

OUTDOOR SCHOOL

OSU EXTENSION SERVICE

Learning in the World's
Best Outdoor Classroom

2017-18 IN REVIEW



Oregon State
University



Photo by Amy Busch

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What is Outdoor School?

Outdoor school is a transformative outdoor education experience for Oregon's 5th and 6th graders in the world's greatest classroom. Immersed in Oregon's natural landscape, students learn about themselves, their peers, the environment and natural resources, and leave with skills to prepare them for their future.

The opportunity to provide every 5th or 6th grade student in the state of Oregon an outdoor school educational experience became a reality in July 2017 when the Oregon Legislature formally approved \$24 million for the statewide Outdoor School program over the next two years. This followed Oregon voters' approval of Ballot Measure 99 in November 2016, which designated funding and adoption of Senate Bill 439 codified into law as ORS327.390 by the 2015 Oregon Legislature. This law directed the OSU Extension Service to assist Education Service Districts (ESDs) and school districts to provide a statewide outdoor school program. Along with OSU Extension Service, a group of dedicated volunteers worked diligently to provide resources to outdoor school providers, school districts, ESDs, and teachers to successfully implement outdoor school.

Mission:

Together, we empower and support inclusive, impactful and high quality outdoor school experiences for Oregon's youth.

Vision:

Oregon outdoor school will be the most successful high-quality outdoor education program in the nation.

Values:

Diversity, equity and inclusion, relationships, innovation, integrity, and quality are central to how we approach our work.

Who We Are



KRIS ELLIOTT, PH.D.

Kris Elliott has always enjoyed hard work, learning in the outdoors, and has a passion for education and social justice issues. Kris earned his Ph.D. in science education from Oregon State University in 2014

and received his M.S. and B.S. degrees in agricultural sciences from Cal Poly, San Luis Obispo. Upon graduating from OSU with his doctorate, Kris served as an assistant professor in teacher education at the University of Georgia and most recently as the Director of STEM for Metropolitan Nashville Public Schools. As an assistant director of the OSU Extension Service, Kris leads the effort to bring outdoor school to every Oregon 5th or 6th grader and ensure all stakeholders have the support and resources to ensure that a high-quality Outdoor School experience becomes a reality for every eligible student.



RITA BAUER

Rita is thrilled to be part of the Outdoor School team. She loves working on programs that make a significant impact on the world, which bleeds into her free time, where she works to support equality for

people of all genders. Rita previously worked at Scripps Institution of Oceanography as the Administrative Coordinator on the International Ocean Discovery Program, and prior to that was a senior project manager at an environmental consulting firm. Rita earned her M.S. in geology from University of Missouri-Columbia, and a B.S. in geology from Western Illinois University.



CHARISSA JONES

Charissa is an educator and advocate who brings a tremendous amount of diversity, equity, and inclusion experience to the Outdoor School team. Originally from Suriname, she is interested

in (re)connecting folks to their environments. Most recently Charissa served as the environmental

education coordinator for Tualatin Riverkeepers. Her successful outreach work is widely recognized in the environmental education community, and we are thrilled she decided to help lead our work to fulfill our unwavering commitment to Outdoor School for all. Charissa earned her M.S. in environmental studies from Antioch University New England and a B.A. in environmental studies from New College of Florida.



RENEE O'NEILL

Renee joins us with more than 10 years of experience in leading, coordinating, and developing field-based programs and leading teacher professional development programs.

Most recently, Renee served

as the senior programs coordinator for OSU's Science and Math Investigative Learning Experience (SMILE) Program. Additionally, she has successfully served as an Oregon Natural Resource Education Program (ONREP) facilitator. The OSU Extension Outdoor School program is excited to welcome Renee, who will work in cooperation with the ONREP team as our programs work together to deliver excellent professional development and curricular support to outdoor school teachers and providers.



SPIRIT BROOKS, PH.D.

Spirit will help us carefully evaluate the effectiveness and success of outdoor school so that we can continue to improve and increase program effectiveness in every school across our state. Spirit is an

educational anthropologist joining us most recently from OSU's Office of Academic Achievement, where she worked to support traditionally underrepresented students in their transition to college through direct student support, teaching, and advising. Spirit earned her Ph.D. in critical and sociocultural studies in education at the University of Oregon, her Master's degrees in both women and gender studies and anthropology and college student services administration from OSU, and a B.S. in political science and anthropology from the University of Oregon.



BENNO LYON

Benno has been an outdoor school advocate since attending the program in 6th grade. It changed his life and led to him working as an environmental educator and a middle school science teacher for nearly 20 years.

He was able to bring many 6th grade classes to outdoor school, experiencing its positive impact upon each return. He is excited to join the OSU Outdoor School team, and is eager to help expand access to experiential, outdoor science education for all students, particularly the most underserved and marginalized communities of the Portland metro region. Benno earned his B.A. in environmental studies from the University of Oregon in 1997, and his masters in teaching from Pacific University in 2002. Benno lives on four acres near the Sandy River, and spends much of his time with his wife and two children, growing vegetables, hiking the riverbank, and trying to be a good steward of the land he calls home.



AMY HOFFMAN

Amy Hoffman joins us as the southern Oregon regional coordinator. Recently, Amy has been teaching science education courses and coordinating an online graduate program. She has a background

in natural resources and science education. Amy has over a decade of experience in environmental education leading hands-on, experiential place-based programming designed for K-16 students, educators, and the general community. She led student-driven service learning projects, worked closely with teachers and school districts and developed and piloted curriculum. Amy also managed and mentored volunteers, student interns and AmeriCorps members, organized large events and was active in community outreach. She is passionate about connecting learners to our great outdoors through inquiry and action in their local communities.



SARAH CUDDY

Sarah Cuddy is based in Baker City and will work in the surrounding Oregon communities building partnerships with school districts, providers, parents and community members to increase

awareness, participation and quality of outdoor school throughout the region. Sarah has spent nearly a decade as an outdoor educator; leading experiential based leadership expeditions all across the west. She joins us most recently from a statewide nonprofit where she worked as a community organizer advocating for Oregon’s public lands. Sarah has a B.S. in environmental science and a minor in biology from the University of Oregon. As a lifelong Oregonian, Sarah attended outdoor school as a 6th grader and attests to the lasting impact that outdoor school can have on Oregon’s youth. She is passionate about making outdoor school and outdoor experiences more accessible to all of Oregon’s youth. In her free time, Sarah enjoys exploring remote parts of Oregon’s high deserts and forests with her husband Ethan and their dog Cody. She enjoys being outside in many forms, but has a special affinity for backpacking and fly-fishing.



PRISCILLA JOHNSON

Priscilla Johnson has been managing grants for the past 10 years with a focus in natural resources and education. Her previous experience includes grant writing, project management and fiscal administration

within a variety of special government and nonprofit organizations. A fourth-generation, small town Oregonian, Priscilla delights in everything Oregon and is enjoying her involvement implementing the Measure 99 program.



Photo by Amy Busch

Budget Overview

Outdoor school has a long tradition in Oregon, having existed in some areas of the state for over 50 years. In 2016, Oregon voters passed Measure 99, mandating that all Oregon 5th and 6th graders should have “the opportunity to attend a weeklong outdoor school program or comparable outdoor education program”. The measure created an Outdoor School Education Fund and mandated that Oregon State University Extension Service would support, administer, and fund an outdoor school program as set forth in Senate Bill 439 (Senate Bill 439, §§ Section 1-Section 3 (2015)). In its inaugural year of 2017, Oregon’s Outdoor School program provided guidance to the state’s districts in providing transformational outdoor education experiences for a large number of 5th and 6th grade students. In the 2017-18 academic year:

-  128 of the 197 school districts in Oregon received funding.
 1. Out of 385 funded schools, 82 were attending outdoor school for the first time.
 2. Schools from all of Oregon’s 36 counties participated.
-  30,739 students (76% of eligible 5th and/or 6th grade students) were served.
-  Oregon’s 5th and 6th graders cumulatively spent 115,131 days outside.
-  3 of the 4 state-sponsored charter schools in Oregon were also funded for outdoor school.

During the 2018-19 application cycle, there was

an increase in the number of districts that applied, with 146 districts (18 of them new to the program) representing 490 schools currently approved for 2018-19 funds. We anticipate 42,456 students will attend outdoor school in 2018-19, increasing the cumulative number of days outside to 167,126.

-  The biennial allocation was \$24 million. OSU budgeted funding at \$10.5 million in 2017-18 and \$13.5 million in 2018-19.
-  The actual allocation from the Oregon Lottery was \$11.76 million for 2017-18 and \$ 12.24 million in 2018-19.
-  The district funding allocation for the 2017-18 school year was \$8.925 million. OSU Extension Service was allocated \$1.575 million to administer the outdoor school program.
-  Actual district spending for fiscal year 2017-18 was \$7.177 million.
-  The \$1.748 million in underspending was primarily associated with school district actual costs being less than their approved application amounts.
-  OSU spending was \$0.504 million, which was a \$1.071 million savings during start-up of the Outdoor School program. The savings were attributed to the process of ramping up the program, particularly as the hiring of professional staff and faculty was not entirely complete by the end of the 2017-18 fiscal year.

Partnerships

The OSU Extension Service Outdoor School program continues to engage representatives from across the state to participate in quarterly advisory committee meetings to ensure public and stakeholder input on outdoor school program implementation and a strategic plan. The Outdoor School program also maintains a stakeholder mailing list and social media accounts such as Facebook, Twitter, and Instagram to share information. As well, dozens of subject-matter experts from across Oregon agreed to volunteer their time as resource group members to guide implementation of the outdoor school program, provide input to the advisory committee, and support Outdoor School program staff. To engage leaders, educators, and community members across the state, the Outdoor School team has hosted and participated in several workshops and presentations including the Intertwine Group, Straub Environmental Education Center, Confederation of Oregon School Administrators, annual Educational Service District conference, Extension Service gatherings, and school district Meetings. The Outdoor School team worked with the outdoor school advisory committee to craft mission, vision, and values statements, as well as a “Principles of Outdoor School” document that reflects the spirit of SB 439.

The OSU Extension Service Outdoor School program continued its strong partnerships with the Gray Family Foundation and the Outdoor School research, evaluation and assessment resource group on the

Outdoor School Common Measures project. There have been limited quantifiable measures of outdoor school impacts on students in Oregon, and this group has piloted a study that will help to track and compare best practices in Oregon’s outdoor schools. Emerging from the pilot study is a common measurement system that will enable outdoor schools to track their outcomes, looking at change within their individual programs over time, among themselves, and in comparison to other outdoor schools statewide. The full study will take place through 2018-19, and has been fully funded by the Gray Family Foundation.

The OSU Extension Service Outdoor School program has also developed partnerships with industry to provide discounted costs on apparel and equipment to districts and outdoor school providers. Developing future partnerships with other Oregon business and industry partners will continue in the next fiscal year. Outdoor School program team members continue to work on First Gentleman Dan Little’s Roadmap to the Outdoors team, created to increase the diversity of Oregonians accessing the outdoors. Additionally, the OSU Extension Service Outdoor School program team continues to foster new relationships with support organizations such as the High Desert Museum in Bend and the Tualatin National Wildlife Refuge in Sherwood to investigate new ways of providing outdoor school to Oregon youth who have historically been left out of the program.

Photo by Lindsay Miller



Principles of Outdoor School

PROGRAM BUILT ON HIGH-QUALITY CURRICULUM

- 🍃 Fulfills requirements of outdoor school Senate Bill 439.
- 🍃 Based in ecological phenomena that supports the classroom experience.
- 🍃 Space and place specific.
- 🍃 Incorporates 21st century skills such as the Four Cs of learning and innovation: critical thinking, communication, collaboration, and creativity.
- 🍃 Designed to create a student-centered, inquiry-based, hands-on experience.
- 🍃 Incorporates key characteristics and instructional strategies of environmental and science education.
- 🍃 Is culturally relevant and takes into account multiple cultures and perspectives.
- 🍃 Must support the measurable outcomes of the outdoor school experience.

EXPERIENCE HAS A PURPOSEFUL AND SEQUENTIAL FLOW

- 🍃 Curriculum is integrated throughout; experiences build on each other or scaffold to create a sequential unit.
- 🍃 Activities beyond curriculum have purpose.
- 🍃 Entire experience transfers back to classroom and real life.

🍃 Assessment needs to measure intended outcomes.

ENGAGING TEACHING METHODOLOGY USED THROUGHOUT

- 🍃 Outdoor school delivery incorporates physical engagement that engages all senses.
- 🍃 Facilitator training and professional development for people delivering the outdoor school experience.



SOCIAL EMOTIONAL LEARNING EMBEDDED INTO ALL ACTIVITIES

- 🍃 Integrated into curriculum and recreational experiences.
- 🍃 Students have opportunity for voice and choice during outdoor school.



SAFE AND INCLUSIVE ENVIRONMENT PROVIDED FOR ALL PARTICIPANTS

- 🍃 Has safety protocol in place so providers, supervisors, and teachers can act on them if needed.
- 🍃 Nothing obstructs the opportunity for participation or learning of any student.
- 🍃 The place and space of the outdoor school demonstrates cultural responsiveness by design throughout all activities.
- 🍃 Students learn to embrace the diversity of their peers.





Photo by Joe Kline



High-Quality Curriculum

The purpose of the High-Quality Instructional Resource Rubric is to ensure that each 5th or 6th grade student who attends outdoor school has a purposeful and quality learning experience. High-quality curriculum is just one of the Principles of Outdoor School; however, it is the foundation on which the remaining principles are built. The intent of this rubric is not to standardize

the outdoor school experience, nor will it be used as a punitive measure related to funding. Rather, this rubric supports and promotes the uniqueness that each outdoor school should provide to students. It is intended to be a framework for districts and providers to self-assess the curriculum they use to teach students while at outdoor school.

High-Quality Instructional Resource Rubric *(version 1.0)*

Feature	Senete Bill 439 Alignment			EVIDENCE
	SCORE	LACKS FEATURES OF QUALITY OUTDOOR SCHOOL (ODS) RESOURCE	INCLUDES SOME FEATURES OF QUALITY ODS RESOURCE BUT NEEDS MODIFICATIONS	
Target Audience		<input type="checkbox"/> Does not target 5th or 6th grade audience. Either too simple or too difficult.	<input type="checkbox"/> Most of the resource is written for a 5th or 6th grade audience.	<input type="checkbox"/> Entire resource appropriately written with appropriate pedagogy for 5th or 6th grade audience.
Content		<input type="checkbox"/> None of the field study areas mentioned in SB 439 align to the resource.	<input type="checkbox"/> Field study area mentioned in SB 439 may be the topic or is referenced in the resource but is not explicitly written in to the resource.	<input type="checkbox"/> Resource explicitly fits into one or more of the field study areas of SB 439.
<ul style="list-style-type: none"> ✓ The importance of the state's soil, water, plants, animals and other natural resources ✓ The interrelationship of the state's natural resources with working lands (agriculture, forestry) and growth and development needs. 		<input type="checkbox"/> Resource is too vague and not directly related to an ecological phenomenon in Oregon.	<input type="checkbox"/> Resource loosely ties to an ecological phenomenon occurring in Oregon.	<input type="checkbox"/> Resource aligns to ecological phenomena of one of Oregon's biomes.
Based on ecological phenomena specific to the space and place of the outdoor experience and makes connections to similar phenomena that exist in other regions in Oregon		<input type="checkbox"/> Resource not explicitly designed to be taught outdoors.	<input type="checkbox"/> Resource not explicitly designed to be taught outdoors.	<input type="checkbox"/> Resource designed to be taught outdoors.
Supports the Four Cs of learning innovation : <ol style="list-style-type: none"> 1. Critical thinking 2. Communication 3. Collaboration 4. Creativity 		<input type="checkbox"/> Resource does not lend itself to the Four Cs.	<input type="checkbox"/> One to three of the Four Cs is incorporated.	<input type="checkbox"/> All of the Four Cs are built into the resource.

Feature	LACKS FEATURES OF QUALITY OUTDOOR SCHOOL (ODS) RESOURCE			INCLUDES SOME FEATURES OF QUALITY ODS RESOURCE BUT NEEDS MODIFICATIONS			INCLUDES FEATURES OF QUALITY ODS RESOURCE			EVIDENCE
	SCORE	1		3		5				
A. Designed Methodology										
Hands-on, outdoor design		<input type="checkbox"/> Not intended for outdoors.		<input type="checkbox"/> Primarily hands-on instruction but does not require engagement with outdoors.		<input type="checkbox"/> Clear articulated instruction to engage students in hands-on learning in the outdoors.				
Student centered, inquiry based experience		<input type="checkbox"/> Entirely teacher led.		<input type="checkbox"/> Some opportunity for students to inquire.		<input type="checkbox"/> Educator prompted to facilitate learning through guiding questions and built opportunity for inquiry.				
B. Key Characteristics of Environmental & Science Education										
Incorporates the six key characteristics of EE materials 1. Fairness and accuracy 2. Depth 3. Emphasis on skill building 4. Action orientation 5. Instructional soundness 6. Usability		<input type="checkbox"/> Resource meets one or two of the six components.		<input type="checkbox"/> Resource meets three to five of the six components.		<input type="checkbox"/> Resource meets all six components.				
Next Generation Science Standards (NGSS) based including 3-dimensions EQuIP Rubric		<input type="checkbox"/> Resource does not align to NGSS, Instructional Supports or Monitoring Student Progress as laid out in EQuIP Rubric.		<input type="checkbox"/> Resource aligns to NGSS concept, but does not take into consideration the guidelines of Instructional Supports and Monitoring Student Progress as laid out in EQuIP Rubric.		<input type="checkbox"/> Clearly aligns, with supportive evidence, to all components of the NGSS EQuIP Rubric.				
C. Local Alignment										
Academic curriculum alignment that is school and grade specific (i.e. grade appropriate NGSS)		<input type="checkbox"/> Resource does not fit with local curriculum and standards.		<input type="checkbox"/> Resource may fit into local curriculum but not explicitly.		<input type="checkbox"/> Resource seamlessly fits into local curriculum by design.				
D. Social Emotional Learning										
Includes social emotional learning experiences		<input type="checkbox"/> No social emotional learning experiences written into the resource.		<input type="checkbox"/> References to social emotional learning opportunities are listed in the resource.		<input type="checkbox"/> Social emotional learning experiences are written into the resource.				
E. Inclusive										
Designed to meet all students' needs		<input type="checkbox"/> Not adaptable.		<input type="checkbox"/> Resource may be adapted but needs modifications.		<input type="checkbox"/> Resource designed delivered with needs of all students in mind.				
Culturally applicable and sensitive to students		<input type="checkbox"/> Student perspective not taken into consideration making information inapplicable.		<input type="checkbox"/> Applicable information shared but at an inappropriate level.		<input type="checkbox"/> Information shared at a level applicable to a 5th or 6th grade world-view and understanding.				
Culturally relevant to history of place and space		<input type="checkbox"/> Narrow in focus, absent of traditional ecological knowledge.		<input type="checkbox"/> Unbalanced representation of traditional ecological knowledge relevant to the space.		<input type="checkbox"/> Encompasses historical, relevant transfer of knowledge specific to the space and broader state. Includes appropriate traditional ecological knowledge.				



School Reporting

Schools that received Measure 99 funding via the OSU Extension Service Outdoor School program were required to submit an application in which they estimated their program costs. At the end of 2017-18, schools were asked to complete the following reports:

1 An invoice and fiscal report which included: the grade of and number of students attending outdoor school, the length of program, and the actual outdoor school program costs (which included any fees paid to outdoor school providers, program costs paid by the school or district, personnel/stipend costs, unreimbursed transportation costs, and any exceptional circumstances costs requested by the school or district).

2 A copy of each school's curriculum or daily agenda/schedule showing a breakdown of school activities.

3 A qualitative report in which each school was asked to rate topics and concepts according to their prevalence or significance within their outdoor school (using a 1-5 scale with 1 being of little significance and 5 equal to great significance). These topics and concepts were drawn from SB 439, which states that grants shall be awarded for outdoor school programs that provide a six-day, residential, hands-on educational experience, or an equivalent outdoor educational experience that reflects local community needs and contexts and featuring field study opportunities.

The qualitative report also included open-ended questions that asked schools to:

 Describe how their particular program's content was integrated with local school curricula in a manner that assists students in meeting state standards related to science, technology, engineering and math (STEM), and NGSS.

 Address how their program met diversity, equity, and inclusion requirements by:

1. Offering their program in a bilingual format, if needed.

2. How the program addressed the inequity of outdoor educational opportunities for underserved children in Oregon.
3. How the program provided opportunities to learn about the interdependence of urban and rural areas.
4. What kinds of instructional strategies were used.
5. How learning was extended back to the classroom or curriculum.
6. How community partners were involved in the program.
7. In the areas of higher scores on standardized measures of academic achievement in reading, writing, math, science, and social studies, greater self-sufficiency and leadership skills, discipline and classroom management, student engagement, problem solving and strategic thinking.
8. How systems thinking and the ability to think creatively, improve communication skills and enhance ability to work in group settings, foster greater enthusiasm for language arts, math, science and social studies was reflected in the program.
9. How the program increased understanding of science content, concepts, and processes, ability to apply science and civic processes to real-world situations, improve math and language arts concepts and mastery, improve social studies content knowledge and accessibility to students of all abilities and learning styles.
10. How the program served historically underrepresented student populations, and what actions were taken to make the outdoor school experience one in which all students thrived, including rural students, racial and/or ethnic minorities, English language learners, special education students, learners with disabilities and students from low socio-economic backgrounds.

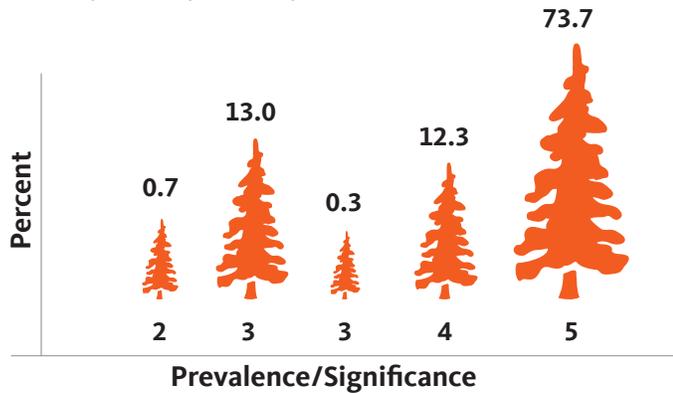


MOUNTAIN VIEW GLASS
Walla Walla Resources

Data Highlights 2018-19

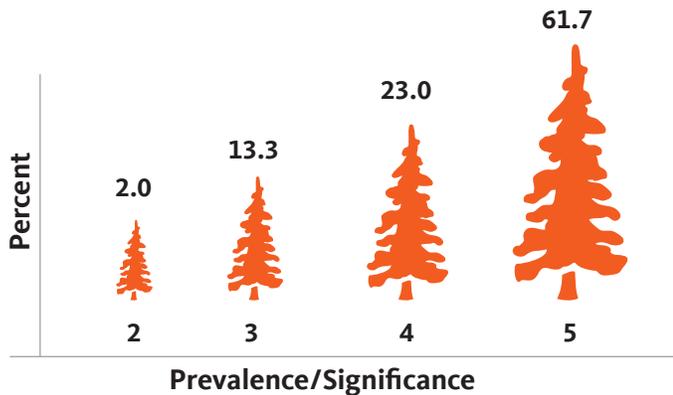
As of the date of this report, 305 schools had completed reporting. In response to the scale questions that rated significance/prevalence of concepts that are highlighted in SB 439, interesting trends emerged.

Soil, Water, Plants, and Animals



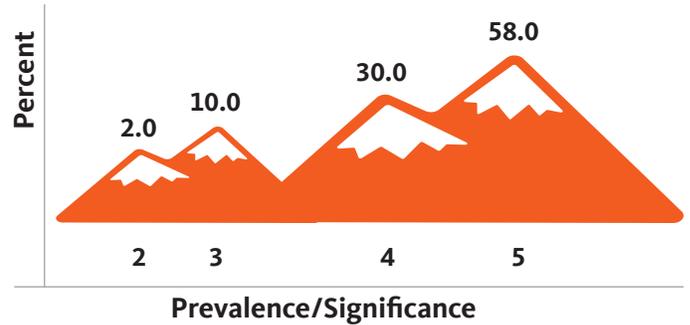
Schools rated the significance of Soil, Water, Plants and Animals in outdoor school curriculum, and nearly 75 percent of schools rated this category of great significance.

Student Leadership, Critical Thinking, and Decision-Making



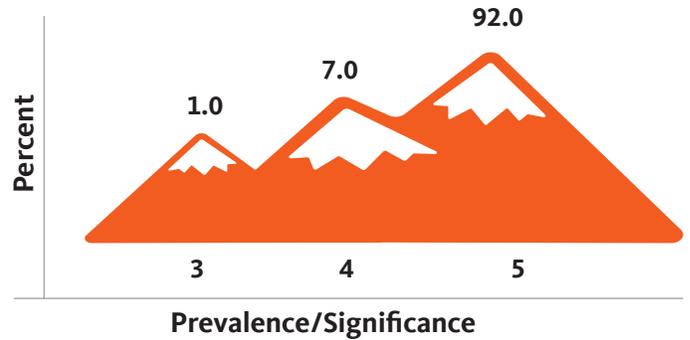
When asked to rate the development of students' leadership, critical thinking, and decision-making skills, early 85 percent of schools rated this a 4 or a 5.

Oregon's Environment and Natural Resources



88 percent of schools rated the importance of the state's environment and natural resources a 4 or a 5.

Science



92 percent of schools reported that their outdoor school curriculum and content significantly addressed science.

Instructional Strategies

With regard to instructional strategies, schools were asked to identify whether they used project-based learning, cooperative learning strategies, service learning, interdisciplinary instruction and inquiry-based instruction. 53 percent of schools reported using project based learning strategies, 97 percent reported using cooperative learning strategies, 40 percent used service learning, 90 percent reported using interdisciplinary instruction, and 93 percent used inquiry-based instruction.

46 percent of schools reported that their students scored higher in Science on the OAKS and SBAC test after attending outdoor school. One school reported, “in science, 68 percent of students passed the OAKS Science test due to their experiences at outdoor school. Without these

experiences, students would not have done as well” Another school said, “In the past, we have seen increased scores on our 5th grade OAKS Science state assessment when our students have gone to outdoor school before doing the assessment.” Another school reported that standardized test scores in all subject areas “have been rising for the last three years at the middle school level in the years following outdoor school”. Central Linn county schools reported that “The Calapooia Watershed Council provided a pre- and post-test for the students with the goal of measuring improved understanding of outdoor education curricula. Students from Central Linn improved on their tests by an average of 12 percent in all subject areas tested.”



Research Agenda

A comprehensive evaluation plan for outdoor school for 2018-19 will include:

-  An analysis of Oregon Department of Education data to assess attrition rates, growth trends and forecasts for kindergarten through fourth grades. The goal is to predict how many students may be eligible to attend outdoor school in the next biennium and beyond.
-  The OSU Extension Service Outdoor School program team began a preliminary analysis of which districts did not attend outdoor school in 2017-18, and whether they were Title 1 schools. To better serve students from low socioeconomic backgrounds, it is important to first assess whether these districts and schools did not attend outdoor school in 2017 and whether they applied for 2018-19. Results from this project are expected to be available for reporting by November 2018. These results will inform the Outdoor School program's outreach campaign specifically targeted to nonparticipating Title 1 schools.
-  Based upon recent conversations with educators and outdoor school providers across the state of Oregon, we noted the need to understand how

high school students are recruited to and involved in 5th and 6th grade outdoor school programs as leaders and mentors to younger students. As a result, a project is being developed to determine which programs use high school students, the students' roles and how they are trained. Beyond the collection of this initial data, the project will attempt to track students longitudinally through high school participation in outdoor school to explore how outdoor school participation may impact their college and career decision making.

-  The OSU Extension Service Outdoor School program team has also partnered with indigenous studies in education Professor Leilani Sabzalian at the University of Oregon to further develop a critical orientations for outdoor education curriculum evaluation tool to work in concert with the High-Quality Instructional Resource Rubric and that will align with Senate Bill 13: Oregon Studies/ Indigenous Studies Essential Understandings. The team will conduct train-the-trainer workshops that have the goals of teaching outdoor educators how to responsibly infuse indigenous studies concepts into their curriculum, as well as assessing any change in perception about teaching indigenous studies concepts.





Outreach and Inclusion

In December 2017, the OSU Extension Service Outdoor School team began participating in the Diversity Champions program. In May 2018, two OSU Extension Service Outdoor School team members attended a week-long racial equity workshop hosted by the Center for Diversity and the Environment and the Racial Equity Institute. The OSU Extension Service Outdoor School team continues to develop relationships with historically underserved and underrepresented communities (that do not typically have access to an inclusive outdoor school), including:

-  Individuals with disability and/or access issues
-  Communities of color
-  Immigrant and refugee communities
-  Low-income communities
-  Rural communities
-  Students who identify as LGBTQ+

An example of one of these relationships is the Outdoor School program's relationship with the Oregon Department of Education's American Indian and Alaska Native Advisory Council, who invited the Outdoor School program team to speak at their meeting in August, 2018. This was an opportunity to introduce the Outdoor School program to the council and get their input as to how it might better serve and include their constituents.

The team has developed the 2018-19 OSU Extension Service Outdoor School program's outreach and inclusion plan. Proposed outreach actions will support the Outdoor School program's goal of 100 percent participation from Education Service Districts (ESDs), school districts, schools and students by:

- 1** Developing strategies for reaching out to students and families, communities and schools/districts who are not participating to determine their barriers, and to work with those nonparticipants to identify solutions to their specific barriers and facilitate better access to outdoor school.
- 2** Connecting with Oregon's STEM hubs, OSU Extension Service regional directors, and OSU Extension Service county offices to leverage local resources to better support underserved and underrepresented communities.
- 3** Exploring what "equivalent" outdoor school programs can look like and working with the advisory committee, resource groups, and other stakeholders to implement one or more of these "equivalent" programs.



Proposed inclusion actions will support the program's commitment to excellence in their practice of diversity, equity, and inclusion through:

-  Position descriptions emphasizing diversity, equity, and inclusion.
-  Extensive professional development for faculty, stakeholders and volunteers.
-  Funding a full time position to further enhance diversity, equity, and inclusion work in this statewide program.

2018-19 priority actions are to:

1 Develop and distribute a survey to outdoor school providers that focuses on diversity, equity, access, and inclusion. In addition to providing the foundational data for a database to be used by educational service districts, school districts, and schools to identify providers in their areas, the provider survey will also inform the statewide Common Measures study being conducted by Steven Braun.

2 Work with outdoor school providers to identify professional development.

a. Participate in the planning and review team (with the Outdoor School curriculum and professional development coordinator and outdoor school providers) for outdoor school specific trainings and workshops led by the Oregon Natural Resources Education Program (ONREP).

b. Support ongoing diversity, equity, and inclusion training for outdoor school educators.





Photo by Lindsay Miller

Curriculum and Professional Development

-  The OSU Extension Service Outdoor School program team will coordinate and support workshops for teachers, outdoor school providers, and natural resource professionals, train and mentor new outdoor school workshop facilitators and coordinate a week-long Institute with the Better Environmental Education, Teaching, Learning, and Expertise Sharing (BEETLES) program.
-  Professional development events will take place throughout the state and be based on identified needs within regions. Community partners/facilitators will determine what local needs are and will be involved in the development and implementation of the workshops.
-  All workshops will bring in community partners and local resources, model how to connect individual field experiences to each other and to what is happening in the classroom through standards-based instruction. Participants will be introduced to the High-Quality Instructional Resource Rubric and learn how to review curriculum using this lens.
-  Each workshop will model strategies for integrating Social Emotional Learning into field experiences and ensuring a safe and inclusive environment for all participants.
-  The workshops identified for the upcoming year do not represent all of the professional development needs defined by the program to date. The types of workshops developed, and number and levels of training for workshop facilitators will continue to grow over time.
-  The OSU Extension Service Outdoor School team will continue to work with internal and external partners to address topics including, but not limited to, rubric features, indigenous studies, diversity, equity and inclusion, cultural responsiveness in outdoor school and the North American Association for Environmental Educators (NAAEE) guideline trainings.

Goals for Year Two

We anticipate significant changes for the 2018-19 fiscal year:

 As Educational Service Districts and school districts learn about outdoor school funding, attendance and participation will likely continue to increase.

 We also anticipate an increase in outdoor school provider costs as program lengths increase and providers continue to enhance the quality of their programs.

 We hope to see an increase in alternative outdoor school programs for those students who may not be able to attend outdoor school overnight.

 The application and reporting process will be simplified as we move to an online application and reporting process. OSU Extension Service Outdoor School continues to prioritize individualized service, support and outreach to Oregon regions.

 Our efforts to center diversity, equity, and inclusion will continue with the drafting of a strategic plan that centers support for districts, educators, and providers. This year, we began translating program materials so that families where English is not the primary language spoken have access to information about outdoor school. Currently we have informational materials in six languages.

 Additionally, we are collecting data from outdoor school facilities and providers across the state, using the data to build a provider network for schools and districts to access. Many of the survey questions ask providers to share information about their facility's ADA compliance and accessibility.

 The year ahead will also bring more curricular and professional development resources for both formal and nonformal educators. Program staff across the state will prioritize direct contact with local schools and districts as well as students.

 We will begin evaluating programs statewide that use high school leaders as volunteer staff. The data collected about high school involvement will be used to inform the planning and implementation of a high school, volunteer and college student internship program with significant support from

OSU Extension Service. This program will be designed to help reconnect students with their 5th or 6th grade outdoor school experience and expose them to possible careers related to the outdoor, environmental education, natural resource, and outdoor recreation industries in connection to Oregon's career clusters and career pathways in Career and Technical Education (CTE).

 As of October 2018, the regional program staff are on board to better serve the unique communities and outdoor school programs in Oregon. Three regional faculty, one in Eastern Oregon, in southern Oregon, and one in the Portland metro area will complement existing faculty in order to specialize our outreach to each Oregon community. OSU Extension Service Outdoor School will have local offices in Baker City, Portland and Ashland to better serve and connect with individual needs in each community. Regional faculty will help ensure full participation of schools and students within each school, communicate with districts and parents, and assist with providing support and training for educators in their respective region.

 As overall outdoor school participation increases, both in terms of student numbers and duration, the OSU Extension Service Outdoor School team will continue to assist existing providers, new providers and alternative program providers enhance and increase capacity to serve the growing demand of the statewide program. For example, some faculties are making winterization improvements to expand their seasons, new providers are being assisted with planning and developing new programs, and work continues to increase the capacity of alternative programs for students who cannot attend a residential program.

 Under Oregon's Constitution, lottery funds cannot be used to support private schools. As a result, just as they did before the passage of Measure 99, those schools must pay the costs on their own or from other sources. Currently, private schools are eligible for Gray Family Foundation funds to cover their outdoor school costs. We are working with the Gray Family Foundation, Friends of Outdoor School and others to determine if various long-term funding alternatives for private school students may be available.

Conclusion

The first year of statewide support for outdoor school has been uniquely successful. While financial resources and support have helped propel this effort, we cannot celebrate the early successes of the program without acknowledging the tremendous support of hundreds of people across the state who have given their time and resources to help ensure progress. Countless individuals have assisted the OSU Extension Service Outdoor School team, local programs, districts, and schools. Additionally, in the spirit of cooperation, many organizations have openly shared their existing resources and provided support to their peers across the state to ensure access and excellence to all students. We thank all of those who helped bring the reality of Outdoor School for all to our great state and look forward to delivering an excellent program, support and resources to ensure Oregon continues to emerge as an international leader in outdoor education.



Oregon State University Extension Service Outdoor School is funded through voter passed Measure 99 and the Oregon Lottery. Recognizing its educational and cultural importance, voters in 2016 dedicated 4% of Lottery proceeds towards outdoor school, ensuring continued access for Oregon students.





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