



Green Futures Scholarship™ at Grinnell High School

Presented in partnership with Imagine Grinnell

To access this information online, please visit www.greenfuturescholarship.org. There you will find this information with live links, an online application, information about previous scholarship recipients, and a list of resources including green programs, student groups, and organizations in Iowa and beyond.

What is the Green Futures Scholarship?

This \$1,000 scholarship will go to a graduating Grinnell High School student wishing to pursue post-high school education relating to the “green future.”

We are excited for applicants interested in the Green Future. Because the Green Future will encompass such a wide variety of aspects, applicants may be thinking of studying business, investments, technology, engineering, sociology, policy, marketing, real estate, land development, art, photography, or even still be undecided as to a major. **The intent is to support individuals that will pursue a green future no matter what professional path they choose.** In addition, we are interested in applicants planning to attend technical schools, community colleges, liberal arts colleges, and universities; in short, any legitimate post-high school institution.

High emphasis will be placed on the committee’s judgment of each applicant to continue to be active in making the green future a reality throughout their post-high school education and beyond, and evidence of prior interest and action relating to a green future. This will be demonstrated through two essays that the applicant will write, which are described on Page 4.

Secondary emphasis will be placed on financial need, academic performance, and character. This scholarship will not discriminate on race, creed, color, gender, orientation, national origin, or any manner other than the criteria listed above. The committee reserves the right to hold over scholarship funds until subsequent years if no appropriate candidate is identified.

What is a “Green Future?”

Our world in the 21st century is at an incredible crossroads of opportunities to move our societies towards a greener future. If we can make this a reality, we will move ourselves towards energy sources that don't pollute, reduce dependence on imported oil, create a whole new employment revolution based on green jobs, transform the products we make and buy, and improve the way we live and interact with the world and with each other.

This transformation is the challenge of this generation, and each student will have a role in enabling progress whether they study business, engineering, technology, policy, law, marketing, or trades such as to become a mechanic or carpenter. The impacts of this green future will affect all humans, worldwide. We'll need:

- **New energy sources** using wind energy, solar energy, plant-derived fuels, wave and tidal energy, and conventional power plants with drastically reduced emissions;
- **New transportation** with hybrid, plug-in hybrid, electric, or fuel cell automobiles and improved mass transit in urban areas;
- **New consumer products** that take less energy to create and consume – from waterless clothes washers to buildings, computers, cars, and any other energy-consuming product being 10, 100, even 1000 times more energy efficient than they are today

- **Growing food and crops sustainably**, with fewer or zero chemical fertilizers
- **Recycling and reusing** almost everything that is currently in our waste stream, and redesigning all those products to be recycled, reused, or go on to some useful second life.
- **New policies** towards climate, energy, and foreign countries
- **New political leaders** to implement these policies on local, state, national, and international levels
- **Brand new markets** for green products, and new methods of business, marketing, entrepreneurship, journalism, and awareness.
- **New ways of marketing and selling** the products and ideas of the green future.

In short, a green future means humans will interact differently with the material world, with each other, and under a different set of political rules than today.

Why Iowa is important:

The state of Iowa is extremely important in this Green Future from a variety of vantage points:

- **Agriculture:** Iowa is the center of biofuels discussion and future. In addition, agricultural practices need to go green, meaning less fertilizers and less irrigation. Iowa will need to meet the growing demand for organic food and sustainable agriculture.
- **Wind energy** is growing like gangbusters, and manufacturing plants are opening up in-state
- **Transport:** Decentralized towns makes automobiles necessary, as mass transit is not cost-effective throughout rural Iowa. We'll need cars, trucks, tractors, and busses that use much less fuel, or perhaps use electricity or fuel cells, and emit much less pollution and carbon.
- **Consumers & Business Owners:** as everything goes green, Iowans need to be important innovators and consumers.
- **Industry:** Iowa is seeing the impacts of new biofuel and wind industries, and this can be just the beginning. We'll need a workforce ready to meet the growing industrial opportunities.
- **Climate:** Iowa will be as affected by global climate change as any other place. Understanding the risks to agriculture and weather events, and the opportunities to mitigate the emissions that cause climate change, will continue to grow in importance in the coming years. Iowa participated in the Midwestern Regional Greenhouse Gas Reduction Accord which outlined recommendations for governors and legislators in Midwestern states.
- **Politically:** as the first caucus state and with citizens that care about real issues, Iowa is very important on the national political scene. In addition, farm lobbies and farm bills will increasingly be linked to energy and climate policy goals.

What are we looking for?

We will need contributions from everyone in order to make this future a reality because of the wide variety of aspects that will be affected. **This scholarship is about what you, the applicant, plan to do to help make the Green Future a reality through your post-high school education.**

We are looking for **specific, tangible thoughts and actions**. We are not looking for someone that wants to solve every problem at once – this is going to be a team effort from people all over the world. We want to know how you want to fit into that team.

Secondly, we want to know that the applicant will be **active** in making this future a reality. Our best metric in this regard is past performance. We want to know that the applicant is serious, and has already been serious, about helping make the Green Future a reality.

Deliverables

1. **Completed page 4 of this document, which includes your contact information.**
2. **Essay 1: 250 word essay describing your goals for your role in helping create the Green Future.** Focus on one or a few tangible, accomplishable tasks that you intend to pursue. This doesn't mean you have to be creating something new. Your educational program, student groups on campus, community efforts off campus, or actions within your family and friends are all important -- tell us what you plan to do to spread the Green Future, and how you plan to do it.
3. **Essay 2: 250 word essay describing your past involvement in creating a Green Future.** Examples: Did you help your school, church, or home start recycling? Encourage family and friends to buy the gasoline with ethanol in it? Write a paper on new energy or climate change? Ride your bike to school? Change light bulbs in your house to energy saving compact fluorescents? Help clean up a park? Plant trees? Many ideas are encouraged, so even if on the surface the green benefits of one of your past ventures are not as clear, we welcome you to draw the connections to how that venture helped create a Greener Future, if even in a small way. We'd like to know what you did, what inspired you to do it, how you accomplished it, and what the results were.
4. **Statement of financial need:** On the same page as your essays, please describe any financial situations that provide extra need for receiving scholarship aid. Examples include family income level, expensive health problems, having other siblings in college, participating in many activities during high school that prohibited saving lots of money for college. Please limit your response to 100 words.
5. **An up-to-date GHS Transcript will be obtained through the GHS counselor's office.**

Ongoing Scholarship Vision

Mentorship: Tyler and the collaborating partners have agreed to provide mentorship to scholarship winners and applicants. This can be in the form of getting projects off the ground in schools and communities, career advice, or general questions. Our vision is not to hand out money and disappear – we are looking for students that want to make change towards a Green Future, and we are here to help that change get started.

About the Founder

Tyler Huebner graduated from Grinnell High School in 2001, and was a member of concert band, jazz band, and Tiger football, basketball, track (2 years), and tennis (1 year) teams. He went on to study electrical engineering and obtain a business minor from The University of Iowa in December 2005. While at Iowa he became very interested in renewable energy, energy independence, and climate change through Engineers for a Sustainable World, and went on to work for six months in facilities management, helping improve energy efficiency in campus buildings at Iowa. In September 2006, Tyler went to Stanford University to get a masters degree in Environmental Engineering, in a program called Atmosphere & Energy. After being an energy efficiency consultant in San Francisco for two years, he worked in the Energy Efficiency and Renewable Energy division of the Department of Energy in Washington, DC for two years, and is executive director of RENEW Wisconsin and lives in Madison, Wisconsin. He is the son of Dan and Bev Huebner; Mrs. Huebner is the GHS Family & Consumer Sciences teacher.

Any and all questions on the Green Futures Scholarship should be directed to Tyler Huebner at tyler@greenfuturescholarship.org



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Application – Due Monday, April 24, 2017; Also available at
greenfuturescholarship.org

Return this page and your essays, stapled together, to the GHS Guidance Office by the end of the school day on Monday, April 24, 2017

TO BE COMPLETED BY APPLICANT

Full Name _____

Permanent Mailing Address _____

City, State, Zip _____

Student's Email _____

Student's Phone Number _____

List your top 3 school choices, if you have applied, and if you've been accepted. (If you have already decided where you're going, just list that one school)

School Name	Applied? (Y/N)	Accepted? (Y/N)

On a separate sheet of paper, complete the following two essays and financial need paragraph:

Essay 1: 250 Word Essay describing your goals for your role in helping create the Green Future. Focus on one or a few tangible, accomplishable tasks that you intend to pursue.

Essay 2: 250 Word Essay describing your past involvement in creating a Green Future. What did you do, what inspired you to do it, how you accomplished it, and what the results were.

Statement of financial need. On the same page as your essays, please describe any financial situations that provide extra need for receiving scholarship aid. Examples include family income level, expensive health problems, having other siblings in college, participating in many activities during high school that prohibited saving lots of money for college. Please limit your response to 100 words.

- Your GHS transcript will be obtained through the counselor's office.

For your information: Scoring for the Green Futures Scholarship

Total score is out of 50 points, distributed as follows:

Essay 1: 16 Points

	1 = Poor	2 = Fair	3 = Good	4 = Outstanding
Purpose meets requirements: Focuses on goals that will advance Green Future; gives tangible, achievable tasks				
Ideas: Overall quality of your goals and role in the green future				
Organization: Essay is well-organized				
Grammar, spelling, and English rules				

Essay 2: 16 Points

	1 = Poor	2 = Fair	3 = Good	4 = Outstanding
Purpose meets requirements: Describes something you did, how you did it, and the results of your green activity				
Ideas: Overall quality of the green activity undertaken				
Organization: Essay is well-organized				
Grammar, spelling, and English rules				

Financial Need: 6 points maximum.

As subjectively assessed based on applicant's response on application.

Academic Performance: 6 points maximum

Based on student's GPA on the GHS 4-point system; each applicant's GPA is converted so that a 4.33 GPA is worth 6 points here.

Character: 6 points maximum

As subjectively assessed by GHS counselors and teachers.