

ClimeTime Grant Application Guidance

For iGrants Form Packages 809 & 817

Fiscal Year 2022



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Introduction

This ClimeTime Grant Application Guidance is intended to guide you through the application process for 2021–22 ClimeTime funding. You will find background, context, and resources that should help you submit a high-quality application. This year’s applications look different than years prior; therefore, if you have previously applied for a ClimeTime grant, you should expect the process to vary slightly. This guidance document provides helpful instructions for navigating iGrants as it pertains to ClimeTime form packages. Consider this a preparation tool.



Since 2018, the Washington State Legislature has allocated \$10M to ClimeTime teacher training. The legislature confirmed its commitment to ClimeTime by allocating another \$6M for the 2022–23 biennium.

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.”

In 2013, Washington adopted Next Generation Science Standards as its WSSLS. Climate Science standards are included in NGSS.

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.

The timeline of this project does not allow for the development and piloting of new curricula materials. Projects 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](#), [Since Time Immemorial](#), [CLEAN Network](#), [NOAA](#), [NASA](#), [Affiliated Tribes of the Northwest](#), [Climate Generation](#), etc.

FY22 LEGISLATIVE AUTHORITY

[SB 5092 Sec. 522 \(4\)\(c\)](#) \$3,000,000 of the general fund—state appropriation for fiscal year 2022 and \$3,000,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the office of the superintendent of public instruction 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.

GRANT OPPORTUNITIES

ClimeTime Community-based Nonprofit Organizations (CBOs) FP 817

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

ClimeTime Educational Service Districts (ESDs) and Tribal Schools FP 809

ESDs and Tribal Schools: \$1,800,000

- Educational Service Districts: \$180,000 per region
- Tribal Education Schools including Tribal Compact Schools: \$180,000

IMPORTANT APPLICATION DATES

6/8/21: ClimeTime Grant Application Guidance is posted on the OSPI ClimeTime website.

6/21/21: OSPI hosts an informational webinar via Zoom. The link will be posted to the OSPI ClimeTime website.

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.

CONTACT INFORMATION

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Applicant Eligibility (Who Can Apply)

Educational Service Districts (ESDs), Tribal 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.*

Community-based Nonprofit Organization Applicants

Form package 817 is the ClimeTime grant for CBOs and CBTEOs. All criteria must be met to be eligible for the ClimeTime CBO grant.

- 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 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 provided evidence of joint work with their regional ESD.
- Demonstrate commitment to anti-racism, equity, diversity, and inclusion in your education work.

Educational Service Districts (ESDs) and Tribal Schools

Form package 809 is the ClimeTime grant for ESDs and Tribal Schools, 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 \(1965\)*](#).

About the Guidance Document

The purpose of this specific 'ClimeTime Grant Application Guidance' document is to allow you time to develop your application while the iGrants Form Package (FP) is being finalized. The question and rubric sections of this document closely resemble the iGrants FPs soon to be released.

Accessing iGrants

If you do not already have an Education Data System (EDS) account, you will need to create one to have an iGrants account. To create an EDS account, you will go to [EDS](#). Once there, you can create an account by selecting the tab called "Create an Account" and following the instructions.

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 with the following information:

- Your first and last name
- Your email address
- The legal name of your organization
- Street address of your organization
- Business phone (with area code)

Please, only email Customer Support after you have created an EDS account. They won't be able to create an iGrants profile without one, and they cannot create the EDS account for you. Please note, it might take up to 48 hours for Customer Support to respond to your request, so please make your requests sooner than later.

iGrants Layout

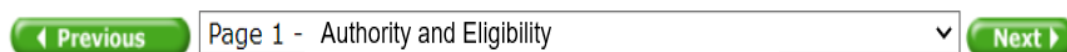
This document refers to tabs and pages to align with iGrants design. You will find tabs at the top of your application.

Figure 1: iGrants Tabs (Both FPs)



Once you select the Competitive Application tab, you will see the application pages. By default, Page 1 – Authority and Eligibility will appear because it was designed as the first page. ESDs and Tribal Schools will see "Page 1 – Assurances" instead. You can use the dropdown menu to see the list of pages and navigate to other pages. *Be sure to save each page before proceeding to the next.*

Figure 2: iGrants Application Pages (Both FPs)



Guidance Document Layout

The specific page guidance you are about to read very closely resembles the iGrants application pages. Any differences will be minor.

CBO & CBTEO Questions and Rubrics will start with FP 817 Application Page 1: Authority and Eligibility. Questions and rubrics will be numbered relative to their application page.

ESD & Tribal School Questions and Rubrics will start with FP 809 Application Page 1: Assurances. Questions and rubrics will be numbered relative to their application page.

This marks the end of introductory and general information.

If you are applying as a CBO or CBTEO, please proceed to [CBO and CBTEO Questions and Rubrics](#) (page 6).

If you are applying as an ESD or Tribal School, please proceed to [ESD and Tribal School Questions and Rubrics](#) (page 24).

CBO and CBTEO Questions and Rubrics

FP 817 Application Page 1: Authority and Eligibility

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.

Eligibility

You must meet all of these criteria to apply for this funding opportunity.

1. Community-based Nonprofit Organizations (CBOs) and Community-based Nonprofit Tribal Education Organizations (CBTEOs) must be a Washington Secretary of State registered Nonprofit Corporation. Federal 501(c)(3) tax-exempt status is not required.
2. Have a minimum of five years of experience planning and delivering science/environmental science education in Washington.
3. Have at least five consecutive years of working with teachers and school systems.
4. Provide two letters of support attesting to qualifications (letters should be new and reflect work conducted during the last two years).
5. 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.
6. Provide evidence of collaboration and coordination with educational service district (ESD) colleagues.
7. Have participated in OSPI/ESD jointly sponsored informal science educator convenings or provided evidence of joint work with your regional ESD.
8. Demonstrate commitment to anti-racism, equity, diversity, and inclusion in your education work.

QUESTION 1.1

Question 1.1

Does your CBO meet the eligibility requirements? Yes No

QUESTION 1.2

Question 1.2

Please upload evidence of your current standing with the Washington Secretary of State. Files must be uploaded into the box on Application Page 3 – Uploads.

Combined Rubric for Questions 1.1–1.2

Eligibility	No points assigned	
The applicant meets eligibility requirements.	Yes	No
Evidence of the applicant's current nonprofit status is uploaded	Yes	No

FP 817 Application Page 2: Assurances

Assurances

1. Declare that all answers and statements made in the proposal are true and correct.
2. Understand that OSPI will not reimburse applicants for any costs incurred in the preparation of this application. All applications become the property of OSPI, and applicants claim no proprietary right to the ideas, writings, items, or samples.
3. CBOs ensure that they hold nonprofit status; are accessible to the identified ESD region(s); are experienced in environmental science education; have at least five consecutive years of working with teachers and school systems; have participated in OSPI/ESD jointly sponsored informal science educator convenings or can demonstrate work with the schools/districts/ESDs; and can demonstrate commitment to anti-racism, equity, diversity, and inclusion in education work.
4. Prioritize [comprehensive and targeted comprehensive](#) schools and communities historically underserved by science education, including, but not limited to Tribal Nations, 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*, migrant students, schools with high free and reduced lunch populations, rural and remote schools, students in alternative learning environments, students of color, emergent multilingual learners students, and students receiving special education services.
5. 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.
6. If awarded, work together as a network of ESDs and CBOs to plan and coordinate efforts to implement this proviso successfully.
7. Leverage professional learning networks (e.g., Fellows, LASER, etc.).
8. Provide a mechanism for teachers to participate in professional learning communities to debrief their learnings and strategize the next steps for their school-wide implementation.
9. Work with districts to provide teacher training in the WSSLS/NGSS, including climate science standards, and provide evidence that all districts residing in an ESD region can attend the teacher training. Teams, including administrators when possible, from elementary, middle, and high schools are encouraged.
10. Provide training that is equitably accessed: face-to-face, blended (virtual and face-to-face), and virtual.
11. Provide an articulated scope and project design that will help a school or district fulfill WSSLS/NGSS through innovative, real-world, local place-based environmental science learning opportunities working from a culturally responsive or resurgent perspective.
12. Develop a communications plan to provide information about professional learning opportunities to attract and recruit educators equitably, publicize efforts through social media, etc.
13. Provide communications information to add to the [ClimeTime](#) website as requested by OSPI and the communications team.
14. Ensure that resources (PD or other materials) produced with the ClimeTime Grant are Open Educational Resources (OER), licensed under the [Creative Commons Attribution License](#), and be ADA compliant. All derivative works made from others' existing OER must follow the open license terms on those works and be ADA compliant. OSPI will periodically review participant and workshop materials, including handouts, activities, curricular resources, and all other project components that would enable replication of any of the professional development sessions by other organizations. Upon completion of the project, all materials and resources developed by the project shall be added to OER Commons and the [ClimeTime](#) website and must be sent to OSPI.

15. Develop and implement a pre/post teacher and student [practical measures learning survey](#) or other culturally appropriate assessment (as an example).
16. Provide a final report by July 30, 2022, that details project impact, results of learning surveys, and any available student artifacts.
17. Submit periodic budget updates to OSPI when requested and submit claims promptly.
18. Identify a project lead to attend required statewide meetings: the initial 2-day summer design institute, two additional 2-day meetings during the year, and regular virtual check-ins approximately every six weeks (Budgets should reflect costs for project leads to attend face-to-face network meetings and webinars of the initiative).
19. Host OSPI site visits.
20. Respond to communications and requests from OSPI, including providing ongoing communication in a timely manner.
21. Implement feedback from OSPI to ensure ongoing alignment to project goals and vision.

Letters of Participation and Support

One of the eligibility requirements for projects seeking to work with Tribal educators and youth is to 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.

Additionally, you must provide two letters of support attesting to your qualifications (letters should be new and reflect work conducted during the last two years).

You may also choose to include additional letters of support that convey organizational commitment and project sustainability. To upload files, navigate to Application Page 3 - Uploads.

Acknowledgment of Grant Requirements & Assurances

Assurance questions will not be scored; however, failure to meet eligibility requirements will make you ineligible to apply.

QUESTION 2.1

Question 2.1

By entering your name, you are hereby declaring that you agree to the terms and conditions of the preceding document and assure that all information provided herein is accurate.

Figure 3: Assurances Agreement from Application Page 2 (FP 817)

Organization President/Executive:	Email Address:
Project Lead:	Email Address:
Date (MM/DD/YY):	

Rubric 2.1

Assurances	No points assigned	
	Yes	No
Assurances are complete and signed		

FP 817 Application Page 3: Uploads

ClimeTime grants will require uploads this year. Throughout the application, you will be asked to upload specific documentation. Application Page 3 is specifically for uploads. You will find instructions on how to upload your documents. A list of all required documents is also on Application Page 3.

One of the required uploads must be on a specific template: the [Project Budget Narrative Template](#). You can also find the template on the iGrants Profile Page.

To upload, select the Choose File button, then select the applicable file from your computer. Once the file name shows, select the Upload button. You will know your file has been successfully uploaded because you will now see it in a list within the upload box. Each file will show the document title, who uploaded it, and the time it was uploaded.

The following documents are required, as noted throughout the application:

1. Evidence of current nonprofit standing with Washington Secretary of State
2. [Project Budget Narrative](#)
3. Example of the type of professional learning your project envisions
4. Resume for all lead team members
5. Two letters of support attesting to your qualifications (letters should be new and reflect work conducted during the last two years)
6. For projects seeking to work with tribal educators and youth: 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.

All projects may choose to include additional letters of support that convey organizational commitment and project sustainability.

Figure 4: Upload Box from Application Page 3 (FP 817)

Upload documents here.
File names may *not* include symbols.

Enter file to upload

Choose File

Upload

Uploaded Files	Uploaded By	Uploaded At	Delete

First, choose your file

Each document will show here

Second, press to upload your chosen file

If you need to delete an upload before you submit, don't worry. Just delete.

The diagram illustrates the upload interface. It features a 'Choose File' button and an 'Upload' button. Below these is a table with columns for 'Uploaded Files', 'Uploaded By', 'Uploaded At', and 'Delete'. A 'Delete' button is shown in the table. Yellow callout boxes provide instructions: 'First, choose your file' points to the 'Choose File' button; 'Second, press to upload your chosen file' points to the 'Upload' button; 'Each document will show here' points to the table; and 'If you need to delete an upload before you submit, don't worry. Just delete.' points to the 'Delete' button in the table.

FP 817 Application Page 4: Project Contact Information

These contact fields are specific to people who will be responsible for your particular ClimeTime project, including the work plan and budget. Your project contacts may be the same people as your EDS contacts. They may also vary, as you might have projects assigned to various people. Please complete these fields even if they are the same as your EDS contacts.

Figure 5: Contact Table from Application Page 4 (FP 817)

Project Lead Contact Information
Name:
Title:
Email:
Phone:
Administrator Contact Information
Name:
Title:
Email:
Phone:
Fiscal Contact Information
Name:
Title:
Email:
Phone:

Page 4 is not scored; however, it must be completed in full.

FP 817 Application Page 5: Project Plan

Project Abstract

QUESTION 5.1

Question 5.1

Please provide an abstract of your project and summarize all the projects and activities that this grant will fund. A focus on specific partners, goals, and objectives should be highlighted. (250-word max)

Rubric 5.1

Project Abstract	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
The project abstract provides a summary of the project’s vision.			
The project abstract highlights specific partners and goals.			
Question Total (0–20 points)			

Project Work Plan

QUESTION 5.2

Question 5.2

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 support and encourage the development of solid partnerships and collaboration among the network of [ClimeTime grantees](#), ensuring continuity and equity commitments of earlier grant projects? (500-word max)

Rubric 5.2

Project Work Plan	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
The response acknowledges previous innovation and successful collaboration among the ClimeTime grantees.			
The response describes a collaborative practice for developing professional learning and working together to implement effective learning for adult learners.			
Equity and inclusion are evident factors in the selection of partners.			
Question Total (0–30 points)			

QUESTION 5.3

Question 5.3

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 webpage](#)), [migrant students](#), schools with high free and reduced-price 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. (500-word max)

Rubric 5.3

Project Work Plan	Exceeds Standard (8–10 points)	Meets Standard (4–6 points)	Below Standard (0–3 points)
The response provides a needs analysis using data to support the target audiences.			
Question Total (0–10 points)			

QUESTION 5.4

Question 5.4

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. (300-word max)

Rubric 5.4

Project Work Plan	Exceeds Standard (8–10 points)	Meets Standard (4–6 points)	Below Standard (0–3 points)
The response provides supporting evidence for access and equitable resources in the professional learning opportunities.			
Question Total (0–10 points)			

QUESTION 5.5

Question 5.5

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 previous efforts and support network project coherence by collaborating and coordinating with your local ESD(s) and community partners and not duplicate a professional learning effort. (500-word max)

Rubric 5.5

Project Work Plan	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
The response provides a clear description and specific actions to build on previous work.			
Specific partners are named and plans for collaborative professional learning are detailed.			
Question Total (0–20 points)			

FP 817 Application Page 6: Vision for Professional Learning

Context

The ClimeTime project is three years old. The most recent year has been marked and impacted by the COVID-19 pandemic, school closures, and social upheaval across the country. Grantees in 2020–21 were innovative, adaptive, and strategic in meeting the needs of Washington teachers, their students, and communities. Across the country, states have provided guidance documents to help schools, districts, and their partnering community organizations to reopen. OSPI published an [‘Academic and Student Well-being Planning Guide 2021’](#), which can provide additional information for applicants.

Project Vision

QUESTION 6.1

Question 6.1

Explain your approach to the design and development of professional learning that grows the efforts of the first three years to improve teacher science knowledge in the WSSLS/NGSS with a particular 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 professional learning for teachers. Draw a through-line to the teachers’ students.
- Explain how you will work with teachers, the students they serve, schools, communities, and colleagues across the state, potentially reaching urban, suburban, rural, and remote locations.
- If your project serves tribal youth, including their teachers and communities, describe how your process includes tribal consultation in the design of professional learning activities.

Rubric 6.1

Vision for Professional Learning	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
The proposed professional learning is designed to address post-pandemic school closures and is culturally and community relevant.			
The project vision utilizes face-to-face learning as well as virtual and blended learning environments.			

Vision for Professional Learning	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
Proposed professional learning is designed for adult learners and provides learning experiences that are targeted, WSSLS/NGSS aligned. Climate Science Professional Learning reflects contemporary science and data sets from state, federal, and international agencies, and organizations.			
The project vision addresses students historically underserved by science (e.g., students of color, migrant education students, Native American youth, students receiving special education services, students in alternative learning environments, students enrolled in Career and Technical Education courses, students receiving free and reduced lunches).			
<p>Overall, student lessons are</p> <ul style="list-style-type: none"> • WSSLS/NGSS aligned, • at grade-level rigor, • reflect both the natural and designed world, • include local and community resources (e.g., community climate resiliency plans), • include research-based routines and practices (modeled from recently developed research-based OER middle school materials (e.g., OpenSciEd routines), • emphasize phenomena-based learning and culturally responsive/resurgent pedagogy, • develop place-based/experiential learning within community contexts focusing on community relevance, and student interest and identity, and • may integrate other content areas such as ELA, mathematics, social studies, physical science, and the Arts. 			
Project vision provides evidence of authentic collaboration and coordination.			
Question Total (0–60 points)			

QUESTION 6.2

Question 6.2

Please upload a sample of the type of professional learning your project envisions. Files must be uploaded into the box on Page 3 – Uploads.

Rubric 6.2

Vision for Professional Learning	Exceeds Standard (4–5 points)	Meets Standard (2–3 points)	Below Standard (0–1 point)
A relevant sample of professional learning is uploaded to the box on Page 3.			
Question Total (0–5 points)			

QUESTION 6.3

Question 6.3

Consulting with local Tribes and teaching and respecting the history of local Native communities can help build the positive cultural identity of Native American students, position them as problem solvers within their communities, and increase the knowledge of non-Native educators and students.

If you will work with tribal educators and youth, provide evidence of tribal consultation (i.e., Memorandums of Understanding or Memorandums of Agreement, letters of support) and willingness to collaborate with OSPI Office of Native Education. Files must be uploaded into the box on Page 3 – Uploads.

Rubric 6.3

Vision for Professional Learning	Exceeds Standard (4–5 points)	Meets Standard (2–3 points)	Below Standard (0–1 point)
Evidence of tribal consultation and willingness to collaborate with the Office of Native Education is uploaded to the box on Page 3.			
Evidence acknowledges that consulting with local Tribes and teaching and respecting the history of local Native communities can help build the positive cultural identity of Native American students, position them as problem solvers within their communities, and increase the knowledge of non-Native educators and students.			
Question Total (0–10 points)			

FP 817 Application Page 7: Assessment and Evaluation

In this part of the application, you will address your project’s plans to evaluate and continually assess its impacts across multiple activities.

QUESTION 7.1

Question 7.1

Describe your plan to continuously reflect and use feedback from professional learning activities to improve your project. (250-word max)

Rubric 7.1

Assessment and Evaluation	Exceeds Standard (7–10 points each)	Meets Standard (3–6 points each)	Below Standard (0–1 point each)
The response addresses evaluation and assessment of professional learning feedback and includes a plan for modifying project plans in the interest of needed improvement.			
Response describes self-reflection practice.			
Question Total (0–20 points)			

QUESTION 7.2

Question 7.2

Projects will develop and implement teacher pre and post-assessments (e.g., [practical measures](#)) or other culturally appropriate measures. Provide a 10-question teacher survey sample. (250-word max)

QUESTION 7.3

Question 7.3

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. (250-word max)

Combined Rubric for Questions 7.2–7.3

Assessment and Evaluation	Exceeds Standard (4–5 points)	Meets Standard (2–3 points)	Below Standard (0–1 point)
Sample Teacher Survey relates clearly to the proposed activity.			
Sample Student Survey relates clearly to the proposed classroom learning.			
Question Total (0–10 points)			

FP 817 Application Page 8: Communication and Timeline

Communication

In this section, you will describe your plan for communicating learnings/best practices, such as through case studies, sharing on the ClimeTime website, with OSPI and the broader education community in the state, and a plan for scaling or replicating the work in other districts. You will describe your strategy for sharing professional learning products as Open Educational Resources for dissemination on WA ClimeTime OER, licensing them as Creative Commons, and submitting them already ADA compliant.

QUESTION 8.1

Question 8.1

Describe your plan to communicate learnings/best practices with OSPI and the broader education community in the state; your plan for scaling/replicating the work in other districts. (150-word max)

QUESTION 8.2

Question 8.2

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*)? (150-word max)

QUESTION 8.3

Question 8.3

How will you provide continued communication support for existing efforts (e.g., ClimeTime 'What's New', success stories, newsletter, and website information)? (150-word max)

Combined Rubric for Questions 8.1–8.3

Communication	Exceeds Standard (4–5 points each)	Meets Standard (2–3 points each)	Below Standard (0–1 point each)
The communication plan thoroughly addresses all three questions.			
The communication plan addresses ADA compliance.			
The communication plan addresses support for website contributions.			
Question Total (0–15 points)			

Estimated Timeline & Key Project Activities

In this section, you will address your project’s timeline and key activities, including the July 1, 2021 – June 30, 2022, OSPI activities below.

Figure 6: OSPI’s Estimated Timeline and Activities (FP 817)

Date	Activity
June 9, 2021	OSPI posts the ‘ClimeTime Grant Application Guidance’ document to the science webpage.
June 21, 2021	OSPI holds an informational webinar to walk through the application.
June 9–28, 2021	Prospective applicants can prepare using the ClimeTime Grant Application Guidance. <i>This allows for more preparation time but a shorter application window.</i>
June 28, 2021	OSPI releases grant opportunities via iGrants (<i>look for ClimeTime CBOs, Form Package 817</i>).
July 1, 2021	FY22 begins. Approved applications will be eligible for funding effective July 1, even though awards will not be made until late-July.
July 12, 2021	Applications are due via iGrants. Late applications will not be considered. <i>Please make sure you can use iGrants ahead of time, and all relevant parties understand their approval role so that you do not encounter technical difficulties.</i>
July 13–26, 2021	OSPI reviews and scores applications.
July 27–28, 2021	OSPI announces awards via iGrants.
August 2021	All grantees attend 2-day Summer Design Institute (<i>exact dates and location TBD</i>).
September 23, 2021	ClimeTime Project Leads Check-in (<i>Zoom link TBD</i>)
October 2021	OSPI sends financial check-in to grantees.
November 18–19, 2021	All grantees attend 2-day Fall Meeting (<i>location TBD</i>).
January 5, 2022	ClimeTime Project Leads Check-in (<i>Zoom link TBD</i>)
February 2022	OSPI sends financial check-in to grantees.
March 16–17, 2022	All grantees attend 2-day Data Festival (<i>location TBD</i>).
April 14, 2022	ClimeTime Project Leads Check-in (<i>Zoom link TBD</i>)
May 11, 2022	ClimeTime Project Leads Check-in (<i>Zoom link TBD</i>)
June 30, 2022	FY22 grant funding ends. <i>Unspent funds will be returned to the legislature.</i>
July 30, 2022	Provide a final report to OSPI detailing project impact, results of learning surveys, and results from assessments or other culturally appropriate measures.

QUESTION 8.4

Question 8.4

Provide a project timeline listing key project activities and milestones. (150-word max)

Rubric 8.4

Project Timeline	Exceeds Standard (4–5 points)	Meets Standard (2–3 points)	Below Standard (0–1 point)
Key timeline activities and milestones are spread throughout the fiscal year, acknowledge OSPI’s scheduled activities, and address the final report.			
Question Total (0–5 points)			

FP 817 Application Page 9: Experience and Qualifications

In this section, please describe your team, its experience, and its track record. Describe your team’s expertise serving Washington’s many diverse students, including those in communities historically underserved by science education. Please be prepared to provide specific details, including links to products, artifacts, and evaluation reports, if available. You will need to provide resumes for all team lead members.

QUESTION 9.1

Question 9.1

Describe your team and its track record related 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. (250-word max)

QUESTION 9.2

Question 9.2

How specifically will you meet the needs of students in communities historically underserved by science education? (250-word max)

QUESTION 9.3

Question 9.3

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. (250-word max)

QUESTION 9.4

Question 9.4

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 media—that the team can bring to this project. (500-word max)

Combined Rubric for Questions 9.1–9.4

Experience and Qualifications	Exceeds Standard (4–5 point each)	Meets Standard (2–3 points each)	Below Standard (0–1 point each)
Resumes of team leads are provided.			
Relevant experience is identified.			
The team has experience serving underserved student populations.			
The team’s unique assets are identified.			
Total (0–20 points)			

QUESTION 9.5

Question 9.5

Please upload two letters of support attesting to your qualifications (letters should be new and reflect work conducted during the last two years). Files must be uploaded into the box on Page 3 – Uploads.

QUESTION 9.6

Question 9.6

Please upload resumes for all lead team members. Files must be uploaded into the box on Page 3 – Uploads.

Combined Rubric for Questions 9.5–9.6

Experience and Qualifications	No Points Assigned	
Letters of support are uploaded to the box on Application Page 3.	Yes	No
Current resumes for team leadership are uploaded to the box on Application Page 3.	Yes	No

FP 817 Application Page 10: Budget

Grantees will be asked to submit quarterly project narratives and periodic budget reports to provide updates on progress for grant-funded benchmarks and expenditures.

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, we have created a resource that describes the allowable activities and the objects of expenditure. That document is called the [ClimeTime Budget and Claims Guidance for CBOs](#).

QUESTION 10.1

Question 10.1

Please upload your completed Project Budget Narrative using the supplied template. Files must be uploaded into the box on Page 3 – Uploads.

QUESTION 10.2

Question 10.2

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. (150-word max)

Combined Rubric for Questions 10.1–10.2

Budget	No Points Assigned	
Complete Project Budget Narrative is uploaded to the box on Application Page 3.	Yes	No
The response indicates whether or not they will use ESD ClimeTime funds.	Yes	No

Please note: If your application is approved, you will be asked to submit a budget through the Budget tab in iGrants. That step will be independent of the narrative upload and only applicable to applicants who receive an award. Instructions will be communicated at that time

This marks the end of questions and rubrics for CBOs and CBTEOs.
Please continue at [Resources](#) (page 40).

If you are applying as an ESD or Tribal School, please proceed to [ESD and Tribal School Questions and Rubrics](#) (page 24).

ESD and Tribal School Questions and Rubrics

FP 809 Application Page 1: Assurances

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.

Assurances

1. Declare that all answers and statements made in the proposal are true and correct.
2. Understand that OSPI will not reimburse applicants for any costs incurred in the preparation of this proposal. All proposals become the property of OSPI, and applicants claim no proprietary right to the ideas, writings, items, or samples.
3. Prioritize [comprehensive and targeted comprehensive](#) schools and communities historically underserved by science education, including, but not limited to Tribal Nations, 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*, migrant students, schools with high free and reduced lunch populations, rural and remote schools, students in alternative learning environments, students of color, emergent multilingual learners students, and students receiving special education services.
4. 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.
5. If awarded, work together as a network of ESDs and CBOs to plan and coordinate efforts to implement this proviso successfully.
6. Leverage professional learning networks (e.g., Fellows, LASER, etc.).
7. Provide a mechanism for teachers to participate in professional learning communities to debrief their learnings and strategize the next steps for their school-wide implementation.
8. Work with districts to provide teacher training in the WSSLS/NGSS, including climate science standards, and provide evidence that all districts residing in an ESD region can attend the teacher training. Teams, including administrators when possible, from elementary, middle, and high schools are encouraged.
9. Provide training that is equitably accessed: face-to-face, blended (virtual and face-to-face), and virtual.
10. Provide an articulated scope and project design that will help a school or district fulfill WSSLS/NGSS through innovative, real-world, local place-based environmental science learning opportunities working from a culturally responsive or resurgent perspective.
11. Develop a communications plan to provide information about professional learning opportunities to attract and recruit educators equitably, publicize efforts through social media, etc.
12. Provide communications information to add to the [ClimeTime](#) website as requested by OSPI and the communications team.

13. Ensure that resources (PD or other materials) produced with the ClimeTime Grants are Open Educational Resources (OER), licensed under the [Creative Commons Attribution License](#), and ADA compliant. All derivative works made from others' existing OER must follow the open license terms on those works and be ADA compliant. OSPI will periodically review participant and workshop materials, including handouts, activities, curricular resources, and all other project components that would enable replication of any of the professional development sessions by other organizations. Upon completion of the project, all materials and resources developed by the project shall be added to OER Commons and the [ClimeTime](#) website and must be sent to OSPI.
14. Develop and implement a pre/post teacher and student [practical measures learning survey](#) (as an example) or other culturally appropriate assessment.
15. Provide a final report by July 30, 2022, that details project impact, results of learning surveys, and any available student artifacts.
16. Submit periodic budget updates to OSPI when requested and submit claims promptly.
17. Identify a project lead to attend required statewide meetings: the initial 2-day summer design institute, two additional 2-day meetings during the year, and regular virtual check-ins approximately every six weeks. (Budgets should reflect costs for project leads to attend face-to-face network meetings and webinars of the initiative.)
18. Host OSPI site visits.
19. Respond to communications and requests from OSPI, including providing ongoing communication in a timely manner.
20. Implement feedback from OSPI to ensure ongoing alignment to project goals and vision.

Acknowledgment of Assurances

Assurance questions will not be scored; however, failure to meet eligibility requirements will make you ineligible to apply.

QUESTION 1.1

Question 1.1

By entering your name, you are hereby declaring that you agree to the terms and conditions of the preceding document and assure that all information provided herein is accurate.

Figure 7: Assurances Agreement from Application Page 1 (FP 809)

<input type="checkbox"/> Check to indicate officials have read and do understand these assurances.
Authorized Signature:
Authorized Title:
Date (MM/DD/YY):

Rubric 1.1

Assurances	No points assigned	
	Yes	No
Assurances are complete and signed		

FP 809 Application Page 2: Uploads

ClimeTime grants will require uploads this year. Throughout the application, you will be asked to upload specific documentation. Application Page 2 is specifically for uploads. You will find instructions on how to upload your documents. A list of all required documents is also on Application Page 2.

One of the required uploads must be on a specific template: the [Project Budget Narrative Template](#). You can also find the sample template on the iGrants Profile Page.

To upload, select the Choose File button, then select the applicable file from your computer. Once the file name shows, select the Upload button. You will know your file has been successfully uploaded because you will now see it in a list within the upload box. Each file will show the document title, who uploaded it, and the time it was uploaded.

The following documents are required, as noted throughout the application:

1. [Project Budget Narrative](#)
2. Example of the type of professional learning your project envisions
3. Resumes for all lead team members
4. Two letters of support attesting to your qualifications (letters should be new and reflect work conducted during the last two years)
5. For projects seeking to work with tribal educators and youth: 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.

All projects may choose to include additional letters of support that convey organizational commitment and project sustainability.

Figure 8: Upload Box from Application Page 2 (FP 809)

Upload documents here.
File names may *not* include symbols.

Enter file to upload

Choose File

Upload

Uploaded Files Uploaded By Uploaded At

Delete

Each document will show here

First, choose your file

Second, press to upload your chosen file

If you need to delete an upload before you submit, don't worry. Just delete.

Uploaded Files	Uploaded By	Uploaded At	Delete

FP 809 Application Page 3: Project Contact Information

These contact fields are specific to people who will be responsible for your particular ClimeTime project, including the work plan and budget. Your project contacts may be the same people as your EDS contacts. They may also vary, as you might have projects assigned to various people. Please complete these fields even if they are the same as your EDS contacts.

Figure 9: Contact Table from Application Page 3 (FP 809)

Project Lead Contact Information
Name:
Title:
Email:
Phone:
Administrator Contact Information
Name:
Title:
Email:
Phone:
Fiscal Contact Information
Name:
Title:
Email:
Phone:

Page 3 is not scored; however, it must be completed in full.

FP 809 Application Page 4: Project Plan

Project Abstract

QUESTION 4.1

Question 4.1

Please provide an abstract of your project and summarize all the projects and activities that this grant will fund. A focus on specific partners, goals, or objectives should be highlighted. (250-word max)

Rubric 4.1

Project Abstract	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
The project abstract provides a summary of the project’s vision.			
The project abstract highlights specific partners and goals.			
Question Total (0–20 points)			

Project Work Plan

QUESTION 4.2

Question 4.2

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 support and encourage the development of solid partnerships and collaboration among the network of [ClimeTime grantees](#), ensuring continuity and equity commitments of earlier grant projects? (500-word max)

Rubric 4.2

Project Work Plan	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
The response acknowledges previous innovation and successful collaboration among the ClimeTime grantees.			
The response describes a collaborative practice for developing professional learning and working together to implement effective learning for adult learners.			
Equity and inclusion are evident factors in the selection of new partners.			
Question Total (0–30 points)			

QUESTION 4.3

Question 4.3

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. (500-word max)

Rubric 4.3

Project Work Plan	Exceeds Standard (8–10 points)	Meets Standard (4–6 points)	Below Standard (0–3 points)
The response provides a needs analysis using data to support the target audiences.			
Question Total (0–10points)			

QUESTION 4.4

Question 4.4

ESDs 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. (300-word max)

Rubric 4.4

Project Work Plan	Exceeds Standard (8–10 points)	Meets Standard (4–6 points)	Below Standard (0–3 points)
The response provides supporting evidence for access and equitable resources in the professional learning opportunities.			
Question Total (0–10points)			

QUESTION 4.5

Question 4.5

In the previous three years, ESDs have worked in collaboration with CBOs 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 the 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. They have helped to build capacity among different organizations by extending classroom learning through partnerships and collaborations.

Whether ESD or Tribal School, describe how your plan 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. (500-word max)

Rubric 4.5

Project Work Plan	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
The response provides a clear description and specific actions to build on previous work.			
Specific partners are named and plans for collaborative professional learning are detailed.			
Question Total (0–20points)			

FP 809 Application Page 5: Vision for Professional Learning

Context

The ClimeTime project is three years old. The most recent year has been marked and impacted by the COVID-19 pandemic, school closures, and social upheaval across the country. Grantees in 2020–21 were innovative, adaptive, and strategic in meeting the needs of Washington teachers, their students, and communities. Across the country, states have provided guidance documents to help schools, districts, and their partnering community organizations to reopen. OSPI published an [‘Academic and Student Well-being Planning Guide 2021’](#), which can provide additional information for applicants.

Project Vision

QUESTION 5.1

Question 5.1

Explain your approach to the design and development of professional learning that grows the efforts of the first three years to improve teacher science knowledge in the WSSLS/NGSS with a particular 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 professional learning for teachers. Draw a through-line to the teachers’ students.
- Explain how you will work with teachers, the students they serve, schools, communities, and colleagues across the state, potentially reaching urban, suburban, rural, and remote locations.

Rubric 5.1

Vision for Professional Learning	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
The proposed professional learning is designed to address post-pandemic school closures and is culturally and community relevant.			
The project vision utilizes face-to-face learning as well as virtual and blended learning environments.			
Proposed professional learning is designed for adult learners and provides learning experiences that are targeted, WSSLS/NGSS aligned. Climate Science Professional Learning reflects contemporary science and data sets from state, federal, and international agencies, and organizations.			

Vision for Professional Learning	Exceeds Standard (8–10 points each)	Meets Standard (4–6 points each)	Below Standard (0–3 points each)
The project vision addresses students historically underserved by science (e.g., students of color, migrant education students, Native American youth, students receiving special education services, students in alternative learning environments, students enrolled in Career and Technical Education courses, students receiving free and reduced lunches).			
<p>Overall, student lessons are</p> <ul style="list-style-type: none"> • WSSLS/NGSS aligned, • at grade-level rigor, • reflect both the natural and designed world, • include local and community resources (e.g., community climate resiliency plans), • include research-based routines and practices (modeled from recently developed research-based OER middle school materials (e.g., OpenSciEd routines), • emphasize phenomena-based learning and culturally responsive/resurgent pedagogy, • develop place-based/experiential learning within community contexts focusing on community relevance, and student interest and identity, and • may integrate other content areas such as ELA, mathematics, social studies, physical science, and the Arts. 			
Project vision provides evidence of authentic collaboration and coordination.			
Question Total (0–60 points)			

QUESTION 5.2

Question 5.2

Please upload a sample of the type of professional learning your project envisions. Files must be uploaded into the box on Page 2 – Uploads.

Rubric 5.2

Project Work Plan	Exceeds Standard (4–5 points)	Meets Standard (2–3 points)	Below Standard (0–1 point)
A relevant sample of professional learning is uploaded to the box on Application Page 2.			
Question Total (0–5 points)			

QUESTION 5.3

Question 5.3

Consulting with local Tribes and teaching and respecting the history of local Native communities can help build the positive cultural identity of Native American students, position them as problem solvers within their communities, and increase the knowledge of non-Native educators and students.

If you will work with tribal educators and youth, provide evidence of tribal consultation (i.e., Memorandums of Understanding or Memorandums of Agreement, letters of support) and willingness to collaborate with OSPI Office of Native Education. Files must be uploaded into the box on Page 2 – Uploads.

Rubric 5.3

Vision for Professional Learning	Exceeds Standard (4–5 points)	Meets Standard (2–3 points)	Below Standard (0–1 point)
Evidence of tribal consultation and willingness to collaborate with the Office of Native Education is uploaded to the box on Application Page 2.			
Evidence acknowledges that consulting with local Tribes and teaching and respecting the history of local Native communities can help build the positive cultural identity of Native American students, position them as problem solvers within their communities, and increase the knowledge of non-Native educators and students.			
Question Total (0–10 points)			

FP 809 Application Page 6: Assessment and Evaluation

In this part of the application, you will address your project’s plans to evaluate and continually assess its impacts across multiple activities.

QUESTION 6.1

Question 6.1

Describe your plan to continuously reflect and use feedback from professional learning activities to improve your project. (250-word max)

Rubric 6.1

Assessment and Evaluation	Exceeds Standard (7–10 points each)	Meets Standard (3–6 points each)	Below Standard (0–1 point each)
The response addresses evaluation and assessment of professional learning feedback and includes a plan for modifying project plans in the interest of needed improvement.			
Response describes self-reflection practice.			
Question Total (0–20 points)			

QUESTION 6.2

Question 6.2

Projects will develop and implement teacher pre and post-assessments (e.g., [practical measures](#)) or other culturally appropriate measures. Provide a 10-question teacher survey sample. (250-word max)

QUESTION 6.3

Question 6.3

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. (250-word max)

Combined Rubric for Questions 6.2–6.3

Assessment and Evaluation	Exceeds Standard (4–5 points)	Meets Standard (2–3 points)	Below Standard (0–1 point)
Sample Teacher Survey relates clearly to the proposed activity.			
Sample Student Survey relates clearly to the proposed classroom learning.			
Question Total (0–10 points)			

FP 809 Application Page 7: Communication and Timeline

Communication

In this section, you will describe your plan for communicating learnings/best practices, such as through case studies, sharing on the ClimeTime website, with OSPI and the broader education community in the state, your plan for scaling or replicating the work in other districts. You will describe your strategy for sharing professional learning products as Open Educational Resources for dissemination on WA ClimeTime OER, licensing them as Creative Commons, and submitting them already ADA compliant.

QUESTION 7.1

Question 7.1

Describe your plan to communicate learnings/best practices with OSPI and the broader education community in the state; your plan for scaling/replicating the work in other districts. (150-word max)

QUESTION 7.2

Question 7.2

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*)? (150-word max)

QUESTION 7.3

Question 7.3

How will you provide continued communication support for existing efforts (e.g., ClimeTime 'What's New', success stories, newsletter, and website information)? (150-word max)

Combined Rubric for Questions 7.1–7.3

Communication	Exceeds Standard (4–5 points each)	Meets Standard (2–3 points each)	Below Standard (0–1 point each)
The communication plan thoroughly addresses all three questions.			
The communication plan addresses ADA compliance.			
The communication plan addresses support for website contributions.			
Question Total (0–15 points)			

Estimated Timeline & Key Project Activities

In this section, you will address your project’s timeline and key activities, including the July 1, 2021 – June 30, 2022, OSPI activities below.

Figure 10: OSPI’s Estimated Timeline and Activities (FP 809)

Date	Activity
June 9, 2021	OSPI posts the <i>ClimeTime Grant Application Guidance</i> document to the science webpage.
June 21, 2021	OSPI holds an informational webinar to walk through the application.
June 9–28, 2021	Prospective applicants can prepare using the <i>ClimeTime Grant Application Guidance</i> . <i>This allows for more preparation time but a shorter application window.</i>
June 28, 2021	OSPI releases grant opportunities via iGrants (<i>look for ClimeTime ESDs and Tribal Schools, Form Package 809</i>).
July 1, 2021	FY22 begins. Approved applications will be eligible for funding effective July 1, even though awards will not be made until late-July.
July 12, 2021	Applications are due via iGrants. Late applications will not be considered. <i>Please make sure you can use iGrants ahead of time, and all relevant parties understand their approval role so that you do not encounter technical difficulties.</i>
July 13–26, 2021	OSPI reviews and scores applications.
July 27–28, 2021	OSPI announces awards via iGrants.
August 2021	All grantees attend 2-day Summer Design Institute (<i>exact dates and location TBD</i>).
September 23, 2021	ClimeTime Project Leads Check-in (<i>Zoom link TBD</i>)
October 2021	OSPI sends financial check-in to grantees.
November 18–19, 2021	All grantees attend 2-day Fall Meeting (<i>location TBD</i>).
January 5, 2022	ClimeTime Project Leads Check-in (<i>Zoom link TBD</i>)
February 2022	OSPI sends financial check-in to grantees.
March 16–17, 2022	All grantees attend 2-day Data Festival (<i>location TBD</i>).
April 14, 2022	ClimeTime Project Leads Check-in (<i>Zoom link TBD</i>)
May 11, 2022	ClimeTime Project Leads Check-in (<i>Zoom link TBD</i>)
June 30, 2022	FY22 grant funding ends. <i>Unspent funds will be returned to the legislature.</i>
July 30, 2022	Provide a final report to OSPI detailing project impact, results of learning surveys, and results from assessments or other culturally appropriate measures.

QUESTION 7.4

Question 7.4

Provide a project timeline listing key project activities and milestones. (150-word max)

Rubric 7.4

Project Timeline	Exceeds Standard (4–5 points each)	Meets Standard (2–3 points each)	Below Standard (0–1 point each)
Key timeline activities and milestones are spread throughout the fiscal year, acknowledge OSPI’s scheduled activities, and address the final report.			
The timeline is measurable and reasonable.			
Question Total (0–10 points)			

FP 809 Application Page 8: Experience and Qualifications

In this section, please describe your team, its experience, and its track record. Describe your team’s expertise serving Washington’s many diverse students, including those in communities historically underserved by science education. Please be prepared to provide specific details, including links to products, artifacts, and evaluation reports, if available. You will need to provide resumes for all team lead members.

QUESTION 8.1

Question 8.1

Describe your team and its track record related 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. (250-word max)

QUESTION 8.2

Question 8.2

How specifically will you meet the needs of students in communities historically underserved by science education? (250-word max)

QUESTION 8.3

Question 8.3

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. (250-word max)

QUESTION 8.4

Question 8.4

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, or media—that the team can bring to this project. (500-word max)

Combined Rubric for Questions 8.1–8.4

Experience and Qualifications	Exceeds Standard (4–5 point each)	Meets Standard (2–3 points each)	Below Standard (0–1 point each)
Resumes of team leads are provided.			
Relevant experience is identified.			
The team has experience serving underserved student populations.			
The team’s unique assets are identified.			
Total (0–20 points)			

QUESTION 8.5

Question 8.5

Please upload two letters of support attesting to your qualifications (letters should be new and reflect work conducted during the last two years). Files must be uploaded into the box on Page 2 – Uploads.

QUESTION 8.6

Question 8.6

Please upload resumes for all lead team members. Files must be uploaded into the box on Page 2 – Uploads.

Combined Rubric for Questions 8.5–8.6

Experience and Qualifications	No Points Assigned	
Letters of support are uploaded to the box on Application Page 2.	Yes	No
Current resumes for team leadership are uploaded to the box on Application Page 2.	Yes	No

FP 809 Application Page 9: Budget

Grantees will be asked to submit quarterly project narratives and periodic budget reports to provide updates on progress for grant-funded benchmarks and expenditures.

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 sample Project Budget Narrative Template, we have created a resource that describes the allowable activities and the objects of expenditure. That document is called the [ClimeTime Budget and Claims Guidance for ESDs and Tribal Schools](#).

QUESTION 9.1

Question 9.1

Please upload your completed Project Budget Narrative using the supplied template. Files must be uploaded into the box on Page 2 – Uploads.

QUESTION 9.2

Question 9.2

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 you are planning to provide any funding to CBOs. Identify which CBO or CBTEO, as well as what the funds will be used for. (150-word max)

Combined Rubric for Questions 9.1–9.2

Budget	No Points Assigned	
Complete Project Budget Narrative is uploaded to the box on Application Page 2.	Yes	No
The response indicates whether or not they will award ESD ClimeTime funds to a CBO or CBTEO.	Yes	No

Please note: If your application is approved, you will be asked to submit a budget through the Budget tab in iGrants. That step will be independent of the narrative upload and only applicable to applicants who receive an award. Instructions will be communicated at that time.

This marks the end of questions and rubrics for ESDs and Tribal Schools.

Please proceed continue to [Resources](#) (page 40).

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/>

Action Networks

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

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>

Revision Log

Changes to this document made after June 9, 2021, will be noted in the table below.

Figure 11: ClimeTime Application Guidance Revision Log

Section	Page	Description of Revision	Revision Date
Intro; Questions & Rubrics	5, 23, 39	Added end of section language after introductory/general information; after CBO/CBTEO section; and after ESD/Tribal School section. Language contains links and instructions for where to go next.	6/11/2021
Revision Log	40	Moved the Revision Log up to the end of the previous page.	6/11/2021

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