washington, Hiking and Recreation for Kids (HARK), Olympia.
- Cape Disappointment State Park, Columbia-Pacific Environmental Education Program (CPEEP), Ilwaco.
- Columbia Springs, At Home At School Outdoors (AHAS Outdoors), Vancouver.
- Eastern Washington University, Outdoor Learning Adventures, Cheney.
- Educational Service District 113/The Chehalis Basin Education Consortium, Olympia.
- Environmental Science Center, Out of Doors Program, Burien.
- Goldendale School District 404, Pathfinder Adventures Outdoor School, Goldendale.
- International District Housing Alliance, Wilderness Inner-city Leadership Development (WILD), Seattle.
- King County DNR White Center Teen Program, Get Out and Learn, Seattle.
- Mountains to Sound Greenway Trust, Seeking Solutions Plus, Seattle.
- Nooksack Salmon Enhancement Association (NSEA), Students for Salmon Program, Bellingham.
- North Cascades Institute, Islandwood, Olympic Park Institute (collaboration), ProjectPLACE.
- Northwest Maritime Center, Puget Sound Explorers, Port Townsend.
- Okanogan School District, Okanogan.
- Outdoors for All Foundation, Seattle.
- Passages Northwest, Girls Wilderness Program, Seattle.
- Salish Sea Expeditions, Bainbridge.
- Seattle Parks and Recreation, Outdoor Opportunities Program at Camp Long ELC (O2), Seattle.
- Sound Experience (aboard the schooner Adventuress), Youth at Risk Initiative, Port Townsend.
- Thurston Conservation District, South Sound GREEN, Olympia.
- Urban Wilderness Project, Wilderness Works – Adventure Works, Seattle.
- Woodland Park Zoo, Ready Set Discover, Seattle.
- WSU Chelan County Extension, 4-H Eco-Stewardship Program, Wenatchee.
- WSU Snohomish County Extension, 4-H Fish and Forest Stewards, Snohomish.
- YMCA of Greater Seattle, Metrocenter YMCA Earth Service Corps (YESC), Seattle.
- YMCA Tacoma Pierce County, Camp Seymour Outdoor and Environmental Education Program (Camp Seymour), Gig Harbor.

## STUDENTS SERVED

Not all programs collected data to support the demographics below. What is provided are the numbers, percentages, and averages *of those programs that collected the relevant data*:

### Age

Out of the 26 grantees, 25 reported that over half of the students reached were fourth and fifth graders (54%). Approximately 23% were in sixth through eighth grade, 11% were ninth and tenth graders, 10% were eleventh and twelfth graders, and 10% were older than 18. 2% of the programs reached students K through third grade.

### Gender

Out of the 26 grantees, 16 reported that most programs served males and females about equally (47% male and 53% female overall). One program served about 70% males (King County DNR), while one served about 95% females (Passages Northwest).

### Socio-economic and Under-served Status

Out of the 26 grantees, 20 reported that the USDA Food & Nutrition Service's Income Eligibility Guidelines for the Free & Reduced School Lunch Program was used as a means for defining low income. The vast majority of grantees served a significant portion of low-income students, with an average of 62% students qualifying for free or reduced lunch.



### Race/Ethnicity

Out of the 26 grantees, 17 collected racial/ethnic data. The following percentages reflect students served:

- 10% Hispanic or Latino
- 2% American Indian
- 0% Alaskan Native
- 1% Native Hawaiian or Other Pacific Islander
- 13% Asian
- 12% Black or African American (not of Hispanic origin)
- 53% White or Caucasian (not of Hispanic origin)
- 4% Other Race
- 2% Multi-Racial

### Academic Risk

Out of the 26 grantees, 10 collected academic risk data. On average 35% of students were at risk of academic failure and 35% were not at risk (30% were unknown). Of those grantees who responded, on average 27% of students were at risk of dropping out and 42% were not at risk (31% were unknown).

### **Big Brothers-Big Sisters of Southwest Washington, Hiking and Recreation for Kids**

The HARK program provided educational outings to at-risk students who otherwise would not participate in outdoor experiences.

### **Seattle Parks and Recreation, Outdoor Opportunities Program at Camp Long ELC**

The O2 program was an outdoor recreation, environmental education, conservation and stewardship program that serves at-risk, inner-city teens. O2 program activities included weekly after-school workshops and educational events, overnight events and conservation projects.

### **Sound Experience (aboard the schooner Adventuress), Youth at Risk Initiative**

Programs aboard the historic schooner Adventuress offered powerful on-the-water experiences to the Puget Sound area's under-served students and teens. Their programs inspired young people to learn about the natural marine environment, helped them become informed and contributing members of their communities, and build a supportive network of peers and adults.

### **Woodland Park Zoo, Ready Set Discover**

The Ready Set Discover program helped break down barriers to outdoor access for students at risk. Through this program over 600 students explored the out-of-doors with the eyes of trained naturalists - their own. This partnership engaged students in outdoor exploration, hands-on science and inquiry-based learning.

Some grantees focused on providing programs to *groups* that are typically underserved.

### **International District Housing Alliance, Wilderness Inner-city Leadership Development**

The WILD program was a leadership development program for high school aged (14-20) leaders in Seattle's Asian and Pacific Islander immigrant and refugee communities.

### **Passages Northwest, Girls Wilderness Program**

The goal of the Girls Wilderness Program was to introduce girls to the power and the beauty of the outdoors in a safe, structured, and fun way: helping to transform them into lifelong stewards of the environment through outdoor expeditions and activities.

### **Thurston Conservation District, South Sound GREEN**

South Sound GREEN served children from foster homes, girl programs, and special needs students in elementary, middle, and high schools. Programs included water quality monitoring tests, plant walks, nature journal drawing, viewing creatures through a scope, writing poetry, identifying and tabulating collected organisms, and planting native plants. High school students selected research and service projects such as urban restoration, marine bird surveys, juvenile or spawning fish surveys, and macro-plankton monitoring.

### Geographic Area

Programs from the following 18 legislative districts were served through NCLI grants (students were likely served from more than just these districts):

- 7, 9, 12, 15, 17, 19, 21, 22, 23, 24, 26, 33, 34, 36, 37, 39, 42, and 43.

Students from the following 22 counties were served through NCLI grants:

- Benton, Chelan, Clallam, Clark, Douglas, Grays Harbor, Island, Jefferson, King, Kitsap, Klickitat, Lewis, Mason, Okanogan, Pacific, Pierce, Skagit, Snohomish, Spokane, Stevens, Thurston, Whatcom.

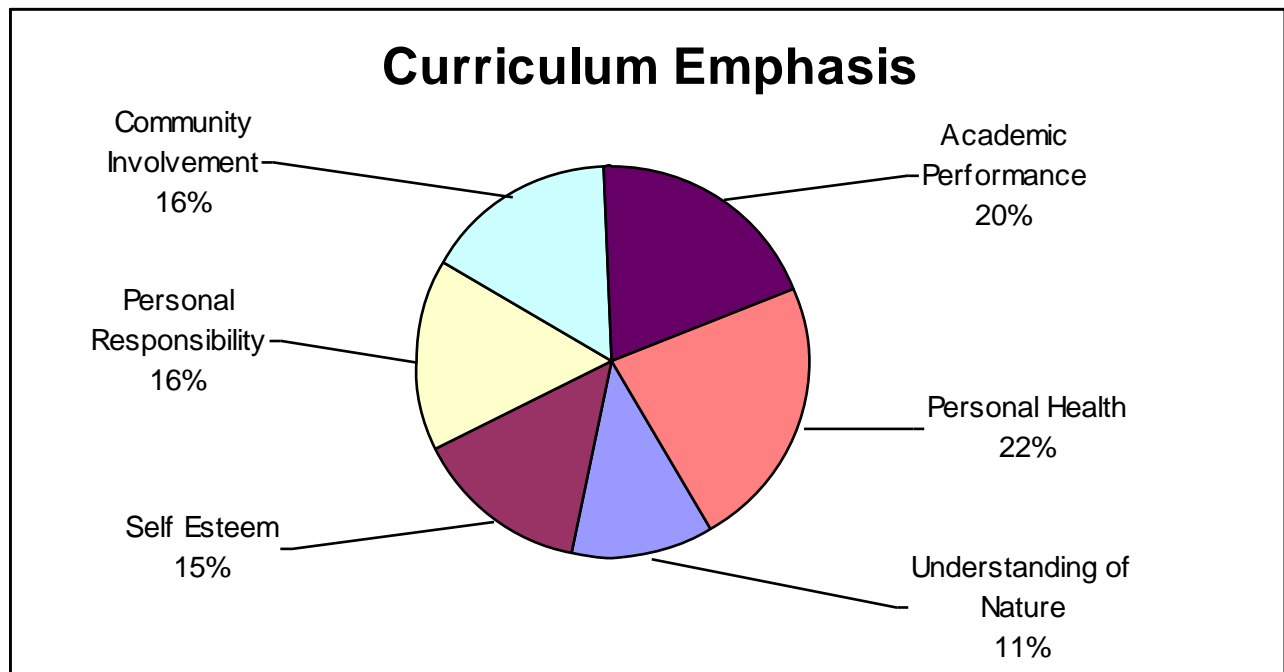
Out of the 26 grantees, 19 reported that 50% of students were reported to come from urban areas, 30% from suburban, and 20% from rural.

## PROGRAM GOALS: STUDENT IMPACT

It was the intent of the legislature that the No Child Left Inside program improve students' overall:

- Academic performance,
- Self-esteem,
- Personal responsibility,
- Community involvement,
- Personal health, and
- Understanding of nature.

To achieve this legislative intent, the grant selection process was designed to lead to a wide variety of programs funded through No Child Left Inside grants. The figure below shows how each program oriented their curriculum among the six areas of emphasis. Academic performance and personal health were considered two of the most significant areas of emphasis, although all six elements played pivotal roles in grantee programs.



## *Academic Performance*

When Washington legislators passed the No Child Left Inside legislation, they hoped that by providing additional funding to outdoor and environmental education programs, these programs would help improve the academic performance of its participants. Grantees did an excellent job of recognizing the opportunity to expand upon concepts being taught in the classroom, and allow students to experience them personally. Most programs worked closely with teachers and school administrators to align their curriculum with Washington Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs).

### EALRs and GLEs

Use of effective curriculum with EALRs and GLEs are two measurements of academic focus used by Washington State. Almost all grantees integrated EALRs and GLEs into their environmental education curriculum and found other ways for their programs to relate to the students' schooling.

#### **Goldendale Public Schools 404, Pathfinder Adventures Outdoor School**

During their three-day camp, Pathfinder created eight rotating sessions with three guest speakers that matched grade-appropriate math and science GLEs/EALRs. They tested water quality of a nearby creek, examined micro invertebrates under microscopes, and took plant transects to measure the biodiversity.

#### **Salish Sea Expeditions**

Salish used 3-5 day sailing and camping expeditions in Puget Sound and its local watersheds as the venue for engaging 5<sup>th</sup> - 12<sup>th</sup> grade students in project-based scientific research of their own design, thus improving scientific literacy and creating new citizen scientists who better understand and respect the fragile Puget Sound ecosystem.



#### **YMCA Tacoma Pierce County, Camp Seymour Outdoor Environmental Education Program**

Students took a series of Outdoor Environmental Education classes that were aligned with Washington State EALRs and GLEs and gained exposure to ecological concepts, environmental issues, behavior change, outdoor recreational skills, and career opportunities in the outdoors.

### Reading, Math, Communications and Social Studies

In addition to meeting the obvious science requirements, as *students in the majority of programs conducted formal scientific inquiry* (testing water quality, collecting marine life samples), the lessons *required students to tap into reading, math, communications, and social studies skills* as well. Fieldwork in the sciences *requires students to evaluate the whole picture, often learning about an area's natural history, economics, and geography* in the process.

#### **Eastern Washington University, Outdoor Learning Adventures**

Outdoor Learning Adventures was an outdoor science camp for upper elementary and middle school students that facilitated youth activities in forest ecology, water ecology, geology, and wildlife study. Counselors used and effectively modified a curriculum designed by EWU faculty that provided quantitative analysis of each environment the campers encountered.

#### **Sound Experience (aboard the schooner Adventuress), Youth at Risk Initiative**

While sailing in the Puget Sound students aboard the Adventuress used views of glaciers of the Cascades and Olympics from their on-the-water vantage to learn about the water cycle.



### **Woodland Park Zoo, Ready Set Discover**

Elementary school students mentioned that *learning about the Columbia River in science class helped them during their unit on the Oregon Trail in Social Studies. Students explained how the program helped them learn how to conduct research, which also helped them in other classes.*

### **YMCA Tacoma Pierce County, Camp Seymour Outdoor Environmental Education Program**

“Many students are able to *take the knowledge gained at camp and tie it into school units.* One example of this is the new learning about marine science that takes place at [Camp Seymour]. When students return to the classroom, *their background knowledge about the relationships between species in an ecosystem can be directly applied to new science units. With prior knowledge, students are more likely to participate in class discussions.*” - Vice-Principal, Cascade Elementary

### Reduction of Dropout or Academic Failure

Many grant programs hope to positively impact the academic futures of the students they served. Such measures of success can be found over time. However in the short-term, grantees already saw encouraging feedback on children becoming more academically involved and successful.

### **Cape Disappointment State Park, Columbia-Pacific Environmental Education Program**

“Tommy” was a member of the Boys and Girls Club of Long Beach, and participated in a CPEEP activity of storytelling; sharing personal nature stories. “Each child took the ‘story stick’ when it was his/her turn. The children could simply tell their story, they could act it out, or they could have several people act it out. Tommy recruited about half the group and had a wild adventure among the rows of books in the library where we met. Bears and dogs and people were running wildly about. Before this story time program, Tommy had been reclusive at school, refusing to participate in the lessons or learning – he would sit with arms folded and a scowl on his face. But since our storytelling session he has taken a big interest in reading and has a little box he sits in to read. .” - Staff

### **Environmental Science Center, Out of Doors Program**

One student’s mother signed him up after finding the permission slip hidden in the bottom of his backpack. This student told a visitor that he did not like science and was not smart enough to be ‘good’ at it. “During the last nine weeks of our Science Club he has been one of the most active and enthusiastic participants. We are able to engage him in hands-on learning experiences and he is discovering that there is more to science than what he reads in his textbook. It has been so exciting to see his academic confidence grow as science becomes a regular and fun part of his life” - Staff

### **Urban Wilderness Project, Wilderness Works-Adventure Works**

One student said that although people kept pushing her to just get her GED, the trip helped her learn more about herself and made her more determined to graduate.

### Becoming Motivated to Learn

*The experiential nature of these programs allows students who may not have success in the traditional classroom to shine.* An education experience when coupled with fun and adventure in the outdoors *engages students in ways classroom learning may not. Changing a student’s attitude towards school and learning is perhaps one of the greatest achievements of the NCLI programs.*

### **Environmental Science Center, Out of Doors Program**

Several students remarked that they did not know science could be fun, or that they were capable of being scientists.



### **Nooksack Salmon Enhancement Association (NSEA), Students for Salmon Program**

A teacher from Harmony Elementary said, *“The hands-on experiences and real-life examples and connections, along with the outdoor aspect of the program helps get kids hooked in, including students who often lack an interest in learning.”*

### **Columbia Springs, At Home At School Outdoors**

A boy’s custodial grandmother reflected on the impact of him participating in AHAS. She wrote that her grandson was doing so poorly in school that already in the 6<sup>th</sup> grade he was at risk for dropping out. *His participation in AHAS Outdoors changed his disposition toward school dramatically.* His experiences were so positive he joined the AHAS Youth Advisory Board. He attended every AHAS event and participated fully. According to his grandmother, he started trying to do well in school and focusing his efforts on science in hopes of having an “outdoor job” someday.

### **Salish Sea Expeditions**

A student who sailed with Salish said, “I used to look out at the Sound and just see water. Then I went out on a Salish trip and discovered the details below the water. When I got back to school I wondered what details I was missing in all my other subjects.”

## Self-Esteem

The opportunities to try new activities, face challenges, and work with a group towards a common goal were components of all NCLI programs. Whether it was sea kayaking for the first time, or working together to complete a science experiment, *students discovered new dimensions of themselves that helped improve their self-esteem.* The positive relationships with peers, teachers, or adult mentors fostered through a shared experience in the outdoors will help students to succeed long after they return home.

## Working Together



### **Salish Sea Expeditions**

“Beyond the science, Salish allows students to *learn how to work together and develop leadership skills.* It challenges them to take risks and rely on others sometimes to help them solve it. It *stretches their comfort zone and builds confidence* in areas that can’t happen in the classroom. They are able to feel good about embarking on an adventure and having a positive experience,” remarked an 8<sup>th</sup> grade teacher.

### **YMCA Tacoma Pierce County, Camp Seymour Outdoor and Environmental Education Program**

A school educator shared that, “At camp, kids learn to share ideas, accept ideas, and develop ideas with their groups. *They learn different roles when working together and learn to draw out those who may be more introverted. These collaborative skills transfer back to the classroom where students encourage one another, are more caring of others, and are more confident to participate and share.*”

### **Passages Northwest, Girls Wilderness Program**

“Sometimes when things are hard for you in life, you have to trust others to help you. If you learn to trust, you can do things you thought were impossible to do.” A student said this to her foster mom after participating with the Girls Wilderness Program. Some of this student’s earliest experiences in life and her transition into foster care taught her to not trust anyone. Her foster mom had seen very little progress in over two years of counseling. However after participating in Girls Wilderness, her foster mother noticed a dramatic change in how her daughter coped with past and present challenges. She started to open up for the first time, and even reached out to her peers who were dealing with many of the same problems; she started to develop into a leader.

### **Urban Wilderness Project, Wilderness Works - Adventure Works**

One young man who knew he had trouble managing his anger said he learned to talk it out since he had to live with people on the trip and he could not go anywhere.

## Learning New Roles

*Placing students in a new environment allows them to shed old roles and try new ones.* The shy quiet student taking on the role of leader, or the unsure student who excels in the field are examples of the types of transformations that occur while participating in outdoor and environmental education programs.

### **Cape Disappointment State Park, Columbia-Pacific Environmental Education Program**

A teacher from Ilwaco Middle School said, “A different kind of learning environment provided us with *new leaders and ‘outstanding students’.*”

### **Big Brothers Big Sisters of Southwest Washington, Hiking and Recreation for Kids**

A young girl who in the past tended to defy adults and authority figures was able to change her behavior while snowshoeing with HARK. She was continually straying from the group, when the guide tasked

her with being the youth group leader, whose job it was to keep an eye on the trail ahead and make certain no one was left behind. *She happily took on this job and was supportive of the other youth, demonstrating great leadership skills.*

### **International District Housing Alliance, Wilderness Inner-city Leadership Development AND Salish Sea Expeditions**

A WILD staff member said that when a student first came to the WILD program, he was quiet and self-conscious. During the Salish sailing trip, to the surprise of staff he volunteered to captain the ship for a day. When group mates were not listening to his direction he took a deep breath and shouted, “I need you to listen!” *The student found his voice that day and continued to be a confident and vocal participant in their program.*

### **King County DNR White Center Teen Program, Get Out and Learn**

By the tenth field trip, all of the participants had tried multiple activities they had been unfamiliar with and initially unsure of. Without fail, at the conclusion of each trip participants agreed that they loved the activity and would try it again if given the opportunity. Participants later said that *they were surprised at their personal strength and abilities.*

### Emerging Leaders

*Improved self-confidence not only benefits an individual child’s life, it also allows the child to emerge as a leader in his or her community and create lasting change.*

### **WSU Snohomish County Extension, 4-H Fish and Forest Stewards Program**

All of the teachers noted how *the program built teamwork and communication.* Many said to the staff that they wished they had done more fieldwork in the beginning of the year because it *helped cement relationships and build community.*

### **WSU Chelan County Extension, 4-H Eco-Stewardship Program**

Inspired by their field trips, students from Westside High School’s service learning class took the initiative to create an intensive in-school recycling program. Unable to arrange for recycling pick up, students personally drove the recycling to a nearby center they learned about on a field trip. Teachers at the school commented that *the students’ enthusiasm and leadership helped improve their own behaviors and attitudes about recycling.*



### Developing Confidence

#### **Passages Northwest, Girls Wilderness Program**

Passages had its all-girl participants fill out evaluations after their participation in programs. They expressed personally feeling empowered and confident:

- 94% described themselves as strong,
- 93% reported they were satisfied with themselves,
- 93% reported they had respect for themselves,
- 88% reported they could do just about anything they set their minds to,
- 88% learned about people different than themselves.

## *Personal Responsibility*

Students who attended No Child Left Inside programs gained a sense of personal responsibility on both a large and small scale. NCLI students gained a greater sense of their role in the bigger environmental picture. Stemming from many programs, students started composting and recycling programs at their schools, changed daily habits that impact the environment, and taught friends and family about the things they learned. Additionally, traveling to these outings allowed students to learn to plan in advance, pack for a trip, and take charge of things like group cooking, camp chores, and taking proper care of equipment.

### Taking Responsibility

By participating in outdoor activities, students' behavior started to change – they took personal responsibility, and held each other accountable, for protecting the outdoors.

#### **International District Housing Alliance, Wilderness Inner-city Leadership Development**

“Each camping trip requires a workshop in the principles of Leave No Trace, and it’s incredible to see how *students hold each other accountable* to these expectations by the end of their trip,” reported staff.

#### **Big Brothers Big Sisters of Southwest Washington, Hiking and Recreation for Kids**

A boy who attended field trips initially kept forgetting things like a water bottle or his backpack. By the third trip, he *demonstrated an understanding of what was required to be prepared* for outdoor activities.

#### **Nooksack Salmon Enhancement Association (NSEA), Students for Salmon Program**

A teacher explained how the program helped *improve personal responsibility* in her students: “Where before students might litter and destroy habitat, by the end of the program, students are keeping litter in their pockets and telling their parents to wash their cars at a public place that can treat the waste.”

#### **Thurston Conservation District, South Sound GREEN**

A teacher said that participating students' desire to be part of the field-testing led to *positive self-management*.

### Discovering our own Backyard

One outcome showed the grantees' exceptional ability to connect students with nearby areas for recreation, promoting a sense of connection to community. Helping students see that they don't need to drive far or spend lots of money to enjoy nature lays the foundation for a lifetime of playing in, and caring for, the outdoors – not only for the child, but for their families as well. Establishing that sense of community and connection leads to taking personal responsibility for its care and preservation.



#### **The Environmental Science Center, Out of Doors Program**

Staff commented that they “took students to local parks and community centers, many very close to their home. Most students were not aware that these places existed and expressed excitement to share them with their families.”

#### **Okanogan School District**

Okanogan introduced students to the local outdoor community through canoeing. “Although we live in a rural area with forest, lakes, and rivers nearby, it was amazing to us how many of our students had not participated in outdoor activities other than outdoor sports.” - Staff

#### **King County DNR White Center Teen Program, Get Out and Learn**

Teens discovered far more opportunities to get out and learn in their own neighborhood for little or no cost. *Students also became more independent and self-sufficient.*

## Community Service

Many of these programs incorporated service learning into their curriculum. The positive effects of these projects will last long after the work is complete.

### **WSU Chelan County Extension, 4-H Eco-Stewardship Program**

One student mentioned the tendency of the community to place judgments on the alternative high school she attended. She said that her participation in the program *allowed her to connect with the community* in a way that facilitated people seeing that what these students were doing was a *positive contributing influence that was beneficial to their community*.

### **Seattle Parks and Recreation, Outdoor Opportunities Program at Camp Long ELC**

During service projects, “kids often times mentioned that they have never done anything ‘for the community.’ Over the years, a number of young adults mentioned with pride that they have returned to their sites they previously worked and *appreciated the product of their accomplishments*. One O2 participant was extremely proud of the fact that he has single-handedly planted over 400 trees during his time with O2.”

## Stewardship and Conservation

Many programs told stories of how their outings *helped change how students view their role in stewardship and conservation of the natural world*.

### **North Cascades Institute, Islandwood, Olympic Park Institute (collaboration), ProjectPLACE**

“Now that I have seen nature in a different way,” said a student, “I feel that any people including myself should care more about the natural environment than we do right now.”

### **YMCA of Greater Seattle, Metrocenter YMCA Earth Service Corps**

A high school student who participated in a restoration project said, “The biggest thing [Earth Service Corps] has taught me is *how to serve without expecting anything in return*; I hardly even view it as service anymore, but rather a commitment like any other, which is a great feeling.”

### **Educational Service District 113 /The Chehalis Basin Education Consortium**

A student participant said, “Since this school year, I respect nature more and save energy more.”



## *Community Involvement*

The No Child Left Inside Program required grantees to secure matching funds for their awards and build community partnerships. During the 2008-2009 cycle, No Child Left Inside grantees *procured \$1,345,953.00 in matching funds*. They received these matching funds from *111 unique donors* (some donors matched funds for more than one grantee). In addition, they created *184 unique community partnerships* (some grantees established partnerships with the same organizations). Grantees visited sixty-nine different Washington State Parks, and ninety-eight other outdoor venues including National Parks, National Forests, city and county parks, local organic farms, waste treatment facilities and recycling centers, and many more venues.

The impact of the awards extended far past just a dollar amount. Grantees worked diligently to *create community partnerships* that helped *stretch budget dollars* through in-kind donations, staffing, and venues for activities. Not only did they *nearly double their grant awards*, doubling the amount of money being made available to outdoor and environmental education programs throughout the state, they continued to pursue far-reaching community networks and *partnerships that further enhanced the quality of their programs*. These community partnerships helped provide a wide variety of experiences for the students, and *created a massive network of stakeholders for the future of Washington's students*, and the outdoor education movement.

*Lists of donors providing matching funds can be found in Appendix B. Lists of community partners can be found in Appendix C.*



## *Personal Health*

Many NCLI programs integrated vigorous physical activities including hiking, canoeing or kayaking, sailing, and winter sports such as skiing. By engaging students in outdoor activities, even those less vigorous such as beach combing or studying plants and insects, participants' comfort and interest in being outside and participating in all types of outdoor activities increases.



### The Benefits of Fitness

All of the programs discussed ways that *outdoor recreation can lead to the development of lifetime activities and ultimately good health.*

Students on trips were *exposed to numerous new outdoor activities,* and were often made aware of the *importance of overall fitness* as a

key to a healthy lifestyle. Students who attended programs said that they spend much of their free time watching television or playing video games. Students enjoyed the personal challenge of some of the more physically rigorous activities, and many commented on how *they would like to continue being more active.*

### **Educational Service District 113 /The Chehalis Basin Education Consortium**

“I do not like to walk, but if you put it as hiking, it’s ok!” - student

### Food Selection and Preparation

As part of their programs' curriculum nearly all grantees discussed *good nutrition and its relationship to health.* On overnight trips, many students planned meals and cooked for the first time. This allowed them to think about the quality of the food they ate and *learn to make more nutritious choices.* Many programs included field trips to cooperative groceries or organic farms to learn about food quality and its relationship to the environment.

### **Sound Experience (aboard the schooner Adventuress), Youth at Risk Initiative**

Participants aboard the Adventuress, a vegetarian ship, *learned about the health benefits of eating lower on the food chain.*

### **North Cascades Institute, Islandwood, Olympic Park Institute (collaboration), ProjectPLACE**

As part of the program called “Dirt to Dinner,” *students harvested vegetables* from the Garden Classroom and then *helped Islandwood’s kitchen staff prepare nutritious meals.* This activity helped students make the connection between healthy ecosystems and healthy eating.

### Sense of Well-being

Spending time regularly in the natural world often leads to relief from daily stresses and an increased sense of well-being.

### **Urban Wilderness Project, Wilderness Works – Adventure Works**

“It has been amazing to see youth experience the wilderness one day at a time. One of our alumni described it as feeling like she had disappeared and then returned; for [just] a moment, at Mt. St. Helens she forgot about all of her problems.” - Staff

## *Understanding Nature*

Students who attended No Child Left Inside programs spent upwards of *192,120 hours outdoors*. They played in the snow, kayaked in the ocean, paddled the Columbia River, observed salmon fry, conducted science experiments, and removed invasive species. This *diverse offering of outdoor and environmental education* provided by grantees enabled approximately *36,000 students in Washington to get outdoors*, with NCLI grant money covering the cost of attendance for over 20,000 of those students.

### Getting Students Outside

Almost all grantees included recreational activities in their programs, and all of them included outdoor education. Most programs blended recreational and educational components, so that activities such as kayaking or hiking provided opportunities for educating students about cohabitating with and protecting the natural world.

#### **Goldendale School District 404, Pathfinder Adventures Outdoor School**



During this two-night, three-day math, science, and recreation camp, students attended sessions with professional mentors and learned about environmental education. On the last day they went on an adventure field trip to a nearby Washington State Park for canoeing, fishing, and hiking.

#### **Columbia Springs, At Home At School Outdoors**

This four-week program included instruction in nature photography and filming which built skills of scientific inquiry and nature journaling. It also included instruction in the use of equipment such as digital binoculars and dissection scopes.

#### **Educational Service District 113 /The Chehalis Basin Education Consortium**

“Nature is the thing that keeps us alive, so that’s how much I love nature. I LOVE NATURE!” – Student.

### The Vast Offerings of the Outdoors

Grantees provided nearly *thirty unique outdoor activities* to students. Whether field trips were based on school science curriculum, or were recreational in nature, all programs reported ways that students were positively impacted by their experiences.

#### **YMCA Tacoma Pierce County, Camp Seymour Outdoor Environmental Education Program**

“Students are *walking, talking experts on forest ecology, marine biology, and the scientific process*,” said an Evergreen Elementary School teacher.

#### **Salish Sea Expeditions**

“I think all my students *developed a stronger appreciation* for the Puget Sound and the great things it holds. They have a *deeper knowledge* of an area they live with and I feel they are *excited to learn even more* about it and to *share this knowledge and excitement with others*,” said a teacher.

#### **Outdoors for All Foundation**

“Kids were exposed to the mountains and snow and loved the fact that *any student, even those in wheelchairs, were able to participate*,” said a teacher.

#### **Seattle Parks and Recreation, Outdoor Opportunities Program at Camp Long ELC**

A staff member summed up how these experiences *create a deep appreciation of nature*: “Thousands of city kids participate in our program that exposes them to outdoor activities, nature and science in a very impactful, real manner. *This is quite frankly life changing. This experience changes the perceptions, understandings, and connection these people have of themselves, and their surroundings.*”



### NCLI Experiences Led to Interest in Outdoor Careers

In reading the many reflections from teachers and staff involved with No Child Left Inside programs, one theme emerges. Programs that allow students to be exposed to hands-on experiences, doing the work of scientists, discovering their own intelligence and self-efficacy, help increase students' interest in science-based careers. Exposing students to a variety of career opportunities *enhances their engagement in the classroom*. Once students learn about a career option that resonates with them, the work in the classroom to achieve those goals becomes much less tedious and far more relevant.

#### **WSU Chelan County Extension, 4-H Eco-Stewardship Program**

“One of the highlights for several students was the ability to *work side by side in the field with the various resource professionals*. They said that meeting and working with these professionals in the field gave them new information for what kinds of jobs are available, and through these experiences they had *found motivation to both finish high school and explore further educational opportunities at the local community college*.” – Staff

#### **International District Housing Alliance, Wilderness Inner-city Leadership Development AND Salish Sea Expeditions**

A WILD staff member said, “After attending the WILD trip to Salish Sea Expeditions, a student was inspired to apply for a fisheries fellowship – an option she had never considered before. This summer she will participate in a paid internship on a fisheries research boat.”

#### **Northwest Maritime Center, Puget Sound Explorers**

“We have a particular student who was struggling on many levels and is now much more involved in the community. ‘Richard’ is a student in an alternative public school program in Port Townsend. Richard was struggling in school, and has experienced problems with the law. A second year participant in the Puget Sound Explorers program, through his school, Richard has found a potential life path. After his first year of meeting with his team weekly to row, sail and be part of a small community, Richard got excited about something. Last summer, Richard was a deck-hand on a schooner which offers public sailing programs. This Fall Richard joined us again in our program. He has since volunteered to participate in our boat shop on an important project. Richard has also been invited back for ‘mentoring’ and work as a deck-hand on the schooner.” - Staff

Taking students out of the classroom and giving them quality field science experiences expands the perception that scientists wear white lab coats and work in sterile work environments. The scientists NCLI students met wear rubber boots while wading in tide pools. They hold salmon fry in their hands, sail sixty-foot sailboats, and hike old growth forests. Imagine the impact of these outdoor experiences where students have gotten to work side-by-side with these scientists, doing the same things.

## CONCLUSIONS AND RECOMMENDATIONS

### *No Child Left Inside Program*

#### Conclusion

- The sum of the research surrounding environmental education programs supports that involving youth in these programs increases their academic performance, self-esteem, personal responsibility, community involvement, personal health, and understanding of nature. The Office of the Superintendent of Public Instruction found some evidence that environmental education contributed to academic achievement, career development, self esteem, motivation, civic responsibility, and service learning.
- The No Child Left Inside Program produced results that support these findings. The 26 grantees got out there in force bringing students to nature, and bringing wonder and a sense of connection to the greater world to students. Children have learned about the natural world to help them become natural stewards. They have learned to connect with the outdoors in ways that promote leadership, instill a sense of scientific curiosity, help heal wounded natural environments, are health-building, and are just plain fun. Personal stories show that individual lives have been changed, and students have undergone significant transformations leading to increased self esteem, academic performance, and more.

#### Recommendation

Continue funding of environmental education programs like No Child Left Inside to benefit Washington's students.

### *Future Career Choices*

#### Conclusion

Outdoor-based education exposes students to a wide variety of career opportunities enhancing their engagement in the classroom.

#### Recommendation

- Agencies and organizations that provide outdoor-based education should be encouraged to include in their curriculum program goals similar to those identified in the NCLI program.
- Students involved in outdoor-based education programs should be encouraged to see the connection between those activities and career opportunities, and educators should help provide them with information about possible nature-based careers.

At program conclusion, staff and advisory committee met to discuss, review, conclude and recommend. If funding for this or a similar program becomes available in the future, the following are recommendations for improvement of grant program administration.

### *The Value of a Citizen Advisory Committee*

#### Conclusion

Citizen participation adds immeasurable value in providing a wide variety of insight, experience, and knowledge. It also adds accountability and transparency to the administration of these types of programs.

#### Recommendations

- Determine the size of advisory committee based on the work it needs to do, amount of time required to do the work, and the need for close working relationship with staff.
- Ensure a clear and transparent method of selecting advisory committee members, being sure to clarify for them what the work is in terms of their time and expense to attend meetings, meeting preparation, and meeting follow up.
- Consider geography and use of technology to enhance meeting accessibility.
- Define and clarify roles and responsibilities between advisory committee and staff to avoid duplication of effort and streamline workflow processes. Clarify when advisory committee should ask staff for guidance.

## *Staffing Levels*

### Conclusion

Successful program administration requires consistency of staffing assigned to program, availability of sufficient clerical support, and access to certain skills and abilities.

### Recommendations

- One program manager assigned throughout entire program cycle.
- Heavier staffing during times of heavy workflow (program commencement, application screening, final invoicing and contract termination).
- Useful skill sets include grant administration, principles of contract management, meeting facilitation, volunteer coordination, personal diplomacy, customer service, grant program evaluations, administrative skills, and organizational and prioritization skills.

## *Informing Potential Grantees*

### Conclusion

Program development and implementation will be enhanced by connecting grant applicants/recipients to staff and to each other.

### Recommendations

- Website provides following:
  - Process and forms for applying for grant.
  - Advisory committee biographies.
  - Grant recipient contact information.
  - Resources for environmental education programs.
  - Program reports.
- Grant writing workshops,
- Provide network of recipients, so they can exchange ideas and information with each other.
- Marketing to ensure funding of this important program and the benefits of environmental education.

## *Grant Application and Contracts Process*

### Conclusion

Grant application process needs to be easily accessible regarding availability of information about grants, grant application process, and awarding of grants.

### Recommendations

- Consider relative benefits of brief Letter of Interest (LOI) vs. full Application. LOI can be a useful step in determining the number of grant applications that will need to be reviewed and the resulting impacts on staff and advisory committee time; however LOI increases overall length of time to conduct reviews.
- The grant application process should consider the following elements:
  - Timelines for completing the process leading to contract implementation.
  - Application period.
  - Availability of application.
  - Application forms.
  - Priorities and distribution considerations:
    - Priorities between promoting natural stewardship vs. improving academics.
    - Dollar size of grants – recognizes programs of different size and scope contribute in different ways and dollar size can help manage the number of grants and workload.
    - Geographic representation.
    - New vs. continuing programs.
  - Develop reviewing and scoring mechanism that considers:
    - Number of grant applications received.

- Number of evaluators.
- Number of questions in each application needing to be scored.
- Time available for evaluators.
- Grant approval process:
  - Advisory committee review and recommendation.
  - Staff review and recommendation.
  - Governing body or higher-level policy maker decision.
- Grant contract:
  - Start date.
  - Scope of work.
  - Budget.
  - Termination date.
  - Reporting requirements.

## *Grantee Program Evaluation Requirements*

### Conclusion

There needs to be well-defined, documented, measurable outcomes to determine degree of program success.

### Recommendations

- Grant application needs to identify evaluation requirements, data collection requirements, clearly defined and measurable outcomes, and evaluation format.
- Data requirements of students to be served may include: race/ethnicity, geographic area, age, gender, socioeconomic status, and risk of academic failure/dropping out.

## **APPENDIX A: GRANTEE PROGRAM SYNOPSES**

### ***Big Brothers Big Sisters of Southwest Washington, Hiking and Recreation for Kids (HARK), Olympia.***

Our program provides educational outings to youth and their adult mentors. The Olympia Mountaineers have partnered with us on this program to provide outdoor excursions with hands-on learning components. Some of our activities include hikes, rock climbing, sailing, kayaking, bicycling, navigation and winter sports.

### ***Cape Disappointment State Park, Columbia-Pacific Environmental Education Program (CPEEP), Ilwaco.***

CPEEP serves the 5<sup>th</sup> and 8<sup>th</sup> grade classes of the Ocean Beach School District by offering field- and classroom-based educational programs about the environment of the Columbia-Pacific Region. Other youth-based programs include working with the fledgling Boys and Girls Club of the Long Beach Peninsula, Clatsop County 4-H, and offering weekly Junior Ranger programs at Cape Disappointment State Park during the summer months.

### ***Columbia Springs, At Home At School Outdoors (AHAS Outdoors), Vancouver.***

A four-week program that includes instruction in nature photography and filming; building skills of scientific inquiry and nature journaling; and instruction in the use of equipment such as digital binoculars and dissection scopes. Program includes a day-long field trip to Battle Ground Lake State Park, and a week-long immersion outdoor program. Students journey through trails, study macros living in the wetlands, and observe and film wildlife.

### ***Eastern Washington University, Outdoor Learning Adventures, Cheney.***

Outdoor Learning Adventures is an outdoor science camp for upper elementary and middle school youth that facilitates youth activities in forest ecology, water ecology, geology and wildlife study. Counselors use and effectively modify a curriculum designed by EWU faculty that provides quantitative analysis of each environment the campers encounter. WSU Extension agents and local resource professionals provide extensive background knowledge and direction for the science adventures.

### ***Educational Service District 113/The Chehalis Basin Education Consortium, Olympia.***

The Chehalis Basic Education Consortium's mission is "to have students use the watershed as an integral context for learning to achieve state learning goals and EALRs through real-world, problem-solving activities, provide teachers with professional development related to the Chehalis River basin, and foster community partnerships and the stewardship of the Chehalis River basin.

### ***Environmental Science Center, Out of Doors Program, Burien.***

The Environmental Science Center's Out of Doors Program works with 4<sup>th</sup> - 6<sup>th</sup> grade students in the Highline School District. We provide three hours of experiential environmental education per week, with a minimum of one and a half hours spent outside. We serve a diverse student population with 77% of students qualifying for free or reduced lunch.

### ***Goldendale School District 404, Pathfinder Adventures Outdoor School, Goldendale.***

Pathfinder Adventures Outdoor School is a two-night, three-day math, science, and recreation camp. Students attend sessions with professional mentors and learn about environmental education and then on the last day go on an adventure field trip to an area Washington State Park for canoeing, fishing, or hiking. Pathfinder Outdoor Adventures is open to all students in Klickitat County.

### ***International District Housing Alliance, Wilderness Inner-city Leadership Development (WILD), Seattle.***

The WILD program is a leadership development for high school aged (14-20) leaders in Seattle's Asian and Pacific Islander, immigrant and refugee communities. 160 young people have participated in IDHA's outdoor activities under the NCLI grant, and WILD has offered over 800 hours worth of outdoor opportunities.

***King County DNR White Center Teen Program, Get Out and Learn, Seattle.***

Get Out and Learn strives to inspire thirty urban youth from White Center to “get out and learn” by introducing them to quality outdoor education and recreation programs both a bus ride away and in their own “big backyard.” Hands on outdoor education and recreation opportunities are supplemented by site-based learning.

***Mountains to Sound Greenway Trust, Seeking Solutions Plus, Seattle.***

Mountains to Sound Greenway environmental education program offers in-class lessons and field trips to King County schools. Seeking Solutions Plus extends that program by offering 25 schools a day of ecological restoration. Participants plant trees, work in the nursery or remove invasive species as a way to increase their comfort in nature, and reinforce concepts learned in the education program.

***Nooksack Salmon Enhancement Association (NSEA), Students for Salmon Program, Bellingham.***

The Students for Salmon program provides place-based outdoor education to underserved youth in Whatcom County. Students learn the basics of salmon ecology through hands-on stream explorations at their local creek, turning knowledge into action by implementing restoration projects. By empowering youth to take positive action, students gain newfound confidence in their own ability to change their lives and the world around them.

***North Cascades Institute, Islandwood, Olympic Park Institute (collaboration), ProjectPLACE.***

Partnership among North Cascades Institute, Olympic Park Institute, and Islandwood. Provides high quality environmental education experiences to over 10,000 children in Washington State regardless of income. Inspires a deep sense of place through connectivity and direct experiences in nature, assisting in increasing academic performance, personal health and understanding of nature.

***Northwest Maritime Center, Puget Sound Explorers, Port Townsend.***

In partnership with schools, the Puget Sound Explorers program provides maritime experiences to young people. Based around the history of Vancouver and Puget Sound, students engage in rowing and sailing historic replica longboats. The program emphasizes physical activity, sense of place, historical context, team development, leadership experience and classroom connections.

***Okanogan School District, Okanogan.***

Our NCLI program is providing our students the opportunity to experience canoeing on local lakes. We acquired two 29’ canoes, canoe trailer and 30 life jackets for our district. We trained four staff members (4-H Leadership certified training) in canoe instruction and are providing opportunities for these teachers to teach students how to canoe.

***Outdoors for All Foundation, Seattle.***

The Outdoors for All Foundation’s mission is to enrich the quality of life for children and adults with disabilities through outdoor recreation. NCLI funding has purchased eight kayaks and a travel trailer for these kayaks so that children with disabilities and their families and friends will be able to exercise their abilities with paddling for many years to come. Support also is being used with a variety of 15 different adaptive recreation demonstration events throughout the state for youth with disabilities and their families and friends. Demonstration activities include hiking, cycling, kayaking, canoeing and snowshoeing.

***Passages Northwest, Girls Wilderness Program, Seattle.***

The goal of the Girls Wilderness Program is to introduce girls to the power and the beauty of the outdoors in a safe, structured, and fun way, helping to transform them into lifelong stewards of the environment through outdoor expeditions, parent-daughter activities, and alumnae activities with community partners, schools, and other youth-serving organizations.

***Salish Sea Expeditions, Bainbridge.***

Salish uses 3 – 5 day sailing and camping expeditions in Puget Sound and its local watersheds as the venue for engaging 5<sup>th</sup> – 12<sup>th</sup> grade students in project-based scientific research of their own design, thus improving scientific literacy and creating new citizen scientists who better understand and respect the fragile Puget Sound ecosystem.

***Seattle Parks and Recreation, Outdoor Opportunities Program at Camp Long ELC (O2), Seattle.***

The O2 program is an outdoor recreation, environmental education, conservation and stewardship program that serves at-risk, inner city teens. O2 program activities include weekly after-school workshops and educational events, overnight events and conservation projects. We operate program activities in three locations in north, south and west Seattle.

***Sound Experience (aboard the schooner Adventuress), Youth at Risk Initiative, Port Townsend.***

We uniquely deliver powerful day and overnight environmental education programs for at-risk and underserved children and teens aboard Puget Sound’s environmental tall ship, the schooner Adventuress. Our on-the-water programs inspire youth to learn about and care for the natural marine environment within a supportive network of peers and adults. With support from NCLI we have partnered with schools and youth groups including: Sierra Club Inner City Outings and Rainier Beach High School, Seattle’s Aki Kurose Middle School, Behavioral Health Resources in Olympia, and Treehouse, serving foster youth throughout the region.

***Thurston Conservation District, South Sound GREEN, Olympia.***

South Sound GREEN provides opportunities for students to explore, investigate, and take action to improve their local stream, river, lake or wetland and the shorelines of South Puget Sound. Through No Child Left Inside funding, South Sound GREEN provided engaging field experiences for more than 1,400 students. Activities included water quality monitoring, nearshore/marine food web explorations, observations of spawning salmon, planting and maintaining native plants, and watershed research and service projects for high school students.

***Urban Wilderness Project, Wilderness Works – Adventure Works, Seattle.***

Urban Wilderness Project provides culturally relevant recreational and educational service-learning opportunities focused on community building. Middle school, high school and adult opportunities include storytelling, one-day outdoor adventures, trail building and environmental restoration projects. Our 17-day wilderness expeditions include all of these activities.

***Woodland Park Zoo, Ready Set Discover, Seattle.***

Ready Set Discover builds upon Woodland Park Zoo’s successful teacher training, “Wild Wise” and “Nature Exchange” programs to break down barriers to outdoor access for youth at risk. Through this program at least 600 students are exploring the out-of-doors with the eyes of trained naturalists - their own! This partnership engages students in outdoor exploration, hands-on science and inquiry-based learning.

***WSU Chelan County Extension, 4-H Eco-Stewardship Program, Wenatchee.***

The 4-H Eco-Stewardship Program engages youth in meaningful natural resource projects related to classroom curriculum. Outdoor projects include studying the cause and effects of diminishing mule deer populations, creating Kestrel nesting boxes to control starling populations at a regional landfill, researching and building educational “wildlife boxes” for local schools and community outreach programs.

***WSU Snohomish County Extension, 4-H Fish and Forest Stewards, Snohomish.***

Our program involves introducing classrooms to the outdoor world through in-class presentations and learning activities. Upon completion of the in-class portion of the program students are taken on a field trip to participate in forest restoration activities. The final, culminating event includes an overnight at a state park where students will be invited to attend along with their parents.

***YMCA of Greater Seattle: Metrocenter YMCA Earth Service Corps (YESC), Seattle.***

YESC engages middle and high school teens in meaningful service, outdoor adventures and environmental education through weekly club meetings, summer outdoor expeditions, environmental education retreats and environmental restoration projects. Teens build familiarity with nature and an understanding of ecosystem functions, ultimately leading to improved academic achievement, confidence in their leadership abilities and a lifelong appreciation of the environment.

***YMCA Tacoma Pierce County, Camp Seymour Outdoor and Environmental Education Program (Camp Seymour), Gig Harbor.***

YMCA Camp Seymour's Outdoor and Environmental Education (OEE) program serves 4<sup>th</sup> through 6<sup>th</sup> grade students from low income Western Washington schools in either a half-week or full-week residential experience. Students take a series of OEE classes that are aligned with Washington State EALR's and GLE's and gain exposure to ecological concepts, environmental issues, behavior changes, outdoor recreational skills, and career opportunities in the outdoors.



## APPENDIX B: MATCHING FUND CONTRIBUTORS

Alcoa	Klickitat County Conservation District	Stillaguamish Capacity Fund
Amgen	Klickitat County Master Gardeners	Tacoma HARK
Bank of America	Klickitat County Search and Rescue	Taylor Shellfish
Big Brothers and Big Sisters	Klickitat County Solid Waste Department	The Mountaineer Foundations
Bottle Foundation	Klickitat County Surveyor	The Seattle Foundation
BP Cherry Point Refinery	Klickitat School District	The Seattle Garden Club
Cascadia Conservation District	Klickitat Trail Conservancy	The Sierra Club
Chehalis Basin Partnership	Kwamba	The Weyerhaeuser Company Foundation
Chehalis River Basin Land Trust	Lopez Island School District	Thurston County
Chehalis River Council	Mt. Rainier National Park	Thurston County Conservation District
Chelan and Douglas County WSU Extension Offices	National Park Service	Trout Unlimited
Chelan County PUD	New Old Time Chautauqua	University of Washington-GEAR UP
Chimacum School District	NOAA	Urban Wilderness Project
City of Issaquah	North Cascades Institute	US Fish and Wildlife Service
City of Lacey	North Thurston Public Schools	US Forest Service-Columbia Gorge Scenic Area
City of Mercer Island	Northwest Service Academy	USDA Forest Service
City of Olympia	Okanogan School District	USFWS
City of Seattle	Okie's Thriftway Market	Washington Conservation Commission
City of Tumwater	OKSD/HECB GEAR UO	Washington Department of Fish and Wildlife
Columbia Gorge Ecology Institute	Olympic Park Institute	Washington Mutual
Costco	Outdoors for All Spree at the Summit Fundraiser	Washington State Department of Ecology
D.V. and Ida McEachern Trust	Port Townsend Food Co-op	Washington State Parks and Recreation Commission
Dr. Don Rolfs	Port Townsend School District	Washington State University-Vancouver
East Wenatchee Landfill	Pride Foundation	Waste Management
Eastern Washington University	Quimper Academy	Wells Fargo
ESD 113	Rail Down Charitable Trust	Wenatchee Museum and Cultural Center
Friends of the Columbia River Gateway	Recreation Conservation Office	Weyerhaeuser
Gibbs Organic Farm	REI	Wilder Toyota of Port Angeles
Goldendale IGA Store	Russell Family Foundation	Willapa National Wildlife Refuge
Goldendale School District	Salish Sea Expeditions	Wooden Boat Foundation
Grays Harbor College	Seattle Goodwill	Woodland Park Zoo/King County Levy
Highline School District	Share	Yakama Nation Fisheries
Jack's Country Store	Sherwood Demonstration Forest	Youth Outdoor Legacy Fund
Jefferson County Historical Society	Sid's Market	
Jeffris Wood Foundation	Spokane County Extension	
Jiji Foundation	Staples	
Kind County Aquatics	Starbucks Foundation	
King County Parks and Recreation	State Farm Insurance Youth Advisory Board	
King County Parks Natural Resources	Stevens County Conservation District	

## APPENDIX C: COMMUNITY PARTNERSHIPS

4-H*	Excel Academic League	Meany Middle School
Alcoa	Ferndale School District	Meridian School District
Alderwood Middle School	Fort Flagler State Park	Michelsen Packaging
Americorps	Fort Worden State Park	Mountain Madness
Auburn Riverside High School	Foss Waterway Seaport	Mountains to Sound Greenway
Bainbridge High School	Four Winds Westward Ho Camp	Mt. Baker Rowing and Sailing Program
Bainbridge Rotary	Franklin Pierce School District	Mt. Baker School District
Beach Watchers	Friends of the Columbia River Gateway	National Forest Service
Bellingham School District	Furgo Seafloor Surveys, Inc	National Park Service
Birch Bay State Park	Gibbs Organic Farm	Native Plant Salvage Project
Black Hills Audubon Society	Girl Scouts of America	New Old Time Chautauqua
Blaine School District	Goldendale Observatory	Nisqually Reach Nature Center
Boistfort Valley Farm	Grays Harbor College	Nisqually River Education Project
Boston Harbor Marina	Highline Community College	NOAA
Boy Scouts	Highline School District	Nooksack School District
BP Cherry Point Refinery	IDHA WILD*	North Cascades Institute*
Brighton School	Ingraham School	Northwest Aquatic and Marine Educators
Bush School	International District/Chinatown Community Center	Olympic Park Institute*
Cascade Middle School	Islandwood*	Orion Expeditions
Cascadia Conservation District	Jefferson County Historical Society	Pacific Education Institute
Center for Career Alternatives	Kennewick Parks and Recreation	Pacific Northwest Herpetological Society
Center for Wooden Boars	Key Peninsula Business Association	Peak to Peak Charter School
Central Washington Disability Resources	King County Police Activities League	People for Puget Sound
Chehalis Basin Partnership	King County WIRA 9	Phil's Diving Service
Chelan County PUD	Kitsap Gig Harbor Watershed Committee	Port Townsend Food Co-op
Chelan Middle School	Klickitat County Surveyor	Port Townsend Marine Science Center
Chelsea Farms	Klickitat Trail Conservancy	Port Townsend School District
Chimacum School District	Leave No Trace	Private Landowners
City of Bainbridge Island	Lincoln High School	Project Greenbuild
City of Lacey	Little Pend Oreille National Wildlife Refuge	Pt. Adams Field Station
City of Olympia	Long Beach Boys and Girls Club	Puget Sound Restoration Fund
City of Tumwater	Lopez Island School District	Quimper Academy
City of Wenatchee	Lowell Elementary	Rainier Beach High School
City Year	Lynden School District	Recreation District Lifeguards REI
Community Youth Services	Mason Conservation District	Responding to Autism
Corps of Engineers	Master Gardeners	River Ridge Covenant Church
Department of Fish and Wildlife	Matt Fields	Rotary #4 (Seattle)
Dr. Don Rolfs	Meadowdale Middle School	Rowena Wildlife Rehabilitation Clinic
Duwamish River Clean up Coalition		Rural 7 Fire and Rescue
EarthCorps		Sea Scouts
East Wenatchee Landfill		Seattle Aquarium
Eastside Preparatory		Seattle Girls School
Edmonds Community College Center for Service Learning		
Elliott Bat Marina		
Eton School		

Seattle Goodwill  
Seattle Parks and Recreation\*  
Seattle Police Department  
Seattle Public Schools  
Service for Peace  
Sherwood Demonstration Forest  
Sierra Club  
Sound Experience\*  
South Puget Sound Salmon  
Enhancement Group  
Spokane County Extension  
Spokane Parks and Recreation  
St. Catherine School  
St. Martins University  
Starlight Starbright Children's  
Foundation  
Stevens County Conservation  
District  
Stillaguamish Tribe  
Stilly-Snohomish Fisheries  
Enhancement Program  
Tacid  
Taylor Shellfish  
The Adventuress  
The Boys and Girls Club  
The City of Bellingham  
The City of Ferndale

The City of Lynden  
The Evergreen State College  
The Olympia Mountaineers  
Thurston Conservation District\*  
Thurston County  
Thurston County Parks  
Treehouse  
Trips for Kids  
Trout Unlimited  
Tulalip Tribe  
University of Washington  
Pipeline Project  
University of Washington/WA  
Sea Grant  
US Fish and Wildlife  
USDA Forest Service  
USFWS  
Vertical World  
Vista Academy  
WA State Parks\*  
Washington Conservation  
Commission  
Washington Department of  
Ecology  
Washington Department of Fish  
and Wildlife

Washington Department of  
Transportation  
Washington State University\*  
Waste Management, Inc  
Wenatchee City Council  
Wenatchee Museum and  
Cultural Center  
Western Washington University  
Whatcom County Public Works  
Whatcom Day Academy  
White Center Community  
Development Association  
Wild n Scenic  
Wilder Toyota of Port Angeles  
Willapa National Wildlife  
Refuge  
Wooden Boat Foundation  
WSPRC  
WSU Learning Center  
YWCA  
Zittles Marina

\* Grant recipients

## APPENDIX D: LINKS

- a. RCW 79A.05.351

*<http://apps.leg.wa.gov/RCW/default.aspx?cite=79A.05.351>*

- b. WAC 352-80

*<http://apps.leg.wa.gov/WAC/default.aspx?cite=352-80>*

- c. Office of the Superintendent of Public Instruction's (OSPI) Environmental Education Report

*<http://www.k12.wa.us/curriculumInstruct/EnvironmentSustainability/pubdocs/EEReport.pdf>*