



# OSPI ClimeTime Grant Information Webinar

[Ellen K. Ebert, Ph.D.](#)  
Director, Learning and Teaching  
Science/Environment and  
Sustainability Education

[Kim Hoss](#)  
Program Specialist, Learning and Teaching

[Kimberley Astle](#)  
K12 Science Program Supervisor

[Elizabeth Schmitz](#)  
Environment and Sustainability Supervisor

[Sabrina Reynolds](#)  
Administrative Assistant III





## **Vision**

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## **Mission**

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

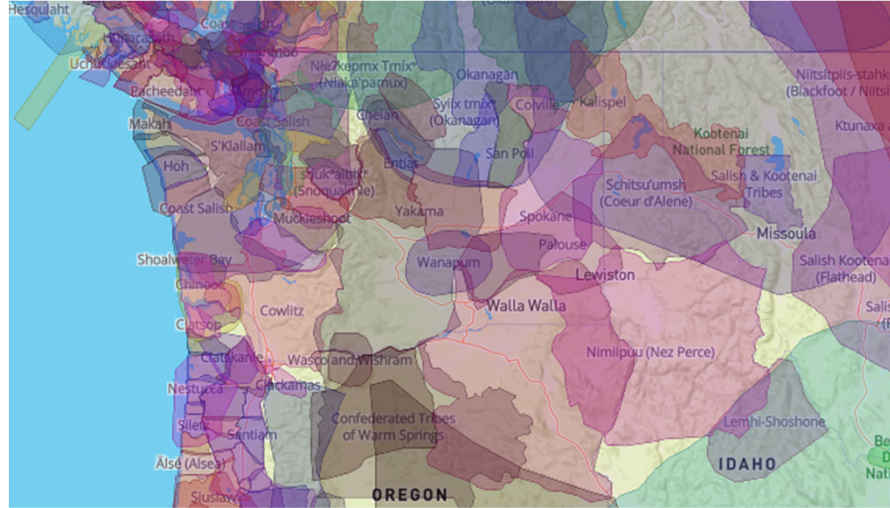
## **Values**

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Land Acknowledgement



## Today's agenda



- Review proviso grant
- Timeline and process
- Tools and resources
- Next steps
- Contacts
- Time for questions

Link to website: [ClimeTime 2021–23 | OSPI](#)



| 6/21/2021 | 4

Recognize that you may be identified as lead, and even if you're not, you'll likely be supporting your teams or potentially contributing to someone else's, another division's plans.

## Background



- The legislature has been making investments in science teacher training in Washington State Science Learning Standards (WSSLS) since 2018 (the 2019-20 school year). In 2020, the legislature increased funding from \$4,000,000 in the biennium, to \$6 million per biennium (\$3,000,000 per fiscal year). Other changes include a specific focus on supporting tribal education organizations, which was added during the 2020 legislative session. This proviso is known as “ClimeTime.”
- Washington adopted NGSS in 2013, as its WSSLS. Climate Science standards are included in NGSS.



## Legislative Authority



(5092 Sec. 522, (4)(c)).

*The 2021 Washington State Legislature allocated \$3,000,000 of the general fund in Fiscal Year 2022 and \$3,000,000 in Fiscal Year 2023 for OSPI to provide grants to school districts and educational service districts for science teacher training in the next generation science standards including training in the climate science standards. At a minimum, school districts shall ensure that teachers in one grade level in each elementary, middle, and high school participate in this science training. **Of the amount appropriated \$1,000,000 is provided solely for community-based nonprofits including tribal education organizations to partner with public schools for next generation science standards.***



| 6/21/2021 | 6

## Proviso Purpose



The proviso purpose for fiscal years 2022 and 2023 is to build on earlier teacher professional learning efforts for elementary and secondary teachers.

In FY22, 50% of the allocated funding will be designated for elementary teachers; 50% will be designated for middle and high school teachers. Additionally, priority focus will be given to plans supporting professional learning in communities historically underserved by science education.

OSPI will grant funds to Educational Service Districts (ESDs), Tribal Schools, and Community-based Nonprofit Organizations (CBOs). Grant recipients will develop and administer training to school districts within their respective regions.



| 6/21/2021 | 7

## Applicant Eligibility (Who Can Apply)



- Educational Service Districts (ESDs), Tribal Compact Schools, Community-based Nonprofit Organizations (CBOs), and Community-based Nonprofit Tribal Education Organizations (CBTEOs) who meet all eligibility requirements may apply.

OSPI interprets a nonprofit, community-based tribal education organization to mean an *organization focused on education, whose board or leadership team is comprised primarily of federally recognized tribal leaders or members, and who has demonstrated collaboration with tribal nations, with a vision and mission that shows a commitment to serving tribal communities.*



| 6/21/2021 | 8



## Non- profit Community Based Organization Eligibility

- Community-based Nonprofit Organizations (CBOs) and Community-based Tribal Education Organizations (CBTEOs) must be a Washington Secretary of State registered Nonprofit Corporation; federal 501(c)(3) tax-exempt status is *not* required.
- Have a minimum of five years of experience in planning and delivering science/environmental science education in Washington.
- Have at least five consecutive years of working with teachers and school systems.
- Provide two letters of support attesting to their qualifications (letters should be new and reflect work conducted during the last two years).
- If planning professional learning activities with tribal education organizations, applicants can provide evidence of tribal consultation, (i.e. Memorandums of Agreement or Memorandums of Understanding, letters of support) and willingness to collaborate with OSPI Office of Native Education.
- Provide evidence of collaboration and coordination with educational service district (ESD) colleagues in work plans.
- Have participated in OSPI/ESD jointly sponsored informal science educator convenings or provide evidence of joint work with their regional ESD.
- Demonstrate commitment to antiracism, equity, diversity, and inclusion in your education work.



| 6/21/2021 | 9

## GRANT OPPORTUNITIES



- Community-based nonprofit organizations (CBOs) and community-based nonprofit tribal education organizations (CBTEOs): \$900,000
  - Two grants for \$205,000 each
  - Two grants for \$125,000 each
  - One grant for \$90,000
  - Two grants for \$75,000 each
- ESDs and Tribal Schools: \$1,800,000
  - Educational Service Districts: \$180,000 per region
  - Tribal Education Schools including Tribal Compact Schools: \$180,000



| 6/21/2021 | 10

## iGrants Processes



- If you do not already have an Education Data System (EDS) account, you will need to create one in order to have an iGrants account.
- Once you have an active EDS account, you'll want to create an iGrants account. If you work for an ESD, School District, or School, your Data Security Manager will assign you an iGrants User role.
- If you work for a CBO or CBTEO, you will email [CustomerSupport@k12.wa.us](mailto:CustomerSupport@k12.wa.us) with the following information:
  - Your first and last name
  - Your email address
  - Legal name of your organization
  - Street address of your organization
  - Business phone (with area code).



| 6/21/2021 | 11

Refer to page 8 of the application for a screenshot of the iGrants Tabs

# Assurances



The assurances are the grant requirements. They are listed first to help you as you write your application. If you cannot meet the assurances, it may be that this is not a grant opportunity for your organization.



| 6/21/2021 | 12

Once there, you can create an account by selecting the tab called “Create an Account” and following the instructions.

## Letters of Participation and Support



- Organizations are required to submit two letters of support attesting to recent work done in the past two years.
- Additionally, projects seeking to work with Tribal educators and youth will provide evidence of tribal consultation (i.e. Memorandums of Agreement or Memorandums of Understanding), letters of support, and willingness to collaborate with OSPI Office of Native Education.



| 6/21/2021 | 13

# Time Lines and Dates



6/28/21: Form Packages are launched in iGrants and open for applications

7/12/21: Applications must be submitted to OSPI. Late applications will not be able to move forward.

7/13/21 - 7/26/21: Grants Reviewed

7/28/21: Grantees Notified



| 6/21/2021 | 14



Questions?





# Grant Application





## Before we discuss the application...



*The timeline of this project does not allow enough for the development and piloting of new curricula materials. CBOs and CBTEOs are encouraged to adapt or use existing OER learning resources so that resources developed can continue to be freely available. Use or adapt OER materials available on the [ClimeTime website](#), [CLEAN Network](#), [NOAA](#), [NASA](#), [Climate Generation](#), [Since Time Immemorial](#), [Affiliated Tribes of the Northwest](#), etc.*



| 6/21/2021 | 17

## Application Sections



- Abstract
- Project Work Plan
- Needs Analysis
- Access and Equity
- Collaboration
- Professional Learning
  - Sample professional learning
- Assessment and Evaluation
- Communication
- Project Timeline
- Experience and Qualifications
- Budget



| 6/21/2021 | 18

**Abstract:** A summary of all the projects and activities that will be funded by this grant

## Project Work Plan



- Since its inception, ClimeTime projects have collaborated to develop and provide the best professional learning strategies and practices for Washington state teachers. These partnerships have led to innovative professional learning opportunities, supported project coherence, and provided opportunities for individual organizations and ESDs to learn from one another as they co-developed and craft effective practices for working with adult learners.
- How will your proposed project to support and encourage the development of strong partnerships and collaboration among the network of [ClimeTime grantees](#), ensuring continuity and equity commitments of earlier grant projects?



| 6/21/2021 | 19

# Needs Analysis



- Priority focus must be given to [priority and focus schools](#), and communities historically underserved by science education. These communities can include but are not limited to Tribal Nations (including Tribal Compact Schools, schools on or near tribal reservations, and schools required to consult with the nearest federally recognized tribe through Section 8538 of the Every Student Succeeds Act. Please visit the [Office of Native Education's website](#)), [migrant students](#), schools with high free and reduced lunch populations, rural and remote schools, [students in alternative learning environments](#), students of color, emergent multilingual learner students, and [students receiving special education services](#).
- Provide a "needs analysis" to demonstrate how funding supports targeted audiences.



| 6/21/2021 | 20

## Access and Equity

Whether you are a nonprofit community based organization or an Educational Service District how will you ensure that each school district in your region has access to these opportunities and resources?

Describe evidence to support your answer.

## Collaboration (CBOs)

- CBOs are uniquely positioned to support K–12 educators’ understanding of how to infuse local resources into opportunities for students to learn more about their community’s infrastructure and environment, assume a sense of stewardship toward conservation of ecosystems in a changing climate, and how to develop empathy for non-human organisms. For example, preservation of community health through climate resiliency plans. CBOs can build capacity among different organizations by extending classroom learning through partnerships and collaborations.
- Describe how you will build on these efforts and support network project coherence by collaborating and coordinating with your local ESD(s), and community partners, while not duplicating a professional learning effort.

## Collaboration (ESDs)



- CBOs will design and implement training to schools and districts in the WSSLS/NGSS including climate science standards, prioritizing the use of available open educational resources (OER), and sharing all training resources, developed activities, lessons, and assessments as OERs.
- How will you ensure that each school district in your region has access to these opportunities and resources? Describe evidence to support your answer.



| 6/21/2021 | 23

# Professional Learning



Explain your approach to the design and development of teacher professional learning that grows the efforts of the first three years to improve teacher science knowledge in the WSSLS/NGSS with special emphasis on climate science education. Consider the following points in your response: (750-word max)

- Explain how your proposed professional learning addresses post-pandemic school closures and is culturally and community relevant.
- Provide your initial thinking about what the work entails and the processes you will use to design and implement teacher professional learning. Draw a through-line to the teachers' students.
- Explain how you will work with teachers, the students whom they serve, schools, communities, and colleagues across the state potentially reaching urban, suburban, rural, and remote locations.
- If your project will serve tribal youth, including their teachers and communities, describe how your process includes tribal consultation in the design of professional learning activities.



| 6/21/2021 | 24



## Assessment and Evaluation



- Describe your plan to continuously reflect and use feedback from professional learning activities to improve your project.
- Projects will develop and implement teacher pre and post-assessments (e.g., [practical measures](#)). Provide a 10-question teacher survey sample.
- Projects will develop a 10-question sample [student practical measures learning survey](#) or other culturally appropriate measures) consistent with reporting requirements for the [Washington State Improvement Framework](#). Provide a 10-question student survey sample.



| 6/21/2021 | 25

# Communications



- Describe your plan to communicate learnings/best practices with OSPI and the broader education community in the state; and/or, your plan for scaling/replicating the work in other districts.
- How will you share learning materials and training resources as open educational resources (OER) and ensure they are ADA compliant (view rules in the Review tab of Microsoft Word)?
- How will you provide continued communication support for existing efforts (e.g. ClimeTime "What's New," success stories, newsletter, and website information)?



| 6/21/2021 | 26

# Project Timeline



- Provide a project timeline listing key project activities and milestones.



| 6/21/2021 | 27

## Experience and Qualifications



- Describe your team and its track record as it relates to the Framework for K–12 Science Education and the WSSLS/NGSS, climate science education, curriculum adaptation, professional learning based on instructional materials, data collection and analysis, and project management with multiple groups and communities.
- How specifically will you meet the needs of students in communities historically underserved by science education?
- Describe your team’s experience serving Washington’s many diverse students. Provide specific details, including links or citing URLs to products, artifacts, and evaluation reports if available.
- Explain why your team is uniquely suited to do this work. Include a description of any unique or specialized assets—including content, data, cultural capacities, human resources, and/or media—that the team can bring to this project.
- Please upload resumes for all lead team members.



| 6/21/2021 | 28

# Budget



- Using the [Project Budget Narrative Template](#), which is linked to the application profile page, create a budget for your project. In addition to categories and amounts, you will provide a narrative about each activity. In addition to the Project Budget Narrative Template, you will find a document that describes the allowable activities and the objects of expenditure.
- Please upload your completed Project Budget Narrative, using the supplied template.
- As ClimeTime partners, ESDs may provide CBOs with up to \$10,000 of ESD ClimeTime funding. These funds are reserved specifically for teacher support, e.g. substitutes, travel, and stipends. Explain whether or not your plan includes ESD funding and identify what the funds will be used for.



| 6/21/2021 | 29



## Resources



This is not a complete list of resources, and OSPI is not responsible for their content.

## Learning Networks



- ClimeTime Network - <https://climetime.org>
- Climate Literacy and Energy Awareness Network (CLEAN) <https://cleanet.org>
- Zinn Education Project's Teach Climate Science Campaign - <https://www.zinnedproject.org/campaigns/teach-climate-justice>
- Talk Climate - <https://talkclimate.org/>
- Yale Climate Connections <https://yaleclimateconnections.org/>
- Alliance for Climate Education <https://acespace.org/>
- Climate Action Childhood Network - <http://www.climateactionchildhood.net/>
- Action for Climate Empowerment - <https://aceframework.us/>



| 6/21/2021 | 31

## Action Networks



- Climate Justice Alliance - <https://climatejusticealliance.org/>
- Indigenous Environmental Network - <https://www.ienearth.org/>
- US Climate Action Network - <https://www.usclimatenetwork.org/>



| 6/21/2021 | 32



## Other Resources

- Justice-Centered Climate Science Learning  
<https://tinyurl.com/20210407CJ>
- OSPI's ClimeTime Proviso Report 2019–20  
<https://www.k12.wa.us/sites/default/files/public/finance/agencyfinancialservices/provisos/2020/AT1-CJ1-ScienceTeacherTrainingFY20.pdf>
- OER Commons ClimeTime Collection  
<https://www.oercommons.org/groups/climetime/4081>



Questions?



ClimeTime 2021–23 | OSPI





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Thank you!!*



[k12.wa.us](https://k12.wa.us)



[facebook.com/waospi](https://facebook.com/waospi)



[twitter.com/waospi](https://twitter.com/waospi)



[youtube.com/waospi](https://youtube.com/waospi)



[medium.com/waospi](https://medium.com/waospi)



[linkedin.com/company/waospi](https://linkedin.com/company/waospi)