



## 2021-22 Pacific Northwest Clean Energy Fellow Application

Thank you for your interest in applying to CE's Pacific Northwest Clean Energy Fellows Program. We are thrilled to be able to offer this opportunity to teachers across Washington, Oregon, Idaho, and Montana.

This application will take approximately 1-2 hours to complete. We strongly recommend you have reviewed the application pdf and pre-written answers to the long-form questions in order to more easily complete the application.

Note: Applications must be submitted by April 31 at 5 pm.



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### Part I. Program Details

Please review and confirm that you understand all details.

#### Clean Energy Fellows

This cohort, consisting of leaders from across the Pacific Northwest will find ways to reimagine how educators can build student access to and influence on the local energy landscape. Through a regional action plan, each Fellow will develop unique programming that leverages the community relationships, regional energy resources, place-based energy and justice challenges, and industry expertise. Through this process they will create robust, locally meaningful engagements that they will bring to their schools and other education organizations.

#### Regional Collaboration and Partnership Development

PNW Clean Energy Fellows will meet consistently with the Fellows cohort to provide peer-to-peer feedback, build content knowledge, and identify equitable pedagogy to guide the development of their new programming. Beginning with the August Leadership Institute, this collaborative approach continues throughout the rest of the cohort's first year and beyond, through follow-up consultation and participation in a Fellows Leadership Network.

Throughout this process, CE will recruit regional industry and community partners to provide expertise on specific topic areas and support Fellows in their delivery. This partnership development will also take place at a community level, with supports in place to build relationships between Fellows and their local utilities, energy-adjacent industries, educational networks, and other community partners.

#### Action Plans

The primary objective of the Pacific Northwest Clean Energy Fellows program is for Fellows to develop robust action plans that facilitate student engagement in the clean energy economy. Each Fellow or pair will apply with an action plan concept, whose implementation begins the same school year. Plans can take different forms, such as:

- Curriculum development
- Engineering challenges
- Event planning (annual career fairs or energy days)
- Career-connected programming (CTE pathways, scholarships, or internships)
- Combinations of these and other approaches.

The action plan is refined over the course of the program, through peer/partner collaboration and adjustment during implementation. While a core intention of these plans is to develop replicable tools and concrete outputs within the year, CE acknowledges that such initiatives often take multiple years to achieve their goals, so CE provides structures to continue consultation and support of Fellows as they move beyond their initial year.

Action plans will align with [CE's Pedagogical Foundations](#), incorporating place-based issues of justice in their final product. See [CE's Statement on Justice](#) for details on how CE approaches equity and justice issues in its work with educators.

For an example action plan from the 2020-2021 Cohort, [see this link](#). *Note that the action plan template will change for 2021-22, so this action plan does not represent the full scope of work Fellows will put into their action plans.*

*For more details on the program, timeline, eligibility, and activities, see the [Program Details document](#).*



## 2021-22 Pacific Northwest Clean Energy Fellow Application

### Part II. Personal & School Information

**Name \***

First Name      Last Name

**E-mail \***

**Phone Number \***

Area Code

**Role \***

Classroom Educator

Out-Of-School-Time Educator

Instructional Coach/Facilitator/TOSA

Other Instructional Specialist

Administrator

**Subject Area(s) Taught \***

All

General Science

Physical Science

Life Science

Biology

Chemistry

Physics

Environmental Science

Computer Science

Math

STEM

Career Technical Education (CTE)

Social Sciences

English Language

**Grade Level(s) Taught \***

Pre-K

K

1

2

3

- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

**School/Organization Address \***

School Name

Street Address

City State / Province

Postal / Zip Code Country

**District (if applicable) \***

**Your Electric Utility \***

This will be important for eligibility and as part of your action plan implementation.

**Are you applying as part of a partnership? \***

- Yes
- No

**If yes, what is your partner's name?**

First Name Last Name

**Have you previously participated in CE programming or used CE curricular resources? \***

Yes

No

**If 'Yes' above, what was the programming/resources?**

## **Anticipated Student Reach**

Over the course of the 2018-2019 school year, please indicate:

**Total number of individual students you expect to teach with this new unit (total across all classes, clubs, etc.) \***

Please enter a single number. If necessary, provide an estimate.

**Number of unique classes you expect to teach \***

**Number of colleagues in your school district that you intend to train/mentor with these new resources \***

Please enter a single number. If necessary, provide an estimate.

**Please describe the demographics of your school, including race, income, gender, and any unique features of your student population that will be engaged through your action plan.**

**Please select all that apply \***

- I am empowered and authorized to take on a leadership role in my district/organization
- I have notified my administration of my application and how it may impact my school/district/community
- I have support from my administration to act in a leadership for renewable energy education
- I am working on gaining permission from my administration to implement a potential action plan.

**Please briefly describe district/organizational support for this work and the potential for elevating**

**your work in the action plan to a district or regional scale. \***

## **Administrative and Industry Partnerships**

In order to ensure project buy-in, CE is requiring that Fellows have an administrative partner that is in a leadership position from their school site, district, ESD, or other governing entity. Additionally, we would like to know if you already have an individual from the energy sector or adjacent industry in your region that is interested in supporting your work in some way. If you do not, CE will work with you to connect you with someone.

**Educational Partner Name \***

**Educational Partner Title \***

**Educational Partner Email \***

**Educational Partner Phone \***

**Industry Partner Name**

**Industry Partner Title and Organization**

**Industry Partner email**

**Industry Partner Phone**



## Part III. Action Plan

The following section contains questions regarding your regional action plan you would implement if you are selected as a Fellow. The action plan is the central deliverable of Fellows in this program, from which the key educational efforts developed by Fellows will come.

### Your Action Plan Summary (500 words)

Please provide a brief overview of your action plan that you are proposing to be implemented during the 2021/22 school year (and beyond). Please address the following:

- The regional context and need for your plan-what local problems or need does it address?
- A summary of specific actions you would take in implementing your plan and a rough sequence for those actions
- How this plan engages local community or industry resources to expand the reach beyond your classroom/school
- Anything else that makes your project unique

### Your Action Plan Summary \*

500 word limit

## Mission Orientation (Up to 300 words)

One of the key goals of this program is to broaden student access to the clean energy economy by:

- Setting them up with information and skills to make informed decisions around energy in their lives, and
- Exposing them to and preparing them for possible future energy careers

Describe how the program/curriculum in your action plan achieves this key goal. Be specific if possible

## Mission Orientation \*

300 word limit0/300

## Equity in Access (Up to 300 words)

How will you ensure that your Action Plan programming is equity-driven and seeks to disrupt inequities in STEM, energy, and education? What specific strategies will you include from the following:

- Culturally sustaining and culturally relevant practices
- Centering learning and engagement around issues of justice
- Coordinating with local community & energy resources, and
- Co-creating learning with students and student communities

*Note: You are describing student demographics and your personal equity journey in other questions. Please focus your answer to this question on equity strategies you are employing into your action plan.*

## Equity \*

300 word limit0/300

### **Self-Sustaining (up to 250 words)**

A key goal is for action plans to implement programs that will sustain well beyond the Fellow cohort year and last for 10 years. What steps will you take during the 2021-22 year to build a sustaining program?

### **Self-Sustaining \***

250 word limit0/250

### **Change Multiplying (up to 200 words)**

How will your action plan positively impact the capacity of teachers in your professional learning community and region? How will this project go beyond your classroom and school site?

### **Change-Multiplying \***

200 word limit0/200

### **Partner-Informed (up to 250 words)**

How will you ensure that there are strong career connections relevant to local industry? Name specific industry, nonprofit, or community partners that you might engage. Do you have any pre-existing relationships with partners you would leverage for your action plan?

**Partner-Informed \***

250 word limit0/250



## 2021-22 Pacific Northwest Clean Energy Fellow Application

### Part IV. Personal Statements

#### Personal Statement (up to 500 words)

We'd like to learn more about you, your career journey, and your motivations for becoming a Fellow. Please include:

- Individual aspirations and professional development goals
- How your participation in this program is beneficial to your broader educational community and students
- Why you are interested in developing curriculum around renewable gas topics
- Demonstration of past leadership in district/career, past curriculum development efforts

#### Personal Statement \*

0/500

#### Personal Equity Statement (up to 250 words)

Fellows will be asked to create curriculum that reflects best practices in culturally-sustaining education, especially for those students with minoritized identities (girls, Black, Indigenous, LatinX, LGBTQ+, rural youth, etc.).

The curriculum will be an example to other educators as to how to build equity in the classroom by meaningfully elevating student expertise and assets, especially those that are derived from their identities.

To that end, please craft a personal equity statement that:

- Focuses on you:
  - your equity journey
  - your learnings
  - what you are working on right now to continue on the journey
  - your understanding of your identities within a context of power
- Addresses how you understand your role as an educator in either reinforcing or addressing systems of power in the classroom
- Demonstrates steps you have take in your personal and professional life to address issues of equity for your students and community

**Note: CE is not in a position to assess your credibility when it comes to equity-rather we seek an authentic expression of where you are in your journey and how you see this playing out in your classroom context.**

*This statement may be anonymously shared with other Fellows as part of the cohort process to facilitate discussion and learning across Fellows. CE staff will also share their equity statements.*

## **Equity Statement \***

0/250



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### Part V. Scheduling Preferences

#### Leadership Institute

As part of the training process and onboarding experience for new Fellows, CE will be hosting a Leadership Institute (currently scheduled all day virtually on August 9-10, 16-17) for accepted educators and industry partners. We understand that many of your schedules and needs are in flux with COVID-19 changes, and are doing our best to stay ahead of any developing shifts.

**Are you currently able to make the Leadership Institute dates of Aug 9,10,16,17?**

Yes

Probably

No

Unsure

**Please list the start and end of your school terms for the 2021-22 year, including first and last days of each term. For Out-Of School-Time educators, what are your busiest periods between August 2021 and June 2022?**

#### Leadership Institute

So we can begin to cocreate the cohort year with you, we'd love to get your preferences for when you are generally able to meet, and what you'd like to accomplish during synchronous sessions. Please select any of the following options that appeal to you.

## Timing for Full Cohort Check Ins

*Estimated 90 minutes, with about 3 total during cohort year*

### Select drop downs to indicate preference

|                           | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---------------------------|-----|-----|-----|-----|-----|-----|-----|
| Early Afternoon<br>(12-3) |     |     |     |     |     |     |     |
| Late Afternoon<br>(3-5)   |     |     |     |     |     |     |     |
| Evening (5-7:30)          |     |     |     |     |     |     |     |

## Timing for Long Sessions

*Estimated 3 hours long, with about 3-4 sessions during cohort year*

### Select drop downs to indicate preference

Choose preference

- Saturday Morning (8-12)
- Saturday Midday (10-2)
- Saturday Afternoon (12-4)
- Sunday Morning (8-12)
- Sunday Midday (10-2)
- Sunday Afternoon (12-4)
- Break them up into two weekday evenings (90 min each)

## Long Sessions Content

*Please rank the following in terms of what you would like to do during the long sessions.*

**Learn content from experts/industry \***

1 2 3 4 5

**Brainstorm with industry leaders \***

1 2 3 4 5

**Get feedback from other Fellows \***

1 2 3 4 5

**Co-work with another Fellow on your plan (conduct research, develop tools, etc.) \***

1 2 3 4 5

**Discuss content topics with Fellows (could be energy content, pedagogy, etc)-this is not specific to your curriculum \***

1 2 3 4 5

**Clarify/brainstorm details with CE Staff \***

1 2 3 4 5

**Other ideas for what you would like to do at long sessions**

## **CE Staff support**

How could CE staff best support you as you develop and implement your plan?

**Miscellaneous: Anything else that you wish to share with us for this application?**



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# THANK YOU FOR APPLYING!!!

*We will notify you of receipt of your application. We will notify you of our decision on your application by June 1.*

***In case you are selected, please save Aug 9-10, 16-17 for the four-day Leadership Institute to kick off the Fellows cohort year.***