

# High School of the Future Design Competition



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## INTRODUCTION

Celebrating and reinforcing the connection between school facilities and student learning, High School of the Future Design Competition is an annual program supported by the Regions, Chapters, and members of the Council of Educational Facility Planners International (CEFPI).

*\*See page 10 for complete list of contributors.*

Our young adults spend the majority of their waking hours in a school. The High School of the Future Design Competition provides an opportunity to draw national attention to the importance of well planned, healthy, high performance, safe, and sustainable schools that enhance student achievement and community vitality. As the building blocks of communities throughout the world, and the keystone of our future, schools should be sustainable spaces for lifelong learning.

Each community values its schools in a manner unique to its local educational needs and curriculum focus. Today we have an opportunity to create effective learning environments that reflect the community's unique assets as well as its needs. Schools serve as a resource of education, health and human services to students, neighborhood members, and strengthen community life.

High School of the Future Design Competition offers an opportunity to illustrate the kind of creativity that students bring to the planning and design process. The competition highlights the importance of well-planned, high performance, healthy, safe and sustainable schools that foster student achievement and enhance community vitality. The annual competition, open to high school students, challenges student teams to design their schools to enhance learning, conserve resources, be environmentally responsible, and engage the surrounding community. The multi-disciplinary solution requires students to follow a planning process from the concept phase to completion of the project, with thorough documentation.

Team registration must occur before the published registration due date. Projects must be received by the published project due date; late projects will not be reviewed. A panel of judges that will consist of facility planning and education professionals will review the received projects. The top ten teams will be invited to revise and resubmit their projects to a secondary panel of judges who will select the final winner of the award. This year's prizes information and important dates are listed on the competition website.

## ELIGIBILITY REQUIREMENTS

### **For a team to be eligible to participate in the competition:**

1. Participants must be enrolled in a high school (Grades 9-12).
2. Teams are not limited to one team per school, and teams may consist of students from multiple schools.
3. Enrollment paperwork and fee must be submitted.
4. Teams must have a central adult contact.
5. All materials must be submitted by the published deadline.
6. Teams are ***recommended*** to consist of at least four (4) members.

## PROJECT SUBMISSION REQUIREMENTS

### Teams must have the following uploaded\* to the competition website:

\*(Physical Mailing option is available upon request)

1. Multimedia Video Presentation
  - a. No more than 20 minutes in length
  - b. Must be uploaded in a standard video format
2. Project Narrative
  - a. Must be less than 2,500 words
  - b. Less than ten (10) pages in length
  - c. Formatted by American Psychological Association (APA) standards
    - <http://owl.english.purdue.edu/owl/resource/560/01/>
  - d. Included APA style in-text citations and reference page
  - e. Uploaded in PDF format
  - f. Pictures/Graphics are encouraged!
3. School Design Floor Plans
  - a. Floor plans that represent the *entire* school
  - b. Spaces (e.g. classrooms, gyms) must be labeled
  - c. Uploaded in PDF format
4. 3 Dimensional (3D) Model
  - a. At least Five (5) photos of the 3D model
    - Required Views: Top, Front, Back, Left, Right
  - b. Photos must be labeled
  - c. Additional Photos are encouraged!
  - d. All labeled photos must be uploaded in a single PDF document
  - e. Model may be physical or digital.

DESIGN  
 COMPETITION  
 GUIDELINES

**This section is meant to serve as a roadmap for your team's project! Teams are expected to address these basic questions when designing their school of the future. Use these questions as an opportunity to express creative thinking and problem solving.**

**1. Physical Aspects**

- a. Interior Aspects
- b. Student Safety
- c. Learning Spaces
- d. Interior Environment (e.g. temperature & humidity)
- e. Approximate Facility Cost
- f. Building Energy Use
- g. Building Water Use
- h. Building Materials
- i. How technology is integrated into the building

**2. Education Methodologies**

- a. Student Health
- b. Student Equality
- c. How students learn
- d. What educational tools are given to teachers?
- e. How does curriculum connect to the learning space?

**3. Community Integration**

- a. Community Needs for a Facility
- b. School use of on-site vs. shared utilities
- c. Energy Input: How energy is generated for the school
- d. Water Input: How water is delivered to the school
- e. Food Input: Where food is produced and how it is delivered

**4. Environmental Impact**

- a. How the building affects the local ecosystem
- b. How the building affects the larger biosphere
- c. How much environmental impact is acceptable?
- d. How your building tires to lessen its ecosystem disruption

**5. Design Process**

- a. What design challenges were overcome by the team
- b. How were decision made by your team?

## MENTORSHIP

Mentorship refers to a personal and developmental relationship between a student and a professional adult, which serves to further the student's career skills and knowledge. It is a liaison that will help students to grow. Mentorship extends learning beyond the curriculum, develops self-esteem with career-related responsibility, opens access to community role models and demonstrates that career development is continuous. Mentorship challenges and enhances students' strengths talents and interests, thereby providing critical connections between education and careers.

Students gain access to highly skilled and motivated professionals who are remarkably resourceful. A Mentor should demonstrate what will be expected of students as they grow into contributing adult members of society. Ideally, mentors should work in the various fields of knowledge that contribute to creating outstanding learning environments and healthy, vital communities: university students and professors, facility planners, architects, engineers, economic developers, city planners, green building advocates, construction managers, federal agency representatives, and others.

The mentor's job is to promote and facilitate intentional learning by acting as a technical advisor. They can share their "how to do it so it turns out right" stories, as well as "here is how I fixed what went wrong." Successful mentoring means sharing responsibility for learning. The student's imaginations can run wild, so it is the job of the mentor to keep their plans based somewhat on reality while still allowing student ownership of the project. Most importantly, the successful mentor will encourage the students to have fun!

Mentoring can be one of the most satisfying and rewarding experiences a professional will ever have. Volunteering as a mentor requires a significant commitment of your time and energy, but it is a fun and enjoyable experience. To create and facilitate the structures and opportunities for those kinds of powerful connections is a significant part of working thoughtfully with educational and social systems in which students are genuinely affirmed and encouraged to build self-confidence. In short, mentorship is about fun, friendship, and learning!

If your team lacks a professional facility design or educator mentor, please contact us via the competition website or CEFPI's Donna Robinson ([donna@cefpi.org](mailto:donna@cefpi.org)). We will do our best to create a connection between your team and a mentor.

## JUDGMENT CRITERIA

The following categories will be used to evaluate your team's school. The evaluation jury will consist of a small group of CEFPI professionals that may include architects, engineers, business leaders, contractors, teachers, or school administrators.

These are example questions that can be used by judges evaluating your project:

- **Project Quality:**

What was the overall quality of the project? Was the project professional? Do you see the project as well thought out? Does the project meet the goal of the competition? Does the information presented in the project seem accurate?

- **School Design's Physical Aspects:**

Is the school's overall design creative? Is the school's overall design realistic? Would the school design act as an effective learning environment? Is the building a safe place to learn (e.g. clean air)? How well is the building's resource (e.g. energy, water) use planned? Does the estimated cost of the building seem realistic? How effectively is technology used?

- **Education Methodologies:**

How effective do these teaching philosophies seem? Is the teaching program grounded in researched? Does the school promote a healthy lifestyle? Does the building promote equality between students? Does the building accommodate for users with disabilities? Are different learning styles accommodated for? Evaluate the effectiveness of the education tools provided to teachers.

- **Community Integration:**

Is the community's need for a facility justified? Is the community involved in the school? Did students consider the benefits of onsite vs. shared community systems? Where are energy, water, and food produced? Where does waste go after the school disposes of it? Are local businesses considered?

## JUDGMENT CRITERIA

- **Environmental Impact:**

Does the building harm the local ecosystem more than necessary?

Does the building harm the larger biosphere (e.g. contribute to deforestation and climate change). What sustainable/environmental features are included in the building? Does the building promote an environmental lifestyle? How much environmental impact was considered acceptable by the team? How is the building disposed of at the end of its lifetime?

- **Design Process:**

Did the team effectively find and overcome design challenges? Was there a professional process for making decision within the group? How were conflicts handled within the group?

## EVALUATION FORM

**Instructions:** Each of the criteria should be evaluated *holistically* and is worth up to ten points. More specifically, each of the criteria should receive between one and ten points, with ten being the highest.

Category	1	2	3	4	5	6	7	8	9	10
Overall Project Quality										
School's Physical Aspects										
Education Methodologies										
Community Integration										
Environmental Impact										
Design Process										

Comments:

# Special Thank You to Our Partners

**\*Additional Partners Will be Listed On the Competition Website and Future Prints**

