



Waste Not Washington School Awards Guidelines and Scoring Criteria

Waste Reduction in Washington Schools

Washington State Department of Ecology
Olympia, Washington

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Waste Not Washington
School Awards

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Introduction

The Waste Not Washington School Awards (School Awards) program was established by [70A.214.100](#) (RCW) to encourage waste reduction and recycling in public and private schools for grades kindergarten through high school. The Washington State Department of Ecology (Ecology) developed this program to reward schools that build and expand waste reduction, reuse, recycling, and composting programs and curricula.

As of the 2025-2026 award cycle, each award amount has a maximum funding of \$10,000.

Ecology encourages schools to be role models in environmental stewardship for students and community members. Through projects funded by this program, schools can create impacts that extend beyond the immediate scope of the projects themselves. This means that in addition to developing practical waste reduction measures, schools should use these projects as opportunities for hands-on learning for students and staff. Students can gain a deeper understanding of environmental issues and sustainability practices by actively participating in or observing the waste reduction projects. This educational element can help instill lifelong values of environmental responsibility. Ecology recommends that all projects incorporate educational elements and the involvement of multiple departments or school groups in their implementation to ensure lasting impacts and successful programs.

Find examples of school programs and resources for ideas and partnership opportunities on our website: <https://ecology.wa.gov/schoolawards>.

Contact Information

Need assistance? For questions, concerns, or guidance in applying for the School Awards, please email schoolawards@ecy.wa.gov or contact the Eastern Washington Waste Reduction and Recycling Specialist at (509) 688-5358.

Timeline and Deadlines

Unless specifically mentioned on the application forms, the following dates apply:

Application period: August 1st – October 31st

Application deadline: **October 31st at 5pm Pacific Time**

Awardees announced: December

Award checks sent: December-January

Implementation Begins: Once award check is received

Details

Each award category has a separate application form. Please fill out the appropriate application form for the award category in which you intend to apply.

| | | | |
|--|---|---|---|
|  |  |  |  |
| Waste Prevention & Reduction Award | Organics Management & Recycling Award | Waste Assessment Award | Continuing Success Award |
| The Waste Prevention & Reduction Award funds projects that prevent waste from occurring in the first place. This can look like switching to reusables, teaching repair skills, implementing food donation to rescue edible food, and more. | The Organics Management & Recycling Award is for projects that focus on diverting waste from landfills, incineration, or improper disposal through food recovery methods, composting, or recycling. | The Waste Assessment Award provides funds to conduct waste assessments to help applicants better understand their waste streams and issues. A waste assessment is the first step in effectively reducing waste and a great place to start for new applicants. | The Continuing Success Award provides funds to a school or school district that has achieved significant waste prevention/ reduction, organics management, and/or recycling through ongoing projects. Awarded funds will help continue or grow existing projects. |

Online submissions: Online submissions using the Ecology webpage applications are preferred and strongly encouraged if possible. Links to these online applications can be found on the Waste Not Washington School Awards webpage: <https://ecology.wa.gov/schoolawards>.

Mail-In submissions: For applicants needing to fill out hard copy applications to submit via mail to Ecology, please contact schoolawards@ecy.wa.gov to obtain a printable copy or have one mailed to you.

Be sure to read the instructions and guidelines before completing the application. **Ecology will not consider any applications submitted after the deadline.**

All applications should be addressed to one of the following based on how you choose to submit your application:

Email: schoolawards@ecy.wa.gov

Standard Mail (USPS):

Solid Waste Management Program
Attn: School Awards
Department of Ecology
PO Box 47600
Olympia, WA 98504-7600

Priority Mail (All other carriers):

Solid Waste Management Program
Attn: School Awards
Department of Ecology
300 Desmond Drive SE
Lacey, WA 98503

Award Announcements

Ecology will announce decisions on applications by no later than December 31 of the award cycle. Applicants will be notified via email. If successful, the email will outline the next steps in the award process to secure award funds. The applicant will be required to provide the school district federal ID number and verify the appropriate mailing address.

Feedback Reports

All projects are required to submit monitoring data, progress, and status reports to Ecology by the application deadline of October 31 of the following award cycle. These reports and data are crucial to improving the School Awards program and provide future applicants with a knowledge of how to create successful programs.

Applicant Eligibility

Applicants may be eligible to receive awards if they meet the following criteria:

- Applicant must be a staff member of a K-12 public, private, or Tribal school or school district applying on behalf of a school or classroom.
- Project must show a focus on waste prevention/reduction, organics management (composting, food recovery, etc.), recycling, and/or waste assessment.

Eligible and Ineligible Costs

General Guidelines for Eligibility

To be eligible, a cost must be:

- Necessary and reasonable for effective completion of the approved waste reduction project. Necessary costs are determined by the nature and scope of the project as detailed in the award application.
- Allowed or not prohibited under federal, state, or local laws and regulations, and award program guidelines.
- Within the boundaries of the project budget and any other financial limitations in the award application.
- For Waste Prevention & Reduction awards, Waste Assessment awards, and Recycling & Organics Management awards costs must be incurred on or after the award effective date. Funds received for the Continuing Success Award must be dedicated to the continuation or expansion of the awarded program, except when a small portion is approved for activities that recognize school achievements. Ecology has the discretion to consider and apply funds retroactively to Continuing Success Award program costs.
- The net sum of all applicable credits (such as refunds, discounts, and adjustments). If any credit is applied to a cost, the amount that is eligible is the net cost after the credit is applied.

For example, if a school is purchasing reusable metal trays and they receive a 10% discount (or credit) for purchasing in bulk, the cost that the award funds will cover is the cost after the discount is applied to the tray purchase.

- Adequately documented and supported by invoices, time sheets, or other required documentation.
- Consistent with standard business practices.
- Not charged to any other project. Costs may be split between projects, but the same cost cannot be billed to two separate projects.

Eligible costs include but are not limited to:

- Reusable materials to replace single-use items and pertinent equipment
Examples: reusable lunch trays with needed washing/ drying racks, reusable silverware with magnetic bin lid toppers and printed educational materials to educate students on new practices; reusable cups for beverage dispensers and bins and dollies for collection; etc.
- Bulk food/beverage dispensers (milk, juice, water) and any required supplies
Example: Milk dispensers purchased with milk bag crates and industrial roll carts to assist in loading process.
- Contracting with vendors to build curriculum and implement waste reduction activities
- Gloves and protective gear for program activities
Example projects: Waste assessments/audits or compost operations
- Equipment for on-site composting
Examples: collection bins and cans; dollies for collection and moving materials to

dumpsters or on-site composting area; on-site composting supplies and equipment like lumber and tools to build and maintain multi-bin model or a manufactured drum composter.

- Equipment for recycling
Examples: In class collection bins, large recycling containers/ cans, dollies for moving collected materials to recycling dumpsters, etc.
- Printing, installing, and translation of educational materials for waste prevention, reduction, recycling, or organics management efforts.
- Sales tax and shipping/handling for eligible costs.

Eligible costs at discretion of the Department of Ecology include but are not limited to:

- Wages and stipends
Compensation of employees or contracted workers for the time worked on pilot projects outside of regular work hours or paid hours may be eligible.
Applicant must track, log, and report all hours worked to Ecology and demonstrate how compensation for this work will be covered in the future after the expiration of the award funds. We will work with applicants who are still working through these details.
- Dishwashers, refrigerators, or other large appliances
Large appliances may be eligible if their only use is for waste reduction programs, such as washing reusable serveware or keeping unwanted but still edible foods safe for food donation or student consumption.
- Technology and data tracking tools: Computer equipment, electronics, software, and data collection tools may be eligible costs if they are solely dedicated to waste prevention, reduction, composting, recycling, or waste education projects.
Examples: Tools for calculating and tracking waste reduction efforts, waste diversion rates, food waste donations/reductions
- Disposal fees for pilot composting or recycling programs
Costs may be eligible as described below for respective pilot programs if school identifies support and methods for project continuation after award funds have ended. Funds are intended to act as capitol to allow costs of garbage disposal to decrease and to allow the savings from garbage disposal to be reallocated to recycling or composting disposal fees.
 - Composting: Costs may be eligible when collection and disposal practices are acting as a pilot and accompanied with composting and waste education. This includes food waste reduction education campaigns or food waste prevention activities (such as food share table, cafeteria meal making changes, etc.).
 - Recycling: Costs may be eligible when collection and disposal practices are acting as a pilot and accompanied with recycling and waste education. This includes recycling education campaigns or waste education campaigns (such as how to recycle right, education campaigns or curriculum for the environmental and/or social impacts of waste, curriculum on waste and waste theories, etc.).
- Garden and on-site composting programs

Costs may be eligible when waste reduction curriculum is embedded in class activities.

Ineligible costs include but are not limited to:

- Costs not associated with achieving waste prevention, reduction, or organics management (recycling, food recovery, or composting).
Examples include but are not limited to: Garden programs that do not include waste reduction curriculum embedded in class activities; costs used to cover the routine disposal of waste; or items considered a “part of doing business”
- Replacement of reuseable items previously purchased
- Architectural designs
- Gas fees
Example: Fuel costs associated with delivering or drop-off costs for food donation or bringing recyclable materials to a transfer station.
- Hauling and general disposal fees
Example: Costs associated with collection and disposal of garbage, recyclable materials, or dangerous waste outside of conditionally approved pilot programs.
- “Green” office supplies
Example: Purchasing recycled paper for printing and classroom use.
- Non-toxic cleaning supplies
Example: Purchasing new supplies that are considered less toxic “safer products” for class or custodial use.
- Feasibility studies or plans
- Promotional materials, giveaways, or swag
Example: Purchasing items like water bottles, magnets, t-shirts for general give-away activities or promotions.

Maximum awards per school or school district

As of the 2025-2026 award cycle, each award amount has a maximum funding of \$10,000. To promote equitable access to funding and ensure representation from schools across Washington State, a limit has been placed on the number of awards that may be granted per school and school district:

- Individual schools are eligible for one award per award cycle.
- School districts with 29 or fewer schools may receive one award per cycle.
- School districts with 30 or more schools may receive up to two awards per cycle.

Should funding remain after the initial selection process, additional applications from schools within those already awarded districts may be considered for funding.

What to know when applying for an Award

Each award category (Waste Prevention & Reduction, Organics Management & Recycling, Waste Assessment, and Continuing Success Award) has a separate application with questions specific to that award category. Make sure you use the correct application for your project and its award category.

| | | | |
|--|---|---|---|
|  |  |  |  |
| Waste Prevention & Reduction Award | Organics Management & Recycling Award | Waste Assessment Award | Continuing Success Award |
| The Waste Prevention & Reduction Award funds projects that prevent waste from occurring in the first place. This can look like switching to reusables, teaching repair skills, implementing food donation to rescue edible food, and more. | The Organics Management & Recycling Award is for projects that focus on diverting waste from landfills, incineration, or improper disposal through food recovery methods, composting, or recycling. | The Waste Assessment Award provides funds to conduct waste assessments to help applicants better understand their waste streams and issues. A waste assessment is the first step in effectively reducing waste and a great place to start for new applicants. | The Continuing Success Award provides funds to a school or school district that has achieved significant waste prevention/ reduction, organics management, and/or recycling through ongoing projects. Awarded funds will help continue or grow existing projects. |

A school is eligible to receive **one award per cycle**. Please consider this limitation before submitting more than one application for your school. Applications from the same school submitted in different award categories will not be considered if the project is the same. If your project could fit multiple award categories, review the award eligibility section for each award category and decide the best fit. If it is still unclear, contact the Department of Ecology staff at schoolawards@ecy.wa.gov and we will assist you in identifying the correct award category.

Award Categories

There are four categories of awards, each with a separate application form. The following section provides details, eligibility, funding, and examples for each of these categories.



Waste Prevention & Reduction Award

Waste Prevention & Reduction

Award Description

This category awards funds to applicants who implement policy, programs, and/or projects within a school or school district to prevent waste from occurring in the first place. In addition to waste prevention, this category will fund efforts for waste reduction such as reuse, repair, and food rescue. By "focusing upstream," choosing less wasteful practices, or educating students about the impacts of individual choices and overconsumption, this award will fund school choices to prevent negative environmental impacts and will benefit both the school and its students.

Award Eligibility

Projects are considered to fit this category if the majority of work and funding is geared toward waste prevention and reduction (like the following examples). Projects in this category can have elements of the other award categories if not major focus of work or funding. Ecology will favor projects that demonstrate waste prevention and reduction efforts with measurable and measured outcomes.

Award Funding

This award category will be allotted up to 50% of annual funding and has a maximum award amount of \$10,000. These efforts are considered priority projects for schools and therefore receive more funding than any other category.

Examples

- a. Switching from single-use to reuseable items like:
 - food serveware: bulk food or beverage containers and dispensers, trays, utensils, cups
 - classroom supplies: markers, pencils, notebooks, etc.
- b. Adding waste prevention policy into school contracts and staff position descriptions, examples:
 - Requiring sustainability clauses in food vendor contracts for reusable materials

- Revising custodial position descriptions to include bringing used trays from the lunchroom to the cafeteria sink area for cleaning (saved time from garbage reduction can be reallocated to these activities).
- c. Implementing environmentally preferred purchasing policies
- d. Food waste prevention in cafeteria meal planning and practices
- e. Food share tables
- f. Food donation to Hunger Relief Organizations
- g. Curriculum and activities educating and enacting waste prevention (i.e. clothing repair / clothing swaps events, textile waste curriculum, electronic device repair workshops and events with curriculum on electronic waste issues and solutions, etc.)



Organics Management & Recycling Award

Organics Management & Recycling

Award Description

This category awards funds to applicants who will divert waste from landfills, incineration facilities, or improper disposal by choosing a method of waste diversion that reduces environmental impacts. These diversion methods are recycling and organics management, which includes methods of food recovery as listed in the following examples.

Award Eligibility

Projects in this category can have elements of the other award categories but are considered to fit this category if the majority of work and funding is geared toward recycling or organics management. Ecology will favor projects that demonstrate recycling and organics management efforts with measurable and measured outcomes.

Award Funding

This award category will be allotted up to 20% of annual funding and has a maximum award amount of \$10,000.

Examples

- a. Recycling
- b. Food recovery including:
 - composting of food scraps
 - vermicomposting
 - anaerobic digestion
 - use of food scraps as local animal feed stock
- c. Composting of yard debris and manure



Waste Assessment Award

Waste Assessment

Award Description

This funding is reserved for awarding schools and school districts who are interested in conducting waste assessments (also known as waste audits) to better understand their waste streams. Waste assessments allow schools to identify what is most common in their waste streams. This information provides an opportunity to build next steps for implementing changes that will be most impactful to that school or school district in their waste reduction journey. This award category is intended to act as a first step for schools wanting to reduce their waste with the Waste Not Washington School Awards program. It is the only award that will benefit a school when re-applying for another category in a later year. Waste assessments conducted outside of this award are equally beneficial to schools when applying for awards. For more information, please reference the Award Scoring Criteria and Score Cards sections of this guidelines document.

Award Eligibility

All funds awarded under this category must be used on waste assessment activities only. Waste assessments must demonstrate measurable and measured outcomes to be considered eligible. Applicants for this category must not have been awarded funds for waste assessment activities from the Waste Not Washington School Awards program within the last five years.

Award Funding and Details

This award category will be allotted up to 20% of annual funding and has a maximum limit of \$2,000 per award. Because projects for this category are limited to conducting waste assessments/audits only, the maximum funding allowance is less than the other award categories. This will also allow for more waste assessment projects to be funded each year with the allotted award category funding.

Those awarded in this category will receive guidance and example documents that explain how to conduct successful waste assessments.

Example locations

Assessments occurring anywhere a school may deem unnecessary waste is occurring, such as:

- Cafeterias
- Classrooms
- Custodial practices
- Administrative offices

- Other as deemed needed by the school

Example costs and materials

- Stipends or staff wages if waste assessments are conducted outside of regularly paid hours.
- Assessment/audit materials including but not limited to:
 - Bags, bins, tarps, etc. used to collect for different waste types
 - Gloves, aprons, safety glasses, or other personal protective equipment deemed necessary
 - Weight scales



Continuing Success Award

Continuing Success Award

Award Description

This award category is designated to recognize and reward schools or school districts who have achieved significant waste prevention/reduction, organics management, and/or recycling through ongoing projects and programs. These funds will help continue or grow the awarded projects.

Award Eligibility

To be eligible for this award category, waste prevention/reduction, organics management, or recycling projects must be in place for a minimum of two years before applying for this award. Applicants must provide quantitative and/or qualitative data showing schools' waste reduction or success of curriculum. Applicants must provide supporting materials to demonstrate success of program or projects.

Award Funding and Details

This award category will be allotted up to 10% of annual funding and has a maximum award limit of \$10,000. Funds awarded to schools in recognition for their ongoing efforts in sustainable materials management must be spent on continuing or expanding the programs being recognized. Ecology has the discretion to consider and apply funds retroactively to Continuing Success Award program costs. A small portion of these funds can be used to celebrate the achievements of the school in their waste efforts. Please consult the Department of Ecology for approval when pursuing reimbursements for costs spent on programs and when pursuing funds to celebrate achievements to ensure cost eligibility and specifics.

This award will also include recognition from Ecology in the form of a social media post, blog post, or video of the applicant's achievements. Ecology will work with the awardee to determine the most appropriate method for recognizing this outstanding work.

Examples

- a. An elementary school has switched to using reusable trays and silverware in their cafeteria to serve meals to students. They have information and data to show:
 - Number and types of trays and silverware which were being used and thrown into the garbage each month/ quarter and how many are now.
 - Reduced waste frequency pick-up from twice a week to once a week or reduced sized dumpster.
- b. A middle school is implementing food waste education campaigns for their students in

classrooms and in the cafeteria. They have been collecting information to show:

- The weight of food waste (as sorted in the cafeteria) before and after the implementation of the food waste campaigns after each meal.
- Surveys results from students to gather feedback on reasons for continued food waste.
- Waste assessment/audit information (weight, type of food wasted (type of food, is food still edible and recoverable) to build next steps on for implementing composting or continued and revised food waste education.

Award Scoring Criteria

Regardless of which award category your application falls under, a successful application must do the following:

- Answer all questions with clear, complete, and consistent information to give the award scoring panel a complete understanding of your project.
- Submit a budget that shows full project costs with estimates/quotes included or proof of costs.
- Submit a planning document that lists each action necessary, the people involved, and an estimated timeline to complete your proposed project when applying for the Waste Prevention & Reduction Award, the Organics Management & Recycling Award, or the Continuing Success Award.
- When applying for the Continuing Success Award, it is required to submit a report that summarizes the measurable outcomes from the project that applicant is requesting recognition for.

Some award categories have optional criteria that will result in additional points:

- The Waste Prevention & Reduction Award, the Organics Management & Recycling Award, and the Continuing Success Award allow applicants to submit proof of a waste assessment that has been conducted within the past three years as a supporting document for up to 5 additional points.
- The Waste Prevention & Reduction Award and the Organics Management & Recycling Award allow applicants to submit letters of support from school programs or departments showing their contributions to the project or general support. Letters from multiple departments or programs that are important to the success of the project are encouraged to show likelihood of success.

Ecology reserves the right to award points to applications based on award history and school demographics¹ (as seen in sections 1 and 2 in each application). If applicants would like to have assistance answering the school demographic questions, please reach out to Ecology staff at schoolawards@ecy.wa.gov or by phone at 509-688-5358.

To understand how Ecology will award points to your application, please review the evaluation scorecard associated with your award category in Appendix B of these guidelines. Applicants can also review the scoring matrix in Appendix C, which provides guidance to Ecology's scoring team for how to award points to eligible applications.

¹ Awarding points to school demographic questions will help Ecology meet the requirements of the [HEAL Act](https://ecology.wa.gov/about-us/who-we-are/environmental-justice/heal) (<https://ecology.wa.gov/about-us/who-we-are/environmental-justice/heal>). This act requires Ecology to equitably invest in communities that have experienced the greatest environmental and health burdens in the state and incorporate environmental justice goals into the Waste Not Washington School Award program's scope of work.

Appendix A. Application Screening and Evaluation Criteria

Screening Checklist

Ecology uses a screening checklist to determine whether your application meets eligibility criteria. If you fail to meet any of these conditions, you will not be eligible for funding. All eligible applications will be scored.

| Topic | Evaluation | Required Answer |
|----------------|---|-----------------|
| Application | Was the application received before the deadline? | Yes |
| Applicant | Is the applicant part of a K-12 public, private, or tribal school or school district in Washington State? | Yes |
| Project | Does the proposal fit the intent of the school awards program to prevent/reduce waste, sustainably manage resources and wastes, and/or educate about wastes and the associated impacts? | Yes |
| Award Category | Which award category does the proposal qualify for consideration? | (Fill-in) |

Appendix B. Score Cards

Waste Prevention & Reduction Award Evaluation Score Card

Applicant History

| Number | Criteria | Possible Score |
|---------------------------------|--|----------------|
| 1.1 | <p>Applicant school has not received a Waste Not Washington School Award in the past 5 years.</p> <p>Exception – Applicant school received a waste assessment award.</p> <ul style="list-style-type: none"> • No award within 5 years (with exception) = 5 points • School received award within 5 years = 0 points | 0 – 5 points |
| 1.2 | <p>Applicant school has applied for the Waste Not Washington School Awards in the past two years without being awarded funding.</p> <p>Ecology will verify answer in application.</p> <p>Applicant has applied twice over the past two funding cycles without being awarded = 5 points</p> <p>Applicant has applied once over the past two funding cycles without being awarded = 3 points</p> <p>Applicant has never applied for the award program before = 1 point</p> <p>Applicant received an award in the past 5 years (see 1.1) = 0 points</p> | 0 – 5 points |
| 1.3 | <p>Applicant has conducted a waste assessment within the past 3 years and results or other proof from that waste assessment are submitted as a supporting document.</p> <p>Yes = 5 points</p> <p>No = 0 points</p> <p>Ecology will verify these points based on emailed supporting documentation as part of application.</p> | 0 – 5 points |
| 1.4 | <p>Has an on-staff school or school district grant writer, resource conservation specialist, or staff whose position is dedicated to securing external funding for your school been part of developing this application?</p> | 0 points |
| Applicant History Section Total | | 15 points |

School Demographic Questions

| Number | Criteria | Possible score | | | | | | | | | | |
|---------------|---|----------------|-------------|---------|----|----------|---|----------|---|---------------|---|---------------|
| 2.1 | <p>What percentage of your student population is eligible for Free and Reduced-Price meals?</p> <p>OR</p> <p>What percentage of your schools’ funds have been dedicated to scholarships for low income* families?</p> <p>To calculate this percentage, take the applicant school’s amount of funds given to low-income families in student scholarships and divide that cost by the total amount of fundraising dollars made by the school last fiscal year.</p> <p>*Low income as defined by OSPI’s low income definition used to identify eligible students for free and reduced-price meals: https://ospi.k12.wa.us/sites/default/files/2024-03/incomeguidelines_24-25.pdf</p> <table><tr><td>Criteria</td><td>Point Value</td></tr><tr><td>75-100%</td><td>10</td></tr><tr><td>50-74.9%</td><td>8</td></tr><tr><td>25-49.9%</td><td>6</td></tr><tr><td>24.9% or less</td><td>0</td></tr></table> | Criteria | Point Value | 75-100% | 10 | 50-74.9% | 8 | 25-49.9% | 6 | 24.9% or less | 0 | 0 – 10 points |
| Criteria | Point Value | | | | | | | | | | | |
| 75-100% | 10 | | | | | | | | | | | |
| 50-74.9% | 8 | | | | | | | | | | | |
| 25-49.9% | 6 | | | | | | | | | | | |
| 24.9% or less | 0 | | | | | | | | | | | |
| 2.2 | <p>Does your school population mostly represent a “highly impacted community” or a “vulnerable population” as defined by the following statutes:</p> <ul style="list-style-type: none">19.405.020 RCW - (22) "Highly impacted community" means a community designated by the department of health based on cumulative impact analyses in 19.405.140 RCW or a community located in census tracts that are fully or partially on "Indian country" as defined in 18 U.S.C. Sec. 1151. <p>Simply put- your community has a high (9 or 10) environmental health impacts score as shown by the Washington Tracking Network’s Environmental Health Disparities Map: https://fortress.wa.gov/doh/wtn/WTNIBL/</p> <p>OR</p> <p>Your school a Tribal School or located on Tribal lands.</p> <p>OR</p> <ul style="list-style-type: none">70A.02 RCW (14)(a) "Vulnerable populations" means population groups that are more likely to be at higher risk for poor health outcomes in response to environmental harms, due to: (i) Adverse socioeconomic factors, such as unemployment, high housing and transportation costs relative to income, limited access to nutritious food and adequate health care, | 0 or 10 points | | | | | | | | | | |

| | | |
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| | <p>linguistic isolation, and other factors that negatively affect health outcomes and increase vulnerability to the effects of environmental harms; and</p> <p>(ii) sensitivity factors, such as low birth weight and higher rates of hospitalization.</p> <p>(b) "Vulnerable populations" includes, but is not limited to:</p> <p>(i) Racial or ethnic minorities;</p> <p>(ii) Low-income populations;</p> <p>(iii) Populations disproportionately impacted by environmental harms; and</p> <p>(iv) Populations of workers experiencing environmental harms.</p> <p>Resources that may be helpful in determining your school population's vulnerability:</p> <p>The Washington Office of Superintendent of Public Instruction's School Score Card: https://reportcard.ospi.k12.wa.us/</p> <p>The Washington Tracking Network's Environmental Health Disparities Map: https://fortress.wa.gov/doh/wtn/WTNIBL/</p> <p>US Census data: https://data.census.gov/advanced</p> <p><input type="checkbox"/> Yes = 10 points If yes, please describe which factors apply to your school population. [Text box for a paragraph (150 word limit)]</p> <p><input type="checkbox"/> No = 0 points</p> <p>If you are unsure of how to answer this question and would like assistance in using the resources provided, please contact Ecology staff at schoolawards@ecy.wa.gov and we will work with you to determine your answer.</p> <p>Please note: Question 2.1 is designed to account for low-income populations within the school population. As such, if "low-income populations" is the only identified factor for which a school reports for this question, no additional points will be awarded.</p> | |
| School Demo-graphics Section Total | | 20 points |

Project Details

Scoring staff will use the project description given in question 3.1, as well as the budget and planning document submitted in the application's supporting documents to provide background and justification for awarding points to the questions below. Scorers will use their best judgement and subject matter expertise to award points based on how clear, complete, relevant, feasible, and effective the answers are for the given project.

Scorers will follow the guidance outlined in Appendix C of the Guidelines to award points to qualitative questions and use this framework as a reference for answering questions throughout the project details section of the application.

| Number | Criteria | Possible Score |
|-------------|---|----------------|
| 3.01 | Clear and complete description of the project and intended use of funds (Up to 5 points). | 0 – 5 points |
| 3.02 | Project Goals: Award up to 5 points for selected project goals that are relevant, effective, and feasible to the outlined project. For full points, no goals should be left unselected that the scoring staff view as relevant and crucial to the success of the project. | 0 – 5 points |
| 3.03 | School staff, teachers, and/or volunteers that will be implementing project through dedicated resources (time, funding, or other resources): Scorers may award up to 5 points for relevant and appropriate groups that dedicate resources to implement this project. | 0 – 5 points |
| 3.04 | School staff or departments in support of this project with submitted letters in supporting documents: Award up to 3 points for groups or individuals relevant to the success of this project that have submitted a letter of support. For full points, no support from groups of staff, teachers, and/or volunteers should be missing that would be crucial to the success of the project. Ecology will verify these points based on emailed supporting documentation as part of application. | 0 – 3 Points |
| 3.05 & 3.06 | Extent of student involvement Award up to 6 points for the student group size and student involvement methods that are appropriate, effective, and feasible for the outlined project, project goals, and education and outreach plan. For full points, the answers outlined in these sections should be reflected in the planning document. | 0 – 6 points |
| 3.07 – 3.09 | Education and outreach plan Award up to 6 points for the educational components of the project, audience for the outreach and education, and | 0 – 6 points |

| | | |
|-------------------------------|---|---------------|
| | chosen outreach and education methods that are effective, relevant, and feasible to the outlined project, student involvement, and project goals. For full points, the answers outlined in these sections should result in an effective educational component to the project and be reflected in the planning document. | |
| 3.10 | Measuring and/or documenting the school's baseline conditions before the project is implemented: Award up to 5 points for appropriate and feasible measurement methods for this project. For a full score, all necessary measurement methods should be selected and reflected in the planning document. | 0 – 5 points |
| 3.11 | What will be measured to demonstrate the results from implementing this project? Award up to 5 points for appropriate and feasible measurement methods for this project. For a full score, all necessary measurement methods should be selected and reflected in the planning document. | 0 – 5 points |
| 3.12 | What long term goals does the applicant anticipate from this project? | 0 points |
| 3.13 | Can applicant implement the project within the program funding cycle for which they are applying: <input type="checkbox"/> Yes = 5 points <input type="checkbox"/> No = 0 points | 0 or 5 points |
| Project Details Section Total | | 45 points |

Budget

| Number | Criteria | Possible Score |
|--------|---|-----------------|
| 4.1 | Proposal describes all relevant project costs and funding sources in an itemized list. (3 points) Item estimates, quotes, or proof of costs attached or included. (2 points) | 0 – 5 points |
| 4.2 | Outside funding source question answered leaving review team with no further questions? Yes – No further action required and award 1 point No – no additional funds are needed, award 1 point No, but additional funding is still needed, award 0 points | 0 or 1 points |
| 4.3 | Funding gap question answered leaving review team with no further questions? | 0 or 1.5 points |

| | | |
|----------------------|---|------------|
| | Yes – Explained and will not affect implementation 1 point awarded Yes – Funding gap could affect the ability to implement the project, 0 points awarded. No – Award 1.5 points | |
| 4.4 | Applicant identifies how school will prioritize the program or dedicate resources to keep it running from year to year. | 2.5 points |
| Budget Section Total | | 10 points |

Planning Document

| Number | Criteria | Possible Score |
|---------------------------------|--|----------------|
| 5.1 | Planning document that describes each necessary action to complete the proposed project, person responsible for carrying out the action, and the estimated completion date of each action. | 10 points |
| Planning Document Section Total | | 10 points |
| Total | | 100 points |

Organics Management & Recycling Evaluation Scorecard

Applicant History

| Number | Criteria | Possible Score |
|---------------------------------|---|----------------|
| 1.1 | <p>Applicant school has not received a Waste Not Washington School Award in the past 5 years. Ecology will verify answer in application. Exception – Applicant school received a waste assessment award.</p> <ul style="list-style-type: none"> No award within 5 years (with exception) = 5 points School received award within 5 years = 0 points | 0 or 5 points |
| 1.2 | <p>Applicant school has applied for the Waste Not Washington School Awards in the past two years without being awarded funding. Ecology will verify answer in application.</p> <p>Applicant has applied twice over the past two funding cycles without being awarded = 5 points Applicant has applied once over the past two funding cycles without being awarded = 3 points Applicant has never applied for the award program before = 1 point Applicant received an award in the past 5 years (see 1.1) = 0 points</p> | 0 – 5 points |
| 1.3 | <p>Applicant has conducted a waste assessment within the past 3 years and results or other proof from that waste assessment are submitted as a supporting document.</p> <p>Yes = 5 points No = 0 points Ecology will verify these points based on emailed supporting documentation as part of application.</p> | 0 or 5 points |
| 1.4 | Has an on-staff school or school district grant writer, resource conservation specialist, or staff whose position is dedicated to securing external funding for your school been part of developing this application? | 0 points |
| Applicant History Section Total | | 15 points |

School Demographic Questions

| Number | Criteria | Possible score | | | | | | | | | | |
|---------------|---|----------------|-------------|---------|----|----------|---|----------|---|---------------|---|---------------|
| 2.1 | <p>What percentage of your student population is eligible for Free and Reduced-Price meals? OR What percentage of your schools’ funds have been dedicated to scholarships for low income* families? To calculate this percentage, take the applicant school’s amount of funds given to low-income families in student scholarships and divide that cost by the total amount of fundraising dollars made by the school last fiscal year. *Low income as defined by OSPI’s low income definition used to identify eligible students for free and reduced-price meals: https://ospi.k12.wa.us/sites/default/files/2024-03/incomeguidelines_24-25.pdf</p> <table><tr><td>Criteria</td><td>Point Value</td></tr><tr><td>75-100%</td><td>10</td></tr><tr><td>50-74.9%</td><td>8</td></tr><tr><td>25-49.9%</td><td>6</td></tr><tr><td>24.9% or less</td><td>0</td></tr></table> | Criteria | Point Value | 75-100% | 10 | 50-74.9% | 8 | 25-49.9% | 6 | 24.9% or less | 0 | 0 – 10 points |
| Criteria | Point Value | | | | | | | | | | | |
| 75-100% | 10 | | | | | | | | | | | |
| 50-74.9% | 8 | | | | | | | | | | | |
| 25-49.9% | 6 | | | | | | | | | | | |
| 24.9% or less | 0 | | | | | | | | | | | |
| 2.2 | <p>Does your school population mostly represent a “highly impacted community” or a “vulnerable population” as defined by the following statutes:</p> <ul style="list-style-type: none">19.405.020 RCW - (22) "Highly impacted community" means a community designated by the department of health based on cumulative impact analyses in 19.405.140 RCW or a community located in census tracts that are fully or partially on "Indian country" as defined in 18 U.S.C. Sec. 1151. <p>Simply put- your community has a high (9 or 10) environmental health impacts score as shown by the Washington Tracking Network’s Environmental Health Disparities Map: https://fortress.wa.gov/doh/wtn/WTNIBL/ OR Your school a Tribal School or located on Tribal lands.</p> <p>OR</p> <ul style="list-style-type: none">70A.02 RCW <p>(14)(a) "Vulnerable populations" means population groups that are more likely to be at higher risk for poor health outcomes in response</p> | 0 or 10 points | | | | | | | | | | |

| | | |
|------------------------------------|--|-----------|
| | <p>to environmental harms, due to:</p> <p>(i) Adverse socioeconomic factors, such as unemployment, high housing and transportation costs relative to income, limited access to nutritious food and adequate health care, linguistic isolation, and other factors that negatively affect health outcomes and increase vulnerability to the effects of environmental harms; and</p> <p>(ii) sensitivity factors, such as low birth weight and higher rates of hospitalization.</p> <p>(b) "Vulnerable populations" includes, but is not limited to:</p> <p>(i) Racial or ethnic minorities;</p> <p>(ii) Low-income populations;</p> <p>(iii) Populations disproportionately impacted by environmental harms; and</p> <p>(iv) Populations of workers experiencing environmental harms.</p> <p>Resources that may be helpful in determining your school population's vulnerability:</p> <p>The Washington Office of Superintendent of Public Instruction's School Score Card: https://reportcard.ospi.k12.wa.us/</p> <p>The Washington Tracking Network's Environmental Health Disparities Map: https://fortress.wa.gov/doh/wtn/WTNIBL/</p> <p>US Census data: https://data.census.gov/advanced</p> <p><input type="checkbox"/> Yes = 10 points If yes, please describe which factors apply to your school population. [Text box for a paragraph (150 word limit)]</p> <p><input type="checkbox"/> No = 0 points</p> <p>If you are unsure of how to answer this question and would like assistance in using the resources provided, please contact Ecology staff at schoolawards@ecy.wa.gov and we will work with you to determine your answer.</p> <p>Please note: Question 2.1 is designed to account for low-income populations within the school population. As such, if "low-income populations" is the only identified factor for which a school reports for this question, no additional points will be awarded.</p> | |
| School Demo-graphics Section Total | | 20 points |

Project Details

Scoring staff will use the project description given in question 3.1, as well as the budget and planning document submitted in the application's supporting documents to provide background and justification for awarding points to the questions below. Scorers will use their best judgement and subject matter expertise to award points based on how clear, complete, relevant, feasible, and effective the answers are for the given project.

Scorers will follow the guidance outlined in Appendix C of the Guidelines to award points to qualitative questions and use this framework as a reference for answering questions throughout the project details section of the application.

| Number | Criteria | Possible Score |
|-------------|--|----------------|
| 3.01 | Clear and complete description of the project and intended use of funds (Up to 5 points). | 0 – 5 points |
| 3.02 | Project Goals: Award up to 5 points for selected project goals that are relevant, effective, and feasible to the outlined project. For full points, no goals should be left unselected that the scoring staff view as relevant and crucial to the success of the project. | 0 – 5 points |
| 3.03 | School staff, teachers, and/or volunteers that will be implementing project through dedicated resources (time, funding, or other resources): Scorers may award up to 5 points for relevant and appropriate groups that dedicate resources to implement this project. | 0 – 5 points |
| 3.04 | School staff or departments in support of this project with submitted letters in supporting documents: Award up to 3 points for groups or individuals relevant to the success of this project that have submitted a letter of support. For full points, no support from groups of staff, teachers, and/or volunteers should be missing that would be crucial to the success of the project. Ecology will verify these points based on emailed supporting documentation as part of application. | 0 – 3 Points |
| 3.05 & 3.06 | Extent of student involvement Award up to 6 points for the student group size and student involvement methods that are appropriate, effective, and feasible for the outlined project, project goals, and education and outreach plan. For full points, the answers outlined in these sections should be reflected in the planning document. | 0 – 6 points |

| | | |
|--|---|-----------------|
| 3.07 – 3.09 | Education and outreach plan Award up to 6 points for the educational components of the project, audience for the outreach and education, and chosen outreach and education methods that are effective, relevant, and feasible to the outlined project, student involvement, and project goals. For full points, the answers outlined in these sections should result in an effective educational component to the project and be reflected in the planning document. | 0 – 6 points |
| 3.10 | Measuring and/or documenting the school's baseline conditions before the project is implemented: Award up to 5 points for appropriate and feasible measurement methods for this project. For a full score, all necessary measurement methods should be selected and reflected in the planning document. | 0 – 5 points |
| 3.11 | What will be measured to demonstrate the results from implementing this project? Award up to 5 points for appropriate and feasible measurement methods for this project. For a full score, all necessary measurement methods should be selected and reflected in the planning document. | 0 – 5 points |
| 3.12 | What long term goals does the applicant anticipate from this project? | 0 points |
| 3.13 | Can applicant implement the project within the program funding cycle for which they are applying: Yes = 5 points No = 0 points | 0 or 5 points |
| Project Details Section Total | | 45 points |

Budget

| Number | Criteria | Possible Score |
|----------------------|---|-----------------|
| 4.1 | Proposal describes all relevant project costs and funding sources in an itemized list. (3 points) Item estimates, quotes, or proof of costs attached or included and are reasonable. (2 points) | 0 – 5 points |
| 4.2 | Outside funding source question answered leaving review team with no further questions? Yes – No further action required and award 1 point No – no additional funds are needed, award 1 point No, but additional funding is still needed, award 0 points | 0 or 1 points |
| 4.3 | Funding gap question answered leaving review team with no further questions? Yes – Explained and will not affect implementation 1 point awarded Yes – Funding gap could affect the ability to implement the project, 0 points awarded. No – Award 1.5 points | 0 or 1.5 points |
| 4.4 | Applicant identifies how school will prioritize the program or dedicate resources to keep it running from year to year. | 2.5 points |
| Budget Section Total | | 10 points |

Planning Document

| Number | Criteria | Possible Score |
|---------------------------------|--|----------------|
| 5.1 | Planning document that describes each necessary action to complete the proposed project, person responsible for carrying out the action, and the estimated completion date of each action. | 10 points |
| Planning Document Section Total | | 10 points |
| Total | | 100 points |

Waste Assessment Award Evaluation Score Card

Applicant History

| Number | Criteria | Possible Score |
|---------------------------------|---|----------------|
| 1.1 | <p>Applicant school has not received a Waste Not Washington School Award in the past 5 years. Ecology will verify answer in application.</p> <ul style="list-style-type: none"> No award within 5 years (with exception) = 5 points School received award within 5 years = 0 points | 0 or 5 points |
| 1.2 | <p>Applicant school has applied for the Waste Not Washington School Awards in the past two years without being awarded funding. Ecology will verify answer in application.</p> <p>Applicant has applied twice over the past two funding cycles without being awarded = 5 points Applicant has applied once over the past two funding cycles without being awarded = 3 points Applicant has never applied for the award program before = 1 point Applicant received an award in the past 5 years (see 1.1) = 0 points</p> | 0 – 5 points |
| 1.3 | Has an on-staff school or school district grant writer, resource conservation specialist, or staff whose position is dedicated to securing external funding for your school been part of developing this application? | 0 points |
| Applicant History Section Total | | 10 points |

School Demographic Questions

| Priority number | Criteria | Possible score | | | | | | | | | | |
|-----------------|---|----------------|-------------|---------|----|----------|---|----------|---|---------------|---|---------------|
| 2.1 | <p>What percentage of your student population is eligible for Free and Reduced-Price meals? OR What percentage of your schools’ funds have been dedicated to scholarships for low income* families? To calculate this percentage, take the applicant school’s amount of funds given to low-income families in student scholarships and divide that cost by the total amount of fundraising dollars made by the school last fiscal year. *Low income as defined by OSPI’s low income definition used to identify eligible students for free and reduced-price meals: https://ospi.k12.wa.us/sites/default/files/2024-03/incomeguidelines_24-25.pdf</p> <table><tr><td>Criteria</td><td>Point Value</td></tr><tr><td>75-100%</td><td>10</td></tr><tr><td>50-74.9%</td><td>8</td></tr><tr><td>25-49.9%</td><td>6</td></tr><tr><td>24.9% or less</td><td>0</td></tr></table> | Criteria | Point Value | 75-100% | 10 | 50-74.9% | 8 | 25-49.9% | 6 | 24.9% or less | 0 | 0 – 10 points |
| Criteria | Point Value | | | | | | | | | | | |
| 75-100% | 10 | | | | | | | | | | | |
| 50-74.9% | 8 | | | | | | | | | | | |
| 25-49.9% | 6 | | | | | | | | | | | |
| 24.9% or less | 0 | | | | | | | | | | | |
| 2.2 | <p>Does your school population mostly represent a “highly impacted community” or a “vulnerable population” as defined by the following statutes:</p> <ul style="list-style-type: none">19.405.020 RCW - (22) "Highly impacted community" means a community designated by the department of health based on cumulative impact analyses in 19.405.140 RCW or a community located in census tracts that are fully or partially on "Indian country" as defined in 18 U.S.C. Sec. 1151. <p>Simply put- your community has a high (9 or 10) environmental health impacts score as shown by the Washington Tracking Network’s Environmental Health Disparities Map: https://fortress.wa.gov/doh/wtn/WTNIBL/ OR Your school a Tribal School or located on Tribal lands.</p> <p>OR</p> <ul style="list-style-type: none">70A.02 RCW (14)(a) "Vulnerable populations" means population groups that are more likely to be at higher risk for poor health outcomes in response to environmental harms, due to: (i) Adverse socioeconomic factors, such as unemployment, high housing and transportation costs relative to income, limited access to nutritious food and adequate health care, linguistic isolation, and other factors that negatively affect health | 0 or 10 points | | | | | | | | | | |

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| | <p>outcomes and increase vulnerability to the effects of environmental harms; and</p> <p>(ii) sensitivity factors, such as low birth weight and higher rates of hospitalization.</p> <p>(b) "Vulnerable populations" includes, but is not limited to:</p> <p>(i) Racial or ethnic minorities;</p> <p>(ii) Low-income populations;</p> <p>(iii) Populations disproportionately impacted by environmental harms; and</p> <p>(iv) Populations of workers experiencing environmental harms.</p> <p>Resources that may be helpful in determining your school population's vulnerability:</p> <p>The Washington Office of Superintendent of Public Instruction's School Score Card: https://reportcard.ospi.k12.wa.us/</p> <p>The Washington Tracking Network's Environmental Health Disparities Map: https://fortress.wa.gov/doh/wtn/WTNIBL/</p> <p>US Census data: https://data.census.gov/advanced</p> <p><input type="checkbox"/> Yes = 10 points If yes, please describe which factors apply to your school population. [Text box for a paragraph (150 word limit)]</p> <p><input type="checkbox"/> No = 0 points</p> <p>If you are unsure of how to answer this question and would like assistance in using the resources provided, please contact Ecology staff at schoolawards@ecy.wa.gov and we will work with you to determine your answer.</p> <p>Please note: Question 2.1 is designed to account for low-income populations within the school population. As such, if "low-income populations" is the only identified factor for which a school reports for this question, no additional points will be awarded.</p> | |
| School Demographics Section Total | | 20 points |

Project Details

Scorers will use their best judgement and subject matter expertise to award points based on how clear, complete, relevant, feasible, and effective the answers are for the given project. Scoring staff can also use the provided budget in the application's supporting documents to provide background and justification for awarding points to the questions below.

Scorers will follow the guidance outlined in Appendix C of the Guidelines to award points to qualitative questions and use this framework as a reference for answering questions throughout the project details section of the application.

| Number | Criteria | Possible Score |
|-------------|---|----------------|
| 3.01 – 3.04 | Waste assessment details (what waste stream, what amount of waste will be sorted, how often will the waste assessment happen, and when they are expected to occur): Award up to 20 points for answers that are clear, appropriate, effective, and feasible for which waste streams will be assessed, what amount of waste will be collected for the assessment, and how frequently the waste assessments will happen. For full points, the answers outlined in these sections should be clear and consistent with the answers provided in the rest of the application. | 0 – 20 points |
| 3.05 | Where will the waste be stored until the waste assessment can be completed? Award up to 5 points for answers that are clear, appropriate, and feasible. For full points, the answer should not leave the scorer with confusion or concerns of disruption of daily business, safety, or pollution potential. | 0 – 5 points |
| 3.06 | What positions will be involved in the waste assessment? Award up to 5 points for positions involved who are relevant to the project and for clarity of answer as it relates to the application overall. | 0 – 5 points |
| 3.07 & 3.08 | Extent of student involvement Award up to 10 points for the student group size and student involvement methods that are appropriate, effective, and feasible for the outlined project. For full points, the answers outlined in these sections should be clear and consistent with the answers provided in the rest of the application. | 0 – 10 points |
| 3.09 & 3.10 | What categories will be used to sort the waste and will other data be collected in this process? Award up to 10 points for sorting categories and other collected data that are clear, complete, relevant, feasible, and effective for the waste stream being assessed. | 0 – 10 points |

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|-------------------------------|--|---------------|
| 3.11 | What does the applicant school hope to do with the results of the assessment? Award up to 5 points for clear and complete answers that show applicant school's intentions to pursue relevant and feasible next steps to address findings of the waste assessment. | 0 - 5 points |
| 3.12 | Can applicant conduct the waste assessment within the program funding cycle for which they are applying: <input type="checkbox"/> Yes = 5 points <input type="checkbox"/> No = 0 points | 0 or 5 points |
| Project Details Section Total | | 60 points |

Budget

| Number | Criteria | Possible Score |
|----------------------|---|-----------------|
| 4.1 | Proposal describes all relevant project costs and funding sources in an itemized list. (3 points) Item estimates, quotes, or proof of costs attached or included. (2 points) | 0 – 5 points |
| 4.2 | Outside funding source question answered leaving review team with no further questions? Yes – No further action required and award 2.5 points No – If school answered “No” on question 1.4 of applicant history questions, then review lead can call school to ask further questions to see if 2.5 point award is possible. If school answered “yes” on question 1.4 of applicant history questions, then award 0 points. | 0 or 2.5 points |
| 4.3 | Funding gap question answered leaving review team with no further questions? Yes – No further action required No – If school answered “No” on question 1.4 of applicant history questions, then review lead can call school to ask further questions to see if 2.5 point award is possible. If school answered “yes” on question 1.4 of applicant history questions, then award 0 points. | 0 or 2.5 points |
| Budget Section Total | | 10 points |
| Total | | 100 points |

Continuing Success Award Evaluation Score Card

Applicant History

| Number | Criteria | Possible Score |
|---------------------------------|--|----------------|
| 1.1 | <p>Applicant school has not received a Waste Not Washington School Award in the past 5 years.</p> <p>Exception – Applicant school received a waste assessment award.</p> <ul style="list-style-type: none"> No award within 5 years (with exception) = 5 points School received award within 5 years = 0 points | 0 or 5 points |
| 1.2 | <p>Applicant school has applied for the Waste Not Washington School Awards in the past two years without being awarded funding.</p> <p>Ecology will verify answer in application.</p> <p>Applicant has applied twice over the past two funding cycles without being awarded = 5 points</p> <p>Applicant has applied once over the past two funding cycles without being awarded = 3 points</p> <p>Applicant has never applied for the award program before = 1 point</p> <p>Applicant received an award in the past 5 years (see 1.1) = 0 points</p> | 0 – 5 points |
| 1.3 | <p>Applicant has conducted a waste assessment within the past 3 years and results or other proof from that waste assessment are submitted as a supporting document.</p> <p>Yes = 5 points</p> <p>No = 0 points</p> <p>Ecology will verify these points based on emailed supporting documentation as part of application.</p> | 0 – 5 points |
| 1.4 | Has an on-staff school or school district grant writer, resource conservation specialist, or staff whose position is dedicated to securing external funding for your school been part of developing this application? | 0 points |
| Applicant History Section Total | | 15 points |

School Demographic Questions

| Number | Criteria | Possible score | | | | | | | | | | |
|---------------|---|----------------|-------------|---------|----|----------|---|----------|---|---------------|---|---------------|
| 2.1 | <p>What percentage of your student population is eligible for Free and Reduced-Price meals?</p> <p>OR</p> <p>What percentage of your schools’ funds have been dedicated to scholarships for low income* families?</p> <p>To calculate this percentage, take the applicant school’s amount of funds given to low-income families in student scholarships and divide that cost by the total amount of fundraising dollars made by the school last fiscal year.</p> <p>*Low income as defined by OSPI’s low income definition used to identify eligible students for free and reduced-price meals: https://ospi.k12.wa.us/sites/default/files/2024-03/incomeguidelines_24-25.pdf</p> <table><tr><td>Criteria</td><td>Point Value</td></tr><tr><td>75-100%</td><td>10</td></tr><tr><td>50-74.9%</td><td>8</td></tr><tr><td>25-49.9%</td><td>6</td></tr><tr><td>24.9% or less</td><td>0</td></tr></table> | Criteria | Point Value | 75-100% | 10 | 50-74.9% | 8 | 25-49.9% | 6 | 24.9% or less | 0 | 0 – 10 points |
| Criteria | Point Value | | | | | | | | | | | |
| 75-100% | 10 | | | | | | | | | | | |
| 50-74.9% | 8 | | | | | | | | | | | |
| 25-49.9% | 6 | | | | | | | | | | | |
| 24.9% or less | 0 | | | | | | | | | | | |
| 2.2 | <p>Does your school population mostly represent a “highly impacted community” or a “vulnerable population” as defined by the following statutes:</p> <p>19.405.020 RCW - (22) "Highly impacted community" means a community designated by the department of health based on cumulative impact analyses in 19.405.140 RCW or a community located in census tracts that are fully or partially on "Indian country" as defined in 18 U.S.C. Sec. 1151.</p> <p>Simply put- your community has a high (9 or 10) environmental health impacts score as shown by the Washington Tracking Network’s Environmental Health Disparities Map: https://fortress.wa.gov/doh/wtn/WTNIBL/</p> <p>OR</p> <p>Your school a Tribal School or located on Tribal lands.</p> <p>OR</p> <ul style="list-style-type: none">• 70A.02 RCW <p>(14)(a) "Vulnerable populations" means population groups that are more likely to be at higher risk for poor health</p> | 0 or 10 points | | | | | | | | | | |

| | | |
|--|--|--|
| | <p>outcomes in response to environmental harms, due to:</p> <ul style="list-style-type: none"> (i) Adverse socioeconomic factors, such as unemployment, high housing and transportation costs relative to income, limited access to nutritious food and adequate health care, linguistic isolation, and other factors that negatively affect health outcomes and increase vulnerability to the effects of environmental harms; and (ii) sensitivity factors, such as low birth weight and higher rates of hospitalization. <p>(b) "Vulnerable populations" includes, but is not limited to:</p> <ul style="list-style-type: none"> (i) Racial or ethnic minorities; (ii) Low-income populations; (iii) Populations disproportionately impacted by environmental harms; and (iv) Populations of workers experiencing environmental harms. <p>Resources that may be helpful in determining your school population's vulnerability:</p> <p>The Washington Office of Superintendent of Public Instruction's School Score Card: https://reportcard.ospi.k12.wa.us/</p> <p>The Washington Tracking Network's Environmental Health Disparities Map: https://fortress.wa.gov/doh/wtn/WTNIBL/</p> <p>US Census data: https://data.census.gov/advanced</p> <p><input type="checkbox"/> Yes = 10 points</p> <p style="padding-left: 20px;">If yes, please describe which factors apply to your school population. [Text box for a paragraph (150 word limit)]</p> <p><input type="checkbox"/> No = 0 points</p> <p>If you are unsure of how to answer this question and would like assistance in using the resources provided, please contact Ecology staff at schoolawards@ecy.wa.gov and we will work with you to determine your answer.</p> <p>Please note: Question 2.1 is designed to account for low-income populations within the school population. As such, if "low-income populations" is the only identified factor for which a school reports for this question, no additional points will be awarded.</p> | |
|--|--|--|

| | | |
|---|--|-----------|
| School Demo- graphics Section Total | | 20 points |
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Project Details

Scoring staff will use the project description given in question 3.1, as well as the budget and planning document submitted in the application's supporting documents to provide background and justification for awarding points to the questions below. Scorers will use their best judgement and subject matter expertise to awards points based on how clear, complete, relevant, feasible, and effective the answers are for the given project.

Scorers will follow the guidance outlined in Appendix C of the Guidelines to award points to qualitative questions and use this framework as a reference for answering questions throughout the project details section of the application.

| Number | Criteria | Possible Score |
|-------------|--|----------------|
| 3.01 | Clear and complete description of the project and intended use of funds (Up to 5 points). | 0 – 5 points |
| 3.02 | What goals has the project accomplished? Award up to 5 points for selected project goals that are relevant, effective, and feasible to the outlined project. For full points, no goals should be left unselected that the scoring staff view as relevant and crucial to the success of the project. | 0 – 5 points |
| 3.03 | School staff, teachers, and/or volunteers that have dedicated resources (time, funding, or other resources) to project to make it a success: Scorers may award up to 5 points for relevant and appropriate groups that dedicate resources to implement this project. | 0 – 5 points |
| 3.04 & 3.05 | Extent of student involvement Award up to 6 points for the student group size and student involvement methods that are appropriate for the outlined project, project goals, and education and outreach plan. | 0 – 6 points |
| 3.06 – 3.08 | Education and outreach plan Award up to 6 points for the educational components of the project, audience for the outreach and education, | 0 – 6 points |

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| | and chosen outreach and education methods that are effective and relevant to the outlined project, student involvement, and project goals. | |
| 3.10 | Measuring and/or documenting the school's baseline conditions before the project was implemented: Award up to 5 points for appropriate measurement methods for this project. For a full score, all necessary measurement methods should be selected and reflected in the reporting document. | 0 – 5 points |
| 3.11 | What was measured to demonstrate the results from implementing this project? Award up to 5 points for appropriate measurement methods for this project. For a full score, all necessary measurement methods should be selected and reflected in the reporting document. | 0 – 5 points |
| 3.12 | What long term goals does the applicant anticipate from this project? | 0 points |
| 3.13 | If project is selected for recognition by the Waste Not Washington School Awards program, in general, how will the funding be used? | 0 points |
| Project Details Section Total | | 37 points |

Budget

| Number | Criteria | Possible Score |
|--------|---|-----------------|
| 4.1 | Proposal describes all relevant project costs and funding sources in an itemized list. (3 points) Item estimates, quotes, or proof of costs attached or included. (2 points) | 0 – 5 points |
| 4.2 | Outside funding source question answered leaving review team with no further questions? Yes – No further action required and award 1 points No – If school answered “No” on question 1.4 of applicant history questions, then review lead can call school to ask further questions to see if 1 point award is possible. If school answered “yes” on question 1.4 of applicant history questions, then award 0 points. | 0 or 1 points |
| 4.3 | Funding gap question answered leaving review team with no further questions? Yes – No further action required No – If school answered “No” on question 1.4 of applicant history | 0 or 1.5 points |

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| | questions, then review lead can call school to ask further questions to see if 1.5 point award is possible. If school answered “yes” on question 1.4 of applicant history questions, then award 0 points. | |
| 4.4 | Applicant identifies how school will prioritize the program or dedicate resources to keep it running from year to year. | 2.5 points |
| Budget Section Total | | 10 points |

Planning & Report Documents

| Number | Criteria | Possible Score |
|---|--|----------------|
| 5.1 | Planning document that describes each necessary action to complete the proposed project, person responsible for carrying out the action, and the estimated completion date of each action. | 8 points |
| 5.2 | Report document that describes measurable outcomes from the project that are identified in question 3.10. | 10 points |
| Planning & Report Documents Section Total | | 18 points |
| Total | | 100 points |

Appendix C: Scoring Matrix

Scorers will follow the guidance outlined in this matrix to award points to qualitative questions in the score cards. Scorers will use this framework as a reference for scoring answered questions throughout the project details section (Section 3) of eligible applications.

| 0-5 Points (Or % equivalent) | Rationale |
|------------------------------------|---|
| 0 – 1 (0 – 20%) | <p>Poor</p> <ul style="list-style-type: none"> • Clarity: The response is confusing and difficult to understand. • Completeness: The response fails to address the key components of the question. Important details are missing. • Relevance: The response does not directly answer the question and includes irrelevant information to the application questions. This could also look like selecting answers that are inappropriate for the outlined project. • Effectiveness: The narrative is not clear, persuasive, or does not show how the project would be effective at achieving the award category topic. • Feasibility: The timeframe or resources for achieving the work is not feasible for the project. |
| 2 – 3 (40 – 60%) | <p>Average</p> <ul style="list-style-type: none"> • Clarity: The response is somewhat clear. • Completeness: The response addresses the question but lacks depth. Some important details are present, but others are missing. • Relevance: The response generally answers the question but includes some unnecessary information. The content aligns with the application question to some extent. This could also look like selecting answers that are only somewhat appropriate for the outlined project. • Effectiveness: The narrative is somewhat clear and somewhat shows how the project would be effective at achieving the award category topic. • Feasibility: The timeframe or resources for achieving the work is somewhat feasible for the project. |

| | |
|----------------------------|--|
| 3 – 4 (60 - 80%) | <p>Good</p> <ul style="list-style-type: none"> • Clarity: The response is clear, and thoughts are logically organized. • Completeness: The response thoroughly addresses the question, providing sufficient details. Most key components of the question are covered. • Relevance: The response directly answers the question and includes relevant information. The content aligns well with the application questions. This could also look like selecting answers that are mostly appropriate for the outlined project. • Impact: The narrative is clear and mostly shows how the project would be effective at achieving the award category topic. • Feasibility: The timeframe and resources for achieving the work are mostly feasible and outlined for the project. |
| 5 (100%) | <p>Excellent</p> <ul style="list-style-type: none"> • Clarity: The response is exceptionally clear, and thoughts are cohesively organized. • Completeness: The response comprehensively addresses the question with rich details. All key components of the question are thoroughly covered. • Relevance: The response precisely answers the question and includes only pertinent and appropriate information. The content aligns perfectly with the application question. • Effectiveness: The response powerfully conveys the significance and effectiveness of the project and offers profound insight. The narrative is compelling and leaves a strong impression on how the project will be effective at achieving the award category topic. • Feasibility: The timeframe and resources for achieving the work are feasible and clearly outlined for the project, leaving no questions for the scorer. |

Appendix D: Examples Letter of Support

Skyline Elementary School's Letter of support submitted 2023-2024 funding cycle:

October 26, 2023

Re: Waste Not Washington School Awards

To whom it may concern:

I am writing to express my support for the award proposal to fund further sustainability efforts at Skyline Elementary School, particularly in relation to the sustainability curriculum for the 5th graders. It is heartwarming to see young minds engaged in learning about the environment and actively participating in initiatives that contribute to a greener and more sustainable future.

The decision to incorporate sustainability into the school not only instills a sense of responsibility towards our planet but also educates the students about the importance of their actions in preserving the environment. I believe that fostering such values and knowledge at an early age is pivotal in creating a more eco-conscious and responsible generation.

I am also excited about the proposed initiatives to increase recycling and promote the use of reusable silverware during student lunches. These actions not only reduce waste but also set an example for students and families to follow sustainable practices in their daily lives. I would like to offer my support in any way possible to help these initiatives thrive.

Thank you for your consideration as we work to make Skyline Elementary School a place where students not only learn about sustainability but also actively practice it. I look forward to witnessing the positive impact these initiatives will have on the school and the broader community.

Sincerely,



Obadiah DeWeber
Skyline Elementary School Principal

Appendix E: Example Program Budget

(adapted from prior award winner applications)

| Item | Role within project | Funding Source for Item | Proof of cost/ quote | Total Cost (including shipping and taxes) |
|---|--|---|---|--|
| Hanging Scale | To weigh food waste during waste assessments and measuring effectiveness | Waste Not Washington School Award | link to Uline sample scale | \$48 |
| Buckets | To hold food waste during waste assessments and possible compost separation | Waste Not Washington School Award | link to item for sale at hardware store | \$23.92 (\$5.98 x 4 buckets) |
| 32 Gallon BRUTE Trash Cans | For compost collection and movement | Waste Not Washington School Award | link to item for sale at hardware store | \$160.30 (2 cans w/ lids) |
| Urban worm bags | For courtyard composting demonstrations | Waste Not Washington School Award | link to item for sale | \$250 |
| Jora jk400 Continuous Compost Tumblers | For on-site composting, handling 13-21 gallons of food scraps each per week | Waste Not Washington School Award | link to item for sale | \$3,000 (\$1,000 x 3 compost tumblers) |
| Cinder Blocks | Primary material to construct 2 bay holding area for finished compost, to be located next to school garden | Waste Not Washington School Award | link to sample construction for smaller unit link to cost of cinder blocks | \$500 (estimating with use of cinder blocks at average cost of \$1-\$3 per block) |
| 3 -Spigot Stainless Steel Milk Dispenser, Stand, Reusable Cups, Dish Racks, Educational Materials | Milk dispenser to replace single-use cartons and supporting items like stand and dish racks. Reusable cups provided to be able to serve milk and replace single-use alternatives. | Chef Ann Foundation Grant | N/A | \$5,000 |
| Utility Carts | To help move trays to and from kitchen | Waste Not Washington School Award | Link to Uline sample cart | \$290 (\$145 x 2 carts) |
| Additional Milk Crates | Assist in milk bladder changing during meals | Waste Not Washington School Award | Link to example crate | \$284.70 (\$94.90 x 3 crates) |
| | | | Waste Not WA School Award Total Funding Request: | \$4,556.92 |
| | | | Total Project Costs: | \$9,556.92 |

Appendix F: Example Planning Document

| Action | Person Responsible | Completion Date |
|--|---|-----------------|
| Initial meeting of interested parties | [Name] (Diversity Club leader), [Name] (Leadership teacher), [Name] (United General District 304 Farm to School Coordinator), CMS Diversity Club Students | October 2024 |
| Kickoff coordination and planning session | Diversity Club leader, Leadership teacher, United General District 304 Farm to School Coordinator | December 2025 |
| Implement phase one of project: Student led assessment of food waste at middle school. This will involve weighing the amount of food thrown away during school meal preparation as well as during/after meal consumption. Students will also collect data from teachers, staff, and student body to better understand why food waste may be happening. | CMS Diversity Club, CMS Leadership Class, District 304 Farm to School | February 2025 |
| Implement phase two of project: With a clearer picture of why and how food gets wasted, students will move into phase two of the project, where they will research and develop potential strategies to (a) reduce the amount of food waste being generated, and (b) divert food waste into composting systems, whether on-site or in partnership with community stakeholders. Evaluation and selection of student ideas will involve the development of sample budgets as well as conversations regarding feasibility with stakeholders both within SWSD (such as cafeteria personnel, maintenance crews, teachers and students) as well as in the greater community (such as city waste management, local composting programs, etc.). Based on these evaluations, students and project coordinators will work together to select | Diversity Club, Leadership Class, District 304 Farm to School, School District Food Service Department ([School Nutrition Director Name] and Kitchen Staff); School District Maintenance ([Name]) | April 2025 |

| | | |
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| at least one feasible short, medium, and long-term solution. | | |
| Implement phase three of project: students will begin implementing solutions. This may involve prototyping food separation systems in the cafeteria, piloting composting programs, or developing messaging and engagement campaigns. At the end of the project, students will be given opportunities to present their experience to the school community as well as to local organizations, such as the Skagit Food Policy Council, which brings together stakeholders from across the food system to work on shared goals around increased food security and sustainability. | Diversity Club, Leadership Class, District 304 Farm to School, School District Food Service Department ([School Nutrition Director Name] and Kitchen Staff); School District Maintenance ([Name]) | June 2025 |
| Submit the end of year project report to the Washington Department of Ecology. | | |
| NOTE: Timeline for implementation of selected solutions will likely extend into the 2025-2026 school year. Our goal will be to select at least one short term strategy to begin implementation by June 2025 and plan for implementation of other strategies in future school years. | | |