Proposition 39 RFA

Guidance for the Regional Consortia Chairs

The Energy Efficiency and Utilities Sector Team will be proactively delivering guidance to the regions on how to design their Prop 39 programs to achieve the priorities that the Chancellor’s Office has set. We particularly to make sure that:

- We have strong colleges and programs in the mix
- There’s a laser focus on MPs and CalJOBs as the primary outcomes
- We help develop strategies for managing the short duration and expectations of MP achievements
- The colleges engage faculty early as motivated participants
- Regional collaboration really adds to MP achievement, plus some strong up-front work during the spring on LIs

Please keep in mind that the Sector team does not propose to become part of the C CCCO process of webinars, FAQs, web postings, etc., related to the RFA language. We are subject matter experts offering technical and programmatic guidance – in a fair and even-handed way across all regions - for configuring their applications.

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Role of the Sector Team:

1. Our role is to build the foundation for strong proposals by the regions.
   a. C CCCO is responsible for the normal conference call, webinars, FAQs, etc.
   b. We’re not going to engage in discussions about compliance or translation of the RFA language.
   c. We can advise the regions on a process for choosing which colleges to include, but will let the regions decide.
2. We’ll provide direct guidance to the applicants.
   a. Regional Consortium Chairs will be the conduit until a fiscal agent is determined.
   b. We offer the same basic guidance to all applicants.
   c. Once the fiscal agent is named, we become subject matter experts in support of proposals.
   d. We don’t engage in proposal writing.
3. I’ll play the DSN role for the three macro regions that don’t have assigned DSNs.

The Proposal Itself:

4. Applicants should make sure the colleges with the strongest programs and motivated faculty are engaged.
   a. We’ll support the regions in achieving the minimum number of colleges.
   b. We’ll supply a template that allows the colleges to indicate to the fiscal agent their investment in labs, equipment, and curriculum, plus faculty qualifications, enrollment in energy efficiency programs, etc.
c. Programs with little or no commercial EE content or low employment prospects could distort the results.
d. Success will depend on how engaged faculty is in delivering the proposed outcomes.

5. The Sector Team will provide LMI data to assist the regions
   a. Analysis of EMSI data has been completed to energy efficiency occupations and industries.
   b. The data is available by county, and will be organized by region to support labor market decisions.

6. Applicants need to focus on achieving MPs as first priority.
   a. This grant isn’t about starting new programs.
   b. It’s about creating momentum in existing programs.
   c. It’s about making sure those enrolled in existing programs achieve momentum points.
   d. Therefore a key element is to clearly identifying courses where the colleges can address MPs.
   e. Baseline is the 2012-13 academic year, so that’s the benchmark against which we need to show progress.

7. Applicants should select specific MPs for targeted programs from the list of SOC codes within TOP categories:
   a. This is where faculty needs to be engaged.
   b. Need specific activities to achieve MPs in the targeted programs.
   c. Timelines should show when MPs will be achieved.
   d. What are the programmatic activities to support faculty in achieving the MPs?

8. Enrollment in CalJOBS is a critical metric.
   a. Prop 39 is a Job Creation act – CCCCO needs to provide a clear path to employment
   b. Completers need to be positioned for employment – CalJOBS will be the measure of success.
   c. Applicats need to be clear about employment opportunities for the programs they select.
   d. Important: building a placement program with the WIBs, CBOs, or placement firms.

9. Leading Indicators – what to do in the limited grant performance period?
   a. Priorities and possibilities for achievement will vary by region, college, and program, but ...
      i. LI 1 is critical – aligning programs with labor market needs to increase employment opportunities.
      ii. LI 2 is highly desirable – increasing MP gains via stackable certificates across regional programs
      iii. LI 5 is highly desirable – articulation via engaging the K-12 systems within a region
      iv. Also on LI 5 – look for low-hanging fruit such as relevant CTE, ROP, and academy programs
      v. LI 6 can be a bonus – getting contractors, manufacturers, and ESCOs to provide tools, materials, case studies, configurators, site visits, etc. for faculty development, subject matter expertise delivered in the classroom.
      vi. LI 3 & 4 – not sure we have time to accomplish, but if so, great.
   b. Recommend working with the utilities to gain support through their CPUC/CEC mandated EE programs.
      i. Start with the Energy Training Centers – they have curricula with which our programs can align.
ii. All utilities have contractor networks that they support – these could be leveraged by the colleges.

iii. I’ll provide introductions on accessing the utilities.

c. Manufacturers, ESCOs, and contractors are eager to differentiate themselves for Prop 39 installations.
   i. Applicants should take advantage of their offers to provide training assistance as appropriate.
   ii. “Appropriate” is the key word – we can’t influence the process of awarding retrofit contracts.
   iii. Need to make sure the training offered is sufficiently generic to be useful in our programs.
   iv. It may be that these companies will open their local training (or dealers’ training) for hands-on experience.
   v. Recommend that the CTE Deans work with facilities managers at their college and at their K-12 districts to develop programs that move the needle on LIs.
   vi. I’m already getting offers from ESCOs and manufacturers – will provide a list to all colleges plus high-level literature on what they’re offering.

10. “Living Labs” seem possible within the EE retrofit work at K-14 buildings, but have limitations.
   a. Contractors will have limits on job site visits, and some may ban them altogether.
   b. Contractors usually won’t allow students or interns any hands-on access.
   c. There may be opportunities for students to do pre-installation audits, but only with a lot of planning and acceptance by contractors and facilities managers. (California Conservation Corps is doing this in concert with a professional services firm)
   d. More likely scenarios include specialized EE content for faculty, based on actual work being done:
      i. A lot of work is likely to be happening in K-14 buildings, offering many learning opportunities. So, course content could be developed along these lines …
      ii. What do the retrofits entail?
      iii. What are the financial and energy efficiency considerations that justify the work?
      iv. What systems are being deployed/updated, and how is the retrofit expected to deliver the EE and financial benefits?
      v. How does the technical work offer opportunities for reinforcing CTE course content?
      vi. What occupations are involved in the work? What do the workers do? What education and training do they need?
      vii. What’s the big picture – AB 32, RPS goals, state-sponsored incentive programs, etc.?
      viii. How do these aspects of the work tie to the programs offered to students?
      ix. Why would students want to enter this career field?

11. A laser focus on MPs and CalJOBS is needed, not to be diluted by the applicants’ overly emphasizing LIs and collaborative relationships with contractors, manufacturers, or ESCOs.
   a. Use the approaches in topics 8 and 9 above to accelerate progress on MPs.
b. Plan to conduct LI work and topic 8 and 9 activities early in the grant cycle (spring 2014) to set up robust MP achievement in the remainder of the grant period.

c. Emphasize regional faculty collaboration to apply best practices to MP achievement.

12. Have a strong plan for data collection and reporting.
   a. Because of the limited grant performance period, early identification of relevant program, enrollment, and potential completers will be critical.
   b. Faculty engagement even before award is important because of the limited amount of time for the grant performance period.
   c. Recommend getting as much program data as possible and structuring collection processes before the end of the 2013-14 academic year.

13. What have I missed?