



COLORADO

Department of Education

U.S. Department of Education Green Ribbon Schools Award

Postsecondary Sustainability Award

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

September 2016

Introduction

- The U.S. Department of Education Green Ribbon Schools (ED-GRS) award program honors America's institutions of higher education (IHE) for their efforts toward improving student health and achievement and reducing their environmental impact.
- Applicants should demonstrate progress toward the elements of each of the three **Green Ribbon Schools "Pillars"**:
 - **Pillar I:** Reduced Environmental Impact and Costs
 - **Pillar II:** Improved Health and Wellness
 - **Pillar III:** Effective Environmental and Sustainability Education

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.

Green Ribbon Schools Award Pillars



Pillar I: 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 II: 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 and wellness, and quantity and quality outdoor time** for both students and staff.

Pillar III: 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**.

Application Elements

Application 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)

Summary Narrative

- Provide a one-page description of the IHE's efforts to reduce environmental impact and costs; improve student 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 school is representative of your state's highest achieving green school efforts.
- Focus on what makes the IHE worthy of becoming a U.S. Department of Education Postsecondary Sustainability Awardee.
- 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.

Application Narrative for IHEs



Part II: Application Narrative

- The format outlined on pages 8-10 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 11-16.
- Respond to the 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.
- The total Application Narrative portion of the application, including the Summary Narrative, may not exceed 15 pages.

Pillar I, Element A narrative

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.

Pillar I, Element B narrative

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 considered ecologically beneficial, water-efficient, or regionally appropriate.

Pillar I, Element C narrative

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.

Pillar I, Element D narrative

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, Element A narrative

Describe how your IHE improves the health and wellness of students and staff by integrating school 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.

Pillar II, Element B narrative

Describe how your IHE promotes nutrition, physical activity (including outdoors) and overall school health. Explain how your IHE has:

- An on-site school food garden;
- participates in farm-to-school programs and/or schools that provide fresh, local, and organic food;
- participates in any nationally recognized programs that promote health and wellness.

Pillar II, Element C narrative

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, Element A narrative

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.

Pillar III, Element B narrative

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.

Pillar III, Element C narrative

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.**

Scoring Rubric

Scoring Rubric

- Total application points: **150 Points**
- Pay attention to the Scoring Rubric for Elements included in each Pillar!
 - Pillar I: Reduced Environmental Impact and Costs **(45 Points)**
 - Pillar II: Improved Health and Wellness **(45 Points)**
 - Pillar III: Environmental and Sustainability Education **(45 Points)**
 - Cross-Cutting Questions **(15 Points)**

**Scoring Rubric can be found on pages 10-15.*

Pillar I Scoring Rubric example

SECTION B: Pillar I: Reduced Environmental Impact and Costs			45 Points
Element IA: Improved energy conservation/energy-efficient building(s)			
5	10	15	
<p>Applicant:</p> <ul style="list-style-type: none"> • Demonstrates some reductions in energy use from baseline. 	<p>Applicant:</p> <ul style="list-style-type: none"> • 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. 	<p>Applicant:</p> <ul style="list-style-type: none"> • 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

Pillar II Scoring Rubric example

SECTION C: Pillar II: Improved Health and Wellness			45 Points
Element IIA: An integrated school environmental health program			
5	10	15	
<p>Applicant:</p> <ul style="list-style-type: none"> • 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. 	<p>In addition, applicant:</p> <ul style="list-style-type: none"> • 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. 	<p>Applicant:</p> <ul style="list-style-type: none"> • 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

Pillar III Scoring Rubric example

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	
<p>Applicant:</p> <ul style="list-style-type: none"> • 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. 	<p>Applicant:</p> <ul style="list-style-type: none"> • 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. 	<p>Applicant:</p> <ul style="list-style-type: none"> • 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

Cross-Cutting Questions

Scoring Rubric

SECTION E: Cross-Cutting Questions			15 Points
1	3	5	
Applicant: <ul style="list-style-type: none"> Participates in a program that benchmarks progress. 	In addition, applicant: <ul style="list-style-type: none"> Has received one award recognizing environmental and/or sustainability excellence. 	In addition, applicant: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Has at least two innovative or unique practices and/or partnerships to reduce its footprint. 	Applicant: <ul style="list-style-type: none"> 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

Photos & Videos for all applications

You are encouraged to submit up to five (5) photos (with appropriate permissions) or up to 5 minutes of video content. Please provide photos/video in a zipped folder as an attachment along with your completed application in an email to: CompetitiveGrants@cde.state.co.us



Submission & Review Processes



Application & Nomination Timeline

Activity	Deadline
Letters of Intent Due	September 16, 2016
Office Hours at USGBC Summit	November 4, 2016
Applications Due	December 1, 2016, by 11:59 pm
Site Visits by CDE	January 9-13, 2017
CDE Sends Nominations to USDE	February 1, 2017
Applicants Notified of Status by USDE	By April 22, 2017 (Earth Day)

Letter of Intent

Submit online via SurveyMonkey at www.surveymonkey.com/r/greenribbon2016.

Green Ribbon Schools Award - Letter of Intent

Letters of Intent due Friday, September 16, 2016, by 11:59 pm.

Please complete the information requested below to indicate your intention to apply for the **Green Ribbon Schools Award**.

Name of District or IHE:

Applying on behalf of the following school (if applicable):

Name of Authorized Representative:

Name of Contact for the Proposal:

Contact Telephone Number:

Contact E-mail Address:

I affirm that I am the named authorized representative from the School/District/IHE, or that the named authorized representative is aware and has approved of the intent to apply for the grant opportunity.
☐

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 check the box below.

☐ Yes, I am interested in working with a Green Ribbon Mentor



Submission Process

The applications are available at www.cde.state.co.us/cdeawards/greenribbonschools

- An electronic copy of the application must be submitted to 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.

Review Process

Receiving a USDE Green Ribbon Schools Award is a two-step process.

- **First step (CDE):**
 - IHEs complete and submit the application.
 - Applications will be reviewed by CDE staff and experts from the field.
 - Applicants recommended for nomination will receive a site visit prior to receiving nomination for the award.
- **Second step (USDE):**
 - IHE (one nominee) provide 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.
- ***This is a competitive process – there is no guarantee that submitting a proposal will result in a nomination.***

Questions?



Resources

- You may consult the [Green Strides Resources Page and Webinar Series](#) for more information related to each Pillar and Element.
- For additional resources, please visit the U.S. Department of Education's [Green Ribbon Schools website](#).
- If you would be interested in receiving help on your application, Green Ribbon Mentors, including the USGBC Green TIES Mentorship Program, are available to provide assistance.
 - *If interested, complete the online [Letter of Intent](#) (Attachment A) and mark the last checkbox by Friday, September 16.*



Contact Information

For **STEM program** questions contact:

Joanna Bruno (Bruno_J@cde.state.co.us or 303-919-3907)

For **facilities/green content** questions contact:

Cheryl Honigsberg (Honigsberg_C@cde.state.co.us or 303-866-6915)

For **application-specific** questions contact:

Anna Young (Young_A@cde.state.co.us or 303-866-6250)