

## REQUEST FOR APPLICATIONS

**Applications Due:** Monday, December 2, 2019, by 11:59 pm

**Intent to Apply Due:** Thursday, October 24, 2019, by 11:59 pm

**U.S. Department of Education**

**Green Ribbon Schools**

**District Sustainability Award**

2020 School District Application

Pursuant to: Section 5411(b)(5), of the Elementary and Secondary Education Act (ESEA

**Program Questions:**

Joanna Bruno | [Bruno\_J@cde.state.co.us](mailto:Bruno_J@cde.state.co.us) | (303) 919-3907

Maya Garcia | [Garcia\_M@cde.state.co.us](mailto:Garcia_M@cde.state.co.us) | (303) 866-6198

**Facilities/Green Content Questions:**

Cheryl Honigsberg | [Honigsberg\_C@cde.state.co.us](mailto:Honigsberg_C@cde.state.co.us) | (303) 866‐6915

**Application-Specific Questions:**

Patty Gleason | [Gleason\_P@cde.state.co.us](mailto:Gleason_P@cde.state.co.us) | (303) 866-6143

**Colorado Department of Education**

Unit of Federal Program Administration

1560 Broadway, Suite 1100, Denver, CO 80202

Table of Contents

[Introduction 3](#_Toc490483621)

[Green Ribbon Schools Award Pillars 3](#_Toc490483622)

[Eligibility 4](#_Toc490483623)

[Review Process 4](#_Toc490483624)

[Award Timeline 4](#_Toc490483625)

[Technical Assistance 4](#_Toc490483626)

[Resources 5](#_Toc490483627)

[Submission Process and Deadline 5](#_Toc490483628)

[Required Application Components 5](#_Toc490483629)

[Application Format 5](#_Toc490483630)

[Part IA: Applicant Information 6](#_Toc490483631)

[Part IB: Program Assurances 7](#_Toc490483632)

[Part II: Application Narrative 8](#_Toc490483633)

[Application Selection Criteria & Evaluation Rubric (District) 14](#_Toc490483635)

[Letter of Intent to Apply 20](#_Toc490483636)

# Introduction

Through its District Sustainability Award, the U.S. Department of Education Green Ribbon Schools (ED-GRS) program recognizes school districts taking a comprehensive approach to “greening” their schools to incorporate environmental learning with improving environmental and health impacts. The ED-GRS District Sustainability Award represents a healthy and sustainable district, recognized by parents, students, staff, and governments at federal, state, and local levels as an exemplary model of achievement in sustainability, health, and environmental education.

The ED-GRS program sets a standard of excellence for all schools to become energy efficient and healthy learning spaces that provide environmental education. Encouraging resource-efficient schools, districts, and IHEs allows administrators to dedicate more resources to instruction rather than operational costs. Healthy schools and wellness practices ensure that all students learn in an environment conducive to achieving their full potential. Outdoor, environmental, and sustainability education helps all students engage in hands-on, authentic learning, hone critical thinking and collaboration skills, stay active and fit, and develop a solid foundation in many disciplines.

While the award confers no federal funds, ED-GRS awardees may experience national and local press coverage, re-energized staff and parents, enhanced community support, and increased opportunities for private financial assistance as well as sponsorships. Awardees will also be invited to participate in national and local recognition ceremonies.

# Green Ribbon Schools Award Pillars

The aim of U.S. Department of Education Green Ribbon Schools (ED-GRS) is to inspire schools, districts and institutions of higher education (IHEs) to strive for 21st century excellence by highlighting promising practices and resources that all can employ. To that end, the award recognizes schools, districts, and IHEs that:

1. Reduce environmental impact and costs;
2. Improve the health and wellness of schools, students, and staff; and
3. Provide effective environmental and sustainability education.

Combined progress in all three of these areas, known as Pillars, serves as the basis for recognition. More information on the Pillars is below.

**Pillar 1: Reduced Environmental Impact and Costs**

* Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;
* Improved water quality, efficiency, and conservation;
* Reduced solid and hazardous waste production through increased recycling and composting, reduced consumption, and improved management, reduction, or elimination of hazardous waste; and
* Expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

**Pillar 2: Improved Health and Wellness**

* High standards of coordinated school health, including health, nutrition, and outdoor physical education; health, counseling, and psychological services for both students and staff; family community involvement; and an integrated school environmental health program that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds.

**Pillar 3: Effective Environmental and Sustainability Education**

* Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems;
* Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy; and
* Development of civic engagement knowledge and skills and students' application of these to address sustainability and environmental issues in their community.

# Eligibility

School districts demonstrating high achievement in the elements of each of the three Green Ribbon Schools Pillars are eligible to apply. Each district is eligible for an ED-GRS award from the U.S. Department of Education (USDE) only once. The title is accorded for one year only and is non-renewable.

Colorado is permitted as many as five school and district nominations.

As you consider applying to become a nominee, it is important to keep in mind that:

* Districts should demonstrate concrete achievement, using quantified measures wherever possible.
* Districts demonstrating exemplary achievement in all three Pillars will receive the highest ranking.

# Review Process

Receiving a USDE Green Ribbon Schools Award is a two-step process. The first step is to complete and submit this form to be selected as a nominee by CDE. If selected as a nominee, the second step of the process requires signatures for the Nominee Presentation Form that will be sent to the USDE along with the nominee’s application. A federal review will select the honorees from the CDE’s nominations.

Applications will be reviewed by CDE staff and experts from the field (i.e., reviewers with expertise in environmental impact and energy efficiency, healthy school environments and environmental and sustainability education) to ensure they contain all required components.

Applicants recommended for nomination will receive a site visit prior to receiving nomination for the award. Proof of information collected in this application, related to each of the Green Ribbon Pillars, will be requested during the site visit. If selected for a site visit, CDE staff will work with the district regarding site visit logistics.

**This is a competitive process** – there is no guarantee that submitting an application will result in a nomination. All application decisions are final. Applicants that do not meet the qualifications will be notified and may reapply in future years.

# Award Timeline

Applications are due **Monday, December 2, 2019 by 11:59 pm**. Site visits prior to receiving nomination for the award will occur in late January, 2018. CDE will then send nominations to the USDE by the end of January 2020. Applicants will be notified of the status of their nomination in May 2020. A national awards ceremony will be held in Washington, D.C., in the fall 2020.

# Technical Assistance

If interested in applying, complete the online Letter of Intent (see **Attachment A**) by Thursday, October 24, 2019.

Note: If interested in receiving help on your application, Green Ribbon Mentors are available to provide assistance. If you are interested in receiving this service, please mark the appropriate checkbox on your completed Letter of Intent.

# Resources

Additionally, applicants may consult the [Green Strides Resources Page and Webinar Series](http://www2.ed.gov/about/inits/ed/green-strides/index.html) for standards, programs, and grants related to each Pillar, Element, and question. For additional resources, please visit the [USDE’s Green Ribbon Schools website](http://www2.ed.gov/programs/green-ribbon-schools/index.html).

# Submission Process and Deadline

An electronic copy of the application must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by **Monday, December 2, 2019 by 11:59 pm.**

The electronic version should include all required components of the application as one document. Applicants are also encouraged to submit up to five (5) photos or up to five (5) minutes of video content (with appropriate permissions). Attach photos/video in a zipped folder separate from this application document in the same email submission as the application. Visual documentation does not count toward the page limit.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

Application materials are available for download at [www.cde.state.co.us/cdeawards/greenribbonschools](http://www.cde.state.co.us/cdeawards/greenribbonschools).

# Required Application Components

**Part I:** ***Does not count toward page limit***

Part IA: Applicant Information

Part IB: Program Assurances

**Part II:** ***15-page limit***

Application Narrative (including Summary Narrative)

# Application Format

* **The Application Narrative template (pages 8-13) must be used to complete the application.** **The total Application Narrative portion of the application, including the Summary Narrative, may not exceed 15 pages.**
* The signature page must include original scanned signatures of the lead authorizing agent.
* All pages must be standard letter size, 8-1/2” x 11” using 11-point font (Arial, Times New Roman, or Calibri) and single-spaced. Photo and video submissions do not count toward page limit.
* Number all pages of the application narrative.
* Submissions that do not follow the application format and narrative instructions will be disqualified.

U.S. Department of Education Green Ribbon Schools Award

2020 District Application

# Part IA: Applicant Information

| District Information | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District Name: | |  | | | | | | |
| Street Address: | |  | | | | | | |
| Facebook Page: | |  | | | | **Website:** |  | |
| Superintendent Information | | | | | | | | |
| Name: |  | | | **Phone:** |  | | **E-mail:** |  |
| Superintendent Signature\*: | | |  | | | | | |
| Lead Applicant Information (if different)  Provide the contact information at which you can be reached during the holiday break. | | | | | | | | |
| Name: |  | | | **Phone:** |  | | **E-mail:** |  |
| Lead Applicant Signature\*: | | |  | | | | | |

\*By signing this application, Superintendent and/or Lead Applicant assure that the information provided is accurate to the extent possible.

| District Demographics | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of Schools at Each Grade Level | | | | | | | **District Setting** | | | | | | |
|  | **Early Learning Center**  **Elementary (PK-5 or 6)**  **K-8**  **Middle (6-8 or 9)**  **High (9 or 10-12)** | | | | | | Urban  Suburban  Rural | | | | | | |
|  |
|  |
|  |
|  |
| Is your district one of the largest 50 districts in the nation? | | | | | | | | | | | Yes  No | | |
|  | | | | | | | | | | | | | |
| Does your district serve 40% or more students from disadvantaged households? | | | | | | | | | | | Yes  No | | |
| % Receiving Free and Reduced Price Lunch: | | | | |  | | | | **% Limited English Proficient:** | | | |  |
|  | | | | | | | | | | | | | |
| District Enrollment/Graduation/Attendance | | | | | | | | | | | | | |
| Total Enrolled: | |  | **Graduation Rate:** | | | | |  | | **Attendance Rate:** | |  | |
|  | | | | | | | | | | | | | |
| Is your district participating in a local, state, or national program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars? | | | | | | | | | | | | | |
| Yes  No | | **Program(s) and level(s) achieved:** | | | |  | | | | | | | |
|  | | | | | | | | | | | | | |
| Has your district received any awards for facilities, health, or environment? | | | | | | | | | | | | | |
| Yes  No | | **Award(s) and year(s):** | |  | | | | | | | | | |

# Part IB: Program Assurances

**Note:** If selected for nomination to ED-GRS, the district superintendent\* must be prepared to certify that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true; however, in no case is a private school required to make any certification with regard to the public school district in which it is located.

1. The district has schools with some configuration that includes one or more of grades PreK-12. (Schools on the same campus with one principal, even a PreK-12 school, must apply as an entire school.)
2. The district has been evaluated and selected from among districts within the Nominating Authority’s jurisdiction as highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The public school district is not refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state, or public school district, has corrected, or agreed to correct, the findings.
7. The district meets all applicable federal, state, local, and tribal health, environmental, and safety requirements in law, regulations, and policy and is willing to undergo EPA on-site verification.

|  | | |
| --- | --- | --- |
| District Superintendent Name |  | District Superintendent Signature | |

\*Note: If applying for the Charter School Institute, the name and signature of the CSI Executive Director should be placed in the ‘Name and Signature of District Superintendent’ area.

# Part II: Application Narrative

**Directions:** The following Application Narrative template (pages 8-13) **must be used** to complete the application. Answer each question below by typing the information requested under each question. No written narrative is required outside of what is requested within this template. If the district is not able to meet the criteria for any Element within any of the three Pillars, put “N/A” and explain why it is unable to meet the criteria. **The total Application Narrative portion of the application, including the Summary Narrative, may not exceed 15 pages.**

**Summary Narrative**

Provide a 1-2 page description of the district’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Summarizing the district’s strengths and accomplishments across multiple schools, provide a concise and coherent “snapshot” that describes how the majority of the schools is representative of your state’s highest achieving green school efforts. Be sure to note if students were actively involved in preparing the application. Discuss innovative, yet replicable, practices and partnerships. Highlight any awards or recognition the district has received for its work in the three Pillars. Be sure to cover all Pillars and Elements thoroughly and equally in this summary narrative.

| **Pillar 1: Reducing Environmental Impact and Costs** |
| --- |
| **Element 1A: Reduced or Eliminated Greenhouse Gas Emissions** |
| **Describe the district’s plan to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, and/or energy conservation guidelines.** |
| Provide response here. |
| **Describe how, and to what degree, the district can demonstrate a reduction in energy use and/or in greenhouse gas (GHG) emissions from an initial baseline across schools. *Include data on baseline and current energy usage (kBTU/student/year and/or kBTU/sq.ft./year), percentage reductions, and years.*** |
| Provide response here. |
| **Describe how the district tracks resource use in EPA ENERGY STAR Portfolio Manager or a similar tool and what the results of the tracking have shown. *Include ENERGY STAR Ratings if possible.*** |
| Provide response here. |
| **Describe how/whether the district’s energy is obtained from on-site renewable energy generation, purchased renewable energy, or other renewable/green energy sources. *Include specific energy sources and percentages if possible.*** |
| Provide response here. |
| **Describe how/whether the district has constructed or renovated buildings in the past 10 years that meet “green” building standards or have focused on improved energy conservation.** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 1A?** |
| Provide response here. |
| **Element 1B: Improved Water Quality, Efficiency, and Conservation** |
| **Describe how, and to what degree, the district can demonstrate a reduction in the total water consumption from an initial baseline across schools. *Include data on baseline and current water usage (gallons/ occupant), percentage reductions, and years.*** |
| Provide response here. |
| **Describe district’s water-conserving efforts, including fixtures and appliances (e.g., waterless urinals, dual flush toilets, etc.)** |
| Provide response here. |
| **Describe the district’s efforts and results for developing water-efficient and/or regionally appropriate plant selection and landscaping and the use of alternative water sources (e.g., non-potable water) for any irrigation needs.** |
| Provide response here. |
| **Describe the district’s efforts and results in reducing storm water runoff from the school sites and/or reducing impermeable surfaces on school grounds.** |
| Provide response here. |
| **Describe how the district ensures that all school water sources are protected from potential contaminants including lead.** |
| Provide response here. |
| **Describe the district’s planning and implementation to develop school grounds for ecologically beneficial uses such as rain gardens, wildlife and native plant habitat, and outdoor classrooms.**  ***Include percentage of school grounds for school garden, xeriscaping, etc.*** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 1B?** |
| Provide response here. |
| **Element 1C: Reduced Waste Production** |
| **Describe how, and to what degree, the district implements a districtwide plan of waste reduction, recycling, and/or composting in order to divert significant solid waste from the landfill or incineration. *Include data on baseline and current recycling and composting rates (e.g., cubic yards /year or monthly waste generated per school), percentage reductions, and years.*** |
| Provide response here. |
| **Describe how, and to what degree, the district uses office/classroom paper content that is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free.** |
| Provide response here. |
| **Describe the district’s efforts in storing/maintaining an inventory of potentially hazardous materials used in various programs, if any (e.g., science, art, maintenance, cleaning, pest control, etc.).** |
| Provide response here. |
| **Describe how, and to what degree, the district has reduced/eliminated hazardous waste generation over a measureable baseline. *Include specific waste such as batteries and CFL light bulbs.*** |
| Provide response here. |
| **Describe the district’s green cleaning custodial practices, including green cleaning products, services, advanced equipment, and/or policies.** |
| Provide response here. |
| **Describe how the district’s purchasing practices specifically promote environmentally preferable purchasing/green purchasing, as applicable, for consumable products, furniture, and equipment for administration, instruction, and/or maintenance.** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 1C?** |
| Provide response here. |
| **Element 1D: Use of Alternative Transportation** |
| **Describe how/whether the district is reducing its transportation energy use through means such as encouraging a) walking or bicycling to and from schools, b) expanded school bus use, c) reduced idling programs, d) alternative fuel use, or e) EV charging stations. *Include data and results of the efforts.*** |
| Provide response here. |
| **Describe the district’s implementation of the following green transportation practices: a) efficient carpooling; b) no-idling loading areas; c) safe routes to school; and/or d) expanded bicycle storage.** |
| Provide response here. |
| **Describe how/whether the district has implementation practices that focus on transportation efficiency, reduced environmental impact, or other creative ways of promoting alternative transportation. *Include data as applicable.*** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 1D?** |
| Provide response here. |

| **Pillar 2: Improving the Health and Wellness of Students and Staff** |
| --- |
| **Element 2A: Integrated School Environmental Health Program** |
| **Describe the efforts in implementing a districtwide Integrated Pest Management (IPM) plan, including: year of implementation, program responsibility/oversight, pest monitoring process, record keeping, notification practices, and efforts to reduce pesticide use.** |
| Provide response here. |
| **Describe how, and to what degree, the district’s efforts and practices have minimized/eliminated student and staff exposure to the potentially hazardous contaminants including: cigarette smoke, mercury, carbon monoxide, fuel burning combustion appliances, airborne contaminate sources, asbestos, radon, chromated copper arsenate, and lead.** |
| Provide response here. |
| **Describe the plan and timetable for inspecting and maintaining the schools’ ventilation systems and all unit ventilators and for ensuring that the systems are clean and operating properly.** |
| Provide response here. |
| **Describe how, and to what degree, the district ensures that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation recommendations and standards.** |
| Provide response here. |
| **Describe how the district has taken specific and comprehensive actions to prevent exposure to asthma triggers in and around its schools.** |
| Provide response here. |
| **Describe how the district has taken specific steps to protect indoor environmental quality, such as implementing EPA “IAQ Tools for Schools” and/or conducting other periodic, comprehensive inspections of its school facilities to: a) identify environmental health and safety issues; and b) take corrective actions.** |
| Provide response here. |
| **Describe the district maintenance and implementation of an up-to-date plan and its careful enforcement in managing and controlling student and staff exposure to chemicals that are used in its schools (e.g., pesticides, cleaning supplies, fuel, paint).** |
| Provide response here. |
| **Describe the district’s routine inspections and prompt action to: a) control moisture from leaks, condensation, and excess moisture; and b) clean up mold or remove moldy materials promptly when found.** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 2A?** |
| Provide response here. |
| **Element 2B: Nutrition and Fitness** |
| **Describe the district’s implementation of the following programs (or programs with similar intent) and results and outcomes related to the targeted efforts. Be sure to include specific schools.** |
| * *Nutrition and fitness recognition programs (such as USDA's HealthierUS School Challenge and the Governor’s Nutrition and Physical Activity Awards Program)* |
| Provide response here. |
| * *A “farm to school” program(s) to use local, fresh food and/or a food purchasing programs identified as "environmentally preferable”* |
| Provide response here. |
| * *On-site garden(s) that may supply food for students in the cafeteria or to the community* |
| * Provide response here. |
| * *UV protection and skin health promotion, such as the EPA's “Sunwise” Program* |
| * Provide response here. |
| **Describe the district’s practice related to physical education (including physical education instructional minutes at various grade levels and time outdoors), and whether they meet or exceed state guidelines and minimum requirements.** |
| Provide response here. |
| **Describe the type of outdoor education, exercise, and recreation activities available to students.** |
| Provide response here. |
| **Describe the district’s efforts and progress to improve staff wellness in the areas of nutrition and increased physical activity.** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 2B?** |
| Provide response here. |
| **Element 2C: Coordinated School Health, Mental Health, School Climate, and Safety** |
| **Describe how the district is implementing a range of partnership programs with the local health department, businesses, postsecondary institutions, and other members of the community to improve students’ and school staff members’ nutrition, fitness, and safety.** |
| Provide response here. |
| **Describe the district’s use of Coordinated School Health approach or other health-related initiatives to address overall school health issues. This could include comprehensive wellness policies and/or a health and wellness committee/team (either at the district level or school level).** |
| Provide response here. |
| * **Describe how the district addresses school health professional services for student needs, including the presence of a full-time school nurse in the schools and/or school-based health centers.** |
| Provide response here. |
| **Describe how the district addresses and implements comprehensive programs to support student mental health and positive school climate (e.g., anti-bullying programs, peer counseling, etc.).** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 2C?** |
| Provide response here. |

| **Pillar 3: Providing Effective Environmental and Sustainability Education** |
| --- |
| **Element 3A: Shared Responsibility for Environmental Learning** |
| **Describe the district’s focus on environmental and sustainability literacy specifically reflected through schoolwide practices and programs, lesson planning, and/or school curriculum documents.** |
| Provide response here. |
| **Describe how, and to what degree, the district has integrated environmental and sustainability concepts throughout its instructional program and across subject areas and grade levels.** |
| Provide response here. |
| **Describe how the district’s assessment materials across subject areas and grade levels have clear expectations and target proficiency levels for environmental and sustainability concepts. *Include quantifiable measures, indicators, or benchmarks of progress toward environmental literacy and/or environmental proficiency.*** |
| Provide response here. |
| **Describe the district’s emphasis on ensuring that professional development in environmental and sustainability education is offered to teachers.** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 3A?** |
| Provide response here. |
| **Element 3B: Use of the Environment and Sustainability to Develop STEM Content** |
| **For secondary schools: Describe how, and to what degree, the schools make available environment-related courses and measures (e.g., AP Environmental Science, International Baccalaureate Environmental Systems; and postsecondary dual enrollment courses, etc.). *Include student outcome measures and program enrollments as appropriate.*** |
| Provide response here. |
| **Describe how the district’s schools use sustainability and the environment as a context or theme for connecting/learning STEM thinking skills and content knowledge.** |
| Provide response here. |
| **Describe the district’s schools use of sustainability and the environment as a context for connecting and learning green technologies and career pathways.** |
| Provide response here. |
| **Describe how the district’s environmental and sustainability focus supports an age-appropriate understanding of natural systems.** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 3B?** |
| Provide response here. |
| **Element 3C: Development and Application of Civic Knowledge and Skills** |
| **Describe the district’s emphasis on outdoor learning as a tool to: a) teach an array of subjects in context; b) engage the broader community; and c) develop important civic skills.** |
| Provide response here. |
| **Describe: a) how/whether, and to what degree, the district promotes and encourages students to conduct class or individual, age-appropriate, civic/community engagement projects; and b) the important outcomes that have been achieved (using data as appropriate).** |
| Provide response here. |
| **Describe the innovative practices and/or partnerships the district participates in and/or promotes in its schools to support environmental and sustainability education.** |
| Provide response here. |
| **Describe how, and to what degree, the district’s environmental and sustainability education efforts have shown growth in academic achievement among students over time. *Include data as applicable.*** |
| Provide response here. |
| **Are there any other actions your district has taken (not covered above) to support Element 3C?** |
| Provide response here. |

| **Supporting Visual Documentation** |
| --- |

Applicants are encouraged to submit up to five (5) photos (with appropriate permissions) or up to five (5) minutes of video content. Attach photos/video in a zipped folder separate from this application document in the same email submission as the application. Visual documentation does not count toward the page limit.

# Application Selection Criteria & Evaluation Rubric (District)

*For CDE use during the review process*

| Summary Narrative | No Points | | |
| --- | --- | --- | --- |
| Pillar 1: Reduced Environmental Impact and Costs |  | | /45 |
| Pillar 2: Improved Health and Wellness |  | | /45 |
| Pillar 3: Effective Environmental and Sustainability Education |  | | /45 |
| Cross-Cutting Questions |  | | /15 |
| **TOTAL** |  | **/150** | |

**General Comments:** Please indicate support for scoring by including overall strengths and weaknesses. These comments will be included on feedback forms to applicants.

**Strengths:**

**Weaknesses:**

| **Recommendation:** |  |  | Nominate |  |  | Not Recommended |
| --- | --- | --- | --- | --- | --- | --- |

| **Summary Narrative** | **No Points** |
| --- | --- |
| Provide a 1-2 page description of the district’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Summarizing the district’s strengths and accomplishments across multiple schools, provide a concise and coherent “snapshot” that describes how the majority of the district’s schools is representative of your state’s highest achieving green school efforts. Be sure to note if students were actively involved in preparing the application. Discuss innovative, yet replicable, practices and partnerships. Highlight any awards or recognition the district has received for its work in the three Pillars. Be sure to cover all Pillars and Elements thoroughly and equally in this summary narrative. | |

| **Pillar 1: Reduced Environmental Impact and Costs** | | | | **45 Points** | |
| --- | --- | --- | --- | --- | --- |
| **Element 1A: Improved energy conservation/energy-efficient building(s)** | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Demonstrates some reductions in energy use from baseline. | Applicant:   * Demonstrates modest reductions in energy use from baseline; * Generates or purchases some of its energy from renewable sources (if included); * Measures and offsets some of its remaining carbon footprint; * Has received green building recognition for new, renovated, and/or existing building(s) (if included); * Has energy master plan or equivalent. | Applicant:   * Demonstrates substantial reductions in energy use from baseline; * Generates or purchases substantial amount of its energy from renewable sources (if included); * Measures and offsets a substantial amount of its remaining carbon footprint; * Has received green building recognition for new, renovated, and/or existing building(s) (if included); * Has energy master plan or equivalent and demonstrates strong commitment to plan. | | | |
| **Reader Comments:** | | | Element 1A Points | | |
|  | | |
| Element 1B: Improved water quality, efficiency and conservation | | | | | |
| **1-3** | **4-5** | **6-10** | | | |
| Applicant:   * Demonstrates some reductions in water use from baseline; * Protects its water from contaminants, including controlling the level of lead in drinking water. | Applicant:   * Protects its water from contaminants, including controlling the level of lead in drinking water; * Demonstrates a modest amount of reduction in water-use compared to baseline; * Has some landscaping that is water-efficient and regionally appropriate; * Utilizes some alternative water sources for irrigation (if possible); * Uses some water-conserving fixtures and/or appliances; * Has some amount of grounds devoted to ecologically beneficial uses. | Applicant:   * Protects its water from contaminants, including controlling the level of lead in drinking water; * Demonstrates a substantial amount of reduction in water-use compared to baseline; * Has substantial landscaping that is water-efficient and regionally appropriate; * Uses a significant portion of alternative water sources for irrigation (if possible); * Most fixtures and appliances are water-conserving; * Uses creative measures to reduce storm water runoff and/or impermeable surfaces (if possible); * Devotes substantial amount of grounds to ecologically beneficial uses. | | | |
| **Reader Comments:** | | | Element 1B Points | | |
|  | | |
| Element 1C: Reduced waste production and improved recycling and composting programs | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Has recycling and/or composting program(s) that diverts some solid waste from landfill/incinerator; * Purchases paper of which a small percentage contains recycled content, is responsibly sourced, and/or is chlorine-free; * Monitors its hazardous waste and disposes of it as required by state law; * Has a “green cleaning” custodial standard in place. | Applicant:   * Has recycling and/or composting program(s) that diverts a modest amount of solid waste from landfill/incinerator; * Purchases paper of which a significant percentage contains recycled content, is responsibly sourced, and/or is chlorine-free; * Has a pollution prevention approach to reduce the use of hazardous chemicals; * Has a strong “green cleaning” custodial standard in place; * Uses a substantial amount of “third-party certified” cleaning products (not including disinfectants). | Applicant:   * Has recycling and composting program(s) that diverts a substantial amount of solid waste from landfill/incinerator; * Purchases paper of which most or all contains recycled content, is responsibly sourced, and/or is chlorine-free; * Has an environmentally preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; * Has a custodial program that meets “green” institutional services standards; * Purchases most cleaning products that are “third-party certified” (not including disinfectants). | | | |
| **Reader Comments:** | | | Element 1C Points | | |
|  | | |
| Element 1D: Use of alternative transportation to, during, and from school | | | | | |
| **1-2** | **3-4** | **5** | | | |
| Applicant:   * Has some percentage of students that do not ride/drive in a single personal vehicle to schools; * Has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes, and safe routes to school (if possible). | Applicant:   * Has a large percentage of students who do not ride/drive in a single personal vehicle to schools; * Has programs in place to promote more efficient and healthier transportation; * Identifies safe pedestrian routes (if possible). | In addition, applicant:   * Uses other creative means of promoting alternative transportation, such as alternative-fuel buses or EV charging stations. | | | |
| **Reader Comments:** | | | Element 1D Points | | |
|  | | |
| Total Points: Pillar 1 | | |  | | **/45** |

| **Pillar 2: Improved Health and Wellness** | | | | **45 Points** | |
| --- | --- | --- | --- | --- | --- |
| **Element 2A: An integrated school environmental health program** | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Describes reduced use of pesticides; * Complies with all relevant state laws related to smoking, mercury, carbon monoxide, radon, and other hazardous chemicals and materials; * Has carbon monoxide alarms and inventory of appliances; * Keeps relative humidity low and mitigates mold when it is found; * Ensures good ventilation. | In addition, applicant:   * Implements an Integrated Pest Management plan that eliminates pesticides indoors and outdoors; * Actively manages chemicals to minimize student and staff exposure; * Reduces some environmental asthma triggers; * Implements an Indoor Air Quality Program equivalent to Tools for Schools or similar; * Describes several measures to protect student and staff health and safety. | Applicant:   * Has addressed everything in this section and describes numerous, comprehensive, and proactive approaches to eliminating environmental health and safety hazards (physical, biological, chemical, natural); including, for example, environmental asthma triggers, pesticides, mold, and mercury. | | | |
| **Reader Comments:** | | | Element 2A Points | | |
|  | | |
| Element 2B: High standards of health, wellness, and outdoor time | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Conducts at least an average of 120 minutes per week per student of physical education with some amount conducted outdoors; * Employs some other practices to promote nutrition, physical activity, and overall health. | In addition, applicant:   * Participates in some nutrition program for students and staff; * Has an on-site food garden(s); * Actively promotes sun safety; * Purchases and/or grows some food that is organic; * Describes compelling student outdoor activities. | In addition, applicant:   * Conducts majority of physical education outdoors (weather permitting); * Participates in a farm-to-school program and/or provides food from garden that is eaten by students or community; * Purchases and/or grows a substantial amount of food that is organic; * Describes unique and innovative practices and partnerships to promote healthy nutrition and high-quality outdoor time. | | | |
| **Reader Comments:** | | | Element 2B Points | | |
|  | | |
| Element 2C: Coordinated School Health, Mental Health, School Climate and Safety | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Has school health professional(s) (such as a nurse) and/or a school-based health center(s). | In addition, applicant:   * Uses a coordinated school health approach and/or describes other health-related initiatives; * Describes some efforts to support mental health and school climate. | In addition, applicant:   * Has developed at least one partnership with postsecondary institutions, businesses, nonprofit organizations, or community groups to student health and safety; * Provides a clear picture of efforts to support mental health and school climate (e.g., anti-bullying programs, peer counseling, etc.). | | | |
| **Reader Comments:** | | | Element 2C Points | | |
|  | | |
| Total Points: Pillar 2 | | |  | | **/45** |

| **Pillar 3: Effective Environmental and Sustainability Education** | | | | **45 Points** | |
| --- | --- | --- | --- | --- | --- |
| **Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems** | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Has limited policies to promote environmental and sustainability (E/S) education; * Has little or no E/S academic programs such as student club(s), field trips, service learning projects, or place-based environmental education; * Has limited annual E/S professional development opportunities, if any. | Applicant:   * Has an established definition of environmental literacy and/or environmental learning outcome(s) and/or E/S policies and practices; * Has some E/S academic programs across some subjects and/or grade spans, focusing on understanding the key relationships between dynamic environmental and human systems; * Has some teachers who participate in one or more E/S professional development opportunities annually; * Has a way to assess student E/S learning and achievement such as classroom and school assessments. | Applicant:   * Has an E/S literacy requirement; * Has well-documented policies and practices to promote E/S education; * Has extensive E/S academic programs in most subjects and/or grades; * Has extensive E/S programs, including for place-based environmental education, focusing on understanding the key relationships between dynamic environmental and human systems; * Has most teachers who participate in one or more E/S professional development opportunities annually; * Demonstrates high student achievement in E/S learning on assessments. | | | |
| **Reader Comments:** | | | Element 3A Points | | |
|  | | |
| Element 3B: Use of the environment and sustainability to develop STEM content, knowledge and thinking skills | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Has limited integration of environmental and sustainability (E/S) education into STEM courses; * Makes few or no connections to E/S careers. | Applicant:   * Sometimes integrates E/S education into some STEM courses; * Makes some connections to E/S careers and technologies. | Applicant:   * Frequently integrates E/S concepts into STEM courses across grades; * Has academic coursework that makes many connections throughout to E/S careers and career tech/green jobs. | | | |
| **Reader Comments:** | | | Element 3B Points | | |
|  | | |
| Element 3C: Development and application of civic engagement, knowledge and skills | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Has civic projects related to the environment and sustainability in some grades; * Has occasional meaningful outdoor learning experiences in a few grades; * Has a few community partnerships, perhaps only involving donations of funds/supplies. | In addition, applicant:   * Supports projects that are in-depth with service learning components and civic projects fully integrated with academic coursework. | In addition, applicant:   * Ensures all grades have meaningful outdoor learning experiences; * Ensures that the quality and quantity of community partnerships results in sustainability advances at the school, other schools, and the wider community. | | | |
| **Reader Comments:** | | | Element 3C Points | | |
|  | | |
| Total Points: Pillar 3 | | |  | | **/45** |

| **Cross-Cutting Questions** | | | | **15 Points** | |
| --- | --- | --- | --- | --- | --- |
| **1-2** | **3-4** | **5** | | | |
| Applicant:   * Participates in a program that benchmarks progress. | In addition, applicant:   * Has received one award recognizing environmental and/or sustainability excellence. | In addition, applicant:   * Has received more than one award and/or has achieved an advanced level of progress in at least one recognized program. | | | |
| **Reader Comments:** | | | Points | | |
|  | | |
| **1-2** | **3-4** | **5** | | | |
| Applicant:   * Has at least one innovative or unique practice and/or partnership to help reduce its environmental footprint (could be related to footprint monitoring, access to community expertise, training, in-kind support, student/community engagement, contests, or other practices). | Applicant:   * Has at least two innovative or unique practices and/or partnerships to reduce its footprint. | Applicant:   * Has at least three or more innovative or unique practices and/or partnerships to reduce its footprint. | | | |
| **Reader Comments:** | | | Points | | |
|  | | |
| **1-2** | **3-4** | **5** | | | |
| Photos and/or video of applicant’s environment, health, and educational features are included. | Photos and/or video feature students engaged in STEM, civics, and environment/sustainability education activities, along with photo captions. | Photos and/or videos show environment, health and STEM, service learning and environment/ sustainability education activities that tell the story of applicant’s unique and innovative features are included. | | | |
| **Reader Comments:** | | | Points | | |
|  | | |
| Total Points: Cross-Cutting Questions | | |  | | **/15** |

# Letter of Intent to Apply

The Letter of Intent to apply for the USDE Green Ribbon Schools Award is due: Thursday, October 24th, 2019. Submit online via SurveyMonkey at <https://www.surveymonkey.com/r/greenribbonschools_loi>

Below is a screenshot of the information requested in the Letter of Intent:

