Saint Edward State Park
Environmental Education and Research Center

Advancing public understanding, connection with nature, scientific knowledge and stewardship of Pacific Northwest ecosystems for our youth and their families.

June 2019
The Planning Team would like to acknowledge its appreciation for the steady partnership and sound advice of Steve Brand and Peter Herzog of Washington State Parks. Special thanks also to Kelly Snyder and Ruth Johnston at UW Bothell for their counsel and support during this process.

State Senator David Frockt helped secure funding for this planning study. He has been a steadfast advocate for stronger K-12 education and a supporter of Saint Edward State Park. State Representative Gerry Pollet was also instrumental in securing funding for this study; he encouraged partnership with the University of Washington during the planning process in order to access the faculty, research and other academic resources of the institution. We are truly grateful.

Nancy Ousley at the City of Kenmore generously offered first-class meeting space at Kenmore City Hall, and Scott Morris of the Finn Hill Neighborhood Alliance made our Kirkland meeting possible.

Cover photo by H. Smith.
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Executive Summary

The Saint Edward Environmental Education and Research Center (EERC) provides a unique opportunity to build upon existing education and research programs in and around Saint Edward State Park; to explore and deepen knowledge and public understanding of the natural assets of the park; to respond to state, regional and local interest in environmental education; and to tap into a deeply rooted community interest in maintaining a healthy, resilient natural environment within the park.

This report outlines the planning process undertaken to explore program options, potential partnerships, and community support for the an environmental learning center that would be created in conjunction with Daniels Real Estate’s redevelopment of the Saint Edward Seminary.

After months of research, public engagement and meetings with partners and other experts in the field, the Planning Team recommends the creation of a university-partnered teaching center using a laddered mentoring model to facilitate both environmental education and research within the park.

Under this arrangement, a lead university partner would build out education programs within the park, incorporating basic environmental science and STEM (science, technology, engineering and math), as well as disciplines beyond the natural sciences, including education, social sciences, and more. Field research in the park would provide a basis for community science projects and help inform K-12 curricula aligned with Next Generation Science Standards (NGSS) and best practices in FieldSTEM.

**St. Edward EERC Vision**
The EERC is a living laboratory where experience transforms learning and stewardship takes root.

**St. Edward EERC Mission**
To provide integrated environmental education and research experiences to a broad and diverse community, with the purpose of advancing public understanding, connection with nature, scientific knowledge and skills, and stewardship of Pacific Northwest ecosystems.
The biodiversity and intact forest, wetland, stream and shorefront habitats at the park provide multiple opportunities for K-12 students to engage in authentic field-based science inquiry. A partnership with a university would provide K-12 students the opportunity to learn about and participate in elements of active research appropriate to their grade band, supported by university students and adult volunteers.

Community science would be an important element of the EERC program, with teachers, faculty, and students working closely with local community members. Data collected in faculty-led and community-supported research would be shared broadly, including with Washington State Parks, to help inform parks management and habitat restoration. The EERC would also coordinate community volunteer stewardship events to maintain and enhance the ecological integrity of the park’s natural environment.

The collection and interpretation of data also provides opportunities to create interpretive exhibits and materials for display in the EERC and in the community to share what people are learning in the park, how visitors can explore the park, and how field inquiry is inspiring stewardship.

Environmental education and the STEM-based learning are most impactful when students are exposed over an extended period of time to a variety and depth of nature-based inquiry and experience. Moreover, when research topics are tied to real-world problem solving, students come away with a sense of empowerment and a deeper understanding. The EERC, in collaboration with larger teaching and research institutions, would provide a full continuum of learning and inquiry opportunities for young people, college students, adult volunteers and other park visitors so that a connection to Saint Edward State Park is affirmed, reinforced, and strengthened.

This report includes program recommendations that detail these opportunities, as well as a five-year business plan offering a start-up path to sustainability through a mix of university support, earned revenue, grants and contributions. Beginning with basic programming and fund development in the first year, the business plan gradually ramps up public outreach, education and community science activity until the fifth year, when a cadre of volunteer docents is providing public programming in the park and coordinating the creation of new outreach materials for park users; when hundreds of K-12 students are engaged in deep, sustained learning the park;
and when an active community of volunteer scientists is augmenting and complementing the work of undergraduate students and local faculty.

As the Planning Team discovered during its research, there are numerous benefits to a university-partnered EERC model:

- Community engagement that supports the vision, mission, strategic and development plans of Washington State Parks by providing students and community members with a sustained and deeply rooted means of better understanding and exploring their state park;
- A portfolio of environmental educational programs that reaches a variety of age groups and audiences, unified by a common theme of place-based inquiry and strengthening a place-based community;
- New interpretative materials, targeted to families and general park users, educating them about the natural, historic and cultural resources of the park, bringing to life the ways in which the community is connecting with the park through exploration, learning and science inquiry;
- Increased community-based efforts to improve and enhance park resources and the visitor experience;
- K-12 to college educational pathways in natural resource management and other environmental fields; and
- Standards-aligned FieldSTEM curricula that support Washington state’s increasing emphasis on career-connected learning in Green Economy fields, including natural resources management.

Camp Roots students exploring Saint Edward State Park. Photo by Tess Golden-Orr with Driftwood Studios, courtesy of Camp Roots.
Research and conversations with the public indicate there is strong support for the concept of the Saint Edward EERC as a university-partnered teaching and research center. Conversations with Washington State Parks and UW Bothell indicate interest in exploring the idea further. This report concludes with the next steps required to advance this idea, beginning with the development of the programming and establishing the partnerships required to provide administrative and financial infrastructure necessary to create a signature environmental education and community science program at the Saint Edward EERC.

**Saint Edward EERC: Year Five Program Outcomes**

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<tr>
<th>Education</th>
<th>Community Engagement</th>
<th>Community Research</th>
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<tbody>
<tr>
<td>– 750 PreK-12 students participate in science learning experiences</td>
<td>– 500 visitors to EERC both at community events or EERC on-site displays, annually</td>
<td>– Four-fold increase in the number of faculty and students utilizing the park for teaching and research.</td>
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<td>– 250 PreK-12 students engaged in the classroom</td>
<td>– 100 participants in interpretive tours, annually</td>
<td>– Four research projects ongoing in the Park, incorporating undergraduate research, community participation and K-12 groups.</td>
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<td>– 20 high school interns participate in field-based mentorship projects</td>
<td>– Partnership with five organizations to bring youth to the park for introductory experiences.</td>
<td>– At least two data sets in place to inform park management decisions regarding plant and animal species in the park.</td>
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<td>– 10 adult volunteers trained to serve as leaders for K-12 learning</td>
<td>– More than 100 volunteers support restoration work projects and events each year.</td>
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<td>– 25 educators and undergraduate students annually trained at EERC in field inquiry practices.</td>
<td>– Restoration volunteers invited to participate in designing research questions to support monitoring and continued habitat improvement.</td>
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<tr>
<td>– Pre/Post awareness surveys document an increase in student understanding, disposition to environmental stewardship and related college degree programs and careers.</td>
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History and Background

With an average of 700,000 visitors annually, Saint Edward State Park (SESP) is among the most heavily used of Washington’s State Parks. It also encompasses one of the most intact natural environments in the Seattle metropolitan area. Its boundaries contain a diverse variety of native habitats including mature, second growth forests, open areas, wetlands and two small streams, which flow through the park into Lake Washington along the longest remaining stretch of undeveloped frontage on the lake. The park is home to bats, owls, woodpeckers, deer, bobcat and other wildlife. Walkers, trail runners and mountain bikers enjoy the park’s trails year-round. Located within the City of Kenmore, the park is a regional destination for family gatherings, weddings, and picnics.

Sited on land of the Coast Salish people, what is now known as Saint Edward State Park was a seminary owned and operated by the Catholic Archdiocese of Seattle between 1929 and 1976. Washington State Parks acquired the property, including the seminary building, pool and gymnasium, in 1977. The Land and Water Conservation Fund provided 50% of the funds used to purchase the park in recognition of the unique opportunities afforded by the property to support passive outdoor recreation in the rapidly growing Northshore area.

In 2007, the seminary and park landscape were listed on the Washington Heritage Registry and the National Registry of Historic Places. The seminary, nun’s garden, grotto, entrance road and ball fields are listed as historic features. In 2018, the Kenmore Landmarks Commission designated the 82,000-square foot Seminary building as a local landmark.

In 2017, unable to provide for the upkeep of the seminary building with Park funds,
Washington State Parks signed a 62-year lease with Daniels Real Estate, LLC, a private development firm specializing in historic preservation.

The building will open as an 82-room lodge and conference center in 2020. The lease agreement sets aside 1,200 to 2,000 square feet for public use—the proposed Saint Edward Environment and Education Research Center (EERC).

**EERC Planning: Project Overview and Need**

In February 2018, with the support of State Senator David Frockt and Representative Gerry Pollet, the state legislature set aside funds for planning the Saint Edward EERC. The legislature directed that this planning be done in partnership with the University of Washington in order to access the faculty, research, and other academic resources of the institution.

Because of its proximity and the presence of several ongoing research projects in the park, UW Bothell was the natural fit for this partnership. Washington State Parks and UW Bothell signed a Memorandum of Understanding (MOU) in August of 2018 to collaborate on EERC planning and development. The UW Bothell took on administration of the planning process, support of the EERC’s Advisory Council, and retained the services of an organizational development consultant and a specialist in environmental education.

![Image of the St Edward Gymnasium and Annex building. The annex is marked by the newer brick facade and lower ceiling. Photo courtesy of Washington State Parks.](image)

During the summer of 2018, the decision was made to move the EERC-designated space from the Lodge to the Gymnasium Annex building. The Annex currently includes a number of partitions, cinderblock walls and small spaces for locker rooms and bathrooms. The Annex shares a wall with the gymnasium.
Senator Frockt and Representative Pollet submitted capital requests to the 2020-21 biennium budget for just over $1 million to renovate the Annex space, providing for a multi-purpose classroom, restrooms, and a small office, as well as outdoor gathering space. $750,000 was included in the Capital Budget for State Parks to support renovation of the Gym Annex as an EERC with a target completion to coincide as closely as possible with the opening of the Daniels Lodge (currently scheduled for summer 2020).

**Timeline and Process**

The Saint Edward EERC planning process is managed by an interdisciplinary Planning Team from the University of Washington Bothell, with input from two participating consultants, and the EERC Advisory Council. The Planning Team met on a regular basis in 2018-19 to help guide and ensure timely implementation of the planning process and progress toward established outcomes.

The EERC planning process was built around three core input mechanisms:

**Advisory Council:** An eleven-member advisory council provided expertise and ensured representation from local communities proximal to the park. The Advisory Council met four times to review and refine the EERC mission and vision, organizational structure, program options and recommended operational alternatives.

**Public Engagement Meetings:** Three public engagement meetings were held to provide additional feedback and input regarding the program direction and opportunities for environmental education and research at Saint Edward State Park. One public engagement meeting was held in each of the park’s three neighboring cities: Bothell (January 23), Kenmore (February 21) and Kirkland (April 18).
Saint Edward Environmental Education and Research Center

2018-19 Planning Timeline and Process

November 29: Vision & Mission
Advisory Council provides input on mission, vision statement; discuss public engagement needs.

January 16: Org. Structure
Advisory Council reviews examples and best practices from similar institutions.

February 26: Programming
Advisory Council reviews program options and partnerships for education and research.

March 20-21: State Parks Commission
Interim report to Commission to update on process and desired outcomes.

April 29: Business Plan
Advisory Council reviews business plan with required next steps for partner engagement and community support.

June 30: Final Report Due

January 23 Public Meeting
• Share vision, mission, process
• Surface community ambitions and constituency needs

February 21 Public Meeting
Review program options, including education programs and volunteer opportunities.

April 18 Public Meeting
Review program and business plan recommendations.
**Research:** Members of the Planning Team conducted site visits, interviews, and researched other examples of nature-based learning centers, outdoor education, and State and National Parks-partnered programming. Findings from this research were shared at public engagement meetings and with the Advisory Council.

Based upon research of comparison facilities, the Planning Team created three concept alternatives for the EERC programming at St Edwards State Park, each with the potential to offer programs that complement and add value to the mission of Washington State Parks. Each of the concept alternatives involves differing levels of investment and public benefit; however, none of the three options proposed presents a strong path to sustainability when taken on its own. Only by leveraging the best aspects of each model will the Saint Edward EERC provide something of unique value to Washington State Parks, local communities and students.

While optimization of use of the 1,200 – 2,000 square-foot EERC space is one focus of this report, all of the alternatives consider programs and public offerings that would extend beyond the scope of a single physical structure within the Gym Annex. The Saint Edward EERC, as conceived through this planning process and strongly supported by the community, envisions the entire park landscape, including its mature, second growth forests, streams, wetlands and direct access to Lake Washington as a center for authentic, field-based environmental education, experience and research.

**Structure of this Report**

This report includes consists of seven chapters that address the project’s history and background; planning process and outcomes; and program and business plan recommendations. The report addresses the following questions:

**What is the purpose and need for establishing an EERC at St Edward State Park? What are the opportunities for increased nature-based learning, and why is this a need that must be addressed now?**

**Chapter 1** presents a draft vision and mission statement and examines the context of environmental education in Washington.

**Chapter 2** documents the development of experiential learning and field research within Saint Edward State Park and examines existing partners and unmet demand in the surrounding area.
What models exist for nature-based environmental learning centers? What best practices can be documented and replicated as appropriate?

Chapter 3 reviews Planning Team research into other nature-based learning and research centers around the country.

What is possible? What would different program approaches and different models look like if applied to the Saint Edward EERC? What benefits would be conferred upon the park and its surrounding communities as a result of these programs?

The Planning Team looked at three different concept alternatives that would provide varying types and levels of programming, using the Annex as well as the surrounding features of the park. Chapters 4 summarizes these three models.

What public support exists for expanded nature-based learning in and around St Edward State Park?

Chapter 5 outlines the feedback provided at each of the three public meetings conducted as a part of the EERC Planning Process, including responses to the three potential alternatives proposed in Chapters 5.

How can an EERC at St Edwards best leverage existing programs, public support and potential opportunity?

Chapter 6 provides a detailed business plan and operational summary for an EERC model that integrates research, education and community engagement.

What comes next?

Specific action steps and prerequisites for program development are listed in Chapter 7.
Chapter 1. Purpose and Need

The Saint Edward Environmental Education and Research Center (EERC) presents a unique and timely opportunity to bring together the outdoor connection, natural resource stewardship and public outreach experiences that lie at the heart of Washington State Parks’ mission, tying these threads together in new and meaningful ways for youth and families to build lifelong, deeply rooted experiences in Saint Edward State Park.

The EERC would integrate education, interpretation, outreach programs, and research to provide a seamless continuity of environmental education experiences from preschool through undergraduate and adulthood years. By grounding learning in hands-on experience, the EERC would apply and advance best practices across multiple disciplines, engaging students, faculty, local community members, and the general public.

A well-educated and informed citizenry is essential to meeting the complex challenges of the 21st century. Research supports the efficacy of environmental education in preparing young people for success in a variety of areas, including improved academic achievement, social/emotional skills, critical thinking, stewardship, and civic behavior. Environmental education provided throughout a kindergarten-to-university continuum also supports the growing demand for workforce development in public lands management, natural resource stewardship, and the Green Economy.

Community science opportunities for ecological study and monitoring within the Park and the surrounding area can extend the existing scientific knowledge base and help develop a ready constituency for State Parks and other local stewardship and restoration work. Data collected through these initiatives could provide...
Washington State Parks and other natural resource agencies with ecological, biodiversity and human dimensions data that can be used in day-to-day decision making, as well as long-range planning and response.

**Washington State Parks**

The Saint Edward EERC would enhance the ecological health and social fabric of the park by expanding its constituency through outreach, interpretation, environmental education, community science, and stewardship, while also enhancing the overall visitor experience through youth and family programs, interpretation, volunteer docent tours, restoration events, and more. These objectives align strongly with the

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Washington State Parks Commission 2019-21 Strategic Plan
Priorities that are advanced by the St. Edward EERC

✔ Continue our customer focus: Providing services they need and expect.
  Surveys conducted by the EERC Planning Team indicate that most visitors to St. Edward State Park come to use the park’s trail system and to enjoy its natural setting. By providing outreach and interpretative programs, youth and family programs, environmental education, monitoring, and stewardship opportunities, the EERC will enhance the visitor experience.

✔ Improve facility condition

✔ Use better data to inform decisions

✔ Understand and protect resources in our care
  The St. Edward EERC would generate information about both ecological resources and human interactions with Park resources. Research findings generated would be shared with Washington State Parks.

✔ Engage youth and diverse communities
  Youth programs would be a key focus of the EERC, with the intent of building lifelong park stewards. Community outreach and K-12 programming at the St. Edward EERC would be proactive in its inclusion of underserved, diverse populations.

✔ Develop and maintain beneficial partnerships

✔ Promote State Parks
  A partnership with a local university provides Washington State Parks with a means of participating in community-based learning. The St. Edward EERC would bring students to the park, providing them with a pathway for building relationships with the natural environment and their local communities. The EERC would also provide interpretation and events, creating an attractive and informative point of interest
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goals of Washington State Parks, as stated in its current strategic plan, “to achieve a healthy, sustainable park system.”

More specifically, the Saint Edward EERC would advance core public services related to Natural and Cultural Heritage-Based Education/Interpretation, as identified in the agency’s 2016 Strategic Plan update:

State Parks offers educational and interpretive programming at the state’s most important natural and cultural heritage sites and provides one-of-a-kind opportunities for scientific research, field work and education.

Field inquiry in the park would provide State Parks data for informed decision making, a key priority of the State Parks Commission. Furthermore, students and community members participating in outreach, education and field-based inquiry in the park would provide a newly activated constituency for Washington State Parks, ready to implement stewardship activities and primed to become lifelong stewards of parks and the environment.

Youth Engagement and Environmental Education

A significant body of literature and empirical evidence suggests that youth, as well as adults, who engage in a sustained course of nature-based learning are likely to continue a life of environmental stewardship, service and, in some cases, leadership.
Environmental Education (EE) is generally considered to progress along a continuum of increased awareness, understanding, concern and ultimately behavior change that leads to stronger environmental stewardship and sustainable practice\(^1\). Other research indicates that meaningful learning progressions along the PreK-12 spectrum provide the best support for students toward environmental literacy and stewardship.

A research agenda summarized by Ardion and colleagues at Stanford University review the following best practices for Environmental Education:

- In early childhood years, EE should focus on engendering compassion and empathy for the natural world through free play, exploration and discovery;
- In later elementary years, EE programs should provide immersive peer group experiences; and
- In high school, EE should provide opportunities for skills development, gaining mastery and a sense of self efficacy.

Environmental Education is optimized when programs targeted to one grade band are integrally linked to those in more advanced grade bands.

A further literature review of 119 studies again conducted by researchers at Stanford University demonstrated that while EE clearly leads to increased understanding of the environment, high quality EE also results in a number of other positive student gains, including improved academic performance, enhanced critical thinking skills, 21st century learning skills, social and emotional growth, confidence, leadership, positive environmental behaviors and increased civic engagement\(^2\).

By offering a vertical continuum of field-based inquiry learning to multiple grade bands across a horizontally integrated pathway of programming, Saint Edward EERC would support development of a more scientifically and environmentally literate citizenry in Washington state prepared and inspired to make informed decisions for sustainable communities.

**Environmental Education in Washington State**

Washington state has made strides towards providing its students with access to quality environmental education. In 2009, Washington state became the first state

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\(^{1}\) Coyle, Kevin, National Environmental Education and Training Foundation

in the nation to establish Environmental and Sustainability Education (ESE) academic standards. In 2011, the state legislated its first Environmental and Sustainability Literacy Plan (ELP) and funded an ESE specialist/coordinator within the Office of the Superintendent of Public Instruction (OSPI).

The purpose of Washington state’s Environmental and Sustainable Literacy Plan is to build on and leverage initiatives already underway in Washington state; to ensure that students in Washington have ample opportunities to increase their environmental literacy and enhance their academic achievement through real-world, integrated, project based learning; and to ensure that Washington state is well positioned to obtain private and public funding to support this work.

Washington state adopted the Next Generation Science Standards (NGSS) in 2015. With its integrated framing including Cross-Cutting Concepts, Big Ideas and Science Practices, NGSS offers a powerful framework within which to integrate and implement Environmental Education.

In 2017, Washington state commissioned a workforce demand study to document anticipated future workforce needs in natural resource fields including forestry, agriculture, fisheries and outdoor recreation. The Outdoor Industry Jobs report was released the following year and provided forecasts for workforce demand in four field-based sectors including agriculture, natural resources, environment and outdoor recreation. For each sector, the report also identified knowledge, skills, abilities and pathways to prepare for emerging job growth in these sectors.

The release of the Outdoor Industry Jobs report was accompanied by a joint grant to Pacific Education Institute and E3 Washington to align science, STEM, Career Technology Education (CTE), and Career Connected Learning (CCL) internships, apprenticeships and other courses, programs and resources into Green Economy educational pathways.
State funding for the Outdoor Industry Jobs analysis report and for the PEI/E3 Green Economy partnership are indicative of the overall support from the Governor’s Office, OSPI and Education Service Districts for development of environmental literacy, and college and career environmental pathways.

Yet, even with all these assets, a large majority of the more than one million K-12 students currently enrolled across Washington’s 294 school districts receive little to no environmental education programming in informal settings.

Pacific Education Institute, which holds the state’s contracts with the OSPI to provide professional development in core EE programs such as FieldSTEM, Project Learning Tree, and others, estimates approximately 15% of the state’s teachers (typically those already most passionate about Environmental Education) are reached by its trainings and take what they have learned back to their classrooms.

By providing a continuum of experiences that link K-12, field-based learning in Saint Edward State Park with classroom learning occurring in school settings, the EERC could provide an outstanding exemplar of how to support educational pathways towards college degree program and careers in natural resource and public lands management professions.

Environmental Education is also cost-effective and practical to implement as there are many existing curriculum materials as well as professional development and curriculum guidelines for teachers and outdoor educators to draw on. The Saint Edward EERC will provide new opportunities for partnership with the cutting-edge programs and organizations noted above, as well as channels for delivering innovative existing and new curriculum to the diverse communities of the Northshore Puget Sound region.
Chapter 2. Landscape Analysis

Saint Edward State Park is a refuge of forest, aquatic areas, and wetlands in an increasingly urban area. The population of the greater Puget Sound metropolitan area has increased by a half a million people since 2010 (Puget Sound Regional Council), a trend that has impacted the park-adjacent communities of Kirkland, Bothell, and Kenmore. The population of Kirkland has nearly doubled in ten years. Bothell and Kenmore have seen their populations grow by 36% and 11%, respectively, during that same time.

With this population growth have come many new residents who are new to the Washington State Park system. According to data from the US Census, half of the population growth in King County since 2010 consists of people moving to the region from other countries. The school districts of Northshore and Lake Washington, which draw from communities adjacent to the park, have seen their student populations become increasingly diverse as the region grows. Many of these recently arrived families are eager to connect with the natural environment in their back yard and are looking for resources to help them do so.

An EERC at Saint Edward State Park has the potential to serve a diverse set of student populations from the rapidly growing Northshore area of Lake Washington. It would augment existing nature-based learning centers, such as Brightwater Environmental Education and Community Center (Woodinville) and the Mercer Slough Environmental Education Center (Bellevue), which serve a combined 30,000 students annually.

As the region’s population has grown, so too has the University of Washington Bothell, where enrollment has more than doubled to 6,000 over the past ten years. Core campus values include an emphasis on interdisciplinary and community-based learning, diversity and inclusion, and environmental sustainability. Several UW Bothell courses, based on campus, already use Saint Edward State Park as a field site, and many UW Bothell faculty have expressed an interest in siting courses at the park.

Meanwhile, nature-based program providers currently operating within the park have expressed interest in programs that would provide new and complementary opportunities for their participants as they age out of introductory preschool and elementary experiences.
Local School Districts

The northern edge of Saint Edward State Park lies within the Northshore School District. The remainder falls within the Lake Washington School District. The Shoreline and Seattle School Districts extend around the northern and western shore of Lake Washington. Combined with the populations of the Bellevue and Edmonds Districts, more than 100,000 students in grades K-12 live within a half hour’s drive of the park.

The Northshore School District serves 24,000 students in Kenmore, Bothell and Woodinville. Three Northshore schools receive Title I funds, including Kenmore Elementary, whose southern boundary sits at NE Bothell Way, less than two miles from the park’s entrance. The campus of Arrowhead Elementary lies adjacent to the park’s northern boundary; the Arrowhead trail connects directly from the school parking lot to the heart of the Park. Inglemoor High School, an International Baccalaureate (IB) choice school with a variety of innovative STEM, sustainability, and civic education programs is located two miles from the park.

The Lake Washington School District serves 31,000 students. The District runs several specialized “choice” schools, including the Environmental and Adventure School, housed at Finn Hill Middle School, located less than two miles from the Park. Several schools within five miles of the park have low-income populations that are more than double the district’s average.

The Edmonds and Shoreline Districts have significantly larger populations of low-income students, relative to the Northshore and Lake Washington School Districts. Forty percent of students in the Edmonds School District qualify for free and reduced lunch. The demographics of the Seattle School District are similar to the Shoreline and Edmonds Districts, and its testing indicates a similar achievement gap between low-income students and more advantaged peers.
Transportation poses a challenge to all field-based learning opportunities. While King County Metro bus service extends to the northeast corner of Saint Edward State Park, the Seminary campus area of the park is not currently served. This makes access a challenge for schools, whose transportation costs run several hundred dollars for a single day off-site. King County offers some funding to support wastewater education programs, such as the Wheels to Water Program, used by Islandwood’s Urban Schools program at Brightwater, the Mountains to Sound Greenway, and others. Funding solutions for school transportation would need to be included in the financial structure for school-partnered programming.

Additionally, most field trip programs are targeted to elementary schools, where it is easier to pull children out of school for a day without disrupting divergent class schedules. At any grade level, teacher and administration support is required for field study programs. Education specialists who contributed to the EERC’s public meetings and research caution that it can take two to three years to build the relationships necessary to partner with local teachers and schools. At the same time, there are existing networks of school partnerships that the EERC could plug into, including those supported by School of Education at the University of Washington Bothell.

**Local Nature-Based Learning Programs**

Several nature-based learning centers operate in the Seattle metropolitan area, serving the city of Seattle and its growing suburbs. These existing programs provide standards-based environmental education grounded in real-world experiences, using curriculum designed to teach about topics such as healthy watersheds, forests, and ecosystems. There are also smaller programs, including the City of Seattle’s Parks and Recreation Department, that run free-standing environmental education at local parks and schools.

Much of the school-partnered environmental education occurring at environmental learning centers in the region is funded through the King County Wastewater Treatment Division and Seattle Public Utilities. Brightwater Environmental Education and Community Center is housed entirely within the auspices of King County’s Wastewater Treatment Division. The Cedar River Watershed Education Center and Islandwood’s Urban Nature Program receive significant underwriting from Seattle Public Utilities.

These programs have added to environmental education opportunities available for students in Puget Sound. Because of the strong role public utilities play in funding
environmental education, most of the programs widely available focus on water quality issues. Curriculum that explores biodiversity, wildlife, ecosystem function and ecological restoration can be hard to find. Additionally, most organizations and their programs are limited to providing “one-off” experiences to a limited grade band of students. For example, Mercer Slough provides strong programming for elementary students; NatureBridge has developed programming for middle school students; while Woodland Park Zoo offers a Youth Climate Action program for high school students.

Yet, it is widely recognized in the environmental education field that no one experience will move students along an educational pathway towards Nature-Based Learning Centers in Puget Sound Region Providing Non-Residential Opportunities with Nature Immersion Elements.

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<th>Facility</th>
<th>Program Niche</th>
<th>Audience</th>
<th>Reach</th>
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<tr>
<td>Brightwater Env. Education and Community Center (Woodinville)</td>
<td>Wastewater Education</td>
<td>K-12, community life-long learning, summer camps</td>
<td>18,000 participants (school tours, in-school programs, high school programs, out-of-school and community events)</td>
</tr>
<tr>
<td>Mercer Slough Env. Education Center (Bellevue)</td>
<td>Wetlands, Ecosystems, Environmental Engineering</td>
<td>PreK-8 field study program, camps, high school internships</td>
<td>11,000 participants (field study program)</td>
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<td>Cedar River Watershed Env. Education Center (North Bend)</td>
<td>Watershed Education: “Seeing the Source” and “Land and Water” programs.</td>
<td>School trips for 4th and 5th grade, watershed tours for all ages</td>
<td>30,000 visitors to education center</td>
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<td>Seward Park Audubon Center (Seattle)</td>
<td>Animals and Habitat, Birds, Ecosystems</td>
<td>Field trips for grades 1-8, high school program, summer camps</td>
<td>1,300 students in class; 1,400 students on field trips in the park.</td>
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<td>Seattle Parks and Recreation Env. Learning Centers (Seattle)</td>
<td>Forest, Beaches, Ponds, Spiders, Stewardship</td>
<td>PreK-12 school field trips, camps</td>
<td>2,700 students (school-partnered trips only)</td>
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<td>Islandwood Urban Schools Program (Seattle)</td>
<td>Community Waters Field Study (stormwater)</td>
<td>Seattle Public School 4th graders (Community Waters Science Unit)</td>
<td>4,000 students (Seattle programs only)</td>
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environmental literacy and lifelong environmental stewardship. This is particularly true for low income, diverse students who lack other outdoor opportunities for nature connection and environmental education. The best way to build long-term, durable student connections to nature and to develop an understanding of the environment, is through varied connections to environmental education experiences over the full preK-12 spectrum.

A K-12 program at Saint Edward State Park would take a more integrated approach, teaching multiple topics, including watersheds, forest health, climate change, and biodiversity, to students over a sustained period of time. The EERC’s programs would build in opportunities for students to return year after year to reinforce a lifelong connection through mentorship and intergenerational learning.

**University-Led Teaching and Field Studies**

University of Washington Bothell faculty conduct several teaching and research activities at Saint Edward State Park, ranging from one-day class exercises in ecology, to field-based courses in conservation biology and multi-year, ongoing research projects that include undergraduate researchers. An example of the latter is a study of the spread of invasive plants in Northwest forests, which has involved three faculty members and over 25 student field assistants and researchers, and has produced both peer-reviewed scientific publications and reports to Washington State Parks to assist in management of invasive species. A second example, just begun last year, is a camera-trap study of wildlife in and around Saint Edward Park, also involving undergraduate research assistants. This project, which has already established the existence of species not formerly documented in the park, is expected to add a community science dimension in the coming year.

Planning Team surveys and interviews with UW Bothell faculty identified eighteen faculty members from the Schools of Interdisciplinary Arts and Sciences, STEM, and Education who expressed interest in using the EERC for teaching and/or research. Potential courses cited by faculty included a range of natural science courses such as entomology, ecology, geomorphology, limnology, restoration ecology, and conservation science, as well as courses in environmental education, social sciences, philosophy, literature, and art. Among the aspects of a potential EERC commonly cited as important by responding faculty were the park’s natural environment as a teaching and research site; a classroom to permit a mix of field and class activities; the opportunity for community-engaged teaching and research; opportunities to partner with and mentor K-14 classes and students; and the potential for public education at a heavily visited park.
Among the possibilities that have been suggested for research by faculty include investigations of water quality and the patterns of water quality change in the park’s streams as they flow from the east edge of the park, through the park’s forest, to the outflow in Lake Washington; fish populations and fish habitat in the park’s streams and lakeshore; arthropod diversity patterns in urban wildlands; and a wide range of restoration ecology research topics. All of these projects could be integrally woven into UW Bothell’s Environmental Science and Studies course offerings, include substantial student involvement, and have high potential for integrating community and K-12 collaborators in the research. It is also expected that other schools and campuses would be interested in the using the EERC. Faculty from UW Seattle, Bastyr University, and North Seattle Community College, have all expressed interest, with potential topics ranging from forest stand dynamics to field botany to environment and public health.

**Existing Partners in the Park**

A number of groups of varying sizes currently offer environmental education and community outreach programs within Saint Edward State Park. Several other groups, including Cascade Orienteering Club and Northwest Trail Runs regularly host events and classes in the park. Each of these partners operates under a group or special use permit issued by Washington State Parks to manage impacts and coordinate program locations. The Saint Edward EERC would need to develop its programs in close coordination with these existing uses to address both the logistics of shared use, as well as any issues around cumulative impacts.

**Friends of Saint Edward State Park** promotes the preservation and protection of the natural environment, the wildlife and the scenic, recreational and educational resources of the park. Its activities include promotion of Kids in the Park Day, National Trails Day and other community events in the park. It has raised money to support interpretive signs and park maintenance. By building greater awareness and community engagement in the park, the Saint Edward EERC could help bolster both the profile and the impact of this Friends group.

**The Saint Edward Environmental Learning Center (ELC)** is a small, family-focused group of volunteers committed to helping local community members better enjoy the park. The group helped construct the park playground in 2003, and continues to support its annual maintenance. The ELC also provides a series of volunteer docent-led tours for children and families over a six-week period in the summer months. Conversations with the ELC board members have indicated a
strong interest in seeing its programs expand through the work of Saint Edward EERC.

**Wilderness Awareness School** has a decades-long history of providing outdoor experiences in Saint Edward State Park. The school, which offers K-8 summer camps and out-of-school classes, provides deeply immersive experiences that connect hundreds of students to the park each year. Saint Edward State Park is one of five locations around Puget Sound that hosts Wilderness Awareness School programs.

**Camp Roots** is a newer provider in the park whose followings and offerings have blossomed over the past six years. The school offers a nature immersion curriculum for preschoolers and K-8 students. More than 500 students participate in Camp Root’s out-of-school camps, and the school also offers regular programs for preschoolers and homeschoolers. Camp Roots staff have expressed appreciation for the idea that their families will have additional and expanded programs to “age into” as the Saint Edward EERC comes online.
The Planning Team reviewed the programs and organizational structure of more than a dozen nature-based learning education centers around the country. Research was conducted through site visits, telephone interviews and literature review. The programs surveyed represent a sampling of locations, residential and day use programs, varying degrees of university involvement, and differing budget and staff sizes.

**Survey Questions:**

- How are basic maintenance and operating expenses covered, particularly with regards to facility operations?
- What is the role of earned revenue, particularly from tuition, rentals, and program fees?
- Who is the audience for your programs?
- How much community support is involved in operating the learning center? To what extent does it operate independently?
- What staffing and support is required to operate programs?
- Is there a membership or continuing donor program?
- What is the annual budget size, and what revenue streams support this?
- Of the programs offered, which are viewed as most sustainable? Why? Which programs, if any, generate revenue? Which must be financially augmented?

**“Friends of . . .” Groups**

The Planning Team looked at more than two dozen State Parks partnerships, including Centrum (Fort Worden State Park), Friends of Lake Sammamish,
and other local “Friends of” groups to examine the typical scope and function of a small nonprofit established to support a specific park.

These groups vary in budget size and activity; the median annual budget for these groups was $43,000. Only three had paid staff, often paid for through earned revenue, such as gift shop sales. Friends group activity can vary widely year-over-year, as volunteer interest coalesces around particular projects, as key volunteers step forward to shoulder a significant workload, or conversely, as groups scale back their efforts in the face of dwindling financial resources and/or volunteer interest. The most successful groups have rallied around a particular capital campaign, such as a building renovation or the installation of playground equipment. However, upon completion of the campaign, it can be challenging to rally continued support.

These groups offer the benefit of a dedicated pool of volunteers and community members focused exclusively on promoting the mission of Washington State Parks. Most nonprofit “Friends of…” groups included in this study supported community outreach programs, including various activities targeted to youth and family; but few are able to provide school-partnered or lifelong learning programs of any significant scope. In general, these groups operate with very limited fundraising and program capacity and provide a modest, although valued, boost to agency services.

Environmental Learning Centers (ELCs) Organizational Structure Review: Key Findings

Most models examined received about 30% of their budget from earned revenue sources, such as program fees, rentals or gift shop sales. This held true across both university and private non-profit models, and across large and small learning centers. This ratio varied only where a learning center was targeted heavily toward underserved communities. In those situations, dependence on grants and contributions was greater to offset lower levels of earned income.

The most successful models had public-private partnerships, endowments, or other contributions that helped cover basic facility costs. In some cases, a sponsoring university covered facility costs; in others, a public-private partnership covered basic facility operations. Where there was not such an arrangement, the ELC benefited from being associated with a large nonprofit capable of significant fundraising.

Delivering substantial programming (reaching 1,000+ kids) requires fundraising, administration and communications support. An organization operating with a budget of under $100,000, without outside support, will be challenged to reach an audience of any significant size.
**The Role of Nonprofits**

Some of the more successful nature-based learning centers surveyed were directly managed by or affiliated with large, established nonprofits, including the Seward Park Audubon Center (National Audubon Society), Mercer Slough Environmental Education Center (Pacific Science Center), and the Hitchcock Center in Hampshire, Massachusetts. Seward Park Audubon Center was established to meet a national-level strategy to identify pilot locations where Audubon’s presence could be expanded to underserved communities; Pacific Science Center’s footprint at Mercer Slough Environmental Education Center was developed in partnership with the City of Bellevue; and the Hitchcock Center in Hampshire, Massachusetts as it exists today is the result of nearly sixty years of program development and capacity building.

A relationship with a larger nonprofit allows a learning center to benefit from the back-end office support available at a mid- or large-scale nonprofit, including administration, accounting, and communications. Most of the nature-based learning centers backed by well-resourced nonprofits that were reviewed in this study managed a mix of community outreach and preK-12 programming.

Learning centers affiliated with established nonprofits also have the benefit of a fully developed fundraising department with name recognition to support their work. This allows field staff to focus on program development and delivery, while the development department is able to tell the story of youth- and community-based nature programming. In examples in which an organization is attempting to build up a fundraising infrastructure from scratch or needing to fundraise independently, such as the Mt. Rainier Institute, for example, staff often find donor engagement and grant procurement to be challenging.

The Sunriver Nature Center in Oregon provides an example of a successful nonprofit that functions in partnership with a destination resort. The Sunriver Nature Center and Observatory was created as part of the Sunriver Resort in central Oregon, where it is one of several attractions in the area. More than 45,000 people visit the center each year. The center also offers programming that serves 5,000 students each year, including field trips and in-class instruction with schools in neighboring communities. Its budget is funded with a mix of contributions, grants and earned revenue, including admissions.

The Planning Team also looked at several residential programs (The Schoodic Institute, Islandwood, and the North Cascades Institute), which rent their facilities
for conferences, weddings and other private events. The revenue from these activities helps underwrite environmental education programs.

Public-Private Partnerships

The Brightwater Center, Mercer Slough Environmental Education Center, North Cascades Institute and Seward Park Audubon Center were founded on public-private partnerships that give each group access to mission-aligned teaching locations, as well as facilities that might otherwise have been beyond their reach. North Cascades Institute and Brightwater were both created as part of mitigation programs for larger public works projects. Mercer Slough, Brightwater and Seward Park benefit from agency support and in turn engage in a formal process to annually measure and document the public benefit provided by their programming in lieu of lease payments.

The Role of Universities

Several of nature-based environmental learning centers surveyed are owned and operated by a university, or incorporate university programs into their activities. University involvement brings academic rigor to K-12 programs and community-based science and provides a new depth to research and education programming. In most cases, university students working through a work-study or similar program are directly involved in teaching, research and visitor services.

University-led learning centers are typically staffed by a faculty advisor, center director, and program coordinator, along with numerous other positions, including naturalists and educators. To fund operations, the university-led programs surveyed were dependent on a blend of university appropriations, private donations and earned program revenue, such as tuition or camp fees. The Fairfield Osborn Preserve at California’s Sonoma State University, described in further detail in Chapter 4, is somewhat unique in its dependence on a single private donor for much of its operating budget.

The Colorado State University Environmental Learning Center (ELC) in Fort Collins provides a strong example of how university-led teaching and research can be integrated into a model that also serves the local community. The ELC was created as an outreach program of the Warner College of Natural Resources. The ELC offers a full suite of K-12 programs, including school-based field trips, scout programs, summer camps and family events. The ELC places a strong emphasis on service learning, offering monthly volunteer service days for the local community.
CSU work-study students learn by doing as they teach an established set of programs and curriculum, with a focus on providing instruction to different audiences in an outdoor setting. These students form a key part of the ELC’s program delivery model. CSU-led research has explored questions such as what experiences most strongly connect diverse high school students to science in nature; motivations of volunteers in conservation; and barriers to engagement of Latinx audiences.

Beyond facility expenses (covered by CSU), Warner College provides approximately one third of the ELC’s budget; another third comes from earned revenue (camps) and the remainder is raised through grants and contributions, with CSU’s Warner College serves as fiscal sponsor. The center is staffed by a full-time director, a .5 FTE education coordinator, and eleven work-study students.

**Schmeeckle Preserve at University of Wisconsin – Stevens Point** also provides a long-standing model for integration of student teaching and community engagement. Its funding model currently relies on a mix of university funds and earned revenue. A small, “Friends” group was created in 2014 to help fundraise for the Preserve; they have successfully completed a $250,000 capital campaign for a new outdoor amphitheater.

**Islandwood, Hitchcock Center, and North Cascades Institute** provide examples of very strong nonprofits in their own right which partner with university programs to increase program excellence. Islandwood and North Cascades Institute, which both offer graduate degree programs in partnership with local universities, also benefit from the additional revenue of graduate tuition, as well as from the staffing benefits derived from having graduate students involved in program instruction. The Hitchcock Center partners with Hampshire College to incorporate undergraduate interns into its program delivery.
### Nature-Based Learning Centers: Programming Summary

<table>
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<tr>
<th>Nature-Based Learning Centers – University-Affiliated</th>
<th>Preschool</th>
<th>K-8 School Trips</th>
<th>Day Camps</th>
<th>High School Mentoring</th>
<th>Research</th>
<th>Teacher Education</th>
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<td>Nature-Based Learning Centers – Day Use</td>
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Chapter 4. Alternatives

As the Planning Team researched examples of nature-based environmental learning centers, three different core models emerged: 1) outreach centers providing an interface with the public; 2) K-12 education centers; and 3) university-partnered teaching and research centers. Each of these approaches targets different audiences, offers different programs and has different funding and staffing needs. While research indicates that the strongest learning centers use a combination of each approach, the Planning Team initially examined and tested each model in isolation in order to better understand its core strengths, benefits and limitations.

Alternative 1: Public Outreach Center

Under this scenario, the EERC space would be used as a public visitor center, run primarily with volunteers. The space would provide information displays and could also serve as a base of operations for volunteers working in the park. A room, managed by a nonprofit partner, could be available for rentals as a classroom facility or for small, private groups.

In order to provide an attractive and market-competitive location for private rentals (e.g., birthday parties), community events, local colleges, education providers and summer camps, the EERC would require a multi-use room, as well as a community space for interpretive displays. Accommodating both of these needs would be difficult in the space currently available in the Gym Annex, but room rentals have the potential to form an important part of the public outreach center’s revenue stream.

Brightwater’s Environmental Education and Community Center provides an example of how to use visitor center exhibits for public education and storytelling. A large “community room” is regularly booked for community events, weddings, and small conferences. The rental fees from these events are directed to Brightwater’s programs.

The Cama Beach Foundation (CBF) provides an example of a volunteer group supporting interpretation and visitor services at a local State Park. CBF organizes public events and interpretive

PUBLIC OUTREACH MODEL

The EERC space becomes an interpretive center that serves as a volunteer hub for public information, trail maintenance and restoration work, and interpretative programs for local residents and Lodge visitors. Key elements: volunteer base, interpretive programs, and room rentals.
services, and their volunteers staff a seasonal gift shop. As funds are available, the CBF disburses small grants for specific projects in the Park or to support seasonal interpretive staffing.

**Benefits:** A public outreach center would provide a low-risk strategy for ensuring that the EERC space is available to the public for use with programs that advance the State Parks’ mission. It would require minimal investment and could be scaled to available funding and volunteer interest. In the case of Saint Edward State Park, the public outreach center has the potential to add value to the Lodge and its guests by providing local interest and diversion, as well as a starting point for exploring the park.

**Key Requirements:** There are several small nonprofits already associated with the park, including the Edward Environmental Learning Center and Friends of Saint Edward State Park. One of these groups, or a third entity organized under fiscal sponsorship through the Washington State Parks Foundation, could take on the responsibility of managing the EERC space. However, to manage a schedule of rentals, public programs, and volunteer events, the managing partner would need a strong base of regular volunteers (50-100 people) willing to commit to providing a physical presence on site and also able to raise funding for interpretive displays and programs.

**Challenges:** Of the small groups that have sprung up in and around Saint Edward State Park over the years, none have yet found a way to gain significant momentum or impact beyond a few small community events. Some of these groups may have ambitions about being able to provide more public-facing programs, but they do not have the leadership capacity at this point to deliver. They are challenged by many of the same forces facing most small environmental nonprofits: limited organizational capacity to move beyond fundraising, lack of name recognition, and competition for limited resources in a competitive market.

**Alternative 2: PreK-12 Youth Education Center**

This scenario imagines the EERC as an education center focused on preK-12 students. The preK-12 EERC would offer a mix of school-partnered field trips and out-of-school activities, including weekend programs and summer camps. EERC programs would also include high school, mentor-based internships and career-connected learning, as well as professional development for teachers. Teaching units would be aligned to multiple state and national standards for Common Core, Next Generation Science Standards, climate, and Career Technology Education.
career-connected learning. By offering a continuum of standards-aligned environmental education learning opportunities, a K-12-focused EERC would provide students a pathways approach to college degree programs and career opportunities in environmental fields and Green Economy jobs.

The Hitchcock Center represents a strong example of a nature-based learning center focused on K-12 education. The Center serves 8,000 students a year, a quarter of whom come from low-income families. Hitchcock programs cover a full range of school-partnered field trips, summer camps and homeschool programs. The Center is an independent nonprofit with $7 million in assets. Its $1 million budget is funded through a combination of earned revenue, government grants, and private contributions. They receive some support, in the form of college interns and work study students, from Hampshire College.

**Benefits:** A K-12 nature-based learning center would provide environmental education programs across a wide field of scientific inquiry, including a focus on species diversity, water, climate adaptation, and native species. Programs designed across grade bands would reinforce and expand student experiences over time. While Washington state has shown leadership in creating standards for environmental education, climate education, and STEM-based learning, education providers currently reach less than half of the local student population, and few of these experiences are sustained or repeated over time. Providing these students with a stronger pathway of connected experienced, rooted in FieldSTEM practices, would better prepare today's students to be environmentally literate citizens, scholars and workforce participants.

**Key Requirements:** Rather than start up a nonprofit partner from scratch, a nature-based K-12 education center could be served through a partnership with an established partner. An established nonprofit partner could also bring relationships with local school districts, another key requirement of any K-12-focused education center. Only a few nonprofit partners in the area have the mission alignment, fundraising and administrative infrastructure required to build quality, sustainable environmental education programming.
Challenges: Several organizations in the Puget Sound area currently provide excellent K-12 environmental education programs, including Islandwood, Pacific Science Center, and the Mountains to Sound Greenway. However, each of these entities has their own broader priorities and funding constraints. It is not clear that they would view adding a new learning location at Saint Edward State Park to be in their own strategic interest. Islandwood, for example, has prioritized reaching underserved students in their communities. Pacific Science Center is currently focused on overhauling its museum operations. And, the Mountains to Sound Greenway Trust is focused on elevating landscape-level opportunities through its recent National Heritage Area designation. Without an established nonprofit partner, it is doubtful that the economics of a stand-alone K-12 environmental learning center would pencil out.

Alternative 3. University Field Site

A university field site would provide an outdoor space and classroom facilities for undergraduate and graduate courses, field study, and practicums. Courses would include basic environmental science classes, as well as studies related to other disciplines. Research would be conducted for the purposes of advancing general scientific understanding, or to investigate specific management applications on site. Research would be paired with stewardship, so that students would have the opportunity to implement management practices on the landscape.

The Fairfield Osborne Preserve at California’s Sonoma State offers an example of a place-based model whose primary focus is the support of university learning and research. The 450-acre preserve is open for education and research purposes only, although this includes some public-facing programs and volunteer engagement. Programs and staffing for the Osborne Preserve are supported through a combination of university funding, as well as private funding, much of it coming from a single donor with strong ties to the Preserve.

Benefits: The field site model provides university students with the opportunity to apply classroom concepts to real-world problem solving. In addition to learning the technical aspects of field study (how
to survey, how to use instruments, etc.), students also gain experience in experiment
design, critical thinking, persistence, and data-based learning. These basic skills are
a cornerstone practice for scientists in any field.

**Key Requirements:** University-led programs are typically overseen by a faculty
advisor who ensures academic rigor for instruction and research. An on-site facility
director and program coordinators manage scheduling and logistics, and the center
also benefits from the participation of work-study students, interns and other
students. Most university-led centers derive their funding through a combination of
direct budget appropriations from the sponsoring university, combined with private
fundraising from individual donors and foundations.

**Challenges:** While a university field site has clear benefit for the students at a given
academic institution, in order for there to be broader public benefit, the field site
must provide services and opportunities to the general public. And while some
aspects of environmental science education and workforce development are directly
germane to the mission of State Parks, an exclusive focus on university programs
would overlook the vast majority of the State Parks constituency.

To fully connect with the State Parks mission, a university-led model must
incorporate public outreach and general environmental education programs. Active
university field research could be leveraged to support broader community citizen
science projects and provide project-based learning opportunities for K-12
programs, with college students serving as K-12 program educators and camp
counselors.

**Integrated Programs**

While it may be helpful to consider each of these three models in isolation, none of
these approaches, on their own, capture the full potential of a place-based
environmental learning center, nor do they respond to the full breadth and depth of
community interest and opportunity in an EERC at Saint Edward State Park. Asked
to design their ideal programs, drawing from public outreach, youth engagement,
and science education, community members who attended EERC public meetings
provided detailed plans and ideas whose intersections defined an integrated model
for the EERC that takes advantage of aspects of all three of the conceptual models.
The public’s interest in the cultural, historic and natural assets of the park is deeply
connected to their interest in stewardship; a desire to deepen their understanding
of the park through scientific inquiry; and a passion for sharing their connection to
the park. The next chapter details this public input.
The Saint Edward EERC Planning Team held three public engagement meetings over the course of the planning period to discuss aspects of the proposed EERC and what sort of programs and public benefit an EERC might offer.

The Planning Team partnered with Washington State Parks to ensure that community members who had participated in or provided comment on recent issues related to the park were included in publicity for the EERC meetings. Together with outreach to local community groups, more than 1,000 people were contacted directly about each public meeting for the EERC. In addition, the Planning Committee distributed general publicity (press releases, flyers, and web notices) for the meetings.

Public engagement meeting participants included a range of park neighbors, community activists, and local education providers, as well as faculty and staff from Cascadia College, Bastyr University, and both the Seattle and Bothell campuses of the University of Washington. More than one hundred community members participated in the three public engagement meetings, including several who participated in all three meetings.

Meeting participants polled at the April 18th Public Engagement Meeting indicated a high level of familiarity and strong connection to the natural resources in the park. Approximately half of those in attendance at the April 18th meeting said they visit the park once a week or more. Most meetings attendees lived in the adjacent towns of Bothell, Kenmore and Kirkland, but some park users traveled from Seattle, Duvall and Monroe to share their opinions and ideas about a prospective EERC in the Park.

In general, community members expressed strong support for the concept of a science-based learning center in the park that could leverage existing community assets, including current education providers, local colleges and universities, as well as public interest in the natural assets of the park.
Surveys of public engagement attendees and other community members indicated that the primarily benefit they hoped to see from the EERC was that, “Young people will have more opportunities to explore environmental education and STEM learning.” At the same time, when asked about what programs they would most like to see operating at the EERC, restoration and stewardship ranked highest. School-partnered programs and community science ranked an even second place.

**Meeting #1 – Vision, Mission and Possibilities**

The November 29th Public Engagement Meeting introduced the concept of the EERC to the general public and solicited a broad range of ideas and feedback on mission, planning considerations and possible programs.

General questions from participants included concerns about how an EERC would be funded and whether Washington State Parks would consider the cumulative impacts of all new activities currently being proposed or developed in the park. Audience members were particularly interested in whether baselines could be established to track impacts over time. Parking capacity was also was a topic of concern.

There was strong hope expressed that any new programs at the EERC would build upon and complement existing educational offerings. Some hoped that joint use of the EERC facility might be possible. Participants noted that scheduling and coordinating space among all park operators and partners will be a challenge that will require careful attention.

**Meeting #1: Participant Brainstorms of Learning Opportunities**

- animal/camera tracking of seasonal migration patterns
- biodiversity population
- native vs. invasive species
- ecosystem services
- geology
- bat recovery
- ethnobotany and plant identification
- owl and eagle studies
- rabbit population
- Leave No Trace
- history of the park (including pre-Diocese)
- decline in madrona species
- root rot in forest trees
- pollinators
- mapping park resources
- forest successional processes/changes
- forest condition
- restoration potential
- water pollution
- stormwater
- watersheds in park
- salmonid habitat
- volunteer trail maintenance
- interpretation
- research and monitoring
- bioblitz
- high school internships
- restoration projects
- public education and outreach
- astronomy
- wildlife
- hydrologic studies
- human dimensions
- integrated management with surrounding parks
- student-led docent tours
- natural history
- intergenerational mentoring
Meeting participants also gave concrete feedback on what would work best for the development of a physical space. Specifically, a single, multipurpose room would provide the most flexibility across different age bands and types of users. Storage was very important, as was internet access, lab equipment, benches, daylighting windows, library space, computers and large-screen projection. Some participants also expressed the hope that the EERC could be built as “green” as possible, ideally to a high LEED standard.

**Meeting #2 – Program Planning**

The February 21st Public Engagement Meeting focused on design for different program options at the EERC. Participants self-selected into small groups to discuss one of three assignments: creating a public outreach brochure; designing a holistic range of environmental education touch points from preschool to adulthood; and applying concepts from environmental science to research and education across age bands.

**Public Outreach Brochure** – This group focused on the market opportunity presented by the park. The park’s key selling point, they felt, was its biodiversity. The park is more than just a green space; there are significant environmental assets. The brochure, which listed varied features of the park, family events, volunteer activities, and partners, was titled, “Gem in an Urban Setting.”

**Environmental Education** – This group discussed ways in which the EERC can emphasize continuous immersive experiences, leading to knowledge-skills-aptitude development. Drop-in, free family programming makes it easy for busy families to
participate. Informal offerings that meaningfully engage students, and by extension their families, can ultimately bring in schools and teachers. With older students, the EERC can move beyond science inquiry skills to provide project-based learning opportunities for students to apply problem-solving skills for locally relevant issues. A university partnership would provide high school students multiple opportunities for mentorship and exposure to environmentally related degree programs and college life.

Scientific Investigation – These groups discussed how a variety of scientific topics might break out across age bands. Younger students, for example, begin by learning about invasive species; when they’re older they can help with blackberry and holly removal; then they move on to investigation of how the species spread. In studying phenology, younger students begin with plant identification, then progress to counting and inventory. Later, they can learn instrumentation and measurement and go on to design experiments. Younger students may begin with bird identification and then later incorporate learning about acoustics. In learning about water quality, students can begin with color matching tests; advance to measurement; and later formulate questions for research.

In a large-group discussion following these break-out groups, meeting participants again underscored the need for the EERC to partner with existing non-profits and build from their work in creating new programs. Many felt the EERC would be an asset to the Daniels Real Estate and the Lodge and that EERC programming would benefit Lodge guests. Neighbors such as UW Bothell and Bastyr University were cited as potential partners with a complementary mission with regard to community, sustainability and the natural environment. And, as the Planning Team explores program options, meeting participants reminded them to stay grounded in the importance of protecting the natural resources in the park.

Meeting #3 – Program Focus Areas

At the final public engagement meeting, attendees were presented with the three models described in Chapter 4: a public outreach center, a K-12 education center, and a university-led teaching and research site. Meeting participants were asked to consider how each approach would respond to needs in the community. How would it fulfill mission? Who would benefit? What are its greatest opportunities and strengths? What challenges and concerns would each approach present?

After breakout discussions, attendees were clear and unanimous in the opinion that no single approach would adequately address the opportunities presented by the
Saint Edward EERC. A combined model could leverage different elements from approach. If the EERC chose to focus too narrowly on one aspect over the other, it would miss opportunities to build community support, advance scientific knowledge and educate the public.

Specifically, meeting attendees agreed on the following points:

- There are opportunities to integrate learning between high school interns, college students, and young people by weaving together K-12 and university education.
- Developing a volunteer base strong enough to sustain an outreach-based focus could be difficult. But, the EERC could build more energy by engaging volunteers in K-12 education and research opportunities.
- There is an increasing focus on having students understand HOW science is done, putting students in the field with other scientists, seeing concepts in practice. A college-high school connection, supporting NGSS and STEM learning, would add strength to the EERC.
### Alternative EERC Models

<table>
<thead>
<tr>
<th>Public Outreach Center</th>
<th>PreK-12 Youth Education Center</th>
<th>University Field Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits and Displays</td>
<td>School-Partnered Field Trips</td>
<td>Demonstration Site for Field Inquiry Skills</td>
</tr>
<tr>
<td>Visitor Information</td>
<td>Youth and Family Programs</td>
<td>Local Research Projects</td>
</tr>
<tr>
<td>Interpretive Tours and Events</td>
<td>Continuum of STEM Pathways</td>
<td>Data to Inform Stewardship</td>
</tr>
</tbody>
</table>

### Examples of How Programs can be Combined in an Integrated Model

<table>
<thead>
<tr>
<th>Local Research Projects</th>
<th>School-Partnered Field Trips</th>
<th>Exhibits and Displays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Tours and Events</td>
<td>Data to Inform Stewardship</td>
<td>Continuum of STEM Pathways</td>
</tr>
</tbody>
</table>

### Leveraged Outcomes

| Park visitors engage and learn about the park’s resources. Community members monitor habitat and lead restoration events. Students and other park users, after a series of introductory experiences, engage in hands-on stewardship. | Youth education programs are based in the hands-on experience of community science in the park. Students learn skills and share their data to tell stories about the park: native plants, newly discovered species, and more. | Park visitors use EERC-developed field guides. Children check out “exploration packs” to test out their own inquiry skills, affirming and exploring the work of other research in the park. |

Youth and Family Programs | Visitor Information | Demonstration Site for Field Inquiry Skills |
Chapter 6. Business Plan

Based upon research, public input and meetings with Washington State Parks and the University of Washington Bothell, the Planning Team recommends the Saint Edward EERC be established as a university-partnered, inquiry-based education center, focused on experiential learning for all ages, serving preK-12 students, park users, university and community college students, and community members.

The EERC would integrate public outreach, K-12 education and university-led teaching and research. It would connect high school students with college and career opportunities in environmental fields; undergraduate studies with community-based conservation; provide a forum for intergenerational learning and mentorship; and build science-based inquiry skills from preschool through college and beyond.

EERC education programs would be built around the intersection of community engagement, K-12 education, and scientific investigation of the park’s diverse habitats and its environs. By applying these practices to established Next Generation Science Standards (NGSS), the EERC would provide PreK-12 students with multiple, varied experiences in nature and learning opportunities that bring formal, in-school academic learning to life through real-world applications and problem solving on current issues, including habitat protection, wildlife, climate change, and water quality.

Student projects would form the basis of new interpretive materials and exhibits about community science in the park and how to explore the park’s natural, cultural and historic assets. Volunteer-led docent tours and a speakers’ series drawing from local experts and researchers would provide park users with new windows into the park and its natural environment. Student projects would also be designed to investigate and assist
community restoration projects, providing volunteers with a new path to stewardship in the park.

With a university partner in this effort, there is the potential to activate and inspire new community-based academic programs that explore the connections between experiential learning, community science, habitat restoration, and public education.

The funding model for this partnership would be based on Planning Team findings from its research of other nature-based learning centers around the country: the strongest institutions rely on a mix of funding sources, with earned revenue comprising roughly a third of budget, with other sources, including university support, private grants and contributions, and government funding making up the remainder of the budget. A five-year budget has the EERC on a path to a diversified revenue stream that includes a mix of university support, earned revenue, grants and contributions, and government support.

**Saint Edward EERC: Year Five Revenue by Source**

![Pie chart showing revenue sources: University (27%), Earned Revenue (19%), Grants and Contributions (26%), Government (28%).]

It would likely take an estimated three to six years to bring the EERC to a baseline level of programs and operations, and to build up the program fees and grant funding necessary to provide a sustainable financial base for core outreach and education programs. To get there, EERC staff will need to expand partnerships with education providers, build a fundraising base, and develop curriculum and teaching resources. With additional resources, personnel of the partnering university could also build out academic resources on campus, including faculty research projects and interdisciplinary studies, to better support the community-based environmental education and stewardship happening within the park.
The EERC’s mission is to provide integrated environmental education and research experiences to a broad and diverse community, with the purpose of advancing public understanding, connection with nature, scientific knowledge, and stewardship of Pacific Northwest ecosystems.

The EERC will advance its mission through three distinct yet overlapping and integrated program areas: Community Engagement, EERC Education, and Community Science.

**Community Education**
- Develops preK-12 NGSS-and FieldSTEM-aligned environmental education programs based in part on park-based research projects;
- Supports mentored high-school-to-college and career-connected learning;
- Provides professional development for educators on best practices in field-based learning;
- Supports undergraduate students as K-12 educators and mentors; and
- Supports faculty in developing field-based courses.

**Community Engagement**
- Provides interpretive programs highlighting active research, as well as the natural, cultural and historic attributes of the park;
- Develops volunteer ecosystem restoration projects aligned with research findings;
- Recruits and trains volunteer leaders to support interpretation, education, research and restoration; and
- Provides materials and activities to help youth and families explore the park.

**Community Science**
- Extends life-science and social-science research inquiry in the park;
- Engages community members and youth in data collection to support university-led research, as well as other regional and national community science programs;
- Collects and disseminates data useful to land managers and other stewards; and
- Supports research on utilizing field studies to engage youth in environmental studies and careers.

**Measurement:**
- Number of research and restoration projects extended. Data sets shared with park managers. Number of faculty and students utilizing the park.
- Number of PreK-12 students participating. Number of educators trained. Pre/Post awareness surveys of disposition toward stewardship and related college degree programs.
- Number of participants in docent programs. Number of volunteers. Number of youth experiences through partnerships and EERC interpretative programs.
- Number of research and restoration projects extended. Data sets shared with park managers. Number of faculty and students utilizing the park.
## Strategy

**Community-Based Education** - Deliver environmental education along a continuum of learning to PreK-12 students and undergraduates, using park-based research and applying rigorous academic standards and best practices.

### Goals

**Year 1:**
- Develop project-based STEM/NGSS curriculum for K-8 students exploring inquiry in the park.
- Provide professional development to at least ten teachers working in classroom settings and educators working in informal settings in the park by extending Pacific Education Institute’s FieldSTEM trainings for professional educators.
- Continue to offer undergraduate field studies in the park through two UW Bothell courses.

<table>
<thead>
<tr>
<th>Performance Metrics</th>
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</thead>
<tbody>
<tr>
<td>✓ 750 PreK-12 students participate in authentic science learning experiences in the park</td>
</tr>
<tr>
<td>✓ 250 PreK-12 students engaged in the classroom</td>
</tr>
<tr>
<td>✓ 20 high school interns participate in field-based mentorship projects</td>
</tr>
<tr>
<td>✓ 10 adult volunteers trained to serve as leaders for K-12 learning experiences</td>
</tr>
<tr>
<td>✓ 25 educators and undergraduate students annually trained at EERC in field inquiry practices.</td>
</tr>
<tr>
<td>✓ Pre/Post awareness surveys document an increase in student understanding, disposition to environmental stewardship and related college degree programs and careers.</td>
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</tbody>
</table>

**Year 2:**
- Pilot field-based curriculum with five local schools.
- Offer summer camp programs tied to existing research projects, based in inquiry learning.
- Establish high school mentorship program with UW Bothell peer mentorship.
- Offer four UW Bothell courses using the park for field-based learning.

**Year 3:**
- Establish ongoing, multi-grade inquiry/research projects with two schools.
- Lead school-partnered field trips with 10 schools.
- Offer summer camp programs tied to existing research projects, based in inquiry learning.
- Recruit second class of high school students for mentorship program.
- Provide FieldSTEM professional development for at least twenty educators.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Goals</th>
<th>Year Five Performance Metrics</th>
</tr>
</thead>
</table>
| **Community-Based Education/cont.**  | Year 4:  
• Introduce ongoing, multi-grade inquiry/research projects to three schools (at least two low-income).  
• Lead school-partnered field trips with 10 schools.  
• Offer summer camp programs tied to existing research projects, based in inquiry learning.  

Year 5:  
• Lead school-partnered field trips with at least 15 schools.  
• Provide professional development for twenty-five undergraduate interns and environmental educators.  
• Visit ten schools to provide in-classroom introductions to the Park. Provide tools for further exploration by students and families.  
• Offer summer camp programs tied to existing research projects, based in inquiry learning. | (see above)                                                                                     |
| **Community Engagement** - Connect and engage a diverse community with the natural, historic and cultural assets of Saint Edward State Park | Year 1:  
• Lead four tours, targeting families and local communities, to interpret ongoing research and the diverse natural, cultural and historic assets of the park.  
• Coordinate two restoration work party events to activate community interest.  

Year 2:  
• Develop volunteer docent program. Identify and train at least five volunteers to provide park tours.  
• Lead four volunteer-led tours, targeting families and local communities, to interpret ongoing research and the diverse natural, cultural and historic attributes of the park.  
• Coordinate two restoration work party events to activate community interest.  

✓ 500 visitors to EERC both at community events or EERC on-site displays, annually  
✓ 100 participants in interpretive tours, annually  
✓ Partnership with five organizations to bring youth to the park for introductory experiences.  
✓ More than 100 volunteers support restoration work projects and events each year.  
✓ Restoration volunteers invited to participate in designing research questions to support monitoring and continued habitat improvement. |
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Goals</th>
<th>Year Five Performance Metrics</th>
</tr>
</thead>
</table>
| **Community Engagement/cont.** | Year 3:  
- Train at least five volunteers to conduct community engagement and docent tours about restoration in the park; Lead ten docent tours to explore the park’s natural history and ecological value.  
- Develop park-specific Junior Ranger Guide or other self-guided, science materials for youth and families.  
- Coordinate two restoration and trail maintenance events in the park.  
Year 4:  
- Develop interpretive displays showcasing biodiversity and ongoing research in the park. Incorporate K-12, undergraduate and community data collection.  
- Train at least three volunteers to lead youth organizations through established park-based curriculum around science inquiry, resource protection and stewardship.  
- Train at least five volunteers to conduct community engagement and docent tours about restoration in the park; Lead ten docent tours to explore the park’s natural history and ecological value.  
Year 5:  
- Train at least three volunteers to coordinate work crews and organize events.  
- Coordinate six restoration and trail maintenance events in the park.  
- Conduct speaker’s series at EERC, the Lodge and elsewhere in the community to illustrate ecological and research value of park.  
- Lead ten docent tours to explore the park’s natural history and ecological value | (see above) |
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Goals</th>
<th>Year Five Performance Metrics</th>
</tr>
</thead>
</table>
| **Community Research** - Expand university research to engage community members through scientific inquiry, advance knowledge, and increase environmental literacy and stewardship. | Year 1:  
- Continue using park as a field site for two UW Bothell research projects (wildlife monitoring and American holly spread). Develop additional research questions in the park.  
- Develop community science protocols to extend current research to community members and K-12. | ✓ Four-fold increase in the number of faculty and students utilizing the park for teaching and research.  
✓ Four research projects ongoing in the Park, incorporating undergraduate research, community participation and K-12 groups.  
✓ At least two data sets in place to inform park management decisions regarding plant and animal species in the park. |
| | Year 2:  
- Develop citizen science training. Recruit at least three community volunteers for additional data collection.  
- Develop two new research projects, using a mix of undergraduate, K-12 and community volunteers. |  |
| | Year 3:  
- Establish community-based research project to document natural history and historic uses of park.  
- Launch two new park research projects, using a mix of UW Bothell students, K-12 students, and volunteers.  
- Incorporate other community science projects, such as those developed by Nature’s Notebook. |  |
| | Year 4:  
- Develop fifth park research project, incorporating interdisciplinary studies with UW Bothell School of Education, Bastyr, education or other partners.  
- Partner with national data collection event, such as Eastside Audubon’s Christmas Bird Count. |  |
| | Year 5:  
- Launch fifth park research project, incorporating interdisciplinary studies with UW Bothell School of Education, Bastyr, human dimensions, education or other partners. |  |
Staffing Requirements

The EERC would be staffed by a full-time education director, who would oversee fundraising, operations and program development for the EERC’s core outreach and education programs, including scheduling and volunteer training. As funding becomes available and programs become self-sustaining, the EERC may hire additional staff to support its programs. The EERC might include a number of students, working as seasonal, part-time educators or as administrative staff. Faculty advisors (based on campus) would serve as liaisons between the EERC and the university.

Education Director: This position is responsible for the management of day-to-day operations at the EERC, as well as the development and implementation of K-12 programs and public outreach at the EERC. The Education Director is also responsible for grant writing and fundraising to support of K-12 programs and public engagement. The Education Director manages part-time instructors and students engaged in teaching and outreach, including teacher and educator professional development.

Faculty Advisors: Faculty advisors would coordinate involvement of other faculty members, develop research grants, and provide support and counsel for research projects involving undergraduates, K-12 students and community members. Faculty advisors would provide leadership for publications and reports generated by EERC research and ensure a rigorous, interdisciplinary research program.

Instructors: Serving more than 1,000 students annually, with appropriate instructor-to-child ratios, will require the creation of seasonal positions, work-study arrangements and internships for camp instructors, teaching assistants, and field trip leaders. Once a strong curriculum is in place, the EERC can also draw upon the teaching resources of volunteers and undergraduate students to support field experiences and inquiry among K-12 students.

Students: There will be multiple opportunities for students to assist with the management, scheduling and coordination of classes, projects and public tour groups, either as paid staff or as part of their academic work.

Volunteers: Community engagement in the EERC will be an important feature of day-to-day operations, from one-day contributions and volunteer stewardship events to a sustained experience over time supporting a research project or serving as a volunteer docent. For positions that require interaction with the public or with
minors, EERC staff will follow current best practices in conducting background checks and developing training protocols to ensure that volunteers are providing a quality experience to park visitors.

Operational Considerations

Facility Requirements: The EERC facility should include a multipurpose classroom and lab space, along with secure storage, administrative offices and outdoor gathering space adjacent to the entrance. The building will need sufficient daylight to afford a bright and welcoming space, soundproofing from the gym, ADA gender-neutral restrooms, and appropriate technology, including large-screen projection and internet access. Secure entry and the ability to secure classroom space is an important consideration for an area that may have a lot of ambient foot traffic. Because the EERC will serve classes of different age bands and likely cycle through different classes throughout the day, mud space or a protected outdoor staging area is needed for smooth transitions between classes, while also reducing the cleaning and maintenance load on the indoor space. A draft floor plan including the elements noted above is provided in Appendix B.

Parking Requirements: The operation of the EERC will bring additional pressure on parking capacity within the park. Community events, university classes, K-12 field trips, and summer camps, will each have different requirements for parking. The ability of the EERC to host events or field classes during the evenings or the weekend may be limited by a lack of available parking. Additionally, because the Seminary area of the park is not served by public transportation, most students would arrive by car or school bus.

Maintenance and Custodial: Lease discussions will need to address long-term maintenance and operations for the EERC facility, along with custodial responsibilities. Basic housekeeping can be done by EERC staff, but the Planning Team hopes arrangements can be made for the EERC to avail itself of existing maintenance support that may be available as Daniels Real Estate renovates the gym and incorporates its use into its business operations. Indeed, there may be built-in interdependencies between utilities for the annex and the gym that would require the two tenants to share responsibilities.

Risk Management: Undergraduate teachers and mentors, intergeneration learning, and community-based science involve work with minors on a scale the university may not be accustomed to. The EERC should conduct a thorough risk assessment before launching youth programs and develop adequate training for any adults who
might interact with minors and young adults. This includes but is not limited to sexual misconduct and abuse prevention training. Standards protecting children and adults, such as the “rule of three,” should be strictly enforced with consequences for violations. The EERC should also have an emergency response plan in place, and be prepared for an event that might require students to shelter in place at the EERC for up to twenty-four hours.

**Park Capacity:** Saint Edward State Park is among the most heavily visited of Washington’s park system. Several organized groups already use the park for camps, instruction and organized events. The EERC will need to integrate with this existing use in a way that does not contribute to overuse and crowding. The Planning Team expects that the EERC will lead research projects in both habitat conservation and human dimensions that will help inform State Parks management of the area so that the addition of a students and other organized groups to the park, ultimately, benefits the integrity and health of the park.

**Community-Based Fundraising:** A number of local residents have expressed an interest in providing financial support to the EERC, and it is possible that a sustainable donor base can be built from engaged community volunteers. To take advantage of this opportunity, EERC staff and volunteers will need clear guidance from the university about how to work within the parameters of existing advancement and grant writing programs. For some donor development, it may be more efficient and effective to have a small nonprofit serve as an auxiliary fundraiser for the EERC.

**Partnerships and Outsourcing in K-12 Education:** There are a number of strong local practitioners in the K-12 environmental education space, as identified earlier in this report. There may be advantages to contracting with an organization such as Pacific Education Institute to develop curriculum or working with a third-party to deliver K-12 programming such as summer camps, which require an entirely different marketing and management infrastructure from school-partnered field trips. The EERC should develop its own K-12 programming only to the extent that it provides the best opportunity to connect with and leverage park assets and community engagement—elements that cannot necessarily be imported from an outside provider.
## Five-Year Budget to Sustained Operations
### Saint Edward Environment Education and Research Center Projected Budget

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (FYE 6/30/20)</th>
<th>Year 2 (FYE 6/30/21)</th>
<th>Year 3 (FYE 6/30/22)</th>
<th>Year 4 (FYE 6/30/23)</th>
<th>Year 5 (FYE 6/30/24)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<tr>
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<td>Corporate Gifts</td>
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<td>53,045</td>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
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<td><strong>217,740</strong></td>
<td><strong>261,094</strong></td>
<td><strong>261,196</strong></td>
<td><strong>285,119</strong></td>
</tr>
</tbody>
</table>

### OPERATING EXPENSE

**Salary (loaded)**
- Faculty Advisor: 30,000
- EERC Director (1 FTE): 105,000
- Program Coordinator (.5 FTE): 3,840
- Work Study, Internships, Stipend: 6,800
- Part-Time Instructors, Counselors: 3,840

**Contract Expenses**
- Program & Curriculum Development: 25,000
- Comm. Engagement & Outreach: 20,000

**Program Support**
- Technology (web site, database): 1,000
- Printing, Copying, Postage: 1,000
- Supplies, etc.: 2,000
- Equipment: 2,000
- Publications, Materials: 2,000
- Transportation: 1,000
- Permit Fees: 1,000

**EERC Facility (In Kind)**: 50,000

**Facilities and Administrative Costs**: 11,325

**TOTAL EXPENSES**

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (FYE 6/30/20)</th>
<th>Year 2 (FYE 6/30/21)</th>
<th>Year 3 (FYE 6/30/22)</th>
<th>Year 4 (FYE 6/30/23)</th>
<th>Year 5 (FYE 6/30/24)</th>
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<td>229,100</td>
<td>247,266</td>
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<td>3,053</td>
<td>4,128</td>
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</table>
START-UP EXPENSES*

<table>
<thead>
<tr>
<th>Equipment and Furnishing</th>
<th>50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signage and Interpretive Displays</td>
<td>25,000</td>
</tr>
<tr>
<td>Facilities and Administrative Costs</td>
<td>7,500</td>
</tr>
</tbody>
</table>

Total Start-Up Expenses 82,500

*raised through separate capital campaign, legislative appropriation or other.

The EERC budget, as designed over a five-year start-up period, depends heavily on a combination of private fundraising to provide an initial cash base until larger academic funding sources and program revenue streams, such as camp fees, can be brought online. Once a full suit of programs is in place, the EERC will sustain itself with a diverse mix of academic support, private and public grants, as well as individual, corporate and government support.

Start-Up Funding: The EERC will require an initial base of start-up funding to ensure that facilities, programs and operations are ready for opening in the fall of 2020. Similar to many other nonprofits that leverage public support, a relatively small initial public appropriation can both support these start-up expenses and help leverage other private contributions, grants and potential contracts over the long term. The $750,000 appropriation from the 2019-20 state capital budget provides a good start on these funds, but additional support will be required. As noted above, equipment, furnishings and other start-up expenses are estimated to cost $82,500. Additionally, the original capital request submitted to the legislature for renovation of the Gym Annex was for just over $1 million, based upon a cost estimate prepared by Washington State Parks. A total of $750,000 was actually allocated in the final state budget; contingencies may well surface as the renovation unfolds. Elements of the original renovation proposal, such as an outdoor staging area, may need to come from a different funding source.

University Support: The proposed budget assumes two course releases in the first two years to support one faculty advisor each from the School of Interdisciplinary Arts and Sciences and the School of Education, as well as student stipends to support administration, outreach and teaching at the EERC. Course releases would scale back as the program matures and the Education Director becomes established. There are additional opportunities for student-supported projects to address some of the work needed by the EERC, particularly during its start up phase. For example, students in business classes could help with brand development and marketing; students in the School of Education could be a resource for k-12 program design, curriculum development, and evaluation.
**Program Fees:** Several area nonprofits, including the Pacific Science Center and the Mountaineers, offer summer camps aligned with their year-round programs. These camps, offered at a premium, provide a source of revenue for other K-12 programming throughout the year. Eighteen weeks of camp programs, offered at various times throughout the year, could offer an important source of revenue for the EERC. The numbers used in this budget are based on a modified gross revenue model, scaled down to reflect current UW Bothell summer camp partnerships. Additionally, fees could be charged for school-partnered field trips and professional development trainings. School-partnered field trips, however, rarely serve as a revenue source for education centers, particularly once transportation costs are factored in.

**Grants:** Several local and regional foundations support K-12 environmental education as a priority. The EERC’s proposed mix of academic research, K-16 field study and educational pathways and community engagement make its programs a compelling and competitive value proposition. The Planning Team has developed a five-year fundraising plan that includes building relationships with local funders, educators and partners to build a case for the EERC as it establishes a track record of success as measured by the number of park users and youth engaged; the variety and continuity of experiences they participate in; habitats restored; stewardship actions; and other outcome metrics.

**Individual Gifts:** Several neighbors to the park have already expressed an interest in making introductions between the EERC and potential donors in the local community. One local community member has pledged to help the EERC raise $10,000 during its first year of operations. Using standard gift pyramid formulas employed by development professionals nationwide, a donor base of 100 people could reasonably expected to yield $15,000 in annual contributions to the park, with gift sizes ranging from $50 to $2,500.

**Corporate Gifts:** Organized community events, such as restoration work parties and National Trails Day celebrations, provide an opportunity for corporate sponsorship. For example, Toyota Motor Sales, including Toyota dealerships nationwide, sponsors National Public Lands Day events around the country. Additionally, as the EERC demonstrates its value to the park and local community, the Planning Team hopes that the operators of the Lodge may also see the benefits of financially support EERC programs.
**Government Support:** Based on input and suggestions from elected officials at the EERC’s Public Engagement meetings, the EERC should explore public funding at the city and county levels to support its K-12 education programs, outreach to underserved communities, and citizen engagement. There are also grant opportunities within the Washington state Recreation and Conservation Office, including No Child Left Inside and public outreach-related opportunities that may be appropriate for some EERC projects.

**Travel and Transportation:** Providing bus service for school-partnered field trips can cost several hundred dollars per field trip. These expenses are not included in the EERC budget, as they would be worked into an eventual fee structure for school-partnered programs. Between transportation fees and discounts to underserved schools, the fee structure established for school-partnered programs would likely have little impact on the EERC’s bottom line; it would provide minimal additional revenue while working largely within the scope of the EERC’s established teaching and staffing resources.

**Anticipated Public Benefits**

The Saint Edward EERC has the potential to provide numerous benefits to park users, local education providers, university students and faculty, and to Washington State Parks and its partners. These, and other benefits that accrue as the EERC develops, would be documented and reported annually to Washington State Parks as part of the governing partnership supporting use of the EERC facility.

With an EERC established, park users and the general public will have access to new programs that connect them to the resources of Saint Edward State Park. Interpretive programs will include docent tours, speakers series with faculty and other experts, as well as field guides and materials that families and young people can check out to conduct their own inquiries and investigations in the park.

The communities adjacent to Saint Edward State Park have expressed a strong desire to learn more about scientific research in the park and to be involved in efforts to study and improve the health of their local environment. The EERC would provide the programs and organization to make this possible.

The EERC would also be an asset to the current partners of Saint Edwards State Park. EERC staff would work in collaboration with existing education providers in the park to coordinate logistics and to leverage activities, so that the experiential
focus of one set of programs builds upon the STEM learning of another. The EERC will also be of value to Daniels Real Estate and the guests of its Lodge by providing a point of interest, public information, and public programs such as faculty lectures.

Through interpretive programs, community science and hands-on restoration, the EERC would engage youth, families and a wide range of diverse community members in becoming stronger park stewards. The students who learn field inquiry skills and ecosystems management may well become the next generation of park employees, as the EERC provides pathway programming towards college degree programs and careers in public lands management and other Green Economy fields.

Local schools, youth organizations and other education providers will be able to partner with the EERC to deliver in-class and field-based programming aligned to Next Generation Science Standards and other best practices in FieldSTEM learning. The EERC will provide professional development to train teachers and other educators in best practices around FieldSTEM, while also conducting its own research into barriers to access and best practices in the application of science learning.

University students and faculty will benefit from the development of a living laboratory in which to explore, study and document ecosystems and their responses through time to human activities, ecological restoration, climate change and other external forces. Faculty and students will also be able to connect their learning to a local community.

With a State Parks-university partnership, the EERC would be unique among area environmental education providers in its capacity to provide a continuum of field-based environmental education and community science opportunities that link experiences throughout the K-12 spectrum, including a focus on high school-to-college advancement, supporting the full educational pathway towards college degree programs and careers in natural resource management and related environmental fields. There is no other parks partnership, program or organization in Washington state that provides such a robust pathways-based approach to advancing lifelong environmental literacy, college advancement and workforce development.
Formalize a Partnership

The first step in establishing a university-led model is for Washington State Parks to indicate a desire and intention to partner with a university in the delivery of public EERC programs by a formal memorandum of understanding. Conversations with Washington State Parks and the University of Washington Bothell indicate interest in exploring the idea further.

Any agreement between the two partners will need to spell out the contributions of Washington State Parks in terms of capital, operating and maintenance expenses related to the operation and upkeep of the EERC space. In return, the university should be prepared to commit to a scope of investments, including staff and faculty time, and also detail a set of public benefits that advance the mission of Washington State Parks and serve the local community. The university can expect to invest staff time into program development, instruction, research, grant writing and administration of the EERC, particularly during the first five years of operation, as revenue sources and programs are developed.

If UW Bothell or another university is not able to commit resources to the initial development of the EERC, State Parks may choose to partner with a smaller auxiliary nonprofit organization who can serve as fiscal sponsor for the effort until such a time as a university is able to step in. However, two minimum requirements govern this path. First, a small group of five to seven community members must be willing to step forward and accept governance responsibility. Second, a university must agree to a timeline and conditions for its own entry and formal engagement in the partnership. Setting up a nonprofit as a third-party entity to run the EERC as a university-involved or university-involved education center is not a sustainable, long-term course. Only a university can provide the community science, academic rigor, laddered student mentoring, and FieldSTEM applications that are described in this report and that would distinguish the EERC from other local providers of environmental education.

If there is not a university available to engage in a long-term partnership, Washington State Parks should consider outsourcing environmental education to an existing K-12 provider, rather than seeking to establish a new K-12 provider or organizing entity. The environmental education space in Puget Sound is well
populated with existing nonprofits; but, as has been noted in earlier in this report, finding a partner who is in a position to strategically align with Saint Edward State Park may prove challenging.

The third option for State Parks would be to partner with a local Friends group, but it should be with the understanding that the organizations currently operating in the park do not have the capacity to run significant programs and that any increase in operations and programs would be a long, slow climb with minimal impact and return on investment.

**Advisory Council Development**

The Planning Team has benefited from the advice and support of its Advisory Council, whose members represent community interests, local governments, and experts in environmental education. Continued engagement of this body will be important in the ongoing development of this project. The EERC should consider broadening the skill sets represented on the Council, particularly with regards to formal education and fundraising.

**Secure Start-Up Funding**

The EERC will need to raise at least $80,000 during its first year of operations to begin outreach and program development. This is in addition to an estimated $82,500 in funding for furnishing and equipment at the EERC. The Planning Team has drafted a detailed fundraising calendar that includes schedules for grant applications, as well as outreach to local residents, business and governments. Until an Education Director is in place, this fundraising will need to be conducted by university staff and faculty, with the support of community volunteers.

A small, capital campaign for furnishings and an outdoor space could help introduce the EERC to the local community and build support for its programs. A well-timed and well-executed capital campaign, when coupled with the infrastructure required to follow up and maintain relationships, can be an effective tool in building fundraising capacity for an organization. Other options for capital campaign funding include grants, government support and corporate contributions.

As the EERC develops its programs, it has the opportunity to apply for a wide range of research grants related to natural systems (e.g., on topics of forest restoration, biodiversity conservation, phenology, etc.), as well as human dimensions (e.g., barriers to student engagement in science, impacts of field learning on education
outcomes, and closing the achievement gap in STEM). The faculty advisor would take the lead on developing these proposals, in partnership with other participating faculty, staff, and community volunteers.

**Begin Curriculum Development**

Because the Education Director will have a limited period of time in which to initiate and expand fundraising, while also building out school-partnered and volunteer programs, it will be essential to ensure that some degree of basic curriculum design is in place and ready for student learning as soon as possible. This work is likely best done by a contractor in advance of the Education Director’s hire. Having basic curriculum developed, in turn, will also help create a stronger storyline for fundraising and better equip the EERC for continued outreach to local school districts and formal educators. A key piece of this work will be to design a high school program, integrated with university student research and partnered with other local high school mentorship programs.

**Expand Community Awareness and Engagement**

The EERC’s first year will begin with efforts toward building brand awareness, expanding community engagement, and building a database of potential volunteers and contributors. The initial audience for EERC outreach will include K-12 and university educators, school district staff; potential volunteers and donors who have self-identified through public meetings or other outreach; and participants at community events, such as Denny Fest. The Planning Team has an initial email distribution list, with the names of community members who have expressed an interest in volunteering, fundraising or becoming more involved as the EERC comes online. The EERC will need to stay in touch with these community members through regular updates, emailed at least bimonthly.

Once a formal partnership is in place, faculty, staff and volunteers will organize events to engage community members and recruit volunteers, through docent tours,
volunteer events, and science gatherings. By the end of the first year, the EERC should have a list of volunteers, including teachers, community scientists and docents, from the local community who would be interested in helping deliver programs.

**Recruiting and Hiring**

As funding permits, the Planning Team targets Fall 2020 as a hire date for an Education Director. This person would be charged with managing the day-to-day operations at the center, with the support of volunteers and work study students. He or she would also be responsible for program development across all aspects of the EERC’s mission: community engagement, science and K-12 education.
WHEREAS, the Washington State Parks and Recreation Commission (Commission) owns and operates Saint Edward State Park, in Kenmore, Washington (Park) for the purpose of conserving natural, cultural, and historic resources and providing environmental interpretation and recreation for the public;

WHEREAS, the Saint Edward Seminary historic district, which is in the Park, is listed on the National Register of Historic Places owing to its architectural distinction and as a property significant under the theme of education, and as a property significant under the theme of religion having secular scholarly recognition for its broad impact on the history of the local area;

WHEREAS, the Saint Edward Seminary and related buildings have fallen into disrepair and provide only limited access to the public;

WHEREAS, the Commission signed a sixty-two year lease with Daniels Real Estate, who intends to rehabilitate the Saint Edward Seminary and associated buildings for contemporary use as a hotel and spa facility;

WHEREAS, the Commission reserved a space of 1,200 to 2,000 square feet in size in a building within the area leased to Daniels Real Estate for the purpose of providing environmental education and research programs to benefit the public;

WHEREAS, a legislative request was made to the legislature to support the development of a strategic planning process for development of an environmental learning center as integral component to the Daniels Seminary rehabilitation;

WHEREAS, the Commission preferred the name Environmental Education and Research Center (EERC) so as not to confuse the development of this establishment with that of the Commission’s more rustic sites currently referred as Washington State Parks Environmental Learning Centers;
WHEREAS, the Park landscape, including its upland forests, undeveloped lakefront, streams and wetland habitats, offers many varied opportunities for environmental education, interpretation, research, habitat restoration and community engagement in the Park as an ecologically diverse living classroom and living laboratory;

WHEREAS, the conduct of environmental science and studies research, including research led by faculty, research involving K-12, college and university students as well as community-involved citizen science research, at the Park supports the Park’s environmental education, interpretation, resource conservation and management mission;

WHEREAS, the Commission wishes to involve the public in determining an overarching vision, appropriate types of programming, necessary indoor and outdoor facilities improvements, and the best suited type of administrative entity to provide environmental education, research, interpretation, and outreach in the reserved space and elsewhere at the Park;

WHEREAS, the University of Washington Bothell Environmental Science and Studies faculty within the School of Interdisciplinary Arts and Sciences (UWB) provide expertise in diverse fields of environmental science, environmental studies, and environmental education, and further, many of these faculty provide environmental education and conduct environmental research in the Park;

WHEREAS, environmental education organizations including the Wilderness Awareness School, Saint Edward Environmental Learning Center, Roots Preschool, Friends of Saint Edward State Park and other providers are currently conducting environmental education, interpretation and outreach programming within the Park;

WHEREAS, experiential environmental education and research ignites curiosity, wonder and engagement among people of all backgrounds regardless of socioeconomic status, racial and cultural identity, the EERC is envisioned to benefit communities from across Washington State and beyond, including future guests of the Saint Edward Seminary Lodge;

NOW THEREFORE, the parties hereby agree as follows:

Staffs of State Parks and UWB-IAS intend to cooperatively conduct a public strategic planning process to recommend an overarching vision, appropriate types of
programming, necessary indoor and outdoor facilities improvements, and the best suited type of administrative entity to provide environmental education and research at the Park. The parties anticipate that UWB will lead the strategic planning process under an Interagency Agreement with Parks. Strategic plan recommendations will be made in consultation with Commission staff.

For purposes of strategic planning, the 1,200 to 2,000 square feet of space are assumed to be in the Gymnasium structure; however, alternative locations within the Park may be evaluated.

The strategic planning process will ideally include a steering committee made up of staff from both parties and a volunteer planning advisory committee that includes members with expertise in the fields of: PreK to adult learning sciences and environmental and sustainability education; interpretation and equity-driven community engagement, and environmental science and studies research; architecture and landscape architecture; public, quasi-public, non-profit, and for-profit administration. The steering committee may also include selected Park stakeholders.

The Commission’s Director will consider adoption of recommendations developed through the strategic planning process and take additional steps toward their implementation as he/she deems in the interest of providing environmental and sustainability education and research at the Park. The Director will also consider forwarding recommendations to the Commission for those requiring the Commission’s approval.

Potential steps towards implementation of the strategic plan may include:

1. Preparing a capital project proposal for consideration as part of the Commission’s capital budget submittal.
2. Conducting a solicitation and selecting a suitable organization to administer environmental education and research activities at the Park.
3. Negotiating a long-term agreement and/or interim agreement with the organization selected to administer environmental education and research activities at the Park.

Through the strategic planning process, it may be determined that an institution of higher education with capabilities to administer environmental education and research programs
No Assumption of Liabilities

By executing this memorandum, neither the Commission nor UWB assume any obligations or liabilities of the other.

Memorandum is Not a Contract

The parties acknowledge that this document is not intended to be construed to create contractual obligations or enforceable commitments on the part of either the Commission or UWB. Notwithstanding the non-binding nature of this MOU, the Commission and UWB recognize that a substantial amount of money and effort will be expended by both parties following the signing of this memorandum, and the parties intend to work in good faith to achieve the objectives set forth above. No contractual obligations will arise until the parties execute subsequent agreements, if any, as contemplated by this MOU.

PRINCIPAL CONTACTS

Principal Contact for Commission shall be Steve Brand
telephone: (360) 902-8651
e-mail: steve.brand@parks.wa.gov

Principal Contact for UWB shall be Carolyn Brennan
telephone: (425) 352-5355
e-mail: carolyn1@uw.edu

UNIVERSITY OF WASHINGTON
BOTHELL

Signature
Ren A. Jenkins
Title
Vice Chancellor
Date
9-20-2018

WASHINGTON STATE PARKS AND RECREATION COMMISSION

Signature
Donald Heck
Title
Director
Date
8-24-2018
## APPENDIX B: Program Summary

**St Edward Environmental Education and Research Center**

**Program Guide: Community Research, Education, and Engagement**

*A living laboratory where experience transforms learning and stewardship takes root*

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Field Courses</td>
<td>Undergraduate studies in environmental science and other classes use the park to demonstrate applied concepts and field inquiry.</td>
</tr>
<tr>
<td>School-Partnered Field Trips</td>
<td>FieldSTEM programs for grades 2-8, conducted at the EERC and visiting locations throughout the park to explore existing research into watershed health, biodiversity, forest secession and climate.</td>
</tr>
<tr>
<td>Summer Camps</td>
<td>One-week courses for grades 2-8, emphasizing FieldSTEM inquiry to explore, discover and investigate existing research within the park.</td>
</tr>
<tr>
<td>Youth and Family Interpretive Materials</td>
<td>Young people can pick up a park guide or check out a backpack to explore the kinds of questions researchers are asking in the park every day: Where does the bobcat travel? How are invasive species impacting the park? How do you measure water quality?</td>
</tr>
<tr>
<td>High-School Internships</td>
<td>Mentored programs that connect local high school students to UW Bothell undergraduates to conduct collaborative inquiry and restoration in the park.</td>
</tr>
<tr>
<td>Family Tours and Events</td>
<td>Volunteer-led docent tours help bring the park alive to families and young children, by exploring the places where bats, raptors, frogs and other creatures make their homes.</td>
</tr>
<tr>
<td>Teacher Training and Professional Development</td>
<td>Training and support offered to EERC instructors and local professionals to gain skills in teaching FieldSTEM and other best practices in environmental education.</td>
</tr>
<tr>
<td>University-Led Research</td>
<td>UW Bothell students and others use the park as laboratory for investigating forests, watersheds and applications of STEM-based learning and more.</td>
</tr>
<tr>
<td>Community-Involved Research</td>
<td>Local community members partner with UW Bothell research to collect data on wildlife and plants in the park.</td>
</tr>
<tr>
<td>Species Monitoring and Assessment</td>
<td>An EERC partnership with established monitoring programs and data sets such as Nature’s Notebook, Christmas Bird Count, Bioblitz, etc. collects local data to be used in regional and national context.</td>
</tr>
<tr>
<td>Community Science Training</td>
<td>A community science training protocol for community members and teachers based on guidelines from the Citizen Science Association (Schoodic Institute).</td>
</tr>
<tr>
<td>Event Type</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Docent Tours</td>
<td>Volunteer-led docent tours provide an inside look into research projects, restoration needs and natural features of the park.</td>
</tr>
<tr>
<td>Interpretive Materials</td>
<td>Park guides, including a public exhibit, describing research, restoration and remarkable features within the park.</td>
</tr>
<tr>
<td>Speaker’s Series</td>
<td>Local UW Bothell faculty and other experts provide informal talks and lectures on subjects related to the park, ongoing research and the local environment.</td>
</tr>
<tr>
<td>Phenology Trail</td>
<td>A trail, potentially extending into the Finn Hill Biodiversity Corridor, to track seasonal and climate change based on identified biomarkers.</td>
</tr>
<tr>
<td>Volunteer Restoration</td>
<td>Community-led events to clean up and restore the natural environment of the park.</td>
</tr>
<tr>
<td>Trail Maintenance</td>
<td>Community partnership upgrade and maintain the network of trails in the park to better withstand current use and to protect the natural areas of the park.</td>
</tr>
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</table>
Appendix C: Draft Floor Plan for Gym Annex

Existing Configuration

Conceptual Learning Ctr. Layout

Notes: all dimensions approximate, roof structure, bearing walls and mechanical systems unknown and must be verified. Layout shown for discussion purposes only.

St Edward State Park Environmental Learning Ctr. Concept
Appendix D: Letter of Support for SESP EERC Gym Annex Renovation

On behalf of many local, regional and statewide environmental and education organizations, we, the undersigned, call upon the legislature to approve capital budget requests to renovate the Saint Edward State Park Gym Annex for the proposed EERC. We represent an array of park users, community members, nonprofit organizations and educators who will benefit from EERC programming.

The EERC will serve as a regional education and research hub to provide field learning and environmental research opportunities for park users, preK-12 students, out-of-school youth groups, local colleges, and neighboring communities. The capital budget requests before the legislature provide important funding to advance this project by completing necessary renovations to the Gym Annex resulting in a multi-use classroom appropriate for a wide variety of EERC users.

St Edward is among the most heavily used of Washington’s state parks. The EERC will provide existing and new park users, students and surrounding communities with a full suite of opportunities to learn about and support the park through volunteer interpretive programs, K-12 field STEM and environmental education, and mentorship programs connecting high school students with university environmental degree programs and Green Economy workforce development.

A growing body of research points to the multiple benefits of environmental education including increased understanding about the environment, improved critical thinking, problem solving, team work and social-emotional skills, strengthened academic achievement and expanded civic engagement. (Ardion, Nicole, Stanford University 2017). These attributes transcend age groups and can be made available to all participants in EERC programs.

We are excited about the EERC’s education and research opportunities that will help a wide variety of participants better understand our environment and become stronger environmental stewards.

With support from,

Bastyr University
Mountains to Sound Greenway Trust
Islandwood
WA Association of School Principals
Wascowitz Environmental Leadership School
CenterPlayOut Foundation
Eastside Climate Action
Cascadia College

Finn Hill Neighborhood Alliance
Eastside Audubon Society
Brightwater Env. Education Center
Pacific Science Center
Mercer Slough Environmental Education
Saint Edward Env. Learning Center
Friends of North Creek Forest
INTERAGENCY AGREEMENT
BETWEEN
WASHINGTON STATE PARKS AND RECREATION COMMISSION
AND
UNIVERSITY OF WASHINGTON

THIS AGREEMENT is made and entered into by and between the Washington State Parks and Recreation Commission, hereinafter referred to as "State Parks" and the University of Washington - Bothell, hereinafter referred to as "University."

IT IS THE PURPOSE OF THIS AGREEMENT to provide the professional expertise that does not exist within the limited staff availability of State Parks and that the Contractor can perform on a mutually beneficial basis.

THEREFORE, IT IS MUTUALLY AGREED THAT:

STATEMENT OF WORK
University shall furnish the necessary personnel, equipment, material, and/or service(s) and otherwise do all things necessary for or incidental to the performance of the work set forth in Attachment A attached hereto and incorporated herein.

PERIOD OF PERFORMANCE
Subject to its other provisions, the period of performance of this Agreement shall commence on the date signed by State Parks. The agreement will automatically expire June 30, 2021, unless terminated or completed sooner as provided herein.

PAYMENT
Compensation for the work provided in accordance with this Agreement has been established under the terms of RCW 39.34.130. The parties have determined that the cost of accomplishing the work herein will not exceed Seventy-Five Thousand And No/100 Dollars ($75,000.00), based on the estimated budget included herein. Payment for satisfactory performance of the work shall not exceed this amount unless the parties mutually agree to a higher amount. Compensation for service(s) shall be based on rates provided herein.

BILLING PROCEDURE
University shall submit invoices for work performed no less often than quarterly. Upon expiration of the Agreement, any claim for payment not already made shall be submitted within thirty (30) days. Invoices shall be submitted to State Parks Representative for approval of payment. Billing shall be made on actual itemized work plus indirect costs, not as a lump sum. Payment to University for approved and completed work will be made by warrant or account transfer by State Parks within thirty (30) days of receipt of the invoice.

RECORDS MAINTENANCE
The parties to this Agreement shall each maintain books, records, documents and other evidence which sufficiently and properly reflect all direct and indirect costs expended by either party in the performance of the service(s) described herein. These records shall be subject to inspection, review or audit by personnel of both parties, other personnel duly authorized by either party, the
Office of the State Auditor, and federal officials so authorized by law. All books, records, documents, and other material relevant to this Agreement will be retained for six (6) years after expiration and the Office of the State Auditor, federal auditors, and any persons duly authorized by the parties shall have full access and the right to examine any of these materials during this period.

Records and other documents, in any medium, furnished by one party to this agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without first giving notice to the furnishing party and giving it a reasonable opportunity to respond. Each party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

RIGHTS IN DATA
Copyright in all material created by University and paid for by State Parks as part of this Agreement shall be the property of the State of Washington. Both State Parks and University may use these materials, and permit others to use them, for any purpose consistent with their respective missions as agencies of the State of Washington. This material includes, but is not limited to: books; computer programs; documents; films; pamphlets; reports; sound reproductions; studies; surveys; tapes; and/or training materials. Material which University uses to perform the Agreement, except material and information obtained from State Parks, shall be owned by University or such other party as determined by Copyright Law and/or Contractor's internal policies; however, for any such materials, University hereby grants (or, if necessary and to the extent reasonably possible, shall obtain and grant) a perpetual, unrestricted, royalty free, non-exclusive license to State Parks to use the materials for State Parks' internal purposes.

INDEPENDENT CAPACITY
The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

AGREEMENT ALTERATIONS AND AMENDMENTS
This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

TERMINATION
Either party may terminate this Agreement upon 30 (thirty) days prior written notification to the other party. If this Agreement is so terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination.

TERMINATION FOR CAUSE
If for any cause, either party does not fulfill in a timely and proper manner its obligations under this Agreement, or if either party violates any of these terms and conditions, the aggrieved party will give the other party written notice of such failure or violation. The responsible party will be given the opportunity to correct the violation or failure within 15 (fifteen) working days. If failure or violation is not corrected, this Agreement may be terminated immediately by written notice of the aggrieved party to the other.
DISPUTES
In the event that a dispute arises under this Agreement, it shall be determined by a Dispute Board in the following manner: Each party to this Agreement shall appoint one member to the Dispute Board. The members so appointed shall jointly appoint an additional member to the Dispute Board. The Dispute Board shall review the facts, agreement terms and applicable statutes and rules and make a determination of the dispute. The determination of the Dispute Board shall be final and binding on the parties hereto. As an alternative to this process, either of the parties may request intervention by the Governor, as provided by RCW 43.17.330, in which event the Governor's process will control.

GOVERNANCE
This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws.

In the event of an inconsistency in the terms of this Agreement, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:
   a. Applicable state and federal statutes and rules;
   b. Statement of work; and
   c. Any other provisions of the agreement, including materials incorporated by reference.

ASSIGNMENT
The work to be provided under this Agreement, and any claim arising thereunder, is not assignable or delegable by either party in whole or in part, without the express prior written consent of the other party, which consent shall not be unreasonably withheld.

WAIVER
A failure by either party to exercise its rights under this Agreement shall not preclude that party from subsequent exercise of such rights and shall not constitute a waiver of any other rights under this Agreement unless stated to be such in a writing signed by an authorized representative of the party and attached to the original Agreement.

SEVERABILITY
If any provision of this Agreement or any provision of any document incorporated by reference shall be held invalid, such invalidity shall not affect the other provisions of this Agreement which can be given effect without the invalid provision, if such remainder conforms to the requirements of applicable law and the fundamental purpose of this agreement, and to this end the provisions of this Agreement are declared to be severable.

ALL WRITINGS CONTAINED HEREIN
This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

CONTRACT MANAGEMENT
The project manager for each of the parties shall be responsible for and shall be the contact person for all communications and billings regarding the performance of this Agreement.
The Project Manager for State Parks is:
Steve Brand, Partnerships and Planning Manager, Phone (360) 902-8651
Washington State Parks and Recreation Commission
1111 Israel Road SW
PO Box 42650
Olympia, WA 98504-2650

The Project Manager for the University is:
Carolyn Brennan, Assistant Vice Chancellor for Research, Phone (425) 352-5355
University of Washington - Bothell
18115 Campus Way NE Box 358523
Bothell, WA 98011-8246

IN WITNESS WHEREOF, the parties have executed this Agreement.

UNIVERSITY OF WASHINGTON - BOTHELL

[Signature]

Director, Office of Research
Title

10/19/18
Date

WASHINGTON STATE PARKS AND RECREATION COMMISSION

[Signature]

Chief Financial Officer
Title

10/24/18
Date

APPROVED AS TO FORM:
William Van Hook /s/
February 2007
Scope of Work

Saint Edward State Park Environmental Education & Research Center Strategic Plan Development

This project will be to conduct public outreach, governance modeling, needs assessment for a strategic plan to develop an Environmental Learning Center in space provided for at the Saint Edward State Park (SESP).

The University of Washington - Bothell (University) will conduct a public strategic planning process to recommend an overarching vision, appropriate types of programming, necessary indoor and outdoor facilities improvements, and the best suited type of administrative entity to provide environmental education and research at the Park. For purposes of strategic planning, it is assumed that the Environmental Education & Research Center (EERC) will be in the 1,200 to 2,000 square feet of space in the Gymnasium annex structure. Strategic plan recommendations will be made in consultation with State Parks staff. Recommendations will be made to the State Parks Director.

Task 1 Administration
University will bill on a quarterly basis.

Task 2 Form Advisory Committee
Advisory committee will include a State Parks Commissioner, State Parks Staff representative, University representative, a representative from a similar environmentally focused education organization community, and Kirkland and Bothell community leaders, etc. Anticipate 7 – 8 members.

Develop Mission Statement

Schedule and conduct meetings as necessary to review the findings from various steps in the planning process such as:

- community engagement
- program planning
- organizational governance planning and recommendation.

There will be a minimum of three Advisory Committee meetings to provide consistency and direction to the process.

Task 3 Conduct Public Outreach

With the help of State Parks, the City of Kenmore, and Daniels Real Estate, assemble citizen emailing lists for Kenmore, Kirkland, Bothell and statewide dissemination.
The community may be engaged in the following manner with a minimum of three public meetings designed to engage the community and solicit input:

Public meeting presentations accompanied by email solicitations over at least three phases of community engagement:

- Determine interests/concerns among community members in Kenmore, Kirkland, and Bothell
- Programming plan development.
- Organization structure and fundraising options.

Public Meetings:

- Should be in the community at or near Saint Edward State Park
- Keep notes and records of input provided
- Maintain voluntary sign-in records with email addresses when provided

Web postings and/or documents of progress and findings to post on State Parks website. Review and consider public comments received via the website at appropriate process stages.

**Task 4 Governance Model Exploration**

Explore and recommend organizational structure options/frameworks. Consider various organizational structures and examples including 501c-3 Nonprofit, LLC, Institution of Higher Education, and possible other collaborations.

Explore and codify opportunities and challenges to each structure in supporting the vision/mission of the SESP EERC.

Initial business planning and fundraising planning to assess funding opportunities and realities of securing state, county and municipal funds; corporate donors, private foundations and individual contributions; fee for service revenue streams and potential synergistic opportunities with the seminary lease holder (Daniels Real Estate).

**Task 5 Facility and Programming Needs assessment**

Identify likely environmental education & research programming opportunities at SESP. Identify priority needs and opportunities to recommend the best possible integrated program mix to engage the greatest number and diversity of PreK, Elementary, Middle and High School students in field based environmental and sustainability education and research.

Develop PreK -12 Asset Inventory - of formal and informal environmental education opportunities which could be optimized at SESP as revealed through existing providers, comparable facilities, interviews/site visits with ESD and school district science specialists, and State Parks Interpretive staff.
Existing comparable program input-
Conduct exploratory review of EE center-based facilities and programs such as Cispus and Chewelah Peak Learning Centers, Islandwood, Brightwater, Mercer Slough, St. Edward Environmental Learning Center, Wilderness Awareness School, ROOTs preschool Seward Park, Colorado State Universities ELC, UWB environmental science facilities, for example, to explore the what and the how center-based environmental science education programs, organizational structures, fundraising and site and facility plans were developed.

Engaging Formal Education-
Enlist Science Education and Service Learning specialists to assess opportunities to integrate formal learning opportunities linked to Next Generation Science Standards (NGSS) and other Washington Essential Academic Learning Requirements (EALRs) including civics and service learning.

Budget element-
Identify minimal and ideal programming frameworks for programming outlined above.

- Develop an itemized list of recommended capital or one time improvement needs.
- Identify annual operating budget elements, including staffing, maintenance, operations, insurances, etc. for minimal and ideal programming and estimate budget development over a 1-3(-5) year start up period

Task 6 Reporting

Report to State Parks
- Report progress at State Parks’ March Work Session March 20, 2019
- Report Progress to State Parks at the May 16, 2019 Meeting
- Final report and recommendation to State Park’s Director by June 30, 2019

Summary of Work:
- Convene advisory committee.
- Develop mission and vision statements
- Conduct public input process including public meetings.
- Develop program recommendations
- Explore governance model options and recommend the preferred model
- Produce a strategic plan for a sustainable environmental education program at Saint Edward State Park
Through the strategic planning process, it may be determined that an institution of higher education with capabilities to administer environmental education and research programs is best suited to provide environmental education and research at the Park. In this eventuality, State Parks Director may choose to select University as the entity with which to negotiate a long-term or interim agreement to provide this service and forgo a competitive solicitation. Both University and State Parks staff will openly disclose this potential to strategic planning participants as the planning process proceeds.

To be completed by June 30, 2019 and total project cost not-to-exceed $75,000.

Signature for UWB:
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