



TETON SCIENCE SCHOOLS

2020 Annual Report



tetonscience.org
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Learning Is In Our Nature

TETON SCIENCE SCHOOLS

IMPACT HIGHLIGHTS

17,121

STUDENTS SERVED
BY TSS MISSION

89,661

STUDENT DAYS OF PLACE-
BASED EDUCATION

\$1,901,171

IN SCHOLARSHIPS
GIVEN

5,173

MURIE RANCH
VISITORS

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Last year in our annual report we shared progress towards our OneTSS strategic plan. In 2019, we reached almost 20,000 people, from students and visitors in the Greater Yellowstone Ecosystem to Teton Science Schools (TSS) program participants across the country and world. We integrated our two independent schools into a singular Mountain Academy of TSS, created a second-year Graduate Program, and continued to expand our network of rural public schools using the TSS Framework. Our transformative, place-based education mission contributed to the development of more sustainable, socially-just, and economically-vibrant communities. But what was a linear plan has become an adaptive challenge for both TSS and our world. Through adversity, TSS is evolving while maintaining and strengthening access to place-based education, clarifying our role in the education landscape, and ultimately emerging stronger.

Prior to COVID-19, our country identified many challenges to progress, including climate change, racial injustice, access to health care, and an urban-rural divide. While these challenges were visible, they were collectively ignored. 2020 has laid bare so many of these fractures in our country and amplified them with significant loss of life and a mounting sense of insecurity for so many. Our country's challenge isn't how we get back to "normal", but how we use 2020 as a catalyst for reinvention for our communities, humanity, and our planet.

With the initial suspension of in-person learning and work at TSS in March 2020, our previous strategic plan ended two and a half months early. Our call to action was immediate:

- Protect the health and wellness of our students, faculty/staff, and community.
- Ensure the integrity of TSS.
- Steward our faculty and staff through uncertainty.
- Look for and adapt our learning delivery and opportunity as conditions change.

Swift and bold action positioned TSS to set up a stronger, more resilient, and more relevant organization to our students and communities in the future.



Chris Agnew
Executive Director

In the following pages, you will find individual stories of how TSS learning has evolved to meet current needs and position place-based education for success in the future. Our Chief Education Officer, Michelle Heaton, shares the power of our education ecosystem and the talent of our Education Team. Several stories share TSS immersive learning experiences moving to the virtual. Don't miss the piece on 2020 Murie Spirit of Conservation Awardee Bob Stanton's legacy of conservation and racial justice for both our National Park Service and our country.

Much like our country, prior to COVID-19, we identified areas for opportunity and improvement to better serve our students, school partners, and the broader education landscape. The pandemic placed these opportunities in stark relief against the emergent and historical crises facing our planet. Our world urgently needs courageous citizens to tackle these issues through authentic connections and engaged learning: place-based education at TSS is more important than ever.

The challenges of our world at times feel insurmountable and beyond the reach of any one person or organization (as Michelle Heaton on page 4, calls "wicked problems"). For the last 53 years, I do believe TSS has been preparing for this moment. We are grounded in science, nature, and the earth. We have codified a replicable approach of education inspired by the local culture, economy, and ecology of any place. We are small enough to be nimble in dynamic times yet big enough to reach across our country and our world. As the end of 2020 nears, the story is not over. With the dreams of our students, the talent of our faculty and staff, the reach of our partner organizations, and the relevancy of place-based education, I choose hope for TSS, for education, and for our world.

Robert 'Bob' G. Stanton & Lia Cheek Receive Murie Spirit of Conservation Awards



BOB STANTON
Murie Spirit of Conservation
Award Recipient



LIA CHEEK
Rising Leader
Award Recipient

On August 11, 239 people gathered for the Murie Spirit of Conservation Awards. But rather than mingling at the Murie Ranch, attendees gathered in front of their screens to honor Murie Spirit of Conservation awardee, Robert 'Bob' G. Stanton, and Rising Leader, Lia Cheek. Bob and Lia spoke with attendees about engaging all Americans in the conservation movement through systemic change and learning from our past in order to create a more diverse, equitable and inclusive future.

Lia Cheek is the National Director of Field Campaigns for the Endangered Species Coalition (ESC). During her time with ESC, Lia has mobilized member groups, staff, and volunteers to introduce state legislation in support of wildlife connectivity and advance key campaigns in support of the conservation of orca, wolves, and pollinators. In her remarks, Lia challenged attendees to take a hard look at the culture of conservation, a movement that has typically been led by white men. Lia asked, "How can we convince Americans that healthy lands and waters are more valuable than the jobs and profits of extractive industries when we ourselves do not show that we value human lives, black lives, above our own comfort and power? We need every single voice to speak for the planet." Lia highlighted the interconnectedness of social and environmental issues and the need for conservationists to get involved where connections exist.

Bob Stanton gave the keynote remarks, which he titled, "The National Parks: Lessons in Environmental Quality, Diversity and Justice." Throughout his distinguished career with the National Park Service, Bob dedicated himself to improving the preservation and management of the nation's natural and cultural resources. He began his career as a seasonal park ranger in Grand Teton National Park in 1962, eventually becoming the first African American Director of the National Park Service, serving from 1997-2001.

As Director, Bob supported staff diversity and inclusion as well as the establishment of parks and programs to recognize the struggles, achievements and contributions of women and minorities in the development of our nation. Bob spoke in defense of maintaining cultural and historical sites that remind us of our errant and tumultuous past: "Where there's no struggle my friends, there's no progress. So within your national park systems, there is physical evidence of those struggles. There are places where we can learn lessons so we don't repeat our previous mistakes."

In envisioning the future of our planet, Bob and Lia referenced the importance of involving America's youth in conservation efforts, something that was near and dear to Mardy Murie's heart. TSS Executive Director, Chris Agnew, echoed these statements by stating, "The future of conservation rests in inclusive engagement of diverse youth in wild places." ■

The first-ever virtual awards ceremony also included remarks from past recipients and distinguished guests, including:

- Jimmy Chin** - Filmmaker, Mountain Sports Athlete and Academy Award Winner
- Sally Jewell** - Former Secretary of the Department of the Interior
- Gretchen Long** - Trustee Emerita of the National Parks Conservation Association
- Luther Propst** - Founder of the Sonoran Institute and Current Teton County Commissioner
- David Vela** - Former Deputy Director exercising the authority of the Director of the National Parks Service
- Tom Udall** - U.S. Senator, New Mexico
- Harrison Ford** - Actor and conservationist



TSS Puts the Ecosystem Back Into Education: Innovation at Every Level

By Dr. Michelle Heaton,
Chief Education Officer

At a time when most of us are making significant sacrifices related to the current global pandemic, TSS is working hard to ensure that high-quality, innovative education does not need to be one of them. Wicked social-ecological problems, problems like COVID-19, are severe, complex, long-term problems with compounding uncertainties, drivers and conflicts. Addressing wicked social-ecological problems requires effective collaboration, nimble leadership, and a systems approach to teaching and learning.

To help guide this critical and innovative work at TSS, the TSS Education Team was formed in April 2020. The TSS Education Team is composed of program leaders from across TSS, including the Heads of TSS' Mountain Academy, Graduate Program, Professional Learning, and Field Education programs. Together, the Education Team is accountable for the implementation of high quality, transformative place-based education for our diverse constituents, including preschool to grade 12 students, pre- and in-service educators, schools and community partners, and adult and family participants. The collaborative teaming structure of the Education Team catalyzes purposeful synergies across our educational ecosystem that enable each program area to thrive and innovate while collaboratively creating organizational efficiencies and mission-driven opportunities. While the current pandemic has impacted the operations of each TSS program area in distinct ways, the Education Team has created a space where program leaders can collectively explore the strengths and opportunities of our unique place-based learning model, including the rapidly evolving space of online learning.

Mountain Academy, our preschool to grade twelve independent day school, is one hub of TSS' educational ecosystem. Mountain Academy has been consistently evolving to a more collaborative teaming structure, including the recent integration of Journeys School and Teton Valley Community School and the founding of the TSS Graduate Fellowship program, which places second year TSS graduate students in Mountain Academy classrooms as assistant teachers, in 2019. As one school with two campuses, an embedded graduate program, and a professional learning network, Mountain Academy has been able to be more nimble, innovative and resourceful in our response to the current pandemic than we could have been as siloed, independent programs. In collaboration with TSS, community, and industry leaders, Mountain Academy developed a pandemic response plan that includes three models of learning: modified in-person, hybrid, and distance learning. (For more details on each of these models, please see Mountain Academy's Pandemic Response Plan.) In August 2020, Mountain Academy's Jackson and Teton Valley campuses were opened to 263 preschool to grade twelve students operating in seventeen distinct cohorts. Simultaneously, TSS' Kelly Campus was opened to thirteen residential graduate students and four Mountain Academy fellows. While we know that our programs and people will have to remain nimble as we continue to prioritize the health and wellness of our community and the quality of our program, we also feel prepared to do this work well.

So, what exactly is it that enables us to do this work well? While we are fortunate that our indoor and outdoor learning spaces provide the physical space we need to operate, our truly critical resource is our collective expertise in

Model **1**

Modified In-Person Learning

In-person learning includes, small class "pods," more use of outdoor learning, and COVID-19 mitigation strategies.

Model **2**

Hybrid Learning

Individual students who are quarantining at home have the opportunity to digitally view classes being taught "live" on campus.

Model **3**

Distance Learning

Campuses will close for targeted short-term or extended periods of time, as safety needs determine, and learning will transition to a robust online learning platform for all preschool through grade 12 classes.



transformative place-based education. My own doctoral research on transformative place-based education (A Pedagogy of Hope: Levers of Change in Transformative Place-based Learning Systems) indicates that most central to transformative place-based learning experiences is collaborative real-world problem solving. Causal relationships exist between collaborative real-world problem solving and all the other significant parts of a transformative place-based learning system, including agency, empathy, change, wonder, leadership, and place. Across TSS, our educational approach is grounded in community connections, place-based projects, and real-world problem solving. We work to help students experience and understand their world so they can change it for the better. Transformative place-based education - in particular, collaborative real-world problem solving - catalyzes a critical link between understanding and positive social-ecological change. In other words, transformative place-based education is precisely the type of education our world needs right now.

While TSS' Mountain Academy and Graduate Program opened the 2020-21 academic year via modified in-person and hybrid models, other program areas of TSS have had to pivot entirely to

online learning. Globally, schools and businesses find themselves navigating this novel digital terrain. As such, the TSS Executive and Education Teams have identified online learning as an opportunity space for expanding access to our impactful educational approach. TSS Online Learning aligns with our mission of delivering transformative place-based education and meets our vision of creating socially just, economically vibrant, and ecologically sustainable communities by increasing our ability to reach more participants in more affordable ways (less travel, less delivery cost, etc.) TSS Online Learning also aligns directly with our organizational value of innovation. While online learning has grown significantly over the last decade, it by and large has failed to scale innovative, next-generation project-based learning experiences that also have personalized elements. The TSS Online Learning Program strives to fill this need by delivering high-quality place-based education in a virtual environment. We have tested much of our online curriculum with our students over the last four years, including the last six months as each of our program areas worked to develop and deliver distance learning models. The demand for innovative, next generation, project-based online learning options has only grown stronger as COVID-19 has forced institutions to create online and



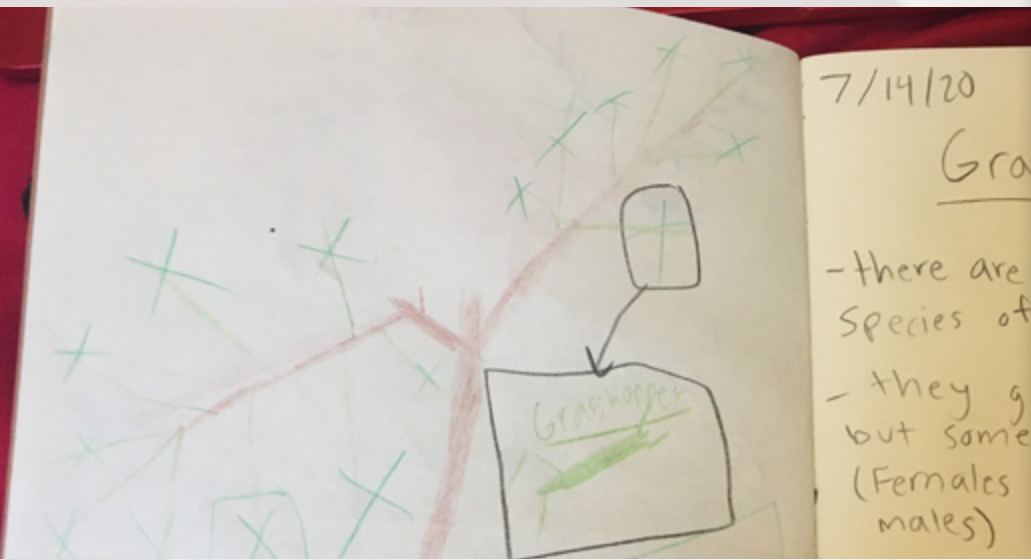
hybrid options for learning - and as families seek alternative and engaging options for their children. The TSS Education Team will continue to prioritize innovative work in place-based online learning as we move through the academic year.

Solving wicked social-ecological problems, problems like COVID, through traditional educational models will not work. Shifting our educational model from the linear, knowledge-based system that currently prevails in the U.S. requires a fundamental shift in how we team, how we access teaching and learning, and how we define the purpose of education. This is the transformative, or perspective-shifting, work we do at TSS. Transformative place-based education addresses the need for learning systems that prepare current and future generations to thoughtfully engage in the work of solving wicked social-ecological problems. By providing context and connection to place, TSS programs actively engage educators and students in collaboratively solving real-world problems. In turn, real-world problem solving creates positive change of both learners and social-ecological systems. In this difficult time, transformative place-based education should give all of us a tremendous sense of hope.



This summer, TSS successfully ran eight weeks of summer camp at our Jackson Campus for students entering Grades 1-4.

TSS & Girl Scouts of the USA Launch Inaugural Virtual Destination Program



In February of 2020, Emily Henehan was planning 45 Girl Scout Destinations around the world. In March of 2020, it became apparent that none of those destinations were going to happen. Emily, the Girl Travel and Events Manager for Girl Scouts of the USA (GSUSA), wondered if GSUSA could offer a virtual destination. When debating which Destinations could be offered virtually, “[TSS] was the first one that came to our mind,” said Emily. “We’ve had such a long trusted partnership with TSS.”

TSS and GSUSA formed a partnership in 2006. Since then, Girl Scouts from across the country have come to Jackson, WY to participate in an overnight Destination program led by TSS field educators. The program has gone through a few name changes and iterations, but the goals of the Destination have remained the same: encourage girls to connect with nature and their peers and learn to value and protect wildlife by exploring the Greater Yellowstone Ecosystem. “This is such an amazing program because it’s consistent, it gets great feedback and it’s aligned with our values,” said Emily.

The Wyoming Destination is funded by the Elliott Wildlife Values Project, a fund established in 1977 by Herford N. Elliott to instill “girls with a lifelong commitment to the environment and wildlife conservation through hands-on nature experiences.” (GSUSA) The Greater Yellowstone Ecosystem (GYE) was also top-of-mind for GSUSA’s first-ever virtual Destination since Priscilla, Herford’s wife, spent many summers at Jenny Lake Lodge in Grand Teton National Park. “We attribute this legacy program to Priscilla Elliott, who really forged the program partnership with Teton Science Schools for Girls Scouts,” said Jodi Schwarzer, Sr. Manager, Partnerships for GSUSA.

When the program first launched, GSUSA sent staff to Jackson, WY to support TSS educators. But as trust developed and the program was refined, GSUSA stopped coming to the Tetons and simply emailed TSS to set dates and sign contracts. When GSUSA asked TSS if a virtual program was feasible this spring, however, email was no longer sufficient. TSS and GSUSA spent hours on video calls, discussing everything from program goals to technological requirements for participation. “Through this

experience I feel like our partnership grew stronger,” said Emily. “It was great to build a curriculum together.”

Twenty Girl Scouts entering grades 7-10 enrolled in “Wildlife, Conservation, and Leaders—A Virtual National Park Adventure,” focused on naturalist skills, wildlife conservation, and community leadership. Over the course of three weeks, girls attended six, 90-minute online classes with Director of TSS Field Education, Naomi Heindel and TSS Field Education Faculty, Kendall Peacock. Between sessions, girls focused on community building, naturalists skills such as field journaling, and action project planning. The sessions were centered around three large conservation issues in the Greater Yellowstone Ecosystem. “Our big lessons on whitebark pines and Clark’s Nutcrackers, wolves, and pronghorn antelope were really fun and really meaningful for folks,” said Naomi. “Our final big lesson, on powerful female leaders from around the world, which involved guest facilitators from across TSS, was also a big highlight.”

When operating an in-person program, you often rely on the power of place to inspire students. In a normal summer with TSS, Girl Scouts spend time admiring the Tetons and watching Yellowstone’s geysers erupt. But the magic of the GYE is challenging to convey through photos and videos. “I think with the virtual destinations we rely on the power of the people,” said Emily. “You’re not immersed in the environment...so it was important to have female instructors to inspire them.”

Naomi and Kendall certainly did inspire the Girl Scouts involved in the program. One participant wrote in her evaluation, “This might sound crazy, but this program was actually life-changing for me. It was in this Girl Scout quarantine nature program where I realized what I want to do with my life: save the planet.”

GSUSA says this won’t be the last Virtual Destination. “I think the greatest success of Destinations is largely the connection [Girl Scouts] build with other girls,” said Emily. “I think that’s something that we’ve seen we can build virtually.”

To learn more about Girl Scouts visit [girlscouts.org](https://www.girlscouts.org). ■

TSS AmeriCorps Members Serve Jackson Hole Community from Afar



When TSS community members think of AmeriCorps service, we typically picture early career educators on the trail with Field Education groups, or living communally in the dorms on the Jackson Campus. But what happens when service goes virtual? That's what Teton Science Schools (TSS) had to figure out when the summer AmeriCorps service term became remote amidst COVID-19.

TSS started hosting AmeriCorps service members in the summer of 2009. Since then, the TSS AmeriCorps program has grown to more than 40 service members annually. TSS typically hosts service members on its Jackson, WY campus in Coyote Canyon. Service members have traditionally supported TSS field education programs or served with select host site partners, engaging in projects that increase STEM literacy at those organizations.

Funding for the AmeriCorps Program at TSS comes from Serve Wyoming, the AmeriCorps State chapter of the Corporation for National and Community Service (CNCS). Due to COVID-19-related challenges with in-person service, CNCS loosened typical service restrictions and permitted AmeriCorps sites to use remote service. CNCS and Serve Wyoming had one request of AmeriCorps programs: meet community need.

With the TSS grant constraints eased, the TSS AmeriCorps team began to reimagine service. How could service members support TSS and other Jackson Hole community partners from hundreds of miles away? Naomi Heindel, TSS Director of Field Education - Operations, reached out to nonprofit organizations in Jackson Hole to solicit service projects for the eight summer AmeriCorps members from across the country. Ultimately, the eight service members were paired with 14 community partners, including TSS.

"For me, the program highlights were how well this remote model worked for our members, giving them meaningful service during the pandemic, and for our partners, allowing them to focus on projects that never would've received that attention without AmeriCorps members," said Naomi Heindel.

Service members digitized and updated documents, supported social media efforts, developed virtual curriculum, conducted

research, and developed COVID-specific messaging for organizations. Community partners proposed the service projects, but these projects were also driven by the service members assigned to the projects and their interests. City Kids, a Washington, D.C.-based nonprofit with summer operations in Jackson Hole, was looking for a new way to present their curriculum to students. City Kids service member Andres Durante, a skilled illustrator, worked with City Kids to create graphic comic books as an engaging way to illustrate the curriculum. "My main take away from the experience was that I enjoy work best when I am able to incorporate other parts of my life into projects," said Andres. "In the future, I want to continue combining my work life with my passions and hobbies."

One of the hallmarks of the TSS AmeriCorps program is the cohort experience--service members often form lifelong friendships with the other members in their cohort. With remote service, "It took a lot longer for the cohort to get to know each other personally and to learn to rely on each other for support, friendship, and advice," said Naomi. "But these eight members really forged the way for what social interaction and "the cohort experience" could look like virtually." Service members facilitated a book swap, took turns doing vlogs of their backyards, held virtual craft nights and movie nights, and had a mid-term "pizza party." By the end of the service term, they were a very tight knit group, proving that friendships can be forged through Zoom with time and creativity.

"Throughout my service term, I connected with amazing individuals from all over the country," said Elsa Rall, who served the Northern Rockies Conservation Cooperative and Children's Grand Adventure. "While we yearned for the physical and emotional interactions we would have gained by living together on the TSS Jackson campus, our dedication to serve and our ability to overcome adversity [connected] us on a much deeper level."

AmeriCorps service is remote again in fall 2020, with 15 members serving from 11 different states. Naomi is excited for service members to eventually return to Coyote Canyon, but for now, she is happy to support service members in their development as young professionals and young people navigating an uncertain world. ■



A page from the comic book Andres Durante produced for CityKids during his summer AmeriCorps service. Photo courtesy of Andres Durante.

Photo courtesy of the Galapagos Conservancy

Place-Based Education for All

How Galapagos has Trained All of its Teachers in Education for Sustainability in the Last Five Years



Richard Knab met Leslie Cook in February of 2020, right before the pandemic hit the United States. Leslie, our Senior Director of Educator Development, was leading a workshop called Place-based Education Introduction in Hartford, Vermont. Richard, Director of Strategic Partnerships at Galapagos Conservancy, was a participant.

While he connected with TSS recently, Richard is no stranger to place-based education. Twenty years ago, Richard was living in Honduras with his family, working at Zamorano University, a unique center of learning known for its emphasis on learning-by-doing, when he was asked to form part of a team to revamp a traditional K-8 school located on campus. Richard and his colleagues saw an opportunity to break with convention and connect learning to place. Within several years, the Alison Bixby Stone School became a vibrant learning community that extended the classroom to include Zamorano's agricultural fields, forests, laboratories and surrounding communities, instilling children with a deep love of learning. The experience stayed with him as he moved back to the U.S. and began working at the Galapagos Conservancy, a Fairfax, VA-based nonprofit whose mission is to "protect the unique biodiversity and ecosystems of Galapagos by supporting research and management, informing public policy, and building a sustainable society." (Galapagos Conservancy)

In Galapagos, 350 preK-12 teachers work in 20 schools spread across four islands, instructing 7500 students. Historically, these teachers have had very little access to professional development, resulting in a heavy reliance on textbooks and rote learning, despite the Islands' amazing natural setting. Since the 1990s, the Fundacion Scalesia has been dedicated to strengthening education in Galapagos. In 2014, Scalesia partnered with Galapagos Conservancy and Ecuador's Ministry of Education to "identify the most effective strategies for launching an archipelago-wide education improvement program" (Scalesia Foundation). This partnership, coordinated by Richard, identified the need for evidence-based, student-centered pedagogy and began developing the Education for Sustainability Program, designed to transform education in the Galapagos through intensive teacher professional development.

When designing the program, Richard thought back to his experience in Honduras and the lessons of connecting education to place. He centered the program around Education for Sustainability (a concept very similar to place-based education), believing that an interdisciplinary approach to teaching, connected to place, would lead to better education outcomes and ultimately prepare young people to make a positive difference in their communities.

Since April 2016, 100% of teachers in Galapagos have gathered twice a year for weeklong immersive training, which is complemented by classroom observation and feedback (coaching) and professional learning circles throughout the year. Now in its fifth year, the program has developed a team of 40 like-minded training facilitators from Ecuador, the U.S. and various Latin American countries, all of whom speak fluent Spanish. But who trains the trainers? That's where TSS comes in. After meeting Leslie in Vermont, Richard was excited to "involve a significant number of our trainers in a TSS course, to help strengthen and align our thinking related to place-based education".

In a non-pandemic year, it would be costly and unrealistic for the Galapagos Conservancy to send trainers from across the U.S. and Latin America to Jackson, WY for a Teacher Learning Center workshop. But in a COVID-19 landscape, the course was offered virtually, allowing 14 Galapagos Conservancy training facilitators to join 30 other educators for the Introduction to Place-based Education virtual course. "I think it enhanced our course to have so many different perspectives," said Leslie. Educators from Ecuador joined teachers from rural, suburban and urban communities across the U.S., university professors, informal educators and others on Zoom to discuss best practices in place-based education. "After the workshop, I think we have a better shared vocabulary, we are looking at our conceptual approach a little differently, and our trainers are rejuvenated and looking forward to the future," said Richard.

María José Reichenbach was one of the trainers from the Galapagos Conservancy to attend the virtual TSS workshop. She is part of the English team at the Conservancy, supporting English teachers in the Galapagos, where English is part of the curriculum beginning in elementary school. "I loved the course, it was one of the highlights of my summer," she said. "I used to have this idea that place-based education was only about interacting with nature, but in the end I think it really connects with Education for Sustainability because it's understanding your place from several different perspectives: social, environmental and economic."

As part of the virtual workshop this summer, teams of educators were asked to design a place-based lesson, unit or project to implement in their communities. María José and two other facilitators for the ESG team, Susan Huss-Lederman and Leanne Kirk, decided on a community garden program, where each school in the Galapagos will create a garden through which, they as facilitators, can model how students can learn about sustainability with an interdisciplinary focus and develop a specific product to give back to their community. "The goal is to create a space where students can take care of nature and understand how they can have a

positive impact on it," said María José. "We really need these tools...so that students can see why it's necessary to connect learning to the place that they live in."

Galapagos is a truly unique place in its biodiversity and scientific importance. Teachers on the islands have been able to transform their teaching practices by learning through an Education for Sustainability lense in order to encourage students to "understand and embrace their pivotal role in shaping a sustainable society" (Galapagos Conservancy). A teacher from Isabela Island and her students made reusable shopping bags out of t-shirts as an alternative to plastic bags, which are banned in the Galapagos. Another teacher from Santa Cruz Island had their students write signs in English asking visitors to treat the island with respect and care.

The Ministry of Education in Ecuador has taken notice of the success of Education for Sustainability in Galapagos. "The Ministry saw our approach in Galapagos as something they want to do nationally," explained Richard. "In a new, Covid-19 related Ministry initiative, all teachers are being asked to think about place and connecting learning to place."

For teachers in Galapagos, many of them originally from the mainland, developing a connection to the islands is a foundational first step in making connections to local issues, and connecting those issues to learning objectives in the national curriculum. Galapagos teachers have remained enthusiastic about the program as it continues to grow. In the next year, 40 Galapagos teachers trained by the program as instructional coaches will complement the efforts of program staff. Looking further ahead, the Fundacion Scalesia will assume greater leadership in this work, with the goal, in Richard's words, "of becoming the TSS of Galapagos." ■



Photo courtesy of the Galapagos Conservancy



Graduate Program Looks Back on 25 Transformative Years: Where We're Headed Next

In October 2019, TSS celebrated the 25th anniversary of the Graduate Program. Alumni, current students, and faculty packed the Main Lodge on the Kelly Campus to commemorate a quarter-century of impact on experiential education. By sharing both living space and educational space, the 25 cohorts of the program since 1994 are evidence that the Graduate Program is about much more than just pedagogy and classroom management skills - it is helping create an ecosystem that will allow the place-based education model to thrive for many years to come.

The unique residential aspect of the Graduate Program attracts a unique kind of educator.

Both due to its breathtaking yet isolated location at the Kelly Campus, as well as the unique opportunity for teachers to live in community, Graduate Program participants learn through experience how to pursue, promote and protect the collective good, rather than individual achievement. Under the current circumstances of the global COVID-19 pandemic, the 2020-21 graduate cohort is learning and living this lesson each day by functioning as a unified "household" of 12. Each member of the cohort has chosen to make many individual sacrifices to protect their graduate community health. At TSS, we don't just teach about intentional culture and community leadership, we live into these values through daily practice.

The Graduate Program develops emotionally resilient educators who pursue a holistic approach to education.

Research shows that learning happens most effectively when teaching incorporates a whole-child approach; academic, physical, and social-emotional factors all play a role in supporting short- and long-term retention. To best prepare our future educators in holistic pedagogy, the teachers themselves must be familiar and comfortable with a holistic approach. As part of this model, we currently have four of our 2nd year graduate program students serving as teaching fellows at Mountain Academy. This not only prepares graduate students for teaching through a place-based education pedagogy and offers graduate fellows practical support and critical feedback from on-site graduate program advisors.

The Graduate Program continually strengthens an ecosystem that will allow the place-based education model to thrive for many years to come. Our immersive graduate program creates an opportunity for 360-degree learning among current graduate students, Mountain Academy graduate fellows, classroom teachers and graduate program faculty and administrators. According to TSS Dean of Academics, Nikki Gamrath, "We are innovating in the space of authentic learning experiences with children because, in our educational landscape today, we need transformative, real-life learning experiences more than ever." ■

Statement of Activities (Unaudited)

Fiscal Year Ending May 31, 2020

	Unrestricted Operating Fund 2020	Unrestricted Operating Fund 2019	Unrestricted Operating Fund 2018	Unrestricted Operating Fund 2017
SUPPORT & REVENUE				
Program Tuition & Fees	\$9,367,417	\$10,869,847	\$10,465,612	\$10,760,044
Contributions	\$2,403,596	\$2,520,264	\$2,885,854	\$3,135,045
Investment Income	\$1,006,082	\$978,861	\$897,612	\$859,676
Other Income	\$708,231	\$652,021	\$502,542	\$390,628
Total Support & Revenue	\$13,485,326	\$15,020,993	\$14,751,620	\$15,145,393
EXPENSES	2020	2019	2018	2017
Program Services	\$12,497,084	\$12,348,770	\$12,012,781	\$11,962,966
Management and General	\$1,538,893	\$1,672,240	\$1,378,854	\$1,444,711
Fundraising	\$585,000	\$596,455	\$573,319	\$601,128
Total Expenses	\$14,620,977	\$14,617,465	\$13,964,954	\$14,008,805
Capital Investments	\$356,948	\$517,238	\$833,632	\$1,141,432
Net Surplus (Deficit)	-\$1,492,599	-\$113,710	-\$46,966	-\$4,844
SCHOLARSHIPS/TUITION ASSISTANCE				
Field Education	\$229,870	\$278,954		
Wildlife Expedition	\$0	\$0		
Graduate Program	\$100,820	\$91,837		
Place Network	\$41,834	\$18,671		
Teacher Learning Center	\$130,701	\$156,655		
Mountain Academy	\$1,397,946	\$1,336,353		
Total	\$1,901,171	\$1,882,470		

Statement of Financial Position (Unaudited)

Fiscal Year Ending May 31, 2020

ASSETS	Ending May 31, 2020	Ending May 31, 2019	Ending May 31, 2018	Ending May 31, 2017
Cash & Cash Equivalents	\$3,638,292	\$1,054,594	\$210,270	\$436,613
Accounts Receivable	216,081	\$823,785	\$635,972	\$625,992
Inventory and Prepaid Expenses	132,245	\$223,423	\$189,308	\$142,982
Investments	17,304,488	\$17,930,612	\$19,309,704	\$19,201,867
Property & Equipment (net)	31,316,468	\$31,902,883	\$33,154,683	\$33,678,993
Total Assets	\$52,607,574	\$51,935,297	\$53,499,937	\$54,086,447
LIABILITIES & NET ASSETS				
Accounts Payable	\$201,048	\$392,359	\$489,281	\$490,187
Accrued Expenses	\$2,440,313	\$1,788,878	\$1,304,716	\$393,546
Course Deposits	\$996,736	\$1,311,245	1,152,995	\$1,397,817
Notes Payable	\$2,235,230	\$299,538	\$714,240	\$1,869,091
Total Liabilities	\$5,873,327	\$3,792,020	\$3,661,232	\$4,150,641
Net Assets	\$46,734,247	\$48,143,277	\$49,838,705	\$49,935,806
Total Liabilities and Net Assets	\$52,607,574	\$51,935,297	\$53,499,937	\$54,086,447



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Operating in partnership with Grand Teton National Park and as a permittee of the Bridger-Teton and Caribou-Targhee National Forests.

