

## REQUEST FOR APPLICATIONS

**Applications Due:** Thursday, December 1, 2016, by 11:59 pm

### **Application Webinar:** Tuesday, September 13, 2016, 2 pm – 3 pm

**Letters of Intent Due:** Friday, September 16, 2016, by 11:59 pm

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| U.S. Department of Education  **Green Ribbon Schools**  **Postsecondary Sustainability Award**  **2016-2017** Institution of Higher Education Application Pursuant to: Section 5411(b)(5), of the Elementary and Secondary Education Act (ESEA) |

**Program Questions:**

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| **Colorado Department of Education**  Unit of Federal Program Administration  1560 Broadway, Suite 1100, Denver, CO 80202 |

Table of Contents

[Introduction 3](#_Toc457386433)

[Green Ribbon Schools Award Pillars 3](#_Toc457386434)

[Eligibility 4](#_Toc457386435)

[Review Process 4](#_Toc457386436)

[Award Timeline 4](#_Toc457386437)

[Technical Assistance 4](#_Toc457386438)

[Resources 5](#_Toc457386439)

[Submission Process and Deadline 5](#_Toc457386440)

[Application Format 5](#_Toc457386441)

[Part IA: Applicant Information 6](#_Toc457386442)

[Part IB: Program Assurances 7](#_Toc457386443)

[Part II: Application Narrative 8](#_Toc457386444)

[Application Selection Criteria & Evaluation Rubric 10](#_Toc457386445)

[Letter of Intent to Apply 16](#_Toc457386446)

# Introduction

The U.S. Department of Education Green Ribbon Schools (ED-GRS) program has honored America’s public and private elementary, middle and high schools for their efforts toward improving student health and achievement and reducing their environmental impact. For the third year, institutions of higher education (IHE) have the opportunity to receive recognition for their comprehensive green efforts as well. A USDE Green Ribbon Schools Postsecondary Sustainability Award represents a healthy and sustainable college or university, recognized by students, staff, parents, and governments at federal, state, and local levels as an exemplary model of achievement in sustainability, health, and environmental education.

Green Ribbon Schools sets a standard of excellence for all educational institutions to become energy efficient and healthy learning spaces that provide environmental education. National studies and existing green schools programs indicate that the benefits of the green initiatives includes increased energy cost savings, improved student and staff health and productivity, enhanced critical thinking skills, and improved student performance, particularly in science, technology, engineering, and mathematics (STEM) courses.

Winners of the ED-GRS Postsecondary Sustainability Award may experience re-energized staff and students, enhanced community support, increased application rates, and increased opportunities for private financial assistance. Winners will also be invited to participate in national and local recognition ceremonies.

# Green Ribbon Schools Award Pillars

Application reviews will be based on the applicant's demonstrated progress toward the elements of each of the three Green Ribbon Schools "Pillars":

**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, reduced consumption, and improved management, reduction or elimination and storage of hazardous waste products (e.g., the purchase of, use of, and disposal of hazardous waste materials); and
* Expanded use of alternative transportation to, through, and from campus through active promotion of locally available options and implementation of enabling projects and policies.

**Pillar 2: Improved Health and Wellness**

* An integrated environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of campus buildings and grounds. High standards of nutrition, fitness, and quantity of quality outdoor time for both students, faculty and staff.

**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

Two- and four-year, public and private non-profit colleges and universities are eligible to apply. Each institution may be selected as an honoree only once. The title is accorded for one year only, and is non-renewable.

# Review Process

Receiving an ED-GRS Postsecondary Sustainability Award is a two-step process. The first step is to complete and submit this form to be selected as a nominee. Colorado is allowed one institution of higher education nominee. If selected as the 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 Colorado’s nominations.

The Colorado Department of Education (CDE) will work in partnership with the Colorado Department of Higher Education (CDHE) to administer the Green Ribbon Schools Postsecondary Sustainability Award for Colorado. Applications will be reviewed by CDE/CDHE 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 applicant 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 Thursday, December 1, 2016, by 11:59 pm. Site visits prior to receiving nomination for the award will occur during January 9-13, 2017. CDE will then send nominations to the USDE on Wednesday, February 1, 2017. Applicants will be notified of the status of their nomination on Earth Day, April 22, 2017. A national awards ceremony will be held in Washington, D.C., in summer 2017.

# Technical Assistance

An application training webinar will be held on Tuesday, September 13, 2016, 2 pm – 3 pm. Register for this technical assistance via Eventbrite at <http://greenribbon2016.eventbrite.com>. If you have questions or issues registering for the webinar, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

If interested in applying, complete the online Letter of Intent (see **Attachment A**) by Friday, September 16, 2016, by 11:59 pm.

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, you 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 Thursday, December 1, 2016, by 11:59 pm.

The electronic version should include all required components of the application as one document. 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 Elements

**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)

# Application Format

* The application narrative may not exceed 15 pages.
* The signature page must include original scanned signatures of the lead authorizing agent (president or chancellor of college or university).
* All pages must be standard letter size, 8-1/2” x 11” using 12-point font (Arial, Times New Roman, or Calibri) and single-spaced. Charts may be used when appropriate to provide information in some of the sections as long as the 15-page maximum is followed. 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

2016-2017 Institution of Higher Education Application

# Part IA: Applicant Information

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Institution of Higher Education Information | | | | | | | | |
| College/University: | |  | | | | | | |
| Street Address: | |  | | | | | | |
| Facebook Page: | |  | | | | **Website:** |  | |
| President/Chancellor Information | | | | | | | | |
| Name: |  | | | **Phone:** |  | | **E-mail:** |  |
| President/Chancellor Signature\*: | | |  | | | | | |
| Program Contact Information (if different)  Provide the contact information at which you can be reached during the holiday break. | | | | | | | | |
| Name: |  | | | **Phone:** |  | | **E-mail:** |  |
| Program Contact Signature\*: | | |  | | | | | |

\*By signing this application, President/Chancellor and/or Program Contact assure that the information provided is accurate to the extent possible.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Institution of Higher Education Demographics | | | | | | |
| Basic Classification | | | | | **College/University Setting** | |
| Public 2-Year  Public 4-Year  Private Not-For-Profit  Private For-Profit  Other: | | | | | Urban  Suburban  Rural  Multiple Campuses | |
| Enrollment Information | | | | | **Minority Serving Institution (check all that apply)** | |
|  | Enrollment Total | | | | AANAPISI | NASNTI |
|  | Undergraduate Total | | | | ANNH | PBI |
|  | Graduate Total | | | | HBCU | TCU |
|  | Graduation Rate (150% of Normal Time) | | | | HIS |  |
|  | % Undergraduates Receiving Pell Grants | | | |  |  |
| $ | Average Institutional Net Price | | | |  |  |
| Is your college/university participating in a local, state, or national program 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 college/university president/chancellor must be prepared to certify that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true.

1. The college or university has been evaluated and selected from among institutions within the Nominating Authority’s jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. OCR has not issued a violation letter of findings to the college or university concluding that the nominated college or university 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. The college or university is willing to provide the U.S. Department of Education Office of Civil Rights (OCR) access to information as necessary to investigate a civil rights complaint or to conduct a compliance review.
3. The U.S. Department of Justice does not have a pending suit alleging that the college or university has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
4. There are no findings by Federal Student Aid of violations in respect to the administration of Title IV student aid funds.
5. The college or university is in good standing with its regional or national accreditor.
6. The college or university 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.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| President/Chancellor |  | Signature |

# Part II: Application Narrative

**Directions:** The format outlined below must be followed in order to assure consistent application of the evaluation criteria. Criteria for how application will be evaluated can be found on pages 10-15. **The total Application Narrative portion of the application, including the Summary Narrative, may not exceed 15 pages.**

Please respond to the following three (3) Green Ribbon Pillars through a narrative response adhering to the criteria listed under Application Format on page 5. Address how the IHE has met each of the criteria in the bullet points below, providing specific data to support the narrative. If the IHE is not able to meet the criteria for any Element within any of the three Pillars, explain why it is unable to meet the criteria.

**Summary Narrative**

Provide a one-page description of the IHE’s efforts to reduce environmental impact and costs; improve student, faculty and staff health; and provide effective environmental and sustainability education. Summarizing the IHE’s strengths and accomplishments, provide a concise and coherent “snapshot” that describes how the IHE is representative of your state’s highest achieving green efforts. Focus on what makes the IHE worthy of receiving a U.S. Department of Education Green Ribbon Schools Postsecondary Sustainability Award. Note if students were actively involved in preparing the application. Discuss innovative, yet replicable, practices and partnerships. Highlight any awards or recognition the IHE 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 I: Reduced Environmental Impact and Costs**

* ***Element IA:*** Describe how your IHE is reducing or eliminating greenhouse gas emissions. Explain how your IHE has:
  + reduced its total non-transportation energy use from an initial baseline;
  + an overall plan in place to manage and reduce energy use, such as an energy master plan; and
  + obtains energy from on-site or purchased renewable energy.
* ***Element IB:*** Describe how your IHE is improving water quality, efficiency, and conservation. Explain how your IHE has:
  + reduced its total water consumption from an initial baseline;
  + demonstrated efforts to reduce storm water runoff and/or reduce impermeable surfaces;
  + alternate water sources used for irrigation;
  + water-conserving fixtures and/or appliances; and
  + landscaping and/or grounds at your schools considered ecologically beneficial, water-efficient, or regionally appropriate.
* ***Element IC:*** Describe how your IHE is reducing waste production by having sound methods of disposal for solid and hazardous wastes. Explain how your IHE:
  + diverts waste from landfilling or incinerating;
  + promotes reduction, recycling and/or composting efforts;
  + purchases paper that is made from post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine-free;
  + safely handles hazardous waste generated; and
  + has “green cleaning” custodial standards.
* ***Element ID:*** Describe your IHE’s use and promotion of alternative transportation. Explain how your IHE:
  + has efficient transportation use that has reduced your IHE’s environmental impact;
  + encourages students, faculty and staff to walk, bike, or carpool to campus; and
  + implements “no idling” policies, carpool stalls, or other campus-wide policies and practices to promote alternative transportation.

**Pillar II: Improved Health and Wellness**

* ***Element IIA:*** Describe how your IHE improves the health and wellness of students, faculty and staff through environmental health programs and promoting sound health and wellness practices. Explain how your IHE has:
  + an Integrated Pest Management plan;
  + reduced or eliminated reliance on pesticides;
  + contaminant controls and chemical management; and
  + quality ventilation, asthma trigger controls, and moisture control.
* ***Element IIB:*** Describe how your IHE promotes nutrition, physical activity (including outdoors) and overall health***.*** Explain how your IHE:
  + has on-site food garden(s),
  + participates in farm-to-school programs and/or provides fresh, local, and organic food; and
  + participates in any nationally recognized programs that promote health and wellness.
* ***Element IIC:*** Describe how your IHE promotes coordinated school health approaches on your campus, or any other health-related initiatives to address overall health issues. Explain how your IHE has:
  + health education, health services, nurses and health centers;
  + efforts to support student mental health, such as counseling, psychological and social services; and
  + efforts to promote staff health as well as community involvement.

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

* ***Element IIIA:*** Describe how your IHE provides effective environmental and sustainability education. Explain how your IHE:
  + incorporates interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems into courses and/or degree requirements;
  + incorporates environmental/sustainability literacy requirements into courses and/or degrees; and
  + integrates environmental/sustainability concepts into courses and/or degree requirements.
* ***Element IIIB:*** Describe how your IHE uses the environment and sustainability issues to develop STEM content, knowledge, and thinking skills. Explain how your IHE:
  + incorporates environmental education into STEM courses and/or degree requirements; and
  + promotes learning about green technologies and career pathways.
* ***Element IIIC:*** Describe how your IHE promotes the development and application of civic knowledge and skills through environmental and sustainability education. Explain how your IHE:
  + provides civic/community engagement opportunities integrating environment and sustainability topics;
  + provides students meaningful outdoor learning experiences; and
  + uses outdoor learning to develop civic skills and engage the broader community.

**Cross-cutting Information**

For all three Pillars above, describe how your IHE partners with other postsecondary institutions, businesses, nonprofit organizations, or community groups to reduce environmental impact and costs, improve health and wellness, and support effective environmental and sustainability education. In your narrative for all three Pillars above, highlight whether your IHE has innovative or unique practices to reduce its environmental footprint. Throughout your narrative, be sure to mention any awards or recognition your district has received for your work in the three Pillars.

**Supplemental Visual Documentation**

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

# Application Selection Criteria & Evaluation Rubric (Institution of Higher Education)

For CDE Use

|  |  |  |  |
| --- | --- | --- | --- |
| Section A | Proposal Introduction | No Points | |
| **Section B** | Pillar I: Reduced Environmental Impact and Costs |  | /45 |
| **Section C** | Pillar II: Improved Health and Wellness |  | /45 |
| **Section D** | Pillar III: Effective Environmental and Sustainability Education |  | /45 |
| **Section E** | 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 |

|  |  |
| --- | --- |
| **SECTION A: Summary Narrative** | **No Points** |
| Provide a one-page description of the IHE’s efforts to reduce environmental impact and costs; improve student, faculty and staff health; and provide effective environmental and sustainability education. Summarizing the IHE’s strengths and accomplishments, provide a concise and coherent “snapshot” that describes how the IHE is representative of your state’s highest achieving green efforts. Focus on what makes the IHE worthy of receiving a U.S. Department of Education Green Ribbon Schools Postsecondary Sustainability Award. Note if students were actively involved in preparing the application. Discuss innovative, yet replicable, practices and partnerships. Highlight any awards or recognition the IHE has received for its work in the three Pillars. Be sure to cover all Pillars and Elements thoroughly and equally in this summary narrative. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION B: Pillar I: Reduced Environmental Impact and Costs** | | | | **45 Points** | |
| **Element IA: Improved energy conservation/energy-efficient building(s)** | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Demonstrates some reductions in energy use from baseline. | Applicant:   * Demonstrates substantial reductions in energy use from baseline; * Generates or purchases some of its energy from renewable sources; * Measures and offsets some of its remaining carbon footprint; * Has received green building recognition for new, renovated, and/or existing building; * Has energy master plan or equivalent. | Applicant:   * Demonstrates reductions in energy use from baseline by 30% or more; * Generates or purchases 30% or more of its energy from renewable sources; * Measures and offsets a substantial amount of its remaining carbon footprint; * Has received green building recognition for new, renovated, and/or existing building(s); * Has energy master plan or equivalent and demonstrates strong commitment to plan. | | | |
| **Reader Comments:** | | | Element IA Points | | |
|  | | |
| Element IB: Improved water quality, efficiency and conservation | | | | | |
| **3** | **5** | **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 amount of 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; * Devotes substantial amount of grounds to ecologically beneficial uses. | | | |
| **Reader Comments:** | | | Element IB Points | | |
|  | | |
| Element IC: Reduced waste production and improved recycling and composting programs | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has a recycling and/or composting program 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 a recycling and/or composting program 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. | Applicant:   * Has a recycling and composting program 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 IC Points | | |
|  | | |
| Element ID: Use of alternative transportation to, during, and from school | | | | | |
| **1** | **3** | **5** | | | |
| Applicant:   * Has some percentage of students/faculty/staff that do not ride/drive in a single personal vehicle to campus; * Has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, and no loading/unloading near air intakes. | Applicant:   * Has a large percentage of students who do not ride/drive in a single personal vehicle to school; * Has programs in place to promote more efficient and healthier transportation; * Identifies safe pedestrian routes, if possible. | In addition to previous column, applicant:   * Uses alternative-fuel buses and/or other creative means of promoting alternative transportation. | | | |
| **Reader Comments:** | | | Element ID Points | | |
|  | | |
| Total Points: Pillar I | | |  | | **/45** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION C: Pillar II: Improved Health and Wellness** | | | | **45 Points** | |
| **Element IIA: An integrated school environmental health program** | | | | | |
| **5** | **10** | **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; * 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 IIA Points | | |
|  | | |
| Element IIB: High standards of health, wellness, and outdoor time | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Actively promotes student health and wellness activities across campus, and some amount of physical education/ activity is conducted outdoors. | In addition, applicant:   * Participates in some nutrition program for students, faculty and staff; * Has an on-site food garden; * Purchases and/or grows some food that is organic; * Describes compelling student outdoor activities. | In addition, applicant:   * Participates in a farm-to-campus 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 IIB Points | | |
|  | | |
| Element IIC: Coordinated Campus Health, Mental Health, Campus Climate and Safety | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has health professionals, including nurse(s), and a campus-based health center. | In addition, applicant:   * Uses a coordinated campus health approach and/or describes other health-related initiatives; * Describes some efforts to support mental health and campus climate. | In addition, applicant:   * Has developed at least one partnership with other postsecondary institutions, businesses, nonprofit organizations, or community groups to promote student health and safety; * Provides a clear picture of efforts to support mental health and campus climate (i.e., peer counseling, etc.) | | | |
| **Reader Comments:** | | | Element IIC Points | | |
|  | | |
| Total Points: Pillar II | | |  | | **/45** |

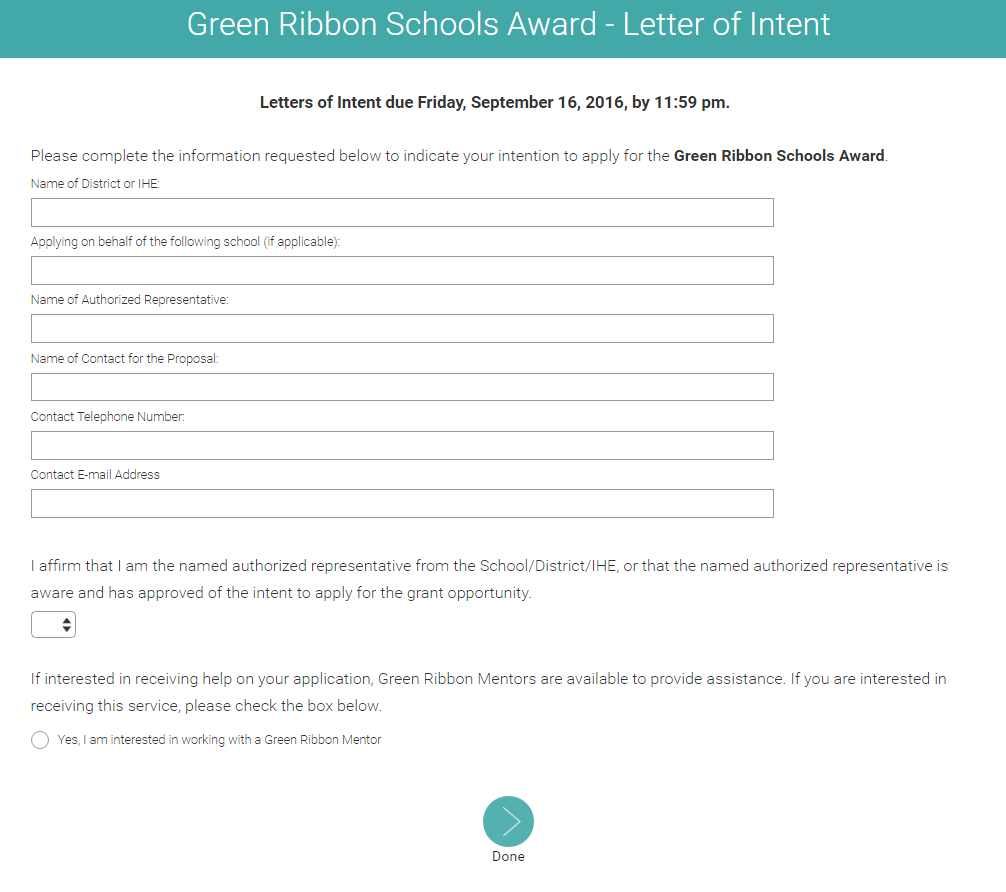
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION D: Pillar III: Effective Environmental and Sustainability Education** | | | | **45 Points** | |
| **Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems** | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has limited policies to promote environmental and sustainability (E/S) education; * Has few or no E/S academic programs; * Has limited E/S co-curricular 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 a written definition of environmental literacy and/or environmental learning outcome(s); * Has some policies to promote E/S education; * Has some E/S academic programs across some subjects and/or grade spans; * Has some E/S co-curricular programs focusing on understanding the key relationships between dynamic environmental and human systems; * Has some relevant faculty/staff who participate in one or more E/S professional development opportunities annually. | Applicant:   * In addition to the written definition of environmental literacy and/or learning outcome(s), has an E/S literacy requirement in some courses and/or degrees; * 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 co-curricular programs, including for place-based environmental education, focusing on understanding the key relationships between dynamic environmental and human systems; * Has most relevant faculty/staff who participate in one or more E/S professional development opportunities annually. | | | |
| **Reader Comments:** | | | Element IIIA Points | | |
|  | | |
| Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge and thinking skills | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has limited integration of environmental and sustainability (E/S) education into STEM-related courses and/or degree programs; * Makes some connections to E/S careers. | Applicant:   * Sometimes integrates E/S education into some STEM-related courses and/or degree programs; * Makes some connections to E/S careers and technologies. | Applicant:   * Frequently integrates E/S concepts into STEM courses across degree programs; * Has courses and/or degree programs that makes many connections throughout to E/S careers and career tech/green jobs. | | | |
| **Reader Comments:** | | | Element IIIB Points | | |
|  | | |
| Element IIIC: Development and application of civic engagement, knowledge and skills | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has civic projects related to the environment and sustainability in some courses and/or degree programs; * Has occasional meaningful outdoor learning experiences for a few students; * 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 courses and/or degree programs. | Applicant:   * Ensures all students have meaningful outdoor learning experiences; * Ensures that the quality and quantity of community partnerships results in sustainability advances at the IHE, K-12 schools, and/or the wider community. | | | |
| **Reader Comments:** | | | Element IIIC Points | | |
|  | | |
| Total Points: Pillar III | | |  | | **/45** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION E: Cross-Cutting Questions** | | | | **15 Points** | |
| **1** | **3** | **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** | **3** | **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** | **3** | **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 Friday, September 16, 2016, by 11:59 pm. Submit online via SurveyMonkey at [www.surveymonkey.com/r/greenribbon2016](https://www.surveymonkey.com/r/greenribbon2016).

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

[](https://www.surveymonkey.com/r/greenribbon2016)