



# Facilities and Sustainability Minutes

September 22, 2025 at 2:30pm

Recorder: Andrea Anderson

LPC Mission Statement		LPC Planning Priorities 2025-2026	
Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.		Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.	Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.
			Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.
Chairs	Administrator	Classified Professionals	Dean, Academic
<input checked="" type="checkbox"/> Dan Cearley (Non-Voting Member) <input checked="" type="checkbox"/> Jean O'Neil-Opipari (Non-Voting Member) <input checked="" type="checkbox"/> Sean Brooks (Non-Voting Member)	<input type="checkbox"/> Vacant (Basic Needs)	<input type="checkbox"/> Ellie Hirstein <input checked="" type="checkbox"/> Jackie Hill <input checked="" type="checkbox"/> Jennifer Farber <input checked="" type="checkbox"/> Lina Chea	<input checked="" type="checkbox"/> Paula Checchi
Faculty Member	LPCSG Student Representative	District Facilities	Climate Fellows
<input checked="" type="checkbox"/> John Kelly (A&H) <input checked="" type="checkbox"/> Andrew Cumbo (PATH) <input type="checkbox"/> John Ruys (BSSL) <input checked="" type="checkbox"/> Gina Webster (BSSL) <input type="checkbox"/> Vacant (STEM)	<input type="checkbox"/> Vacant	<input checked="" type="checkbox"/> Owen Letcher (Non-Voting Member) <input checked="" type="checkbox"/> Ann Kroll (Non-Voting Member) <input checked="" type="checkbox"/> John Seybert (Non-Voting Member)	<input checked="" type="checkbox"/> Niki Mai (Non-Voting Member) <input checked="" type="checkbox"/> Ariel Reynolds (Non-Voting Member) <input checked="" type="checkbox"/> Halleigh MacPherson (Non-Voting Member)
Guests	Guests	Guests	Guests
<input checked="" type="checkbox"/> Kiley Zieker <input checked="" type="checkbox"/> William Tandongfor <input checked="" type="checkbox"/> Amy Mattern	<input checked="" type="checkbox"/> Emma Tyler <input checked="" type="checkbox"/> Marty Nash <input checked="" type="checkbox"/> Betty Castano	<input checked="" type="checkbox"/> Michelle Gonzalez <input checked="" type="checkbox"/> Eric Santos <input checked="" type="checkbox"/> William Kossow	

Attendance (Quorum = 8)

Agenda Item	Information/Discussion	Action/Assigned To
1.	<b>Call to Order</b> <i>For information</i> <ul style="list-style-type: none"> <li>Meeting called to order by Dan Cearley at 2:32pm.</li> </ul>	None
2.	<b>Review &amp; Approve Agenda</b> <i>For action</i> <ul style="list-style-type: none"> <li>We do not have quorum to approve agenda.</li> </ul>	None
3.	<b>Review &amp; Approve August Minutes</b> <i>For action</i> <ul style="list-style-type: none"> <li>We do not have quorum to approve minutes.</li> </ul>	None
4.	<b>Action Items</b> <i>For action</i> <ul style="list-style-type: none"> <li>English Center (Building 2100, Room 21112) Proposed Space Use Changes (Mattern) <ul style="list-style-type: none"> <li><b>Background</b> <ul style="list-style-type: none"> <li>Building 2100 was designed in 2019, constructed in 2021, and English moved in Fall 2023.</li> <li>Legislative changes (AB705 &amp; AB1705) eliminated basic skills/pre-transfer English courses and restricted requirements for support classes, creating a need for new ways to help underprepared students.</li> <li>Previous interventions (English 1AEX, English 115/215) proved unsuccessful due to high workload, low enrollment, and poor outcomes.</li> </ul> </li> <li><b>Current Pilot</b> <ul style="list-style-type: none"> <li>Room 21112 (currently a classroom) is being piloted as an English Center while remaining compliant for classroom use.</li> <li>The model mirrors successful Math and Chabot College centers: drop-in, just-in-time support, trauma-informed, flexible, and accessible.</li> </ul> </li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Students can study, get help from instructional assistants, faculty office hours, peer tutors, and DSPS tutors.</li> <li>▪ Early results: 100+ student interactions this semester; positive student and instructional assistant feedback. One DSPS student called it “the kind of center students like me have always needed.”</li> </ul> <p>○ <b>Rationale for Change</b></p> <ul style="list-style-type: none"> <li>▪ Existing support spaces (RAW Center, Tutoring Center) serve broader needs but don’t provide the “study with support” environment English students need.</li> <li>▪ Location in the English hallway reduces barriers for hesitant students compared to traveling across campus.</li> <li>▪ Post-COVID, motivation and persistence issues make on-demand, supportive spaces more important.</li> </ul> <p>○ <b>Impact on Classroom Availability</b></p> <ul style="list-style-type: none"> <li>▪ English vacated multiple classrooms in Building 1000 after moving to Building 2100, and Building 400 was repurposed for Middle College and Interior Design.</li> <li>▪ Spring 2026 will see Building 600 open, adding classroom space.</li> <li>▪ Concerns were raised about future space needs (e.g., Middle College relocation during Building 500 construction), which will require further planning with Academic Services.</li> </ul> <p>○ <b>Resource Needs</b></p> <ul style="list-style-type: none"> <li>▪ Minimal additional funding required; existing computers, flexible furniture, and a small lab space are already in place.</li> <li>▪ AB705 funds were used for small items (headphones, shelves, handouts).</li> <li>▪ Potential future exploration of tracking contact hours for apportionment, but focus is on accessibility, not barriers.</li> </ul> <p>○ <b>Questions &amp; Feedback Raised</b></p> <ul style="list-style-type: none"> <li>▪ Difference from other centers? – RAW Center focuses on short-term faculty-led tutoring across disciplines; Tutoring Center rarely hires English tutors. The English Center is dedicated, flexible, and embedded in the English hallway.</li> <li>▪ Classroom usage? – Other disciplines have occasionally used 21112, but alternatives were found. English believes needs can still be met campus-wide without this room.</li> <li>▪ Future space conflicts? – Middle College Classrooms (Building 500) being taken offline will require coordination.</li> <li>▪ Resource needs? – None significant; already well-equipped.</li> <li>▪ If proposal denied? – English would face challenges identifying alternative interventions to support underprepared students.</li> </ul> <p>○ <b>Conclusion</b></p> <ul style="list-style-type: none"> <li>▪ The English Center is a low-cost, high-impact, data-informed intervention that addresses post-</li> </ul>	
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	<p>AB705 student support needs.</p> <ul style="list-style-type: none"> <li>▪ Early results are promising, and faculty emphasized that without this center, there is no clear alternative for supporting at-risk students.</li> <li>▪ Committee acknowledged the need for further discussion, coordination with other divisions, and possible follow-up presentations.</li> </ul> <ul style="list-style-type: none"> <li>• Mills.com – Automatic Compost <ul style="list-style-type: none"> <li>○ <b>What it is</b> <ul style="list-style-type: none"> <li>▪ Countertop food recycler that dehydrates and grinds food scraps (up to 10 lbs. per cycle; 40 lbs. to fill bin) into “food grounds.”</li> <li>▪ Reduces weight/volume 80%, is low-odor, runs automatically (e.g., overnight), pairs with an app showing diversion and emissions avoided.</li> </ul> </li> <li>○ <b>Output &amp; use</b> <ul style="list-style-type: none"> <li>▪ “Food grounds” are not compost (dehydrated food) but can be mixed into soil/compost or used in gardens/chicken feed with proper mixing.</li> </ul> </li> <li>○ <b>Education program &amp; pricing</b> <ul style="list-style-type: none"> <li>▪ Classroom bundle developed via ASU pilot; includes educator guides.</li> <li>▪ Educational price: \$799 (normally \$999). Link was shared in chat.</li> </ul> </li> <li>○ <b>Comparison</b> <ul style="list-style-type: none"> <li>▪ Unlike some competitors (e.g., Lomi), Mill emphasizes it does not create finished compost overnight; aligns with U.S. Composting Council guidance.</li> </ul> </li> <li>○ <b>Fit for LPC</b> <ul style="list-style-type: none"> <li>▪ Best for offices/break rooms (25–30 people) or classroom demos—not cafeteria scale.</li> <li>▪ A larger, commercial model is being explored by Mill (future).</li> </ul> </li> <li>○ <b>Questions/concerns raised</b> <ul style="list-style-type: none"> <li>▪ M&amp;O: Implementation details (power, placement) and integration with existing organics/zero-waste streams.</li> <li>▪ Suggestion to evaluate within the District Zero Waste program alongside Climate Fellows work, not as a one-off purchase.</li> <li>▪ Scale feasibility: likely not suitable for high-volume sites like the cafeteria; could be valuable as an educational tool and for small sites.</li> </ul> </li> <li>○ <b>Next steps</b> <ul style="list-style-type: none"> <li>▪ Route evaluation through Zero Waste/Climate Fellows for a campus-wide approach.</li> <li>▪ Identify pilot locations (e.g., a couple of break rooms + one instructional use).</li> <li>▪ Confirm electrical requirements, service/cleaning expectations, and collection/use plan for food grounds.</li> <li>▪ If piloting, track: diversion amounts, user adoption, ops effort, and instructional impact</li> </ul> </li> </ul> </li> </ul>	
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5.	<p><b>Old Business</b> <i>For discussion</i></p> <ul style="list-style-type: none"> <li>• Bathrooms – Gender Neutral Signage (Cearley) <ul style="list-style-type: none"> <li>○ LGBTQ+ club/committee is considering a more robust, campus-wide survey and will return with recommendations.</li> <li>○ Key feedback for Building 2100: <ul style="list-style-type: none"> <li>▪ Wayfinding/signage to the gender-neutral restroom needs to be clearer in the hallway.</li> <li>▪ Current signage at 2100 bathrooms is unclear about whether they’re for staff or students.</li> </ul> </li> <li>○ No formal proposal yet—just feedback—so more work remains to improve gender-neutral bathroom clarity and access.</li> </ul> </li> <li>• Update: Composting Food Waste Planning (Cornett) <ul style="list-style-type: none"> <li>○ Cafeteria green bins are in use.</li> <li>○ Pre-consumer waste pickup by Laura and Fresh &amp; Natural was planned, but current status is unclear</li> <li>○ Horticulture auger compost bin near the horticulture building is functioning well; continues to take VWT/viticulture/horticulture materials and, ideally, select cafeteria waste when available.</li> <li>○ Follow-up: Revisit with Laura next month to confirm pickup scope, frequency, and any needs.</li> </ul> </li> <li>• Building 1800 Painting Project (Seybert) <ul style="list-style-type: none"> <li>○ Final design and paint colors approved (routed via Danny) and sent to the contractor.</li> <li>○ Work scheduled for the holiday break to avoid disrupting building ingress/egress.</li> <li>○ Project is on schedule; no major issues.</li> </ul> </li> </ul>	None
6.	<p><b>New Business</b> <i>For discussion</i></p> <ul style="list-style-type: none"> <li>• Welcome Climate Fellows (Letcher) <ul style="list-style-type: none"> <li>○ Fellows (11-month term): Halleigh (“Haley”) MacPherson (former LPC women’s soccer athlete), Nikki Mai, and Ariel Reynolds. They’ll attend monthly meetings.</li> <li>○ Primary focus: District-wide Zero Waste Initiative across Chabot and Las Positas, working with William Tandongfor (District Custodial Manager) on campus implementation.</li> <li>○ Role &amp; approach: Not just project work—also organizing students to build campus buy-in and shift faculty/staff practices.</li> <li>○ Support offered: Committee members invited fellows to reach out for tours, contacts, and access; encouraged connecting with Horticulture (Laura) and noted interest in community gardening.</li> </ul> </li> <li>• Zero Waste Program (Tandongfor)</li> </ul>	None

	<ul style="list-style-type: none"> <li>○ <b>Las Positas College (LPC) – Early Implementation</b> <ul style="list-style-type: none"> <li>▪ Preliminary rollout started (Cafeteria): separating compost, recycling, landfill.</li> <li>▪ Current bins are temporary/insufficient; plan to procure larger, higher-quality stations.</li> <li>▪ Next priorities: building-by-building needs assessment, clearer signage for sorting, campus education &amp; engagement (students, faculty, staff).</li> <li>▪ Funding will be needed to expand campus wide.</li> </ul> </li> <li>○ <b>Chabot College – Further Along</b> <ul style="list-style-type: none"> <li>▪ Full campus assessment completed; \$40,000 in district funding secured.</li> <li>▪ Implementation underway in Building 2000 (Library) and Cafeteria (signage pending; bin quality to be upgraded).</li> <li>▪ Next steps: purchase additional bins, finish remaining buildings, finalize signage, and launch engagement campaign (with Fellows).</li> </ul> </li> <li>○ <b>Engagement &amp; Culture</b> <ul style="list-style-type: none"> <li>▪ Fellows will mobilize students and coordinate with student governments/senates; idea to incorporate zero-waste practices into new-hire onboarding.</li> </ul> </li> <li>○ <b>Data &amp; Reporting</b> <ul style="list-style-type: none"> <li>▪ Emphasis on metrics/baselines (weights, diversion rates) for decision-making and external reporting (e.g., STARS).</li> </ul> </li> <li>○ <b>Other Waste Streams</b> <ul style="list-style-type: none"> <li>▪ Theater scene shop wood: interest in restarting a clean-wood diversion stream; wood chips (unpainted/untreated) can support compost carbon balance.</li> <li>▪ Zero-waste initiative will ultimately cover all campus buildings.</li> </ul> </li> <li>○ <b>Action Items / Follow-ups</b> <ul style="list-style-type: none"> <li>▪ Share Chabot assessment PDF with LPC committee.</li> <li>▪ Scope funding sources for LPC expansion.</li> <li>▪ Procure upgraded bins and finalize signage standards.</li> <li>▪ Fellows + Marketing to plan education/outreach and data capture (weights, diversion).</li> <li>▪ Coordinate with Theater on clean-wood diversion pathway.</li> </ul> </li> <li>• Horticulture Improvements (Cornett)</li> <li>• Events <ul style="list-style-type: none"> <li>○ Sept 24: Job &amp; Internship Fair on the Quad (open to all students/departments).</li> <li>○ Sept 25: LPC Jazz Ensemble Concert with guest artist Dana Stevens, 7:00PM, Mertes Center Main Theater.</li> <li>○ Sept 28: 2.2 for Veterans Run – raises awareness of veteran suicide; includes challenges and run on the Grass Field</li> <li>○ Oct. 7: LLNL/LPC Seminar Series – Discussion about AI</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Oct 17: The Great Shakeout (TBA)</li> <li>○ Oct 23–25 &amp; Oct 30–Nov 1: Rocky Horror Fall Show</li> <li>○ Nov. 5: LPC Games (Town Hall), 2:30PM, Mertes Center Main Theater.</li> <li>○ <a href="#">Athletics Schedule</a></li> <li>○ <a href="#">Theater Arts Schedule</a></li> </ul>	
7.	<p><b>Updates</b> <i>For information</i></p> <ul style="list-style-type: none"> <li>• M&amp;O (Seybert) <ul style="list-style-type: none"> <li>○ None</li> </ul> </li> <li>• District Facilities (Letcher) <ul style="list-style-type: none"> <li>○ None</li> </ul> </li> <li>• Campus Construction &amp; Bond Update (Kroll) <ul style="list-style-type: none"> <li>○ STEAM Building (including Amphitheater) <ul style="list-style-type: none"> <li>▪ At DSA; Amphitheater comments expected early October to enable construction start.</li> <li>▪ Will require partial closure of Lot A for excavation/laydown (coordinated with Building 4000 and Executive Team). Large soil laydown needed for truss system work.</li> </ul> </li> <li>○ Building 600 – Journalism &amp; Media <ul style="list-style-type: none"> <li>▪ Coming online January 2026</li> </ul> </li> <li>○ Athletics Complex <ul style="list-style-type: none"> <li>▪ Adding 16 pickleball courts and 6 beach volleyball courts near track/field (adjacent to PSC/AMT).</li> <li>▪ Cross-country trail to be re-established late 2026–early 2027 (clearer date after design meeting on Sept 29).</li> </ul> </li> <li>○ Building 1300 (former Bookstore) <ul style="list-style-type: none"> <li>▪ Project kickoff to convert to a large lecture &amp; events center.</li> </ul> </li> <li>○ Building 1600 – Guided Pathways <ul style="list-style-type: none"> <li>▪ Design kickoff held; plan to expand and create a corridor-facing first-floor presence.</li> </ul> </li> <li>○ Building 2500 (Gym) – Minor Improvements <ul style="list-style-type: none"> <li>▪ Replacing acoustical panels and emergency lighting in the basketball courts area.</li> </ul> </li> <li>○ Nature trail maintenance (behind old welding / toward open space): Responsibility lies with District Grounds; Grounds Supervisor to be notified.</li> <li>○ Generator near construction area: Recently serviced and should be online; M&amp;O to reconfirm status given concerns about prior trenching routes.</li> </ul> </li> </ul>	None

8.	<b>Good of the Order</b> <i>For information</i>	None
9.	<b>Future Agenda Items</b> <i>For discussion</i> <ul style="list-style-type: none"> <li>• Courtyard Shade Structure Door (Horticulture, Building 3300) <ul style="list-style-type: none"> <li>○ Issue: Raccoons are getting into the courtyard shade structure and scattering debris.</li> <li>○ Context: Ant and mouse problems were recently addressed (thanks to John Seybert); raccoons are the new concern.</li> <li>○ Plan for next meeting: Invite Laura to share photos, describe the problem on-site, and outline potential solutions—e.g., installing a solid door on the shade structure and other deterrents.</li> </ul> </li> </ul>	

**Meeting adjourned at 3:58pm**

**Next meeting: October 27, 2025**



# English Center

Proposed Space Use Change

Student Support in Reading and Writing

Facilities & Sustainability Committee 9/22

# Overview: Our Purpose Today

## Context: A Timeline

- Building 2100 design: March 2019
- Construction started June 2021
- English moved in Fall 2023

## Current Pilot

- To provide proof of concept and gather data
- In compliance, functions as classroom

## Our Desire: To Make the Center Permanent

- Significant changes since original planning requests in 2019
- Improvement in student learning, persistence, and completion

# History

- Design phase of 2019: English offered Basic Skills Courses--English 104
  - Building 400
    - housed the English Center with a large center room
    - Desks, computer lab, Instructional Assistant office, connected classrooms
  - Eng 104: Additional lab hours
  - Eng 104: Embedded Instructional Assistants
  - Proposed a similar English Center in 2019
  - Modifications and compromises due to budget constraints
    - Room 21112 a single classroom connected to a small lab room (21110)
    - Hallway reception desk, print station, counter for students, Instructional Assistant office

# Present

- New Center is mostly in the hallway with a small connected lab space and small lobby. No central room.
- Students and faculty appreciate an English "wing" where all classes meet
- Center is smaller than originally planned
- Sitting in hallway not effective in student support

# Shifting Legislation & Courses

- Fall 2019: AB 705
  - All students can take transfer-level English (English 1A)
  - No prereq or assessment

English 104 (Basic Skills, pre-transfer-level): Fall 2019-Fall 2021

- Scheduled in 21112/21110
- Courses reduced and canceled due to low enrollments
- To keep Basic Skills courses, rigorous data needed to prove it's necessary.
- Department stopped offering.

New Support Model: English 1AEX

- Transfer-level Eng 1A with 2 additional lab hours and embedded Instructional Assistants.
- Was required for students with H.S. GPA below 2.5
- Scheduled in 21112/21110

Sept. 2022: AB 1705

- Students with H.S. GPA below 2.5 no longer required but recommended to take Eng 1AEX
- Eng 1AEX offerings lessened

# Shifting Legislation & Courses

- Eng 1AEX not as successful as hoped. Lower success rates than Eng 1A.
- Eng 1AEX no longer offered.
- Fall 2024: Eng 115/NEng 215 Support Course
  - Freestanding course students take to support their Eng 1A
  - Challenges for Students & Faculty
    - Students: Additional class and class work, high drop rate and non-success
    - Faculty: Low enrollments, difficult to teach

Department decision to cut most sections

Where do students go for support now? In particular, students with H.S. GPA below 2.5 and DSPS students? Proposed solution: **English Center with accessible, ongoing, consistently scheduled, just-in-time support**

# Why an English Center? What Is It?

- Proven method of support to students they don't currently have access to
- Accessible, drop-in support. Instructional Assistants, Faculty, & Tutors in one space
- Area for sustained work with support as needed
- Parallel to Math Center, though different: Much larger space for English with all services in one place
- DSPP Support: Counselor and Peer Tutors
- Don't need to take an extra class
- Relaxed environment
- Trauma-informed care, tutoring, and coaching
- A place to read

# Impact on Campus of Taking a Classroom Offline

- English classes moving to B2100 opened rooms in B1000, B400, and B600
- Many more online English classes compared to when B2100 was designed
- Fall 2025: Successfully scheduled all English classes, in addition to PCN classes attached to learning communities, in English wing without needing 21112/21110
- Puente now schedules lab hour in the Computer Center, opening classrooms in English wing
- Confident schedule will work with compressed calendar
- Already meeting student needs with hybrid, online, and in-person classes throughout the day



# Tutoring Center v. RAW Center v. English Center

- RAW (Reading and Writing) Center: Serves all disciplines
- Tutoring Center doesn't hire many English tutors because of RAW Center
- RAW Center has a home but also brings services to students where they are (e.g., Veterans Center, Black Cultural Resource Center). Will have some RAW Center service in English Center.
- English Center: Support before and after class, filled with Instructional Assistants, student and DSPS tutors, and faculty
- English Center: Just-in-time, drop-in support
- English Center: Social space, not just tutoring
- English Center: Warm hand-offs to other services, including RAW Center, which has different hours and electronic services

# English Center Pilot: How's It Going?

- Observations
- Instructional Assistant Observations
- Building Community
- We're tracking data: 100 interactions already!
- Possible move to apportionment model in alignment with Tutoring Center. Student tutoring counted in our FTES.
- DSPS student: "This is the kind of center students like me have always needed."
- Listening/Reading Party piloted in the center
- Online students coming to meet faculty

# IA Testimonial

We have been able to provide roughly 10-30 tutoring sessions per day M-Th. During these sessions, I not only strive to meet the needs of the individual assignment, I also try to build foundational skills to empower students to grow.

I normally help students with the essay process, offering techniques for brainstorming ideas, organizing thoughts, generating main ideas, drafting, revising, and more. However, students have come in for many other services, such as help finding reliable sources, completing short homework assignments, and practicing for presentations. We also have a handful of "regulars" who like using the space simply as a relaxing place to complete their work. Several students have commented that they appreciate the warm and inviting atmosphere of the center and even feel more comfortable here than in the larger, busier tutoring center. There are also many students who use our free resources, such as laptops and headphones, which I feel has improved the accessibility of English classes.

# IA Testimonial

Behind every number is exactly one face. Behind every number is an opportunity for us to exemplify *how* we are a Caring Campus.

In my time at the English Center, I have had the pleasure and opportunity to truly meet students where they are at and offer support. From the student that comes in after their 8am class to decompress and sip some tea, to the student that comes in before their 10am class so that we can have our ritualistic, yet encouraging, rhetoric on attending said class. Whether it is a rest stop or a launching point, these are just a few examples of the many ways students have used this space to support them throughout the different checkpoints in their LPC journey.

# Questions and Clarifications

- What questions do you have for us?
- What's needed from the committee and/or Vice Chancellor and Executive Team to move forward?

# ZERO WASTE PROGRAM IMPLEMENTATION FOR CHABOT COLLEGE

Prepared by William Tandongfor

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## ● Phase 1: Assessment & Planning (Month 1) **Phase 1 is almost completed**

### Goals:

- Perform a **campus-wide waste audit**
- Identify **current waste flows**, bin locations, contamination hotspots
- Categorize building needs based on foot traffic and waste generation
- Confirm procurement needs (bin types and counts)

### Activities:

- Site walkthrough of every building
  - Mapping out high-traffic areas vs. low-use rooms
  - Develop a **Bin Deployment Map**
  - Consult Facilities, Custodial Staff, Sustainability Committee, and Waste Management Partner (example, Waste Management, Republic Services)
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## ● Phase 2: Infrastructure Rollout (Month 2–3)

### ◆ Bin Procurement Plan:

#### ► A. Luxury/Nice-Looking 3-Stream Bins (~\$500 per unit)

Location	Units	Description
Theatre (1300)	2	High visibility
Library (600)	<input checked="" type="checkbox"/> Completed	<b>Completed All 3-floors</b>
Cafeteria (2300)	3	Food waste, recycling, landfill
President's Office (400)	1	Executive area
Event Center (700 South)	2	Large events
Building 700	3	General use

Location	Units	Description
Building 3900	1	Mixed-use
Building 200	1	Classrooms
Gym (2500)	2	Sports spectators

**Total: 15 luxury bins → 15 x \$500 = \$7,500**

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► **B. Plastic Stream Bins (Mid-range, ~\$100 each)**

Area	Units	Use
Breakrooms & Common Areas	12	Mixed waste

**Total: 12 bins x \$100 = \$1,200**

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► **C. Classroom Bins – Recycling Only (~\$60 each)**

Est. Classrooms	Units	Use
Across Campus	40	Paper & Bottles only

**Total: 40 bins x \$60 = \$2,400**

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► **D. Laboratories – Hazard & Open Top (~\$80 open, \$150 hazard bins)**

Type	Units	Cost/Unit	Total
Open Top	10	\$80	\$800
Hazardous Waste	5	\$150	\$750

**Total: \$1,550**

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► **E. Outdoor 3-Stream Covered Bins (~\$900 each)**

Location	Units	Use
Plazas, Athletic Fields	7	Public waste collection

**Total: 7 x \$900 = \$6,300**

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► **Bin Summary Table:**

<b>Category</b>	<b>Units</b>	<b>Unit Cost</b>	<b>Total</b>
Luxury Indoor 3-Stream	15	\$500	\$7,500
Plastic Stream (Breakroom)	12	\$100	\$1,200
Classroom Recycling Bins	40	\$60	\$2,400
Labs – Open Top	10	\$80	\$800
Labs – Hazard Waste	5	\$150	\$750
Outdoor Covered 3-Stream	7	\$900	\$6,300
<b>Subtotal</b>	<b>89</b>	<b>—</b>	<b>\$18,950</b>

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## ● **Phase 3: Marketing & Community Engagement (Month 3–5)**

**Goals:**

- Gain buy-in from **students, faculty, staff**
  - Educate on **Zero Waste goals, contamination prevention, signage**
  - Promote culture shift
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◆ **Marketing Strategies:**

► **Visuals & Branding:**

- Develop a **campus-wide Zero Waste logo**
- Create **standardized, color-coded signage** for bins
- Posters in classrooms, offices, hallways

► **Digital Campaign:**

- Use **Chabot website, social media, Canvas, campus app**
- “Zero Waste Hero” stories – feature departments doing well
- Short, engaging video clips of **how to sort waste**

► **Events & Contests:**



- **Kickoff Week** with student tabling & giveaways
- **Waste Sorting Game** during Welcome Week or Club Day

► **Workshops:**

- Host sessions for **custodial teams, staff, and student leaders**
- Department waste ambassadors – **1 rep per building**

► **Collaborations:**

- ASCC, Student Life Office
- Environmental Science Faculty
- Local Waste Management for education materials

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► **Marketing Budget:**

Item	Estimate
Poster Printing (200 pcs)	\$500
Digital Design, Signage Templates	\$800
Table Swag (stickers, shirts, giveaways)	\$1,500
Promo Video Production	\$1,000
Event Supplies (tables, games, prizes)	\$700
<b>Total</b>	<b>\$4,500</b>

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## **Phase 4: Monitoring & Feedback (Month 5–6)**

**Activities:**

- Weekly bin audits (during the first 4 weeks)
- Adjust locations as needed
- Record contamination rate, fill levels
- Surveys for student and faculty satisfaction
- Submit mid-term report to leadership

**Optional Tools:**

- QR codes on bins for real-time feedback
  - Interns or student volunteers for data collection
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## ● Phase 5: Scaling & Reporting (Ongoing)

- Continue implementing bins in remaining buildings
- Annual report to stakeholders
- Present findings to Board of Trustees, Grants Offices for future funding

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### ☒ Final Budget Summary:

Category	Cost
Bin Procurement (All Types)	\$18,950
Marketing & Engagement	\$4,500
Signage & Labels	\$1,200
Workshop & Volunteer Support	\$1,500
Reporting & Contingency	\$1,000
<b>Total Used</b>	<b>\$27,150</b>
<b>Remaining for Maintenance/Continuous Expansion</b>	<b>\$12,850</b>

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Respectfully,

**William Tandongfor, M.Ed., PMP**

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