Guidelines for ESDs: Request for Proposal
Next Generation Science Standards and Climate Science Education Grant
July 1, 2018 – June 30, 2019

Background/Purpose

The 2018 Washington State Legislature allocated $4,000,000 of the general fund in Fiscal Year 2018 – 2019 to provide grants to educational service districts (ESDs) and community-based organizations (CBOs) for science teacher training in the Washington State Science Learning Standards (WSSLS) (Next Generation Science Standards – NGSS) including climate science education standards (ClimSciEd) (ESSB 6032, Section 501, p. 300 (68).

These funds are designated for:

ESDs to work with school districts to provide teacher training in the WSSLS including Climate Science Standards.

School districts, which must "at a minimum…ensure that within school districts, teachers in at least one grade level in each elementary, middle, and high school participate in this science training."

Nonprofit community-based organizations (CBOs) to participate in providing training to schools and districts for the WSSLS using available learning resources, including open educational resources (OER), and sharing their training resources as OER.

Distribution of Funding:

$3 million is allocated to ESDs to work with their regional schools and districts to plan science teacher training. Of the allocated amount, $2 million is targeted to elementary teacher training, $500,000 to middle school teacher training, and $500,000 to high school teacher training.

$1 million, with approximately $100,000 per ESD region, will be awarded through competitive grants to nonprofit community-based organizations to work with school districts. Of this award, approximately 50% is targeted to elementary teacher training, 25% to middle school, and 25% to high school.

Nonprofit community-based organizations around the state use many innovative processes and strategies and are best poised to build student understanding and problem solving around local environmental challenges. OSPI has determined that via a competitive grant process, qualified, local, nonprofit community-based organizations will coordinate and collaborate with their regional Educational Service Districts to innovate and complement the WSSLS and Climate Science trainings to schools and districts.

Intended Audiences for both ESDs and CBOs

Priority focus must be given to comprehensive and targeted comprehensive schools, and communities historically underserved by science education. These communities can include but are not limited to Tribal Nations (including Tribal Compact Schools), Migrant students, schools with high free and reduced lunch populations, rural and remote schools, students in alternative learning environments, students of color, English Language Learner students, and students receiving special education services.

Within this priority focus, the specific target audience for professional learning includes:

Fourth Grade Teachers. OSPI has determined that 4th grade will be the targeted grade level at elementary with the understanding that training will be provided for identified teachers in Kindergarten, Grades 1 – 3, and 5 within available resources (school districts are encouraged to optimize this training opportunity by using available district dollars).

Middle and high school teachers responsible for teaching Earth and Space Science Standards and their related Performance Expectations in their current teaching assignments.

High school educators, including both general education educators such as biology, chemistry, and physics teachers and career and technical educators whose teaching assignments focus on environmental science, resource management, agricultural science, etc.

Proviso Process

The proviso addresses ESDs, districts, and community-based nonprofit organizations. In order to have coherence within the short timeline of this project, the following process will be followed.

Educational Service Districts

The ESD Regional Science Coordinators will develop and submit a work plan including a budget for the regional work that specifically addresses teacher PD in the WSSLS and related climate science performance expectations, and targeted grade levels of teachers in each school.

ESD plans must provide evidence of equitable teacher training opportunities to schools in communities historically underserved by science education, including but not limited to comprehensive schools, Tribal Compact Schools, and targeted comprehensive schools.

ESD plans must demonstrate how they are working, collaborating and coordinating with other regional ESDs to utilize existing professional learning networks such as, the

Science Fellows network, LASER network, Informal Educator networks, and Mathematics/Science Partnership networks, etc.

For elementary schools, ESD plans must demonstrate vertical coherence beginning with training for Kindergarten through grade 3 teachers, emphasizing all fourth grade teachers, and articulating and coordinating training for fifth grade educators. ESD elementary plans must:

a. Demonstrate how other disciplines, such as mathematics and English Language Arts, dovetail and integrate with science.
b. Use the principles of STEAM and field-STEM learning to engage teachers (and their students) via an emphasis on phenomena-based learning, culturally responsive, and experiential learning within the school community; community relevance; and student interest (e.g., by focusing on the Science and Engineering Practice of *Asking Questions*, or building on prior interest and identity and community funds of knowledge as outlined in the NRC Framework for K-12 Science Education).
c. Work with and collaborate with CBOs who have been awarded grants through the OSPI competitive iGrants process.
d. Develop and implement a pre/post teacher and student learning survey (state-level collaborative work among the 9 ESDs).
e. Develop and implement a grade-level 3D formative classroom task and rubric for teachers to use with their students to identify student progress in achieving successful understandings of the WSSLS and related performance expectations. The task and rubric should be intentionally designed for the priority audiences outlined above. Results will need to be collected and part of the final report due when the project ends (state-level collaborative work among the 9 ESDs).
f. Include a mechanism for teachers to participate in professional learning communities to debrief their learnings, strategize next steps with their school wide implementation, and connect to relevant professional networks to sustain their learning about climate science education.
g. Provide trainings that are equitably accessed: face-to-face, blended (virtual and face-to-face), and virtual (can be state-level collaborative work among the 9 ESDs).

For middle schools, ESD plans must focus on Earth and Space Science Standards and related performance expectations. Teachers targeted for this training will be teaching Earth and Space Science and related performance expectations in their current teaching assignments. ESD plans must:

a. Identify, where appropriate, teacher teams to participate in training.
b. Assure that middle school training is at grade level rigor, building on the elementary trainings described above. Work with and collaborate with CBOs who

are identified to have proven experience and track records of professional development in environmental science place-based learning focused on WSSLS.

c. Develop and implement a pre/post teacher and student learning survey (as above).
d. Develop and implement a middle school-level 3D formative classroom task and rubric for teachers to use with their students to identify student progress in achieving successful understandings of the WSSLS and related performance expectations. The task and rubric should be intentionally designed for the priority audiences outlined above.
e. Include a mechanism for teachers to participate in professional learning communities to debrief their learnings and strategize next steps with their school wide implementation.
f. Provide trainings that are equitably accessed: face-to-face, blended (virtual and face-to-face), and virtual (as above).

For high schools, ESD plans must focus on Earth and Space Science Standards and related performance expectations. Teachers targeted for this training are expected to include and teach ESS and related performance expectations in their current teaching assignments (such as in biology, chemistry, and physics). ESD plans must:

h. Identify, where appropriate, teacher teams to participate in training.
i. Assure that high school training is at grade level rigor building, on the middle school trainings described above,
j. Work with and collaborate with CBOs who have been awarded a competitive grant.
k. Develop and implement a pre/post teacher and student learning survey (as above).
l. Develop and implement a high school-level formative classroom task and rubric for teachers to use with their students to identify student progress in achieving successful understandings of the WSSLS and related performance expectations (as above).
m. Include a mechanism for teachers to participate in professional learning communities to debrief their learnings, strategize next steps with their school wide implementation, and connect to relevant professional networks to sustain their learning about climate science education.
n. Provide trainings that are equitably accessed: face-to-face, blended (virtual and face-to-face), and virtual (as above).

Attend an initial 2 day summer planning meeting followed by coordination meetings during the one-year proviso.

Nonprofit Community-based Organizations

CBOs are uniquely positioned to assist formal K – 12 educators understand how to infuse local resources into opportunities for students to learn more about their community's environment, assume a sense of stewardship to conserving fragile ecosystems in a changing climate, and develop empathy for non-human organisms. CBOs will extend the classroom learning by partnering and collaborating with ESDs to offer teacher learning experiences which can be implemented easily with their students across the K – 12 spectrum. Close collaboration with regional science coordinators can optimize the learning via field experiences, whether in a community garden or in a forest ecosystem impacted by mega-fires.

For the purpose of coherence within this one-year project, CBOs are requested to collaborate with their local ESD and not duplicate training efforts identified in the ESD plans. CBO plans submitted for competitive review must include:

- Clearly articulated scope and project design that will help a school or district fulfill WSSLS through innovative, real-world, local, place-based environmental science learning opportunities.
- CBO plans must provide evidence of equitable teacher training opportunities to schools in communities historically underserved by science education, including but not limited to comprehensive schools, Tribal Compact Schools, and targeted comprehensive schools
- Coordinate project plans with the local ESD, complementing and extending the emerging ESD regional science coordinator proviso proposal plans.
- Develop an assessment plan with measurable outcomes.
- Develop a plan for communicating learnings/best practices, such as through case studies, with OSPI and the broader education community in the state; and/or plan for scaling/replicating the work in other districts.
- Share learning materials and training resources as OER.
- Attend an initial 2 day summer planning meeting followed by coordination meetings during the one-year proviso.

Nonprofit community-based organizations must:

- Provide evidence of nonprofit status
- Be local to the 9 ESD regions
- Be experienced in environmental science education
- Have at least five consecutive years of working with teachers and school systems
- Provide 2 letters of support attesting to their qualifications, and
- Have participated in OSPI/ESD jointly sponsored informal educator convenings or can provide evidence of their joint work with their regional ESD.

Proposal / Plan Submission

ESD plans will be submitted via iGrants. OSPI has provided ESDs with a list of CBOs in their regions who have attended OSPI/ESD jointly sponsored informal science educator trainings. ESDs will need to contact these CBOs to determine their availability to participate in the proviso work. CBOs can work directly with ESDs if they have been identified through the ESD plan. Competitively awarded CBOs should not be supported through an ESD plan.

Timeline

May 3, 2018 – OSPI releases ESD RFP
May **TBD**, 2018 – OSPI releases Competitive CBO RFP
May 14 and 21, 2018 – ESDs submit plans
May 18, 2018 – OSPI issues plan feedback and approvals
June 1, 2018 – iGrant packages for ESD and CBO plans are complete

Once the plans have been approved and the CBO grants competitively awarded, OSPI will jointly develop a timeline of teacher professional learning, teacher implementation, data collection and analysis, report development understanding that June 30, 2019 is the final day of this one year proviso.

Budget

Sample Budget for NGSS – ClimSciEd FY 2018 – 19 **ESD XXX**	**NOT INTENDED TO BE ALL INCLUSIVE** **Budgets are always accompanied with a separate budget narrative.**
Description	**Amount**
Staffing including salaries and fringe benefits **e.g. Support staff time to administer program activities include updating curriculum, training and program delivery.** **(Approximately .2 FTE)**	
Travel	
Meeting Space and Related Costs (include breakdown)	
Consumables and Supplies:	

Sample Budget for NGSS – ClimSciEd FY 2018 – 19 **ESD XXX**	**NOT INTENDED TO BE ALL INCLUSIVE** **Budgets are always accompanied with a separate budget narrative.**
Contracted Services: **e.g. 10 Science Fellows - carry out program activities include adapting curricula, teacher training, and program delivery.** **Consultants:**	
Participant Support Costs (including substitutes)	
Meeting Space and Related Costs (include breakdown)	
Subtotal:	
Indirect (11%):	
Total:	

Key Points of the Grant Process

1. Applications will be submitted through iGrants.
2. There is no matching funds requirement.
3. Applications are due on May 21, 2018 by 5:00pm. Early applications are accepted.
4. Grants are to support ESDs to work with districts to provide teacher training in the WSSLS with an emphasis on Climate Science Standards.
5. Proviso funds should be used to create or enhance professional learning, not supplant funds that would otherwise be used for previously planned activities.
6. Funds can be used to support substitute costs, travel to trainings reimbursed at the state rate, and stipends if the training is outside of the contracted day.
7. Grants are not to fund operating costs (salaries, benefits, etc.) beyond support staff needed to attend to grant requirements, limited to .2 FTE.
8. This proviso money is not to support the Regional Science Coordinator salaries.
9. Contracting with external partners is allowable and should be reflected in the budget narrative.
10. Grant funding will be dispersed equitably amongst the ESDs.

Assurances which will be needed for your iGrants submission

This project assures the Office of Superintendent of Public Instruction (OSPI) that we:

1. Declare that all answers and statements made in the proposal are true and correct.

Understand that OSPI) will not reimburse us for any costs incurred in the preparation of this proposal. All proposals become the property of OSPI, and we claim no proprietary right to the ideas, writings, items, or samples, unless so stated in this proposal.

Furthermore, we will:

3. Work together as a network of Regional Science Coordinators to plan and coordinate efforts to 'the successful implementation of this proviso.
4. Work with districts to provide teacher training in the WSSLS including Climate Science Standards and provide evidence that all districts residing in an ESD have been encouraged to attend the teacher training, aiming for: fourth grade teachers and a team of K – 3 and 5 teachers in each elementary school, a team from each middle school, and a team from each high school team.
5. Leverage professional learning networks (e.g. Fellows).
6. Develop a communications plan: for providing information about professional learning opportunities; to attract and recruit educators; to publicize efforts through social media, etc.
7. Prioritize comprehensive and targeted comprehensive schools, and communities historically underserved by science education, including, but are not limited to, Tribal Nations (including Tribal Compact Schools), Migrant students, schools with high free and reduced lunch populations, rural and remote schools, students in alternative learning environments, students of color, ELL students, and students receiving special education services.
8. Partner and collaborate with nonprofit community-based organizations (CBOs) who are identified to have proven experience and track record of professional development in environmental science place-based learning focused on WSSLS and who have participated in OSPI/AESD informal science educators meeting or can demonstrate previous/current work with an ESD.
9. Ensure that resources (PD or other materials) produced with the Next Generation Science Standards and Climate Science Education Grant are considered Open Educational Resources (OER) and will be licensed under the **Creative Commons Attribution License**. All derivative works made from others' existing OER must follow the terms of the open license on those works. OSPI will periodically review participant and workshop materials including handouts, activities, curricular resources, and all other components of the project 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 must be sent to OSPI.

10. Develop and implement a pre/post teacher and student learning survey.
11. Provide a mechanism for teachers to participate in professional learning communities to debrief their learnings and strategize next steps with their school wide implementation.
12. Provide trainings that are equitably accessed: face-to-face, blended (virtual and face-to-face), and virtual.
13. Develop and implement grade-level(K-5), middle school-level, and high school-level 3D formative classroom tasks and rubrics for teachers to use with all students, including those who have been traditionally underserved, to identify student progress in achieving successful understandings of the WSSLS and related performance expectations.
14. Provide a final report that details project impact, results of learning surveys, and results from the 3D formative classroom tasks for all participants.
15. Submit quarterly budget updates to OSPI and provide invoices when requested.
16. Participate in scheduled meetings led by OSPI including a 2 day summer planning institute.
17. Host at least one site visit during the school year and one site visit during the summer from OSPI.
18. Respond to communications and requests from OSPI, including providing ongoing communication in a timely manner.
19. Implement feedback from OSPI to ensure ongoing alignment to project goals and vision.