



Colorado Alliance for Environmental Education  
Awards for Excellence in  
Environmental Education

**ENOS A. MILLS AWARD FOR EXEMPLARY CONTRIBUTIONS TO ENVIRONMENTAL EDUCATION  
NOMINATION PROCESS AND SCORING RUBRIC**

**SUMMARY:**

This award recognizes the extraordinary efforts and contributions of an individual who has accrued a substantial body of work and has had a significant impact on the field of environmental education in Colorado.

Self-nominations are not accepted for this award.

**TIPS FOR NOMINATORS:**

- Review the nomination options outlined below for the Impact Summary to determine what you will submit.
- Select three people who can provide letters of support for this nominee. Review the four categories in the rubric below (Vision, Practice, Impact, Character). Have a conversation with each of the three letter writers and determine among them how all four categories will be addressed and how they will complement and enhance the nominator Impact Summary. Together, your letter writers should address how the nominee demonstrates criteria within all four categories.

**NOMINATION PROCESS:**

Nominating a person for the Enos A. Mills Award for Exemplary Contributions to Environmental Education is a three-step process:

Step 1: Nomination Materials

Step 2: Interview

[Step 3: Applicant Scoring](#)

Please review the following pages for complete information.

### **STEP 1: NOMINATION MATERIALS**

The nomination must meet all requirements for consideration.

|     | <b>Requirements</b>                                                                                                                                                                                                                                                                                                                                               | <b>Comments</b> |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Y N | Nomination Entry Form                                                                                                                                                                                                                                                                                                                                             |                 |
| Y N | Impact Summary: Nominator must address how the nominee demonstrates the criteria in the rubric below through at least one and no more than two of the following options: <ul style="list-style-type: none"><li>• A written narrative (max 1 page)</li><li>• Video (max 3 minutes)</li><li>• Slideshow (max 5 slides)</li><li>• Short story (max 1 page)</li></ul> |                 |
| Y N | 3 Letters of Support                                                                                                                                                                                                                                                                                                                                              |                 |
| Y N | 3 Photos of the nominee                                                                                                                                                                                                                                                                                                                                           |                 |
| Y N | Organization Logo (logo of the organization that the nominee finished their career, their current organization or where they worked the longest)                                                                                                                                                                                                                  |                 |

|     | <b>Optional</b>                         | <b>Comments</b> |
|-----|-----------------------------------------|-----------------|
| Y N | Submission of a Resume/CV (max 4 pages) |                 |

### **STEP 2: INTERVIEW**

Members of the Awards Committee will conduct a brief interview with the nominator to clarify nomination materials and address any additional questions.

### **STEP 3: APPLICANT SCORING**

Nominees will be evaluated on the extent to which the following scoring categories and criteria are demonstrated through the submitted application materials including the impact summary, letters of support and interview. The nomination will only be evaluated on the information provided, as well as completeness, legibility, and clarity.

## REVIEWER SCORING RUBRIC

Directions: Reviewers will consider the individual criteria (e.g., insight, inspiration, etc) within each category to help determine a final score for each category.

| Scoring Category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Quality of Evidence |               |                 |                     |                          |                 |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------|-----------------|---------------------|--------------------------|-----------------|-------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | None (0)            | Limited (1-5) | Moderate (6-10) | Significant (11-15) | Very Significant (16-20) | Possible Points | TOTAL |
| <b>VISION</b><br><i>Specific criteria under this category might include:</i> <ul style="list-style-type: none"> <li>Insight: In what ways is the individual's vision notable for forward thinking [and innovative programs/practices]?</li> <li>Inspiration: In what ways does the individual's vision motivate and inspire people to engage in outdoor and environmental learning?</li> <li>Inclusivity: In what ways does the individual's vision show a holistic and inclusive approach to EE?</li> </ul> |                     |               |                 |                     |                          | 20              |       |
| Insight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                     |               |                 |                     |                          |                 |       |
| Inspiration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                     |               |                 |                     |                          |                 |       |
| Inclusivity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                     |               |                 |                     |                          |                 |       |
| Notes/Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                     |               |                 |                     |                          |                 |       |

| Scoring Category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Quality of Evidence |               |                 |                     |                          |                 |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------|-----------------|---------------------|--------------------------|-----------------|-------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | None (0)            | Limited (1-5) | Moderate (6-10) | Significant (11-15) | Very Significant (16-20) | Possible Points | TOTAL |
| <b>PRACTICE</b><br><i>Specific criteria under this category might include:</i> <ul style="list-style-type: none"> <li>• Collaboration: In what ways does the individual demonstrate a history of collaboration, cooperation, and outreach across the greater community of environmental educators?</li> <li>• Innovation: In what ways does the individual demonstrate innovative approaches to environmental and outdoor learning?</li> <li>• Relevancy: In what ways does the individual demonstrate flexibility and adaptability to keep environmental education relevant?</li> <li>• Inclusivity: In what ways does the individual demonstrate a commitment to meeting community and audience needs? How have they brought traditionally excluded individuals and/or groups into processes, activities, and decision-making in a way that shares power?</li> </ul> |                     |               |                 |                     |                          | 20              |       |
| Collaboration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |               |                 |                     |                          |                 |       |
| Innovation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                     |               |                 |                     |                          |                 |       |
| Relevancy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                     |               |                 |                     |                          |                 |       |
| Inclusivity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                     |               |                 |                     |                          |                 |       |
| Notes/Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |               |                 |                     |                          |                 |       |

| Scoring<br>Category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Quality of Evidence |                  |                    |                        |                             |                    |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|--------------------|------------------------|-----------------------------|--------------------|-------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | None<br>(0)         | Limited<br>(1-5) | Moderate<br>(6-10) | Significant<br>(11-15) | Very Significant<br>(16-20) | Possible<br>Points | TOTAL |
| <b>IMPACT</b><br><i>Specific criteria under this category might include:</i> <ul style="list-style-type: none"><li>• Scope: In what ways has the individual advanced the EE field and/or achieved sustained results beyond the scope of the individual's organization?</li><li>• Equity: In what ways has the individual’s work created opportunities for others and removed barriers to outdoor and environmental learning?</li><li>• Reach: In what ways has the individual engaged a broad audience and/or provided depth of engagement?</li><li>• Outcome: What are the tangible results and outcomes of this individual in EE?</li></ul> |                     |                  |                    |                        |                             | 20                 |       |
| Scope                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |                  |                    |                        |                             |                    |       |
| Equity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |                  |                    |                        |                             |                    |       |
| Reach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |                  |                    |                        |                             |                    |       |
| Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |                  |                    |                        |                             |                    |       |
| Notes/Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |                  |                    |                        |                             |                    |       |



