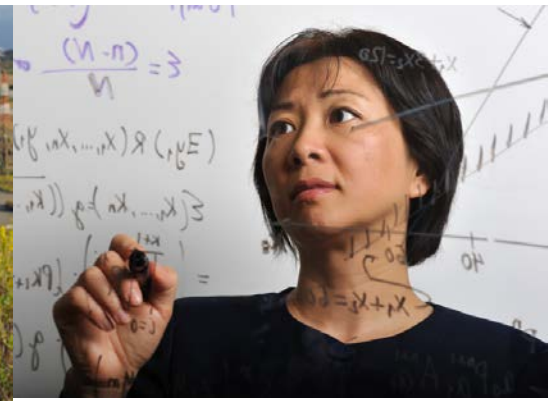# Green Genome Awards for Community Colleges

Webinar - May 1, 2012

Today's Agenda

- **The Green Genome Initiative:** *a framework for colleges to gauge progress on green*

- **What does Success and Progress Look Like?:** *LATTC case study*

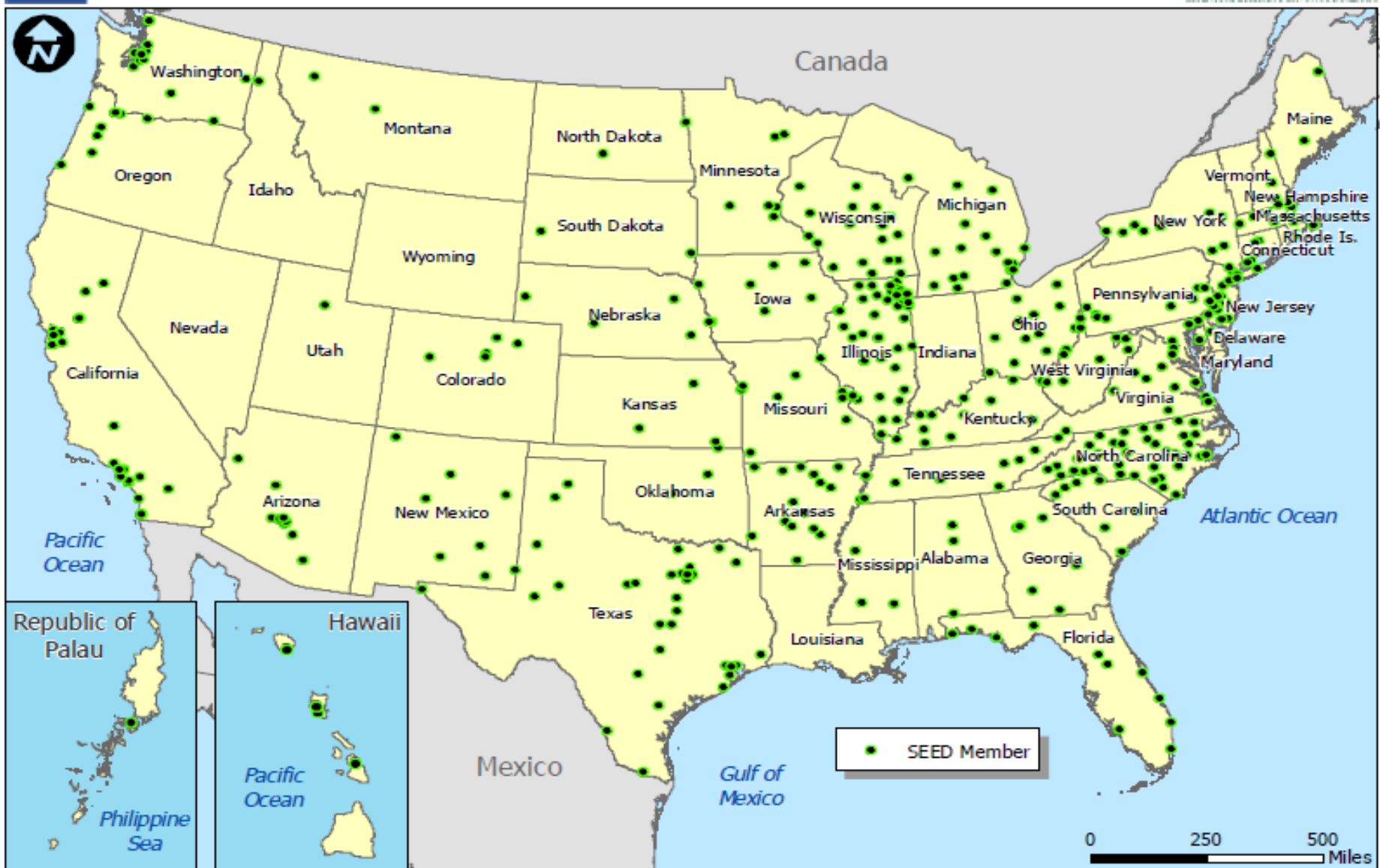- **Overview of Green Genome Awards:** *Apply now!*

- **Q&A**

Today's Speakers

❖ **Todd Cohen, Director, AACC SEED Center**

❖ **Mindy Feldbaum, Consultant, AACC SEED Center**

❖ **Marcy Drummond, Vice President, Institutional Effectiveness and Innovation, Los Angeles Trade Tech College**

A coordinated national strategy to support community colleges in building a green and sustainable economy

Supported by the Kresge Foundation

451 SEED Colleges

center

SEED

Sustainability Education & Economic Development

Why the Green Genome Initiative?

- The "green" landscape has been confusing for colleges, with **very little guidance and tools for navigating** unchartered waters

- Many "pockets of excellence" **across** colleges

- Many silos **within** colleges

- Little analysis of and action on **whole systems integration** of green policies, practices, partnerships, programs, and/or processes

The Green Genome Initiative

What would an integrated approach to sustainability green workforce and economic development at a community college look like – and how would you know you are making progress?

AACC SEED is looking at 4 institutional competencies:

- **Community Engagement**

- **Governance**

- **Program Design and Delivery**

- **Strategic Partnerships**

Competency Areas - Key Levers of Change

center

SEED
Sustainability Education & Economic Development

Community Engagement	Program Design and Delivery	Strategic Partnerships	Governance
Pursue substantive and meaningful regional, state, and local community engagement strategies, policies, and partnerships to leverage and align community college assets and resources to build and advance green economic growth, employment, and an inclusive, sustainable community.	*Prepare and educate a skilled and qualified green technical workforce by facilitating the development and delivery of high quality, effective green education and training programs based on industry needs that lead to a credential and family sustaining job.*	*Develop and maintain responsive, collaborative, and mutually beneficial external relationships that help inform, sustain and advance the college's efforts to create a sustainable and economically viable workforce, community, and college.*	*Design and establish the colleges' structure, facilities, policies, plans, resources, processes, and practices to reflect a commitment to sustainability and green workforce and economic development that confers benefits to the institution, community, and students.*

Indicators

Governance

Mastery of this competency requires:

- ❖ Fostering and establishing an institutional culture of and commitment to the triple bottom line – preserving the environment, increasing economic prosperity, & promoting social equity

- ❖ Establishing a formal commitment to campus sustainability (e.g. the American College & University Presidents' Climate Commitment, STARS, SEED)

- ❖ Understanding by leadership of the importance of ensuring the college implements green and sustainability policies and practices aimed at reducing individual and collective impact on the environment and promoting the green economy/job expansion

- ❖ Appointment of key, high level decisi~~~ and commitment of resources to coordi~~~ and integrate sustainability and green workforce development efforts within college

Program Design and Delivery

Mastery of this competency requires:

- ❖ Integration of sustainability principles concepts into the college's academic and technical skills education & training courses and programs

- ❖ Use of knowledge and rigorous LMI to create and enhance curricula for the most promising and current green employment opportunities

- ❖ Utilizing and integrating colleges' sustainability practices as a living laboratory for student experiential learning experiences

- ❖ Implementing new and/or enhanced green career pathways to credentials, with intermediate certifications, that allow for multiple entry/exits that are articulated to the requirements of the next level of education & employment

- ❖ ~~~ating the seamless articulation that ~~~s green jobs training and career pathways ~~~ community colleges, K-12 system, and ~~~our-year institutions

Sample

10

10

Strategic Partnerships

Mastery of this competency requires:

- Participating in and contributing to state, regional, and local economic development plans and initiatives to attract new and existing green firms to the region, focusing on educating and training a skilled workforce

- Boosting green economic development through effective entrepreneurship education programs to help start-ups and owners of existing small businesses gain the knowledge and skills to succeed in the emerging green economy

- Establishing partnerships with labor unions to advise on curricular design to embed green skills and competencies, create pre-apprenticeship courses and program, align training and/or curriculum with apprenticeship

Community Engagement

Mastery of this competency requires:

- Mobilizing and empowering college staff, faculty, and administrators to engage in effective community participation and productive dialogue on sustainability and green economic growth issues to create strong alliances with residents and regional groups

- Developing of an explicit sustainability strategy for the college that incorporates, enhances, and aligns with the surrounding community's sustainable development plans and practices, as appropriate

- Demonstrating of the college as advocate for sustainability and green workforce development efforts at the regional, state, and local level

- Educating and engaging small businesses in the community about green products, processes, and technologies to build awareness, foster a new green business model, and take action on sustainability

•

Sample

How to Apply the Competencies *(or what does this look like on a college campus?)*

How does this translate to my college and what does it look like?

MARCY DRUMMOND

VICE PRESIDENT
INSTITUTIONAL EFFECTIVENESS & INNOVATION

LOS ANGELES TRADE-TECHNICAL COLLEGE

Long-Term Vision with Strategic, Short-Term Focus

Long-Term Vision	Short-Term Focus
• To Reach the "**Ideal State**" of Mastering All Competencies in All DNA Strands with Synchronicity	• To Reach "**Tipping Points**" in Mastering One or More Competencies in One or More DNA Strands and Linkages

Long-Term Vision with Strategic, Short-Term Focus

Long-Term Vision – Ideal State	Short-Term Focus Tipping Points
○ **Never Attainable – But Can Be Within Reach**	○ **Reach Critical Mass in Key Area(s)**
○ **Mastery**	○ **Mastery**
� Institution	⚫ Institution
⚫ Individuals	⚫ Individuals
○ **Synchronicity**	○ **Synchronicity**
⚫ In Balance	⚫ Coordination
⚫ Institutional Sustainability	⚫ Alignment
⚫ Embedded in Institution and Individuals DNA	

Strategic Considerations

- Identify/Select Strategic Approach
  - Deep or Wide?
- Identify Key Levers or Tipping Points – Institution and/or Individual(s)
  - At or Near Critical Mass?
  - Greatest Impact?
  - Sense of Urgency?
  - Coalition of the Willing?
- The Role Governance Plays – Can/will inhibit or implementation and tipping points

LATTC Story

Going Deep - Program Design/Delivery

- Industry Sector Approach – Utilities/Energy and Transportation
- Engaged Broad Based Consortiums
- Green Career Pathways
  - Solar PV, Solar Thermal, Energy Efficiency, Hybrid/Electric Vehicles, Alternative Fuels
- New & Redesigned Programs
  - Stacked/Latticed Curriculum, Tied to Industry Credentials
- Non-Credit, Not for Credit Bridge Programs
- Embedding Sustainability Principles, Concepts, and Practices Across Curriculum

Going Wide - Facilities and Operations

- Greening of Facilities and Adopting Sustainability Practices
- Bond/Building Program – LEED Buildings
- Physical Plant – Recycling Program, Green Products and Practices
- Governance – Green College Initiative, Strategic and Educational Master Plans
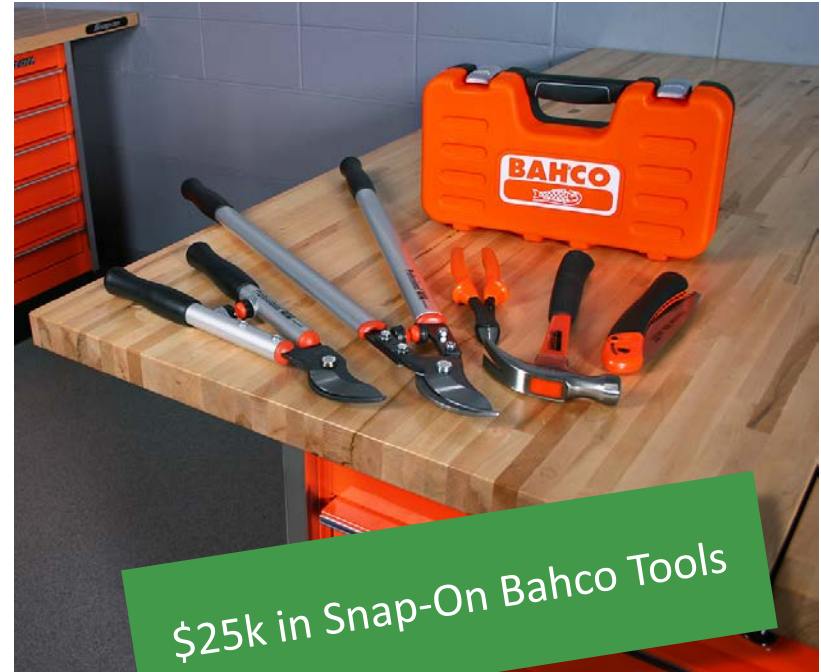
LATTC Story

- Going Deeper Resulted in Going Wider (and Vice Versa)
  - Program Design and Delivery
    - Partnerships
    - Community Engagement
    - Governance
- Going Deep and Wide Resulted in DNA Strand Alignment/Integration
  - Recycling Oil in Alternative Fuel Program
  - Sustainable Landscaping and Lighting Projects
- Balancing Going Deeper and Wider

$40,000 given to 5 colleges (+ $25K in Snap-On Toolsets) that are emerging innovators in the green space

• Applications at
  www.theseedcenter.org

• Must be a SEED CENTER member

• Deadline: June 22, 2012

$25k in Snap-On Bahco Tools

Green Genome Awards

Five Categories of Awards

- **Community Engagement**

- **Governance**

- **Program Design and Delivery**

- **Strategic Partnerships**

- **Overall – Comprehensive and Integrated Approach to Sustainability and Green Workforce Development**

Green Genome Awards

Need to describe the strategic approach and activities of the DNA strand/area chosen and:

- Why and how these efforts are promising and strategic;

- How they may be linked to a broader vision of sustainability <u>and</u> workforce development at the college,

- What were challenges to success and how is success measured; and

- What outcomes have resulted from leadership and commitment at the college and in the community to take green transformation to the next level.

Green Genome Awards

Scoring Criteria:

- Description of Strategic Approach and Implementation – **25 points**

- Innovation and Challenges – **15 points**

- Demonstration of College Leadership and Commitment – **25 points**

- Serve as a model for Other Colleges – **10 points**

- Outcome Measures and Impact – **25 points**

Green Genome Awards

Timeline and Announcement of Awards

• April 21, 2012 –   Genome Competition Announced

• June 22, 2012 – Application Period and Submission

•July – August 2012 - Finalists Chosen

•September 2012 – Winners Chosen

•October – November, 2012 – Genome Winners Announced

- **Green Genome Framework: Awards Guide**
- **Green Genome Awards Application**

http://theseedcenter.org/Special-Pages/Green-Genome-Framework---Awards

The Community College Green Genome Framework:
Awards Companion Guide

OVERVIEW

This Companion Guide provides context for and the details of the American Association of Community College SEED Green Genome project, a framework to help community colleges advance and align green-focused workforce programs and broaden campus sustainability efforts. This guide serves as a reference for colleges applying for the 2012 Green Genome Awards[1]. A final and more detailed guide will be released in the fall of 2012.

INTRODUCTION

Over the past decade, a growing consensus has been emerging about the importance and nature of sustainability and green (or clean technology) workforce and economic development as essential components of a responsive, healthy, and effective community college institution. To that end, many colleges have taken a leadership role in driving business and job growth in the green economy and educating and training workers for careers that help create healthy and sustainable communities. Specific examples abound of community colleges leading by:

4. Developing stackable certificates and degrees in high-demand clean economy industries to increase students' ability to successfully obtain credentials to advance in a career.

Despite these successes, much work remains to be done, both institutionally and nationally, to realize the full potential of the green economy and to create a sustainable future. As a nation, there is a continued need to tackle some of the most critical challenges including:

- Altering public policies to incentivize clean technology market growth.
- Educating more employers and consumers to embrace and demand green products and research.
- Producing a coherent and coordinated approach to labor market information, credentials, and standards to ensure every worker has the ability to gain an industry-recognized credential and a family-sustaining job.

For community colleges, the pursuit of sustainability

Haven't Started = 1   Beginning (rarely) = 2   Emerging (sometimes) = 3   Developing (often)= 4   Competent (frequently or consistently) = 5

My/Our College or Organization (Has):	Rating					Notes/Comments
	1	2	3	4	5	
GOVERNANCE						
1. Leadership (administration, trustees) that *understand the importance of* ensuring the college implements "green" or "sustainability" policies and practices aimed at reducing individual and collective impact on the environment and promoting the green economy/job expansion						
2. Established a *formal commitment* to campus sustainability (e.g. through the Presidents Climate Commitment; STARS program; SEED)						
3. An overall institutional culture that supports the "triple bottom line" concept (preserving the environment, increasing economic prosperity, and promoting social equity)						
4. A green workforce development goal and/or objective included in at least one of the institutions' key planning documents (e.g., Strategic Plan, Educational Master Plan, etc.)						
5. Developed a plan (short-term and/or long-term) for green workforce development including goals, objectives, and strategies						
6. Organizational structures (e.g. green/sustainability committee) in place to sustain sustainability and workforce development efforts tied to green collar jobs						
7. Organizational structures (e.g. green/sustainability committee) that integrate efforts to green the facilities and grounds with efforts to green curriculum						
8. Committed institutional resources to support green workforce development initiatives (includes resources for faculty professional development, scholarship of teaching and learning for sustainability, green technologies, emerging technologies)						
9. Obtained resources and have the capacity to serve as the "leveraged" sources to expand and sustain sector initiative activities—particularly in targeted tech industry segments						
						TOTAL SCORE: _____ out of 45

Email sustainability@aacc.nche.edu if interested in being part of national beta test

Questions?