

Kentucky Application for Nomination

US Department of Education Green Ribbon Schools



Eligible Institutions:

Pre-K-12 schools, public and private

Pre-K-12 public school districts

Institutions of higher education, public and private

**Application due December 13, 2024** Submit applications and direct questions to:

Wesley Bullock

Kentucky Environmental Education Council

wesley.bullock@ky.gov

**About the Award and Application Process**

Thank you for your interest in completing the Kentucky application for nomination to the U.S. Department of Education Green Ribbon Schools (ED-GRS), District Sustainability, or Postsecondary Sustainability Award. ED-GRS recognizes schools, public school districts, and postsecondary institutions taking a comprehensive approach to sustainability, incorporating environmental learning with improving environmental and health impacts.

Becoming a U.S. Department of Education Green Ribbon School, District Sustainability Awardee, or Postsecondary Sustainability Awardee is a multi-step process.

For all applicants, the first step is to complete and submit this form to be selected as a nominee by the Kentucky Environmental Education Council (KEEC).

KEEC will review all submitted forms and select the Kentucky nominees to ED-GRS based on a scoring rubric. Once selected as a nominee by KEEC, the second step of the process requires signatures certifying compliance with all applicable civil rights, Federal Student Aid, health, safety, and environmental statutory and regulatory requirements. You may view the certifications that you will be asked to make in the Nominee Presentation Forms [here](https://www2.ed.gov/programs/green-ribbon-schools/applicant.html).

Finally, KEEC will send your nomination materials, including the signed Nominee Presentation Form, documentation of progress in all areas of the award, and several photographs, to the U.S. Department of Education (ED). ED notifies national selectees in the spring, inviting them to send representatives to attend a ceremony in Washington, D.C. in the summer or fall.

Selection is based on documentation of the nominee’s progress in the three ED-GRS Pillars:

Pillar I: Reducing environmental impact and costs;

Pillar II: Improving the health and wellness of students and staff; and

Pillar III:Offering effective environmental and sustainability education.

Schools, districts, and postsecondary institutions demonstrating progress in every area will receive highest scores. It may help to assemble a team with expertise across these areas to complete the application. You may also wish to consult [Green Strides](http://www.greenstrides.org) for programs related to each Pillar.

**Applications are due to wesley.bullock@ky.gov by December 15, 2023.** KEEC will send nominations to the U.S. Department of Education by February 9, 2024. Please contact Wesley Bullock at wesley.bullock@ky.gov if you have questions during the course of application completion.

**Nominee Information**

Official name of the applicant school, public school district, or postsecondary institution (as it should appear on an award):

Category of nomination: Choose an item.

Official mailing address:

City:       County:       State:       Zip:

Phone:       Fax:

Website\URL:       Email:

Twitter:       Facebook:

State school code (public K-12 schools only):

Integrated Postsecondary Education Data System number (postsecondary institutions only):

Top official (you will need this official’s signature on the nomination form, if nominated):

Title (Mr./Ms./Mrs./ Dr.):       First Name:       Last Name:

Position/Role (Principal/ Superintendent/ President):

Email:       Phone:

Lead applicant (if different):

Title (Mr./Ms./Mrs./ Dr.):       First name:       Last name:

Position/Role (Teacher/ Sustainability Director/ Facilities Director):

Email:       Phone:

**Check all that apply:**

Pre-K

Elementary

Middle

High

Postsecondary

[ ]

[ ]

[ ]

[ ]

[ ]

Charter

Magnet

Public

Private

Independent

[ ]

[ ]

[ ]

[ ]

[ ]

2-Year

4-Year

Rural

Title 1

[ ]

[ ]

[ ]

[ ]

**Provide percentages:**

Free and reduced price lunch (schools and public school districts only):

Pell recipients (postsecondary institutions only):

**Provide the following:**

Total enrolled:

Number of schools (public school districts only):

**Documentation of Sustainability Achievement**

**Summary Narrative: An overview of your work encompassing all three pillars**

Use one paragraph to provide a summary narrative describing your school, district, or postsecondary institution’s efforts to reduce environmental impact and costs; improve student and staff health and wellness; and provide effective environmental and sustainability education. This overarching summary should highlight the best of your work in every ED-GRS Pillar and Element. You can see the areas that you should address [here](https://www2.ed.gov/programs/green-ribbon-schools/eligibility.html) and view examples of summary narratives in past [Highlights Reports](http://www2.ed.gov/programs/green-ribbon-schools/performance.html). The summary that you submit should be what you would like to see appear in a future Highlights Report, if your institution is selected. Be sure to include relevant sustainability achievements, supporting data, unique partnerships, program participation, awards, and certifications.

**Narrative for Pillar I: Your efforts to reduce environmental impact and costs**

Use 1-3 pages to describe how your school, district, or postsecondary institution is reducing environmental impact and costs by reducing or eliminating greenhouse gas emissions; improving water quality, efficiency, and conservation; reducing waste production; and using alternative transportation. Identify your energy-efficient facilities and practices, ecologically beneficial uses of grounds, and methods of disposal for solid and hazardous wastes. Use supporting data to demonstrate progress when possible.

Pillar 1 checklist:

* 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
* Expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies

**Narrative for Pillar 2: Your efforts to improve the health and wellness of students and staff**

Use 1-3 pages to describe how your school, district, or postsecondary institution improves the health and wellness of students and staff by integrating an environmental health program and promoting sound health and wellness practices. You should discuss contaminant, moisture, and asthma control, air quality, thermal comfort, pest management, water quality, and procurement, as well as nutrition and outdoors physical activity. Other components you may include are: health education, health services, counseling, psychological and social services, sun safety, staff health promotion, and family and community involvement. Incorporate metrics when possible.

Pillar 2 checklist:

* High standards of [Whole School Whole Community, Whole Child health](https://www.cdc.gov/healthyschools/wscc/index.htm), including health, nutrition, and outdoor physical education; health, counseling, and psychological services for both students and staff; and family and community involvement
* [Integrated school environmental health program](https://www.epa.gov/schools) that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds, including cleaning and maintenance; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide

**Narrative for Pillar 3: Your efforts to ensure effective environmental and sustainability education**

Use 1-3 pages to describe how your school, district, or postsecondary institution ensures effective environmental and sustainability education throughout the curriculum. Provide examples of interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems. Demonstrate how your institution uses the environment and sustainability to develop STEM content, knowledge, and thinking skills, and teach all subjects in context. You should discuss how your school, district, or postsecondary institution develops and applies civic knowledge and skills to environmental and sustainability education. All STEM and civics work should be described as it relates to environmental and sustainability learning. Detail any environmental or sustainability literacy standards, show how these concepts are integrated into assessments, and describe environmental and sustainability literacy professional development. Include co-curricular opportunities such as field trips, study abroad, clubs, and service learning. This section should describe hands-on, place-based, project-based, authentic learning across the curriculum, not limited to one subject, such as science courses.

Pillar 3 checklist:

* 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
* Development of civic engagement knowledge and skills and students' application of such knowledge and skills to address sustainability issues in their community

**Attachments**

**Photos:**

Please submit photographs of your school, district, or postsecondary institution’s efforts to reduce environmental impact and costs. Photos should:

* relate to the activities described in your summary narrative;
* be action shots, not posed;
* have captions that describe the who/what/when/where of the photo; and
* have a file size of 2 megabytes or less.

Submit a minimum of 5 and a maximum of 10 photos, in separate emails to wesley.bullock@ky.gov if necessary. Choose those that best depict your efforts. By sending these photos, you are giving your state nominating authority and the U.S. Department of Education permission to use them in newsletters and social media.

**Scoring Rubric**

|  |  |  |
| --- | --- | --- |
| Summary Narrative and Photos |  | /25 |
| Pillar 1: Reduced Environmental Impact and Costs |  | /25 |
| Pillar 2: Improved Health and Wellness |  | /25 |
| Pillar 3: Effective Environmental and Sustainability Education |  | /25 |
| **TOTAL** |  | **/100** |

**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:**

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| --- | --- |
| **Summary Narrative and Photos**Use 2-3 pages to provide a summary narrative describing your school, district, or postsecondary institution’s efforts to reduce environmental impact and costs; improve student and staff health and wellness; and provide effective environmental and sustainability education. This overarching summary should highlight the best of your work in every ED-GRS Pillar and Element. You can see the areas that you should address here and view examples of summary narratives in past Highlights Reports. The summary that you submit should be what you would like to see appear in a future Highlights Report, if your institution is selected. Be sure to include relevant sustainability achievements, supporting data, unique partnerships, program participation, awards, and certifications.Please submit 5-10 photographs with descriptions including who, what, when, and where. Photos should be action shots, not posed. By sending these photos, you are giving your state nominating authority and the U.S. Department of Education permission to use them in newsletters and social media. | **25 Points** |
| **1-10** | **11-20** | **21-25** |
| Summary:* Highlights **some of** the best work in every pillar
* Includes **few** relevant:
	+ achievements
	+ supporting data
	+ unique partnerships
	+ program participation
	+ awards
	+ certifications
* Contains **several** grammatical or typographical errors
* Will require **many** changes to serve as a Highlights Report if the applicant is selected as a nominee

Photos:* **Could not be used** in promotional materials
 | Summary:* Highlights **many of** the best work in every pillar
* Includes **many** relevant:
	+ achievements
	+ supporting data
	+ unique partnerships
	+ program participation
	+ awards
	+ certifications
* Contains **few** grammatical or typographical errors
* Will require **some** changes to serve as a Highlights Report if the applicant is selected as a nominee

Photos:* **Could be used** in promotional materials
 | Summary:* Highlights **most of** the best work in every pillar
* Includes **most** relevant:
	+ achievements
	+ supporting data
	+ unique partnerships
	+ program participation
	+ awards
	+ certifications
* Is well-written, with **few** grammatical or typographical errors
* Will require **few** changes to serve as a Highlights Report if the applicant is selected as a nominee

Photos:* **Would look great** in promotional materials
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| **Reviewer Comments:** | Summary Points |
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| --- | --- |
| **Pillar 1: Reduced Environmental Impact and Costs**Use 1-3 pages to describe how your school, district, or postsecondary institution is reducing environmental impact and costs by reducing or eliminating greenhouse gas emissions; improving water quality, efficiency, and conservation; reducing waste production; and using alternative transportation. Identify your energy-efficient facilities and practices, ecologically beneficial uses of grounds, and methods of disposal for solid and hazardous wastes. Use supporting data to demonstrate progress when possible. | **25 Points** |
| **1-10** | **11-20** | **21-25** |
| Applicant:* Describes reductions in environmental impact or costs in **one or two** areas
* Identifies **one or two** ecologically beneficial facilities or practices
* Has **little** supporting data
 | Applicant:* Describes reductions in environmental impact and costs in **several** of these areas:
	+ greenhouse gas emissions
	+ water quality, efficiency, and conservation
	+ reducing waste production
	+ using alternative transportation
* Identifies **most** of the following:
	+ energy-efficient facilities and practices
	+ ecologically beneficial uses of grounds
	+ methods of disposal for solid and hazardous wastes
* Uses supporting data when possible
 | Applicant:* **Demonstrates innovative practices in this area**
* Describes **significant** reductions in environmental impact and costs in several of these areas:
	+ greenhouse gas emissions
	+ water quality, efficiency, and conservation
	+ reducing waste production
	+ using alternative transportation
* Identifies **all** of the following:
	+ energy-efficient facilities and practices
	+ ecologically beneficial uses of grounds
	+ methods of disposal for solid and hazardous wastes
* Uses supporting data when possible
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| **Reviewer Comments:** | Pillar 1 Points |
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| --- | --- |
| **Pillar 2: Efforts to Improve the Health and Wellness of Students and Staff**Use 1-3 pages to describe how your school, district, or postsecondary institution improves the health and wellness of students and staff by integrating an environmental health program and promoting sound health and wellness practices. You should discuss contaminant, moisture, and asthma control, air quality, thermal comfort, pest management, water quality, and procurement, as well as nutrition and outdoors physical activity. Other components you may include are: health education, health services, counseling, psychological and social services, sun safety, staff health promotion, and family and community involvement. Incorporate metrics when possible. | **25 Points** |
| **1-10** | **11-20** | **21-25** |
| Applicant:* Has some elements of an environmental health program and promoting sound health and wellness practices
* Discusses **few** of:
	+ contaminant, moisture, and asthma control
	+ air quality
	+ thermal comfort
	+ pest management
	+ water quality
	+ procurement
	+ nutrition
	+ outdoors physical activity
* Incorporates few metrics
 | Applicant:* **Partially integrates** an environmental health program and promoting sound health and wellness practices
* Discusses **many** of:
	+ contaminant, moisture, and asthma control
	+ air quality
	+ thermal comfort
	+ pest management
	+ water quality
	+ procurement
	+ nutrition
	+ outdoors physical activity
* Also discusses **some** of:
	+ health education
	+ health services
	+ counseling, psychological and social services
	+ sun safety
	+ staff health promotion
	+ family and community involvement
* Incorporates metrics when possible
 | Applicant:* **Demonstrates innovative practices in this area**
* **Fully integrates** an environmental health program and promoting sound health and wellness practices
* Discusses **most** of:
	+ contaminant, moisture, and asthma control
	+ air quality
	+ thermal comfort
	+ pest management
	+ water quality
	+ procurement
	+ nutrition
	+ outdoors physical activity
* Also discusses **some** of:
	+ health education
	+ health services
	+ counseling, psychological and social services
	+ sun safety
	+ staff health promotion
	+ family and community involvement
* Incorporates metrics when possible
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| **Reviewer Comments:** | Pillar 2 Points |
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| **Pillar 3: Efforts to Ensure Effective Environmental and Sustainability Education**Use 1-3 pages to describe how your school, district, or postsecondary institution ensures effective environmental and sustainability education throughout the curriculum. Provide examples of interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems. Demonstrate how your institution uses the environment and sustainability to develop STEM content, knowledge, and thinking skills, and teach all subjects in context. You should discuss how your school, district, or postsecondary institution develops and applies civic knowledge and skills to environmental and sustainability education. All STEM and civics work should be described as it relates to environmental and sustainability learning. Detail any environmental or sustainability literacy standards, show how these concepts are integrated into assessments, and describe environmental and sustainability literacy professional development. Include co-curricular opportunities such as field trips, study abroad, clubs, and service learning. This section should describe hands-on, place-based, project-based, authentic learning across the curriculum, not limited to one subject, such as science courses | **25 Points** |
| **1-10** | **11-20** | **21-25** |
| Applicant:* Provides **few** examples of interdisciplinary learning about the environment
* Demonstrates **few** of the following:
	+ using the environment to develop STEM content, knowledge, and thinking skills
	+ developing and applying civic knowledge and skills to environmental education
	+ how environmental literacy standards are integrated into assessments
	+ environmental literacy professional development
	+ co-curricular opportunities
	+ hands-on, place-based, project-based, authentic learning across the curriculum
 | Applicant:* Provides **several** examples of interdisciplinary learning about the environment
* Demonstrates **several** of the following:
	+ using the environment to develop STEM content, knowledge, and thinking skills
	+ developing and applying civic knowledge and skills to environmental education
	+ how environmental literacy standards are integrated into assessments
	+ environmental literacy professional development
	+ co-curricular opportunities
	+ hands-on, place-based, project-based, authentic learning across the curriculum
 | Applicant:* **Demonstrates innovative practices in this area**
* Provides **many** examples of interdisciplinary learning about the environment
* Demonstrates **most** of the following:
	+ using the environment to develop STEM content, knowledge, and thinking skills
	+ developing and applying civic knowledge and skills to environmental education
	+ how environmental literacy standards are integrated into assessments
	+ environmental literacy professional development
	+ co-curricular opportunities
	+ hands-on, place-based, project-based, authentic learning across the curriculum
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| **Reviewer Comments:** | Pillar 3 Points |
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