

PBCC Goal: The College will promote and practice sustainability in all areas.		PBCC Objective: By 2012, the College will establish an energy institute responsive to emerging green force industries and supportive of retrofitting existing programs.	
Strategy to Address the Objective: Establish continuing education courses to help construction professionals learn more about solar energy and become certified as Solar Contractors.			
Desired Outcome of the Strategy: Meet local needs for green technology knowledge and be seen as the leader in providing green technology education in Palm Beach County.			
Brief Narrative Description of the Strategy and Plan: This action plan will create three new continuing education courses to prepare construction professionals in solar energy. The first course in solar thermal systems will prepare students to install passive solar water heating systems; the second course will prepare students to install photovoltaic power systems, including determining size and connecting to the electrical grid; the third course will prepare students for the Florida Solar Contractor's Licensing Examination.			
Team Members: Moe Howard, Larry Fine, Curly Howard, Shemp Howard		Submitted by: Moe Howard	Date: 9/1/2009

Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when?</i> <i>(Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political & other)</i>	Potential Barriers <i>A. What individuals or offices may resist?</i> <i>B. How?</i>	Involvement <i>A. What groups are involved?</i> <i>B. How are they involved?</i>
Step 1: Research existing curriculums on solar energy.	Larry Howard Curly Howard	August 2009	A.PBG Staff who work in the electrical power program B.Possible additional equipment	A.None B.None	A.Faculty/staff involved with electrical power program B.Help with curriculum planning
Step 2: Determine equipment needs and costs.	PBG Program staff/solar energy experts	Sept. 2009	A.None B.Funds to purchase identified equipment.	A.None B.None	A.PBG staff/solar power professionals B.Provide expertise on equipment needs.

Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when?</i> <i>(Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political & other)</i>	Potential Barriers <i>A. What individuals or offices may resist?</i> <i>B. How?</i>	Involvement <i>A. What groups are involved?</i> <i>B. How are they involved?</i>
Step 3: Write course outlines and syllabi.	PBG Program staff/solar energy experts	Oct. 2009	A.PBCC staff to help prepare documents B.None	A.None B.None	A.PBG staff/solar power professionals B.Provide expertise on curriculum and syllabus needs.
Step 4:Gain approval for new courses through Academic Services.	PBG Program staff	Nov. 2009	A.PBCC staff to help prepare documents B.None	A.None B.None	A.PBG staff B.Prepare and submits documents for approval
Step 5:Purchase identified equipment.	PBG Program staff	Nov. 2009	A.PBCC staff to purchase items B.None	A.None B.None	A.PBG staff B.Provides for purchasing items
Step 6:Schedule classes.	PBG Program staff	Dec. 2009	A.PBG staff to schedule classes B.None	A.None B.None	A.PBG staff B.Provides for scheduling classes
Step 7: Market classes.	CRM/PBG program staff	Dec.2009	A.Flyers/media press release B.None	A.None B.None	A.CRM/solar technology professionals B. Develop flyers and press release

Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when?</i> <i>(Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political & other)</i>	Potential Barriers <i>A. What individuals or offices may resist?</i> <i>B. How?</i>	Involvement <i>A. What groups are involved?</i> <i>B. How are they involved?</i>
Step 8: Classes begin.	PBG program staff	Jan. 2010	A.Classrooms B.None	A.None B.None	A.PBG staff B.Provide support to students
Step 9:Schedule additional classes as needed.	PBG program staff	Ongoing	A.Classrooms B.None	A.None B.None	A.PBG staff B.Provide support to students

Evidence of Success: *(What evidence will be provided that progress is being made? What are the benchmarks of success?)*

1. Curriculum is created
2. Classes are offered and marketed
3. Enrollment in the classes is at least 10 students, and grows to 20 students in subsequent years.
4. Possible expansion to other campuses.

Assessment Process: *(How will the outcomes of the strategy be measured? What are the specific measures?)*

1. Enrollment - The actual enrollment in the class will be tracked each time it is offered.
2. Exam Pass Rate - For the class that prepares students for the solar contractor's exam, track the pass rate on the exam.
3. In-Class Surveys - Conduct in-class assessments to determine any changes needed in curriculum.
4. Local Expert Assessment - Conduct survey with solar professionals on the efficacy of the course in preparing solar professionals.
5. New Courses - Identify additional courses in alternative energy.

Request for Funds *(Are funds required to implement the action plan?)*

Describe the need for funds	Type of Funding	Amount Needed	Date Needed
Purchase a solar collector for demonstration purposes	<input checked="" type="checkbox"/> Materials/Supplies <input type="checkbox"/> Personnel <input type="checkbox"/> Other	\$4,000	12/2009
Purchase a photovoltaic array for demonstration purposes	<input checked="" type="checkbox"/> Materials/Supplies <input type="checkbox"/> Personnel <input type="checkbox"/> Other	\$3,500	12/2009
	<input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Personnel <input type="checkbox"/> Other		

Progress Report: *(To be completed during the action plan at determined points)*

Date:	Describe Progress:	Barriers to Implementation:	Submitted by:	Current Status:
4/1/2010	Classes were created and enrollment was more than expected. Additional new classes are being developed.	Need additional classrooms to hold classrooms	Moe Howard	<input checked="" type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red

Green = On schedule
Yellow = Delayed
Red = Very behind schedule