SUSTAINABILITY AND CLIMATE ACTION PLAN

@ RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

Sustainability and Climate Action Sub-Committee

September 9, 2026
Zoom Call
10:00am. –11:00a.m.

AGENDA

I. WELCOME AND CALL TO ORDER

II. APPROVAL OF MINUTES
- A. May 13, 2026

III. ORGANIZATIONAL STRUCTURE

IV. SCAC MEMBERSHIP

V. MISSION, VISION, CHARGE

VI. SUSTAINABILITY & CLIMATE ACTION PLAN (S-CAP)
- A. District Solar Project
- B. Decarbonization/IEMP & TCO Dashboard
- C. Car-Sharing Program Update
- D. Waste Minimization (Integrated Waste & Recycling Program Management)
- E. Grant Opportunties/Incentives

VII. POLICIES & PROCEDURES
- A. EV Charging Station Policy
- B. BP 5775 Sustainability & Environmental Responsibility
- C. Car-Sharing Program – Clean Mobility Option

VIII. NEW AGENDA ITEM(S); Resources; ADDITIONAL MATERIALS; PRESENTATION

- A. Guest Presenter – CCCCO Climate Fellows Program – Trinie Ngo
  CCC BOG Goal Climate Action Sustainability Framework
- B. FCCC USGBC-CA MOU Summary
- C. NLR FCCC Presentation
- D. USGBC California Partners – Green Career Pathways
- E. CollegeBuys Webinar – Understanding and Managing Embodied Carbon Buildings
- F. College Buys – Shared Services
- G. Collective Equity Impact Institute – California Community Colleges
- H. Free USGBC California Membership – FCCC Students & Staff

SUSTAINABILITY AND CLIMATE ACTION PLAN
@ RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

SUSTAINABILITY and CLIMATE ACTION SUB-COMMITTEE

May 13, 2026 Zoom Meeting 10:00a.m. – 11:00a.m.

MEETING MINUTES

MEMBERS AND ATTENDEES:

Name	Title	Present YES/NO
Majd Askar	Moreno Valley College – Vice President Business Services	YES
Ron Kirkpatrick	Moreno Valley College – Director of Facilities M&O	YES
Blaine Novakpilch	Moreno Valley College – Academic Senate Representative	YES
Laurie Crouse	Moreno Valley College – Classified Representative, CSEA	NO
TBD	Moreno Valley College – Student Representative	NO
Michael Collins	Norco College – Vice President Business Services	YES
Travonne Bell	Norco College – Director of Facilities M&O	YES
Meghan Chandler	Norco College – Academic Senate Representative	NO
Jeff Buch	Norco College – Classified Representative, CSEA	NO
TBD	Norco College – Student Representative	NO
Elia Blount	Riverside City College – Vice President Business Services	NO
Robert Beebe	Riverside City College – Director of Facilities M&O	YES
Tonya Huff	Riverside City College – Academic Senate Representative	YES
Peter Lomas	Riverside City College – Classified Representative, CSEA	NO
TBD	Riverside City College – Student Representative	NO
LaShe' Rodriguez	District – Director of Government Relations	YES
Misty Griffin	District – Director of Business Services	NO
Hussain Agah	District – Associate Vice Chancellor, FPD	YES
Mehran Mohtasham	District – Director of Capital Planning	YES
Myra Nava	District – Classified Representative, CSEA	YES
Mejgan Ahmadi	District – FPD (Recorder / Non-Voting Member)	YES

Sustainability and Climate Action Sub-Committee is a permanent sub-committee that serves as the primary advisor on sustainability and climate action matters to the Resources Committee and then the DSPC. SCAC provides a collaborative forum for the exchange of information necessary in setting goals and priorities regarding sustainability and climate action procedures, policies, compliances, leadership, advocacy, implementation, monitoring and communication. SCAC works towards continuous evaluation and quality improvement to support and advance the institutional mission of the district that promotes sustainability decision-making and resiliency-thinking for climate action, social justice and resources conservation.

I. CALLED TO ORDER

A. Meeting Called to Order by Hussain Agah at 10:03am

II. APPROVAL OF MINUTES

A. Quorum reached at 10:15am, Askar moved to approve, second by Mohtasham. No comments, objections or abstentions.

ACTION: *None*

III. ORGANIZATIONAL STRUCTURE

A. District Strategic Planning Council Structure

1. Agah stated that we meet once every other month and have a robust plan for Sustainability plans and initiatives at the District. We have fallen behind in our initiatives due to other priorities, but this is a high priority too. How to keep the momentum going and stay on track with our goals. We have made some progress in some areas, but behind in other areas. With the potential Sustainability Programs Director we want to hire, they will be able to work actively to maintain these initiatives. That position will be central to meeting our goals.

2. Huff asked if we have any updates on when the position will be posted. Agah stated that the request was submitted to HR two months prior but he has not received any updates, but Agah will follow-up with Tammy on this request. Funding for the position has already been approved through Measure CC; recruitment simply needs to be initiated.

3. Membership: No Update.

ACTION: *Agah will report the SCAC meeting minutes and action items to DSPC as appropriate*

V. MISSION, VISION, CHARGE

A. Mission

The Riverside Community College District Sustainability Committee creates and advances the Sustainability and Climate Action Plan by providing advocacy, leadership, and direction as the plan is developed, updated, and implemented."

B. Vision

We envision an RCCD where sustainability and resiliency-thinking are integral aspects of our culture and decision-making. We will demonstrate leadership in climate action, social justice and resource conservation."

C. Charge

- **Goal Setting:** Build visionary and achievable Goals, objectives, and actions.
- **Integrated Planning:** Support institutional planning activities by articulating sustainable actions, practices, and principles in all aspects of the institution.
- **Policy Development:** Develop and/or recommend appropriate policies that promote sustainability and resiliency.
- **Implementation:**
    - Recognize the differences of each College in its sustainability journey
    - Build consensus around the prioritization and implementation of sustainability initiatives;

- Helping people to understand the opportunities, process, limits and costs of sustainability.

- **Monitoring:** Track sustainability progress and performance in each impact area annually.
- **Communication:** Provide an annual report that summarizes progress and future priorities.

VI. SUSTAINABILITY & CLIMATE ACTION PLAN (S-CAP)

A. Plan Overview

1. The S-SCAP serves as the District's roadmap for achieving the desired impact areas, with each area supported by clearly defined objectives and short-, mid-, and long-term goals. Agah emphasized the importance of establishing baselines and benchmarks to guide progress. He recommended that the committee focus on each impact area at designated intervals, noting that these objectives represent the committee's core sustainability priorities. The committee discussed the assessment process, prioritization, funding, and procurement considerations. Waste Management has been identified as a high-priority focus area.

B. Impact Areas

1. Agah reviewed the Plan-At-A-Glance and the impact areas of the Sustainability and Climate Action Plan which include the following, contain certain goals and can be discussed in the future:

    1. Decarbonization and Climate Justice
    2. Community Vitality
    3. Water and Ecosystems
    4. Waste Minimization
    5. Resiliency
    6. Engagement
    7. Academics
    8. Trust and Transparency
    9. Equity and Social Justice
    10. Community Partnerships

C. Waste Minimization and Management

1. Agah invited the committee to provide suggestions on how to advance waste-minimization initiatives. Huff shared that one of the Student Climate Fellows has been conducting a comprehensive waste-stream assessment at RCC, reviewing all bins on campus and researching more efficient alternatives. The student identified Big Belly bins—with solar panels that reduce collection frequency—as the most effective option. She developed two proposals: one outlining the cost of replacing all existing bins, and another detailing recommended bin locations. She will present her findings at RDAS and will also prepare a report identifying current gaps and opportunities for improvement.

2. Agah asked whether the student would be willing to present her findings at the next SCAC meeting. Huff noted that the student is connected with the City's Sustainability Manager and offered to speak with him about any relevant City programs. Agah also asked whether Climate Fellows could support MVC and NC. Huff explained that the application cycle will reopen, allowing students to apply; participation will depend on student interest.

3. Askar asked how the Climate Fellows program originated. Huff explained that she is a Fellow with the CCC Chancellor's Office, where the student program was first implemented. The program is sponsored through the CCCCO, with the Climate Fellow coordinating student engagement. Huff will remain in the role through Fall, after which it will transition to another Fellow.

4. Beebe added that RCC currently uses one bin specifically for food waste. The college will need to procure the State-required three-compartment bins for food service areas, which can be requested through the college's waste service provider.

ACTION:

- *Work on Impact Areas at the college level to achieve goals*
- *Form the Waste Management task force*

D. District Solar Project

1. Agah provided an update on the District Solar Project. The original project budget was $37.2 million, and the final cost totaled $38.8 million, resulting in a $1.7 million variance. The increase was primarily driven by Southern California Edison's requirement for additional equipment. The project is projected to generate approximately $9.3 million in energy savings over 25 years. Incentive programs include $1,000,000 through SGIP (five-year payout), $450,000 in CMO reimbursement, and an estimated $8.5–$11 million in IRA tax credits.
2. Askar asked whether these offsets would be applied toward the colleges' overall budget allotments. Agah stated that this is to be determined when the actual funding is received.

E. Electrical Vehicles Charging Station

1. The administrative procedure is under review, and once approved it will move to the implementation phase, with a potential launch date targeted by Fall 2026.
2. Askar asked when the EV Charging Board Report is expected to go to the Board for approval, noting that June is the target. MVC will receive two vehicles as part of the program. Mohtasham outlined that Phase 1 includes one vehicle for MVC, with Phase 2 adding an additional vehicle. The in-person sessions—held throughout the day—will engage students, supplemented by email communications sent campuswide. Askar emphasized the importance of a collaborative marketing effort. Mohtasham confirmed that Ali and his colleagues will be onsite for the demonstrations.
3. Askar asked which days the team will be present. Mohtasham confirmed MVC's session is scheduled for May 19. He added that having a Police Officer onsite is helpful for coordination. Bringing together the VPs, Student Activities Coordinators, and ASB Presidents to align on logistics would also be beneficial. Printed flyers and QR codes will support outreach and provide program information.
4. Askar asked how email notifications are distributed to students. Mohtasham explained that the Marketing Department works with the campus Administrator to send announcements.
5. Collins asked whether students receive notifications directly via email. Askar responded that Student Services typically sends those communications, and she will reach out to the respective college departments for clarification.

ACTION:

- *Send a districtwide and college-specific communication to campus community about the opening and activation for these EVCS across all sites.*

F. Decarbonization/IEMP & TCO Dashboard

1. Mohtasham stated the links have not been shared with the committee. Meetings with DLR, district IT and the group providing the web services for the district revealed issues that must be resolved before they can be shared and used. The links should be issued to the committee by the end of August. DLR will provide a demonstration to SCAC from the district website link to walk through the Dashboard and answer questions. A districtwide communication will be sent when it is ready to share.

    a. Decarbonization & IEMP Dashboard Link
    b. Total Cost of Ownership (TCO) Dashboard Link

ACTION: *None*

G. Car-Sharing Program

1. Mohtasham reported that EV Guide is progressing with software implementation and is coordinating information sessions for students, staff, and faculty. The scheduled dates are RCC on May 18, NC on May 20, and MVC on May 19. Directors of Facilities were contacted to arrange for a model vehicle to be brought onsite for demonstrations. Commissioning of the parking stations is underway.

ACTION:

- *FPD will coordinate to ensure designated parking spaces for the carshare vehicles are clearly identified and aligned across campuses. Spaces will be striped and equipped with appropriate signage, including QR codes for registration and vehicle check-out access.*

H. Sustainability Initiatives and AI Guidelines

1. The committee discussed several key initiatives, including plans for four sustainability-focused projects at different campuses and the implementation of heat pump systems to reduce gas usage. Huff presented a proposal to develop responsible AI Usage Guidelines, highlighting the significant environmental impacts of AI systems, and shared a CSU San Marcos resource on AI's Climate Impacts. The committee also discussed a $500,000 grant for a monarch butterfly garden project at Norco, with plans to replace turf with sustainable plants, though concerns were raised about the limited accessibility of the area under solar panels for agricultural use.
2. Agah asked if there is any discussion regarding this. Responsible use of AI Guidelines and effect on the environment. SCAC is focusing in on this as well; but the initiatives are IT and Academic Driven. There was a comment at a recent Board Meeting regarding AI use, VC Blackmore was involved, but we will circle back to receive further clarification.

I. Awards

1. Agah provided that there is an opportunity to submit the Solar Project to the Green California Summit for potential recognition.

ACTION: *None*

J. Grant Opportunities

1. Agah stated that no grant opportunities are being pursued with exception of the Solar Grant project through the State.

ACTION: *None*

VII. POLICIES & PROCEDURES

a. Agah agreed and provided details regarding framework and the benefits of using the Association for the Advancement of Sustainability in Higher Education (AASHE, https://www.aashe.org/) framework. This framework is something the State Chancellor's Office wants us to use. It allows us to post a lot of information online.

b. Agah stated the District's Sustainability Policy #5775 is old, from 2012 and should be updated. It should be updated based on the approved Sustainability Climate Action Plan. Update to the Sustainability Board Policy to match or align with the Sustainability Climate Action Plan. Update board policy and send a draft in the next 2-3 weeks to be discussed at the next meeting.

ACTION:

- *Assemble a committee to review the framework and update the Sustainability Policy #5775*
- *Research the process to have the college webmaster create their own Sustainability webpage*

VIII. NEW AGENDA ITEM(S)

A. Agah reported that the Board approved moving forward with recruitment for the Sustainability Programs Director position. He explained that the position will be posted soon with an anticipated start date of June or July. Agah noted that the role will help advance District sustainability initiatives and will include responsibilities such as overseeing sustainability goals, pursuing grant funding, co-chairing SCAC, and supporting related contracts and dashboard development.

B. Agah asked Huff, a Climate Fellow with the State Chancellor's Office (SCO), how the District could partner with the SCO to secure funding and advance sustainability initiatives. Huff explained that her current work focuses on student engagement through student fellows who help implement programs across four key areas: Facilities, Community Engagement, Workforce Development, and Curriculum. She also noted that the initiative is working to develop a shared database of resources and available grants that campuses can easily access. Agah suggested that the District review the SCAP, particularly the waste management and minimization components, as a potential starting point for collaboration.

C. Huff shared that landscape assessments have been conducted across community college campuses statewide to evaluate sustainability progress and highlight successful initiatives. She explained that these assessments include examples and case stories showing how campuses implemented programs such as waste management efforts. Huff added that the online platform housing this information is still under development and noted that six students funded by the Chancellor's Office are assisting with the work.

D. Updates to Landscape assessment – Huff stated that the State reaches out to individual colleges rather than the District Offices. Within the district, various colleges have different approaches on Sustainability. They did reach out to the Colleges, but she is not certain if they received responses from all the Colleges. Agah will connect with the Chancellor's Office and circle back with the group. LaShe Rodriguez has been active at State-Wide meetings. Met with Department of Finance to discuss District Maintenance, Student Housing Projects, funding priorities. Main revise is important. Preparing for Governor's initiatives for use of Community College funds, main revise approaching for the State. Meeting coming up with the California Environmental Protection Agency on Friday as an opportunity to provide them with an update regarding SCAC initiatives and our Sustainability and Climate Action Plan, and if there is any funding that we may qualify for that we haven't applied to yet. Our SCAP is the foundation for this initiative. Askar thanked FPD for their support and hard work.

MEETING FREQUENCY

B. The committee agreed to meet every other month.

ACTION:

- *Exchange emails to determine agenda items for the next meeting*

ADJOURN

End of Meeting Minutes-

2025 California Community Colleges Board of Governors Climate Action and Sustainability Framework & Primer Document

I. INTRODUCTION

Climate change is globally recognized as 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. The Board of Governors has been a bold proponent of climate action, energy conservation, and other sustainability measures and has 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 2019 Climate Action and Sustainability Framework which charged community college districts with developing local climate action and sustainability resolutions and 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.

In 2025 Chancellor Christian created the new Climate Fellows program, who have updated the Climate Action and Sustainability Framework (Framework) systemwide goals and targets including updated goals and guidance for community college districts to align 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.

II. CLIMATE ACTION AND SUSTAINABILITY FRAMEWORK

Examples of the impacts of climate change 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 Framework seeks 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 speeds. As such, the Framework

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first asks California's community colleges to establish and submit their benchmark data. Next, the Framework asks districts and colleges to track progress towards the goals for 2030, and ultimately 2035, the target year for the state of California to reduce greenhouse gas emissions by 100% below the baseline.

This Primer consolidates prior policy, goal-setting, and procedural guidance into a single, integrated document that:

Articulates the **Board of Governors' 2025 Climate Action & Sustainability Goals**;
Demonstrates alignment with **California's climate policy history and statutory targets**; and
Provides an **implementation primer** to support districts and colleges in benchmarking, data collection, planning, and action toward the 2030 and 2035 milestones.

The Framework is intentionally flexible to recognize that districts are at different stages of implementation, while still establishing a shared direction and accountability structure across the system.

III. CLIMATE ACTION AND SUSTAINABILITY GOALS

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

Greenhouse Gas Emissions Reduction
State Alignment: CARB Scoping Plan; Executive Order B-55-18, SB 1203

1. The California community colleges will conduct an emissions inventory baseline and create a climate action plan by 2026.
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 for 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.

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3. Districts and colleges can track and report of their greenhouse gas inventory in alignment with SIMAP GHG Emission Inventory Tool. Emissions should include all Scope 1, and Scope 2 emissions. Scope 3 emissions should include student, staff, faculty commuting, waste generated by operations, wastewater, food, business travel, study abroad program travel, and paper data. Additional Metrics to measure include GHG emissions per FTES for Scope 3 emissions inventories. (see Section V. Definitions. For definitions of Scope 1, 2 &3 emissions)
4. The California community colleges are encouraged to promote the use of alternative transportation options and/or alternative fuels to reduce Scope 3 GHG emissions related to college-associated transportation, including commuter, business travel study abroad programs.

Green Buildings & Grounds

State Alignment: SB 416, Title 24 Energy Codes; CAL Green; State ZNE and Zero Carbon policies

1. Districts and colleges are to comply with SB 416, and Executive B-18-22 that requires all new buildings and major renovations to be constructed as Zero Net Energy, and to be certified LEED Gold. Strive for 25% of districts existing buildings and landscapes to meet LEED O & M certification by 2030.
2. Districts and colleges are encouraged to strive for all new buildings and major renovations to be constructed as certified Zero Carbon, all new buildings to be LEED Operations and Maintenance (O&M) Platinum equivalent, 50% of existing buildings and landscape meeting LEED O & M certification by 2035

Energy

State Alignment: California Energy Commission; SB 100 (100% clean electricity)

1. California's local community colleges should continue tracking their campus Energy Use Intensity (EUI) score and conduct Effective Useful Life (EUL) analysis of all gas-using appliances and systems; develop a 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 50% of site energy consumption using renewable energy by 2030.
3. Districts and colleges should strive to decrease EUI by 50% compared to the campus benchmark and accomplish 100% renewable energy use by 2035.
4. Districts and colleges should track percentage of total energy that comes from natural gas and focus on decreasing natural gas use through operational and commissioning

changes, then prioritize electrification of natural gas uses for space heating, domestic hot water use and end use.

Water

State Alignment: State Water Resources Control Board Policy, Drought Resilience Strategies, Executive Order B-18-12 (2012)

1. Districts and colleges should benchmark for total water use, potable water usage, and non-potable water usage. Districts can also identify potential non-potable water resources, create a landscape zoning map, and develop both irrigation & domestic metering strategies.
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 system of 2500 square feet or greater are separately metered (unless using a local or municipal reclaimed water system or well water); ensure that landscape planting materials are 90% native species to the climate zone and/or geographical area of the college; ensure that irrigated turf grass does not exceed 50% of the landscaped areas on campus; increase stormwater infiltration/capture on site by 10%; and are recommended to follow stormwater non-point source pollution prevention requirements from Regional Water Boards 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; Increase stormwater/capture on site by 20%; 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

State Alignment: SB 1383; SB 1335, CalRecycle regulations, CALGreen Construction Waste Management

1. Districts and colleges are encouraged to conduct a waste categorization assessment; benchmark and comply with Title 14, Division 2, Chapter 5 (www.calrecycle.ca.gov/Laws/Regulations/Title14/#Div2Chap5) (Beverage Container Recycling and Litter Reduction Act); benchmark and comply with Title 14, CCR Division (www.calrecycle.ca.gov/Laws/Regulations/Title14/#Div7); develop a total material consumption benchmark; conduct an AB 341 (leginfo.legislature.ca.gov/faces/billNavClient.xhtml bill_id=201120120AB341)

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compliance assessment; and centralize reporting for waste and resource recovery by 2026.

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 20% by 2030, and decrease consumption of materials by 40% by 2035.
3. Districts and colleges should strive to achieve zero waste to landfill, 75% diverted from landfill by 2030 and 90% diverted from landfill by 2035.
4. Districts and colleges should strive to divert 50% of construction & demolition waste from the landfill and 75% of diverted waste from the landfill to comply with state regulation by 2030.

Purchasing, Procurement and Food Systems

State Alignment: California Department of Food & Agriculture AgVision, State Environmental Preferred Purchasing Policy

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 2026.
2. Districts and colleges should strive to increase procurement of sustainable products and services by 25% and increase the percentage of dollars spent on locally sourced products, ingredients, 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% and increase the percentage of dollars spent on locally sourced products, ingredients, and services by 50% compared to benchmark levels by 2035.
4. Districts and colleges should benchmark and track their sustainable food purchases both from third party vendors, auxiliary services and internal departments. Such tracking and reporting can be grounded in AASHE STARS food section or in the Real Food Challenge (www.realfoodchallenge.org/resources/real-food-resources/) guidelines. College's can utilize TASTEFOOD tool developed by Rebecca Grekin, as part of her Master's work.
5. 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 STARS by 2035.

Transportation

State Alignment: SB 743 & SB 375; California Air Resource Board Advanced Clean Cars II regulations

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1. The California community colleges can conduct accounting and conditions assessment of fleet vehicles; assess the remainder of the 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 2026.
2. Districts and colleges should strive to have 50% of rolling stock that are zero emissions, 25% increase of commuters that use alternative transport from benchmark and 25% reduction in Vehicles Miles Traveled (VMT) from the benchmark by 2030.
3. Districts and colleges should strive to have 100% of rolling stock that are zero emissions, 50% increase of commuters that use alternative transport from benchmark, and 50% reduction in Vehicles Miles Traveled (VMT) from the benchmark by 2035.

IV. DEFINITIONS

Baseline Year: The reference year against which future performance is measured. Districts are encouraged to use the most recent full fiscal year with reliable data if they do not have a existing baseline

Benchmarking: The process of collecting and comparing performance data (energy, water, waste, etc.) against a baseline or external standard.

Enterprise Resource Platform (ERP): An institution's financial and procurement management system used to track purchasing, contracts, and expenditures.

Energy Use Intensity (EUI): Energy consumption per square foot per year, commonly used to compare building energy performance.

GHG Emissions (CO_2e): Greenhouse gas emissions expressed as carbon dioxide equivalent.

LEED / SITES / Living Building Challenge: Nationally recognized green building and landscape certification systems.

Potable Water: Potable water, also known as drinking water, comes from surface and ground sources and is treated to levels that that meet state and federal standards for consumption.

Non-Potable Water: Non-potable water is water that is not fit for human consumption. Essentially, it is water that has not been purified or treated according to human drinking standards. But can be used for other approved uses.

Scope 1, 2, 3 Greenhouse Gas Emissions:

Scope 1: Direct emissions from on-campus fuel use and fleet vehicles

Scope 2: Indirect emissions from purchased electricity and energy

Scope 3: Other indirect emissions such as commuting, procurement, and waste

STARS: Sustainability Tracking, Assessment & Rating System administered by AASHE.

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STORMWATER: Stormwater is the excess water from rain, snowmelt and irrigation that doesn't absorb into the ground and becomes surface runoff
SIMAP: Sustainability Indicator Management and Analysis Platform used for GHG accounting and modeling. Developed by the University of New Hampshire

V. Purpose of the Primer

This primer provides districts and colleges with guidance on; Understanding each goal area, collecting and managing baseline data, identifying priority metrics, implementing high-impact strategies to reach 2030 and 2035 targets

1. Greenhouse Gas (GHG) Emissions Reduction
Goal Overview: Reduce district-wide greenhouse gas emissions 75% by 2030 and 100% by 2035 in alignment with California climate policy.

California Community College Districts are to establish GHG Inventory baselines. The involves collecting several data sets. It is recommended that Districts that do not have baseline established already focus on a recent fiscal year to collect data. The baseline focus should be on understanding what data exists and document any lack in data and data collection systems that are needed moving forward to create a comprehensive inventory. Future GHG inventories can include more items over time as internal tracking systems are created. Colleges/District should utilize SIMAP as the GHG inventory tool for submitting GHG emission inventories.

California Community College Districts should;

1. Identify a sustainability lead and cross-functional data team. This can be an internal staff member, a hired Sustainability FTE, or a third-party consultant.
2. Select a baseline year. A District can use a previous baseline year if they already have the data and have completed the benchmark. If not, it is recommended to use most recent fiscal year if a previous baseline does not exist.
3. Input all available data into the SIMAP platform (If district's do not certain forms of data because the data collection process isn't available
4. Review Scope 1, 2, and Scope 3 emissions.
5. Develop or update a Climate Action Plan with interim targets.
6. For resources on how to implement, utilize, and gather data for SIMAP. Use link to SIMAP Resources

Primary Data Sources:

- **Scope 1: GHG emissions in SIMAP includes the following: Direct Energy use such as Natural Gas, Propane use across campuses and centers, all fuel use for District owned fleet vehicles, as well as diesel use for on-site emergency generators, grounds equipment,**

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or off-road District own vehicles, refrigerant use from HVAC system or refrigeration system leak repairs and chemical use, fertilizer use, and agriculture animals
The data for Scope 1 can be found through campus Utility Bills, utility Meters, natural gas Submeters, onsite renewable energy generation, propane invoices, facilities departments for fuel usage, gas cards, or Cal Card use for fuel, Facilities Grounds department records or invoices for fertilizer use or purchased fertilizer. If a District has a working farm fertilizer use and animal information can be requested by farm operations staff or contracted service provider if managed by a third-party contract.

- **Scope 2: GHG emissions in SIMAP includes the following: All Purchased Electricity, Purchased Chilled Water for cooling buildings, Purchased Hot Water for heating or domestic hot water use.**
  The data for Scope 2 can be found through campus electrical Utility bills, and electrical utility meters. If a District purchased chilled water or hot water from a utility then the data can be found through the equivalent utility bill or utility meter.

- **Scope 3: GHG emissions in SIMAP includes: Student, staff, faculty commuting, business travel, study abroad programs, waste generated in operations, wastewater, food, and paper data. District can include purchasing data if they so choose after completing the purchasing goal benchmarks.**
  The data for Scope 3 can be found in student staff, faculty commute surveys, or using zipcode data to generate a commute miles, and mode split estimation for each group, waste data can come from internal waste audits, and waste hauler provider bills, unless a water utility or wastewater utility provides a direct sewer bill it is estimate domestic water use in a building is equal to sewer volume going out. Information on food data can be found in the food systems section, lastly paper data can be found in purchasing records as reams of paper purchased.

Key Metrics:

- Annual GHG emissions CO2e metric ton.
- Annual GHG emissions CO2e metric ton per sqft & per capita

2. Energy

Goal Overview: Reduce Natural Gas Usage, Reduce Energy Use Intensity and transition to 100% renewable energy by 2035.

California Community College Districts are to establish Energy benchmarks. This builds upon the Energy Usage Calculator, California Community College's submit annually in the FUSION

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database. Additionally, California Community Colleges are now required to submit energy usage data annually to the California Energy Commission through EnergyStar Portfolio Manager. In order to streamline these efforts for reporting and data collection. It is recommended that colleges now only submit data through Portfolio Manager and make sure they complete annually required CEC benchmarking report and make sure that report is shared with the CCCCO Chancellor Office through portfolio manager.

California Community College Districts should;

1. Create or update ENERGY STAR Portfolio Manager account.
   For resources on how to utilize, create, and implement ENERGYSTAR Portfolio Manager. Use link to Resources
2. Upload building inventory and square footage. District Should utilize their existing space inventory in FUSION to match buildings in Portfolio Manager. It is important to note in portfolio manager buildings that are conditioned (meaning they utilize HVAC) versus unconditioned or non-energy using square footage such as sheds, carports, and other non-energy using structures.
3. Enter monthly electricity, propane, and natural gas utility data.
4. If a teaching site uses an alternative fuel instead of natural gas such as propane, biomass for space heating, water heating, or cooking, these are fuel sources that need to be tracked for total energy tracking. Input data in portfolio manager.
5. Enter any on-site renewable energy generation data from onsite solar photovoltaic system, wind or solar thermal systems. The State of California definition of renewable energy can be found at the following link renewable energy. Should metering data not be available, Districts can model their energy generation and submit the data, marking it as an estimate.
6. Verify alignment with California Energy Commission benchmarking requirements
7. Establish campus EUI baseline (Site EUI, Source EUI)
8. For current benchmarking support, contact the Energy Resource Sustainability Partnership (ERSP)

Primary Data Sources:

- Utility bills
- Facilities energy management systems
- Utility billing platforms

Key Metrics:

- EUI (kBtu/sf/year)
- % renewable energy out of total energy use
- % of natural gas (or propane if used for space heating, domestic hot water) use out total energy use

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3. Water

Goal Overview: Reduce potable water use, increase non-potable water use to replace potable water use, and increase stormwater capture, and infiltration.

California Community College Districts are to establish water use benchmarks. This builds upon the existing use of portfolio manager by District's Energy benchmarking to the Chancellor Office and California Energy Commission. Additionally, the California Energy Commission asks for a Water Use Benchmark of data as part of their annual energy benchmarking. The water use data should include all forms of water data from – potable water from City, County connections, non-potable water service, on site groundwater wells, on-site service ponds, large rainwater or stormwater capture and re-use projects. Once entered, portfolio manager data can be shared with the California Energy Commission and Chancellor Office. Data for Stormwater infiltration will be tracked in a District's STARS report. This data is specific to water that is intentionally captured through capture projects, bioswales, drywells, infiltration pits, infiltration wells, or rain gardens and involves the annual rainfall plus the capture volume of the stormwater capture/infiltration infrastructure.

California Community College Districts should;

1. Enter all potable and non-potable water data into Portfolio Manager. This includes data from submeters from on-site well use, surface water use or any alternative water use.
2. Identify water use by category (building, landscape, cooling, specialty).
3. Examples of potable water include water from City, County, special utility district service, or on-site well treated to State and Federal Drinking Water Standards.
4. Examples of Non-potable water include recycled water from city, county, special utility district service, on-site well water not treated to potable water standard, nuisance water captured from sump systems and use, gray water systems and use, stormwater capture and use, rainwater capture and use, and water from surface ponds not treated.
5. Track stormwater capture and infiltration projects such as storage tanks, rain tanks, bioswales, drywells, infiltration basins, and infiltration wells.

Primary Data Sources:

- Water utility bills
- Facilities and grounds records
- On-site Water submeters
- Plan sets for stormwater capture and infiltration systems, & field measurements

Key Metrics:

- Annual Potable water use and Annual Potable Water use per square foot
- % non-potable water use compared to total water use

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- Annual Stormwater captured (gallons) use and infiltrated

4. Waste

Goal Overview: Achieve high diversion from landfill rates and reduce total waste generation.

California Community College Districts are to establish waste benchmarks. This builds upon the existing use of portfolio manager by District's for both energy and water and has districts utilize portfolio manager for data tracking and benchmarking. The data would be shared with the CCCCO Chancellor's Office through Portfolio Manager. The waste use data should include all forms of waste data from – landfill dumpsters, recycle yard dumpsters, organic waste dumpsters, Debris boxes, demolition waste tags from construction & capital programs, any facilities diversion programs, on-site composting or vermicomposting, cardboard bailing, onsite chipping of woody material, surplusing of items from warehouses, donations, electric waste diversion programs, and hazardous waste diversion programs.

California Community College Districts should;

1. Collect waste, recycling, and compost tonnage data. Work with contracted waste management services for waste characterization studies. Districts can utilize the Chancellor's Office Zero Waste Guide. District should look at their waste hauling/ service provider contractors to make sure they reflect; landfill, recycling, composting services (see sample Contract) in Appendix.
2. Enter waste data into Portfolio Manager.
3. Verify compliance with SB 1383. For mandatory organic diversion as well as Auxiliary Food Providing Services or College/District Culinary Programs, have a food recovery program.
4. Conduct waste audits and waste characterization studies to understand waste profile, material being disposed of as well as trash receptable locations, and number of bins for service, collection routing, and labor.
5. Track construction and demolition waste diversion from capital programs. Make sure College/ District Project Specification Division 00 – Procurement and Contracting Requirements & Division 01- General Requirements, and Owner Project Requirements reflect construction and demolition waste diversion goals.

Primary Data Sources:

- Waste haulers Invoices
- Facilities and construction records (Waste Demo tags from contractors, capital projects)
- On-site waste audits from staff and/or waste haulers
- Confirmation of Food Recovery Contract from third party auxiliary food provider and internal food service providers

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Key Metrics:

- Total waste per FTES/FTE
- Total waste Diversion rate
- Construction & demolition diversion percentage

5. Purchasing, Procurement & Food Systems

Goal Overview: Increase sustainable, local, and climate-friendly purchasing and food procurement.

California Community College Districts are to establish purchasing, procurement & food system sustainability & local purchase benchmarks. California Community Colleges have significant buying power and spend a significant amount annually on goods and services. This purchasing power can help shape both local markets and the greater market in general as well as continue to support the local economies where colleges/districts are located. Benchmarking through the institutions ERP system allows the college's to create reports around dollars spent meeting sustainability certification. Colleges and Districts can input this data into the AASHE STARS platform for both procurement of goods and food information. TasteFood is a tool that colleges can utilize to compile data specific to food purchases and translate that data for both SIMAP and STARS.

California Community College Districts should;

1. Extract purchasing data from the institution's ERP system.
2. Identify product categories and vendors usually described as a goods & services category
3. Work with ERP vendor or internal staff to add fields or tags indicating sustainability certifications as well as purchase within District Boundary. This should allow for annual reports to be created by ERP systems.
4. Crosswalk certifications on goods with STARS-approved sustainability certifications. Or add a drop-down menu within the institutions' ERP for selection.
5. Track local purchasing as defined by district-defined geographic boundaries.
6. Collect food purchased data from College/District departments as well as third party food purveyors. Districts and colleges can utilize the TasteFood tool developed by Rebecca Grekin, who created this open-source tool as part of their Master Thesis. The tool specifically translates between SIMAP and STARS reporting. Utilize the following templates for data collection.
7. Update third party vendor contracts to reflect data requirements, needs and format of how colleges/districts want data.

Primary Data Sources:

- ERP / procurement systems
- Vendor contracts

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- Third party Food service providers
- Need dollar spend data
- For food data, weight data is needed

Key Metrics:

- % of Dollars spend on goods and services that meet sustainability standards and certifications
- % of Dollars spend on local goods and services
- % of Food purchased that meet sustainability standards and certifications

6. Transportation

Goal Overview: Reduce vehicle miles traveled and transition to zero-emission transportation.

California Community College Districts are to establish Transportation benchmarks. This builds upon data that is needed for establishing a District's GHG Emission inventory as well as existing student survey data that is already utilized by colleges for basic needs programs and scheduling around transit access. The transportation data can be collected from student, staff surveys to understand transportation mode use and distance traveled to and from campus or utilize existing mode use data and zip code data. District/College Fleet Records can provide college's with information around total number of district vehicles and fuel use type and working towards zero emission vehicle replacement.

California Community College Districts should;

1. Inventory fleet vehicles and fuel types.
2. Track fleet data and electrification progress.
3. Conduct commuting surveys for students and employees.
4. Estimate VMT from survey and fleet data.
5. Track EV charging infrastructure deployment.

Primary Data Sources:

- Fleet management systems
- HR and student commuting surveys

Key Metrics:

- % zero-emission fleet
- VMT
- % alternative commuting

7. Green Buildings & Grounds

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Goal Overview: Ensure Green, high-performance, low-carbon buildings and sustainable landscapes that meet LEED Gold standard and higher as well as Zero Net Energy.

California Community College Districts should;

1. Inventory all buildings and landscapes that have been certified LEED, Living Building Challenge (LBC), SITES certified
2. Make note of certification within FUSION building notes.
3. Benchmark LEED O&M participation. Focus on benchmarking existing practices that meet LEED O &M standards then apply towards certification. Utilize the Chancellor's Office Green Building document.
4. Integrate Green Building Certification standards into capital planning policies and procedures and facilities master plans. Validate SB 416 compliance.

Primary Data Sources:

- CCC FUSION
- Facilities Planning Records
- Capital planning & project documentation

Key Metrics:

- % certified buildings out of total building stock
- % LEED O&M certified buildings out of total building stock

8. General Sustainability Performance

Goal Overview: Institutionalize sustainability through continuous improvement and transparency.

California Community College Districts should;

1. Register district in AASHE STARS and Identify a sustainability lead and cross-functional data team.
2. For resources on how to conduct a STARS benchmark utilize the following Resources link.
3. Assign data owners by credit category or single lead to collect all data from various departments or college divisions to input in STARS website
4. Populate STARS submission using collected data. Focus on only what your college is currently doing for the initial benchmark. Use STARS benchmark as an initial starting point, do not feel like you have to do everything listed.
5. Submit the STARS report and track progress.

Primary Data Sources:

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- Cross-departmental inputs. Focus only on what the college is currently doing for initial benchmark. STARS submission utilizes a lot of the data already gathered from the Board of Governors Climate Action & Sustainability benchmarks.

  Key Metrics:
- STARS level achieved

It is important to note that not all colleges/districts will have data collection processes in place when starting out in each of these benchmarks. The goal is for continuous improvement over time. Do not let a lack of data set stop the benchmarking process, make a note of the lack of data or estimate and then continue. For example, if a district doesn't have a way to track specific modes of travel for district employees whom conduct business travel on behalf of the district then District can work to update its travel request form (or equivalent form) to include a section on made of transportation to event. Another example could be a District's enterprise resource platform doesn't include a section when requisitions are entered to input the sustainability certification or locally purchased. District could work with their software providers to implement this feature so as to allow for annual reports to be created on dollars spend as well as percent of goods and service meeting sustainability certification.

VI. Reporting Tools and Data Platforms

To ensure consistency, accuracy, and alignment reporting standards, the following tools shall be utilized for reporting by goal area and data submission timing.

- **Greenhouse Gas Emissions:** Sustainability Indicator Management and Analysis Platform (SIMAP) (Every 3 years)
- **Green Buildings & Grounds:** CCC FUSION Platform (Annually)
- **Energy:** EPA ENERGY STAR Portfolio Manager, aligned with California Energy Commission annual benchmarking (Annually)
- **Water (Potable & Non-Potable):** EPA ENERGY STAR Portfolio Manager (Annually) (Stormwater data will be inputted AASHE STARS, every 3 years)
- **Waste:** EPA ENERGY STAR Portfolio Manager (Annually)
- **Transportation:** AASHE STARS (Every 3 years)
- **Purchasing, Procurement & Food Systems:** AASHE STARS (Every 3 years)
- **General Sustainability Performance:** AASHE STARS (Every 3 years)

These platforms minimize duplication of effort, align with existing state requirements, and support systemwide consistency.

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LOOKING TO THE FUTURE

Consideration for Advancing the Climate Action and Sustainability Framework

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.

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

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.

Districts and colleges can explore how to improve connections between environmental and social justice initiatives and programs 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.

Districts and colleges can explore changes in their local policies and administrative procedures with their elected board to bolster climate/environmental justice efforts.

Districts and colleges can develop educational programs or hold annual events underscoring the intersectional relationship of environment, climate and social equity issues.

Education & Curriculum Integration

To fully realize the potential of the Climate Action and Sustainability Framework, districts and colleges should embed sustainability and climate literacy across the curriculum—not only within environmental studies programs, but throughout general education, career technical education (CTE), and transfer pathways. This integration ensures that all students, regardless of discipline, graduate with a foundational understanding of climate science, resilience strategies, and the social and economic dimensions of sustainability. Colleges can support faculty through professional development, curriculum design resources, and interdisciplinary collaboration opportunities that make it easier to incorporate climate-related content into existing courses.

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Additionally, institutions can develop stackable credentials, certificates, and degree pathways aligned with sustainability competencies, enabling students to build marketable skills while contributing to climate solutions. Embedding experiential learning—such as project-based coursework, field studies, and applied research—further strengthens student engagement and reinforces the role of campuses as living laboratories for innovation. By aligning curriculum with regional climate priorities and state goals, community colleges can ensure their educational offerings remain relevant, forward-looking, and impactful.

Community Engagement & Strategic Partnerships

California Community Colleges are uniquely positioned as anchor institutions within their regions, and can leverage this role to foster strong, reciprocal partnerships that advance climate action and sustainability goals. By collaborating with local governments, Tribal communities, nonprofit organizations, labor groups, and industry partners, colleges can co-create solutions that address region-specific climate challenges while advancing equity and resilience. These partnerships can support joint planning efforts, shared funding opportunities, and coordinated implementation of climate initiatives that extend beyond campus boundaries. Colleges can also serve as hubs for public education and community dialogue, hosting workshops, forums, and demonstration projects that increase awareness and empower residents to take action. Strategic partnerships with K–12 systems can help build early climate literacy and create clear educational pathways into sustainability-focused careers. Additionally, engagement with philanthropic organizations and public agencies can unlock new resources to scale successful programs. Through intentional collaboration, colleges can amplify their impact and ensure that climate action efforts are inclusive, community-driven, and responsive to local needs.

Workforce Development: The Blue & Green Economy

As California continues its transition toward a low-carbon and climate-resilient economy, community colleges play a critical role in preparing the workforce needed to support emerging industries in the blue and green economy. Districts and colleges can align workforce development programs with regional labor market demands in areas such as renewable energy, energy efficiency, sustainable construction, water management, climate resilience, and ecosystem restoration. By working closely with employers, labor unions, and workforce development boards, colleges can ensure that training programs are responsive, industry-aligned, and lead to quality jobs with pathways for advancement.

Colleges can expand apprenticeship programs, short-term certifications, and upskilling opportunities that enable both new and incumbent workers to participate in the evolving

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economy. Attention should be given to ensuring equitable access to these opportunities, prioritizing historically underserved populations and communities disproportionately impacted by climate change. Integrating sustainability principles into existing CTE programs—such as transportation, agriculture, and manufacturing—can further broaden the reach of climate workforce preparation. By doing so, California Community Colleges can serve as a cornerstone of the state's economic transition, supporting both environmental goals and long-term economic mobility for students and communities.

APPENDIX.

I. CCC BOG 2025 Climate Action and Sustainability Goals
II. Sample Transportation Survey

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California Community Colleges Board of Governors

2025 Climate Action and Sustainability Goals

CATEGORY	2026 BENCHMARK	2030 BUILD AND INSTITUTIONALIZE	2035 IMPROVE AND REASSESS
Greenhouse Gas Emissions Reduction	Conduct emissions inventory baselines and create climate action plan	Reduce greenhouse gas emissions to 75% below baseline	Reduce greenhouse gas emissions to 100% below baseline
Green Buildings & Grounds	Benchmark % of Buildings and Landscapes that meet LEED (SITES for Landscapes), Living Building Challenge LBC Certification or Nationally Recognized Greenbuilding Certification (New Construction & Major Renovation)	All new Buildings and Landscapes will achieve LEED Gold (SITES for Landscapes) or higher, Living Building Challenge LBC Certification, or Nationally recognized Greenbuilding certification (New Construction & Major Renovation)	All new Buildings and Landscapes that achieve LEED Platinum (SITES for Landscapes), Living Building Challenge LBC Certification or Nationally Recognized Greenbuilding certification (New Construction & Major Renovation)
	Benchmark % of Buildings and Landscapes meeting LEED O & M standards	25% of Districts Buildings and Landscapes meeting LEED O & M certification	50% of Buildings and Landscapes meeting LEED O & M certification
Energy	Benchmark Energy Usage Intensity (EUI)	Decrease EUI by 25% from benchmark	Decrease EUI by 50% from benchmark
	Benchmark % of energy that comes from Natural Gas	Reduce Natural Gas usage in buildings by 30% from benchmark	Reduce Natural Gas usage in buildings by 75% from benchmark
	Benchmark % of energy that comes from Renewable Energy	50% of energy comes from Renewable Energy	100% of energy comes from Renewable Energy
Water	Benchmark potable water usage	Reduce potable water usage by 25%	Reduce potable water usage by 50%
	Benchmark Water Use Profile across the District (landscape use, cooling towers, specialty use)	Increase use of non-potable water use for applicable uses by 25%	Increase use of non-potable water use for applicable uses by 50%

Foundation for California Community Colleges and USGBC-CA MOU

JUNE 16, 2026

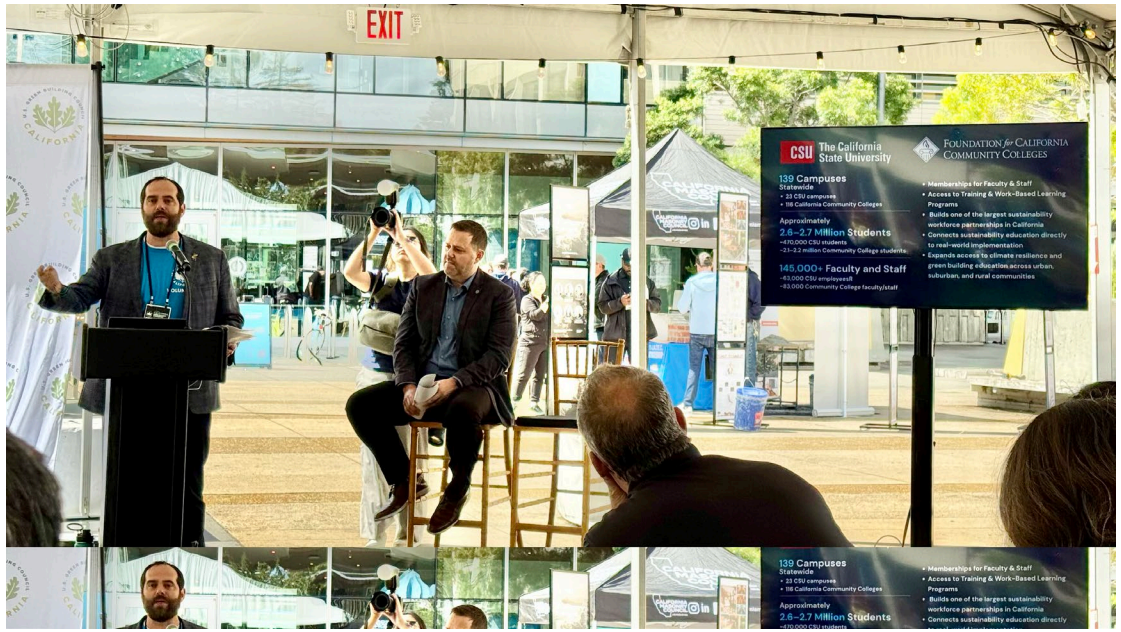
MOU Basics

Two year term, with mutual option to extend

Intended to support sustainable building practices, energy efficiency, green careers, workforce development, and similar initiative through the community college system

USGBC-CA announced the agreement at their annual California Green Building Conference in May 2026

FCCC announcement to community colleges and rollout to take place in next few week



Benefits to CCC System

100 Student + 20 Professional (Faculty, Facilities Managers, etc.) 1-year Memberships to USGBC California per campus. Membership benefits include:

- Special rates for event registration.
- Access to USGBC California's Community Hub, training portfolio, on-demand content, member marketing toolkits, recorded content, and research publications.
- Access to an ever-growing community of thought leaders and technical experts statewide via the USGBC California Community Hub and the USGBC California blog.
- Opportunity to engage as participants or leaders in statewide and/or regional committees
- Mentorship Opportunities (as a Mentor or Mentee based on experience).
- Statewide volunteer experiences through events and programming (i.e.Green Schools, BuildSMART Trailer, Environmental Justice Project, Green Apple Day of Service, Become a Trainer, etc.)

Benefits to CCC System

Customized Landing Page

- Dedicated web page and content in FoundationCCC's vendor platform for all FoundationCCC students, staff, and faculty to access USGBC California membership and benefits, including training, accreditation exams, the Learning Management System, and more.
- This dedicated web page will facilitate access to webinars, lunch and learns, and other events, including information about the range of certificate programs (some noted above) offered by USGBC-CA.

Benefits to CCC System

FoundationCCC would promote the USGBC **California Training** schedule and programs through their Career Centers, appropriate Department Administrators/Deans/Faculty, and Extension Programs, as relevant and reasonable, via newsletters, websites, and social media.

- **Training Objectives** USGBC California provides a comprehensive catalog of classes and certificates aimed at developing the sustainability workforce and elevating knowledge.
- **Fees** California Community Colleges and their students are entitled to a **fifteen percent (15%) discount** on all applicable course fees.

Benefits to CCC System

Green Building Corps: FoundationCCC Partnership FoundationCCC may enroll up to ten (10) students per year, distributed across two statewide cohorts (subject to program capacity).

- **Program Overview** The Green Building Corps is a structured training and internship program designed for students and mid-career professionals—particularly those currently un- or under-employed—seeking the experience necessary to transition into sustainability careers.
- **Scope of Work:** Corps members work directly with USGBC California staff on projects across its core programs, including Green Homes California, statewide building performance standards, green schools, advocacy & policy, and the Net Zero Accelerator.

Benefits to CCC System

Career Fairs: USGBC California hosts regular career fairs, both virtually and in-person.

- FoundationCCC and or one of the campuses will be offered a Featured Employer during career fairs.
- FoundationCCC may offer insights from its campus Career Centers to USGBC California's Career staff, highlighting student workforce interests.
- These Career Fairs include resources and support for job seekers.

Benefits to CCC System

USGBC California remains committed to impactful policymaking and effective advocacy in ways that remain engaging, generative, and responsive to shared priorities industry-wide.

USGBC California leads a group of green building industry professionals and advocates through an intensive Advocacy Day each year in Sacramento.

Benefits to CCC System

LEED Credential Education

USGBC-CA provides Leadership in Environmental Engineering and Design (LEED) Green Associate (LEED GA) and LEED Accredited Professional (LEED AP) test prep classes and offers members discounts on WELL and Envision certifications. USGBC-CA will work with the U.S. Green Building Council (USGBC) and the Green Business Certification Institute (GBCI) to provide the opportunity for a fixed discount through this MOU on LEED credentialing, training, testing, renewal, and education fees for FoundationCCC participants. Discounts may apply to training, exams, and credential renewal fees.

Benefits to CCC System

Building Certifications

USGBC-CA will work with the U.S. Green Building Council (USGBC) and the Green Business Certification Institute (GBCI) to provide the opportunity for a fixed discount through this MOU on Leadership in Environmental Engineering and Design (LEED) building certifications for FoundationCCC participants.

National Laboratory of the Rockies

Supporting California Community Colleges with Energy Planning, Workforce Development, and Decision-Making

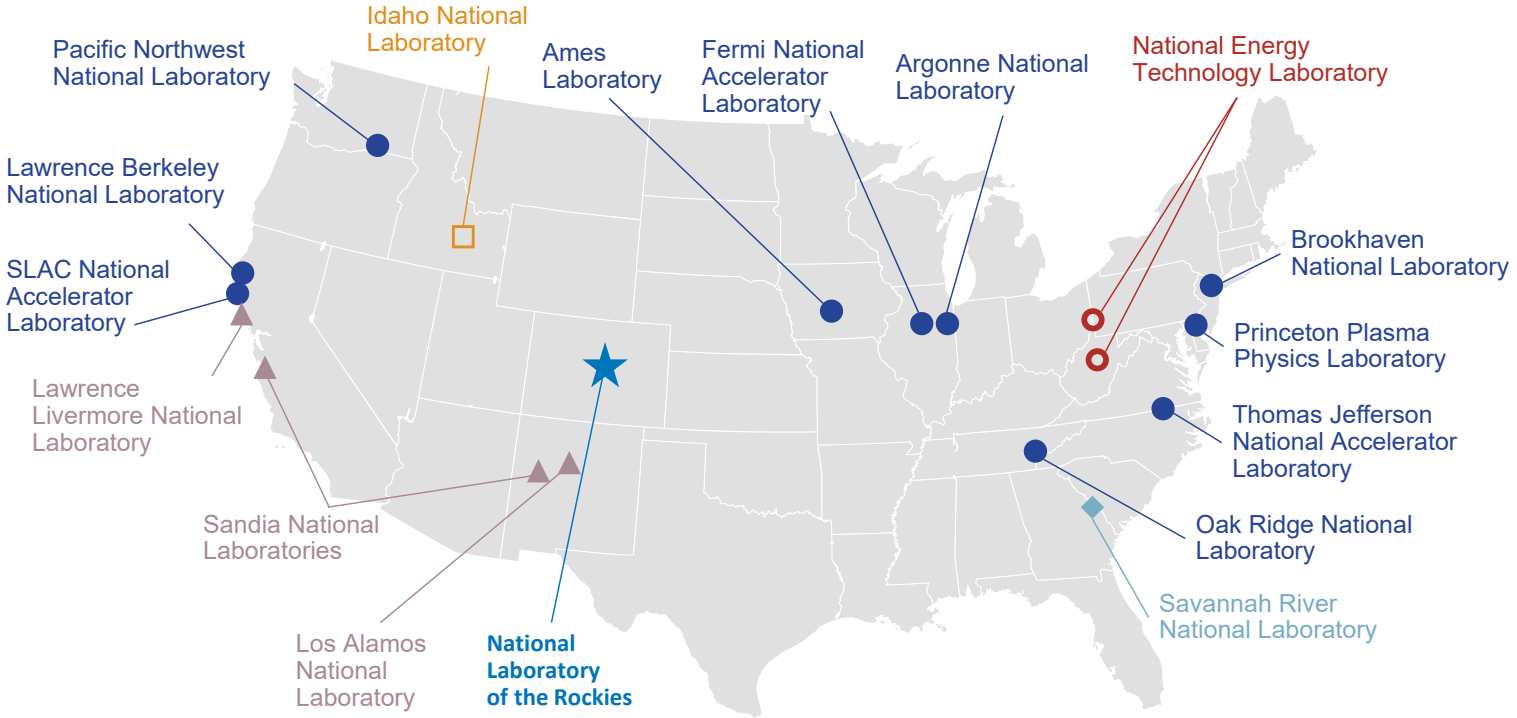
Arielle Cardinal and Ramin Faramarzi

June 16, 2026



Department of Energy National Laboratories

National laboratories address complex energy, security, and scientific challenges through applied research, unique facilities, and multidisciplinary expertise.



- **Office of Critical Minerals and Energy Innovation laboratory**
- Office of Science laboratory
- National Nuclear Security Administration laboratory
- Office of Fossil Energy laboratory
- Office of Nuclear Energy, Science and Technology laboratory
- Office of Environmental Management laboratory

U.S. DEPARTMENT of ENERGY

NLR's Applied Research Footprint



South Table Mountain Campus
Buildings, energy systems, modeling



Flatirons Campus
Large-scale energy systems, grid research



Alaska Campus in Fairbanks
Remote and distributed energy systems



Washington, D.C., Office
Federal coordination and partnerships

NLR combines campus-scale analysis, laboratory validation, and field partnerships to support real-world energy decisions.

A Track Record of Applied Partnerships

In **2025**, the laboratory had:

more than **1,100** active partnerships with **industry, academia, and government**



365
new partnership agreements

$101M
value of new partnership agreements

364
unique new partners

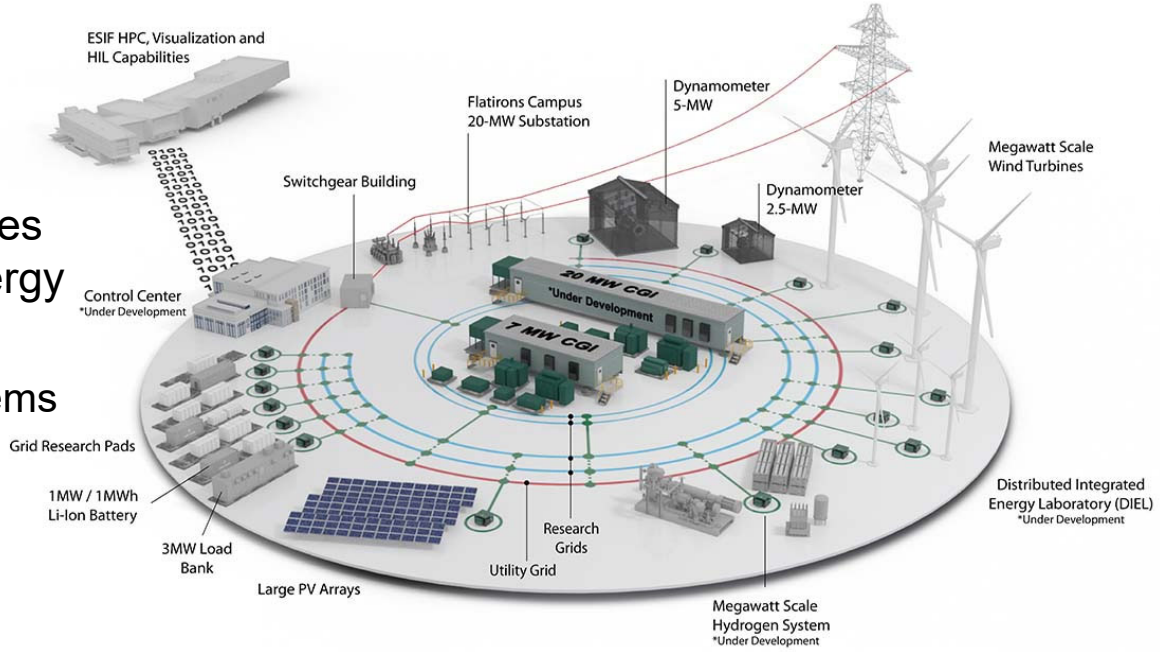
812
unique active partners

Photo by Werner Slocum, NLR 70911

NLR Laboratory Facilities

Demonstration, validation, and testing capabilities spanning buildings, mobility, and integrated energy systems.

- Advanced Research on Integrated Energy Systems (ARIES)
- Energy Systems Integrated Facility (ESIF)
- Grid Interactive Building Research Lab
- Microgrid & DERMS Test bed
- HVAC/R Lab





Grid-Interactive Buildings Lab



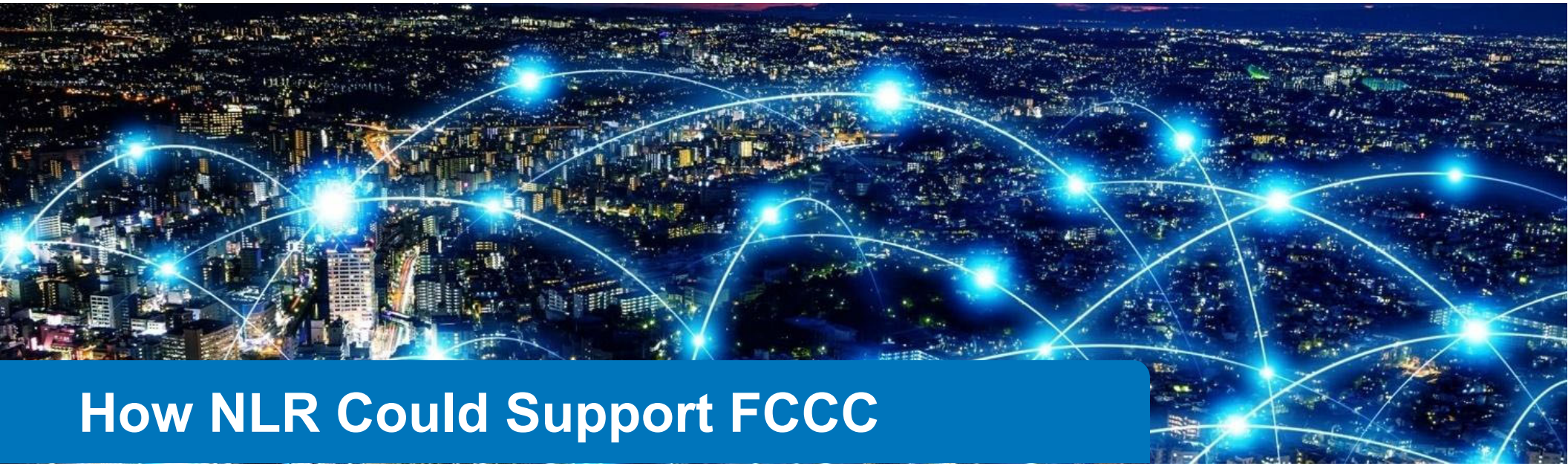
HVAC/R Systems Lab



Advanced Mobility Lab

FCCC Challenges We Heard

- **Planning and Benchmarking**
  - Need for consistent energy benchmarking, forecasting, planning, and reporting
  - Need for portfolio-wide goal tracking and performance measurement
- **Technical Capacity**
  - Limited internal energy expertise across campuses
  - Need for tools that support facility and infrastructure planning
- **Technology and Investment Decisions**
  - Need for reliable technology screening, selection, and ranking
  - Need to understand costs, benefits, and tradeoffs before investing
- **Workforce Pathways**
  - Need to connect campus energy investments with education and career pathways



How NLR Could Support FCCC

Energy Planning and Decision Support

- Campus Performance Analysis & Optimization
- Benchmarking and Forecasting
- Investment Prioritization

Workforce and Applied Learning

- Skills and occupational mapping
- Project-based student learning
- Curricula development
- Industry partnerships

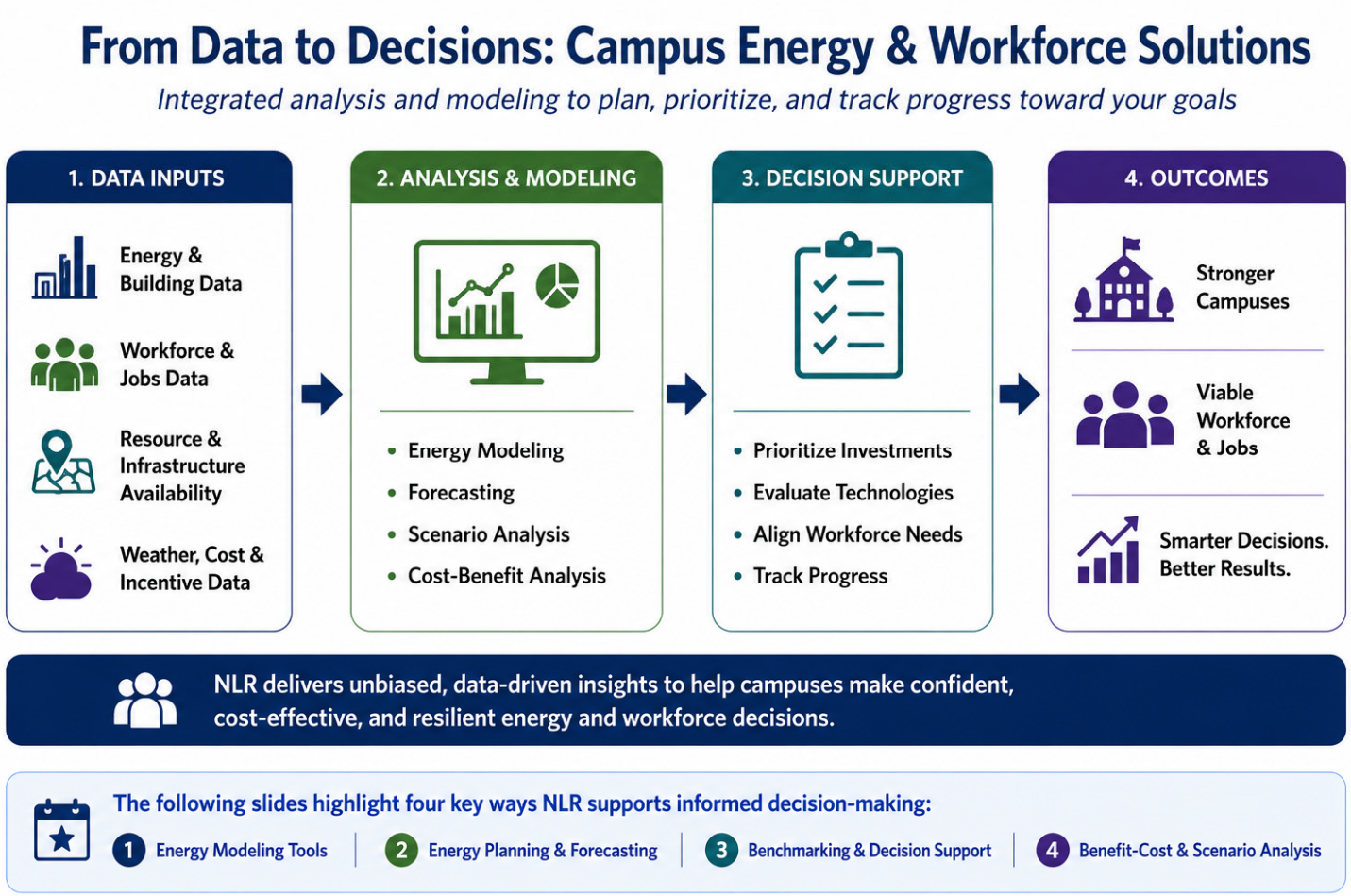
Modeling, Data, and Analysis

- Advanced modeling
- Data analytics
- Economic assessment

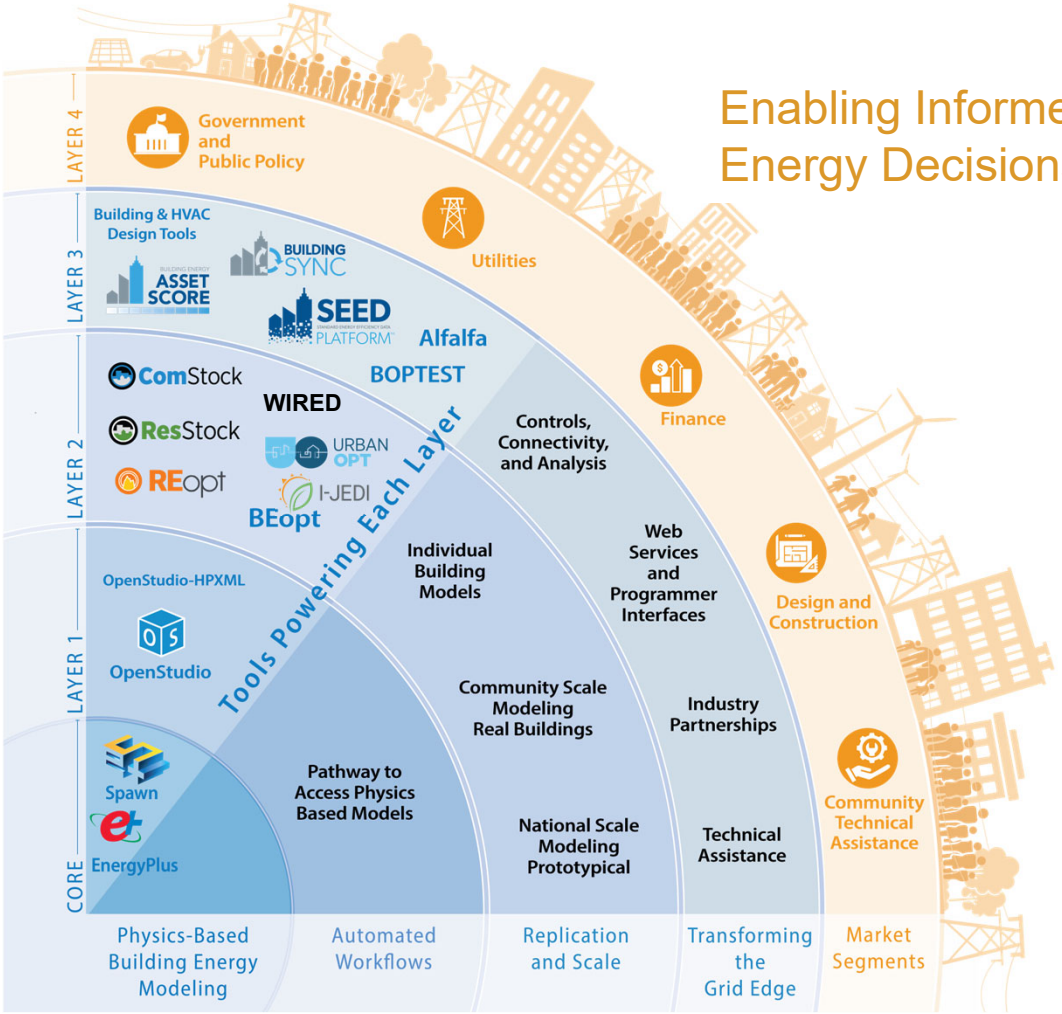
Technology Evaluation

- Distributed energy resources and microgrids
- Storage, load flexibility, and electrification
- Emerging technology assessment

How NLR Supports Informed Decision-Making



NLR Modeling Tools at a Glance



The suite of building energy analysis tools provided by NLR and DOE helps building and facility operators achieve their energy and financial objectives.

Energy Planning & Forecasting Platforms

Questions These Tools Can Help Answer

Prioritization

- Which buildings need to be prioritized?
- Which investments yield the highest energy, economic, and environmental returns?
- Which investments best align campus priorities with regional workforce opportunities?

Technology Choices

- How do efficiency, electrification, storage, and on-site generation affect demand and cost?
- What are the tradeoffs across different technology packages?

Planning and Tracking

- How much progress is possible toward established goals?
- How can progress be measured and tracked over time?



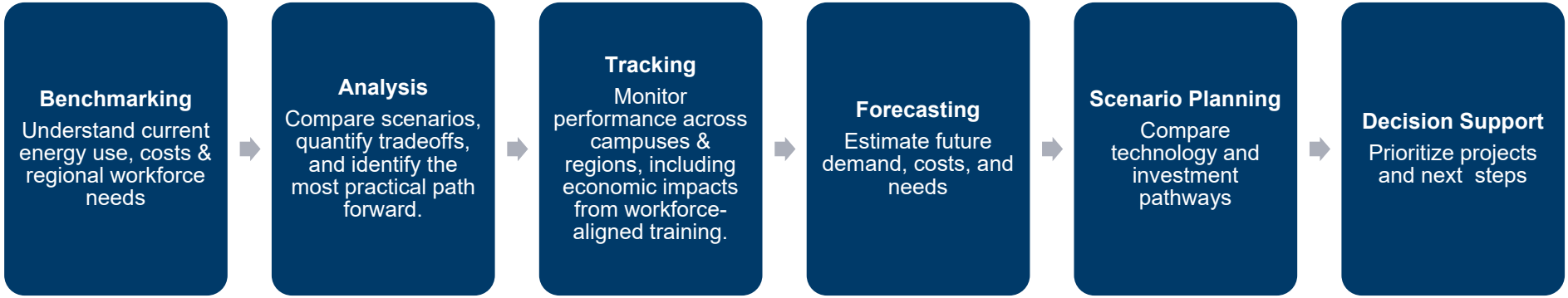








From Benchmarking to Decision Support

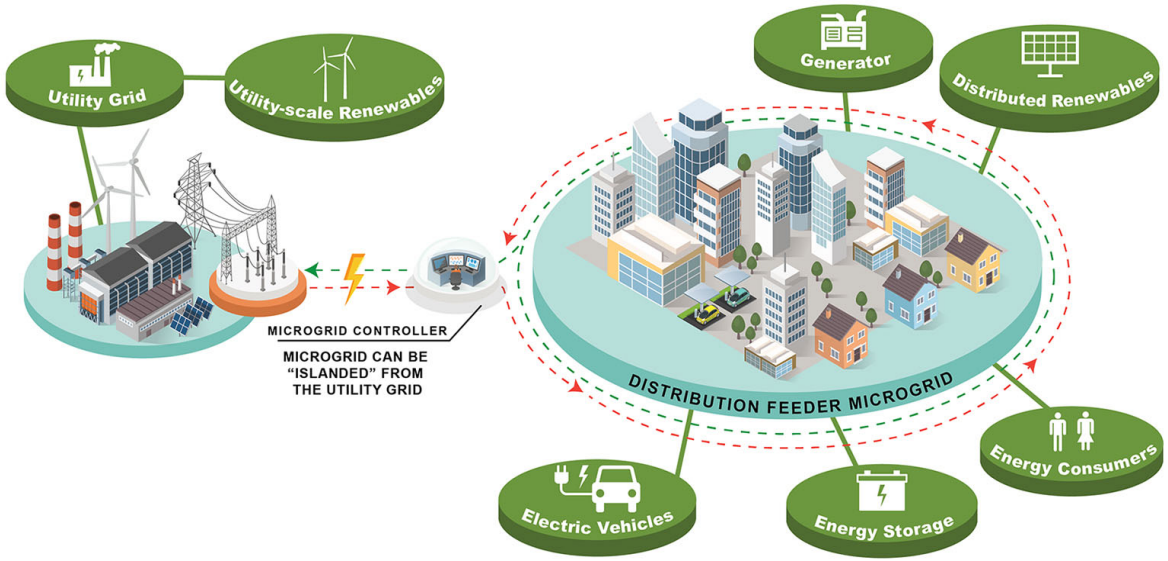


Potential Future Applications

- Portfolio-wide energy dashboards
- District Comparisons
- Goal tracking
- Forecasting
- Progress reporting

Campus Energy Planning and Infrastructure Modernization

- **Grid-Interactive Buildings**
  - Energy Efficiency
  - Renewable Generation
  - Load Flexibility & Resilience
    - Electrochemical storage
    - Thermal energy storage
- **Advanced Mobility**
- **Microgrids**
- **Electrification Roadmap**



We evaluate how technologies interact as Integrated systems rather than as individual projects.

Reducing Uncertainty Before Investment

Our Approach to De-Risking Solutions

- Utilizing advanced, calibrated hourly large-scale modeling enables us to:
  - Quantify the energy consumption and demand impacts of various technologies
  - Evaluate economic benefits and regional workforce impacts
  - Rank order technology options
  - Confirm the effectiveness of resilience strategies
- Laboratory experiments under realistic operational settings allow us to:
  - Examine uncertainties in technology performance
  - Develop performance characteristics
  - Establish technical feasibility and reliability

We can support FCCC in assessing technologies prior to investing resources.

Workforce Development is Also Infrastructure Development

- Technology alone does not create outcomes. People design, install, operate, maintain, and manage infrastructure.
- NLR can help connect campus energy planning with the workforce needed to deliver and sustain those investments.
- Workforce capabilities:
  - Workforce assessments
  - Occupational mapping
  - Industry engagement
  - Skills gap analysis
  - Collegiate competition development and challenge design
  - Education pathway development
  - Curricula development

NLR's workforce team helps connect infrastructure investments to the workforce needed to design, build, operate, and maintain them.

Energy Career Challenge: Applied Learning in Action

Model:

- Students solve real-world energy challenges
- Faculty receive ready-to-use activities
- Employers engage with students around practical skills

Recent Pilots

- Colorado high school pilot
- Los Angeles community college pilot

What We Learned

- Students respond to real-world problems.
- Employers value project experience.
- Faculty want ready-to-use activities.



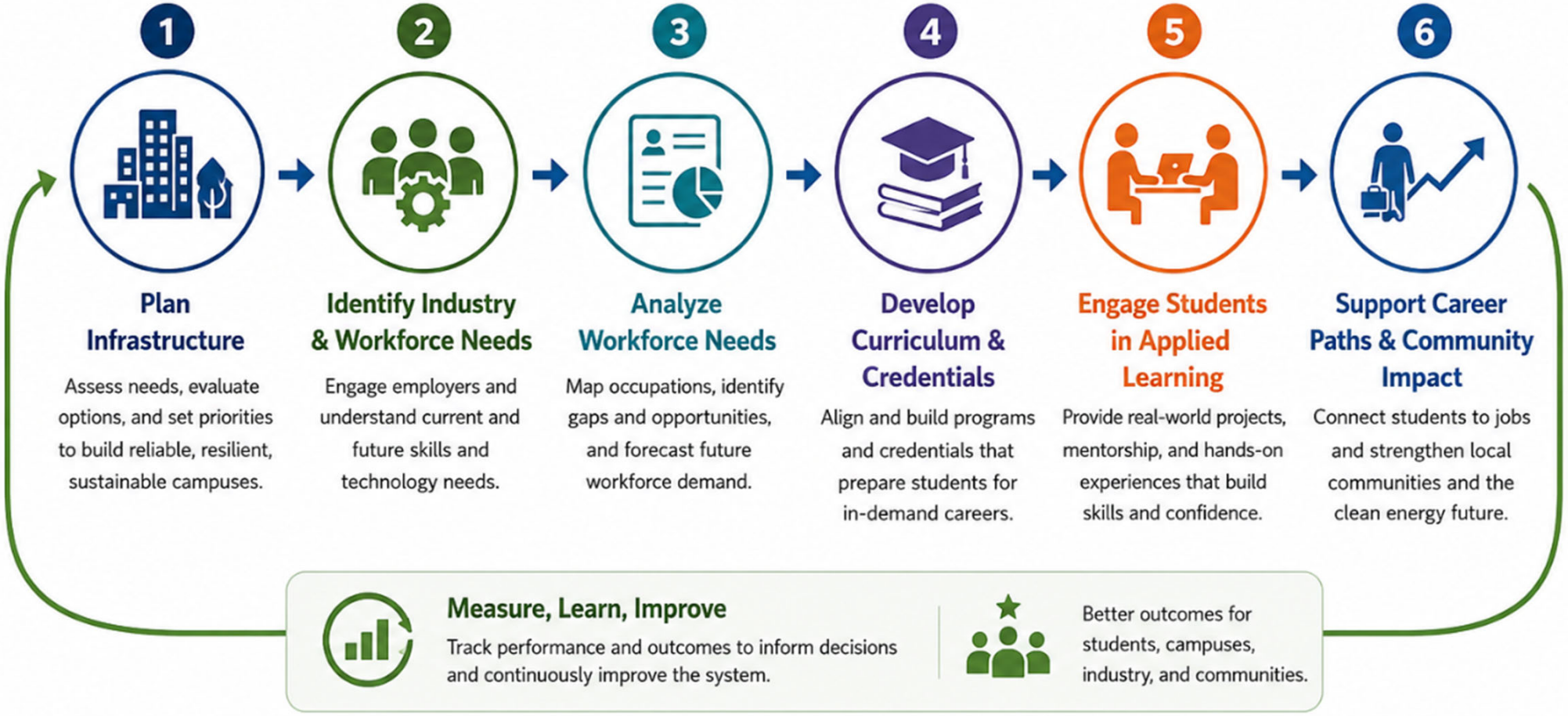




Potential FCCC application: develop challenge-based modules tied to campus energy planning, facilities needs, and regional workforce pathways.

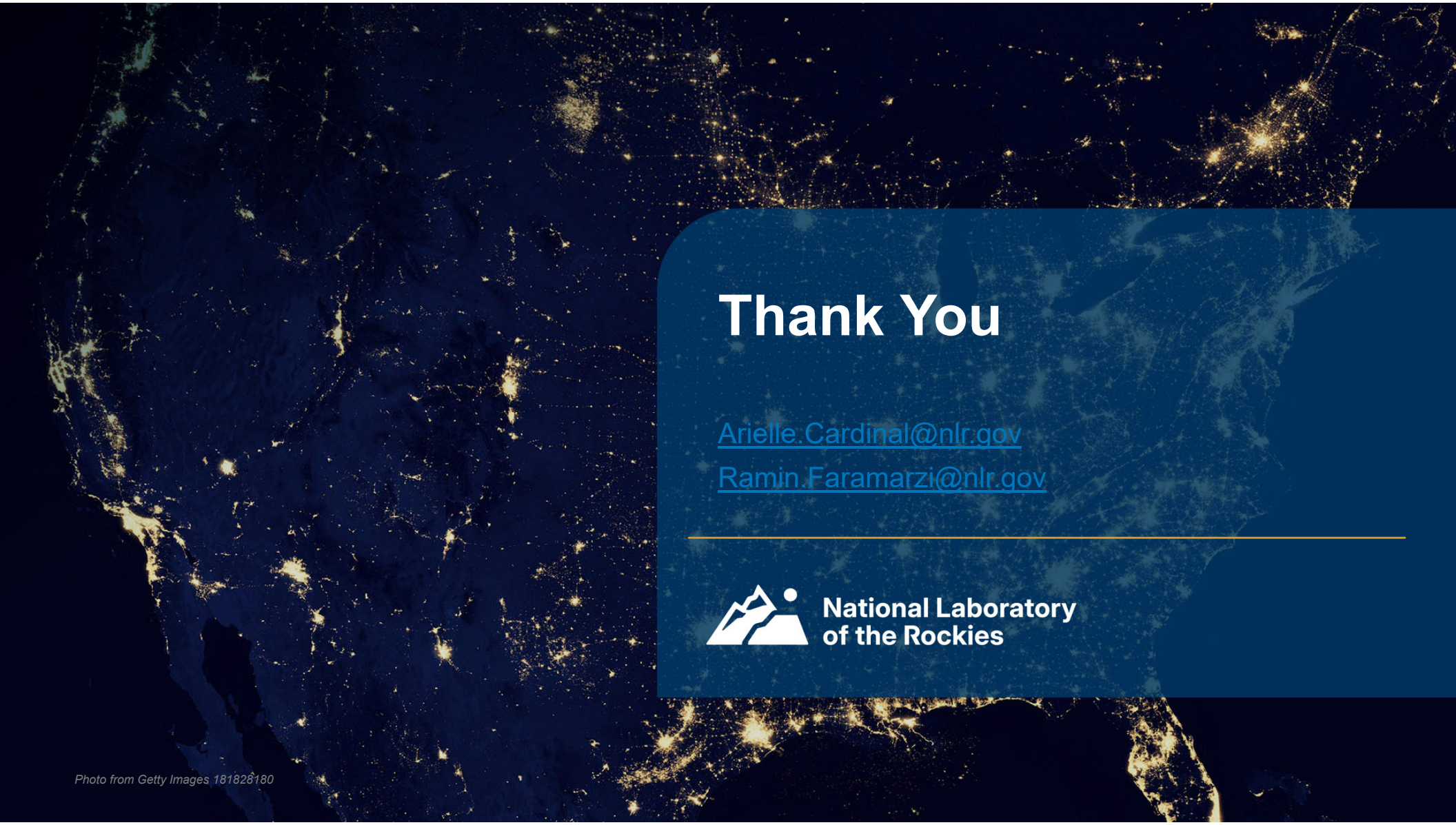
Connecting Infrastructure, Workforce, and Education

A continuous cycle that drives better outcomes for campuses, communities, and students



Discussion

- **A Closer Examination of the Current Challenges Faced by Community Colleges**
- **Potential Areas of Collaboration**
  - In What Ways Can NLR Support FCCC in Addressing These Challenges and Achieving its Goals?



Thank You

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National Laboratory of the Rockies

Photo from Getty Images 181828180

BOG Goal	Metric	Existing data submission	Proposed Tool
GHG Emission Reduction	Scope 3 GHG Inventory	None	SIMAP
Greenbuilding & Grounds	% of Buildings and Grounds that meet LEED BD+C or SITES for Landscapes	LEED Website	FUSION (SB416 tracking for greater then 10,000sqft) compliance
Greenbuilding & Grounds	% of existing Buildings and Grounds that meet LEED O&M	LEED Website	FUSION
Energy	EUI	FUSION & Portfolio Manager	Portfolio Manager
Energy	% of energy from natural gas	FUSION & Portfolio Manager	Portfolio Manager
Energy	% of energy from renewable energy	None	Portfolio Manager

BOG Goal	Metric	Existing Data Submission	Proposed Tool
Water	Benchmark potable water usage	None	Portfolio Manager
Water	Benchmark Water Use Profile across the District (landscape use, cooling towers, specialty use) % Non-potable water usage	None	Portfolio Manager
Water	Benchmark amount Stormwater Infiltrated/Captured on site	None	STARS
Waste	% Diverted of all Construction & Demolition Waste from landfill	Waste Management Annual Reports in State Agency Reporting Center (CalRecycle)	Portfolio Manager
Waste	total waste generated by per combined FTES & FTE	Waste Management Annual Reports in State Agency Reporting Center (CalRecycle)	Portfolio Manager

BOG Goal	Metric	Existing Data Submission	Proposed Tool
Food & Purchasing	Benchmark % of dollars spent of products and services that have sustainability characteristics and meet third party sustainability certification.	None	STARS
Food & Purchasing	Benchmark % of dollars spent of products and services that are local, as defined by the area the district serves	None	STARS
Food & Purchasing	Benchmark % track food purchases, products and meals served across District sustainability characteristics and meet third party sustainability certification.	None	STARS

BOG Goal	Metric	Existing Data Submission	Proposed Tool
Food & Purchasing	Benchmark % of locally sourced-ingredients, and food products	None	STARS
Transportation	% of vehicles that are zero emission vehicles	None	STARS
Transportation	% increase of commuters that use alternative transport from benchmark	None	SIMAP
Transportation	District Vehicles Mile Traveled (VMT)	None	SIMAP
General Sustainability College Performance	District will submit a STARS report to AASHE	None	STARS

Draft Recommendation for timing of data submission

BOG Goal	Data submission cycle
GHG Emission	Every three years
GreenBuilding & Grounds	Every year similar with space inventory
Energy	Every year – align with TCO tracking
Water	Every year – align with TCO tracking
Waste	Every year – align with TCO tracking
Food & Purchasing	Every three years
Transportation	Every three years
General Sustainability College Performance	Every three years