**Efficient and Healthy Schools Campaign  
2022/2023 Recognition**

**Application Package for Implementation Track**

**Overview**

In 2022/2023, the Efficient and Healthy Schools Campaign will recognize exemplary solutions and efforts by K-12 schools in the categories of *Energy Efficiency Plus Health* and *Emissions Reduction and Resilience.* Title I schoolwide program schools, rural schools, and schools in disadvantaged communities are especially encouraged to apply. Recognition will be awarded to schools and districts for demonstrating best practices in planning and implementation in each category. Schools and districts can gain national recognition and share their success stories among peers. This document is specific to the implementation track.

This application explains the 2022/2023 recognition program, including a description of the recognition categories and submittal requirements for the implementation track. The Campaign is supported by U.S. Department of Energy (DOE), Lawrence Berkeley National Laboratory (Berkeley Lab), the U.S. Department of Education, and the U.S. Environmental Protection Agency (EPA).

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The Campaign is planning an in-person recognition event for June 2023 to celebrate the success of schools and districts. Please visit the Campaign website and sign up to receive the latest news. Join us to learn how to improve energy performance, reduce carbon emissions, and promote a healthy and resilient learning environment in schools.

**Recognition Categories**

The Efficient and Healthy Schools Campaign aims to recognize K-12 schools and districts that have already implemented solutions or their planning activities, in the following categories:

* **Energy Efficiency Plus Health** – The Campaign will recognize schools and districts that have implemented retrofits that improve energy efficiency and indoor environmental quality (IEQ): indoor air quality, lighting, thermal comfort, and/or acoustics. Also recognized will be those who have performed building assessments and planning in preparation for retrofits with the goal of providing an energy-efficient and healthy learning environment.
* **Emissions Reduction and Resilience** – The Campaign also will recognize schools and districts that have implemented strategies to reduce carbon emissions and taken actions to improve resilience, or have identified pathways and planned activities with the goal of reducing emissions and improving resilience.

Each category features two tracks: planning and implementation. A school or district may apply to one or more categories and tracks for recognition.

* The **Planning track** recognizes efforts by schools and districts to assess their facilities and plan improvements in the categories above using recommended approaches. Schools and districts will complete a series of webinars to learn about assessment tools and can access direct technical assistance through group discussions and one-on-one meetings to help complete planning activities.
* The **Implementation track** recognizes completed projects in the categories above. Applicants can describe their approach and document success by providing data that shows facilities improvements and outcomes.

This document covers the implementation track only. Submissions will receive special mention if the work involved Title I schoolwide program schools, rural schools, and schools in disadvantaged communities. Schools and districts also are encouraged to describe their efforts to incorporate learning opportunities for students about energy efficiency and sustainability. Efforts to provide workforce training for facilities, school staff, and other workers also will be recognized.

**Implementation Track – Recognition Overview**

**Instructions**

* The recognition application may be completed by facilities or energy staff, or by consulting engineers and firms who are knowledgeable about the school’s facilities.
* A school district can decide to name one or more schools for recognition. Alternatively, improvements also can be recognized at the school district level.
* The building improvement projects being recognized must have been conducted from 2018 or in more recent years.
* Questions asked are intended to collect information needed for scoring. Please answer as many questions that apply as possible, but you do not need to answer every question to be considered for recognition.
* We encourage schools and districts to include supporting materials, especially quantitative data, to document the energy savings, indoor environmental quality improvements, carbon emissions reduction, and/or improved resilience of their facilities.
* The completed submission should be emailed to [EHSC@lbl.gov](mailto:EHSC@lbl.gov).
* All implementation track submission materials must be received by **March 1, 2023,** to be considered for recognition.
* For more information, please visit [efficienthealthyschools.lbl.gov](https://efficienthealthyschools.lbl.gov/about) or contact us at [EHSC@lbl.gov](mailto:EHSC@lbl.gov).

**Implementation Track – Recognition for the Energy Efficiency Plus Health Category**

**Goal:** To recognize schools and districts that have implemented retrofits to improve energy efficiency and indoor environmental quality (IEQ): indoor air quality, lighting, thermal comfort, and/or acoustics.

**IMPORTANT!** See the Campaign website for resources on retrofit approaches. Please contact us at [EHSC@lbl.gov](mailto:EHSC@lbl.gov) if you have questions as to whether a project has adequately demonstrated the energy savings and IEQ improvements necessary for recognition. We welcome supporting materials such as work plans, photos, energy and other measured data, commissioning report, etc. that can provide more information about your retrofit project.

**Scoring:** Applicants must complete sections A to D for consideration. Sections B, C, and D will be scored by the Campaign Organizers using a three-point scale. Submissions will be considered for recognition if they score five or more points. Higher scoring submissions will receive the best-in-class recognition for their achievement.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 Point | 2 Points | 3 Points |
| B. Work Scope | Modest work scope generally supportive of improving energy efficiency and IEQ. | Broad work scope that address specific needs to improve energy efficiency and IEQ. | Comprehensive work scope, strongly addressing needs to improve energy efficiency and IEQ. |
| C. Process and Approach | Work was completed with specified performance criteria and basic commissioning. | Work was completed with performance criteria above the minimum requirements, and a detailed commissioning process. | Work was completed using a team approach to decision making, following a high-standard of performance criteria and with ongoing commissioning. |
| D. Outcomes | Improvements in energy efficiency and IEQ described qualitatively. | Improvements in energy efficiency and IEQ documented by data. | Substantial improvements in energy efficiency and IEQ clearly documented by robust data. |

Completion of Section E – Education & Workforce Training – may add points to the final scoring. Submissions that incorporated learning opportunities for students may score +1 point, and those that described exemplary efforts may score +2 points. Similarly, submissions that included workforce training opportunities may score +1 point, and those that described exemplary efforts may score +2 points.

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1. **GENERAL INFORMATION**

Contact Person Name:

Job Title:

Email:

Phone:

School district name, city, and state:

Name of school(s) to be considered for recognition:

*NOTE: Enter “district-wide” if recognition is applicable to the entire school district.*

1. **WORK SCOPE**

This section asks for details about work scopes that your school or district have implemented to save energy and improve IEQ. Below are some questions to guide your response. Please provide a short answer (a few sentences or a paragraph) to each question. You may provide additional information to help us better understand your work scopes using the space below, or submit supporting materials to [EHSC@lbl.gov](mailto:EHSC@lbl.gov) as part of this application.

Q: Where and when did this work take place?

A:

Q: What was the work scope involved?

A:

Q: Describe the energy performance[[1]](#footnote-1) of your building(s) and/or system conditions prior to the work being completed.

A:

Q: Describe one or more aspects of IEQ[[2]](#footnote-2) in the building or specific spaces prior to the work being completed.

A:

Q: (Optional) Describe other information to help us better understand your work scopes, including a list of supporting materials being submitted if applicable.

A:

1. **PROCESS AND APPROACH**

This section asks for details about the process and approach that were important parts of the work’s implementation. Below are some questions to guide your response. Please provide a short answer (a few sentences or a paragraph) to each question. You may provide additional information to help us better understand your process and approach using the space below, or submit supporting materials to [EHSC@lbl.gov](mailto:EHSC@lbl.gov) as part of this application.

Q: Who were the key stakeholders involved in decision making? Who championed the process of getting this work implemented?

A:

Q: How was the work funded? If funded through a number of sources, please provide a rough breakdown of the contribution from each source.

A:

Q: What design or performance criteria[[3]](#footnote-3) was selected for the work?

A:

Q: Describe any commissioning process that was completed, including the entities who performed the commissioning and any ongoing efforts to ensure proper operation and maintenance.

A:

Q: (Optional) Describe other information to help us better understand your process and approach, including a list of supporting materials being submitted if applicable.

A:

1. **OUTCOMES**

This section asks for details about the outcomes – energy savings, improvements in energy efficiency and IEQ – that resulted from implementation of the work. Below are some questions to guide your response. Please provide a short answer (a few sentences or a paragraph) to each question. You may provide additional information to help us better understand the outcome of this work using the space below, or submit supporting materials to [EHSC@lbl.gov](mailto:EHSC@lbl.gov) as part of this application.

Q: What impacts, if any, did this work have on building operation and maintenance practices?

A:

Q: Describe the energy performance (see footnote 2) of your building(s) and/or system conditions after the work was completed.

A:

Q: Describe one or more aspects of IEQ(see footnote 3) in the building or specific spaces after the work was completed.

A:

Q: (Optional) Describe other information to help us better understand the outcome of this work, including a list of supporting materials being submitted if applicable.

A:

1. **EDUCATION & WORKFORCE TRAINING**

This section asks for details about efforts to incorporate learning opportunities for students and/or provide workforce training for staff as part of the work being completed. Below are some questions to guide your response. Please provide a short answer (a few sentences or a paragraph) to each question. You may provide additional information to help us better understand your efforts using the space below, or submit supporting materials to [EHSC@lbl.gov](mailto:EHSC@lbl.gov) as part of this application.

Q: Please describe efforts to incorporate learning opportunities for students about energy efficiency, sustainability, and IEQ.

A:

Q: Please describe any workforce training opportunities provided as part of the work being completed, such as training for facilities, school staff, and other workers.

A:

Q: (Optional) Describe other information to help us better understand the learning opportunities and/or workforce training being provided, including a list of supporting materials being submitted if applicable.

A:

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Thank you for completing this recognition application!

**IMPORTANT!** Please save this document and send the file together with supporting materials to [EHSC@lbl.gov](mailto:EHSC@lbl.gov). Where possible, please consider sending one or more photos about the work that was performed.

You will receive an email within 3 business days to acknowledge that we have received your submission. If we have follow-up questions, we may schedule a virtual meeting with you to help us better understand the information you have submitted.

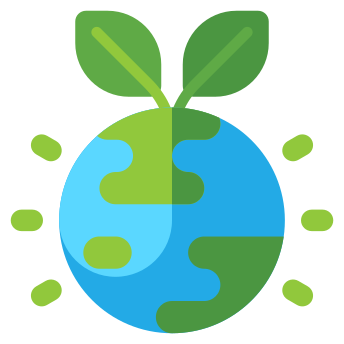
In addition to the recognition, we are looking to develop short case studies based on the submissions we received. This will benefit other schools and districts looking for success stories that they can learn from and apply in their efforts towards efficient and healthy schools.

Q: Are you interested in being considered for a case study?

A:

**Implementation Track – Recognition for Emissions Reduction and Resilience Category**

**Goal:** To recognize schools and districts that have implemented strategies to reduce carbon emissions and have identified pathways or adopted actions to improve resilience.

**IMPORTANT!** See the Campaign website for resources on emissions reduction and resilience. Please contact us at [EHSC@lbl.gov](mailto:EHSC@lbl.gov) if you have questions as to whether the efforts taken have adequately demonstrated the emissions reduction or resilience improvement necessary for recognition. We welcome supporting materials such as work plans, photos, energy and other measured data, commissioning report, etc. that can provide more information about your efforts.

**Scoring:** Applicants must complete sections A to D for consideration. Section B, C, and D will be scored by the Campaign Organizers using a three-point scale. Submissions will be considered for recognition if scoring five or more points. Higher scoring submissions will receive the best-in-class recognition for their achievement.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 Point | 2 Points | 3 Points |
| B. Setting Goals | Modest goals generally supportive of reducing carbon emissions and improving resilience. | More substantial goals set to reduce carbon emissions and improve resilience, including inputs from stakeholders. | Ongoing process to set and review aggressive goals to reduce carbon emissions and improve resilience, including inputs from various stakeholders. |
| C. Emissions Reduction | Carbon emissions assessment completed with one or more improvement strategies identified. | Carbon emissions assessment completed with one or more strategies implemented. | Carbon emissions assessment completed with one or more strategies implemented, resulting in documented emissions reduction. |
| D. Resilience | Resilience assessment completed with one or more improvement strategies identified. | Resilience assessment completed with one or more strategies identified and implemented. | Resilience assessment completed with one or more strategies implemented, resulting in documented resilience improvements. |

Completion of Section E – Education & Workforce Training – may add point(s) to the final scoring. Submissions that incorporated learning opportunities for students may score +1 point, and those that described exemplary efforts may score +2 points. Similarly, submissions that included workforce training opportunities may score +1 point, and those that described exemplary efforts may score +2 points.

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1. **GENERAL INFORMATION**

Contact Person Name:

Job Title:

Email:

Phone:

School district name, city, state:

Name of school(s) to be considered for recognition:

*NOTE: Enter “district-wide” if recognition is applicable to the entire school district.*

1. **SETTING GOALS**

This section asks for details about the goals that your school or district has set to reduce carbon emissions and improve resilience. Below are some questions to guide your response. Please provide a short answer (a few sentences or a paragraph) to each question. You may provide additional information to help us better understand your goals using the space below, or submit supporting materials to [EHSC@lbl.gov](mailto:EHSC@lbl.gov) as part of this application.

Q: Describe the goals set for emissions reduction and improving resilience.[[4]](#footnote-4)

A:

Q: Who were the key stakeholders involved in setting goals? Who championed the process?

A:

Q: Describe any ongoing process to evaluate goals, obtain inputs from the school community, and assess progress.

A:

Q: (Optional) Describe other information to help us better understand your goals, including a list of supporting materials being submitted if applicable.

A:

1. **EMISSIONS REDUCTION**

This section asks for details about assessments and implementations that your school or district had completed to reduce carbon emissions. Below are some questions to guide your response. Please provide a short answer (a few sentences or a paragraph) to each question. You may provide additional information to help us better understand your efforts using the space below, or submit supporting materials to [EHSC@lbl.gov](mailto:EHSC@lbl.gov) as part of this application.

Q: What approaches or tools were used to assess carbon emissions?[[5]](#footnote-5)

A:

Q: What are the key strategies identified from approaches and tools for reducing carbon emissions in your school or district?

A:

Q: Describe impactful work that had been implemented to reduce carbon emissions, and provide data to show outcomes, if available.

A:

Q: How was the work funded? If funded through a number of sources, please provide a rough breakdown of the contribution from each source.

A:

Q: (Optional) Describe other information to help us better understand your efforts to reduce carbon emissions, including a list of supporting materials being submitted if applicable.

A:

1. **RESILIENCE**

This section asks for details about strategies that schools and districts have identified, or actions that have been completed, to improve resilience in facing extreme weather and other events. Below are some questions to guide your response. Please provide a short answer (a few sentences or a paragraph) to each question. You may provide additional information to help us better understand your process and approach using the space below, or submit supporting materials to [EHSC@lbl.gov](mailto:EHSC@lbl.gov) as part of this application.

Q: What approaches or tools were used to assess climate vulnerability and readiness[[6]](#footnote-6) in facing extreme weather and other events such as wildfires, floods, and power outages?

A:

Q: What are the key strategies identified for improving resilience in your school or district?

A:

Q: Describe impactful work that had been implemented to improve resilience, and provide data to show outcomes if available.

A:

Q: How was the work funded? If funded through a number of sources, please provide a rough breakdown of the contribution from each source.

A:

Q: (Optional) Describe other information to help us better understand your efforts to improve resilience, including a list of supporting materials being submitted if applicable.

A:

1. **EDUCATION & WORKFORCE TRAINING**

This section asks for details about efforts to incorporate learning opportunities for students and/or provide workforce training for staff as part of the effort to reduce emissions and improve resilience. Below are some questions to guide your response. Please provide a short answer (a few sentences or a paragraph) to each question. You may provide additional information to help us better understand your efforts using the space below, or submit supporting materials to [EHSC@lbl.gov](mailto:EHSC@lbl.gov) as part of this application.

Q: Please describe efforts to incorporate learning opportunities for students about emissions reduction and resilience.

A:

Q: Please describe any workforce training opportunities provided as part of the efforts to reduce emissions and improve resilience, such as training for facilities, school staff, and other workers.

A:

Q: (Optional) Describe other information to help us better understand the learning opportunities and/or workforce training being provided, including a list of supporting materials being submitted if applicable.

A:

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Q: Are you interested in being considered for a case study?

A:

1. If available, include information about energy performance, such as energy use intensity (EUI) from EPA’s ENERGY STAR Portfolio Manager, monthly utility bills for one year prior, and system-level energy data. [↑](#footnote-ref-1)
2. Examples of specific IEQ details to include: (for work scope that improved indoor air quality) adequacy of outdoor air ventilation, air distribution, and air filtration; (for lighting) access to daylight, indoor lighting quality and control; (for thermal comfort) air temperature and humidity level; (for acoustics) equipment noise and outdoor noise. Please consider submitting prior testing data as supporting materials. [↑](#footnote-ref-2)
3. Please consider submitting a copy of the design or performance criteria used as supporting materials. [↑](#footnote-ref-3)
4. Please consider submitting a copy of goals for reducing energy use, carbon emissions, and/or improving resilience as supporting materials. Provide information on how these goals were formalized where applicable. [↑](#footnote-ref-4)
5. Please consider submitting a copy of the emissions inventory to help us better understand the scope of the assessment. [↑](#footnote-ref-5)
6. Please consider submitting a copy of the assessment report(s) to help us better understand the scope of the assessment. [↑](#footnote-ref-6)