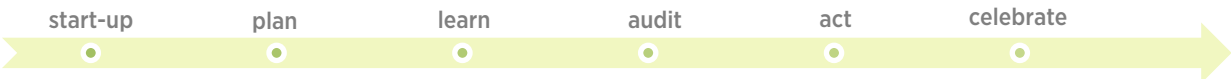


Frequently Asked Questions

When should we get started, and how should the program unfold as we make our way through the school year?

To maximize opportunities for team building and planning, we suggest getting started at least 2 months out from when you want to work with students. The program can take 1 to 3 months, but preparation and follow-up will add to the timeline. By the end of the school year, aim to celebrate the outcomes and re-strategize for the coming school year. We suggest this sequence and key milestones, which are explained in more detail in program materials:



The cohort will kick off in January of each year, and we'll help ensure you implement the program on a timeline that works best for your class. This model is designed so that you have many months (including summer months) to prepare a plan that fits your calendar, but also aligns with other cohort participants.

November	Submit your application by November 10 to participate in the coming year's cohort
December	Cohort participants are announced
January	Set up Arc for your school, build your team
Week of January 25	Attend live, virtual training with your team
February - November	Design and implement Building Learners with students Participate in a student exhibition in May or October
December	Wrap up year 1, prepare for year 2

If you don't participate in the cohort implementation option, you can use online trainings and project management materials to get educated about the program, prep your team, and plan your program for a timeframe that works for you.

What's the difference between the *cohort* and *independent* implementation, and when do I choose which I want to purchase?

We offer two options for implementing Building Learners – the price to purchase either is the same (see pricing at the bottom of the [Building Learners page](#)). Review the differences between the two programs below. When you have determined which will work best for your class, complete [this application](#), indicating which option you choose. Email us at schools@usgbc.org with any questions you have.

INDEPENDENT implementation

One year access to these resources for one classroom team (teacher, facilities staff, volunteer green building professional):

- Standards-aligned, hands-on lessons from [Learning Lab](#)
- On-demand training modules, including the [Green Classroom Professional Certificate](#)
- Support from a local green building professional mentor
- Access to Arc, an online sustainability benchmarking platform
- Resource library for teachers with lesson planning and project management tools

COHORT implementation

One year access *to all of the above resources* for one classroom team (teacher, facilities staff, volunteer green building professional) *plus*:

- Six hours of live, virtual training
- Access to enhanced features in Arc, including:
 - [Arc Essentials](#)
 - [Arc Performance Certificates](#)
- USGBC will coordinate:
 - a professional learning community made up of peers from your cohort
 - a kickoff event for students
 - virtual student exhibitions of class projects

Cohort applicants are eligible to receive a scholarship to reduce the price of participating – see below for more information.

Pricing for both options is:

One class for the first year: \$1000

Each additional class at the same school in the first year: \$200

Each additional year of access for one class: \$500

Each additional year of access for each additional class at the same school: \$100

What kind of scholarships are available? To whom, and how do I apply?

USGBC wants to make Building Learners available to any class committed to integrating learning and sustainability action at their school. Additionally, we believe that the experience of participating in the Building Learners cohort implementation program will be enriched if the makeup of the participants is diverse. School teams and students will have opportunities to interact with fellow cohort participants and see a variety of ways that students map their school's eco-footprint. With our sponsors, Shaw Contract and ArcSkoru, we offer scholarships to offset the costs of participating in the program.

Remember, [applications](#) must be submitted to later than November 10.

Scholarship options are considered based on the following criteria:

Title I	Schools who are classified as Title I according to the NCES directory will be automatically awarded a scholarship that reduces the cost for the first class at a school by 50%.
Financially disadvantaged	For schools not classified as Title I, we will also take into consideration the school district's per pupil spending (according to NCES, example here) and median household income in the school's community (according to NCES, example here).
Need-based	For anyone seeking a scholarship (regardless of the criteria outlined above), we ask you to provide information about how a scholarship will help your class as part of the Building Learners application.

If your school has the means to cover the costs of Building Learners for your class, we ask you to allow scholarship funds to be distributed to those with the greatest need.

Example scholarship cases:

- School A is not classified as Title I, but in their application they make a strong case for needing a scholarship. They are awarded a \$250 scholarship. They pay \$750 to participate in Building Learners.
- School B is classified as Title I according to NCES, and provides a solid case for how the scholarship will help them implement the program. They are awarded \$500 for Title I and an additional \$500. They pay \$0 to participate in Building Learners.
- School C is not classified as Title I, but is located in a district where per pupil spending is significantly below the national average. In their application, they appeal for scholarship funds to bring the program to their school. They are awarded a \$750 scholarship. They pay \$250 to participate in Building Learners.

Who should be on our core class team? What is each person’s role?

After purchasing the Building Learners program, you’ll receive access to the “Build Your Team” training, which will help you think through who you want to recruit to help design, develop, and implement your program. It’s never too early to think about and recruit the individuals who will make up your team. Here are a few key roles:

Teacher	<p>As the facilitator of student learning, the teacher will lead the Building Learners team through design and curricular integration that engages students in collecting, analyzing, and acting on real data from their school building.</p> <p><i>An educator with these characteristics would be well-suited for the team:</i> has autonomy in selecting curricular resources; has time to commit to program development (estimated minimum 10 hours per school year); has reviewed or implemented at least one of the free “Measuring School Sustainability” lessons; envisions the benefits of Building Learners to students; has some experience structuring project- or problem-based learning units; and can identify at least two of the five Arc categories that would align well with what their course(s) or green team cover in an academic year.</p>
School facilities or sustainability staff	<p>As the touchpoint on the school operations side, the school staff will either directly access or facilitate access to building data needed for Arc in the areas of energy, water, waste, transportation and air quality. They will also serve as connector to other school operations departments such as food service, transportation, custodial, and/or maintenance.</p> <p><i>School staff with these characteristics would be well-suited for the team:</i> has access (direct or via co-workers) to the school’s monthly data on energy and water usage; has time to commit to program development (estimated minimum 10 hours per year); envisions the benefits of Building Learners to the school; and is committed to working with school community to implement green school improvements.</p>
Volunteer mentor	<p>As a green building industry professional, the mentor will lend their expertise to support student engagement and make connections between their learning and green careers. They may also provide technical support for Arc and serve as the project manager. A mentor job description can be found here.</p>

Additionally, the school community is a critical part of the support system for any Building Learners team. School leadership should commit to supporting the engagement of a wide spectrum of the school community in meaningful actions to improve sustainability.

What support does USGBC provide throughout the program?

Getting started: USGBC will provide access to all resources, and can recruit, connect and orient the green building professional as-needed.

Communication: USGBC will provide visibility of your efforts through our marketing and communications channels.

Feedback: USGBC will monitor your program's progress and facilitate knowledge-sharing with other school users.

What's required of my school if we purchase Building Learners?

1. Commit to using Arc
2. Commit to integrating curriculum in the classroom or with a green team
3. Commit to supporting student engagement and action

I'm interested! What should I do next?

Apply to participate in Building Learners by [completing this form](#). You can submit the application as a first step toward paying for the program and receiving program materials.

If you have specific questions or want to set up a phone call to discuss further, email us at schools@usgbc.org. Our team will be in touch within three business days with next steps.

Start thinking about assembling a core team composed of a teacher, a school facilities or sustainability staff member, and a green building industry volunteer to serve as a mentor.



Building Learners program resources are developed by the Center for Green Schools at the U.S. Green Building Council and Arc.