



2/20/22

2022 Strategic Vision for Institutional Zero Waste Chabot College and Las Positas College

Introduction: In **Spring, 2022**, Las Positas College and Chabot College began working with the [Post-Landfill Action Network](#) (PLAN) to conduct an [Atlas Zero Waste Stage 1 Assessment](#) of both campuses' capacities to achieve zero waste. The Fellowship and Stage 1 Certification program were offered for free by PLAN to both campuses through PLAN's [Movement Building Fund](#). The Supervisor at Las Positas was Meghan Pletsch, the campus's SEI Climate Corps Fellow, and the Atlas Fellow was Morgan Garner '23. The Supervisor at Chabot College was Katie Dickinson, the campus's SEI Climate Corps Fellow, and the Atlas Fellow was Angelina Sandino '22. As Fellows, Morgan and Angelina interviewed about 20 stakeholders on each campus and analyzed campus policies to perform a comprehensive assessment of both College's infrastructure and logistical capacities to establish a materials management system that could achieve zero waste. The final Atlas Stage 1 Reports are available for [Chabot](#) and [Las Positas](#).

In Fall, 2022, both Colleges began the [Atlas Stage 2 Strategic Visioning](#) process together, developing a shared vision for sustainable materials management at the Chabot Las Positas Community College District (CLPCCD). The Fellowship and Stage 2 Program were also offered for free by PLAN to CLPCCD through PLAN's Movement Building Fund. The Supervisor for this project was Katie Dickinson, and the Fellows were Avery Payne '23 from Las Positas College and Rhythm Sharma '23 from Chabot College.

Strategic visioning sessions with more than 20 key campus stakeholders were co-facilitated by PLAN staff and the Atlas Zero Waste Fellows. The goal of these sessions was to map out a multi-year vision to establish the infrastructure, policies, and standardization systems necessary to achieve a zero waste campus, and reach a Zero Waste Atlas Score above 90%.

This vision covers a wide range of projects that would require significant financial investment for implementation to be successful. This includes things like renovation of major facilities, hiring of additional program staff to manage logistics, acquiring infrastructure like tools, reusable containers, and collection bins, and establishing contracts with hauling and materials management companies to process materials for composting and recycling. This Vision represents the outline of a proposal (or proposals) for what the Colleges will need in terms of infrastructure, staffing, and logistics in order to establish the capacity to achieve zero waste on both campuses.

Methodology

This vision serves as the guideline for how the campus plans to manage materials through the following two Materials Management Scopes. These scopes help CLPCCD develop methods for handling materials at a system-wide level.

METHODOLOGY - MATERIAL MANAGEMENT SCOPES

SCOPE 1 HARD GOODS Surplus Property and Hard-to-Recycle Materials Materials the campus has direct control over	SCOPE 2 SOFT GOODS Food and Single-Use Materials Materials the campus purchases, but has limited control over which bin the material is placed in
Electronics	Food Waste
Furniture	Food Packaging
Office Supplies	Disposal To-Go Ware
Lab/Art Equipment	Disposable Dishware
Vehicles/ Tires/ Oil	Compostable Dishware
Chemicals/ EH&S	Compostable To-Go Ware
Facilities/ C&D	Reusable Dishware
	Reusable To-Go Ware

Chabot College

Spring 2022



Total Score: 45.52%

SYSTEM SCORES

PROGRAM SCORES

SCOPE 1

Total Score:
49.5%



61.3%
Infrastructure



20.3%
Bin Standardization



48.8%
Policy

Additional Credit

+9



56.45% Surplus Property



31.36% Hard-To-Recycle Materials



21.67% Construction & Renovation



50.4% Electronic & Universal Waste



74.11% Hazardous Waste

SCOPE 2

Total Score:
40.01%



28.9%
Infrastructure



40.5%
Bin Standardization



43.4%
Policy

Additional Credit

+31



41.64% Purchasing & Policies



26.9% Reusable Dining Ware



38.1% Food Waste Reduction & Food Recovery



41.78% Compost/Recycling & Bin System

Las Positas College

Spring 2022



Zero Waste™ Certification
A Program of PLAN

Total Score: 41.21%

SYSTEM SCORES

PROGRAM SCORES

SCOPE 1

Total Score:
42.06%



ATLAS SCOPE 1



57.8%
Infrastructure



10.6%
Bin Standardization



51.1%
Policy

Additional Credit

+10



61.04% Surplus Property



22.95% Hard-To-Recycle Materials



22.5% Construction & Renovation



47.1% Electronic & Universal Waste



70.96% Hazardous Waste

SCOPE 2

Total Score:
38.35%



ATLAS SCOPE 2



26.2%
Infrastructure



34.8%
Bin Standardization



44.8%
Policy

Additional Credit

+17



45.4% Purchasing & Policies



19.25% Reusable Dining Ware



42.5% Food Waste Reduction & Food Recovery



25.7% Compost/Recycling & Bin System



Zero Waste Certification A Program of PLAN™

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Scope 1 - Surplus Property and Hard-to-Recycle Materials Management System

- I. **Goals:** Improve and expand the capacity of CLPCCD’s surplus property and Hard-to-Recycle Materials (HRM) management systems. As part of this system expansion:
 - Explore opportunities to integrate **materials management decision-making** through the establishment of **campus-wide procurement policies and procedures** for electronics, furniture, and other durable goods and equipment. Communicate sustainable procurement policies to guide departments with purchasing.
 - **Expand capacity of the surplus property program and both campus’s warehouse facilities** to effectively capture all materials available for reuse on

campus - including expanding capacity to capture items like office supplies, and all furniture during major renovations. Explore capacity within specialized facilities to implement more sharing and repairing practices into their operations.

- Expand campus' capacity to more efficiently **collect, manage, and reallocate hard-to-recycle materials** (HRM) across campus departments, facilities, and campus users.
- Explore opportunities for reformatting, or establishing a new **digital asset management and online sales system** to increase visibility and accessibility of the Surplus inventory to campus users as well as to the local community.

A. Physical Infrastructure - Central Surplus and Aggregation Facilities on each campus:

Explore opportunities to identify funding to expand the campus's capacity for surplus property and hard-to-recycle material (HRM) management. The current surplus program at CLPCCD is well-established but is overwhelmed due to lack of staff, space, infrastructure for repair, and clear labeling as to what items are surplus vs what items

are storage. Both warehouses primarily store furniture and don't have enough space to process other materials that surplus could handle like office supplies and building materials. Among the furniture that is stored, it is not clear if they are there for surplus or there for Departmental storage. During stakeholder engagement sessions and subsequent follow-up meetings, there was a clear focus on identifying how the surplus property program operates and how it might benefit from a larger staff. This expansion might look like renovating the existing warehouses on each campus for expansion, or identifying new, larger physical locations on each campus that would serve as the central aggregation points for the management, handling, and redistribution of surplus property and the aggregation and proper disposal of HRM materials.

- a. Multiple campus departments (as well as the broader community) would benefit from increasing the accessibility and use of these facilities and the materials that flow through them. During the stakeholder engagement process, it was identified numerous times that the current facility is not large enough to handle the volume of materials that the campus needs to process and that the current facility is not widely accessible to staff on campus. A few examples include: staff not knowing about the surplus property program - both how to access items available for surplus or how to send discarded items to the program, large-scale renovation projects having too much volume of inventory for the surplus program to be able to effectively manage those materials in the time-frame that they were made available, and the surplus

Full completion of goals in **Sections 1A, 1C and 1E** would result in the following score increases for each College:

Chabot College

196 additional points

21.8% increase in Scope 1 Score

12.67% increase in Total Atlas Zero Waste Score

Las Positas College

172.5 additional points

123.57% increase in Scope 1 Score

12.62% increase in Total Atlas Zero Waste Score

program not having the space or staff capacity to manage smaller items like desk lamps or office supplies.

- b. These physical facilities would be modeled off of successful surplus property facilities at dozens of campuses across the U.S., such as [Colorado State University's Surplus Program](#), and would be an opportunity to combine and expand of CLPCCD's current surplus property program, technology recycling program, and other programs to collect and recycle hard-to-recycle materials like metal and hazardous waste. Dozens of other program examples can be found through the [University Surplus Property Association's](#) directory, including those at Community Colleges.
- c. These facilities would serve as a drop-off/pick-up location for all items listed in the Scope 1 section of the Methodology chart on Page 2.
- d. Materials that move through the facility would be assessed for their highest value: first for institutional reuse on campus, then for possible donation options for reuse off campus, and finally for de-construction into hard-to-recycle material recovery. Materials would flow according to existing district policy.
- e. Within the facility, there would be various opportunities to creatively extend the life of materials. These opportunities could incorporate a wide range of campus departments, from student employment opportunities like furniture, bicycle, or electronics repairs, to academic explorations and pursuits like innovation proposals and ideas for new product development, and mixed media art projects.
- f. This facility would have space to aggregate HRM materials (like metals, wood, porcelains, electronics, etc.), making them more economical to properly dispose of. Explore opportunities to collaborate with multiple departments to overlap and aggregate the collection of HRM material across campus and the HRM management that currently happens at both campuses.
- g. Processing materials in a faster timeframe so that surplus items requested for pickup are moved quicker and increasing dock efficiency at the current surplus facility could be strategies to increase participation in this program. To do this, the district could consider hiring more staff members to increase the efficiency of this program.
- h. Establish a more comprehensive asset tagging and tracking system so that it is clear where items came from, and what their intended purpose is at the surplus facility.
- i. Explore the opportunity to attach a storefront to the surplus property facilities. It's common for campus reuse initiatives to have a storefront that functions like a thrift store for the campus community (See for example [CSU Surplus](#) or [MSU Surplus/](#) Dozens of other program examples can be found through the [University Surplus Property Association's](#) directory, including those at Community Colleges.)
- j. A storefront would provide a number of opportunities and benefits to the CLPCCD community, including:
 - i. The opportunity for campus staff, students, and community members to purchase reused items rather than buying new.
 - ii. An added revenue stream for the college's materials management system.
 - iii. Explore the process of establishing a digital system for centralized purchasing and the management of assets at all stages of their lifecycle.
 1. During stakeholder engagement sessions, we heard that many campus departments could benefit from the creation of a new

electronic sharing system that is based off of the Freecycle format that would allow sharing of surplus items between departments before they are taken to the surplus warehouse.

2. Explore establishing a digital asset management system to assist faculty and staff in understanding the extent of resources on campus and engage with other departments to better manage, use, and share their materials and skills. The district could explore programs such as [Rheaply](#) that specialize in digital asset management and creating a digital marketplace for campus users. This could also look like a [Freecycle](#) website or even updating the current [surplus website](#) to make it more user-friendly.
3. This system could allow the district to purchase common items in bulk and distribute them to various departments, therefore cutting down on excess or unnecessary purchases.
4. This system could also allow the campuses to keep reusable items in use longer by ensuring that used items are distributed prior to new items being purchased. This would be in addition to the physical surplus system, as a method of digitizing the process of material flow and managing inventory.

B. Physical Infrastructure - Establish a Maker / Hacker / Repair Space for both Academic Utilization as well as for Material Recovery and Repair

In partnership with the Surplus facilities named in the previous section, identify physical facilities on each campus. These spaces would contain workshop space and tools to experiment with and learn about new items and emerging technologies, as well as repair on campus items. Students could learn repair skills via workshops or classes held at

these facilities, and the Colleges could explore opening repair services to the community with service fees attached to add revenue to these programs. These spaces would operate through a partnership with various departments, including engineering and welding technology and would help students develop practical mechanical and repair skills along with building creative projects similar to the [Waste Reclamation and Upcycling Assistant](#) at Michigan State University. More information about MSU's program can be found [here](#).

- a. Following Vice Chancellor Letcher's suggestion of utilizing the shift to online education and identifying opportunity spaces for new programs, there are spaces on campus that can be transformed for future needs and emerging technologies. Some that were named as example suggestions during the stakeholder engagement

Full completion of goals in **Section 1B** would result in the following score increases for each College::

Chabot College

41 additional points

4.56% increase in Scope 1 Score

2.65% increase in Total Atlas Zero Waste Score

Las Positas College

53 additional points

7.24% increase in Scope 1 Score

3.88% increase in Total Atlas Zero Waste Score

process include the building that will replace 1600 at Chabot College, or the section of the first floor of 3900 at Chabot College.

- b. In addition to purchased tools and necessary safety equipment and infrastructure, the CLPCCD community could put out a request for tool donations to help stock the facilities.
- c. Facilities like this would need to be staffed by collaborating departments like IT, Engineering, Welding, etc, and could have open hours where students could drop by for supervised use. Training and licensing programs could be developed to allow students to be certified to work on certain types of equipment.
- d. Establish student positions within these facilities that prioritize material recovery over the cost of managing materials. These positions would focus on practical mechanical and repair skills along with building creative projects similar to the [Waste Reclamation and Upcycling Assistant](#) at Michigan State University. More information about MSU's program can be found [here](#). These positions would focus on creating reuse, repair, and material recovery practices.

C. Staffing - Surplus and HRM Management:

During the stakeholder engagement process there was an identified need for the hiring of 3 staff members, 1 of which would oversee activity at both warehouses. Temporary hiring for these positions is a possibility, as well as the creation of student positions to run the surplus warehouses. This position would be paid within a typical salary range for warehouse work.

- a. Surplus Manager would manage inventory and material flow throughout the warehouse, handle shipments and coordinate campus pickups, and manage other staff within the facility.

D. Physical Infrastructure - Standardized Bins and Signage:

Establish a campus-wide standardization system for collection bins and signage - specifically for hard-to-recycle materials in areas where these are commonly found. Multiple examples of this can be found in PLAN's Program Case Library within the Member Hub. Here is an example of an interactive map of [HRM collection stations](#), [E-Waste collection bins](#) at UConn, and [Styrofoam collection](#) at Georgia Institute of Technology.

Many more examples of collection systems on various campuses for the 42 hard-to-recycle materials assessed in the campus's Stage 1 reports can be found in PLAN's Program Case Library in the Member Hub.

Full completion of goals in **Section 1D** would result in the following score increases for each College::

Chabot College

164 additional points

18.24% increase in Scope 1 Score

10.6% increase in Total Atlas Zero Waste Score

Las Positas College

151 additional points

20.63% increase in Scope 1 Score

11.05% increase in Total Atlas Zero Waste Score

- a. Standardization of collection bins and signage is a key component of a successful program in that it allows all campus staff, students, and visitors to clearly understand the expectations that CLPCCD has around properly handling and disposing of all material types.
- b. Standardization would include color and shape coding for bins, and universal signage for all collection and drop-off locations for items that are being sent to the campus surplus property program or disposed of via the HRM management system.
- c. Standardization would also include clear outreach and communication strategies to train all staff, faculty, and students on how to use these new systems and what opportunities exist to extend the life of products like repair and maintenance programs, etc.
- d. Establish collection locations in central buildings on each campus for commonly discarded items that should be recycled - **such as batteries, laptops, etc.**
- e. Establish collection locations for commonly discarded hard-to-recycle materials that are located in specialized facilities - **such as lab plastics and nitrile gloves.**

E. Digital Infrastructure:

Explore the process of establishing a digital system for centralized purchasing and the management of assets at all stages of their lifecycle. Ensure alignment with existing systems.

- a. This system would allow the campus to purchase common items in bulk and distribute them to various departments, therefore cutting down on excess or unnecessary purchases. Explore the need for stockroom expansion.
- b. This system would also allow the campus to keep reusable items in use longer by ensuring that used items are distributed before new items are purchased. This would be in addition to the physical surplus system, as a method of digitizing the process of material flow and managing inventory.

F. Policies:

Explore establishing procurement policies for campus-wide material handling.

- a. The district should consider establishing policies that:
 - i. State the expectations for keeping items in use rather than purchasing new items where reasonable.

Full completion of goals in **Section 1F** would result in the following score increases for each College::

Chabot College

62 additional points

6.9% increase in Scope 1 Score

4.01% increase in Total Atlas Zero Waste Score

Las Positas College

34 additional points

4.64% increase in Scope 1 Score

2.49% increase in Total Atlas Zero Waste Score

- ii. State procurement preferences and incentives for purchasing new products that come with take-back, warranty, or repair programs for items such as furniture, appliances, technical equipment, etc.
 - iii. Encourage same-type campus departments to practice centralized purchasing for bulk purchase options of commonly procured materials.
 - iv. Require all staff and faculty on-campus to send items to the surplus program when they are at the end of their use-value for that department:
 - 1. Establish requirements for how items are sent or listed digitally, length of time items should be listed for, how to price items that are for sale, etc.
 - v. Require staff to check the surplus property system before purchasing new items
 - vi. Outline the inter-departmental movement of materials and how materials are managed within the surplus facility.
- b. CLPCCD should also strengthen sustainable procurement policies with language prioritizing:
- i. EPEAT Products certified Bronze, Silver, or Gold
 - ii. Leased equipment
 - iii. Companies with take-back programs
 - iv. Repairable products
 - v. Refillable ink cartridges over disposable
 - vi. Keeping current electronics in use over purchasing new
 - vii. Partnering with an electronic waste recycler certified under the [e-Stewards](#) and/or the [Responsible Recycling \(R2\)](#) standard
- c. While the campus practices many methods of sustainable materials management for construction and demolition projects, we recommend that the campus institutionalize these practices by establishing written policies that:
- i. Prioritize rehabilitating existing buildings over building new.
 - ii. Adopt a stronger green building policy for new buildings. Currently, the CLPCCD policy requires all new buildings be certified LEED Silver. However, if the District aims for carbon neutrality, a stronger green building policy will be necessary to adopt.
 - iii. Prioritize deconstruction over demolition in order to better salvage and reuse materials where possible.
 - iv. Require contractors to use the campus surplus property (for sending salvaged materials and for furnishing new buildings) and electronic waste recycling programs where practical.
 - v. Require all construction project managers to evaluate materials with the surplus property program during the early stages of planning for a new construction project. This would allow the surplus system enough time to plan logistics for large volumes of materials.
 - vi. Incentivize the use of existing on-campus materials and/or Surplus materials for construction projects.

- vii. Require all in-house construction and renovation projects to recycle or repurpose construction and demolition materials and building fixtures within reason
- viii. Require contractors and in-house teams to send non-reusable materials from construction and renovation projects for specialized recycling, using the campus' existing collection systems and contracts for hard-to-recycle materials where applicable.

G. Student Engagement:

Explore opportunities for student participation in this program:

- a. Interns & Fellows: Opportunities for student interns and fellows to have a role in the development and maintenance of these projects.
 - i. Possible projects include: building the digital management system (either researching existing asset management software products or building spreadsheet models that could be managed internally), researching outlets for material reuse and recovery, studying the materials that frequently flow through the facility to research new innovative solutions, managing work-order requests, etc.
 - ii. These positions could be through a number of Departments, including Academic/Research departments, the Facilities, Maintenance and Operations departments, as well as more institutional offices like the President's Office. These positions could be funded through strategic initiatives, academic research, or the campus's work-study program.
 - iii. Explore opportunities for student-led DIY workshops: upcycling, creative reuse, make your own products, etc.
 - iv. Explore opportunities for student engagement via social media
 - v. Explore opportunities to implement a zero waste orientation for all first-year students to learn about campus sustainable materials management, understand where materials go, tour facilities, learn how to get involved, etc.
- b. Classes: Opportunities for research classes participate in zero waste initiatives.
 - i. Academic classes could explore a wide variety of integrative uses of a facility like this:
 1. Projects could include material reuse via art projects and upcycling through the Arts department, developing business plan proposals for material recovery via business classes, sociological or anthropological analysis of discarded materials, philosophical analysis of disposability, architectural analysis of commonly discarded items during construction and renovation, technological analysis of electronics and repair opportunities, sustainability life-cycle analysis of common products, etc.
 2. This could be for academic credit through professors already engaged in these conversations.
 3. Identify faculty who can come together to support academic research and engagement.

Scope 2 - Compost, Dishware, and Bin Standardization

Goal: Establish Campus-Wide Bin Standards, Universal Reusable To-Go Ware Programs, and Procurement Policies that streamline material flow, reduce confusion, and eliminate as much disposable waste as possible. As part of this:

- Explore options to limit disposable dining ware usage, such as by offering reusable dining ware to all sit-down food service facilities on campus, implementing a reusable to-go container program, and/or developing a bring-your-own-container program that is universally accepted at all facilities, including third-party vendors, athletics, and events.
- Pledge to limit single-use plastic and non-essential packaged items by signing the [Break Free From Plastic Campus Pledge](#), as well as establishing systems for bulk service and bulk purchasing. This pledge is designed to be achievable within the limits of our campus' system. The commitments outlined in this strategic vision fully encompass the commitments necessary to sign this pledge.
- Establish and communicate sustainable procurement policies that apply to all departments and vendors on-campus and standardize disposable dining ware procurement to prevent confusion and contamination.
- Expand food recovery efforts to all dining facilities.
- Establish campus-wide event guidelines for soft goods material management and goals and guidelines for zero waste events.
- Ensure alignment with [California SB 1383](#) requirements for composting of organic material (food waste). Identify a compost facility that both campuses can work with to receive compostable disposable products and expand compost collection to all areas of campus.
- Establish a series of bin standardization guidelines and implement campus-wide bin standards at all facilities across campus.

A. Physical Infrastructure - Expand Reusable To-Go Container System and Incentives for “Bring Your Own” Dishes:

Both campuses do not have a reusable to-go ware program yet, but Chabot College was granted funds to start a pilot program with [Encora](#), a reusable to-go ware company. In Spring 2023, Chabot College will be working with Encora and Pacific Dining to reduce the amount of single use to-go wares from 10,400 per month to 4,400 per month by the end of the semester, assuming roughly 60% of the student body and faculty will participate. Encora will

Full completion of goals in **Section 2A** would result in the following score increases for each College::

Chabot College

56.5 additional points

8.71% increase in Scope 1 Score

3.65% increase in Total Atlas Zero Waste Score

Las Positas College

58 additional points

9.87% increase in Scope 1 Score

4.24% increase in Total Atlas Zero Waste Score

be managing the collection and warewashing of the reusable to-go containers as part of this service.

Both campuses will explore expanding this model to all food-service facilities on campus, including the Gladiator and Hawk Grills, Starbucks, and Athletics concessions. Both campuses will also explore adding incentives for students to bring their own containers for both food and beverage service.

- a. Encora will collect and wash all containers at a central location off-campus, and distribute clean containers to all food-service facilities for daily use. Used containers would then be dropped off at Encora collection bins distributed around campus for continued warewashing and reuse.
 - i. Commit to explore cost-effective alternatives to single-use plastic silverware.
 - ii. Obtain funding to develop and implement the campus-wide reusable to-go ware program and explore possibilities of creating on-campus jobs to support the program.
- b. Explore establishing new campus-wide policies that apply to all vendor contracts - or will apply to vendor contracts when they are up for re-negotiation at a later date - that require corporate chains to follow CLPCCD's reusable to-go ware program. Encourage current corporate chains to change from disposable dining ware to reusable.
- c. Continue to install water-bottle refill stations across campus at both indoor and outdoor locations to encourage reuse and decrease disposable water bottle consumption.
 - i. Sell campus branded reusable water bottles at the bookstore
- d. Establish incentives (like a 10 cent discount) for students to bring their own reusable food containers, reusable water bottles and coffee mugs, and reusable bags.
- e. Establish student programming and education to encourage the use of the reusable to-go container program or to bring your own containers. [California Assembly Bill 619](#) passed in 2019 provides structure and process for the health and safety regulations around "bring your own" container programs.
- f. Having reusable dishware with sauce and butter portions eliminates the need for single-use goods.
- g. Obtain funding for more refrigerators and microwaves for student use to allow students to bring their own meals from home and use their own reusable food packaging.
- h. Explore the idea of establishing a food kiosk where students could get coffee and bagels and could bring their own containers for monitored self-service of these items.
 - i. This will limit the deployment of vending machines on campus that contain high-fructose corn syrup, single use bottles, soda, and single-use bags such as chips

B. Physical Infrastructure - Food Recovery:

The Grills and catering programs on both campuses don't have a formal food recovery program, but informal efforts to share and reuse food do exist and both campuses have an on-campus Food Pantry for non-perishable food distribution. Both campuses should explore institutionalizing informal efforts to recover food and expand the capacity of those efforts to ensure that all leftover food can be safely distributed (as allowed by the [Bill Emerson Good Samaritan Act](#)) to on-campus locations or off-campus community partners. A food recovery program was being planned at Chabot before COVID and the plan could be revisited as part of this effort. Explore opportunities to establish paid student positions to ensure the durability and success of this program.

- a. Further develop policies to limit food waste, similar to practices already in place like auditing food purchases or donating leftover ingredients from dining to catering. Work with a committee led by Dining to explore these.
- b. Obtain funding for an additional flash freezer (\$50,000) to allow the Campus Pantry to safely recover and distribute more meals.
- c. Explore the possibility of having the main kitchen prepare more or all of the meals distributed by Campus Pantry to reduce canned goods distribution and items of low nutritional value.
- d. Search for organizations in the community to establish partnerships with to accept donated food when it cannot be used on-campus.
- e. Explore opportunities to establish a community network of students, faculty and staff that receive alerts when leftover food is available on campus. After an event for example, users could announce on an app like the Chabot Go app or another designated platform that leftover food is available with a stated time, date and location.

Full completion of goals in **Section 2B** would result in the following score increases for each College::

Chabot College

26 additional points

4.01% increase in Scope 1 Score

1.68% increase in Total Atlas Zero Waste Score

Las Positas College

23 additional points

3.91% increase in Scope 1 Score

1.68% increase in Total Atlas Zero Waste Score

C. Physical Infrastructure - Compost Collection:

Explore expansion of campus-wide compost collection to all facilities on campus including academic buildings, athletic facilities, and pop-up collection for major events.

There is an Earth Tub on both campuses, but it hasn't been utilized since the beginning of the

Full completion of goals in **Section 2C** would result in the following score increases for each College::

Chabot College

40.5 additional points

6.25% increase in Scope 1 Score

2.62% increase in Total Atlas Zero Waste Score

Las Positas College

47 additional points

8.0% increase in Scope 1 Score

3.44% increase in Total Atlas Zero Waste Score

pandemic in 2020. Before the pandemic, yard trimmings, shredded paper, and back of the house food scraps were collected and thrown in the Earth Tub to make compost. However, because herbicides are used on campus foliage, the compost created by the Earth Tub could not be utilized by the Knowledge Garden at Chabot College - an on-campus garden area with 10-15 plots managed by student clubs, classes and community members. Also, while the Earth Tubs are great systems for small-scale compost, they aren't designed to handle compost collected from public-facing collection containers because they do not have the capacity to process Certified Compostable disposable products like plates, cups, and utensils. These items need to be processed at an industrial compost facility. Explore opportunities to establish a hauling contract to collect compost from both campuses and bring this material to the industrial compost facility at Livermore Sanitation that can handle disposable compostable products.

- a. Establish public facing compost collection bins in all locations on campus where food is served and consumed, and increase communications surrounding the program to educate everyone about this new system.
- b. Switch all disposable products (that haven't already been switched to reusable) to compostable products for proper disposal. Assess all currently purchased compostable products and make recommendations to procurement.
- c. Encourage corporate chains (Starbucks for example) to switch all disposable products that cannot be switched to reusable to compostable products.
- d. Add logistics and labor (student workers and/or Eco Reps) to collect compost during and after athletic events.
- e. Clean out the Earth Tub and begin filling it with back of house food scraps. Do not use yard trimmings that have been sprayed with herbicides as the dry material in the Earth Tub. Use the compost for the campus organic Knowledge Garden.
- f. Provide campus-wide training for custodial staff.

D. Physical Infrastructure - Standardized Bins and Signage:

Establish a campus-wide standardization system for collection bins and signage.

- a. Standardization of collection bins and signage is a key component of a successful program in that it allows all campus staff, students, and visitors to clearly understand the expectations that CLPCCD has around how to properly handle and dispose of all different types of materials.
- b. These standards would cover bin color and shape for commonly collected streams like compost, recycle, and landfill, as well as for unique collection programs like liquid

Full completion of goals in **Section 2D** would result in the following score increases for each College:

Chabot College

100.75 additional points

15.54% increase in Scope 1 Score

6.51% increase in Total Atlas Zero Waste Score

Las Positas College

85.25 additional points

14.51% increase in Scope 1 Score

6.24% increase in Total Atlas Zero Waste Score

collection, non-perishable food collection, reusable dishware/to-go ware, etc. An example bins standardization guide from Dalhousie University can be found [here](#).

- i. Chabot recently implemented a new 3-bin system in common areas across campus that has clear color coding and signage for trash, and dual-stream recycling (paper in one bin, bottles and cans in the other). This is a great starting point to build from as we further explore bin standardization methods and styles and how to add new streams like compost and dishware collection to those standard units.
- c. Bin standards would be outlined in procurement policies so that bins across all departments on campus are identical in color and signage.
 - i. A template with options to customize signs for individual types of buildings could also be included in these standards.
- d. Also included in this process would be guidance on bin standardization for back-of-house systems management and the length of time collected materials should be handled - in order to mitigate smells and pests.
- e. After procurement policies are established and as materials across campus are streamlined to reduce confusion and the risk of contamination, establish a plan to roll out new bins and signage across campus. Include in the plan details on bins in classrooms, offices, event spaces, and all other campus locations. An example roll-out process from University of Michigan can be found [here](#).
- f. Results from a survey conducted in Fall 2022 concluded that there were 13 different types of collection bins located on the outside of Chabot campus and 12 different types of collection bins located on the outside of the Las Positas campus. Retiring these bins and replacing them with standardized bins will be necessary to limit waste contamination and eliminate sorting confusion. Proper spacing between bins will also need to be determined.

E. Procurement Policy - Environmentally Preferable Purchasing:

Work closely with Pacific Dining and other campus partners to establish policies that apply to all food-service facilities, campus departments, and vendors that state preferences for:

- a. Packaging and product standards made from compostable materials or post-consumer recycled content.
 - i. Having healthier, sustainable stockings for vending machines or explore working with Pacific Dining to stock leftover meals in vending machines.
- b. A restriction on disposable merchandise in favor of products that are durable and reusable, similar to the [University of Massachusetts Lowell](#).
- c. A restriction on plastic bags and polystyrene materials.

Full completion of goals in **Sections 2E / 2F** would result in the following score increases for each College:

Chabot College

181.5 additional points

27.99% increase in Scope 1 Score

11.73% increase in Total Atlas Zero Waste Score

Las Positas College

163 additional points

27.74% increase in Scope 1 Score

11.93% increase in Total Atlas Zero Waste Score

- d. Bulk purchasing and the elimination of individually wrapped single-serve items (napkins, oyster crackers, individually wrapped fresh baked goods, mints, toothpicks, etc.).
- e. Working with producers and partners to reduce waste from packaging.
- f. **Plastic Reduction Pledge:** Sign PLAN's [Break Free From Plastics](#) Campus Pledge - A Presidential commitment to many of the long-term goals outlined in this document.

F. Events Infrastructure and Policies:

Establish event policies and infrastructure logistics for zero waste events.

- a. Establish a process for how campus events of all sizes and budgets can access reusable dishware or to-go ware.
- b. Establish zero waste guidelines for bringing off-campus food vendors and caterers to campus.
 - i. Explore reusable or compostable alternatives to single-use plastic silverware and dining ware.
 - ii. Ensure that the same zero waste requirements that apply to on-campus vendors also apply to outside vendors so that they do not receive a cost advantage, especially with catering.
- c. Establish a process for how event hosts can request additional infrastructure like extra compost bins and what large outdoor standardized bin stations will look like for large events.
- d. Develop zero waste event policies, guidelines and resources that clearly explain how all members of campus (student organizations, campus departments, visitors) can host a zero waste event.
 - i. Making district-wide policies for future contracts and RFP processes.
 - ii. Having an advocate on the Facilities Committee that focuses on waste disposal and sustainability.

G. Student & Staff Engagement

Create mandatory training to educate and orient all students and staff to the campus's materials management infrastructure and practices.

This section is in addition to the areas of this vision where student positions are named and strategies for engaging students and staff are outlined.

- a. Explore implementing mandatory training for students, faculty, staff and new employees to provide education on waste management and reduction efforts on campus. This would create cohesion and increase interdepartmental communication. Ensure these sessions are available in multiple languages for accessibility purposes and that they are consistent with all student, staff, and faculty training.

*This vision was compiled by **Avery Payne '23 and Rhythm Sharma '23**, Atlas Zero Waste Fellows - with support from Katie Dickinson. The release of this Strategic Vision represents the culmination of the Avery and Rhythm's Stage 2 Fellowship with the Atlas Zero Waste project of the Post-Landfill Action Network (PLAN).*

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Appendix I: Chabot College Atlas Scorecard and Scoresheets

	Points Earned	Points Possible	Points Left to Earn			Strategic Vision Section
			Points Remaining	% of Scope Score*	% of Total Score*	
Scope 1: Surplus Property & HRM	436	899	463	51.50%	29.92%	
Surplus Property	144.5	256	111.5	43.55%	7.21%	
Surplus Program Policies & Communication	55.5	93	37.5	4.17%	2.42%	1F
Surplus Program & Managed Materials	61	112	51	5.67%	3.30%	1A / 1C / 1E
Reuse & Repair of Departmental Surplus Items	26	49	23	2.56%	1.49%	1B
Reuse & Sharing of Student Items	2	2	0	0.00%	0.00%	1B
Hard to Recycle Materials (HRM)	69	220	151	68.64%	9.76%	
HRM from Specialized Facilities	60	129	69	7.68%	4.46%	1A / 1C / 1E
HRM Aggregation & Collection Point Accessibility	9	91	82	9.12%	5.30%	1D
Construction & Renovation	13	60	47	78.33%	3.04%	
Construction & Renovation Policies	13	60	47	5.23%	3.04%	1A / 1C / 1E
Electronic Waste	126.5	251	124.5	49.60%	8.05%	
Policy Requiring Staff to Send E-Waste to Surplus/Recycling	16.5	29	12.5	1.39%	0.81%	1F
Procurement Policies for Purchase, Takeback & Recycling	15	27	12	1.33%	0.78%	1F
Electronics Repair & Recycling	89	107	18	2.00%	1.16%	1B
E-Waste Collection Infrastructure	6	88	82	9.12%	5.30%	1D
Hazardous Materials	83	112	29	25.89%	1.87%	
Hazardous Waste Collection & Management	83	112	29	3.23%	1.87%	1A / 1C / 1E

	Points Earned	Points Possible	Points Left to Earn			Strategic Vision Section
			Points Remaining	% of Scope Score*	% of Total Score*	
Scope 2: Compost, Food, and Plastics	243.25	648.5	405.25	62.49%	26.19%	
Purchasing & Policies	129.5	311	181.5	27.99%	11.73%	
Adherence to Campus Procurement Policies	58.5	118	59.5	9.18%	3.84%	2E / 2F
Policies That Favor Bulk Products Over Single-Use	41	89	48	7.40%	3.10%	2E / 2F
Institutionalizing Zero Waste Goals & Plans	10.5	54	43.5	6.71%	2.81%	2E / 2F
Paper Reduction & Reuse Initiatives	19.5	50	30.5	4.70%	1.97%	2E / 2F
Compost/Recycling & Bin System	74.75	210	135.25	20.86%	8.74%	
Composting Program	20.5	31	10.5	1.62%	0.68%	2C
Compostable Dining Ware & Disposables	0	30	30	4.63%	1.94%	2C
Bin Standardization	44.75	120	75.25	11.60%	4.86%	2D
Recycling	9.5	29	19.5	3.01%	1.26%	2D
Reusable Dining and To-Go Ware	23	85.5	62.5	9.64%	4.04%	
Accessibility Policy	3	3	0	0.00%	0.00%	2E / 2F
Reusable Dining Ware at Sit-Down Eateries	3	28.5	25.5	3.93%	1.65%	2A
Reusable To-Go Ware Program	9	33	24	3.70%	1.55%	2A
Hydration Station Availability	8	8	0	0.00%	0.00%	2E / 2F
BYO Program	0	7	7	1.08%	0.45%	2A
Collection Locations for To-Go Ware	0	6	6	0.93%	0.39%	2D
Food Waste Reduction & Food Recovery	16	42	26	4.01%	1.68%	
Food Recovery Program	5	24	19	2.93%	1.23%	2B
Food Waste Reduction Initiatives & Education	11	18	7	1.08%	0.45%	2B

KEY to Colorcoding	
	HIGH PRIORITY: ≥5.0% of total points remaining
	MED PRIORITY: 1.0-4.9% of total points remaining
	LOW PRIORITY: ≤1.0% of total points remaining

Additional Credit	40	122
Additional Credit - Surplus Sharing Initiatives	5	20
Additional Credit - Hard-to-Recycle Material	2	18
Additional Credit - Hard Goods Reuse	2	2
Additional Credit - Reusable Dishware, To-Go Ware, BYO	0.5	16
Additional Credit - Food Recovery & Waste Minimization	0	2
Additional Credit - Compost	0	5
Additional Credit - Education	26	36
Additional Credit - Soft Goods Policies	4	5
Additional Credit - Liquid Collection	0.5	18

Chabot Score Gap Calculations by Vision Section			
Strategic Vision Section	Gap Points	Percent of Scope Score	Percent of Total Score
1A / 1C / 1E	196	21.80%	12.67%
1B	41	4.56%	2.65%
1D	164	18.24%	10.60%
1F	62	6.90%	4.01%
2A	56.5	8.71%	3.65%
2B	26	4.01%	1.68%
2C	40.5	6.25%	2.62%
2D	100.75	15.54%	6.51%
2E / 2F	181.5	27.99%	11.73%

Appendix II: Las Positas College Atlas Scorecard and Scoresheets

	Points Earned	Points Possible	Points Left to Earn			Strategic Vision Section
			Points Remaining	% of Scope Score*	% of Total Score*	
Scope 1: Surplus Property & HRM	321.5	732	410.5	56.08%	30.04%	
Surplus Property	105	172	67	38.95%	4.90%	
Surplus Program Policies & Communication	38	54	16	2.19%	1.17%	1F
Surplus Program & Managed Materials	54	85	31	4.23%	2.27%	1A / 1C / 1E
Reuse & Repair of Departmental Surplus Items	13	31	18	2.46%	1.32%	1B
Reuse & Sharing of Student Items	0	2	2	0.27%	0.15%	1B
Hard to Recycle Materials (HRM)	45	196	151	77.04%	11.05%	
HRM from Specialized Facilities	40	117	77	10.52%	5.63%	1A / 1C / 1E
HRM Aggregation & Collection Point Accessibility	5	79	74	10.11%	5.42%	1D
Construction & Renovation	13.5	60	46.5	77.50%	3.40%	
Construction & Renovation Policies	13.5	60	46.5	6.35%	3.40%	1A / 1C / 1E
Electronic Waste	114	242	128	52.89%	9.37%	
Policy Requiring Staff to Send E-Waste to Surplus/Recycling	13	19	6	0.82%	0.44%	1F
Procurement Policies for Purchase, Takeback & Recycling	15	27	12	1.64%	0.88%	1F
Electronics Repair & Recycling	74	107	33	4.51%	2.41%	1B
E-Waste Collection Infrastructure	12	89	77	10.52%	5.63%	1D
Hazardous Materials	44	62	18	29.03%	1.32%	
Hazardous Waste Collection & Management	44	62	18	2.46%	1.32%	1A / 1C / 1E

	Points Earned	Points Possible	Points Left to Earn			Strategic Vision Section
			Points Remaining	% of Scope Score*	% of Total Score*	
Scope 2: Compost, Food, and Plastics	211.25	587.5	376.25	64.04%	27.53%	
Purchasing & Policies	135	297	162	27.57%	11.86%	
Adherence to Campus Procurement Policies	59.5	113	53.5	9.11%	3.92%	2E / 2F
Policies That Favor Bulk Products Over Single-Use	44	77	33	5.62%	2.41%	2E / 2F
Institutionalizing Zero Waste Goals & Plans	9	57	48	8.17%	3.51%	2E / 2F
Paper Reduction & Reuse Initiatives	22.5	50	27.5	4.68%	2.01%	2E / 2F
Compost/Recycling & Bin System	43.75	170	126.25	21.49%	9.24%	
Composting Program	5	21	16	2.72%	1.17%	2C
Compostable Dining Ware & Disposables	2	33	31	5.28%	2.27%	2C
Bin Standardization	28.75	87	58.25	9.91%	4.26%	2D
Recycling	8	29	21	3.57%	1.54%	2D
Reusable Dining and To-Go Ware	15.5	80.5	65	11.06%	4.76%	
Accessibility Policy	3	3	0	0.00%	0.00%	2E / 2F
Reusable Dining Ware at Sit-Down Eateries	5.5	22.5	17	2.89%	1.24%	2A
Reusable To-Go Ware Program	0	35	35	5.96%	2.56%	2A
Hydration Station Availability	7	8	1	0.17%	0.07%	2E / 2F
BYO Program	0	6	6	1.02%	0.44%	2A
Collection Locations for To-Go Ware	0	6	6	1.02%	0.44%	2D
Food Waste Reduction & Food Recovery	17	40	23	3.91%	1.68%	
Food Recovery Program	4	25	21	3.57%	1.54%	2B
Food Waste Reduction Initiatives & Education	13	15	2	0.34%	0.15%	2B

KEY to Colorcoding	
	HIGH PRIORITY: ≥5.0% of total points remaining
	MED PRIORITY: 1.0-4.9% of total points remaining
	LOW PRIORITY: ≤1.0% of total points remaining

Additional Credit		27	102.5
Additional Credit - Surplus Sharing Initiatives		7	10
Additional Credit - Hard-to-Recycle Material		2	6.5
Additional Credit - Hard Goods Reuse		1	6
Additional Credit - Reusable Dishware, To-Go Ware, BYO		0	28
Additional Credit - Food Recovery & Waste Minimization		0	3
Additional Credit - Compost		0	5
Additional Credit - Education		15	26
Additional Credit - Soft Goods Policies		0	5
Additional Credit - Liquid Collection		2	13

Las Positas Score Gap Calculations by Vision Section			
Strategic Vision Section	Gap Points	Percent of Scope Score	Percent of Total Score
1A / 1C / 1E	172.5	23.57%	12.62%
1B	53	7.24%	3.88%
1D	151	20.63%	11.05%
1F	34	4.64%	2.49%
2A	58	9.87%	4.24%
2B	23	3.91%	1.68%
2C	47	8.00%	3.44%
2D	85.25	14.51%	6.24%
2E / 2F	163	27.74%	11.93%