CALIFORNIA CLEAN ENERGY WORKFORCE TRAINING PROGRAM SFP
PROPOSAL NARRATIVE FORM
CATEGORY 2

STATE USE ONLY	Exhibit A
Subgrant Number	
Project Number	
Initial Plan	
Modification Date	Month/year

Organization Name: **Imperial Valley College**

California Clean Energy Workforce Training Program SFP
Category 2–GREEN Building or Clean Energy Pre-Apprenticeship Training Partnerships
Proposal Narrative Form

Select Industry Sector Focus (Identify One)

2a.GREEN Building	☒	2b.Clean Energy	☐

Section I – Statement of Need

1. *Describe the targeted region and why the region was selected in developing the industry sector strategy.*

Imperial Valley College (IVC) is pleased to submit the grant solicitation under the California GREEN Energy Workforce Training Program. Building Green Retrofitted Energy Efficient Neighborhoods (B-GREEN) Grant Proposal depicts a pathway out of poverty for Imperial County residents who are unemployed, under employed and come from disadvantaged backgrounds. This proposal will open the doors of hope and success for Imperial County residents by providing them with a GREEN Building Efficiency and Retrofit Certificate, concurrently with Basic Skills training and Workforce Skills training. Participants who enroll in this training will receive supportive services that will help them to successfully complete the training and obtain employment. Completion of this training will enable participants to become self-sufficient and overcome the challenges that impoverish this community. IVC and Imperial County Workforce Development Board unite to battle against poverty and the barriers that Imperial County residents face. Morever, Imperial County sees its future in Renewable Energy and has the potential to become the number one provider of Alternative and Renewable Energy in the United States.

IVC is a two-year accredited institution by the Western Association of Schools and Colleges (WASC). IVC serves Imperial County, which is located on the southeast corner of California and is bordered to the east by the State of Arizona; to the west by San Diego County; and to the south by the country of Mexico. The population in Imperial County is 176,158. The population is heavily Hispanic (78%) and is concentrated in three major cities of Imperial County; Brawley, Calexico, and El Centro. Imperial County has recently been notorious by major national news media (NY Times, LA Times, CNN) as the best representation of the national economic crisis including the highest unemployment rate in the nation at 30.2%. This compares with an unadjusted unemployment rate of 12.1% for California and 9.7% for the nation during the same period (Employment Development Department, 2009).

As the only community college in Imperial County, IVC has a long and outstanding history of providing post-secondary education to Imperial County residents. IVC offers a full spectrum of educational services including basic skills, career technical, college level, professional development, and community education. IVC has also been the recipient of numerous federal and state grants aimed at improving the educational attainment and workforce preparation of students. In addition, successful implementation in reporting and fiscal accountability portrays IVC's capacity to administer the Project B-GREEN Grant.

2. *Describe the energy and/or water efficiency or renewable energy industry sector that will be targeted. Demonstrate how this industry was selected. Include employer involvement and how it will contribute to the economic recovery and stability of the region. Cite sources of data.*

Imperial County local employers are highly involved in Project B-Green and this is clearly evident in the letters of support and commitment included with this proposal. However, it is extremely significant to mention that CalEnergy is an employer that is highly involved with Project B-GREEN. CalEnergy is anticipating construction of a new geothermal plant in 2010/2011. Construction workers will be hired to build the plant and GREEN building construction applications will be an asset for this project. In addition, Max Castillo Construction and GMC Graphics are two construction companies that will be directly involved with project B-GREEN. To add to this, Guillermo Garcia, the owner of GMG Graphics is HERS certified and will teach some of the courses in the training.

3. *Using supported data and analysis, describe the current and projected employment opportunities in the targeted industry sector and the skills gap between what is needed by the industry and the skill levels of job seekers. If possible, provide number of jobs available in the targeted industry.*

The Centers of Excellence, which is a partnership between Economic and Workforce Development and California Community Colleges, conducted research customized for community college program decision making and resource development. The research was conducted in San Diego and Imperial County regions in 2009 and the focus was Energy Efficiency Occupations. The findings indicate that there are projected employment opportunities in eight occupations. **Project Managers for Construction or Design Work**, who communicate with project partners and ensure the project is completed in a timely manner and on budget. The estimated 2009 employment is 2,910 positions; estimated growth by 2012 is 580 positions, which is equivalent to 19.9%. **HVAV mechanics, technicians or installers**, who install, repair, and maintain heating, ventilation, air-conditioning and refrigeration systems. The estimated 2009 employment is 1,790 positions; estimated growth by 2012 is 440 positions, which is equivalent to 24.6%. **Building Performance or Retrofitting Specialist**, who are contractors who improve the energy efficiency of homes or buildings by installing insulation, windows, lighting and other energy efficient products. The estimated 2009 employment is 1,550 positions; estimated growth by 2012 is 310 positions, which is equivalent to 19.9%. **Building Operators or building engineers,** who troubleshoot, install, replace and repair building energy systems and controls to optimize energy efficiency. The estimated 2009 employment is 1,510 positions; estimated growth by 2012 is 260 positions, which is equivalent to 17.4%. **Building Controls Systems Technician,** who have traditional building skills and advanced skills in controls programming, networking and systems integration. The estimated 2009 employment is 1,140 positions; estimated growth by 2012 is 340 positions, which is equivalent to 24%. **Resource Conservation or Energy Efficiency Technicians** assess current energy and resource consumption and develop strategies to reduce usage. The estimated 2009 employment is 1,160 positions; estimated growth by 2012 is 240 positions, which is equivalent to 20.9%. **Energy Auditors or home energy raters,** collect, analyze and validate energy usage in the field and prepare reports on a building or home's total energy profile. The estimated 2009 employment is 920 positions; estimated growth by 2012 is 150 positions, which is equivalent to 16.6%. **Energy Regulation Specialists** evaluate if projects are meeting regulatory requirements and/or incentives and provide recommendations as needed to meet compliance. The estimated 2009 employment is 540 positions; estimated growth by 2012 is 290 positions, which is equivalent to 53.2%.

It is clearly evident that there are employment opportunities in the field of Green Building; however, several employers in the field were interviewed and they indicated that they have difficulty hiring qualified individuals. More than 49% of employers surveyed reported great or some difficulty finding qualified applicants for all eight occupations. Three out of four employers have difficulty finding qualified energy

auditors or home energy raters. In addition, 42% of employers indicated they experience difficulty finding qualified building controls systems technicians. Employment opportunities are available; however, applicants lack the skills necessary to qualify for these positions. Employers surveyed in the Center for Excellence research expressed three important areas of knowledge and skills employees should have. Employees should have the ability to communicate orally and in writing with customers. Employees should have a current understanding of local and state energy efficiency requirements and incentives. Finally, employees should have a general understanding of the mechanics and engineering of energy systems, including HVAC, lighting and renewable energy systems. Employers surveyed in the Center of Excellence research expressed a great interest in education and training programs related to this industry. More than 30% of employers prefer an associate degree or program certificate specific to the occupations for HVAC mechanics, technicians and installers (39%) and building operators or engineers (31%) (Centers of Excellence, 2009).

Section II – Target Group

1. *Describe the characteristics of the target population that will be served by this project. Include information on demographics, education, skills level, and workforce challenges. Explain how the target group was identified and how this proposal will address the workforce challenges of this population.*

Recruitment for this program will include youth and adults 18 years and older who are unemployed, underemployed or new workforce entrants. Our goal is for at least 30 percent of the total program participants to come from the following special needs populations: At-risk and out of school youth, individuals from households with an income 50 percent below the county's median income, the chronically unemployed, recipients of public assistance, and limited English skills or English as a second language speakers. However, due to Imperial County's current economic situation and high unemployment rate, almost all participants that enroll in the B-Green training will meet one or more of the criteria for special populations.

Imperial County's adult population is less skilled and educated than their counterparts across the nation. According to an American Community Survey for 2005-2007 conducted by the US Census, only 44% of adults in Imperial County have attained a High School diploma or have some college but do not have degrees. The percentage of adults who have attained a High School diploma is almost half of the state average (CA 80%) and 40% below the National average of 84%. In addition, another 37% of the Imperial County adult population does not have a High School diploma or its equivalence. These staggering numbers demonstrate that approximately 82% of Imperial County's adult population lacks the needed education, training and skills to attain a livable wage paying job. Furthermore it creates a gap of the needed skilled workers to meet the demands of the up and coming renewable energy positions that are projected in the next five years (U.S. Census Bureau).

With Imperial County's unemployment rate peaking to 30 percent in the month of July 2009 it should not be too difficult to identify individuals from these special populations. According to local EDD labor statistics in the last six quarters there have been 1420 new UI claims filed by construction workers in Imperial County. This means that there is a large pool of workers with varying construction experience to recruit from. These workers can improve their marketability by enhancing their existing skills. Imperial County's population is at a further disadvantage because of language barriers. Imperial County is predominantly a Spanish speaking area. Approximately 70% of Imperial County's population speaks another language other than English. Almost 50% of that population is not proficient with the English language. This creates challenges for Imperial County's labor pool because the individuals who are seeking education, training or employment lack the necessary English language proficiency requirements for the emerging positions.

IVC has utilized their 2009 Environmental Scan, the Imperial County One Stop System has utilized their valley wide OS Network, and EDD has utilized its valley wide System to identify participants. Through this collaboration we were able to gather the needed data to identify participants. Project B-GREEN has been designed to address and provide students with 54 hours of basic skills remediation and, if necessary, English as a Second Language training will be included to assist participants to meet the expected proficiency and language requirements at program completion.

2. *Identify the outreach and recruitment methods that will be used to contact and recruit the target population. Demonstrate how these methods will enable you to reach the targeted population.*

Outreach and recruitment will be conducted through the One Stop and EDD's county wide Networks. The One Stop System has been averaging between 9,000 and 13,000 visits on a monthly basis since February 2009. Many of these individuals have been identified to be part of the special populations that we plan to serve. Individuals are screened and receive various assessments upon entering the One Stop for services. From the data that is gathered, the One Stop will identify the target populations and ensure that they get referred into this program. In addition, IVC's Communication Department will perform outreach to potential participants by advertising in the local newspaper and radio stations.

3. **Bonus Points** - Complete the following chart and below the chart describe the special needs populations that will be served.

Planned Total Number Served	Planned Number of Participants from Special Populations	Percentage of Participants from Special Populations
25	8	30 %

Section III – Category 2a B-GREEN Building Pre-Apprenticeship Partnerships Planned Approach

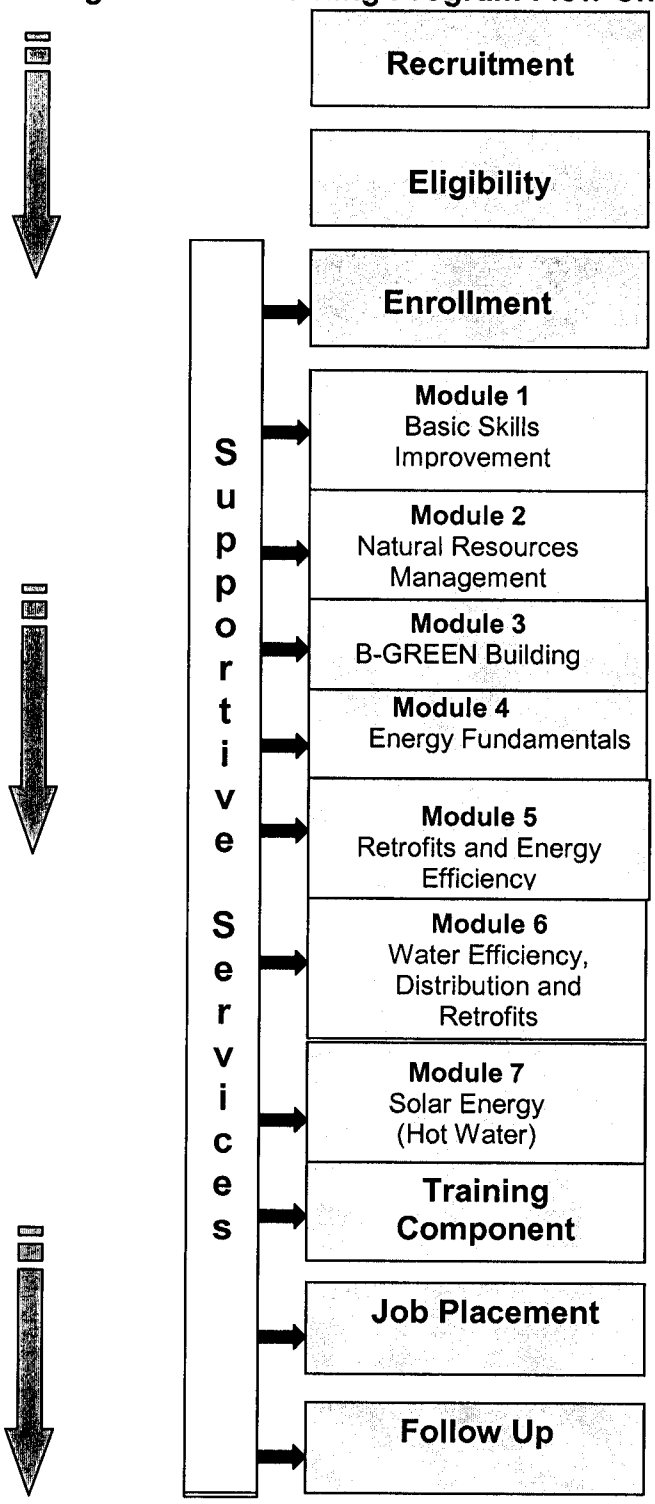
1. *Describe the specific types of services and training that will enable participants to improve their vocational and job readiness skills and prepare them for registered apprenticeship programs or jobs in the building retrofit field. Provide a list of registered apprenticeship programs individuals will be placed in. Identify who will be providing the services/training. Include a service process flowchart.*

Imperial Valley College (IVC), as the lead agency, in partnership with the Imperial County Workforce Development Board (ICWDB), will provide the services and training necessary to prepare individuals for employment in the building efficiency and retrofit field. The educational and training services will be provided by IVC. ICWDB and Imperial County One-Stop network will provide services and support with outreach, assessment, enrollment, eligibility, and other client/participant support services.

The participants will be administered the Test of Adult Basic Education (TABE) and results of their academic assessment will determine the participants' sequence and progression from Basic Skills to their successful completion of occupational and technical competencies in energy efficiency, building construction technology, and renewable and sustainable energy. In the broadest sense job readiness, by definition, includes training and learning activities leading to mastery of technical knowledge, vocational skills development, and workplace essential skills development. The Secretary's Commission on Achieving Necessary Skills (SCANS, America 2000) identified five essential sets of competencies that have become the foundation and guiding principles for effective career/occupational training programs. These 5 core competencies and student learning outcomes that are integrated into this training program are: (1)

RESOURCES, (2) INTERPERSONAL, (3) INFORMATION, (4) SYSTEMS, and (5) TECHNOLOGY.

Imperial Valley College GREEN Training Program Flow Chart



Specific types of training and learning activities and modules for the program are:	
Module 1, Basic Skills Improvement	**Module 2, Natural Resources Management**
(Determined by Assessment results) 1. Math and applied technical math 2. Reading, writing, technical communication 3. Technical Graphics and technical illustration interpretation 4. Communication and Workplace Essential Communication Skills (listening and speaking) 5. Essential Workplace and Workforce Skills, (responsibility, self-esteem, sociability, self-management, integrity, and honesty) 6. Thinking Skills (decision making, problem solving, reasoning, learning to learn, and organizational skills)	1. Environmental Literacy 2. Natural Environment 3. Elements of Workplace Environment (Safety and Environmental Regulations) 4. Energy Generation, Conservation, and Efficiency 5. Water Distribution, Conservation, and Efficiency 6. Human Impact of the Environment
Module 3, Green Building	**Module 4, Energy Fundamentals**
1. Sustainable Building Resources and Applications 2. Careers in Green Building 3. Construction Safety (OSHA 30 Hour Certificate) 4. Leadership in Energy and Environmental Design (LEED) 5. California Green Building and Energy Codes 6. Green Building Materials and Green Methods (Energy, Water, and Resource Conservation) 7. California Green Building Standards Code	1. Energy Generation, Distribution, and Conservation 2. Renewable and Sustainable Energy 3. Energy Star Efficiency Ratings 4. Home Energy Rater System (HERS) 5. Construction Plans Analysis for Efficiency
Module 5, Retrofits and Energy Efficiency	**Module 6, Water Efficiency, Distribution, and Retrofits**
1. Retrofit Principles and Energy Efficiency 2. Weatherization Elements and Applications 3. Building Testing, Rating, and Retrofit Analysis 4. Energy and Water Appliances 5. Environmental Control Systems (Heating, Ventilation, and Air-conditioning Systems 6. Electrical Devices, Circuits, Distribution, and Electrical Efficiency	1. Water Distribution Systems (Design, Installation, and Inspection) 2. Water and Energy Efficient Appliances and Fixtures 3. Indoor and Outdoor Water Systems 4. Household Water Consumption and Efficiency Measures 5. California Green Building Standards Code
Module 7, Solar Energy (Hot Water)	**Module 8, Solar Energy Electricity Production**
1. Solar Energy Systems 2. Solar Thermal Radiation 3. Water Heating Systems Design and Installation 4. Active and Passive Systems 5. California Green Building Standards Code 6. Local Building Codes	1. Principles of Solar Electrical Energy Generation 2. Principles of Photovoltaic Systems 3. Non-Photovoltaic Systems 4. Commercial and Residential Solar Energy Electrical Systems

2. Complete the chart below listing the training provider and length of training for each required training component. List additional training components that are applicable including basic skills or "soft skills" training. Provide a narrative below the chart explaining how basic skills/soft skills training will be integrated into your program design.

Training Component	Training Provider	Length of Training
Environmental Training	Imperial Valley College	52 hours
Introduction to GREEN Building	Imperial Valley College	90 hours
Energy Fundamentals	Imperial Valley College	54 hours
Retrofits & Energy Efficiency	Imperial Valley College	54 hours
Water Efficient Building And Retrofits	Imperial Valley College	54 hours
Solar Hot Water Installation and Design Principles	Imperial Valley College	90 hours
Solar Electricity Installation and Design Principles	Imperial Valley College	90 hours
Construction Safety (OSHA 30 hour Certificate)	Imperial Valley College	54 hours
Basic Skills/Math	Imperial Valley College	54 hours
Basic Skills/Reading	Imperial Valley College	62 hours
Basic Skills/Writing	Imperial Valley College	54 hours
Basic Skills/Verbal Communication	Imperial Valley College	54 hours
Workplace Essential Skills	Imperial Valley College	81 hours
Technical Illustrations and Interpretation	Imperial Valley College	90 hours

The B-GREEN Grant proposal's central theme is to integrate Basic Skills and Soft Skills into the GREEN Building Efficiency and Retrofit training program. Efficient program coordination in conjunction with these common core competencies will enable students to succeed. The foundation of the training program will assure that curriculum development and curriculum modification evolve around the central theme of integration of Basic Skills and Soft Skills. Implementation of teaching, training and learning principles fundamental to Applied Academics and Applied Sciences will strengthen development of academic skills. The integration of the Three Part Foundation of the Secretary's Commission on Achieving Necessary Skills (SCANS) Report will enhance the development of technical and soft skills. SCANS provides for mastery of competencies in reading, writing, arithmetic, listening, speaking, creative thinking, decision making, problem solving, learning strategies, reasoning, responsibility, self-management, sociability, integrity, and honesty. Teaching and modeling the SCANS principles and foundation within the context of all program classroom activities, lab setting activities, and reading and writing assignments will assure the strengthening of soft skills.

3. Describe how the regional partnership has actively engaged the GREEN Employer Council to provide industry-based advice on curricula, program delivery, and employment opportunities.

The renewable energy industry is a burgeoning economic driver for Imperial Valley. As such, two renewable energy committees, the Renewable Energy Focus Group and the Energy Committee, already existed in Imperial County at the initiation of this grant project. From those existing groups, potential employer partners

were identified and invited to the table for preliminary meetings held to determine which grant categories would best align with existing clean energy opportunities in Imperial County. One of the reasons IVC decided to partner with CalEnergy is that the company is anticipating construction of a new plant in 2010/2011. If funded, IVC will train new workforce entrants or dislocated workers with some construction experience in the GREEN building construction applications. Upon completion of the program, participants will be prepared to take on construction jobs at the CalEnergy building site. IVC also partnered with Campesinos Unidos, a community-based organization which is already involved in weatherization projects on low-income housing. IVC anticipates using the Campesinos Unidos project sites for hands-on training and internship opportunities for its program participants. Additionally, Imperial Irrigation District will be providing four planned field-based learning experiences in their workplace sites for the participants of the program. Finally, IVC has partnered with several local unions in order to facilitate apprenticeship programs for continuing training and job placements once the basic GREEN building training is complete.

4. *Complete the chart below with occupations in which participants will be trained or employed. Provide a short explanation below the chart on how these occupations were determined including data source.*

Occupations in identified industry sector in which participants will be trained or employed	Expected Wage Range	Industry recognized certificates or degrees
Building and Performance Retrofitting Specialist	$21.85-$30.00	Building Energy Efficiency Technician Certificate
Resource Conservation or Energy Efficiency Technician	$21.85-$30.00	Building Energy Efficiency Technician Certificate
Energy Auditors or Home Energy Raters	$21.85-$30.00	Building Energy Efficiency Technician Certificate
Energy Regulation Specialist	$21.85-$30.00	Building Energy Efficiency Technician Certificate

The Centers of Excellence, which is a partnership between Economic and Workforce Development and California Community Colleges, conducted research customized for community college program decision making and resource development. The research was conducted in San Diego and Imperial County regions in 2009 and the focus was Energy Efficiency Occupations. The findings indicate that there are projected employment opportunities in eight occupations, which were described in detail in section 1, number 3. However, participants will be trained in four of the eight occupations, since the other four occupations require further specialized training beyond the community college scope. Finally, it is evident there is a high demand for employment in Building and Performance Retrofitting, Resource Conservation or Energy Efficiency Technician, Energy Auditors or Home Energy Raters and Energy Regulation Specialist. Moreover, these occupations are fairly new occupations as we continue to grow as a Green Economy. Therefore, wages were estimated and were based on comparative occupations (Employment Development Department, California Occupational Guide, 2002).

5. *Describe how your service delivery plan will achieve the goals and objectives of the project in a timely manner. Complete and attach the Project Work Plan (SFP Form 1) that includes detailed objectives/activities and timelines.*

The service delivery plan for the program is to manage the program learning environment by having the participants form a cohort and have them experience and complete the program's training and learning activities as a cohesive group with the common goal and theme anchored in "GREEN Building Efficiency and Retrofits." The training Component Chart in PART 2 represents a total of 933 hours of training to be completed over the 18 month duration of the program. It is imperative to reiterate that the service delivery plan will achieve the goals and objectives of Project B-GREEN in a timely manner, since participants will have the supportive services necessary to help them succeed and complete the training program in the scheduled timeline. Training will be provided in 8 modules and each module will be provided in a specific amount of time, determined by hours, which was explained in section 3, number 2.

Section IV – Performance Goals

1. *Complete the Performance Goals Matrix (SFP Form 2). If the planned project goals are below the State goals, provide an explanation below.*

2. *Provide a description of how the project goals will be measured and provide further clarification to demonstrate the impact on the targeted industries and participants.*

The training goal for Project B-GREEN is common to the training goal for the Workforce Investment Act and the training goal communicated by the partnership of California State Agencies in their released Solicitation For Proposals of *California Clean Energy Workforce Training Program.*

This goal consists of a set of elements which includes: the use of data specific to these industries; build regionally based partnerships; address the needs of employers; prepare training program participants to meet the needs of these industries; align regional educational, economic, and workforce development planning and leverage resources; promote systematic change to benefit industries, workers, and communities and implement a holistic approach that will ensure that training program participants will demonstrate mastery of Project B-GREEN core competencies which are proficiencies in academic skills, technical skills and workplace essential skills (soft skills).

Measurement for meeting the goals will be made through analysis of the results from the use of an array of assessment instruments and activities. To measure cognitive achievement the primary assessment tools will be paper/pencil/digital instruments. Technical skills mastery will be verified through the participants' demonstrated performance to industry standards. Behavioral/affective skills will be demonstrated throughout the program and evaluated through program personnel observation.

The impact on the targeted industries will be the availability of employees that will be training to nationally recognized industry standards and certified to these standards. All participants will be certified to OSHA 29-CFR-1926 Construction Standards and will possess the OSHA 30 hour certificate thus making them safer workers reducing the risk liability for the employer. The impact on the targeted participants will be that they will be more knowledgeable in building energy efficiency, will be better trained and qualified in the technical aspects of the industry, and will have the potential for stability in employment thus providing for a better livelihood for themselves and their families while improving their communities.

Section V – Local Partnerships and Leveraged Resources

1. *Describe how the lead applicant has successfully formed effective partnerships with the following required partners: Local Workforce Investment Boards and Community Colleges. Provide descriptions of any formal or informal agreements that exist with the partners. Complete and attach the Partner Roles, Responsibilities, and Resources Chart (SFP Form 3). In Section 1, Required Partners, list the name of the required partner in Column B and describe their role and responsibilities in conjunction with this proposal in Column C. Roles and responsibilities should be clearly defined in terms of specific tasks, services or support that they will provide.*

IVC has engaged a large number of partners and supporters for the GREEN building workforce training program, most significantly with the local Workforce Investment Board. The Imperial County Workforce Development Board has worked closely with IVC to schedule and facilitate meetings, gather Labor Market Information and other data, provide in-kind and cash contributions, dedicate staff time, facilitate formation of partnerships, write and gather support letters, etc. The local OneStop will provide IVC with intake and eligibility services for its participants as well as follow up and placement. IVC also partnered with Imperial Valley Economic Development Corporation who also provided staff support and relevant industry information. Additional partners include labor unions IBEW and United Association of Journeymen and Pipefitters, community-based organizations such as Campesinos Unidos, the county of Imperial, the city of Imperial and the following potential employers: Max Castillo Construction, GMG Graphics, CalEnergy, IID, SDG&E and several others.

In addition to collaborating with numerous entitities for this specific grant, IVC has been cognizant of the importance of being involved with GREEN energy. Therefore, a Greening Committee was formed in 2008-2009 as a shared governance standing committee. The charge of this committee is to identify and recommend to the College Council and Academic Senate specific actions and strategic plans the college community can pursue to direct IVC towards greater environmental sustainability in its operations, teaching and service/outreach functions. The committee is responsible for collaborating with on-campus and off-campus groups to implement these actions and plans and sustain them over time. Finally, the committee is responsible for reporting to the campus community on the state of the college's "greening" efforts and on future plans for increased environmental sustainability.

Moreover, the Dean of Instruction for Renewable Energy was appointed in August of 2009. With this appointment IVC joined a select group of colleges that has placed a high priority on implementing the principles of energy conservation and energy efficiency. Its efforts are fundamental to the renewable, sustainable, and alternative energy industry sectors. This position will help consolidate activities associated with the college becoming more energy efficient and the educational and training activities related to the preparation of individuals for employment in the ever increasing local energy industries of geothermal, solar, bio-fuels, and wind.

For the past year, IVC has been working with major solar energy providers to build a scaled model plant on campus which will produce electricity for the college's consumption while making the facility available for training of technicians for the solar energy industry. To reiterate, this will reduce the college's dependence on

the grid and will provide an extremely valuable teaching resource for our related programs and a priceless learning opportunity for our students.

Finally, with the support, donations, and contributions from our local renewable and sustainable energy industry partners and the California Community College Advanced Transportation Technology Initiative Centers (ATTEi), IVC hosted its first *Alternative and Sustainable Energy Summit* on February 6, 2009. The agenda for the eight hour summit included presentations by experts in alternative and sustainable energy, solar energy, geo-thermal energy, Leadership in Energy and Environmental Design (LEED), and wind energy. The purpose for this summit was to raise the level of awareness related to "energy" and to advance the activities and accomplishments the college is engaged in to reduce its "energy liability" and to promote educational and training opportunities within the career pathways leading to employment in the "energy industries."

2. *Complete Section 2, Employers, on the Partner Roles, Responsibilities, and Resources Chart (SFP Form 3) identifying the companies that comprise the GREEN Employer Council. Below describe the representation from the targeted industry sectors represented on the GREEN Employer Council, including companies name and council member names. Attach letters of commitment from employers represented on the GREEN Employer Council and others that pledge to hiring program graduates. In order to receive the maximum points, applicants must attach a minimum of two employer letters.*

The following companies/organizations comprise the GREEN Employer Council:

Company/Organization	Council Member
Imperial Irrigation District	Rick Johnson
GMG Graphics	Guillermo Garcia
Imperial County	Andy Horne
EDD	Norma Jauregui
CalEnergy	Mark Gran
Campesinos Unidos	Toni Carrillo
Partnership for Environmental Progress (PEP)	Doug Perkins
SDG&E	Jerry Butkiewicz
Advanced Construction Experts	Jose Velasquez
Imperial County Workforce Development Board	Sam Couchman
Imperial Valley Economic Development Corp.	Tim Kelley

3. *Complete Section 3, Other Partners, on the Partner Roles, Responsibilities and Resources Chart. Identify in columns B and C other partner agencies that will be used to coordinate and provide services under this proposal. Roles and responsibilities should be clearly defined in terms of specific tasks, services or support that they will provide. At a minimum, partnerships should include at least three other partners.*

(No Narrative Required)

4. *A dollar-for-dollar match is required. Complete columns D-F in the Partner Roles, Responsibilities and Resources Chart (SFP Form 3) identifying the cash/in kind match that will be used to support activities and/or expand or sustain the proposed project. Attach a letter of*

commitment from the partner describing the match, specifying the dollar amount and identifying a contact person and phone number.

(No Narrative Required)

5. *Bonus points–Describe how the applicant will partner with a collaboration of local governments or a local government entity that has developed a clean energy regional sector strategy and/or is committing Recovery Act or other local resources to deploy comprehensive building retrofit and financing programs to create jobs and drive the demand for training initiatives.*

IVC has partnered with Imperial County, Imperial Valley Economic Development Corporation and Imperial County Workforce Development Board. All three entitities are highly involved with a local clean energy regional sector strategy. All three entitities are cognizant of the importance of being involved with clean energy and see the future of Imperial County evolving around clean energy. All three entitites serve on Imperial County's Energy Committee, IVC's Alternative and Sustainable Energy Partnership and would serve on the Green Employer Council.

The three entities mentioned above recognize that the demand for renewable resources has been rising dramatically due to new regulations requiring the United States to go "Green". For instance, in California the state's renewable portfolio standard (RPS) requires the investor-owned utilities to strive to acquire 20% of electricity from renewable energy sources by 2010 and additional regulations that have to be implemented by 2020. Additionally, the Global Warming Solutions Act of 2006 is requiring that the use of renewable energy increases. The three above-mentioned entities are collaborating with various GREEN industry partners. Together, they are striving to comprehensively serve the needs of Imperial County's economic future and diligently take advantage of the opportunities renewable energy will bring to this county. Imperial Irrigation District conducted a Renewable Energy Feasibility Study and the final report became available in April 2008. The study is a panoramic view of the green energy resource potential that Imperial County offers. Imperial Irrigation District collaborated with Imperial County and Imperial Valley Economic Development Corporation and hosted the Imperial Valley Renewable Energy Summit on April 17-18, 2008. Subsequently, the First Annual Education and Workforce Conference was hosted on October 9, 2008. As a result, Imperial Valley College hosted the Alternative and Sustainable Energy Seminar on February 6, 2009 and the Imperial County Alternative and Sustainable Energy partnership was founded. In addition, to continue to educate the community and training agencies such as IVC, the Imperial Valley Renewable Energy Summit was held on May 6-8, 2009. Imperial County local government agencies are determined to improve the economic situation of this county and recognize the opportunity to develop additional partnerships that will bring prosperity to the community by possibly becoming the number one provider of alternative and sustainable energy of the United States and perhaps the entire world.

Section VI – Budget Summary Narrative and Plan

1. *Complete and attach the Budget Summary Plan (SFP Form 4).*

(No Narrative Required)

2. *Provide a detailed justification below for all line items contained in the Budget Summary Plan. Explanations should include how the proposed costs are necessary and reasonable in terms of benefits to participants.*

A. **Staff salaries** will be for instruction, program support, instructional support, supervisory support and management of Project B-GREEN. This investment is necessary and reasonable as demonstrated by the expected low entry level academic and technical skills of the participants. The cumulative benefit for the

participant will be that all teaching, training, and learning activities and services delivered will be well organized and effectively coordinated to maximize all available resources. This will assure the successful completion of Project B-GREEN by the participants as they transition from academic basic skills to technical competency in Building Energy Efficiency, Retrofitting and Assessment.

B. The 4.52 **Full-Time Equivalent** factor being dedicated to Project B-GREEN represents the instruction, training, and services that will be required by the program to assure success by the participants. Of the total 4.52 full-time equivalent, 3.30 represent teaching, counseling and training. This level of full-time equivalent assignment to Project B-GREEN demonstrates the emphasis by the program on academic skills improvement and technical skills development.

C. **Staff Benefits** are dictated by staff salaries, is mandated, and is a predetermined rate.

D. **Staff Benefit** rate is 29%.

E. **Staff Travel** amount represents the two required summit meetings. Project B-GREEN calls for local travel by the participants for the completion of field based teaching and learning activities that will enhance the classroom and laboratory experience. The daily travel requirements by the Adult Development Specialist, Coordinator, and other personnel directly involved in the delivery of services to the program participants will require local travel.

F. **Staff Development** commitment of resources represents Project B-GREEN personnel attending venues that will afford them the opportunity to enhance their level of expertise. This will directly benefit the program participants by having all program personnel be well versed in the latest information and technology associated with their role within the program and as it relates to energy efficiency, retrofitting, and environmental literacy.

G. **Operational Expenses** are resources directly associated with systems, physical facilities, utilities, and the infrastructure necessary to provide for a teaching and learning environment conducive to the participants' academic skills development and technical skills acquisition.

H. **Equipment** procurement for Project B-GREEN will bring the essential equipment into the teaching and learning environment to assure the program participants will acquire the necessary knowledge and develop the required technical skills to be proficient in the field of Building Energy Efficiency, Retrofitting and Assessment. It is this equipment that will bring the principles of applied sciences into perspective for the program participants and will help their level of expertise and competence to afford them the opportunity for success in the field.

I. **Consumable and Instructional Materials** can be said to be the complement to the investment in state-of-the-art equipment. Of the total amount, fully 56% will be invested in textbooks, reference materials, building codes and regulations, and industry standards. The majority of the instructional materials will be consumables dedicated to the completion of lab activities by the participants. **Tuition Payments** will be made for the participants that will allow them to enroll in the courses designated for Project B-GREEN. These courses are for credit and will afford them the opportunity to earn college credits that they will be able to apply toward their continued education. The college credits earned will be applicable toward the completion of Building Construction Technical Certificate as well as an Associate's Degree. The benefit to the participant is that they will gain knowledge and skills in energy and retrofitting by completing the program courses and they will be competent and employable in the field.

J. **On-the-job-training and internships** will place the participants in an industry setting for an 80 hour of supervised training and learning experience. The benefit to the participant will be that they will apply the knowledge and skills developed during their classroom and lab training experiences. The cumulative effect of their learning experiences will evidence itself through the participants' success in the areas of resource management, interpersonal skills, information literacy, working within workplace systems, and the use of

technology. It is mandated to provide insurance benefits to the participants while participating in the internship component of the training.

K. **Project B-GREEN** does not factor wages and benefits for the participants.

L. **Participant support** for Project B-GREEN will encompass all supportive services required to assure successful completion of the program. In addition to all services to be delivered by the Adult Development Specialist and other program personnel, the Imperial County Workforce Development and One-Stop Employment Center will provide additional services within their scope of service delivery to assure successful completion of the program by the participants.

M. **Job Retention Services** will assure that the participants will have the necessary supportive services to assist them in their continued success within the energy efficiency and retrofitting industry after their completion of the program. Project B-GREEN will prepare program participants for entry into several career pathways within the ever-expanding renewable, sustainable and GREEN industry.

N. **Contractual Services** will expose B-GREEN participants to an Energy Efficiency Seminar provided by Pacific Gas and Electric.

O. **Indirect Costs** are calculated at a rate of 8.0% of the total expenses.

P. **Training Material Development** resources will be dedicated to the development of instructional materials specific to Project B-GREEN and the objectives of the program. Project B-GREEN represents 933 hours of teaching and learning activities. All the teaching and learning experiences from Academic Basics Skills enhancement to Technical Skills acquisition will have the common theme of energy efficiency, conservation and retrofitting. Instructional materials will need to be modified or developed.

Q. **Other** budgeted expenditures will not be utilized for Project B-GREEN.

3. Demonstrate how the program will plan for future sustainability beyond the first year of funding.

Project B-GREEN will be funded for 18 months. During the 1½ years funding cycle for Project B-GREEN, curriculum developed and modified instructional materials within the existing Building Construction Technologies Technical Certificate program will be submitted to Imperial Valley College's Curriculum and Instruction Committee for approval. This submittal of curriculum will represent an enhancement and expansion of the Technical Certificate program. This expansion will include the new option in Building Energy Efficiency and Retrofitting. In addition, the Building Construction Technologies Department will develop an Associate's of Science Degree program in Building Energy Efficiency Technology and will submit it for approval by the college's Curriculum and Instruction Committee. By making the Building Energy Efficiency Technology program an expansion and option within the existing Building Construction Technologies Department, sustainability will be assured and future students will benefit from the deliverable of Project B-GREEN. Future students will be able to enroll in and complete the Technical Certificate and/or the Associate's in Science Degree in Building Energy Efficiency Technology.

4. Complete the biannual cumulative plan below for expenditures and cash/in-kind match.

	Period Ending Mar 2010	*Period Ending Oct 2010*	*Period Ending Mar 2011*
Expenditures	$146,526	$146,526	$146,526
Match Funds	$146,526	$146,526	$146,526