

## REQUEST FOR APPLICATIONS

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

### **Application Webinar:** Tuesday, September 13, 2016, 3 pm – 4 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 Award: 2016-2017** PreK-12 School 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 |

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# Introduction

The U.S. Department of Education Green Ribbon Schools (ED-GRS) program honors America’s public and private elementary, middle, and high schools for their efforts toward improving student health and achievement and reducing their environmental impact. An ED-GRS Award represents a healthy and sustainable school, 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. National studies and existing “green” schools programs indicate that the benefits of the ED-GRS program will include increased energy cost savings, improved student and staff health and productivity, enhanced critical thinking skills, improved student performance, reduced behavioral problems, and increased student engagement, particularly in science, technology, engineering, and mathematics (STEM) subjects.

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, increased application rates, and increased opportunities for private financial assistance. Awardees 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, during, and from school, through active promotion of locally available options and implementation of enabling projects and policies.

**Pillar 2: Improved Health and Wellness**

* An integrated school 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 schools and grounds.
* High standards of health, wellness, and quantity of quality outdoor time for both students 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.

# Meeting CDE’s Strategic Goals

The Colorado Department of Education (CDE) anticipates that schools’ efforts to fulfill the Pillars of the Green Ribbon award program will also help to accomplish the following 2016-2017 CDE Strategic Goals:

* Standard 3: Every Student Meets or Exceeds Standards

By providing environmentally safe and sustainable learning spaces for students, schools can help ensure that all students make adequate growth in reading and math by increasing the percentage of students catching up to and/or maintaining proficiency or advanced proficiency in all grades and student subgroups.

* Standard 4: Every Student Graduates Ready for College and Careers

By providing students with opportunities for environmental and sustainability education, including learning STEM and 21st century knowledge and skills, schools can help ensure every student graduates college- and career-ready while increasing graduation rates.

# Eligibility

Schools demonstrating high achievement in the elements of each of the three Green Ribbon Schools Pillars, and meeting eligibility requirements and high college- and career-ready standards are eligible to apply. Each school is eligible for an ED-GRS award from the USDE only once. The title is accorded for one year only and is non-renewable.

Colorado is permitted as many as four school nominations and one district nomination. If CDE wishes to nominate more than one public school, one must be a school with at least 40 percent of its students eligible for Free and Reduced Lunch. Private schools may also be nominated.

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

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

# Review Process

Receiving a U.S. Department of Education 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 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, 3 pm – 4 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.

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)

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# 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 PreK-12 School Application

# Part IA: Applicant Information

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School Information | | | | | | | | | |
| School Name: | |  | | | | **District Name:** | |  | |
| Street Address: | |  | | | | | | | |
| Facebook Page: | |  | | | | **Website:** |  | | |
| School Principal Information | | | | | | | | | |
| Name: |  | | | **Phone:** |  | | **E-mail:** | |  |
| Principal Signature\*: | | |  | | | | | | |
| 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, Principal and/or Lead Applicant assure that the information provided is accurate to the extent possible.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School Demographics | | | | | | | | | | | | | |
| Grade Level | | | **School Type** | | | | | | | **School Setting** | | | |
| Early Learning Center  Elementary (PK-5 or 6)  K-8  Middle (6-8 or 9)  High (9 or 10-12) | | | Public  Private/Independent  Charter  Magnet | | | | | | | Urban  Suburban  Rural | | | |
| Is your school in one of the largest 50 districts in the nation? | | | | | | | | | | | Yes  No | | |
|  | | | | | | | | | | | | | |
| Does your school serve 40% or more students from disadvantaged households? | | | | | | | | | | | Yes  No | | |
| % Receiving Free and Reduced Price Lunch: | | | | |  | | | **% Limited English Proficient:** | | | | |  |
|  | | | | | | | | | | | | | |
| School Enrollment/Graduation/Attendance | | | | | | | | | | | | | |
| Total Enrolled: |  | **Graduation Rate:** | | | | |  | | **Attendance Rate:** | | |  | |
|  | | | | | | | | | | | | | |
| Is your school participating in a local, state, or national school 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 school 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 school principal and 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 school has some configuration that includes one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools 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. Neither the nominated public school nor its public school district is 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 school 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 |  | Signature |
|  |  |  |
| Principal |  | Signature |

\*Note: If applying for a school within 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. A Charter School authorized by a School District must still obtain the District Superintendent signature.

# Part II: Application Narrative

**Directions:** The following template (pages 8-18) **must be used** to complete the application. Answer each question below by checking or typing in the information requested. Free responses are limited to the word limit noted following the question. No written narrative is required outside of what is requested within this template. If the school 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 one-page description of the school’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Summarizing the school’s strengths and accomplishments, provide a concise and coherent “snapshot” that describes how the school is representative of your state’s highest achieving green school efforts. Focus on what makes the school worthy of becoming a U.S. Department of Education Green Ribbon School. 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 school has received for its work in the three Pillars. Be sure to cover all Pillars and Elements thoroughly and equally in this summary narrative.

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| Pillar I: Reduced Environmental Impact and Costs | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Element IA: Reduced or Eliminated Greenhouse Gas Emissions | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Has your school reduced its total non-transportation energy use from an initial baseline? | | | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | |
| Current Energy Usage (kBTY/student/year): | | | | | | | | |  | | Current Energy Usage (kBTY/sq. ft./year): | | | | | | | | | | | | | |  | | |
| Percentage Reduction: | | |  | | | | | | | | Over M/YYYY – M/YYYY: | | | | | | |  | | | | | | | | | |
| How did you document this reduction? | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. What percentage of your school's energy is obtained from: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| On-site Renewable Energy Generation: | | | | | | |  | | | | Type: | | |  | | | | | | | | | | | | | |
| Purchased Renewable Energy: | | | | | | |  | | | | Type: | | |  | | | | | | | | | | | | | |
| Participation in USDA Fuel for Schools, DOE Wind for  Schools, or other federal or state school energy program: | | | | | | | | | | | | |  | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Can your school demonstrate a reduction in Greenhouse Gas emissions? | | | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | |
| Percentage Reduction: | |  | | | | | | | | | Over M/YYYY – M/YYYY: | | | | | | |  | | | | | | | | | |
| Initial GHG Emissions Rate (MT eCO2/Person): | | | | | | | | | |  | Final GHG Emissions Rate (MT eCO2/Person): | | | | | | | | | | | | | | | |  |
| Offsets: |  | | | | | | How did you calculate the reduction? | | | | | | | | | |  | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Do you track resource use in EPA ENERGY STAR Portfolio Manager? | | | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | |
| If yes, what is your score? | | | |  | | If score is above a 75, have you applied for and received ENERGY STAR certification? | | | | | | | | | | Yes -  No | | | | Year: | | |  | | | | |
|  | | | |  | |  | | | | | |  | |
| 1. In what year was your school originally constructed? | | | | | | | | | | | |  | | | | | | | | | | | | | | | |
| What is the total building area of your school? | | | | | | | | | | | |  | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Has your school constructed or renovated portion(s) of the building in the past 10 years? | | | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | |
| For new building(s): Percentage building area that meets green building standards: | | | | | | | | | | | | | | | | | | |  | | | | | | | | |
| Certification and year received: | | | | |  | | | | | | | | | | Total constructed area: | | | | | | |  | | | | | |
| For renovated building(s): Percentage of the building area that meets Green Building standards: | | | | | | | | | | | | | | | | | | | | | | | |  | | | |
| Certification and year received: | | | | |  | | | | | | | | | | Total renovated area: | | | | | |  | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Does your school have a plan in place to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, or energy conservation guidelines?   (50 word max) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Are there any other actions your school has taken (not covered above) to support Element IA that should be considered? Please describe below. (100 word max) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Pillar I: Reduced Environmental Impact and Costs | | | | | | | | | | | |
| Element IB: Improved Water Quality, Efficiency, and Conservation | | | | | | | | | | | |
| 1. Can school demonstrate a reduction in its total water consumption from an initial baseline? | | | | | | | | | | | |
| Average Baseline Water Use (gallons per occupant): | | | | |  | | | | Current Water Use (gallons per occupant): | |  |
| Percentage Reduction in Domestic Water Use: | | |  | | | | Percentage Reduction in Irrigation Water Use: | | | |  |
| Time Period Measured (MM/YYYY – MM/YYYY): | | | |  | | | | | | | |
| How did you document this reduction? (i.e., ENERGY STAR Portfolio Manager, utility bills, school district reports) | | | | | | | | |  | | |
|  | | | | | |  | | | | | |
| 1. Percentage of school’s landscaping considered water-efficient and/or regionally appropriate: | | | | | | | | | |  | |
| Types of plants used and location: |  | | | | | | | | | | |
|  | | | | | |  | | | | | |
| 1. Describe alternate water sources used for irrigation, if possible. (50 word max) | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| 1. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (50 word max) | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| 1. Our school's drinking water comes from: | | Municipal Water Source  Well on School Property | | | | | | | | | |
| Other: | | | | | |  | | | |
| 1. Describe your water conserving fixtures and or appliances (e.g., waterless urinals, dual flush toilets, etc.). (50 word max) | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| 1. Describe how the water source is protected from potential contaminants. (50 word max) | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| 1. Describe the program you have in place to control lead in drinking water. (50 word max) | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| 1. What percentage of the school grounds are ecologically beneficial, water-efficient, and/or regionally appropriate (e.g., school garden, xeriscaping, etc.)? (50 word max) | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| Are there any other actions your school has taken (not covered above) to support Element IB that should be considered? Please describe below. (100 word max) | | | | | | | | | | | |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pillar I: Reduced Environmental Impact and Costs | | | | | | | | | | | | | | | | | |
| Element IC: Reduced Waste Production | | | | | | | | | | | | | | | | | |
| 1. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points. | | | | | | | | | | | | | | | | | |
| A: Monthly Garbage Service in Cubic Yards | | | | | | | | | | | | | | | | | |
| (Garbage Dumpster Size(s)) x (# of Collections per Month) x (% Full When Collected) = | | | | | | | | | | | |  | | | | | |
| B: Monthly Recycling Volume in Cubic Yards | | | | | | | |  | | | | | | | | | |
| (Recycling Dumpster Sizes(s)) x (# of Collections per Month) x (% Full When Collected) = | | | | | | | | | | | | |  | | | | |
| C: Monthly Compostable Materials Volume(s) in Cubic Yards | | | | | | | | |  | | | | | | | | |
| (Food Scrap/Food Soiled Paper Dumpster Size(s)) x (# of Collections per Month) x (% Full When Collected) = | | | | | | | | | | | | | | | |  | |
| Recycling Rate = ((B + C) ÷ (A + B + C) x 100) = | | | | | |  | | | | | | | | | | | |
| Monthly Waste Generated per Person = (A/# of Students and Staff) = | | | | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | |
| 1. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine-free? | | | | | | | | | | | | | | |  | | |
|  | | | | | | | |  | | | | | | | | | |
| 1. List the types and amounts of hazardous waste generated at your school: | | | | | | | | | | | | | | | | | |
| Flammable Liquids | Corrosive Liquids | | | Toxics | | | | | | Mercury | | | | Other | | | |
|  |  | | |  | | | | | |  | | | |  | | | |
| How is this measured? | |  | | | | | | | | | | | | | | | |
| How is hazardous waste disposal tracked? | | |  | | | | | | | | | | | | | | |
| Describe other measures taken to reduce solid waste and eliminate hazardous waste, including e-waste. (100 word max) | | | | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| 1. Which green cleaning custodial standard is used? | | | | | | |  | | | | | | | | | | |
| What percentage of all products is certified? | | | | |  | | | | | | | | | | | | |
| What specific third party certified green cleaning product standard does your school use? | | | | | | | | | | | | | |  | | | |
|  | | | | | | | | | | | | | |  | | | |
| Are there any other actions your school has taken (not covered above) to support Element IC that should be considered? Please describe below. (100 word max) | | | | | | | | | | | | | | | | | |
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| Pillar I: Reduced Environmental Impact and Costs | | | | | |
| Element ID: Use of Alternative Transportation | | | | | |
| 1. What percentage of your students walk, bike, bus, or carpool (2 + students in the car) to/from school? (Note if your school does not use school buses.) | | | | |  |
| How is this data calculated? (50 word max) | | |  | | |
|  | | | | | |
|  | | |  | | |
| 1. Has your school implemented? |  | | | | |
| Designated carpool parking stalls.  A well-publicized no idling policy that applies to all vehicles (including school buses).  Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.  Safe Pedestrian Routes to school or Safe Routes to School. | | | | | |
| Describe activities in your safe routes program: (50 word max) | | | |  | |
|  | | | | | |
|  | |  | | | |
| 1. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max) | | | | | |
|  | | | | | |
|  | | | | | |
| Are there any other actions your school has taken (not covered above) to support Element ID that should be considered (e.g., alternative fuel buses, or other creative ways of promoting alternative transportation)? Please describe below. (100 word max) | | | | | |
|  | | | | | |

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| --- |
| Pillar II: Improved Health and Wellness |
| Element IIA: Integrated School Environmental Health Program |
| 1. Provide details on your school’s Integrated Pest Management (IPM) program including year of implementation, program responsibility/oversight, pest monitoring process, record keeping, pesticide use strategy, and notification practices (if required). (50 word max) |
|  |
|  |
| 1. Describe your efforts to reduce reliance on pesticides, and provide data on volume reductions over time, if available. (50 word max) |
|  |
|  |
| 1. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice. Check all that apply. (100 word max each) |
| Our school prohibits smoking on campus and in public school buses. |
|  |
| Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. |
|  |
| Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO). |
|  |
| Our school does not have any fuel burning combustion appliances. |
|  |
| Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L, OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. |
|  |
| Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. |
|  |
|  |
| 1. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max) |
|  |
|  |
| 1. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max) |
|  |
|  |
| 1. Describe actions your school takes to control moisture from leaks, condensation and excess humidity and promptly cleanup mold or remove moldy materials when it is found. (100 word max) |
|  |
|  |
| 1. Describe whether your school has taken steps to protect indoor environmental quality. Provide specific examples of actions taken for each checked practice. Check all that apply. (100 word max) |
| Our school has installed local exhaust systems for major airborne contaminant sources. |
|  |
| Our school inspects and maintains the building’s ventilation system and all unit ventilators to ensure they are clean and operating properly. |
|  |
| Our school ensures that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. |
|  |
| Our school takes additional steps to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. |
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| Are there any other actions your school has taken (not covered above) to support Element IIA that should be considered? Please describe below. (100 word max) |
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| Pillar II: Improved Health and Wellness | | | | | |
| Element IIB: Health and Wellness | | | | | |
| 1. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. Check all that apply. (100 word max each) | | | | | |
| Our school participates in the USDA's HealthierUS School Challenge. | Level and Year: | | |  | |
|  | | | | | |
| Our school participates in a Farm-to-School program to use local, fresh food. | | | | | |
|  | | | | | |
| Our school has an on-site food garden. | | | | | |
|  | | | | | |
| Our school garden supplies food for our students in the cafeteria, a cooking or garden class, or to the community. | | | | | |
|  | | | | | |
| Our students spent at least 120 minutes per week over the past year in school-supervised physical activity. | | | | | |
|  | | | | | |
| At least 50% of our students' annual physical education takes place outdoors. | | | | | |
|  | | | | | |
| Health measures are integrated into assessments. | | | | | |
|  | | | | | |
| At least 50% of our students have participated in the EPA's Sunwise (or equivalent program that promotes sun safety). | | | | | |
|  | | | | | |
|  | | | | | |
| Food purchased by our school is certified as "environmentally preferable". | | Percentage: | | |  |
| Type: |  | | |
|  | | | | | |
|  | | | | | |
| 1. Describe the type of outdoor education, exercise, and recreation available. (100 word max) | | | | | |
|  | | | | | |
| Are there any other actions your school has taken (not covered above) to support Element IIB that should be considered? Please describe below. (100 word max) | | | | | |
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| Pillar II: Improved Health and Wellness | | | |
| Element IIC: Coordinated School Health, Mental Health, School Climate, and Safety | | | |
| 1. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? | | | Yes  No |
| If yes, describe the health-related initiatives or approaches used by the school: | | | |
|  | | | |
|  | |  | |
| 1. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? | | | Yes  No |
| If yes, describe these partnerships: | | | |
|  | | | |
|  | | | |
| 1. Does your school have a school nurse and/or a school-based health center? | | | Yes  No |
|  |  | | |
| 1. Describe your school’s efforts to support student mental health and school climate (e.g., anti-bullying programs, peer counseling, etc.). (100 word max) | | | |
|  | | | |
|  | | | |
| Are there any other actions your school has taken (not covered above) to support Element IIC that should be considered? Please describe below: | | | |
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| Pillar III: Effective Environmental and Sustainability Education |
| Element IIIA: Interdisciplinary Learning About the Key Relationships between Dynamic Environmental, Energy, and Human Systems |
| 1. Which policies does your school employ to help ensure effective, place-based, environmental and sustainability education? Check all that apply. Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships. (100 word max each) |
| A written definition of environmental literacy and/or a definition of environmental learning outcomes including knowledge, skills, positive attitudes, and civic responsibility. |
|  |
| A set of policies to promote environmental education and sustainability. |
|  |
| An environmental or sustainability literacy requirement. |
|  |
|  |
| 1. Which academic programs does your school employ to help ensure effective, place-based, environmental and sustainability education? Check all that apply. Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships. (100 word max each) |
| An academic program that integrates environmental and sustainability concepts, including a garden program, across the curriculum in multiple subjects and/or grades. |
|  |
| A way to assess student environmental and sustainability learning and achievement. |
|  |
| For schools serving grades 9-12, an AP Environmental Science course or another environmental or sustainability elective course available to students during their high school career. |
|  |
| Professional development in environmental and sustainability education for all teachers and/or staff. |
|  |
|  |
| 1. Which co-curricular programs does your school employ to help ensure effective, place-based, environmental and sustainability education? Check all that apply. Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships. (100 word max each) |
| An environmental or sustainability student club, and/or a school Green Team that includes student representation and/or opportunities for student leadership. |
|  |
| Field trips for students to study environmental education at outdoor programs, science museums, zoos, aquariums, parks, and farms. |
|  |
| A school program that includes service learning projects that incorporate environmental topics. |
|  |
| A way to use the buildings, grounds, and neighborhood to teach place-based environmental education and foster local ecological literacy in a hands-on manner. |
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| Are there any other actions your school has taken (not covered above) to support Element IIIA that should be considered? Please describe below. (100 word max) |
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| Pillar III: Effective Environmental and Sustainability Education | | | |
| Element IIIB: Use of the Environment and Sustainability to Develop STEM Content, Knowledge, and Thinking Skills | | | |
| 1. For schools serving grades 9-12, provide: | | | |
| Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: | | |  |
| Percentage scoring a 3 or higher: |  | | |
|  | |  | |
| 1. How does your school use sustainability and the environment as a context for learning science, technology, engineering, and mathematics thinking skills and content knowledge? (200 word max) | | | |
|  | | | |
|  | | | |
| 1. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max) | | | |
|  | | | |
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| Are there any other actions your school has taken (not covered above) to support Element IIIB that should be considered? Please describe below. (100 word max) | | | |
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| Pillar III: Effective Environmental and Sustainability Education |
| Element IIIC: Development and Application of Civic Knowledge and Skills |
| 1. Describe students’ civic/community engagement projects integrating environment and sustainability topics. (200 word max) |
|  |
|  |
| 1. Describe students’ meaningful outdoor learning experiences at every grade level. (200 word max) |
|  |
|  |
| 1. Describe how outdoor learning is used to teach an array of subjects in context (place-based education), engage the broader community, and develop civic skills. (200 word max) |
|  |
|  |
| 1. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (200 word max) |
|  |
|  |
| 1. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology, and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (200 word max) |
|  |
|  |
| Are there any other actions your school has taken (not covered above) to support Element IIIC that should be considered? Please describe below. (100 word max) |
|  |

You are encouraged to submit up to five (5) photos (with appropriate permissions) or up to five (5) minutes of video content. Please provide 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 (Schools)

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 school’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Summarizing the school’s strengths and accomplishments, provide a concise and coherent “snapshot” that describes how the school is representative of your state’s highest achieving green school efforts. Focus on what makes the school worthy of becoming a U.S. Department of Education Green Ribbon School. 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 school has received for its work in the three Pillars. Be sure to cover all Pillars and Elements thoroughly and equally in this summary narrative. | |

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| **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 Energy STAR certification; * 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 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 that do not ride/drive in a single personal vehicle to school; * 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 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** |

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| --- | --- | --- | --- | --- | --- |
| **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:   * 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; * Has students participate in Sunwise program or other program to promote sun safety; * Purchases and/or grows some food that is organic; * Describes compelling student outdoor activities. | In addition, applicant:   * Has more than 50% of physical education annually taking place outdoors; * 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 School Health, Mental Health, School Climate and Safety | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has a nurse and/or a school-based health center. | 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 (i.e., anti-bullying programs, peer counseling, etc.) | | | |
| **Reader Comments:** | | | Element IIC Points | | |
|  | | |
| Total Points: Pillar II | | |  | | **/45** |

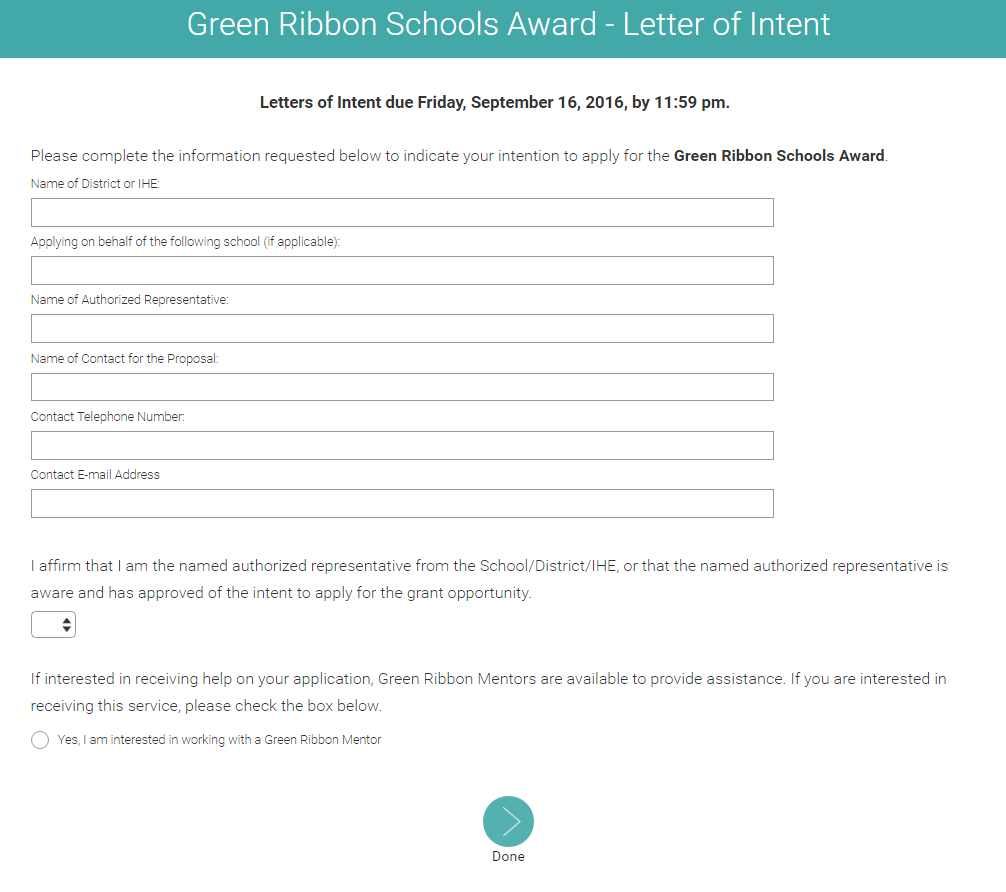
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| --- | --- | --- | --- | --- | --- |
| **SECTION D: Pillar III: Effective Environmental and Sustainability Education** | | | | **45 Points** | |
| **Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems** | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has limited policies to promote environmental and sustainability (E/S) education; * Has little 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 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:   * In addition to the written definition of environmental literacy and/or learning outcome(s), 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 co-curricular 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 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 courses; * Makes some 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 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 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. | 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 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)