

COUNCIL ON BUDGET AND FACILITIES

November 14, 2022

2:00 p.m.

Dial: +1 669 444 9171

Zoom Teleconference | Meeting ID: 879 2048 5722

<https://nocccd-edu.zoom.us/j/87920485722>

AGENDA

- | | | |
|--|-----------------|-------------------|
| 1. Resolution No. 22/23-02, Authority to hold Virtual Meetings | Fred Williams | Action |
| 2. Approval of October 10, 2022 Summary Notes | Fred Williams | Action |
| 3. Memberships | | |
| ➤ NOCE Student Representative | Raine Hambly | Action |
| 4. Budget Update | | |
| ➤ Ending Fund Balance | Kashu Vyas | Information |
| 5. One-time Funding Request | Fred Williams | Discussion/Action |
| 6. Facilities Updates | Budget Officers | Information |
| 7. Future Meeting Dates: | | |
| ➤ December 12, 2022 | | |
| ➤ January 9, 2023 | | |
| ➤ February 13, 2023 | | |

NOTE: The numerical order of items on this agenda is for convenience of reference. To promote efficiency and as an accommodation to the parties involved, agenda items may be taken out of order upon request of the Chair or Members of the CBF.

**RESOLUTION OF THE COUNCIL ON BUDGET AND FACILITIES
OF THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**



**Resolution No. 22/23-02, Continuing Authority to Hold Virtual Meetings Pursuant
to AB 361 – Open Meetings: State and Local Agencies: Teleconferences**

WHEREAS, on March 4, 2020, pursuant to the California Emergency Services Act and Government Code Section 8625, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, the aforementioned declaration of emergency has not been rescinded, and, thus, remains in effect; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

[-OR-]

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

[-OR-]

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, that, as a result of the emergency, meeting in

person would present imminent risks to the health or safety of attendees.;
WHEREAS, AB 361 further amends the Brown Act (Government Code section 54953) to add the following provision:

(e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

[-AND-]

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person; [-OR-] (ii) state or local officials continue to impose or recommend measures to promote social distancing.

WHEREAS, according to the Orange County Health Care Agency (OCHCA) COVID-19 data page, as of November 7, 2022 there were 1,293 positive cases reported over a seven-day period and 113 current hospitalizations¹;

WHEREAS, the CDC has established a “Community Transmission” metric with 3 tiers designed to reflect a community’s COVID-19 case rate and percent positivity;

WHEREAS, Orange County currently has the community transmission metric of “low”²; and

THEREFORE, BE IT RESOLVED that the Council on Budget and Facilities of the North Orange County Community College District hereby makes the following findings:

(1) The Council on Budget and Facilities has reconsidered the circumstances of the Governor’s March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic, and the Council on Budget and Facilities finds that the declared state of emergency remains active, and continues to directly impact the ability of the Council on Budget and Facilities members to meet safely in person.

BE IT FURTHER RESOLVED, that based on the findings herein, the Council on Budget and Facilities shall hold meetings via teleconference as permitted by Government Code section 54953(e) for the next thirty (30) days from the date of this Resolution;

BE IT FURTHER RESOLVED, that any meetings held via teleconference pursuant to this Resolution shall comply with all requirements of Government Code section 54953(e)(2), including, but not limited to, Government Code section 54953(e)(2)(E), which provides: “The legislative body shall not require public comments to be submitted in advance of the

¹ OCHCA COVID-19 Case Counts and Testing Figures

² CDC COVID-19 County Check

meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.”

BE IT FURTHER RESOLVED, that not more than thirty (30) days from the date of this Resolution, the Council on Budget and Facilities shall again reconsider the circumstances of the state of emergency declared by the Governor on March 4, 2020, in order to determine whether such circumstances warrant the Council on Budget and Facilities continuing to hold teleconference meetings as permitted by Government Code section 54953(e).

PASSED AND ADOPTED by the Council on Budget and Facilities of the North Orange County Community College District on this 14th day of November 2022.

Fred Williams, Acting Chair
Council on Budget and Facilities of the
North Orange County Community
College District

COUNCIL ON BUDGET AND FACILITIES
October 10, 2022

APPROVED SUMMARY

Members Present: Terry Cox, Danielle Davy (confidential alternate), Damon de la Cruz, Rodrigo Garcia, Monica Hagmaier (CSEA Alternate) Raine Hambly, Geoff Hurst (Ed Services Alternate) Fola Odebunmi, Jennifer Oo, Stephen Schoonmaker, Marlo Smith, Kashu Vyas, and Fred Williams

Members Absent: Leslie Tsubaki

Guests Present: Danielle Davy, Henry Hua, Monte Perez, Jeremy Peters, Mayra Pulido, and Valentina Purtell

Call to Order: The meeting was called to order at 2:03 p.m.

1. Summary: The summary of the September 12, 2022 meeting was approved.

2. Membership:

- Kathleen McAlister has been elected as the Cypress College Academic Senate's President Elect.
- Marwin Luminarias has been elected as the new CSEA representative.
- Stephen Schoonmaker is the new Interim, VP, Admin Services at Cypress College
- Both Fullerton and Cypress College are still awaiting a new Student Association representative to serve on CBF.

3. Evaluation of the Resource Allocation Model – Kashu Vyas provided a written evaluation of the Resource Allocation Model (RAM), per the annual requirement identified in the RAM Handbook. The evaluation highlighted the following:

- The process used to develop the budget within the RAM appears to have generally worked as intended with all budget centers being able to manage their own activities.
- The allocation formulas also appeared to be generally equitable with regards to expected activity.

Changes implemented during the year:

- Districtwide Expenses included a contribution of \$3 million from the Retiree OPEB Trust which was approved by the Retiree Trust Board for FY 2021-22.
- The Districtwide RAM SCFF continues to be based on the final FTES numbers. Any additional funding from hold harmless or received from participating in the Emergency Conditions Provision will continue to be accounted for separately from the ongoing RAM structure.
- The District elected to continue to participate in the Emergency Conditions Provision which holds our FTES to the 2019-20 P1 levels for funding purposes. Funding received above the earned SCFF RAM calculations was also allocated as supplemental revenue to the three campuses and to District Services.

Reports identifying the Proposed Budget summary were provided to the committee for review. The reports were based on the anticipated combined revenues (\$226.4 million) and the operational expenses (\$238.7 million). In addition, a settle-up report based on actual FTES earned revenues (\$213.9 million) and expenses (\$215.9 million) were shared. The reports identify the overall Districtwide deficit of \$2 million. It was also noted that the emergency provision funding was used to supplement the budget centers, which provided them with additional dollars that may be used as carryover funds for the follow year.

Based on the evaluation and feedback from the budget officers, staff do not anticipate any further changes to the RAM at this time.

Questions/Comments:

1. After 2025-26, if enrollments do not increase, the deficit will be more apparent, however there is concern with alarming staff that there will be layoffs. This tends to instill fear in many employees and can have a psychological effect on individuals. Layoffs may not be the solution, but FTEs numbers are a large part of our funding and if numbers do not increase, we will see the effects. Changes need to be made and the District needs to really evaluate vacant positions.

4. **Board Policy 6250 Budget Management** – A second reading for the proposed changes to BP 6250 were presented to the council.

One of the requirements for emergency condition allowances for 2022-23 is that the District adopt a Board Policy aligning reserve balances to recommendations included in the Government Finance Officials Association Budgeting Best Practices, by February 28, 2023. What this says is that the District must adopt a formal policy to maintain sufficient unrestricted reserves with a suggested minimum of two months of total General Fund operating expenditures. Staff believe it is a good opportunity and time to take advantage of this change without adversely impacting the District's operating funds. The previous reserve requirement of 5% no longer seems to be prudent and many districts have already moved to increase their reserves.

It was recommended to update BP 6250 Budget Management; section 2.0 The District's unrestricted general fund reserves shall be no less than two months of total general fund expenditures and to move the recommended changes to DCC for further approval. By consensus, the recommendation was approved.

5. **One Time Funds** – The District has \$27.5 million of unallocated resources. One-time funds are available for any future funding recommendations and/or request. Members are asked to submit an agenda item for any future recommendations.
6. **Facilities Updates** – Four projects have been approved in the State budget for State capital outlay and the District will be receiving scheduled maintenance funding.

Fullerton College

- Sherbeck Field – the team has run into a infrastructure issues during construction and footings will need to be replaced. There is no estimate on how long these issues will delay the overall project.

- Starbucks – the restroom renovation is complete, and the new Starbucks is now open and running.
- Performing Arts Project/Chiller Plant Relocation – this project also includes relocating the chiller plant across the street and reconfiguring the parking lot. Construction drawings are anticipated to be submitted to DSA in late November.
- Chapman and Newell/M&O Project – 50% construction drawings will be submitted to DSA in late 2022.
- 300 Building Project – the project will not include a full seismic retrofit and the preliminary plans for resubmission to the Chancellor's office are being prepared.
- STEM Vocations Center – an FPP has been submitted for state funding. Unfortunately, the bill for a state funded bond did not pass, and matching funds from the state are not expected for this project.
- Scheduled maintenance funds received will be used for projects around campus. Some of the projects include: the underground tunnel, the bridge, boilers, etc.

Cypress

- Fine Arts Project/Swing Space – Old SEM space is being prepared to house the Fine Arts department.
- EV Charging Stations – Installation of 66 new stations will be underway.
- Scheduled Maintenance Projects – funds from scheduled maintenance will be used to fund these projects. 50 projects have been completed or are underway. Some of the projects include, roofing, HVAC, repairs, safety, ADA barrier removals, rehabilitation of the pool, etc.

Anaheim

- Upper Deck Waterproofing Project – Awaiting state approval to begin construction.
- Culinary Arts & NOCE Swing Space – Both Anaheim and Cypress are preparing for the swing space and move. Plans are anticipated to be taken to DSA in November and bids to be begin at the end of 2022.
- Wayfinding Project – staff are preparing to resubmit to DSA by the end of October.
- West Parking Lot – repaving has been completed and lot is open for use.
- Charging stations – prep work has been completed, next steps will be to install the units. There has been a slight delay due to cost negotiations, but the project continues to move forward.

Network Refresh

- Voice over IP (VoIP) deployment will begin at the Anaheim Campus, followed by the two campuses.
- FC Access Points - testing continues and solutions have been found for the access points automatically resetting.
- Preparation at Cypress has begun to bring them into the VoIP system.

7. Future Meetings

- November 14, 2022
- December 12, 2022
- January 9, 2022

Meeting was adjourned at 2:53 p.m.

COUNCIL ON BUDGET & FACILITIES

Agenda Item Submittal Form

Date: **November 7, 2022**

From: **Raine Hambly, Associate Dean NOCE CTE**

Re: **Agenda Item for Council on Budget and Facilities of November 14, 2022**

1. AGENDA ITEM NAME

Membership

2. AGENDA ITEM ACTION (Please check one)

- Information Only
- Review/Discussion
- Action

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION:

15 Minutes

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM

To ensure equity among the three schools, NOCE is submitting a request for consideration of the addition of a student leader from NOCE in alignment with student representation from both Cypress and Fullerton Colleges.

While NOCE, does not currently have an Associated Students organization, we do have a student leadership program. The purpose of this program is to develop student leaders who are actively involved in their school. Each year our student representatives participate in specific school-wide planning and budget committees and workgroups to help provide insight and input into the student perspective.

5. RECOMMENDATION

Is it recommended that CBF discuss the addition of a student leader from NOCE be added to the committee membership to represent NOCE students in alignment with student representation from both Cypress and Fullerton Colleges.

Furthermore, it is recommended that CBF also reach a consensus to add a student leader from NOCE to the committee membership.

Council on Budget and Facilities
11/14/2022

As of: 9/12/22

#	Member	Email Address	Constituent Group
1	Damon De La Cruz	Ddelacruz@cypresscollege.edu	Academic Senate, CC
	Kathleen McAlister	KMcAlister@cypresscollege.edu	Academic Senate, CC - ALTERNATE
2	Jennifer Oo	joo@noce.edu	Academic Senate, NOCE
3	Marlo Smith	msmith@noce.edu	AdFac
4	Terry Cox	tcox@noce.edu	Dir Admin Services, NOCE
	Vacant		Associated Students, CC
	Vacant		Associated Students, FC
5	Leslie Tsubaki	ltsubaki@nocccd.edu	Confidential
	Marwin Luminarias	mluminarias@fullcoll.edu	CSEA
6	Elaine Loayza	eloayza@noce.edu	CSEA
7	Kashu Vyas	kvyas@nocccd.edu	Dist Dir Fiscal Affairs
8	Raine Hambly	rhambly@NOCE.edu	DMA
	Jeanette Rodriguez	jrodriguez1@fullcoll.edu	Faculty Senate, FC - ALTERNATE
9	Jennifer Combs	jcombs@fullcoll.edu	Faculty Senate, FC
10	Fola Odebunmi	fodebunmi@cypresscollege.edu	UF
	Christie Diep	cdiep@cypresscollege.edu	UF - ALTERNATE
	Jeremy Peters	jpeters@cypresscollege.edu	UF - ALTERNATE
11	Cherry Li-Bugg	clibugg@nocccd.edu	VC ES&T
12	Fred Williams	fwilliams@nocccd.edu	VC Finance & Facilities
	Irma Ramos	lramos@nocccd.edu	VC HR
13	Stephen Schoonmaker	sschoonmaker@Cypresscollege.edu	Interim VP Admin Services, CC
14	Rodrigo Garcia	rgarcia1@fullcoll.edu	VP Admin Services, FC

Is considered a voting member only on the days in which they are an acting representative
 Committee Chair, non- voting

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
COUNCIL ON BUDGET AND FACILITIES
Purpose, Function & Guidelines**

PURPOSE

The purpose of the Council on Budget and Facilities (CBF) is to serve as the primary recommending body to the District Consultation Council (DCC) on NOCCCD fiscal resources and facilities.

FUNCTION

The function of the CBF is to make recommendations regarding policies, planning, and other matters related to NOCCCD fiscal resources and facilities. Recommendations from this governance group are forwarded to the DCC. In addition to making recommendations related to NOCCCD fiscal resources and facilities, the purpose of the CBF is to:

- Ensure that NOCCCD resources are tied to the District Strategic Plan and the Comprehensive Master Plan
- Monitor NOCCCD's fiscal solvency
- Review and revise budget assumptions
- Review NOCCCD 5-year Construction Plan, Space Inventory Report, and scheduled maintenance priorities
- Review and discuss implementation of policies related to fiscal resources and facilities
- Coordinate practices as needed related to administrative services
- Serve as a forum for dialogue on ongoing fiscal and facilities activities and reporting
- Review and share information on the state budget including capital outlay funds
- Review the draft budget in its developmental stages

SUBCOMMITTEES

In order to facilitate various tasks, the CBF may direct the formation of various subcommittees. The charge and composition of any subcommittee shall be determined by the CBF.

MEMBERSHIP

The members of CBF are the following:

- Vice Chancellor, Human Resources – Chair (non-voting)
- Vice Chancellor, Finance and Facilities
- Vice Chancellor, Educational Services and Technology
- District Director, Fiscal Affairs
- Vice President, Administrative Services, Cypress College
- Vice President, Administrative Services, Fullerton College
- Director, Administrative Services, North Orange Continuing Education
- Academic Senate Representative, Cypress College
- Faculty Senate Representative, Fullerton College
- Academic Senate Representative, North Orange Continuing Education
- Two CSEA Representatives
- United Faculty Representative
- Adjunct Faculty Representative
- District Management Association Representative
- Confidential Representative
- Associated Students' Representative, Cypress College
- Associated Students' Representative, Fullerton College

A CBF member may identify a substitute/alternate who will attend meetings when the member is unavailable. Any substitute/alternate is considered a voting member only on the days in which he/she is subbing.

MEETINGS

Regular CBF meetings shall be scheduled on the second Monday of each month. CBF meetings are open meetings and may be attended by any interested person from the District or the community. The normal meeting time shall be 2:00 p.m. until 4:00 p.m.

A quorum consists of nine (9) out of sixteen (16) voting members who are in attendance at five minutes past the meeting's call-to-order time.

Agenda items may be submitted by any member of the CBF, using the forms adopted for that purpose, and accompanied by supporting documents. Others who wish to have items placed on a CBF meeting agenda must coordinate with their appropriate CBF representative(s) and/or the chair of the CBF. Members placing items on the agenda must be prepared to present the item and speak on the item as it is being discussed by the CBF membership. Non-members may be brought in to provide additional information related to the agenda item but may not debate the merits of the item. Agenda items shall be submitted with sufficient lead time to permit distribution to members prior to the meeting.

CONSENSUS/VOTING

For items presented for action by the CBF which will then be forwarded as recommendations to the DCC, CBF will use consensus as its voting method. For items not required to move forward to DCC; for example, items pertaining to internal processes such as forming workgroups, compiling information requests, etc., CBF will use a strict voting method. After an item has been presented and discussed, the Chair will call for consensus/vote. Items requiring a vote will be considered approved by a majority vote. For items requiring consensus, the following method will be used to determine if consensus is met.

- If all members' thumbs are up indicating they are in agreement, consensus is achieved
- If some members' thumbs are up and others are in a sideways position indicating they are not in full agreement but can accept the item, consensus is achieved
- If any members' thumb is in a downward position, consensus has not been achieved and the following will take place:
 - ❖ Additional discussion will continue to try to reach full consensus;
 - ❖ Members must work to understand the issues to try to reach full consensus;
 - ❖ Members should be willing to comment on the issues and make suggestions to help reach consensus;
 - ❖ Members should be candid and comfortable in expressing opinions and viewpoints;
 - ❖ Members should feel free to ask questions if the item is unclear.
- When there is contention, CBF members will constructively attempt to discuss concerns and disagreements to reach consensus. Once additional discussion has taken place, the Chair will once again call for consensus. If consensus is reached, the action item will move forward as appropriate. If consensus is not reached after two attempts, the Chair will consider the time sensitivity of the item and will decide whether or not consensus can be reached. If the Chair decides consensus cannot be reached, the Chair will present the majority and minority positions to the DCC.

North Orange County Community College District

COUNCIL ON BUDGET & FACILITIES

Agenda Item Submittal Form

Date: 11/09/2022

From: Kashu Vyas, District Director, Fiscal Affairs

Re: Agenda Item for Council on Budget and Facilities of November 14, 2022

1. AGENDA ITEM NAME

Post-closing adjustments to Fund Balances

2. AGENDA ITEM ACTION (Please check one)

- Information Only
- Review/Discussion
- Action

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION:

10 minutes

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM

Adjustments have been identified through the audit process, which have been determined to require posting to information reported in the District's CCFS-311 report.

A summary of those adjustments to the various 311 Funds and the impact to the Fund Balances has been provided here.

5. RECOMMENDATION (Required for all action items; encouraged for all review/discussion items)

It is recommended that CBF receive this information.

Post-Closing FY 2021-22 Adjustments to Fund Balances

a/o 10/6/2022, based on final submitted CCFS-311 report

311 Fund Types

	311 Fund Types				
	<u>Unrestricted General</u>	<u>Restricted</u>	<u>Capital Outlay</u>	<u>General</u>	<u>Self-Insurance</u>
	<u>Fund</u> Fund 11	<u>General Fund</u> Fund 12	<u>Fund</u> Fund 41	<u>Obligation Bond</u> Fund 43	<u>Fund</u> Fund 61
Fund Balance Per Draft 311, based on closing	\$ 124,988,817.00	\$ 8,823,588.00	\$ 68,869,971.00	\$ 59,718,412.00	\$ 27,567,616.00
Adjustments					
Adjust Cash at County in OCEIP to FMV per GASB 31: unrealized gain(loss) on investments					
2021-22	180,571.00		131,071.00	179,310.00	52,787.00
2022-23	(2,743,103.00)		(1,163,197.00)	(1,207,132.00)	(477,020.00)
Lease Accounting for Lessors	10,030.00				
Overaccrued Liability				244,589.00	
Net increase (decrease) to Fund Balance	(2,552,502.00)	-	(1,032,126.00)	(783,233.00)	(424,233.00)
Fund Balance per 311, as Adjusted	122,436,315.00	8,823,588.00	67,837,845.00	58,935,179.00	27,143,383.00
Cumulative Categorical Settle-ups	(1,463,581.00)	1,463,581.00			
Adjusted Fund Balance per Budget Book	\$ 120,972,734.00	\$ 10,287,169.00	\$ 67,837,845.00	\$ 58,935,179.00	\$ 27,143,383.00

COUNCIL ON BUDGET & FACILITIES

Agenda Item Submittal Form

Date: 11/08/2022

From: Fred Williams, Vice Chancellor, Finance and Facilities

Re: Agenda Item for Council on Budget and Facilities of November 14, 2022

1. AGENDA ITEM NAME

One-Time Funding Request – AP 3580 Environmental Sustainability

2. AGENDA ITEM ACTION (Please check one)

- Information Only
- Review/Discussion
- Action

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION:

10 Minutes

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM

In May 2021, the Board adopted BP 3580 Sustainability Plan which requires the District to maintain and continue to evaluate a sustainability plan. In February 2022, AP 3580 Environmental Sustainability was adopted. AP 3580 provides guidelines for implementing principles of environmental sustainability in the institutional design, services, and operations of NOCCCD campuses. Bottom line, NOCCCD campuses are to meet or exceed all applicable statewide policies, target and goals, relevant to sustainability using guidelines established by Advancement for Sustainability in Higher Education (AASHE) using the sustainability, tracking, advancement & rating system (STARS) as the guide.

Requirements of AP 3580 are broad and cover four main areas: 1. Operations 2. Education and Training 3. Community Partnerships and Engagement 4. Planning and Administration. The Chancellor or designee is required to report annually to the Board of Trustees on the status and progress of the various sustainability goals. The Chancellor has designated the Vice Chancellor, Finance and Facilities the responsibility of publishing a sustainability plan and creating a formal committee to oversee the implementation of the administrative procedure and to prepare a report for the Board of Trustees on the status and progress of the various sustainability goals.

The Vice Chancellor has selected the following individuals to serve on the committee: District Staff – Rick Williams, District Director, Facilities Planning and

Construction and Cora Baldovino, District Manager, Facilities Planning, Maintenance, and Construction Contracts; NOCE Staff – Martha Gutierrez, Vice President, Student Services and Terry Cox, Director, Administrative Services; Cypress College – Stephen Schoonmaker, Interim Vice President, Administrative Services and Phil Fleming, Facilities Director; Fullerton College – Rodrigo Garcia, Vice President, Administrative Services and Tyler Deacy, Interim Director of Sustainability to oversee the project. The STARS requirements can be found in the attached handout and minimum requirements document. The committee held its first meeting on Tuesday, November 8th and have agreed to prepare a request for proposal (RFP) to hire a firm that will assist the District and campuses to develop the plan and assist in gathering of data to meet the inventory and benchmark requirements.

This plan was presented to Chancellor's Staff on November 9th and Chancellor's Staff recommends that resources be requested to staff a position at each campus to work with the campus sustainability committee and to hire a firm that will help develop the plan and assist in the gathering of data.

5. RECOMMENDATION (Required for all action items; encouraged for all review/discussion items)

It is recommended that CBF allocate \$1 million dollars for the implementation of AP 3580 to be used to hire a sustainability firm and to help the campuses staff a position to focus on sustainability for the next two years.

North Orange County Community College District
One-time Funding Discussion
CBF
 November 13, 2022

Districtwide	Districtwide
Sustainability	1,000,000
<i>Repayment of Financial Aid Payments to Fraudulent Students</i>	<i>\$ 10,700,000</i>

Unallocated	15,843,423
Total	<u><u>\$ 27,543,423</u></u>

Uncommitted Fund Balance	
Unallocated Resources	\$ 17,612,711
2021-22 SCFF Hold Harmless	9,930,712
Total	<u><u>\$ 27,543,423</u></u>

Placeholder
 New Request

AP 3580 Environmental Sustainability

Reference:

**California Community Colleges Board of Governors Sustainability Policy (2019);
Association for the Advancement of Sustainability in Higher Education
Sustainability Tracking, Assessment, and Rating System (STARS);
United Nations Sustainable Development Goals (UNSDGs)**

1.0 Statement of Purpose

- 1.1 Environmental sustainability is critically important to the North Orange County Community College District (NOCCCD) and the California Community College System at large. The purpose of this procedure is to provide guidelines for implementing principles of environmental sustainability in the institutional design, services, and operations of NOCCCD campuses.
- 1.2 All categories, criteria, and terms used are defined by the Association for the Advancement for Sustainability in Higher Education (AASHE) in their Sustainability Tracking, Advancement & Rating System (STARS) (<https://stars.aashe.org>) planning framework. NOCCCD campuses are to meet or exceed all applicable statewide policies, targets, and goals relevant to sustainability.
- 1.3 When fiscally and operationally feasible, the following sustainability procedures will be utilized for maintaining and implementing sustainability across the District.

2.0 Operations: The District will pursue environmental sustainability in its maintenance and facilities operations.

- 2.1 Air, Climate, and Energy: In alignment with California climate policy leadership, and according to Executive Order B-18-12, the District will recommend all District entities:
 - 2.1.1 Complete, maintain, and update greenhouse gas emissions inventories from owned/controlled sources (Scope 1) and purchased electricity (Scope 2) at least every three years; and
 - 2.1.2 Benchmark its energy consumption, minimize operational energy use, generate on-site renewable energy, and target net zero greenhouse gas emissions using state definitions.
- 2.2 Buildings: The District will construct, renovate, maintain, and operate buildings in accordance with a published green building rating system to monitor progress and strive for International Living Future Institute (ILFI) zero energy certification in order to mitigate the building's impact on the outdoor environment and provide a safe and healthy indoor environment.
- 2.3 Food and Dining: The District will develop and support food systems that are safe and environmentally and socially responsible. The District will prioritize purchases of food and beverage products that are sustainably and ethically produced, and/or plant-based as well as minimize food waste and single-use plastics.

AP 3580 Environmental Sustainability

- 2.4 Landscape and Biodiversity: The District will maximize landscape design and greenspace accessibility to support the campus community and local biodiversity. NOCCCD campuses will:
- 2.4.1 Support and manage grounds using organic products or in accordance with an Integrated Pest Management (IPM) program;
 - 2.4.2 Support local biodiversity by conducting and maintaining an assessment to identify endangered and vulnerable species and/or areas of biodiversity importance on land owned or managed by the institution; and
 - 2.4.3 Integrate climate adaptive native species and/or species of ethnobotanical significance into landscape design.
- 2.5 Purchasing: When possible, the District will purchase socially and environmentally responsive low-energy electronic products; cleaning and janitorial products that meet multi-criteria sustainability standards; and office paper with post-consumer recycled content, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.
- 2.6 Transportation: The District will reduce the environmental impact of student and employee commuting by regularly gathering data about commuting behavior; implementing strategies to encourage sustainable modes of transportation including opportunities for ridesharing and alternative fueling stations; increasing the share of vehicles that are hybrid, electric, and/or alternatively fueled in the institution's motorized fleet.
- 2.7 Waste: The District will minimize the amount of solid waste that enters landfills. NOCCCD campuses will:
- 2.7.1 Collect and maintain data on weight of materials recycled, composted, donated/resold, and disposed in a landfill or incinerator in order to track, report, benchmark and move towards zero waste;
 - 2.7.2 Implement a process to maximize diversion of non-hazardous construction and demolition waste from the landfill and/or incinerator;
 - 2.7.3 Develop and maintain a process to safely dispose of all hazardous, special universal, and non-regulated chemical waste, and minimize the presence of these materials on campus. Recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students.
- 2.8 Water: The District will maintain data on potable and non-potable water use, use green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts, and maximize efforts to use rainwater as a resource.

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- 3.0 **Education and Training:** The District will model sustainability learning and practice by supporting faculty and appropriate shared governance bodies in the development of curriculum, programs, and co-curricular educational opportunities that prepare students to understand environmental issues and address environmental sustainability challenges. Colleges shall adopt sustainability-related institutional level learning outcomes and offer sustainability-focused courses, degree programs, or concentrations. The District will provide each respective campus with resources for professional development for faculty and staff to learn and incorporate principles of environmental sustainability in and beyond the classroom.
- 4.0 **Community Partnerships and Engagement:** The District will promote sustainability for student and public engagement, community partnerships, and service. The District will:
- 4.1 Coordinate ongoing sustainability-oriented outreach, campaigns, and initiatives;
 - 4.2 Support co-curricular programming and activities including vocational and continued education courses that address sustainability;
 - 4.3 Conduct regular assessment of sustainability campus culture focusing on sustainability values, behaviors, beliefs, and community service;
 - 4.4 Develop formal community partnerships with local colleges, high schools, city and local governing bodies, and organizations to advance sustainability at a community level;
 - 4.5 Advocate for public policies that support campus sustainability or advance principles of sustainability at wider scales.
- 5.0 **Planning and Administration:** The District is committed to institutionalizing and dedicating resources to foster sustainability. NOCCCD campuses will:
- 5.1 Create a formal committee, office, and/or officer to advise on and implement policies and programs related to sustainability;
 - 5.2 Publish a Sustainability Plan that includes regular assessment and reporting on measurable sustainability objectives that is integrated in the institution's Strategic Master Plan;
 - 5.3 Participate in and complete an assurance process that provides independent affirmation that reporting information is accurate and consistent with third party standards;
 - 5.4 Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.
- 6.0 **Definitions:** For purposes of this procedure, the following definitions apply:

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- 6.1 AASHE: The Association for the Advancement for Sustainability in Higher Education (AASHE) is the leading association for the advancement of sustainability in higher education. AASHE serves a full range of higher education faculty, administrators, staff and students who are change agents and drivers of sustainability innovation. Established in 2005, AASHE is comprised of over 900 members across 48 U.S. states, 1 U.S. Territory, 9 Canadian provinces and 20 countries.
- 6.2 STARS: The Sustainability Tracking, Assessment & Rating System™ (STARS) is a voluntary, self-reporting framework for helping colleges and universities track and measure their sustainability progress. It is designed to: 1) provide a framework for understanding sustainability in all sectors of higher education; 2) enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community; 3) Create incentives for continual improvement toward sustainability. 4) Facilitate information sharing about higher education sustainability practices and performance. 5) Build a stronger, more diverse campus sustainability community (STARS® 2.2 Technical Manual p.1). 100% of CSUs and UCs and increasing shares of CCCs use STARS as a tracking tool to assess and benchmark progress in sustainability.
- 6.3 Sustainability: AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. STARS attempts to translate this broad and inclusive view of sustainability to measurable objectives at the campus level. Thus, it includes performance indicators related to, for example, ecological integrity, social and economic justice, and democratic governance. Today most uses of and references to sustainability emphasize the concept's simultaneous environmental, social, and economic dimensions (AASHE).
- 6.4 Integrated Pest Management: Integrated pest management (IPM) uses a combination of biological, cultural, physical/mechanical and chemical management tools to solve pest problems while minimizing risks to people and the environment. Although every IPM program is different, successful programs use the same four-tiered approach: 1) set action thresholds, 2) monitor and identify pests, 3) prevent or remove conditions that attract pests, and 4) control. For more information, see the U.S. Environmental Protection Agency's IPM Principles.
- 6.5 ILFI Zero Energy Certification: This certifies that one hundred percent of a building's energy needs on a net annual basis are supplied by renewable energy through a third-party audit of actual performance data. Certification is based on actual, not modeled, performance. There are a number of ZE Certification exceptions, related to use of offsetting offsite renewables, on-site combustion, and other circumstances (International Living Future Zero Energy Certification).
- 6.6 Scope 1 GHG Emissions: These emissions are direct GHG emissions occurring from sources that are owned or controlled by the institution. Scope 1 emission sources include: Combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces,

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incinerators; and Combustion fuels by institution-owned cars, tractors, buses, and other transportation devices (STARS® 2.2 Technical Manual OP-01 p.5).

6.7 Scope 2 GHG Emissions: These emissions are indirect GHG emissions that are a consequence of activities that take place within the organizational boundaries of the institution, but that occur at sources owned or controlled by another entity. Scope 2 emission sources include purchased electricity, purchased heating, purchased cooling, and purchased steam (STARS® 2.2 Technical Manual OP-01 p.5).

7.0 **Annual Report**: The Chancellor or designee shall report annually to the Board of Trustees on the status and progress of the various sustainability goals.

See Board Policy 3580, Sustainability Plan; Board Policy 3250, Institutional Planning; Board Policy 3505, Emergency Response Plan; Administrative Procedure 3570, Smoking on Campus; Board Policy 5200, Student Health Services; Board Policy 5300, Student Equity; Board Policy 7100, Commitment to Equal Employment Opportunity and Diversity

Date of Adoption: February 8, 2022

BP 3580 Sustainability Plan

- 1.0 The North Orange County Community College District (NOCCCD) holds environmental sustainability to be a foundational principle in shaping the present and its vision of a future. As a responsible steward of natural resources and the environment, and in alignment with recommendations from the Board of Governors to California Community Colleges, NOCCCD will work towards minimizing the ecological footprint of its institutions by implementing best practices for conserving resources, reducing waste, implementing energy reduction and alternative energy generation strategies, constructing efficient buildings, promoting interdisciplinary environmental education in our campus communities, and developing partnerships that will further these activities.
- 2.0 The District shall maintain and continue to evaluate a Sustainability Plan that aims to monitor and achieve ongoing sustainability goals. The Chancellor shall report periodically to the Board on the status and progress of the various sustainability goals.
- 3.0 The Board of Trustees delegates authority to the Chancellor, or designee, to establish administrative procedures for sustainable practices of NOCCCD campuses in the areas of academics, student engagement, planning and administration, and operations.

Date of Adoption: May 26, 2021

Category	Subcategory	Credit #	Credit Title (Click for descriptions)	Minimum requirement	Want to Track? (Yes, No, N/A)	District Goals	CCCCO Goals by 2025	CCCCO Considerations for the Future
Report Preface	Introduction	PRE 01	Executive Letter	Obtain a cover letter from a high-ranking executive to accompany the institution's STARS Report.				
Report Preface	Introduction	PRE 02	Points of Distinction	Highlight programs, initiatives, or accomplishments that reflect the institution's leadership for sustainability.				
Report Preface	Institutional Characteristics	PRE 03	Institutional Boundary	Define the boundary to be used for its STARS report.				
Report Preface	Institutional Characteristics	PRE 04	Operational Characteristics	Have current operational data (e.g. campus area, floor area of building space, endowment size).				
Report Preface	Institutional Characteristics	PRE 05	Academics and Demographics	Have current demographic data (e.g. FTE enrollment, FTE employees, number of people living on-campus).				
Academics (AC)	Curriculum	AC 01	Academic Courses	Conduct an inventory to identify sustainability course offerings.		Colleges shall adopt sustainability-related institutional level learning outcomes and offer sustainability-focused courses, degree programs, or concentrations.		consider developing an inventory of courses focused on climate change, sustainability and action to engage current and future students
Academics (AC)	Curriculum	AC 02	Learning Outcomes	Have adopted one or more institution-level sustainability learning outcomes and/or have students graduate from degree programs that require an understanding of the concept of sustainability.		Colleges shall adopt sustainability-related institutional level learning outcomes and offer sustainability-focused courses, degree programs, or concentrations.		
Academics (AC)	Curriculum	AC 03	Undergraduate Program	Offer at least one sustainability-focused, undergraduate-level major, degree program, minor or concentration.		Colleges shall adopt sustainability-related institutional level learning outcomes and offer sustainability-focused courses, degree programs, or concentrations.		
Academics (AC)	Curriculum	AC 04	Graduate Program	Offer at least one sustainability-focused, graduate-level major, degree program, minor, concentration or certificate.				
Academics (AC)	Curriculum	AC 05	Immersive Experience	Offer at least one immersive, sustainability-focused educational study program.				explore partnership which allow climate change and sustainability education to be an immersive experience for students such as community engaged learning, continued learning, and campus as a living lab initiatives
Academics (AC)	Curriculum	AC 06	Sustainability Literacy Assessment	Conduct an assessment of the sustainability literacy of the institution's students.				
Academics (AC)	Curriculum	AC 07	Incentives for Developing Courses	Have an ongoing program that offers incentives for academic staff to develop new sustainability courses and/or incorporate sustainability into existing courses or departments.				
Academics (AC)	Curriculum	AC 08	Campus as a Living Laboratory	Utilize the institution's infrastructure and operations as a living laboratory for applied student learning for sustainability.				explore partnership which allow climate change and sustainability education to be an immersive experience for students such as community engaged learning, continued learning, and campus as a living lab initiatives
Academics (AC)	Research	AC 09	Research and Scholarship	Conduct an inventory to identify the institution's sustainability research.				

Academics (AC)	Research	AC 10	Support for Sustainability Research	Have programs to encourage and/or support sustainability research.				
Academics (AC)	Research	AC 11	Open Access to Research	Facilitate open access publishing.				
Engagement (EN)	Campus Engagement	EN 01	Student Educators Program	Coordinate an ongoing peer-to-peer sustainability outreach and education program for students.				
Engagement (EN)	Campus Engagement	EN 02	Student Orientation	Include sustainability prominently in student orientation activities and programming.				highlight climate action and sustainability in various venues such as convocation, student orientation, professional development
Engagement (EN)	Campus Engagement	EN 03	Student Life	Have co-curricular sustainability programs and initiatives.		supporting faculty and appropriate shared governance bodies in the development of curriculum, programs, and co-curricular educational opportunities that prepare students to understand environmental issues and address environmental sustainability challenges.		develop educational programs or hold annual event underscoring the intersectional relationship of environment, climate and social equity issues
Engagement (EN)	Campus Engagement	EN 04	Outreach Materials and Publications	Produce outreach materials and/or publications that foster sustainability learning and knowledge.				
Engagement (EN)	Campus Engagement	EN 05	Outreach Campaign	Hold at least one sustainability-related outreach campaign directed at students and/or employees.		The District will: Coordinate ongoing sustainability-oriented outreach, campaigns, and initiatives;		
Engagement (EN)	Campus Engagement	EN 06	Assessing Sustainability Culture	Conduct an assessment of campus sustainability culture that focuses on sustainability values, behaviors and beliefs.		The District will: Conduct regular assessment of sustainability campus culture focusing on sustainability values, behaviors, beliefs, and community service;		
Engagement (EN)	Campus Engagement	EN 07	Employee Educators Program	Administer or oversee an ongoing peer-to-peer sustainability outreach and education program for employees.				
Engagement (EN)	Campus Engagement	EN 08	Employee Orientation	Cover sustainability topics in employee orientation and/or in outreach and guidance materials distributed to new employees.				
Engagement (EN)	Campus Engagement	EN 09	Staff Professional Development and Training	Make available professional development and training opportunities in sustainability to non-academic staff.		The District will provide each respective campus with resources for professional development for faculty and staff to learn and incorporate principles of environmental sustainability in and beyond the classroom.		highlight climate action and sustainability in various venues such as convocation, student orientation, professional development
Engagement (EN)	Public Engagement	EN 10	Community Partnerships	Have at least one formal community partnership to advance sustainability.		The District will: Develop formal community partnerships with local colleges, high schools, city and local governing bodies, and organizations to advance sustainability at a community level		Identify and develop community partnerships, including private philanthropy, to support and promote sustainability activities and programs.
Engagement (EN)	Public Engagement	EN 11	Inter-Campus Collaboration	Collaborate with other colleges and universities to support and help build the campus sustainability community.		The District will: Develop formal community partnerships with local colleges, high schools, city and local governing bodies, and organizations to advance sustainability at a community level		

Engagement (EN)	Public Engagement	EN 12	Continuing Education	Offer continuing education courses that address sustainability and/or have at least one sustainability-themed certificate program through a continuing education or extension department.		The District will: Support co-curricular programming and activities including vocational and continued education courses that address sustainability	explore partnership which allow climate change and sustainability education to be an immersive experience for students such as community engaged learning, continued learning, and campus as a living lab initiatives
Engagement (EN)	Public Engagement	EN 13	Community Service	Have data on student engagement in community service and/or a formal program to support employee volunteering.			explore partnership which allow climate change and sustainability education to be an immersive experience for students such as community engaged learning, continued learning, and campus as a living lab initiatives
Engagement (EN)	Public Engagement	EN 14	Participation in Public Policy	Advocate for public policies that support campus sustainability or that otherwise advance sustainability.		The District will: Advocate for public policies that support campus sustainability or advance principles of sustainability at wider scales.	explore changes to their local policies and administrative procedures with their elected board to bolster climate/environmental justice efforts
Engagement (EN)	Public Engagement	EN 15	Trademark Licensing	Have adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel.			
Operations (OP)	Air & Climate	OP 01	Emissions Inventory and Disclosure	Have completed an inventory to quantify the institution's greenhouse gas (GHG) and/or air pollutant emissions.			
Operations (OP)	Air & Climate	OP 02	Greenhouse Gas Emissions	Have completed an inventory to quantify the institution's Scope 1 and Scope 2 greenhouse gas (GHG) emissions.		In alignment with EO B-18-12. District recommends all District entities Complete, maintain, and update greenhouse gas emissions inventories from owned/controlled sources (Scope 1) and purchased electricity (Scope 2) at least every three years; and target net zero greenhouse gas emissions using state definitions.	Conduct emissions inventory baseline.
Operations (OP)	Buildings	OP 03	Building Design and Construction	Own new or renovated buildings that were designed and built in accordance with a published green building code, policy/guideline, or rating system.		The District will construct, renovate, maintain, and operate buildings in accordance with a published green building rating system to monitor progress and strive for International Living Future Institute (ILFI) zero energy certification in order to mitigate the building's impact on the outdoor environment and provide a safe and healthy indoor environment.	Develop Zero Net Energy (ZNE) and campus electrification strategy.
Operations (OP)	Buildings	OP 04	Building Operations and Maintenance	Own buildings that are operated and maintained in accordance with a sustainable management policy/program or a green building rating system focused on the operations and maintenance of existing buildings.		The District will construct, renovate, maintain, and operate buildings in accordance with a published green building rating system to monitor progress and strive for International Living Future Institute (ILFI) zero energy certification in order to mitigate the building's impact on the outdoor environment and provide a safe and healthy indoor environment.	Conduct Leadership in Energy and Environmental Design (LEED) and/or WELL assessment of existing buildings.
Operations (OP)	Energy	OP 05	Building Energy Efficiency	Have data on grid-purchased electricity, electricity from on-site renewables, utility-provided steam and hot water, and stationary fuels and other energy products.		Benchmark its energy consumption, minimize operational energy use, and	Benchmark energy usage intensity for each building. Establish a campus Energy Use Intensity (EUI) score. Conduct Effective Useful Life (EUL) analysis of all gas using appliances and systems; plan for electrification of systems with EUL of <10 years.
Operations (OP)	Energy	OP 06	Clean and Renewable Energy	Support the development and use of clean and renewable energy sources.		generate on-site renewable energy,	

Operations (OP)	Food & Dining	OP 07	Food and Beverage Purchasing	Purchase food and beverage products that are sustainably or ethically produced and/or plant-based.		The District will prioritize purchases of food and beverage products that are sustainably and ethically produced, and/or plant-based as well as minimize food waste and single-use plastics.	Consider signing the Real Food Campus Commitment. Benchmark and track sustainable food purchases in alignment with the Real Food Challenge guidelines, or equivalent.
Operations (OP)	Food & Dining	OP 08	Sustainable Dining	Have programs and initiatives to support sustainable food systems and minimize food waste.		The District will develop and support food systems that are safe and environmentally and socially responsible.	
Operations (OP)	Grounds	OP 09	Landscape Management	Manage grounds organically or in accordance with an Integrated Pest Management (IPM) program.		The District will maximize landscape design and greenspace accessibility to support the campus community and local biodiversity. Support and manage grounds using organic products or in accordance with an Integrated Pest Management (IPM) program;	
Operations (OP)	Grounds	OP 10	Biodiversity	Have conducted an assessment to identify endangered and vulnerable species and/or areas of biodiversity importance on land owned or managed by the institution.		The District will maximize landscape design and greenspace accessibility to support the campus community and local biodiversity. Support local biodiversity by conducting and maintaining an assessment to identify endangered and vulnerable species and/or areas of biodiversity importance on land owned or managed by the institution; and Integrate climate adaptive native species and/or species of ethnobotanical significance into landscape design.	
Operations (OP)	Purchasing	OP 11	Sustainable Procurement	Apply sustainability criteria when making procurement decisions.			Adopt a sustainable procurement policy and administrative procedure.
Operations (OP)	Purchasing	OP 12	Electronics Purchasing	Purchase environmentally and socially preferable electronic products.		When possible, the District will purchase socially and environmentally responsive low-energy electronic products;	Benchmark sustainability characteristics of existing products and services. Purchase environmentally and socially preferable electronic products
Operations (OP)	Purchasing	OP 13	Cleaning and Janitorial Purchasing	Purchase cleaning and janitorial paper products that meet multi-criteria sustainability standards.		cleaning and janitorial products that meet multi-criteria sustainability standards;	
Operations (OP)	Purchasing	OP 14	Office Paper Purchasing	Purchase office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.		and office paper with post-consumer recycled content, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.	
Operations (OP)	Transportation	OP 15	Campus Fleet	Include vehicles that are hybrid, electric and/or alternatively fueled in the institution's motorized fleet.		increasing the share of vehicles that are hybrid, electric, and/or alternatively fueled in the institution's motorized fleet.	Conduct accounting and conditions assessment of fleet vehicles. Assess remainder rolling stock for potential electrification.
Operations (OP)	Transportation	OP 16	Commute Modal Split	Conduct a survey to gather data about student and/or employee commuting behavior.		reduce the environmental impact of student and employee commuting by regularly gathering data about commuting behavior;	

Operations (OP)	Transportation	OP 17	Support for Sustainable Transportation	Have implemented strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting.		implementing strategies to encourage sustainable modes of transportation including opportunities for ridesharing and alternative fueling stations;	Develop Electric Vehicle (EV) charging infrastructure to encourage faculty, staff and students to use EVs. Promote accessible shared transport methods. Make pedestrian and bicycle access improvements.	
Operations (OP)	Waste	OP 18	Waste Minimization and Diversion	Have data on the weight of materials recycled, composted, donated/re-sold, and disposed in a landfill or incinerator.		Collect and maintain data on weight of materials recycled, composted, donated/resold, and disposed in a landfill or incinerator in order to track, report, benchmark and move towards zero waste;	Conduct waste categorization assessment. Benchmark and comply with Title 14, Division 2, Chapter 5 (Beverage Container Recycling and Litter Reduction Act). Benchmark and comply with Title 14, CCR Division 7. Conduct an AB 341 compliance assessment. Centralize reporting for waste and resource recovery. Conduct total material consumption benchmark.	
Operations (OP)	Waste	OP 19	Construction and Demolition Waste Diversion	Divert non-hazardous construction and demolition waste from the landfill and/or incinerator.		implement a process to maximize diversion of non-hazardous construction and demolition waste from the landfill and/or incinerator;		
Operations (OP)	Waste	OP 20	Hazardous Waste Management	Have strategies in place to 1) safely dispose of all hazardous, special, universal, and non-regulated chemical waste and minimize the presence of these materials on campus; and/or 2) recycle, reuse, and/or refurbish electronic waste.		Develop and maintain a process to safely dispose of all hazardous, special universal, and non-regulated chemical waste, and minimize the presence of these materials on campus. Recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students		
Operations (OP)	Water	OP 21	Water Use	Have data on potable and non-potable water use.		The District will maintain data on potable and non-potable water use,	Benchmark potable water usage and create a water balance. Identify potential non-potable water resources.	
Operations (OP)	Water	OP 22	Rainwater Management	Use green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.		use green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts, and maximize efforts to use rainwater as a resource.	Create a landscape zoning map and irrigation metering strategy. Adopt the California Community College Model Stormwater Management Program.	
Planning & Administration (PA)	Coordination & Planning	PA 01	Sustainability Coordination	Have at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus.		Create a formal committee, office, and/or officer to advise on and implement policies and programs related to sustainability;		form sustainability committee or offices to advise and implement sustainability initiatives on campus. create connections between plans, projects and committees (including those specific to Diversity, Equity, and Inclusion efforts) and the Climate Action and Sustainability Plan
Planning & Administration (PA)	Coordination & Planning	PA 02	Sustainability Planning	Have a published plan that includes measurable sustainability objectives and/or include the integrated concept of sustainability in the institution's highest guiding document.		Publish a Sustainability Plan that includes regular assessment and reporting on measurable sustainability objectives that is integrated in the institution's Strategic Master Plan;	Create a climate action plan.	publish a plan that includes measurable sustainability objectives and/or include the integrated concept of sustainability in the institution's master plan create connections between plans, projects and committees (including those specific to Diversity, Equity, and Inclusion efforts) and the Climate Action and Sustainability Plan

Planning & Administration (PA)	Coordination & Planning	PA 03	Inclusive and Participatory Governance	Have formal participatory or shared governance bodies, include diverse stakeholders on the institution's highest governing body, and/or host or support a formal body through which external stakeholders have a regular voice in institutional decisions that affect them.	Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.		
Planning & Administration (PA)	Coordination & Planning	PA 04	Reporting Assurance	Complete an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.	Participate in and complete an assurance process that provides independent affirmation that reporting information is accurate and consistent with third party standards;		complete peer or independent STARS Reporting Assurance
Planning & Administration (PA)	Diversity & Affordability	PA 05	Diversity and Equity Coordination	Have a diversity and equity committee, office and/or officer and/or make diversity trainings and activities available.	Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.		create connections between plans, projects and committees (including those specific to Diversity, Equity, and Inclusion efforts) and the Climate Action and Sustainability Plan explore how to improve connections between environmental and social justice initiatives and program on campus and foster a more diverse and inclusive engagement in climate action and sustainability initiatives
Planning & Administration (PA)	Diversity & Affordability	PA 06	Assessing Diversity and Equity	Have engaged in a structured assessment process to improve diversity, equity, and inclusion on campus.	Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.		measure engagement of diverse audiences in climate action and sustainability initiatives to assess equitable participation
Planning & Administration (PA)	Diversity & Affordability	PA 07	Support for Underrepresented Groups	Have policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community.	Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.		
Planning & Administration (PA)	Diversity & Affordability	PA 08	Affordability and Access	Have data related to the institution's accessibility and affordability to low-income students.	Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.		
Planning & Administration (PA)	Investment & Finance	PA 09	Committee on Investor Responsibility	Have a formally established and active committee on investor responsibility (CIR) or similar body.			
Planning & Administration (PA)	Investment & Finance	PA 10	Sustainable Investment	Make positive sustainability investments and/or have investor engagement policies and practices.			
Planning & Administration (PA)	Investment & Finance	PA 11	Investment Disclosure	Make a snapshot of investment holdings available to the public on at least an annual basis.			

Planning & Administration (PA)	Wellbeing & Work	PA 12	Employee Compensation	Have data on the hourly wages and total compensation provided to employees.		Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.		
Planning & Administration (PA)	Wellbeing & Work	PA 13	Assessing Employee Satisfaction	Conduct a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement.		Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.		
Planning & Administration (PA)	Wellbeing & Work	PA 14	Wellness Programs	Have a wellness and/or employee assistance program and/or prohibit smoking within all occupied buildings.		Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.		
Planning & Administration (PA)	Wellbeing & Work	PA 15	Workplace Health and Safety	Have an occupational health and safety management system (OHSMS) and/or data on work-related injury or ill health.		Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.		
Innovation & Leadership (IN)	Innovation & Leadership	IN --	Catalog of optional credits available	Varies by credit.				

California Community Colleges Board of Governors Climate Action and Sustainability Framework

INTRODUCTION

In 2019, the California Community College Board of Governors (Board of Governors) adopted the Climate Change and Sustainability Policy. Building off this important work, the updated *Climate Action and Sustainability Framework* provides revised goals and recommendations for community college districts. This updated framework is more comprehensive and inclusive of all areas of the campus community. The *Climate Action and Sustainability Framework* aims to create environmental, social, and educational benefits for the communities we serve. The framework is designed to serve as a tool to prompt local discussion around ways California Community Colleges can leverage their expansive footprint by incorporating sustainability principles and climate science in their local practices.

The Board of Governors has been a bold proponent of climate action, energy conservation, and other sustainability measures and has had established policies since 2013. Over that time, the California Community Colleges Chancellor's Office has made minor policy adjustments until 2019, when the Chancellor's Office updated and the Board of Governors adopted the Climate Change and Sustainability Policy. The 2019 policy provided goals and guidance for community college districts to align with the key climate change strategy pillars, achieve energy conservation goals, build capital projects sustainably, and integrate physical plant management practices to reduce energy consumption to improve local environmental sustainability measures. Approaches have been consistent with state policy goals and efforts, including California legislation, California Code of regulations, and Gubernatorial Executive Orders that detail statewide energy conservation, greenhouse gas reduction, de-carbonization, sustainability, and climate change mitigation measures.

Climate change is one of the most pressing issues of our time. It requires our collective attention to explore actions and solutions that avoid the most catastrophic of modeled scenarios. Since 2019, the Board of Governors has charged community college districts with developing local climate action and sustainability resolutions. For this work and efforts to advance, it was important for a revised climate change and sustainability policy to reflect the needs of colleges and the perspective of a diverse set of stakeholders. As a result, Chancellor Oakley formed a Climate Action and Sustainability Steering Committee to help guide the Board of Governors policy and framework. The committee comprised volunteers from the ten community colleges, the Student Senate of California Community Colleges (SSCCC), the Chancellor's Office, and the Foundation for California Community Colleges. Specifically, the expertise of colleges representatives encompasses environmental science, sustainability, facilities management, academics, business operations. To date, the committee provides advice to the California Community Colleges Chancellor's Office and community colleges around climate crisis and sustainability policies and programs. Please see Appendix A for the list of steering committee members.

The steering committee has revised the 2019 Climate Change and Sustainability Policy under a new framework which establishes systemwide goals and targets. Further, the new framework integrates a comprehensive approach to leverage both colleges' physical and social impact footprint. Most importantly, this proposed revision compels bold action to protect our future.

CLIMATE ACTION AND SUSTAINABILITY FRAMEWORK

Examples of the impacts of climate change are abound. One heartbreaking illustration is California's fire season, which for the fifth year in a row has devastated entire communities and left lasting impacts for many California Community Colleges. The record-breaking losses of the past several years have also shown the increasing destruction of fire disasters, and have highlighted the need for longer-term strategies for climate emergency mitigation and resilience. We have our clarion call for action.

The 2019 Climate Change and Sustainability Policy was an important first step for community colleges to align with California's 2017 Climate Change Scoping Plan (as adopted by the California Air Resources Board in 2017). The new *Climate Action and Sustainability Framework* aims to inspire and empower institutions to act on bold climate commitments and to create innovative climate solutions. It also recognizes district-level progress is achieved at different stages. As such, the Framework first asks California's community colleges to establish benchmarks. Next, the *Climate Action and Sustainability Framework* asks districts and colleges to tracking progress towards the goals for 2025, 2030, and ultimately 2035, the target year for the state of California to reduce greenhouse gas emissions by 100% below the baseline.

RESOURCES AND TOOLS FOR CAMPUS SUSTAINABILITY

To support districts and colleges in striving for bold climate action and sustainability goals, the California Community Colleges Chancellor's Office will continue to develop key supports for districts and explore resources that enable progress towards these goals. Specifically, the Chancellor's Office is exploring and advancing the following focus areas:

- **Analysis of Climate Change Impacts.** In the face of compounding emergencies, it is critical to think about the long-term effects and impacts to California's community colleges. More importantly, it is our imperative to think about our future resiliency. A comprehensive analysis of the potential climate change and environmental risks facing each district can present the Chancellor's Office with strategies to prepare and respond.
- **Advocacy.** California Community Colleges can integrate within its advocacy agenda requests for resources focused on Climate Action and Sustainability, specifically as it related to facilities and scheduled maintenance.
- **Climate Action Data.** Explore the adoption of the Sustainability Tracking, Rating and Assessment System (STARS) as a tool for measuring campus sustainability progress for California community colleges to use. STARS is a self-reporting tool that measures sustainability performance.

- **Sustainability Toolkit.** Through the Facilities Planning Unit, create an online climate action and sustainability toolkit which include resources, templates, and promising practices to assist campuses in advancing climate action and sustainability efforts in areas such as facilities operations, design and construction, procurement, information technology, among other key services and supports.
- **District Goals.** Recommend each campus to submit to the Chancellor’s Office measurable sustainability objectives, including:
 - District commitments to address climate and environmental justice in the communities they serve.
 - District carbon emissions baselines, carbon emissions inventories and local Climate Action Plans to reduce emissions by at least 75% by 2030.
 - District sustainability plans that meet or exceed the Climate Action and Sustainability Framework goals.

CLIMATE ACTION AND SUSTAINABILITY GOALS

Campuses physical footprint and facilities present an important asset districts can leverage to meet the Climate Action and Sustainability Framework goals. To help coordinate climate and sustainability activities, each California community college district is encouraged to designate a sustainability officer responsible for carrying out and/or coordinating its campus sustainability program efforts.

Greenhouse Gas Emissions Reduction

1. The California community colleges can conduct an emissions inventory baseline and create a climate action plan by 2025.
2. In alignment with statewide goals adopted by the California Air Resources Board (CARB), California Community Colleges can strive to eliminate greenhouse gas (GHG) emissions by 2035. To achieve this, it is recommended to reduce campus/district GHG emissions by at least 75% by 2030 and 100% by 2035 to align with the state’s goals. Emissions will include both state and auxiliary organization purchases of electricity and natural gas; fleet and marine vessel usage; and other emissions over which the college or self-support entity has direct control.
3. Districts and colleges can track and report of their greenhouse gas inventory in alignment with the [American College and University President’s Climate Commitment](https://secondnature.org/webinars/getting-started-on-your-acupcc-climate-action-plan-2/) (secondnature.org/webinars/getting-started-on-your-acupcc-climate-action-plan-2/) guidelines. Possible metrics to measure include GHG emissions per FTES.
4. The California community colleges are encouraged to promote the use of alternative transportation and/or alternative fuels to reduce GHG emissions related to college-associated transportation, including commuter and business travel.

As districts leaders develop new plans, important emphasis should be placed on designing new construction, remodeling, renovation, and repair projects with

consideration of optimum energy utilization, low life cycle operating costs, and compliance with all applicable energy codes (enhanced Title 24 energy codes) and regulations. In the areas of specialized construction that are not regulated through the current energy codes, such as historical buildings, museums, and auditoriums, the campuses should ensure these facilities are designed to consider energy efficiency and maximize resources to subsidize energy efficiency. Moving forward, energy efficient and sustainable design features in project plans encouraged.

The Chancellor's Office will monitor building sustainability/energy performance and maintain information on design best practices to support the energy efficiency goals and guidelines of this policy. The sustainability performance will be based on Leadership in Energy and Environmental Design (LEED) principles with consideration to the physical diversity across the campuses.

Green Buildings

- 1.** California community colleges are encouraged to benchmark their energy usage intensity for each building. Districts and colleges may develop a zero net energy (ZNE) and campus electrification strategy. They also have the option to conduct Leadership in Energy and Environmental Design (LEED) or WELL assessment of existing buildings.
- 2.** Districts and colleges are encouraged to strive for all new buildings and major renovations to be constructed as ZNE ready, all new buildings to be certified LEED or WELL Gold, and strive to reduce the use of natural gas in buildings by 30% by 2030.
- 3.** Districts and colleges are encouraged to strive for all new buildings and major renovations to be constructed as ZNE and certified Zero Carbon, all existing buildings to be LEED Operations and Maintenance (O&M) Gold or WELL Gold equivalent, and for the use of natural gas in buildings to be reduced by at least 75% by 2035.

Energy

- 1.** California's local community colleges should consider establish a campus Energy Use Intensity (EUI) score and conduct Effective Useful Life (EUL) analysis of all gas-using appliances and systems; plan for electrification of systems with EUL of less than 10 years.
- 2.** Districts and colleges should strive to decrease EUI by 25% compared to the campus benchmark and annually produce or procure 75% of site electrical consumption using renewable energy by 2030.
- 3.** Districts and colleges should strive to decrease EUI by 40% compared to the campus benchmark and accomplish Net Zero Energy Campus by 2035.

Water

- 1.** Districts and colleges should consider local benchmarks for potable water usage. Districts can also identify potential non-potable water resources, create a landscape zoning map and irrigation metering strategy and adopt best practices such as the

California Community College Model Stormwater Management Program. For more information on Municipal Separate Storm Sewer Systems, please visit the [California State Water Boards website](https://www.waterboards.ca.gov/water_issues/programs/stormwater/municipal.html) for requirements.
(https://www.waterboards.ca.gov/water_issues/programs/stormwater/municipal.html)

2. Districts and colleges are encouraged to reduce potable water usage by 25%. To achieve this goal, districts and colleges can ensure that landscape irrigation systems of 2500 square feet or greater are separately metered (unless using local or municipal reclaimed water system); ensure that landscape planting materials are 90% native species to the climate and geographical area of the college; ensure that irrigated turf grass does not exceed 50% of the landscaped areas on campus; and are recommended to follow Municipal Separate Storm Sewer Systems (MS4) requirements by 2030.
3. By 2035, California community colleges are encouraged to reduce potable water usage from baseline level by 50%; limit stormwater runoff and discharge to predevelopment levels for temperature, rate, volume and duration of flow through the use of green infrastructure and low impact development for the campus; and limit stormwater runoff and discharge to predevelopment levels for temperature, rate, volume and duration of flow through the use of green infrastructure and low impact development for new buildings and major modifications.

Waste

1. Districts and colleges are encouraged to conduct a waste categorization assessment; benchmark and comply with [Title 14, Division 2, Chapter 5](http://www.calrecycle.ca.gov/Laws/Regulations/Title14/#Div2Chap5) (www.calrecycle.ca.gov/Laws/Regulations/Title14/#Div2Chap5) (Beverage Container Recycling and Litter Reduction Act); benchmark and comply with [Title 14, CCR Division 7](http://www.calrecycle.ca.gov/Laws/Regulations/Title14/#Div7) (www.calrecycle.ca.gov/Laws/Regulations/Title14/#Div7); develop a total material consumption benchmark; conduct an [AB 341](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120AB341) (leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120AB341) compliance assessment; and centralize reporting for waste and resource recovery by 2025.
2. Districts and colleges should strive to achieve zero waste to landfill, conduct a circularity analysis, and reduce total material consumption compared to the benchmark by 10% by 2030.
3. Districts and colleges are encouraged to strive to increase material circularity by 25%, and decrease consumption of materials by 25% by 2035.

Purchasing and Procurement

1. California's local community colleges are encouraged to benchmark sustainability characteristics of existing products and services, adopt a sustainable procurement policy and administrative procedure, and purchase environmentally preferable electronic products by 2025.

2. Districts and colleges should strive to increase procurement of sustainable products and services by 25% compared to benchmark levels by 2030.
3. Districts and colleges should strive to increase procurement of sustainable products and services by 50% compared to benchmark levels by 2035.

In order for the California community colleges to reach these goals, campuses can promote use of suppliers and/or vendors who reduce waste, re-purpose recycled material, or support other environmentally friendly practices in the provision of goods or services to the colleges under contract. This may include additional evaluation points in solicitation evaluations for suppliers integrating sustainable practices.

In order to move to zero waste, campus practices can: (1) encourage use of products that minimize the volume of trash sent to landfills or incinerators; (2) participate in the CalRecycle Buy-Recycled program or equivalent; and (3) increase recycled content purchases in all Buy- Recycled program product categories.

Districts and colleges should strive to continue to report on all recycled content product categories, consistent with [PCC § 12153-12217](#) (leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=12153.&nodeTreePath=3.2.12.1&lawCode=PCC) and shall implement improved tracking and reporting procedures for their recycled content purchases.

Transportation

1. The California community colleges can conduct accounting and conditions assessment of fleet vehicles; assess remainder rolling stock for potential electrification; develop Electric Vehicle (EV) charging infrastructure to encourage faculty, staff and students to use EVs; promote accessible shared transport methods; and make pedestrian and bicycle access improvements by 2025.
2. Districts and colleges should strive to have 50% of new fleet vehicles that are zero emission vehicles, 50% of rolling stock that are zero emissions, and can consider implementing green parking permits by 2030.
3. Districts and colleges should strive to have 100% of new fleet vehicles that are zero emission vehicles, and 100% of rolling stock that are zero emissions by 2035.

Food Systems

1. Districts and colleges should strive to have campus food service organizations track their sustainable food purchases. Such tracking and reporting can be grounded in the [Real Food Challenge](http://www.realfoodchallenge.org/resources/real-food-resources/) (www.realfoodchallenge.org/resources/real-food-resources/) guidelines, or equivalent, with consideration to campus-requested improvements.
2. Campuses are encouraged to strive to increase their sustainable food purchases to 20% of total food budget by 2030, and to have 80% of food served on campus meeting the goals of the Real Food Challenge or equivalent by 2035.

LOOKING TO THE FUTURE

Consideration for Advancing the Climate Action and Sustainability Framework

Considerations for the Future

As climate change remains an increasing threat to Californians' health, safety, and economic well-being—wildfires, and widespread drought throughout the State being some of the most recent reminders of the changing environment's impact on our community – it's important to consider the impact California Community Colleges can make if they look beyond just their facilities footprint and leverage the role they play in increasing knowledge and education about the challenges we face. The following section invites our broader academic community to consider ways they can support the advancement of the Climate Action and Sustainability Framework.

Building Alignment to Campus Operations and Teaching & Learning

Environmental Justice: Aligning to Diversity, Equity, and Inclusion Strategy

1. Consistent with the *Vision for Success*, the California Community Colleges can create connections between plans, projects and committees (including those specific to Diversity, Equity, and Inclusion efforts) and the Climate Action and Sustainability Plan.
2. Districts and colleges can explore how to improve connections between environmental and social justice initiatives and program on campus and foster a more diverse and inclusive engagement in climate action and sustainability initiatives. In addition, the campuses can measure engagement of diverse audiences in climate action and sustainability initiatives to assess equitable participation.
3. Districts and colleges can explore changes their local policies and administrative procedures with their elected board to bolster climate/environmental justice efforts.
4. Districts and colleges can develop educational programs or hold annual event underscoring the intersectional relationship of environment, climate and social equity issues.

Planning and Administration: Coordination and Planning

1. The California Community Colleges can form sustainability committee or offices to advise and implement sustainability initiatives on campus. The campuses can publish a plan that includes measurable sustainability objectives and/or include the integrated concept of sustainability in the institution's master plan.
2. Districts and colleges can update their local plan and complete peer or independent STARS Reporting Assurance.

Advancing Climate Action Education & Engagement

1. Identify and develop community partnerships, including private philanthropy, to support and promote sustainability activities and programs.

- 2.** Districts and colleges can consider developing an inventory of courses focused on climate change, sustainability and action to engage current and future students. This can also encourage collaboration and for interdisciplinary pathways.
- 3.** Districts and colleges can explore partnership which allow climate change and sustainability education to be an immersive experience for students such as community engaged learning, continued learning, and campus as a living lab initiatives.
- 4.** California's community colleges can highlight climate action and sustainability in various venues such as convocation, student orientation, professional development.

APPENDIX A: STEERING COMMITTEE MEMBERS

- 1.** Karen Groppi, Instructor, Engineering Department, Environmental Sustainability Specialist, Cabrillo College
- 2.** Farrah Farzaneh, Director of Facilities Planning and Construction, San Bernardino CCD
- 3.** Joseph Fullerton, Energy and Sustainability Manager, San Mateo County CCD
- 4.** Aris Hovasapian, Utility Program Manager, LACCD
- 5.** Ferris Kwar, Sustainability Project Manager, Santa Monica College
- 6.** Jennifer Keiper, Foundation for California Community Colleges
- 7.** Owen Letcher, Vice Chancellor of Facilities and Bond Program, Chabot-Las Positas CCD
- 8.** Nat Martin, Director of Sustainability, Los Rios CCD
- 9.** Hoang Nguyen, Director of Facilities Planning and Utilization, California Community Colleges Chancellor's Office
- 10.** Don Reid, Supervisor, American River College
- 11.** Sophia Ruiz, Student Senate for California Community Colleges, Mt. San Antonio College (graduated)
- 12.** Brian Turner, Program Assistant II, California Community Colleges Chancellor's Office
- 13.** Chay Yang, Specialist, California Community Colleges Chancellor's Office
- 14.** John White, Executive Director of Bond Program and Facilities Planning, College of the Desert