

## REQUEST FOR APPLICATIONS

**Applications Due:** Tuesday, January 11, 2022, by 11:59 pm

**Intent to Apply Due:** Tuesday, December 28, 2021, by 11:59 pm

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| U.S. Department of Education  **Green Ribbon Schools**  **Postsecondary Sustainability Award** 2022 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 |

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# 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 fourth 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.

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

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

# Green Ribbon Schools Award Pillars

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

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

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

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

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

**Pillar 2: Improved Health and Wellness**

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

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

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

# Eligibility

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. Colorado is permitted only one Postsecondary Sustainability Award nomination each year.

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

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

# 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 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 **Tuesday, January 11, 2022 by 11:59 pm**. Site visits prior to receiving nomination for the award will occur in late January or early February 2022. CDE will then send nominations to the USDE by mid-February 2022. Applicants will be notified of the status of their nomination in May 2022. A national awards ceremony will be held in Washington, D.C., in the fall of 2022.

# Technical Assistance

If interested in applying, complete the online Intent to Apply by Tuesday, December 28, 2021. Submit online via [2022 Green Ribbon Schools Award – Intent to Apply](https://app.smartsheet.com/b/form/efc934e1822242869c40482f47246f8e).

**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 Intent to Apply.

# Resources

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

# Submission Process and Deadline

An electronic copy of the application must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by **Tuesday, January 11, 2022 by 11:59 pm.**

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

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

Application materials are available for download at [CDE’s Green Ribbon Schools webpage](http://www.cde.state.co.us/cdeawards/greenribbonschools).

# Required Application Components

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

Part IA: Applicant Information

Part IB: Program Assurances

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

Application Narrative (including Summary Narrative)

# Application Format

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

U.S. Department of Education Green Ribbon Schools Award

2022 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.

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| --- | --- | --- | --- | --- | --- | --- |
| 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.

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

# Part II: Application Narrative

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

**Summary Narrative**

Provide a 1-2 page description of the 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 across the entire campus, provide a concise and coherent “snapshot” that describes how the IHE is representative of your state’s highest achieving green efforts. Be sure to note if students were actively involved in preparing the application. Discuss innovative, yet replicable, practices and partnerships. Highlight any awards or recognition the 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.

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

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

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| **Pillar 3: Providing Effective Environmental and Sustainability Education** |
| **Element 3A: Shared Responsibility for Environmental Learning** |
| **Describe the IHE’s focus on environmental and sustainability literacy specifically reflected through campus-wide practices and programs and/or courses/degrees.** |
| Provide response here. |
| **Describe how, and to what degree, the IHE has integrated environmental and sustainability concepts across courses, degrees, or programs.** |
| Provide response here. |
| **Describe how materials across courses, degrees, or programs have clear expectations and target proficiency levels for environmental and sustainability concepts. *Include quantifiable measures, indicators, or benchmarks of progress.*** |
| Provide response here. |
| **Describe the IHE’s emphasis on promoting professional development in environmental and sustainability education is encouraged for faculty across campus.** |
| Provide response here. |
| **Are there any other actions your IHE has taken (not covered above) to support Element 3A?** |
| Provide response here. |
| **Element 3B: Use of the Environment and Sustainability to Develop STEM Content** |
| **Describe how the IHE uses sustainability and the environment as a context or theme for connecting/learning thinking skills and content knowledge across Science, Technology, Engineering, and Math courses, degrees, or programs.** |
| Provide response here. |
| **Describe the IHE’s use of sustainability and the environment as a context for connecting and learning green technologies and career pathways.** |
| Provide response here. |
| **Are there any other actions your IHE has taken (not covered above) to support Element 3B?** |
| Provide response here. |
| **Element 3C: Development and Application of Civic Knowledge and Skills** |
| **Describe the IHE’s emphasis on outdoor learning as a tool to: a) teach an array of subject areas in context; b) engage the broader community; and c) develop important civic skills.** |
| Provide response here. |
| **Describe: a) how/whether, and to what degree, the IHE promotes and encourages students to conduct course or individual or group civic/community engagement projects; and b) the important outcomes that have been achieved (using data as appropriate).** |
| Provide response here. |
| **Describe the innovative practices and/or partnerships the IHE participates in and/or promotes to support environmental and sustainability education.** |
| Provide response here. |
| **Are there any other actions your IHE has taken (not covered above) to support Element 3C?** |
| Provide response here. |

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| **Supporting Visual Documentation** |

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

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

*For CDE use during the review process*

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

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

**Strengths:**

**Weaknesses:**

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

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

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

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| **Pillar 3: Effective Environmental and Sustainability Education** | | | | **45 Points** | |
| **Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems** | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Has limited policies to promote environmental and sustainability (E/S) education; * Has little or no E/S academic programs such as student club(s), service learning projects, or place-based environmental education; * Has limited annual E/S professional development opportunities, if any. | Applicant:   * Has an established definition of environmental literacy and/or environmental learning outcome(s) and/or E/S policies and practices; * Has some E/S academic programs across some courses and/or degrees, focusing on understanding the key relationships between dynamic environmental and human systems; | Applicant:   * Has an E/S literacy or graduation requirement; * Has well-documented policies and practices to promote E/S education; * Has extensive E/S academic programs, including for place-based environmental education, focusing on understanding the key relationships between dynamic environmental and human systems; | | | |
| **Reader Comments:** | | | Element 3A Points | | |
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| Element 3B: Use of the environment and sustainability to develop Science, Technology, Engineering and Technology (STEM) content, knowledge, and thinking skills | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Has limited integration of environmental and sustainability (E/S) education into STEM-related courses and/or degrees; * Makes few or no connections to E/S careers and technologies. | Applicant:   * Sometimes integrates E/S education into some STEM-related courses and/or degrees; * Makes some connections to E/S careers and technologies. | Applicant:   * Frequently integrates E/S concepts into STEM-related courses and/or degrees; * Has academic coursework that makes many connections throughout to E/S careers and career tech/green jobs. | | | |
| **Reader Comments:** | | | Element 3B Points | | |
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| Element 3C: Development and application of civic engagement, knowledge, and skills | | | | | |
| **1-5** | **6-10** | **11-15** | | | |
| Applicant:   * Has civic projects related to the environment and sustainability; * Has occasional meaningful outdoor learning experiences for 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 integrated with academic coursework. | In addition, applicant:   * Ensures most students have meaningful outdoor learning experiences; * Ensures that the quality and quantity of community partnerships results in sustainability advances at the IHE and the wider community. | | | |
| **Reader Comments:** | | | Element 3C Points | | |
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| Total Points: Pillar 3 | | |  | | **/45** |

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