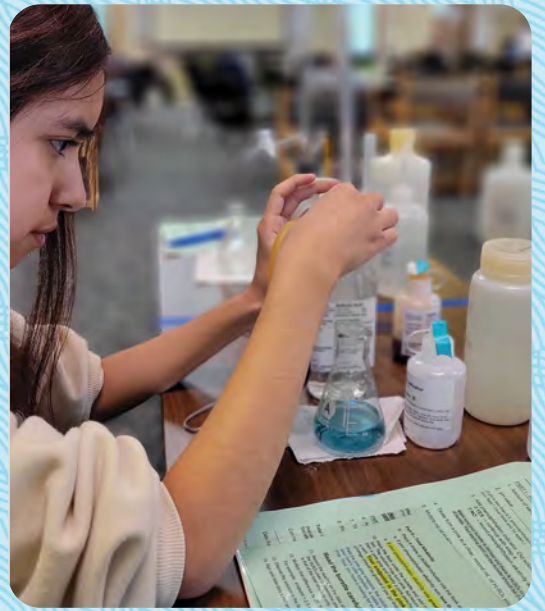




# Implementation Playbook

*From vision to action: A hands-on guide for educators, school leaders, and community teams bringing the Seal of Climate Literacy to life.*





# WELCOME TO THE SEAL OF CLIMATE LITERACY IMPLEMENTATION PLAYBOOK

*Hello and welcome!*

We're thrilled you're starting the journey to bring the Seal of Climate Literacy to life in your education community.

If you've found yourself wondering:

- "What does it really take to implement the Seal?"
- "What steps should we follow along the way?"
- "How can I—or others in my community—make this happen?"

You're in the right place.

This Playbook is here to guide educators, school leaders, district teams, and community partners from that very first step—exploring the Seal—to celebrating your students earning it. It's practical, flexible, and built with you in mind, offering:

- Clear, step-by-step guidance for planning and launching your local Seal journey
- Real stories and lessons from schools and districts across Colorado
- Reflection and planning tools designed to help your team turn ideas into action

Created by [Lyra](#) in partnership with [Franklin Street Studio](#), this Playbook reflects the experiences of early implementers—from bustling urban districts to small rural schools—who have tested, learned, and shared what works.

A few tips to make the most of this resource:

- Work as a team. Bring together educators, leaders, and community partners early—and make time to explore the Playbook together.
- Create real outputs. Each section invites you to build tools and plans you can use right away.
- Make it yours. Adapt what fits your community, skip what doesn't, and shape a process that feels authentic.

As we look ahead, your continued input is invaluable. We invite you to share feedback, suggest improvements, and help us evolve these tools to better support the next wave of educators bringing the Seal to life. This Playbook is a living resource and it gets stronger with every voice added.

Lyra is here to support you every step of the way. If questions or challenges come up, don't hesitate to reach out at [info@lyracolorado.org](mailto:info@lyracolorado.org).

We hope this Playbook helps you design a Seal experience that's meaningful, rigorous, and uniquely yours.

Let's get started!

# TABLE OF CONTENTS

Step 1: Discover Your “Why”	5
Step 2: Imagine What’s Possible	7
Step 3: Build Your Circle	9
Step 4: Map What You Already Have	11
Step 5: Design Meaningful Student Projects	13
Step 6: Plan Your Pilot Year	15
Step 7: Budget for What Matters	20
Step 8: Turn Goals Into a Timeline	23
Step 9: Grow for the Long Haul	25
Thank You & Acknowledgments	28
Resource Guide	30

## STEP 1

# DISCOVER YOUR “WHY”

### ***What’s driving this work and how will students benefit?***

The Seal isn’t just another check box – it’s a chance to plant a flag. Why does this work matter in your community, right now? What future are you hoping your students will help build – and what do they need to get there?

This section helps you root your team in a shared purpose before diving into the logistics. Take time to name your “why” together – the bold hope, the local challenge, the spark that made you say: let’s do this.



## GROUNDING QUESTIONS

*Use these prompts to open up conversation with your team. You don’t need to answer everything – just find the one or two questions that get people talking.*

### **What’s our big “why” for exploring the Seal?**

*Why does this feel urgent and meaningful for our students and our school right now?*

### **How could the Seal make a difference in our students’ lives – today and in the future?**

*What doors might it open, or what purpose might it help students find?*

### **What makes this work matter to us, personally?**

*Is there a moment, experience, or story that reminds us why we care about this?*

## SEE IT IN ACTION



**Steamboat Springs**  
Growing Local Solutions  
*Photo credit: Bennett Colvin*

In a community where harsh geography makes it hard to grow fresh food, the local high school built a hydroponics lab. They now grow and sell fresh produce locally – reducing the carbon footprint of trucking food in and learning hands-on solutions to a local climate challenge. The Seal recognizes this type of innovative, place-based action where students learn about local climate challenges and respond by taking direct action.



**Louisville**  
From Wildfire to Purpose  
*Photo credit: Hart Van Denburg, CPR News*

After the devastating Marshall Fire in 2021 - one of the most destructive in Colorado history - students experienced firsthand how climate change is affecting their lives right now. That December, dry conditions and powerful winds up to 100 mph fueled a fast-moving fire that destroyed more than 1,000 homes, including the homes of many students. One of those students, Poppy, chose to pursue the Seal to prepare for a future career supporting others impacted by climate-related disasters. The Seal helped her turn a painful experience into a sense of purpose.



**South Routt**  
Honoring Heritage, Building Resilience  
*Photo credit: Tami Eggers*

In South Routt School District, the Seal of Climate Literacy helped Tim, a fourth-generation rancher, connect his heritage to modern practices that will ensure the family ranch thrives for decades to come. The Seal enabled staff to create flexible pathways tailored to student interests – sometimes integrated with CTE programming, as in Tim's case. The approach allows students to express the ideals of the Seal in ways that reflect their community, heritage, and aspirations, demonstrating that climate literacy can be locally grounded and deeply personal.



## RESOURCE ROUNDUP



**Curious to learn more?** We've pulled together some go-to readings and tools to help you and your team explore climate literacy from all angles – the science, the stories, and the practical steps happening in classrooms across Colorado and beyond.

Head to [SealofClimateLiteracy.org/ResourceRoundup](https://SealofClimateLiteracy.org/ResourceRoundup) to find the full collection of resources.

## STEP 2

# IMAGINE WHAT'S POSSIBLE

***Paint a bold, local vision for impact and student pride.***

Let's take a moment to zoom out.

The Seal of Climate Literacy isn't just a diploma endorsement – it's a chance to reimagine what's possible for students, schools, and communities. This step invites your team to dream big. What could this look like if it really takes root in your school? In your district? In the lives of students five years from now?

The work ahead will be practical – building systems, aligning curriculum, navigating logistics. But first, it helps to name the vision that will guide you through it all.



## GROUNDING QUESTIONS

*These questions are designed to spark ideas and conversation. Use them however works best for your team – in a staff meeting, a retreat, or a quick brainstorm session.*

**What might “success” look like – not just on paper, but in the eyes of our students?**

*What do we hope students will say about the Seal experience when they walk across that graduation stage?*

**What do we want students to feel when they earn the Seal?**

*Confident? Empowered? Ready for what's next?*

**What's one climate challenge in our region that hits close to home?**

*How might students engage with it through their projects or pathways?*

**What bold – but doable – participation goals could we set?**

*Start with Year 1. Then think about Year 3. What would feel ambitious but within reach?*

## SEE IT IN ACTION



For many students, the Seal becomes more than a credential – it becomes a reflection of purpose and belonging. A recent graduate from Denver Public Schools shared: “The Seal of Climate Literacy is a great opportunity as it follows me for the rest of my life. It shows that you are not a one-sided person, that you care for the environment, and that you’re not doing this for your own gain.”

- Anthony Munoz, DPS Senior at New Vista Academy (2025)



At The STEAD School, a charter school in Commerce City, climate literacy isn’t a side project – it’s woven into the fabric of how students learn. Their goal? Every graduating senior earns the Seal.

“Climate literacy isn’t a separate track – it already runs through everything we do. The Seal gave us a framework to name and organize what was already present in our teaching and student projects.”

- Rachel Balkcom, Director of Partnerships and Student Futures



Montrose County’s new school, Outer Range, was built on the belief that education should be purposeful, grounded in the natural world, and deeply tied to local community. Over time, they plan for every graduate to earn the Seal – not because it’s required, but because it aligns with who they are.



## RESOURCE ROUNDUP



**Curious to learn more?** We’ve pulled together some go-to readings and tools to help you and your team explore climate literacy from all angles – the science, the stories, and the practical steps happening in classrooms across Colorado and beyond.

Head to [SealofClimateLiteracy.org/ResourceRoundup](https://SealofClimateLiteracy.org/ResourceRoundup) to find the full collection of resources.

## STEP 3


# BUILD YOUR CIRCLE

### **Find the champions, decision-makers, and allies who will make it real.**

Behind every successful Seal implementation is a strong network of people: educators who bring it to life in the classroom, students who shape what it becomes, and leaders who help clear the path. This step is all about identifying those key people, engaging them early, and building momentum together.

#### **Think of this step as:**

- Clarifying where approval is needed.
- Naming your early champions.
- Thinking creatively about who can support and co-lead.
- Starting with who with, not for – especially when it comes to students.



**Pro tip:** Want an easy place to get started? Use a template like [this one](#) to identify your key stakeholders.

[qrcode.de/stakeholder-mapping](https://qrcode.de/stakeholder-mapping)



## GROUNDING QUESTIONS

*These questions can help you identify the allies, champions, and systems that will make your Seal implementation stronger and more sustainable.*

### **Do we have formal approval to offer the Seal in our district or school? Who by and how are decisions made?**

*If not yet, who needs to say yes – and what kind of action (board resolution, admin approval, etc.) might be needed to move forward?*

### **Who's already excited about this work and what can they bring to the table?**

*Think across roles: educators, students, counselors, CTE coordinators, school leaders, families, and even community members like local business owners or nonprofit partners. What skills and capacity do we have on the team to live out this vision?*

### **Where could student leadership play a central role?**

*How might students help shape, communicate, or launch the Seal in our school(s)?*

### **Who might need more time or support to get on board?**

*Are there words or ideas – like “climate change” – that need careful framing in our community? How might we build shared understanding and trust?*

## SEE IT IN ACTION



### Durango

#### Students as Designers

Photo credit: *Durango 9-R*

In Durango, Superintendent Dr. Karen Cheser invited a student panel to co-design the district's Seal strategy. Students helped identify what would make the Seal feel real, relevant, and inspiring – not just another checkbox.



### Boulder Valley

#### Youth Leading the Way

Photo credit: *Ghita Carroll & Erin Greenwood, Boulder Valley School District*

Science Coordinator Erin Greenwood teamed up with the Green Youth Council to lead Seal implementation across Boulder Valley School District. These students weren't just messengers – they were strategists and advocates, making the Seal visible and exciting for their peers.



### Jefferson County

#### Teacher-Led Pilots

Photo credit: *CeXochitl DeLaTorre, Alameda International High School*

At Alameda International High School, a single educator's leadership helped kick off Seal implementation at the school level first and shaped the district's broader rollout strategy. Sometimes it starts small, and that's more than okay.



### Weld County

#### Centering Community Partnerships

Photo credit: *Poudre Learning Center*

Greeley-Evans School District 6 has implemented the Seal through strong partnerships to support both student learning and agency - particularly Poudre Learning Center and Caring For Our Watersheds. Through their programs, students are able to apply what they are learning in the classroom to initiatives that have a real impact in their communities.



## RESOURCE ROUNDUP



**Curious to learn more?** We've pulled together some go-to readings and tools to help you and your team explore climate literacy from all angles – the science, the stories, and the practical steps happening in classrooms across Colorado and beyond.

Head to [SealofClimateLiteracy.org/ResourceRoundup](https://SealofClimateLiteracy.org/ResourceRoundup) to find the full collection of resources.

## STEP 4

# MAP WHAT YOU ALREADY HAVE

### **Identify climate connections across your curriculum and instruction.**

Let's bust a myth: You don't need to build a whole new program from scratch to offer the Seal.

Chances are, climate learning is already happening in your school – in science classes, yes, but also in art, language arts, social studies, and even CTE. This step helps you identify what's already working, spot gaps, and make sure all students have access to meaningful, connected learning experiences that align with the Seal.

This is about expanding what's possible, not adding more to the plate.



**Pro tip:** Want an easy place to get started? Use a template [like this one](#) to map your existing courses.

[grco.de/opportunity-map](https://grco.de/opportunity-map)



## GROUNDING QUESTIONS

Use these prompts to guide a collaborative "audit" of your current course offerings and instructional approach:

### **What climate literacy principles will guide our Seal-aligned work?**

*You don't have to start from scratch here. See below for examples.*

### **Which existing courses already support climate learning, either directly or indirectly?**

*Science, yes – but also art, agriculture, civics, ELA, and more.*

### **What new or unexpected places could climate literacy show up?**

*Where could we integrate climate themes into existing units or projects?*

### **Are all students able to access Seal-aligned learning?**

*Are there barriers based on scheduling, prerequisites, or course tracking? Site specific courses? If so, how might we open new doors?*

## SEE IT IN ACTION



## Antler-Echo

- **Title:** Ceramic Whistle
- **Artist:** Ema-Lee Kanamu-Mayer
- **Medium:** Low Fire Clay (Cone 06)
- **Year:** 2025
- **Size:** 3" x 2" x 5"
- **Location:** Leadville, CO

### Lake County High School

#### Art Meets Climate Literacy

Photo credit: Sarah Baltmanis, Lake County School District

In elective course *Clay and Climate: Sculpting Awareness*, students at Lake County High explore big climate questions and environmental themes through hands-on ceramics. From identity masks to illusion sculptures, the work blends technical art skills with climate storytelling and culminates in a public exhibition. It's creative. It's personal. It's powerful.



### DSST: Cedar

#### Capstones with Climate Impact

Photo credit: Juliann Lacey Lang, DSST: Cedar

At DSST: Cedar, students in the Global Leadership elective design and complete capstone projects with real community impact. Many choose to focus on climate, sustainability, or environmental justice. It's a flexible, student-led pathway where learning leads to action – and students can earn the Seal in the process.

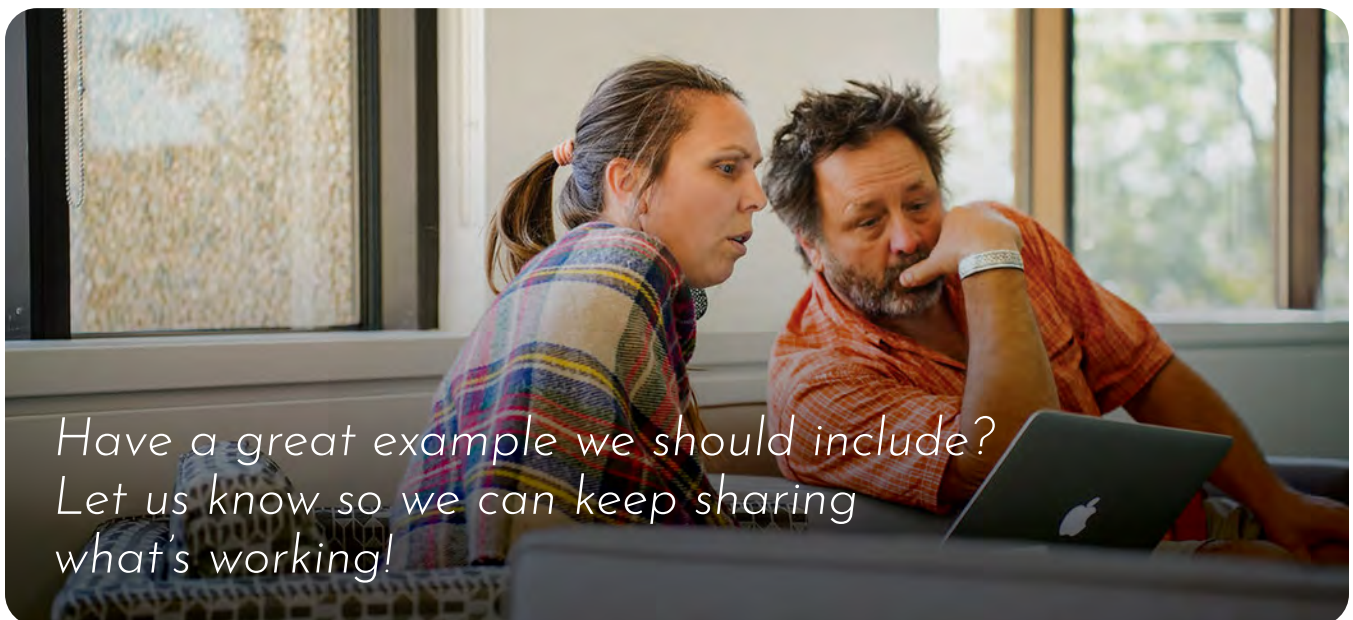


## RESOURCE ROUNDUP



**Curious to learn more?** We've pulled together some go-to readings and tools to help you and your team explore climate literacy from all angles – the science, the stories, and the practical steps happening in classrooms across Colorado and beyond.

Head to [SealofClimateLiteracy.org/ResourceRoundup](https://SealofClimateLiteracy.org/ResourceRoundup) to find the full collection of resources.



Have a great example we should include?  
Let us know so we can keep sharing  
what's working!

## STEP 5

# DESIGN MEANINGFUL STUDENT PROJECTS

**Create (or connect to) authentic, accessible, and locally rooted climate learning experiences.**

This is where climate literacy gets real. Not just learned – but lived.

When students undertake experiential projects, they turn knowledge into action. These projects should reflect what students care about, respond to local challenges or opportunities, and be accessible to all learners – no matter their background, schedule, or resources.

From art and storytelling to science, research, policy, design, agriculture, or mentorship – there's no one "right" way to do it. What matters most is that students feel ownership, see real-world relevance, and make an impact.



## GROUNDING QUESTIONS

*These questions can help you start shaping and supporting powerful project opportunities:*

### **What student experiences already exist that might align with the Seal?**

*Think class projects, CTE pathways, clubs, outdoor ed, capstones, service learning, or community partnerships.*

### **Who in our community could be a great partner?**

*Local nonprofits, farms, businesses, universities, government agencies – anyone students could learn with and from. See list for inspiration below.*

### **How do we keep projects low-cost and inclusive?**

*What barriers might we need to remove? What supports can we build in?*

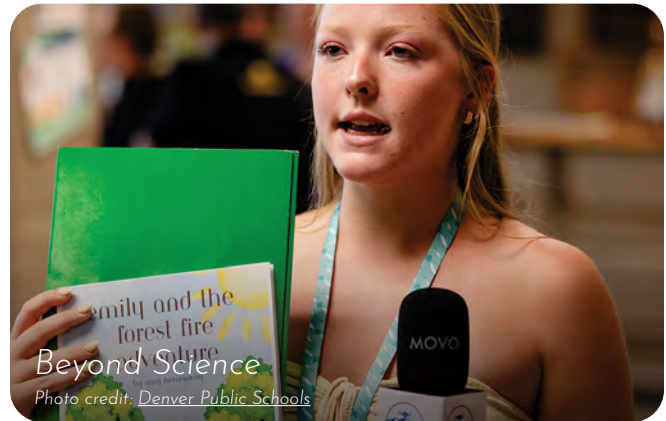
### **What will we expect from projects?**

*What do we want to see in terms of quality, collaboration, or community impact? How can we give students clear guidance but lots of room to explore?*

## SEE IT IN ACTION



In one Global Leadership course, high school students are paired with middle schoolers to co-design and carry out climate projects. The older students act as mentors, while the younger ones carry the work forward in future years. It's a model that builds leadership, relationships, and long-term impact all at once.



Not every project needs to look like a lab report. Students have expressed their climate learning through podcasts, murals, short films, story maps, sustainable design prototypes, and advocacy campaigns. Climate change touches every part of life – and student projects can (and should) reflect that breadth.



## RESOURCE ROUNDUP



**Curious to learn more?** We've pulled together some go-to readings and tools to help you and your team explore climate literacy from all angles – the science, the stories, and the practical steps happening in classrooms across Colorado and beyond.

Head to [SealofClimateLiteracy.org/ResourceRoundup](https://SealofClimateLiteracy.org/ResourceRoundup) to find the full collection of resources.

## STEP 6

# PLAN YOUR PILOT YEAR

### ***Set the foundation with clear roles, small wins, and strong systems.***

Launching the Seal doesn't have to mean doing everything all at once. Year 1 is your pilot – your chance to experiment, build strong systems, and celebrate early wins. You'll lay the groundwork, figure out what works best for your school or district, and center student voice from day one.

The steps below break down the essential building blocks for a meaningful and manageable first year. Use them as a flexible guide – adapt based on your goals, team, and context.

**Take notes along the way and/or build out your year 1 on the [worksheet on page 19](#).**

## **BUILDING BLOCK 1: Identify Your Year 1 Team**

*Before anything else, build your crew.*

Who will lead implementation in Year 1?

*Think small but mighty: Who's ready to champion the Seal and help others get excited?*

Which educators, staff, or district leaders should be involved early?

How will students be included in decision-making and design?

Who can serve as student advisors or project mentors?

Are there students who already meet the criteria to earn the Seal through previous work?



### **BRIGHT SPOT**

“Having a dedicated advisor at each school to champion the Seal and build trusting relationships made a significant difference in student participation and the depth of their projects.”  
– Poudre School District

## BUILDING BLOCK 2: Build Awareness & Invite Participation

Make sure students, educators, and families know what the Seal is – and why it matters.



### RESOURCE TO CHECK OUT

[Boulder Valley School District Seal of Climate Literacy Website](#)

[Denver Public Schools Seal of Climate Literacy Website](#)

[Jefferson County Public Schools Seal Website](#)

- Create a central “home” for Seal info (website, handbook, Google folder)
- Assign someone to upload materials and keep things current
- Share the opportunity with students through assemblies, advisory, course catalogs, or classes
- Let students and families know it is being offered through back to school communications
- Use student-created posters, videos, or testimonials to generate excitement

What marketing tools would help?  
(Slide decks, flyers, one-pagers, landing pages, etc)

How can students express interest? (Interest form, email, conversation)

## BUILDING BLOCK 3: Create Systems That Work (and Last)

Great systems = smoother experiences for students and staff.

### BRIGHT SPOT

“Strong infrastructure is just as important as strong instruction.”  
– *DSST Public Schools*

- A digital interest form
- A student tracking spreadsheet or dashboard
- Shared drives for templates, rubrics, and submissions
- Project approval and review processes

Who can build/manage these systems?

What steps should follow once a student expresses interest?

What can be decided at the school level vs. what needs district approval?

## BUILDING BLOCK 4: Set Your Principles and Seal Requirements

*Each LEP can tailor the Seal's criteria to fit local goals. The key? Finding the sweet spot between rigor and accessibility.*

What specific requirements will we adopt (e.g., courses, project length, reflection prompts, sharing learnings)?

How will we ensure the Seal is meaningful and within reach for all students?

Will we phase in requirements over time?

## BUILDING BLOCK 5: Align Curriculum & Resources

*Start by mapping what you already have – then identify gaps or needs.*

What current courses support the Seal?

Where could we adapt or add content to ensure students have access?

Are all students (especially those from underrepresented groups) able to participate?

What staff time or support roles are needed to sustain this work?



### TRY THIS

Start small – align one or two courses, then grow from there.



## BUILDING BLOCK 6: Showcase and Define Success

Student projects must be shared with a public or “authentic” audience – but this can look lots of different ways!

- Capstone exhibitions
- School-wide showcases
- Panels with community partners
- Digital portfolios or storytelling nights

How will we celebrate students and their learning?

What other skills (public speaking, advocacy, storytelling) can we build through showcasing?

How will we measure early success? (Think visibility, excitement, student voice)



### RESOURCE TO CHECK OUT

[Denver Public Schools Seal of Climate Literacy 2025 Celebration](#)

## BUILDING BLOCK 7: Review, Recognition & Reporting

The final piece: honoring student work and making it official.

- Set a deadline for students to submit Seal materials (and give yourself enough time for review!)
- Decide who will review and approve student portfolios
- Plan how to celebrate Seal earners (e.g., graduation recognition, awards)
- Celebrate
- Identify who will report completions to CDE in October

How can we make the review process feel supportive, not high-stakes?

What rituals or ceremonies can we create to celebrate students?



### FINAL THOUGHT: Your First Year Is a Launchpad



You don't have to have it all figured out to begin. The most important thing is to start with curiosity, collaboration, and commitment to students.

You'll learn as you go. You'll adjust. And by the end of Year 1, you'll have a foundation to grow on.

Ready to plan your pilot? Try mapping out a rough timeline for the next 6-9 months, with checkpoints for each of the steps above.

Need help building out systems or tools? [We've got templates](#) from those who have come before you – just ask!



**Pro tip:** Use the easy to map [Year 1 worksheet on Page 19](#).



# YEAR ONE: Building Block Planning Canvas

Use the table below to brainstorm Year One Planning using the prompts from the Building Blocks in Step 6.

DESIGNED FOR:

YOUR NAME:

DATE:

ITERATION:

## 1 Identify Your Year 1 Team

## 2 Build Awareness & Invite Participation

## 3 Create Systems That Work (and Last)

## 4 Set Your Principles and Seal Requirements

## 5 Align Curriculum & Resources

## 6 Showcase and Define Success

## 7 Review, Recognition & Reporting



## STEP 7

# BUDGET FOR WHAT MATTERS

### **Resource the essentials - time, support, and opportunities for students.**

Implementing the Seal doesn't require a huge budget – but it does require intention. Investing early (even modestly) can help you build stronger systems, honor people's time, and ensure students feel supported and seen.

This step helps your team get clear on:

- What resources you already have
- Where small investments could unlock big impact
- How to prioritize for your school or district context

Remember: Every community starts in a different place. Start where you are, use what you have, and build as you go.



**Pro tip:** Looking for somewhere to start? You can build from this template.

[qrcode.org/budgetplan](https://qrcode.org/budgetplan)



## GROUNDING QUESTIONS

Before diving into numbers, explore these questions together:

**What funding streams could we tap into?**

**What are our biggest priorities this year?**

*e.g., staff time, student leadership, outreach materials, technology systems*

**Where might we partner to share costs or extend impact?**

*e.g., nonprofits, higher ed, business/community orgs*

## WHERE IT COUNTS: First-Year Investment Ideas

Use the table below to brainstorm your Year 1 needs. Feel free to adapt or add your own!

EXPENSE CATEGORY	DESCRIPTION / NOTES	ESTIMATED COST
<b>Staff Stipends</b>	For teacher leads, advisors, or planning teams	
<b>Student Leadership</b>	For teacher leads, advisors, or planning teams	
<b>Experiential Learning Costs</b>	Materials, transportation, equipment for student projects	
<b>Communications &amp; Outreach</b>	Posters, flyers, student videos, family info nights	
<b>Professional Learning</b>	PD sessions, conferences, planning retreats	
<b>Systems Support</b>	Digital tools for tracking, websites, interest forms	
<b>Showcase &amp; Celebration Events</b>	End-of-year exhibitions, recognition events, recognition materials	
<b>Translation / Accessibility</b>	Materials in multiple languages, inclusive design	
<b>Partnership Support</b>	Stipends or honoraria for community partners	
<b>Other Needs</b>	Any locally specific priorities, planning costs, etc.	
<b>Total Estimated Budget: \$</b>		

**TRY THIS**

Once your draft budget is complete, highlight:

- What's non-negotiable for student impact
- What you could scale up later
- What could be shared or supported by a partner

## START SMALL: Impact Doesn't Have to Be Expensive

We know budgets are tight – and that shouldn't be a barrier.

Even without formal funding, you can absolutely begin your Seal journey. In fact, many of Colorado's early implementers started with small teams, repurposed materials, and lots of creativity.

- Use existing courses or student projects as your foundation
- Invite student leaders to co-design and co-lead implementation
- Share in-kind roles across staff (e.g., an advisor who also mentors students)
- Host a low-cost celebration – think hallway exhibits, advisory showcases, or digital storytelling nights

**NEED FREE MATERIALS TO HELP?**

Visit [sealofclimateliteracy.org](https://sealofclimateliteracy.org) for:

- Student & family flyers
- Digital slide decks and templates
- Logos and recognition tools
- Sample interest forms, rubrics, and more



*This work is about what's possible, not what's perfect. Focus on relationships, curiosity, and student voice – the rest can grow over time.*

## STEP 8

# TURN GOALS INTO A TIMELINE

### ***Translate your plans into milestones you can see and celebrate.***

You've laid the groundwork – now it's time to sketch out how this all plays out across the year.

Your timeline doesn't have to be perfect. It just has to be visible, flexible, and shared. A clear plan helps students (and staff!) feel like the Seal is real and reachable – not just a cool idea in theory.

Use the example below as inspiration – then adjust based on your context, capacity, and goals. Some districts follow this pace closely. Others keep it simpler. Either way, it's yours to make your own.

## SAMPLE IMPLEMENTATION TIMELINE

*Adapted from Denver Public Schools' implementation experience.*

JUL-AUG

### **Summer: Set the Foundation**

- Get formal approval from school or district leadership
- Launch your Year 1 implementation team (include students!)
- Set regular meeting times and clear goals
- Audit courses for alignment
- Define what qualifies as a Seal project
- Start reaching out to community partners
- Engage a small group of students to help co-design

SEPT-OCT

### **Fall: Build Awareness & Invite In**

- Finalize and share expectations for projects and coursework
- Launch a student interest form
- Promote the Seal in classrooms, clubs, and advisories – with students as messengers
- Solidify partnerships with community-based organizations
- Students begin coursework and/or experiential learning projects

## SAMPLE IMPLEMENTATION TIMELINE Continued

Adapted from Denver Public Schools' implementation experience.

NOV-DEC  
↓

### Late Fall: Start the Work

Implementation team keeps meeting, supporting, and adjusting  
Identify any course or resource gaps that need addressing

MAR-APR  
↓

### Spring: Seal Application Time

Students declare their intent to earn the Seal  
Application materials shared and reviewed with feedback loops  
Students prepare to present their projects to an authentic audience  
(think: capstone event, showcase night, or student panel!)

MAY-JUN  
↓

### End of Year: Celebrate and Reflect

Students who've earned the Seal are celebrated at graduation or a special event  
Seal added to student transcripts or diplomas  
District submits report to CDE (number of Seal earners, project types, etc.)  
Your team celebrates what you learned – and what's possible next year

## TIMELINE TIPS

### 1 Make it visible

Post your timeline in a shared space – Google Doc, staff room, classroom wall, wherever people can see it.

### 2 Check in monthly

Build in short reflection moments with your team to celebrate progress and pivot as needed.

### 3 Keep it student-centered

Ask students what's working – and what could be better. Their feedback helps you build a stronger program.



## RESOURCE ROUNDUP



**Curious to learn more?** We've pulled together some go-to readings and tools to help you and your team explore climate literacy from all angles – the science, the stories, and the practical steps happening in classrooms across Colorado and beyond.

Head to [SealofClimateLiteracy.org/ResourceRoundup](https://SealofClimateLiteracy.org/ResourceRoundup) to find the full collection of resources.

## STEP 9

# GROW FOR THE LONG HAUL

### ***You've launched. Now let's reflect, refine, and root the work.***

You've done something powerful: you brought the Seal of Climate Literacy to life for your students. You've learned what's possible, what's inspiring, and what could be stronger next time.

Now's the perfect moment to step back, take stock, and imagine how this work can grow deeper roots – so it's not just a one-year effort, but something that lives on in your school culture, curriculum, and student leadership.

This next chapter isn't about adding more. It's about doing more of what works – with the support, systems, and shared purpose to keep it going.



## GROUNDING QUESTIONS

*Use these prompts with your team, partners, or student leaders to look back and look ahead:*

### **Align & Embed**

Where did the Seal naturally align with existing priorities like postsecondary pathways, capstones, career-connected learning, or equity work?

What routines or roles could carry Seal work forward without needing extra staff or time?

Where might we formally embed the Seal – in graduation guidelines, CTE programming, counseling frameworks, or district plans

### **Empower Students to Lead**

What did students love about earning the Seal – and how can they lead the way for others?

What kinds of recognition (celebrations, storytelling, digital portfolios) could build pride and visibility?



## GROUNDING QUESTIONS CONTINUED

*Use these prompts with your team, partners, or student leaders to look back and look ahead:*

### **Build a Pipeline**

What touchpoints could we add in 6th-10th grade to spark early interest?

Are there ways to connect climate literacy themes across grades or feeder schools?

### **Strengthen Partnerships**

Which partners showed up this year – and who else could join us next year?

Are there organizations that could offer long-term mentorship, project spaces, or funding?

### **Resource Strategically**

What small investments (like advisor stipends, exhibition nights, or student transportation) would make a big difference next year?

What systems helped reduce the lift for staff – and which ones need refining?

Are there local grants, volunteers, or in-kind resources we could tap into?

### **Keep Equity at the Center**

Who participated in Year 1 – and who didn't? Why?

How can we co-design solutions with students who faced barriers this year?



## YOUR FIRST YEAR IS A LAUNCHPAD – Not a Finish Line

Sustainability means building something that doesn't just last, but keeps growing – because it belongs to your school, your students, and your community.

You've already done the hardest part: getting started. Now, let's build from what you've learned and keep designing a future where every student has the opportunity to lead on climate.



## MOVES THAT BUILD MOMENTUM

*These small moves can build momentum over time:*

- ✓ **Student-Led Kickoff**  
 Have Seal earners welcome incoming 9th graders at orientation or showcase events.
- ✓ **Seal Advisor Role**  
 Dedicate one teacher or counselor at each school to support implementation – even just a few hours a month.
- ✓ **Celebration Rituals**  
 Make the Seal a regular feature in end-of-year awards, graduation, or student exhibitions.
- ✓ **Recognition for Partners**  
 Thank and highlight community partners who supported projects – and invite them back!
- ✓ **Middle School Sparks**  
 Start small climate projects or design challenges in middle grades to inspire early interest.



THANK YOU &  
ACKNOWLEDGMENT



# TO THE EDUCATORS AND LEADERS WHO MADE THIS POSSIBLE

This Playbook exists because of you – the early implementers who stepped up to make the Seal of Climate Literacy real for students.

When the Seal became law in Colorado in May 2024, there was no roadmap. Yet across the state, leaders and educators began developing resources, experimenting with updated curricula, and openly sharing what worked and what didn't. Within a year, more than 14 Local Education Providers were implementing the Seal – and most impressively, over 420 students had already earned it.

In fall 2025, Lyra and Franklin Street Studio hosted the first Seal of Climate Literacy Implementation Hackathon, where district and school teams – from Boulder Valley to Durango to Jefferson County and beyond – came together to:

- Share bright spots and lessons learned
- Surface common challenges and creative solutions
- Align on tools, templates, and approaches for the next wave of implementers



Your courage to pilot, iterate, and share openly shaped this Playbook. Your insights have made the Seal more attainable, adaptable, and impactful for others who follow.

To everyone who has tested, questioned, and improved the process: thank you. This resource is a reflection of your innovation and collaboration.

Together, you're proving that climate literacy can be meaningful, rigorous, and transformative – and that Colorado students can lead in building a resilient future.

## HACKATHON CONTRIBUTORS

The first Seal of Climate Literacy Implementation Hackathon was powered by the insights of:

**Boulder Valley School District**  
Erin Greenwood & Ghita Carroll

**Denver Public Schools**  
Abigail Harkey

**DSST Public Schools**  
Juliann Lang & Rachel Gano

**Durango School District 9-R**  
Dr. Karen Cheser

**Hayden School District**  
Matt Lindscum

**Jefferson County Public Schools**  
CeXochitl DeLaTorre

**Roaring Fork Schools**  
Brent Hayes & Diana Buirgy



# RESOURCE GUIDE

---

## SEAL OF CLIMATE LITERACY

[Colorado Department of Education Seal Website](#)

[SealofClimateLiteracy.org Website](#)

[Seal of Climate Literacy Senate Bill 24-014 Text](#)

[Seal of Climate Literacy Video](#)

[Seal of Climate Literacy One-pager](#)

[Seal Resources Folder](#)

## EXAMPLES FROM EARLY ADOPTERS

*Green Youth Council Example:*

[Boulder Valley School District](#)

*Approved Courses Example:*

[Denver Public Schools](#)

*Rubric Example:*

[Boulder Valley School District](#)

*All about the Seal website examples*

[Denver Public Schools](#)

[Jeffco Public Schools](#)

[Student Flyer from Greeley-Evans District 6](#)

## COMMUNITY ENGAGEMENT RESOURCES

[Youth Engagement in Practice](#)

*Source: American Institutes for Research*

[Youth Climate Action Toolkit](#)

*Source: This is PlanetED and Nature Conservancy*

[Communicating on Climate Change](#)

*Source: United Nations*

[Guide to Great Climate Conversations](#)

*Kim Lundgren Associates*

## NEWS & MEDIA

*Colorado Public Radio*

[In Colorado, 'students are ready to take action around climate, and it's the rest of us that need to follow along.'](#)

*Yahoo News*

[Colorado's students can graduate with more than a diploma. They can lead on climate.](#)

*Working Ranch Radio Show*

[Ranching, Climate, and the Next Generation of Land Stewards](#)

[Denver Public Schools Seal of Climate Literacy 2025 Celebration](#)



## CLIMATE LITERACY PRINCIPLES EXAMPLES

### Climate Literacy: The Essential Principles of Climate Sciences

2nd Edition, United States Global Change Research Program (USGCRP), 2009

### Climate Literacy: Essential Principles for Understanding and Addressing Climate Change

3rd Edition, United States Global Change Research Program (USGCRP) and NOAA, 2024

## MARKETING & AWARENESS BUILDING

### Seal of Climate Literacy brand

open source

### Good Trouble student-facing materials

designed by student

### Seal presentation deck template

## TEMPLATES TO HELP YOU GET STARTED

Template: Course and curriculum audit

Template: Year 1 action planning

Template: Year 1 budget

Template: Stakeholder mapping exercise

Template: Seal of Climate Literacy project assessment

Template: Mapping potential student hands-on learning projects

## ***Ready to bring climate literacy to your school or district?***

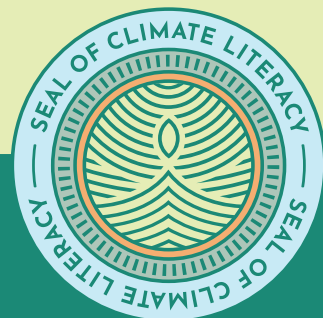
This Playbook is your companion for making the Seal of Climate Literacy a meaningful, achievable part of your students' journey.

Inside, you'll find practical tools, real stories from Colorado educators and students, and thoughtful prompts to guide your team—from crafting your vision to celebrating student success.

Together, we're building a movement where students don't just learn about climate challenges—they become leaders shaping a resilient future in their own communities.



To learn more, visit our website [SealofClimateLiteracy.org](https://SealofClimateLiteracy.org)  
or email [info@lyracolorado.org](mailto:info@lyracolorado.org)



lyra

Franklin  
Street