Prop 39 RFA – Suggestions for Participation by Colleges

Application for the Prop 39 RFA may present some challenges in the way your region selects colleges and programs to include in the proposal. So, I thought I would offer some suggestions.

Energy Efficiency Programs

If you look at the lists of Occupations and TOP code categories in the RFA, you’ll see that they are pretty broad. Many of these programs can be classified as “foundational” for energy efficiency careers; others are directly related to nonresidential energy efficiency. Here are suggestions on what to include:

- Foundational programs like Electronics and Electric Technology that are necessary for understanding power systems and energy efficiency controls. Also, courses in nonresidential building codes can be included.
- Directly related energy efficiency programs like Environmental Control Technology (HVAC) for nonresidential applications.
- Renewable energy programs can be included if they are focused on commercial, industrial, or institutional applications, NOT residential or utility scale.
- Transfer programs that include courses related to the target Occupations are appropriate for the RFA.
- Apprenticeship programs in the target Occupations and TOPs for which college credit is offered can be included. However, these outcomes can’t be duplicated, i.e. an apprentice that gets a certificate and journey’s out at the same time can only be counted once for funding.

College Participation

The goal of this RFA is to invest in those programs that have the highest potential for achieving Momentum Points and Leading Indicators over time, and to be able to use those metrics to show return on investment over the 2012-13 baseline period. So, “program robustness” is a critical factor in selecting which colleges and programs that meet the Occupations/TOPs criteria and are best aligned with this goal. Here are some questions to think about:

- What are the actual pathways that enable student persistence?
- What certificates and degrees are offered?
- What are the present and projected student capacities of the program?
  - Scheduling flexibility
  - Faculty availability
  - Lab capacity
- How many completers in the most recent period?
- How well do the programs and location of the colleges align with projected job openings?
- How strong are employer relationships and placement opportunities?
- What incumbent worker training is underway or planned that will meet the RFA parameters?

Other factors that can be considered is whether employer relationships can be expanded to include a regionally-recognized certificate, and whether opportunities exist for regional “stackable certificates” across multiple colleges.