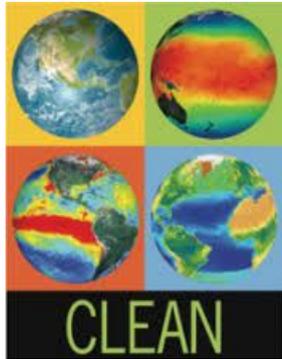




A C E
ACTION FOR CLIMATE
EMPOWERMENT



Action for Climate Empowerment Strategic Plan for the United States

Phase 2. Planning
K-12 Teacher Professional Development Programs
Listening sessions

CLEAN Network Zoom Weekly Meeting
Tuesday April 28th, 2020

STAY-IN-STITUTE for Climate Change Education

a virtual conference



**HOT OFF
THE
PRESS**

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THE
PRESS**

July 22-24th, 2020

Our team is coming to your screens this summer!

Due to the COVID-19 pandemic and for the safety of our communities, we are holding the Summer Institute, originally planned to take place at Hamline University, as a virtual conference! Not only that, but we are teaming up with some fantastic partners from NOAA's Climate Program Office and The Wild Center's Youth Climate Program!

Join together with educators from around the country for a virtual training on climate change education! Gain the skills, tools, and resources to teach climate change concepts and empower students in all subject areas, and receive on-going support throughout the year.

K-12 Teacher Professional Development Programs

Kristen Poppleton, Climate Generation, Senior Director of Programs, Minnesota (confirmed)



Lindsey Kirkland, Climate Generation, Climate Change Education Manager (confirmed)

Devarati Bhattacharya, K-16 STEM Education Fellow, School of Natural Resources, University of Nebraska-Lincoln (confirmed)



Eric Pyle, Ph.D., FGS, Professor, Department of Geology & Environmental Science, James Madison University (invited)

Ellen K. Ebert, Ph.D., Director, Learning and Teaching Science, Environmental and Sustainability Education, Office of the Superintendent of Public Instruction (OSPI) (confirmed)



Deb Morrison, Institute for Science and Math Education, College of Education, University of Washington (confirmed)

Wendy Abshire, AMS, Director of Education (confirmed)

Justice, Inclusion, Respect

Throughout the ACE strategic planning process and implementation, we will uphold justice, inclusion and respect as shared values.

- Justice: We will work to address the causes of inequity.
- Inclusion: All interested groups and individuals have the right to participate.
- Respect: We are grateful for all groups' and individuals' ideas and contributions

Proposed Timeline

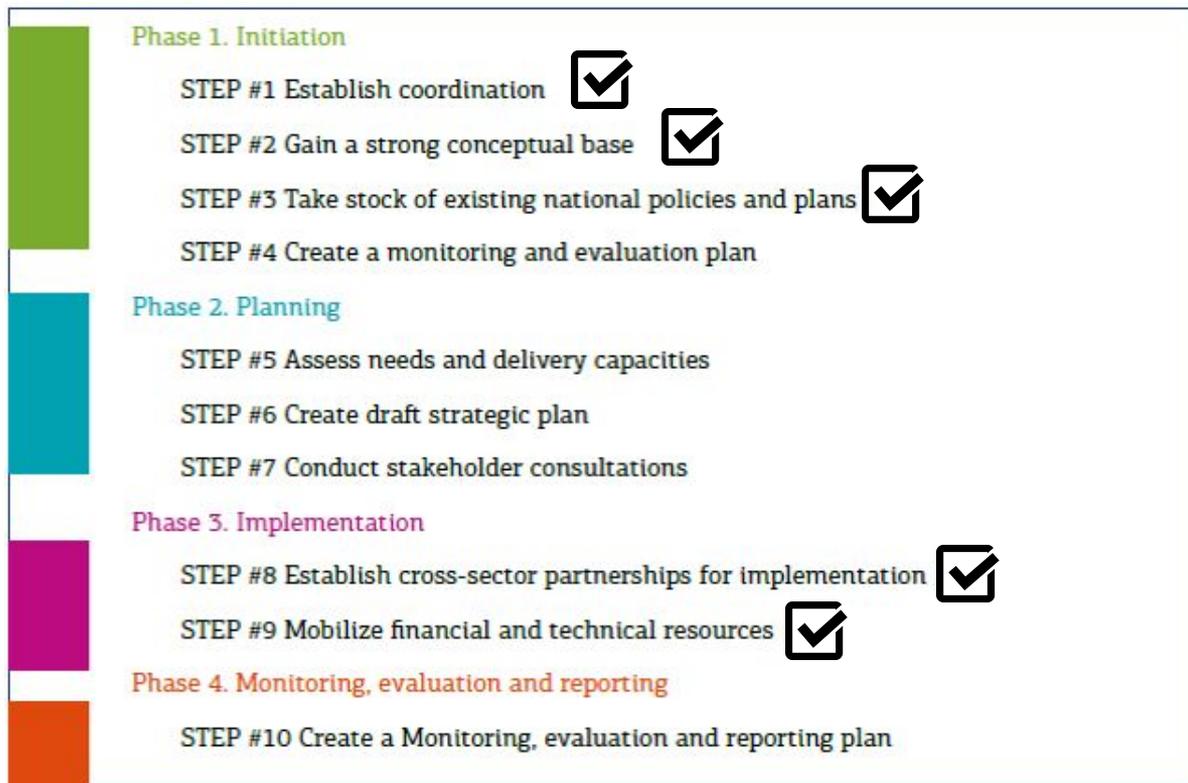


Steps of developing a National ACE strategy

Based on the analysis of the ACE Guidelines, the climate change related education, training, public awareness, public access to information, and public participation efforts in the United States have advance part of the ACE defined states.

Additionally, numerous initiatives and partnerships internationally have enhanced cooperation on these matters.

Using the ACE Guidelines, we can develop an initial strategy within a year.

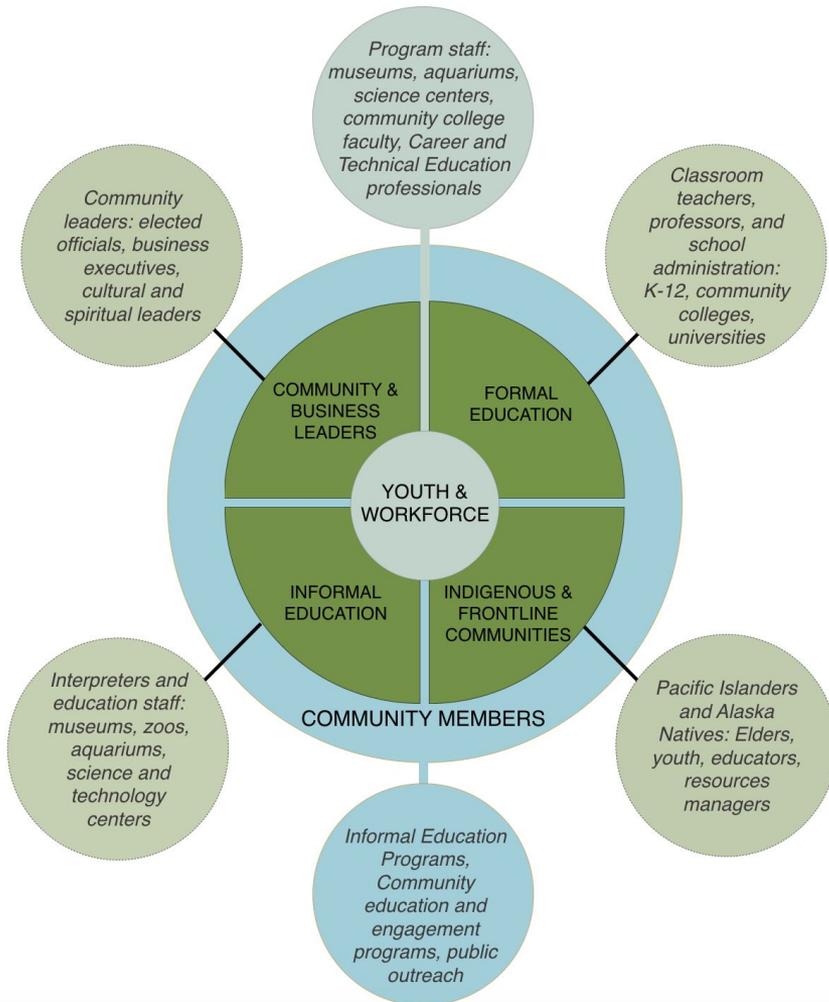


Priority Audiences for Climate Change Education

The Climate Change Education community recognizes that achieving its vision requires engaging a diverse range of communities including all groups listed here.

To ensure the success of an ACE strategic plan, the following are Priority Focus Areas:

- Public Access to Information
- Public Participation
- Funding
- Communication
- Measurement and Evaluation



Format for listening sessions

During each listening session, panelists who are experts in and members of Priority Audiences or experts in Priority Focus Areas will present for their group while keeping focus questions in mind.

Timing

- Introductions (10 min)
- Panel Discussion (40 min) (Add your thoughts [here](#).)
- Questions (10 min)

Roles

- Facilitator: Ensure presentations maintain focus and each panelist has equal time
- Panelist: Present on their area of expertise
- Listeners: Hold ACE questions in mind, listen and record feedback in writing to be asked and submitted after the panel presentation

Why are K-12 Teachers key for supporting climate actions?



How can **K-12 Teacher professional development** on climate change education, engagement, and empowerment better support the development of inclusive and equitable climate solutions in communities?

How can we better engage a diversity of local leaders and partners **through K-12**

Teacher professional development programs for the *millions of teachers across the thousands of school districts*: what are their needs?

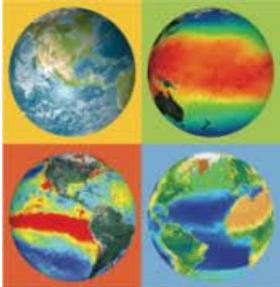
What is needed for local organizations, levels of government (e.g. federal vs. state vs. local), NGOs/non profits, education groups, etc. to provide coordinated support for climate education and empowerment across the nation?

Funding is a critically important issue,
but how best should **increased or
prioritize** funds be focused to maximize
the power and potential of Action for
Climate Empowerment (ACE) **programs
focused on K-12 Teacher professional
development?**

What have we not talked about that should be considered and explored?



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CLEAN



We've developed an email listserv for the purposes of communication about the US ACE National Strategy for the United States project and encourage you and others interested to join.

The email for the listserve is
clean_ace@serc.carleton.edu

You can access the subscription page here:
https://serc.carleton.edu/mailman/listinfo/clean_ace

Broader Questions for ACE:

- What existing youth engagement and empowerment activities, gaps and prioritize actions, targets and milestones, and key indicators of success should we use to track and measure progress?
- Any thoughts on national initiatives policies, and measures to ensure an integrated, coherent approach to implementing ACE focusing on youth engagement and empowerment?
- What would improves policy coherence and facilitates cross-sectoral collaboration for ACE action (the national level provides the overall guiding policy framework within sectoral and local government operate)?
- What avenues for financing due to ACE activities are duly aligned with national policy, including annual/multi-year budgets and planning?