

RREV Academic Innovation Sustainability Template

This template provides an outline of the components required of a RREV Innovative Pilot Sustainability Plan. The information in this template will serve as the basis for requests for schools/districts to proceed with an individually designed RREV Pilot Sustainability Plan.

Section 1: Define the Primary Sustainability Need

Sustainability for your pilot innovation can be described in three different levels of impact which we will define below.

Maintain – Least amount of contextual change. You are basically working with the same group of students and teachers to solidify the potential impact of your pilot and gather enough data to consider the pilot’s potential in new contexts.

Spread – Innovation or reform implemented in greater numbers of **similar grade level classrooms** and includes the activities, structures, materials, and underlying beliefs, norms, and pedagogical principles associated with the change strategy. –Coburn, 2003

Scale - Innovation or reform is implemented in greater numbers of **diverse grade level classrooms and schools** and includes the activities, structures, materials, and underlying beliefs, norms, and pedagogical principles associated with the change strategy.

- A. In the table below, select the level of impact and describe the pilot-identified student needs / problems that your plan will continue to address for both the 2023/2024 school year and for the next 3-5 years.

2023 / 2024 School Year

SPREAD

Define sustainability need(s):

As originally intended, the Navigator Program will continue to focus on place-based educational experiences centered around the common themes of local waterways—an integral part of Falmouth's identity—and deepening understanding of the Wabanaki culture past and present. The program will provide opportunities for Falmouth students to engage in authentic, interdisciplinary place-based learning, and to gain a deeper understanding of the importance of water both locally and globally. The Navigator Program will provide opportunities for Falmouth students to build connections with nature, their community, the various cultures represented in our state, and to develop a deeper understanding of the indigenous history of our state.

Falmouth serves more than 2000 students on a 100 plus acre campus K-12. Despite being on one campus and having access to local waterways and many outdoor learning spaces and opportunities, the learning experiences for students have been disconnected, inequitable, and highly dependent on teacher comfort and interest.

The Navigator Program seeks to build structures so that place-based learning opportunities are experienced by all students in Falmouth and throughout their educational career in Falmouth Public Schools. Engaging students in hands-on, experiential activities has been proven to help them gain a better understanding of academic material, a broader view of the world and an appreciation of community, insight into their own skills, interests, passions, and values, opportunities to collaborate with diverse organizations and people, positive professional practices and skill sets, and self-confidence and leadership skills. Additionally, students

will have opportunities to practice 21st century learning skills, build community, and engage in experiences that nurture the whole child.

One of the original goals of the Navigator Program was to build bridges between the buildings; specifically between the grade 5 and grade 6 students. Due to the high staff turnover in the fifth grade (5 out of 7 teachers were new to the school), we shifted the focus to the middle school. At the middle school we were able to work collaboratively across grades and content areas. Many of the middle school teachers were the original authors of the grant, while the 5th grade author left the district.

Another unanticipated change in year one was to reconsider the large material requests. Teachers were more interested in gaining knowledge and having the ongoing support from our Outdoor Learning Educator. We decided that renting canoes through a guide service was the more sustainable option to purchasing a fleet of canoes and a motor boat. While we anticipated getting students out on the water in year one, we ended up focusing our efforts on facilitating other student fieldwork. The students visited multiple dams, historical sites, and a local conservation area to study the human impacts, flora and fauna of the watershed. The students tested water collected in various parts of the watershed and participated in weekly nature walks. We found that spending the time to build this background knowledge with students and staff was critical and a prerequisite to being in boats on the water in a meaningful way.

In year 1, approximately 30-40 educators voluntarily participated in professional learning opportunities in the following learning opportunities supported by the award funds:

- Dawnland microcredential through UMO - 30 hours
- Middle School Local Waterways & indigenous Cultures Study group - 14 hours
- Grade 6 local Waterways Unit development & fieldwork - 24+ hours
- Four Seasons of Reconciliation - 20 hours
- Penobscot Nation Summer Intensive - 3 days plus 8 hours of pre-work
- Wabanaki Studies; Summer institute @ UMO - 2 days

In year 2, the Navigator program and our outdoor learning educator will continue to focus on developing place-based units alongside teachers who express interest and who are motivated to learn about the place-based approach, local waterways, and/or Wabanaki culture past & present. The outdoor learning educator will also continue to focus on finding and supporting professional learning opportunities for educators who are interested in deepening their understanding of place-based learning and indigenous culture.

3-5 year plan

Identify: SCALE

Define sustainability need(s):

We do not anticipate that our original student needs identified in our original pilot will change or that these basic needs will go away but our practices to meet these needs may shift as the program develops. The plan to scale is informed by the recognition that the Navigator Program provides benefits for younger as well as older students.

In years 3-5, the Navigator program, under the guidance of our Outdoor Learning Educator, and with the support of the Director of Learning, plans to focus on embedding structures and systems into the educator & student experience so that the outdoor learning opportunities are consistently offered to all students in grades K - 9. Some of the plans to scale up this initiative include but are not limited to the following:

- Implement awareness sessions for all teachers entering Falmouth focused on developing cultural sensitivity and understanding the place-based learning approach
- Time dedicated to unpacking place-based units during early release days
- A documented curriculum that is aligned and shared with all faculty that includes opportunities for all students to build their knowledge through place-based learning experiences K-9
- A documented curriculum that explicitly connects the units and experiences initiated and developed through the Navigator Program with the state and local learner outcomes
- Provide ongoing opportunities for professional learning, sharing and reflecting on the work
- Continue to develop partnerships with neighboring schools
- Place-based PD integrated into the new teacher induction program

B. Identify which additional students would be impacted, targeted, or supported as a result of your sustainability plan.

Review and describe the evidence (quantitative and qualitative data and research) that demonstrates the impact your pilot had on the original student populations and describe how this data informs your choice to Maintain / Spread / Scale.

Use data that will provide evidence your innovation supports the target student population. This may include the performance of various groups of students (e.g., students in rural locales, students from low socio-economic conditions, students with disabilities, students who are ELs, students at risk for dropping out, student who are homeless) with regard to academic achievement, graduation rates, social emotional and mental wellness, economic data, and/or workforce participation.

For the 2023-2024 school year, the primary goals include *maintaining* the program for the rising 6th grade, *spreading* the opportunities by integrating with additional disciplines. We also plan to spread the experiences to the rising 7th grade social studies and science classes. Concurrently, we plan to begin developing a curriculum in grades K-5 that will support the work at the middle school and continue to redevelop the high school social studies curriculum and to build on the prior knowledge in the middle school.

For 2024-2027 school years, the goal is to *maintain* programming across multiple disciplines within the 6th grade, *spread* to additional disciplines within the 7th grade curriculum, spread to the 8th grade science, 9th grade social studies, and 5th grade. We will continue cultivating and aligning curriculum in grades PK-4.

Early data supports the need for this programming, as 2022-2023 6th graders were not proficient in their knowledge of the Presumpscot Watershed or Wabanakai history and culture. Students will be tested and surveyed again at the end of the unit to determine the growth. Measurement tools and data points will need to be adjusted each year as students build upon knowledge gained the previous year and more classes at various levels are exposed to lessons on these topics.

Section 2: Data Informed Sustainability

A. Provide the Logic Model your school used to implement your Pilot

Falmouth RREV: People and Places of the Presumpscot Watershed					
Problem Statement					
The pace of modern culture has separated many of our students from the history, culture, and ecology of their community. The recent isolation of the pandemic has further separated our students from these things and from each other. In order to foster their connection to and empathy for others and the environment, our students will benefit from outdoor experiences that prioritize interdisciplinary, place-based learning in the Presumpscot Watershed, providing authentic interactions with the people, past & present, and the evolving ecology of the watershed.					
RESOURCES	STRATEGIES AND ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES	IMPACT
What do we have?	What are we going to do? Be SMART	What things will we get?	What immediate results do we expect?	What will come from short-term outcomes?	How will this address the problem?
<p>Professional Learning Team (PLT) of committed teachers</p> <p>Outdoor Learning Educator (OLE) (RREV-funded)</p> <p>Proximity to natural learning environments on campus and on the river.</p> <p>Local environmental partners</p> <p>Resources for equipping outings and lessons (RREV)</p>	<p>Design 2022-23 curriculum and activities for students led by the OLE, SS & SCI teachers.</p> <p>Throughout the 2022-2023 school year, the OLE will:</p> <ul style="list-style-type: none"> will lead a PLT to provide professional development around interdisciplinary, place-based lessons, connecting the curriculum to experiences students will have in the <u>Presumpscot</u> Watershed in the spring of 2023. connect and collaborate with teachers of additional grades and disciplines to build capacity for expansion and vertical alignment of this project and related studies, including dispensing micro-grants to fund this work. collect and curate resources and potential partnerships for outdoor learning and <u>Wabanaki</u> studies opportunities K-12. <p>The OLE, PLT, and others will participate in the University of Maine's <u>Dawnland</u> Micro-credential to increase their knowledge of the history and culture of the <u>Wabanaki</u> people.</p>	<p>Grades 6 has lesson plans for interdisciplinary, experiential projects.</p> <p>Planned activities and curriculum connections for Spring 2023</p> <p>Grade 6 students engage in interdisciplinary lessons about the watershed and its history in Spring of 2023</p> <p>Grade 6 students engage in fieldwork the watershed in Spring 23.</p>	<p>Grade 6 teachers are able to deliver experiential lessons.</p> <p>There is an increase in experiential learning opportunities for 6th grade students, helping to increase student engagement in the work and with each other.</p> <p>Students have opportunities to engage in experiential learning with teachers who are not teaching the curriculum (including 7th grade SS & SCI teachers).</p>	<p>Students will demonstrate increased comfort in outdoor settings and increased ability to make observations of the natural world as documented through student journals and surveys.</p> <p>Students will demonstrate increased knowledge of history, ecology, and the current condition Presumpscot Watershed.</p> <p>Students will demonstrate increased knowledge of Wabanaki people past and present and their connection to the watershed.</p> <p>Students will demonstrate increased connection to the Presumpscot Watershed.</p> <p>PLT teachers will demonstrate increased confidence in creating interdisciplinary, place-based lessons.</p> <p>PLT teachers will demonstrate increased knowledge and understanding of the Presumpscot Watershed's history and ecology.</p> <p>Select PLT members and other Falmouth teachers will demonstrate increased understanding of Wabanaki history and culture, past and present.</p>	<p>Students develop an appreciation for and knowledge of the Wabanaki legacy and the natural resources of the Presumpscot</p> <p>Students connect to local geography and across grade levels through excursions and experiential place-based lessons and excursions.</p> <p>The Presumpscot River (its history, ecology, current issues) and Wabanaki history and culture become a tangible thread through the district curriculum</p> <p>Falmouth has the infrastructure and commitment to sustain the programming and OLE position.</p>

B. Describe the data you collected about your innovation pilot outcomes that will be used to inform and shape your plan to MAINTAIN / SPREAD / SCALE

We collected the following data:

- Student pre & post unit assessments in social studies and science
- Student nature-connection surveys
- Student interviews
- Student nature journals examples
- Bridges Survey (Student perception of knowledge in sample group 5th grade to 6th grade)
- Teacher surveys

Pre and post assessments of student learning in social studies and science showed significant growth in students’ knowledge of the Wabanaki history and of Presumpscot River ecology. The assessment also shed light on areas that we thought we would cover but didn’t cover as thoroughly as we intended. We will continue to emphasize the concepts we did this year and make adjustments to cover or remove the others that we did not hit. As our work spreads, the Wabanaki history content and current cultural connections will be impacted the most, as we hope to build more background knowledge in younger grades, allowing us to dig into specific historical and current issues at the 6th grade level. Additionally, part of our work will be supporting developing elementary science units that connect with the local watershed, so again, we will be able to go deeper as we will not need to cover some of the basic water cycle and watershed activities. Similarly, the 7th grade intends to build upon the watershed work we did and do a case study of migrating fish as part of their 7th grade unit.

Some examples of growth between the social studies pre & post assessments are:

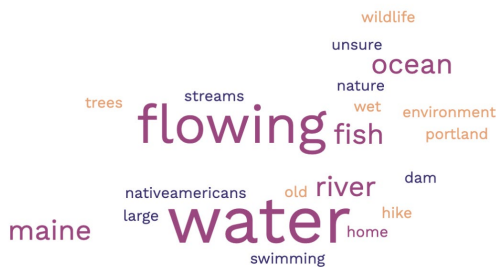
- Definition of Wabanaki: 33% (pre) to 89% (post) correct
- Naming the nations in the Wabanaki Confederacy: 19% (pre) to 79% (post) correct
- Impact of colonization on the Wabanaki: 29% (pre) to 86% (post) correct
- Historic relationship of the Wabanaki to the Presumpscot River: 41% (pre) to 87% (post) correct

An example of growth between the science pre & post assessments was the following question represented in a word cloud:

When you think of the Presumpscot River, what is one word that comes to mind?

Pre-test:

BEFORE THE UNIT



AFTER THE UNIT



We cannot yet determine the extent to which this already exists versus the impact of our work, as we were not able to give this survey at the beginning of the year, so it will be interesting to follow this group and see how their connectedness with nature is impacted by different learning experiences/grades. We will be able to survey the incoming group of 6th graders at the beginning of the year to better measure our impact on them. Anecdotal information from interviews and nature journals surveys suggest that the work we did this year through nature walks/journals and the Presumpscot unit has positively impacted their relationship with nature and increased their knowledge of nature.

Here are some examples:

“Before this unit, I knew almost nothing about the Presumpscot and the ecosystem in and around it. Now, I know more than I knew there was to know about it. I know about the Wabanaki's connection with the river, and our mistreatment and neglect towards it. I know about the health of the river, and how the dams we've built affect it. All of these make me feel more connected to it. If we have hurt the river in the past, we can help it now.”

“I believe in science this year we have done many things that make me connect more with nature. Before 6th grade nature was something that was just there. I didn't know much about it and I didn't really know what there was to learn about it. But throughout this year that has changed drastically. Now, I feel connected to everything in nature. Everything on this planet needs nature, including humans, including me. Now I know it's history, after the many long, and sometimes boring lessons that I had to sit through, but it was 100% worth it. Overall, this year has been more than helpful when it comes to connecting with nature”

The Bridges Survey was administered to a sample group of our current 6th graders when they were in 5th grade and then again at the end of their 6th grade year. The results of this survey were used in the original RREV application. It measured student perceptions of their knowledge of Wabanaki history/culture, river ecology, and interest in outdoor learning. The vast majority of students perceived growth in the majority of areas surveyed reaffirming the growth measured through other means. We may continue to use this to see how students track over time as they are exposed to other grade levels and methods of study.

The teacher survey was administered to teachers who were part of the Wabanaki Waterways Professional Learning Team.

A key result was: 83% of teachers surveyed reported growth in understanding and comfort related to implementing Wabanaki studies and outdoor learning opportunities. Teachers also shared which texts and web resources and outings were most valuable to them. This information will guide the resources that are offered during PD in the fall of 2023. Teachers requested a Wabanaki Waterways PLT 2.0 in order to dive deeper into this work. All teachers agreed that more opportunities to get out of the building for PD would be appreciated, especially the opportunity to get on the river. We are working on such opportunities for the Fall of 2023.

As a result of collecting and analyzing this data, we have confidence that students are benefiting from the Navigator Program. This has informed our decision to scale this innovation to include more students attending Falmouth Public Schools.

C. List new data that you will need to collect to further inform and shape your plan to MAINTAIN / SPREAD / SCALE

In order to measure the impact of the spread and scale of the Navigator Program over the next 3 years, we would like to collect data in the following areas:

- participation rate of teachers involved in curriculum development centered around place-based learning
- participation rate of teachers involved in professional learning centered around place-based learning
- participation rate of teachers involved in professional learning centered around deepening understanding of Wabanaki history and/or culture
- Frequency of excursions connected to place-based education
- Student reflection on quality and impact of each excursion/unit
- Frequency of the integration of place-based learning experiences across content areas, K-9

Section 3: What is the intended impact of your sustainability plan

A. Describe the goals of your sustainability plan.

Consider how your plan will continue to meet the needs of the identified target student population(s) and describe changes in policy, practice, or structures necessary to MAINTAIN / SPREAD / SCALE your innovation.

2023 / 2024 School Year -

The goals for the 2023-24 school year are transformational and long-term goals. During the 2023-24 school year, the following goals will be initiated and structures will be put in place in order to sustain the work during the following years.

1. Develop & document integrated place-based units & experiences in pilot groups grades K-9:
 - a. Reflect and revise original place-based unit developed by grade 6 team in order to inform future and ongoing curricular development in grades K-5 and 7-9
 - b. Develop vertical teams to support and review vertical alignment
 - c. Develop units and experiences for students that include identity work, deepening understanding of local history through a variety of perspectives, & deepening understanding of local waterways and their importance to community
2. Increase student social emotional wellness:
 - a. Increase consistent opportunities for students K-9 to learn about their local environment through focused learning excursions in their environment
 - b. Build connections across the curricular experience for students, K-9
 - c. Develop an increased appreciation for the natural world through direct experiences and building knowledge
3. Spread and deepen educator knowledge in the following areas:
 - a. Cultural sensitivity and awareness
 - b. Place-based learning approach
 - c. Local and regional history
 - d. Wabanaki culture past & present (affirming representation across content areas)
4. Establish systems to support sustaining this work:
 - a. Integrate professional learning time into the new teacher induction program

- b. Document the curriculum and the excursions so that they can continue to grow and be shared with new teachers
 - c. Allocate time across the year for teacher leaders to unpack the work for educators entering Falmouth
 - d. Begin to integrate the Service Learning, Farm to School, and Bridges Program with the Navigator Program by increasing visibility and ongoing communication.
5. Build community partnerships:
- a. with neighboring schools by sharing and collaborating on unit design and excursion opportunities
 - b. with local organizations, including but not limited to, the Falmouth Historical Society, Falmouth Land Trust, Maine Audubon, Wabanaki Reach, the Penobscot Nation, Wabanaki Public Health, Biodiversity Research Institute, Pequot Museum, Mahoosuc Guide Service, Maine Path & Paddle, Friends of the Presumpscot, Casco Bay Estuary Partnership, GMRI, and Presumpscot Regional Land Trust.
6. Promotion of the work so that there is increased support to sustain the work
- a. Establish a K-9 vertical team that meets periodically to provide updates, share learning, resources, troubleshoot, etc.
 - b. Establish a Navigator Program page on the district website
 - c. Plan and deliver an awareness session on place-based learning to build awareness and support within the school board.

Another goal for the 2023-24 school year is to increase awareness of what we are doing and why, both within and outside of the district. Some of the action steps include building a page for the district website, presenting at board meetings, and offering a variety of professional learning experiences.

A Summary of Key Goals of the Program 2023-24:

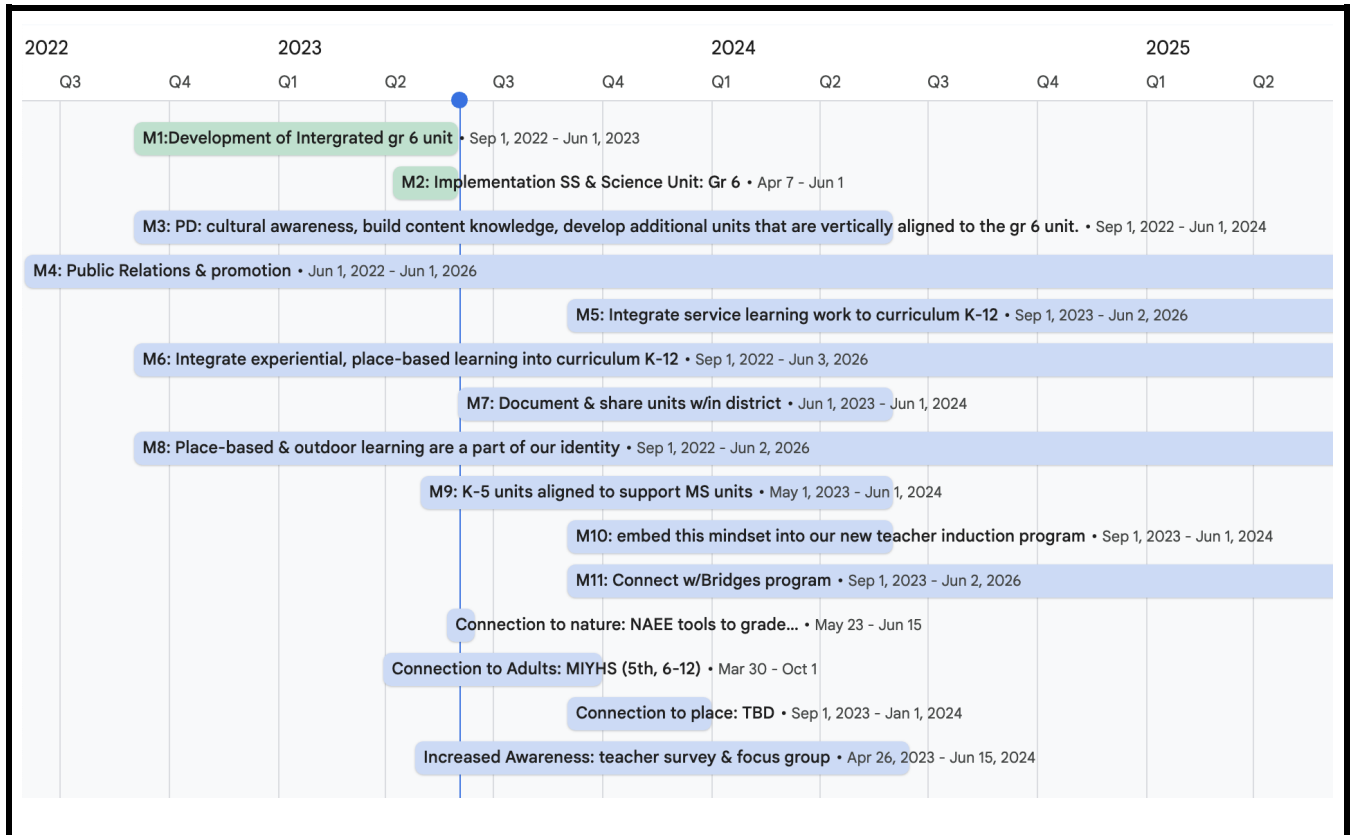
- Cont. to strengthen and implement an integrated place-based Local Waterways Unit: grades 6
- Expand the Local Waterways unit to grades 7-9
- Begin vertical alignment of Wabanaki studies K-9
- Development of interdisciplinary units K-9 that support & build upon the Local Waterways unit
- Continue to deepen educator knowledge of content and culture
- Continue to build educator awareness of the place-based approach to learning
- Begin to integrate the Service Learning department, Garden Department and Bridges Program with the Navigator Program. Meet with representatives from each group 3 times over the course of 2023-24 to discuss opportunities for collaboration.
- Continue to develop partnerships with neighboring schools

3 – 5 Year Plan

1. Reflect on progress toward achievement of 2023-24 school year goals & adjust accordingly.
2. Continue to develop & document integrated place-based units & experiences across K-9
 - a. Conduct a vertical gap analysis and adjust curricular development goals accordingly

- b. Continue to develop & reflect on units and experiences for students that include identity work, deepening understanding of local history through a variety of perspectives, & deepening understanding of local waterways and their importance to community
- 3. Increase student social emotional wellness:
 - a. Conduct a vertical gap analysis of opportunities for students K-9 to learn about their local environment through focused learning excursions in their environment & adjust goals to minimize gaps
 - b. Reflect on connections across the curricular experience for students, K-9, adjust goals accordingly
 - c. Develop an increased appreciation for the natural world through ongoing direct experiences and increasing depth of knowledge
- 4. Continue to deepen and share educator knowledge in the following areas:
 - a. Cultural sensitivity and awareness
 - b. Place-based learning approach
 - c. Local and regional history
 - d. Wabanaki culture past & present (affirming representation across content areas)
- 5. Strengthen systems to support sustaining this work:
 - a. Continue to integrate professional learning time into the new teacher induction program
 - i. Consider spreading this program over a two year period
 - ii. Consider how more teacher leaders could be involved
 - b. Bring a K-9 team together to conduct a strengths/weaknesses analysis on the documented curriculum and adjust goals accordingly
 - c. Allocate time across the year for teacher leaders to unpack the work for educators entering Falmouth
 - d. Strengthen the integration of the Service Learning and Farm to School with the Navigator Program by establishing periodic check-ins and ongoing communication
- 6. Continue to build community partnerships:
 - a. with neighboring schools by sharing and collaborating on unit design and excursion opportunities
 - b. with local organizations , including but not limited to, the Falmouth Historical Society, Falmouth Land Trust, Maine Audubon, Wabanaki Reach, the Penobscot Nation, Wabanaki Public Health, Biodiversity Research Institute, Pequot Museum, Mahoosuc Guide Service, Maine Path & Paddle, Friends of the Presumpscot, Casco Bay Estuary Partnership, GMRI, and Presumpscot Regional Land Trust.
 - c. Continue to promote the work
 - d. Maintain and update website page
 - e. Develop periodic newsletters to share via the local Newspaper the Falmouth Forecaster

B. UMaine GANTT Chart



Section 4: Identify Key Expenses and Necessary Resources

A. Describe budget expenditures and necessary resources required to MAINTAIN / SPREAD / SCALE your innovation through June 2024.

Essential Expenditures:

Personnel Services (Salaries and benefits) \$100,000

The continuation of the **Outdoor Learning Educator position** will be key to maintaining our current work, especially with regards to unit fieldwork and grant management. The position will be essential in spreading the work by offering professional development opportunities to participating teams and individuals. The Outdoor Learning Educator will work to maintain relationships and outdoor opportunities with the rising 7th graders. (Remaining salary and benefits covered by other funding sources)

Necessary Resources:

Resources in place the Navigator Program will continue to count and rely on to support the innovation.

- Money for books/resources, professional development*

- Funding for new projects and instructional supplies related to place-based education (Primarily focused on the Presumpscot river and Wabanaki Studies)*
- Building a yurt/outdoor learning center and/or funding the purchase of a van to transport small groups of students off campus for learning adventures. A decision will be made after the campus master planning process is finalized.)*
- Access to local waterways and many outdoor learning spaces
- Collaboration with Service Learning department, Garden Department and Bridges Program
- Developing partnerships with neighboring schools
- Resources collected and curated around outdoor learning and Wabanaki students (K-12)
- Curriculum and activities for students designed by the Outdoor Learning Educator, Social Studies and Science teachers.
- Strong partnerships with local organizations , including but not limited to, the Falmouth Historical Society, Falmouth Land Trust, Maine Audubon, Wabanaki Reach, the Penobscot Nation, Wabanaki Public Health, Biodiversity Research Institute, Pequot Museum, Mahoosuc Guide Service, Maine Path & Paddle, Friends of the Presumpscot, Casco Bay Estuary Partnership, GMRI, and Presumpscot Regional Land Trust
- Funding transportation to fieldwork and a small amount for supplies following an investment in unit supplies this year.
- Upgrade of some of our instructional supplies. For example, we tested fieldwork backpacks and ponchos. We intend to invest in more permanent logoed equipment.

*These are viewed as highly essential expenditures but will not be covered through sustainability funds but through other funding sources, such as the Falmouth Public School Budget or funding sources such as outside grants.

B. Describe budget expenditures and necessary resources required to MAINTAIN / SPREAD / SCALE your innovation BEYOND June 2024

Expenses could include staff time, materials, professional development activities, facilities, and other related expenses. This section does not need to include specific costs, but rather list out the different costs that should be considered to implement the innovation.

Essential Expenditures

Personnel Services (Salaries and benefits) \$131,243

The Outdoor Learning Educator will be essential in helping to coordinate field experiences for multiple teams and grades, lead ongoing professional development opportunities, partner with teachers in outdoor learning lessons, and increase engagement of students in outdoor learning and leadership opportunities.

Transportation, Supplies, Rentals for Fieldwork and Student Experiences \$ 25,000

We will need to continue to fund transportation and rentals for fieldwork, as well as guest speakers.

As we develop relationships with the Wabanaki community, we hope to be able to partner with more educators, artists, musicians and elders, and so another essential expenditure will be compensation for guest presenters and curriculum partners.

Professional Services and Consultants \$14,000

Professional development, including ongoing involvement in Portland Public School's Sugar Island trip, will be essential to fund to continue our learning.

Property \$5000

Necessary Resources: Resources in place the Navigator Program will continue to count and rely on to support the innovation.

- Access to local waterways and many outdoor learning spaces
- Collaboration with Service Learning department, Garden Department and Bridges Program
- Developing partnerships with neighboring schools
- Resources collected and curated around outdoor learning and Wabanaki students (K-12)
- Curriculum and activities for students designed by the Outdoor Learning Educator, Social Studies and Science teachers.
- Strong partnerships with local organizations , including but not limited to, the Falmouth Historical Society, Falmouth Land Trust, Maine Audubon, Wabanaki Reach, the Penobscot Nation, Wabanaki Public Health, Biodiversity Research Institute, Pequot Museum, Mahoosuc Guide Service, Maine Path & Paddle, Friends of the Presumpscot, Casco Bay Estuary Partnership, GMRI, and Presumpscot Regional Land Trust
- Funding for Professional Development **
- Instructional supplies to support the Navigator Program **
- Transportation **
- Maintenance of facilities **
- Summertime stipend work for educators
- Outdoor Learning Center (constructed during 2023-24)

**will need to be covered by Falmouth Public Schools or additional grant funding.