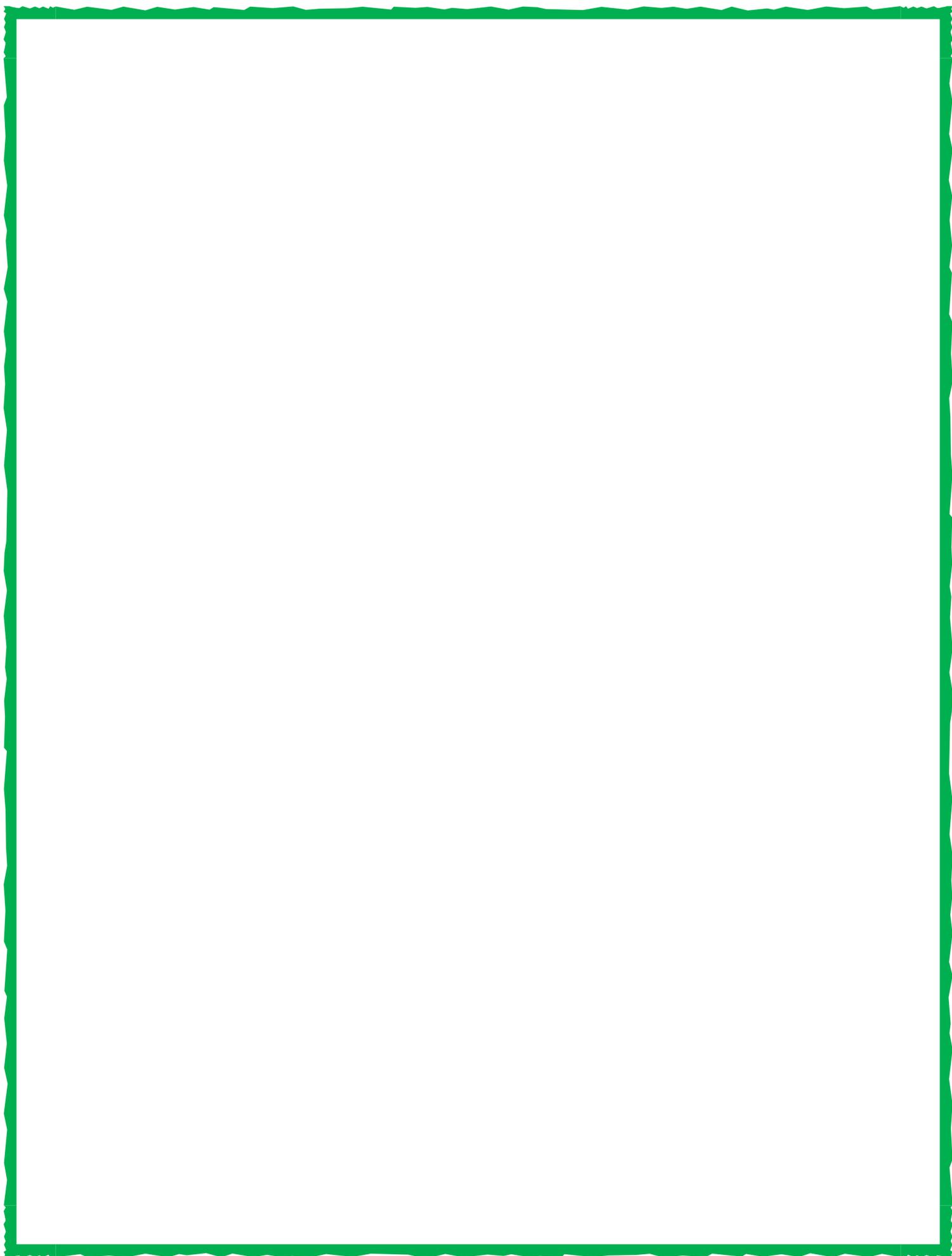


Oregon Community College Green Initiative

Green Framework

Appendix 4

May 10, 2010



Potential New /Expanded Green Training and Activities for Community Colleges

Program area (Choose all that apply)	Describe		Target Audience ¹	How you will use any/or all of the following activities in your in your new or expanded/enhanced program? (See list in the footnote. Please use corresponding letter in footnote in description.)
	Potential New Program Development. Rate each as low, medium, high priority. (Include projected cost)	Expansion or Enhancement of Existing Program. Rate each as low, medium, high priority. (Include projected cost)		
<p>1) Nascent Renewable Energy Jobs</p> <p>These include those jobs in the infancy stage of development such as in wave, geothermal, and biomass</p>	<p>KCC-new programs/classes that would transfer into existing cc Green Programs</p> <p>OCCC/-would like to be part of a Wave Energy Tech program with other cc</p> <p>TVCC- Biomass Tech Low</p> <p>TBCC- Interested in partnering on wave energy development \$290,000 Low Biomass Conversion Cert and AAS \$180,000 Med</p> <p>SOCC- Wave Energy AAS Career Pathways Low Priority Credit \$130,000 Start up \$80,000 Ongoing</p>	<p>KCC-Would like to align with existing cc Green Prog</p>	<p>KCC-CC,DL,HS,CW</p> <p>CC,CW,DL</p> <p>CC,DL</p> <p>CC,DL,HS,CW</p> <p>CC,DL,HS,CW</p>	<p>H</p> <p>C,F,H, (TBCC and Clatsop have expressed interest)I,J,L</p> <p>Comment: If/when employer moves in this direction as second phase of planned development it would rise in priority C,E,J,L</p> <p>H – Possibly with OSU wave energy research project and/or OCCC and Clatsop H-with OCCC and Clatsop, J-local bio gas methane digester facility in Advisory Group, internships/cwe</p> <p>(B) Offer career exploration courses and tours for middle and high school students in the College service district (F) Develop and implement an AAS degree and program of study for wave energy technician training (J) Enhance partnerships with manufacturers who have</p>

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2 Categories include (A) Career Pathways Bridge Programs for ABS (B) Connections with K-12, (C) Career Pathways Certificate (D) CRC, (E) short term trainings; (F) Program of Study (G) Distributed Education; (H) Partnerships with other Colleges; (I) Partnerships with WIA; (J) Partnerships with businesses/industry; (K) Green Literacy (Greening curriculum across disciplines) (L) Small Business Development . **Please use letters in your descriptions to indicate which category.**

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	Potential New Program Development. Rate each as low, medium, high priority. (Include projected cost)	Expansion or Enhancement of Existing Program. Rate each as low, medium, high priority. (Include projected cost)		
	Clatsop- Sustainable Energy Technician Certificate, AAS, Career Pathways, Biomass Technology and Wave Technology, in partnership with Tillamook Bay & Oregon Coast CC, high, \$250,000.	Clatsop Ocean Wind Tech High \$1million	CW,CC, DL	expressed interest in developing wave energy generation stations on the south coast of Oregon. (H) Partner with Oregon State University, University of Oregon and Oregon Institute of Marine Biology to create a pathway to 4-year and graduate degrees. C,E,F,G,H,J,L
	TBCC –Ocean Wind Tech High	MHCC Bio-diesel Fuel technology addition to Sustainability Health and Safety \$50,000 Med	CC,HS, CW	F –add to current automotive E-add for SHS E,H,J
	MHCC-Hybrid &Electric Car Tech AAS Startup \$250,000 Med	COCC-Expansion on articulations with OSU, OIT	CW,DL CC,HS	BCHJ
	COCC - Geothermal Installer Certification –IGSHPA 3-day certification is already		CW, DL	E, H, J

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	Potential New Program Development. Rate each as low, medium, high priority. (Include projected cost)	Expansion or Enhancement of Existing Program. Rate each as low, medium, high priority. (Include projected cost)		
	developed and could be hosted at COCC. Costs, \$10,000? As Renewable Energy Engineering (high priority); ? cost \$5000	Expansion on focused articulations with institutions having a Bachelor's degree in sustainable energy (OSU, OIT)	CC, HS	B, C, H, J
		<i>LBCC-Expand Mechatronics offerings in Wind and Solar Voltaic w cert and hands on training/add 24 student section \$350,00 equip,\$60,000 startup salary and \$35,000 ongoing</i>	<i>CC,DL,H S,CW</i>	<i>A,B,C,E,G,H, partnering with CGCC, Chem, and LCC</i>
	LCC-Wind Turbine Manufacturing PV Manufacturing	New program Cost: TBD New program. Cost: TBD Input from Lane County Economic Development to follow. Still in discussion phase: medium	CC,DL, ABS,ESL, HS,CW	A—entry-level position giving ABS skills in manufacturing and green areas. B—can be articulated with K-12 to provide entry into two pathways E—short-term training for CW and DL to build this piece of economic development F—can align with current manufacturing program of study and new program for green G—unsure H—excellent opportunity for partnership to develop this as a statewide manufacturing focus. I—funds for DL would work well in this area

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	Potential New Program Development. Rate each as low, medium, high priority. (Include projected cost)	Expansion or Enhancement of Existing Program. Rate each as low, medium, high priority. (Include projected cost)		
	<p>BMCC- Biomass Energy Generation</p> <p>Medium priority (based on federal and regional forest and ag biomass supplies). Costs being identified. Components may include installing or getting access to biomass boilers, waste tire shredders, pellet and briquette manufacturing equipment, etc.</p>		CC,DL, HS,CW	<p>J—LCC has relationship with Siemens AG, which builds wind turbines. Also, there is excess manufacturing capacity with respect to workforce and appropriate facilities.</p> <p>B,E,G,H,J. K,L</p>
	<p>RCC-1)Biomass Management Technician (? Job title) Area resources and interest groups indicate need and support for certificates and a degree in this field. High \$150,000 RCC is still working on this, but the focus has changed to a Renewable Energy Technician Degree,</p>	<i>New</i>	CC, DL, CW	<p>C) Pathway with other RCC Departments</p>

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	<p>focusing on the many knowledge areas necessary to implement a facility to create the energy from Bio fuels. High \$150,000</p> <p>2) Eco-Farming, Small farm management utilizing renewable practices resulting in sustainable and profitable businesses or enhanced employability. Research of the regional characteristics shows need High \$150,000 Low priority, Assessment of need and potential participation indicates that any emphasis on horticulture or small farms should be delayed. The existing Landscape program will continue to grow</p> <p>Chemeketa - Process Control Tech. AAS:and Certificate. Develop new degree and certificates to support cross industry skills training in</p>	<i>New</i>	<p>CC, DL, CW</p> <p>CC,DL, ABS,ESL, HS,CW</p>	<p>E) Short-term Training and Degree Program J) Partner with agencies that include BLM, Forest Service, County Government F) Program of study</p>

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	process technology Equipment, \$400,000, program development, \$250,000 M/S, \$200,000. Multiple cohorts annually. 150 immediate new jobs 300 Long term jobs 1548 replacement jobs projected for process operations next ten years			B,C,E,H,I,J,K,L Process technology is a foundation of learned skill sets that supports many industry sectors. (Food Processing, Advanced, manufacturing, Advanced Woods, Agri-business, Beverage Distilling, Composite)
2) Emerging Renewable Energy Jobs These include the jobs that are on the ground and increasing such as in solar, wind, utilities	Clackamas- Solar Thermal 1yr cert \$385,000(3 yr)High; Solar PV 1year cert \$385,000 (3year)High; Wind/Utilities 1 yr cert \$265,000 (3yr)High KCC-Construction Management Degree \$177,000startup/46,500 on	<i>UCC-Solar Manufacturing 1yr cert (redesign project of Digital Systems Tech prog) 15 students initially, \$75,000 Med; Green Construction Certs pathways cert into Green Construction Specialist or AAS, 15 students initially,\$95,000 High</i>	Clack- CC,CW,D L,HS <i>CC,DL ,CW,HS</i> <i>CC,DL, ABS,HS ,CW</i>	Clackamas- B- dual enrollment, C, F,I,J adv com,, Utility Training Alliance <i>UCC-B,J,F,I</i> A-incorporate Intro to Trades curriculum B,I,J Home Builders Association

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	going costs High		KCC- CC,DL,H S,CW	
	OCCC-Small wind generators installation training		CC,DL, CW Business &land owners	C,E,I,J,H
	TVCC-Solar Voltaic Tech and Basic Manufacturing Cert, \$250,000 start up and \$150,000 per year for 4 years HIGH (TOP PRIORITY)	<i>TVCC- Water/Wastewater Tech \$100,000 start up and \$70,000 for 4 yrs Med</i>	CC,DL, ABS,ESL,	E,I,L Comment:This is a natural program for TVCC based on 300 days sun and planned location of renewable energy company specializing in solar as well as growth solar in Caldwell Potential partner with Idaho Power and allow us to articulate with CGCC Wind Energy Tech Program A,C,D,F,P,J <i>Partner with Malheur Water District, OSu Extension</i> <i>Comment:Local processing co planning expansion estimates of 100 new jobs and 100 retraining jobs – this priority would raise when/if happens</i> H-OCCC and Clatsop could feed into Alternative Energy AAS(eg CGCC) J –Advisory cwe

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	<p>TBCC- Alternative Energy Cert \$80,000 High Interested in partnering on wind energy tech(cert /AAS) \$220,000 High</p> <p>Chemeketa - Wind Technology AAS degree. Redesign existing electronics courses and add additional courses to align with other CCs. Create stand alone AAS and Pathways Certificate and One year certificate. \$115,000 equipment. \$2,700 curriculum development. \$3,000 M/S. 15 students first year, 20 second year and 25 third year. 25-50 current workforce annually. Photovoltaic Technician AAS degree – courses and potential certificate and degrees \$73,000 equipment \$23,000 curriculum development \$25,000 M/S.</p>		<p>CC, DL, Hs, CW</p> <p>CC, DL, CW</p>	<p>H- Possible w/OCCC and Clatsop, J</p> <p>B,C,E,H,I,J,K</p>

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	Serve 15-25 AAS students annually. Plus 25-35 current workforce.	<i>Clatsop - Living Machine (Water Treatment) 2.5 m Med</i>	CC,CW	C,E,F,J,L
	SOCC-1)Short term training designed for local energy auditors – non-credit High Priority \$10,000 Start up \$2,500 per class offered 3 times a year 2)Short term training designed for electrical journeyman and apprentices for photovoltaic panel installation High Priority \$10,000 start up \$2,500 per class offered 1 time per year for non-credit		DL,CW	(J) Expand the partnership that exists with Oregon Coast Community Action (ORCCA) with the goal of providing energy auditor training Expand the partnership with Apprenticeship Trusts to provide continuing education instruction on solar panel installation, repair and maintenance

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	CGCC –Develop Renewable energy business management strand G/H/J/L/ High	<i>CGCC -Develop high voltage & Safety module High; Secure commercial sized nacelle High Purchase residential scale wind turbine and ground mounted solar system Med</i>	A CC,CW CC CC	F,H,I,J
	Mechanical Energy Engineering Tech AAS 18 Students start up, 34 following yrs start up/1 st yr \$135,000 Med		CC,DL,HS	J,C
	COCC- Develop NABCEP exam prep courses for solar PV and solar thermal installers who want to study for the certification exam. Target students would be licensed electricians and plumbers who want have been doing installs and want to become certified by NABCEP. Aprox. \$4000 each	<i>COCC- Expand NABCEP instruction to NABCEP PV Solar Entry Level course for non-electricians (40 hour course). For those who want to enter solar in a support role, not install, to gain PV knowledge. Noncredit-\$6500 Low priority.</i>	DL,CW	E,I,J

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	AAS Solar Energy Technician, med priority \$600,000 start up and approx. \$520,000 to maintain		CC, DL, HS, CW	B, C, potentially H
	RCC- Energy Technician as a certificate or degree within the Construction Technology Dept. and the Electronics Dept. High \$150,000 Combine with the Renewable Energy emphasis. High \$150,000	<i>Expansion</i>	CC,DL,H S,CW	C) Pathway with other RCC Departments E) Short-term Training/program with Degree F) Program of Study leading to a certificate and degree
		LCC- Distance learning based PV and solar thermal training. Expand program to include PV 2 and solar thermal fundamentals. Students to participate in hands-on training in a central location (Lane CC). High Priority \$220,000	CC, DL, CW, ESL, HS, ABSE	<i>E,FG,H,I,J,L</i>
	BMCC-Wind tech prep program for early steps in wind tech career pathway.		CC,DL, CW	A,C,D,E,H,I,J,L

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	<p>Medium priority. Costs are being identified.</p> <p>Components may include on-site nacelle or access to field units.</p> <p>Solar tech prep program for solar tech career pathway.</p> <p>Medium priority. Costs are being identified.</p> <p>Components may include passive and photovoltaic solar arrays, instrumentation, systems.</p> <p>LBCC- Expand Mechatronics offering in Wind, and Solar Voltaic with certificates and hands on training. Add 24 student section focus of additional 45 credits options over 2 year development cycle. \$350,000 equipment costs; Salary costs startup \$60,000 startup and \$35,000 following.</p>	<p>\$860,000 Grant to NSF entitled "The Technician of the Future Program" submitted 10/15/09. Project is pending.</p>	<p>CC, DL, HS, CW</p>	<p>We will add equipment and appropriate coursework in collaboration with CGCC, Chemeketa, and Lane. Expand enrollment in current Mechatronics, and add focus certificates. Expand on-line capabilities and short-term training options.(A), (B), (C), (E), (G), (H)</p>

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	PCC- Facilities Maintenance AAS Degree -- Building Commissioner Training option	PCC Both expansion and enhancement High	CC,DL, CW	
	Electrical Trades – NABCEP Certification Prep	PCC Program Expansion	CW	
	Landscape Technology AAS Degree and 1-year certificate option -- Green Roof and Wall Option	PCC Expansion and enhancement High	CC,DL, CW	
		<i>Clatsop – Automotive Fuel \$100,000 High</i>	CW	E,J,L
	COCC- AAS Energy Management Start up \$200,000 High		CC, DL, CW	H, J
	RCC- Residential Energy Analyst Program (REAP) certification courses for energy auditors, technicians, and inspectors of energy and	<i>New Project</i>	CC,DL,C W	J) Partnership with agencies and businesses H) Partner with other Oregon Community Colleges to coordinate “train the trainer” and grant funded training for certification. E) Short-term professional certification

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	BMCC-Green Contractor Skill and License Program Cluster. Medium priority. Costs are being identified	BMCC-Diesel Tech Program module re. advanced emissions testing. High priority (current industry need and increasingly stringent diesel emission regulations) Cost to be determined, but involves expensive electronic test equipment and vendor training.	CC,DL, CW	F,I,J,K,L
	RCC-Weatherization Tech \$25,000 H		CW	E, I, J, L
	LBCC- <u>Energy efficiency and green energy options for incumbent Mechatronics technicians</u> Upgrade program emphasis on the efficient operation of heating and cooling equipment, both commercial and residential: <ul style="list-style-type: none"> Tuning the performance specifications for cooling systems and 	\$860,000 Grant to NSF entitled "The Technician of the Future Program" submitted 10/15/09. Project is pending.	CC, DL, HS, CW	Develop materials and equipment for current Mechatronics/RHVAC offerings and add (E)short term options for incumbent workers or DL workers. (K) Green literacy

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Potential New /Expanded Green Training and Activities for Community Colleges

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	heat pumps of all types <ul style="list-style-type: none"> • Installation characteristics of geothermal heat pumps • Combustion analysis of heating and boiler systems commercial and residential Options and opportunities for co-generation options in existing plants <ul style="list-style-type: none"> • Preheating systems for incoming air and water Identifying and utilizing "waste" heat sources \$50,000 in startup for curriculum development			

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4) Greening of existing jobs These include jobs where workforce need skills upgraded such as plumbers trained in solar hot water installation, carpenters trained in green building techniques and materials, landscapers trained in green landscaping techniques and plants.	Clackamas-Hybrid vehicle auto CP cert \$240,000 (2yr) High; Sustainable Gr Buildings Training/Cert \$120,000 High; Workforce Skills Upgrade in Gr Building Construction \$150,000 (2yr)?	Clackamas-Solar Thermal CP Cert (Plumbing apprentices) \$150,000 (2yr)High Clackamas-Continual enhancement of sustainability and “green” in all hort and landscape programs \$25,000	CC,DL, ABS,CW, CW,CE	Clackamas- A could be,C,I,J including Steam/pipe Local280 A,B,C,E,G,I,J,K
	KCC-Solar Voltaic certificate for plumber and elect needs		CC,HS	A Pathways to other colleges, C, E,H,I,J
	OCCC- train for green cleaning and building maintenance, interested in others as listed		CW	L,E,H
		Chem- Automotive Technology – Training on fuel cells and hybrid technology - courses, certificates and degrees 100 students per year Cost \$18,500 High Priority	CC, DL, CW	<i>B,C,E,F,H,I,J (note safety/fire training comments)</i> We feel it is of great importance to train on the high voltage safety requirements of Hybrid/Electric vehicles. This specialized training could be expanded to train industry technicians in both automotive repair and auto body technicians. There is also a great need for training fire, emergency and rescue personnel in safety considerations in cases of motor vehicle accidents.

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	<p>TVCC-Train the trainer in varied renewable energy applications to common existing jobs \$1200 to send two people for training and \$2500 per class including material-2 classes High; Energy Consultant to Biz Center \$18,000 per 5 yrs High</p> <p>TBCC- Summer organic farming-business and production series \$30,000 start up/curriculum 20 students per session Med</p>	<p><i>SOCC- Low Priority \$130,000 Startup \$80,000 ongoing Program of study with "Eco Tourism"</i></p>	<p>Small Business</p> <p><i>CC,HS, DL,CW</i></p> <p>CC, HS, DL, CW</p>	<p>L</p> <p>(J) Expand existing relationships with travel and tourism industry and economic development entities to promote entrepreneurial ventures (E) Develop short term trainings for travel and tourism industry raising awareness of the need to reduce impact on the environment. Provide instruction on how environmental impact can be reduced among travel and industry businesses. (B) Provide career exploration courses for high school and middle school students (F) Develop and offer a program of study which</p>

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	PCC- Business Management AAS degree– sustainability business course development	PCC High Priority. Development of up to four new management courses focusing on the triple bottom line and related sustainability concepts.	CC,DL, CW	prepares individuals to capitalize on the “niche” of eco-friendly tours and travel
	Clatsop- Green Garden (student Driven), Medium, \$200,000		CC,ABS, Comm. Ed.	A,B,E,K
		<i>UCC –Training apprentices electricians fir installation, maint, repair of green related equipment</i>	A CW	<i>J – Electrical Businesses</i> <i>J</i>
	COCC- Solar Thermal for Plumbers – short term training to teach licensed Plumbers to prepare for the Dept of Energy Solar Thermal TCCT exam. Noncredit- \$6000 (high priority)		CW,DL	E<H,I,J

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		<i>MHCC-Expanded Green Building training</i>	CC,DL, HS	C,F
	RCC - Grant funding for 12 CCs in Oregon was not successful. The training will continue if individual CCs choose to offer NABCEP cost recovery course. At this time training available for certification is sufficient for need.	<i>New Project</i>	CC, DL, HS	
	LBCC- Alternative Sustainable/Green Vehicle Fuel Technology Currently the LBCC Automotive Technology program offers the course of AU 3.312 Alternate Fuels. Grant money will modify and enhance this course with the addition of fully functional scan tools, vehicle emission	LBCC has begun raising funds for an advanced Transportation Technology Center to be located in Lebanon, Oregon. This center will train students in the automotive/diesel industries in the maintenance and repair of alternatively fueled vehicles and vehicular hybrids. Additionally, LBCC will be providing training to incumbent workers in the automotive industry and to	CC, DL, CW, with <i>opportunities for HS and ESL students</i>	B) As an active goal of the project is related to providing locally grown organic produce to schools, the College will seek to provide learning opportunities to MS and HS students explore Organic Horticultural Production through investigative learning activities associated with the Central Western Oregon Science Expo (a regional INTEL-ISEF Fair hosted by Linn-Benton Community College). E) This program may also provide short-term trainings for dislocated agricultural workers in Agricultural GIS and Organic Pest Management.

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	<p>analyzers and advanced faculty training in existing and emerging green vehicle technologies.</p> <p>Students enrolled in the Automotive Technology program will be more efficient at learning and adapting to green vehicle systems. As service technicians they will practice the sustainability advantages in maintaining maximum efficiency in emerging automobile technologies.</p> <p>The potential exists to serve general education students by increasing their awareness of green technologies. The course currently discusses bio-fuels, hybrid technologies, and hydrogen fuel cells. Grant money could help this course meet the general education requirement for Science Technology and</p>	<p>emergency response personnel on safety considerations when repairing alternative fueled vehicles or when responding to vehicular accidents involving alternatively fueled vehicles.</p>		<p>F) The certificate and degree in “Sustainable Food Systems” will result in a new program of study.</p> <p>J) Linn-Benton Community College will work with local restaurants to develop seasonal menu selections that support the principles of Sustainable Food Systems. LBCC will also partner with local growers to distribute Organic Compost and Produce. Proceeds from the sale of these products will support the creation of 2 part-time jobs for sustainability technicians.</p> <p>K) Both the program in “Sustainable Food Systems” and the Composting Project represent a collaboration across programs, disciplines and academic divisions within the institution.</p>

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	<p>Society.</p> <p>LBCC Automotive Technology instructors are supported with manufacturer industry training through agreements with Honda and Toyota. The addition of manufacturer specific diagnostic equipment like the Toyota Tech Stream system will strengthen the ability to meet the needs of our local vehicle service industry.</p> <p>This grant money will support green vehicle technology in any area that our students find themselves upon graduation. The strongest impact will be upon the Linn-Benton district however it will trickle out to a wider area.</p> <ul style="list-style-type: none"> • How program/training links to a career lattice/ladder: 			

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	<p>Class can be used for entry level career awareness and exploration. Basic safety will be taught to increase entry level employment opportunities. Advanced diagnostic strategies will be introduced allowing for higher level career advancement.</p> <ul style="list-style-type: none"> Number of students expected to graduate/complete program/training/project: <p>Currently about 20 students per year complete this class. Grant money may allow for expanded course offerings.</p> <ul style="list-style-type: none"> When would you target to graduate/complete your first class? <p>Spring term 2010 would be the first class impacted by enhancing the equipment and</p>			

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	<p>curriculum of the existing course. Curriculum development to allow for Science Technology and Society credits serving the general education population could be completed by Spring 2011.</p> <p><u>Are there any special features of your program/training/project that make it particularly replicable or unique?</u></p> <p>Automotive students, as future technicians have a tremendous impact upon the efficient operation of vehicle fuel efficiency and emission systems. These students have the potential for an enormous impact on future green vehicle technologies.</p>			

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	<p>Money and time for professional development training has always been in short supply. Obtaining vehicles and trainers specific to alternative fuel systems requires money. Factory scan tools and emission analyzers are expensive and invaluable to learning existing hybrid technology. \$125,000 to expand curriculum, add tooling and alternative vehicles.</p> <p>Building on existing Horticulture, Culinary Arts and Animal Science programs, LBCC will create both degree and certificate programs in “Sustainable Food Systems.” The goal of this program will be to:</p> <p>1) train growers, food service professionals, and community members to conceptualize, structure, and implement</p>			

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	<p>sustainable food systems from “farm to table” involving food production, distribution, preparation, and consumption.</p> <p>2) prepare students to integrate ecological and social components of agroecosystems including the value of agricultural biodiversity and the role of community in food systems.</p> <p>3) investigate the principles of ecological agricultural production and explore emerging market opportunities for the distribution and utilization of sustainably produced commodities.</p> <p>4) infuse the existing culinary arts curriculum with current ecological, economical, social justice issues.</p> <p>5) introduce sustainable food preservation, food processing and cooking skills into the existing agricultural programs (horticulture, crop production,</p>	<p>LBCC will model a successful, replicable, and profitable compost production process for use by agri-businesses both large and small scale. Compost will be blended for optimum chemical composition by Horticulture students, then applied to the Organic Garden, which produces vegetables for Culinary Arts, as well as provided for limited public sales. Raw materials are provided through a cooperative partnership between Equine Science (animal waste), Culinary Arts (food waste) and LBCC grounds department (landscaping waste). The project will model the complete process from the mixing of compost ingredients to compost application or sale. Students will be trained in compost operations, management, site and environmental considerations, use of compost, and marketing. The program demonstrates a successful business model and the benefits of business partnerships within communities.</p>		

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		<p>use by other colleges: Admin. Asst., Accounting AAS, Automotive Technology AAS, Construction Technology AAS, Diesel Tech AAS, Apprenticeship Culinary Arts/Hospitality AAS areas. Medium priority Curriculum funding and online development: \$300,000</p> <p>BMCC- Continued enhancement of apprenticeship programs (see Template #1).</p> <p>High priority because unions already requiring and implementing green training elements across apprenticeship programs. Costs being identified.</p>	CC,CW	F,I,J
<p>5) Curriculum Infusion</p> <p>Modification of curriculum to reflect triple bottom line of sustainability/green principles and practices (i.e., construction, sustainable manufacturing, ‘green’ apprenticeship models)</p>	<p>TVCC-Faculty Stipends for welding, natural res, ag, sciences, social sciences \$250-\$1500 stipends –total \$3-5000 per year for 5 years</p>	<p>KCC- Expand some classes to “green” apprenticeship models</p>	<p>CC,HS</p> <p>CC,CW</p>	<p>J,K</p> <p>F,G</p>

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	High	<p><i>OCCC-Adding energy efficiency and audits to Aquarium Science</i></p> <p><i>SOCC- 1) High Priority \$478,000 Credit courses: Southwestern Oregon Community College has been working with regional, state and local entities, including the Federated Tribes, to develop an educational career pathway to natural resources. The program includes an exploration seminar which introduces high school, college and community members to potential careers in water conservation, watershed issues, restoration, resource policy, fish, wildlife and forestry-based issues. Southwestern will continue its goal to enhance existing courses and develop new courses to support programs in the areas of fisheries and wildlife management, water quality management and</i></p>	<p>CC</p> <p>CC, HS, CW, Community Members</p>	<p>A,D,F (TVCC)</p> <p>(F) In natural resources and chemistry, create a program of study with an emphasis on scientific investigation in conservation, restoration and propagation (G) Requires cross-disciplinary work by the faculty in each of the identified areas (H) Will offer summer seminar on greening welding fabrication curriculum to other Oregon community college and high school instructors (E, J) Will offer continuing education training on greening welding fabrication processes and practices to incumbent workers and business partners in our district Will offer continuing education training on greening small businesses. Special emphasis will be placed on methods of marketing which can be used to highlight a business' green practices and strategies</p>

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		<p><i>environmental management. The project would include curricular revision and development and natural resources lab refurbishment. The program will work educate students in ways to preserve, protect and enhance natural resources including fisheries, wildlife, water, and forest lands. Program activities and functions would include watershed/habitat restoration, fish and wildlife population enhancement and environmental resource management support.</i></p> <p><i>2)High Priority \$403,000Credit courses: Expansion and improvement of the chemistry lab facility at Southwestern Oregon Community College will help us continue with current enhancement initiatives for our science students to become involved in student research projects in the areas of environmental and green technologies. Expansion of the existing chemistry laboratory curriculum will provide support to ongoing student projects such as</i></p>		

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Program area (Choose all that apply)	Describe		Target Audience ¹	How you will use any/or all of the following activities in your in your new or expanded/enhanced program? (See list in the footnote. Please use corresponding letter in footnote in description.)
	Potential New Program Development. Rate each as low, medium, high priority. (Include projected cost)	Expansion or Enhancement of Existing Program. Rate each as low, medium, high priority. (Include projected cost)		
		<p><i>using local plants in phyto-remediation of heavy metals in the environment (a project supported by a grant from the National Science Foundation). In addition, new projects such as exploring the potential for local algae to be used in biodiesel production would be enhanced or made possible in a new lab facility.</i></p> <p><i>3)Priority \$0Revise existing AAS Welding and metals manufacturing curriculum to reflect green principles, materials and methods. Showcase the newly renovated Welding and Metals Fabrication laboratory to high school students and industry partners.</i></p> <p><i>4)High Priority \$50,000 College Credit Enhancement of existing AAS in Small Business Management and Entrepreneurship.</i></p> <p><i>Clatsop-Automotive Alternative fuel, High, \$100,000</i></p>	CC/HS	B,C,F,J

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	MHCC Certificate of Sustainable Engineering Practices (curriculum in process) \$42,000 1 st yr	<i>MHCC Include sustainability modules in office and healthcare office curriculum \$11,000 Med Adapt modules for customized business training\$5000</i>	CC	I,J
	COCC- Develop new courses such as Introduction to Renewable Energy Technology and Electrochemistry that may be of interest to a wide audience of general students not just those enrolled in specific sustainability programs— could be in online or hybrid formats (high priority); ?\$7000	<i>COCC- Modification of contracted training management and manufacturing curriculum in credit and non credit areas (medium priority)</i> <i>Purchase of additional high temperature units (high) and installation of central vacuum unit in labs rather than individual aspirators (low; will add to new building design); cost not known at this time</i>	CC, DL, CW, HS	L
		<i>SOCC- Expand Chem curriculum \$6,0000</i>	CW	H partner with other CCs
	RCC- Modify curriculum in Apprenticeship programs	<i>Enhancement of existing programs</i>		H) Partner with other CCs offering like Apprenticeship programs

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	<p>including Electricians (all trades), plumbers, HVAC, Sheet metal. BOLI Standards will require modification. High, \$25,000 Research and marketing the idea to committee continues</p> <p>LCC – Lane would like to see most of its classes (greater than 50%) infused with sustainability principles and have started down this path with an EPA grant funded sustainability infusion project (see Document #1).</p> <p>Lane would like to develop a training manual for sustainability curriculum infusion for community colleges.</p> <p>Funding for faculty to infuse sustainability into curriculum.</p> <p>State-wide triple bottom line</p>		<p>CC,DL,H S,CW</p> <p>CC, DL</p>	<p>C,E,J,L,G,H,K</p> <p>C (part of Sustainability coordinator AAS) F, K – for AAOT</p>

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	<p>sustainability graduation requirement.</p> <p>Develop credit courses in permaculture and organic horticulture.</p> <p>Infuse RTEC with green principles and practices.</p>	<p>Addition of 3 professional certifications for water conservation tech (WCT) students:</p> <p>1) Irrigation Association's Certified Landscape Irrigation Auditor. High priority; easy to implement. Projected cost = \$5,000.</p> <p>2) American Rainwater Catchment Systems Association's Certified professional. Both these certifications can fit in and complement existing first year WCT classes. High priority; easy to implement. Projected cost = \$5,000.</p> <p>3) Potential addition of third</p>		<p>My sustainability career pathways (C) work allows me to integrate certification training into WCT degree pathway and sustainability pathway. In addition to embedded curriculum, we can offer short term trainings (E) in partnership with industry associations and businesses (J) to build literacy and generate revenue. Collaboration with small business development (L) would enhance our effectiveness as well as link students with this important department. The water efficiency and rainwater harvesting niches need consultants to meet community demand. Over time, we hope to offer portions or all of the WCT degree program through Distributed Education (G) through partnerships with other colleges (H). Because the WCT degree program is grounded in theoretical and practical sustainability, it already promotes green literacy (K).</p>

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		<p>certificate, Water Conservation Practitioner, working with American Water Works Association. High priority; moderately challenging to implement. Projected cost = \$15,000.</p> <p>BMCC–Continued enhancement of apprenticeship programs (see Template #1). Construction of labs for training in insulation, window and door installation, building retrofit, energy auditing. Costs are being identified. Components include construction of building wall and roof mock-ups, installation of energy control systems.</p>	CC,CW	<p>All three certifications are highly respected and will give students entering the workforce a competitive advantage.</p> <p>All students could receive training; those desiring certification could pay the associated testing fee to become certified. We could offer follow-up training (CEUs) to generate revenue. We could somewhat easily "package" the certifications and a few WCT classes into a certification of completion.</p>
	Chem – Green Efficiency/Sustainability Coordinators within existing businesses	Chem- Will revise current Management, Horticulture, Political Science, Science, Health Sciences, Hospitality and Tourism	CW, CE, CC, DL,ESL	

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	<p>\$100,000 each(2yr)</p> <p>OCCC-Workshops on Self Sufficiency and lowering carbon footprint for businesses and indiv</p> <p>TVCC- Survey of new energy tech in bus and ag \$5000 one time cost High</p> <p>PCC-WorkKeys and Job Profiling</p>	<p><i>TVCC- Green learning labs, models in viticulture program, eg drip technology \$15,000 per yr 5 yrs High (CC,DL,CW) J</i></p> <p><i>TBCC- Revise three Industrial Maint Tech courses \$30,000 High Create Intro to Gr Jobs during ABE</i></p> <p><i>\$3000start up 20 students per term Med Create lang specific tech and industry in Amer Speech Sounds \$5000 curr deve 10 students per term Med</i></p> <p>PCC - Both and expansion and enhancement. Can be high Priority</p>	CC, DL, CW	The industries, technologies, and approaches that comprise the term "Green Technology" are, by and

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	<p>SOCC- High Priority \$100,000 The Strategic Planning Council has created a Green subcommittee charged with “greening” the College. The subcommittee will commission an audit of the current energy and waste management practices employed at the College. The outcomes of these audits will be used to prioritize the revisions of old and the development of the new processes and practices used at SOCC in the areas of waste</p>	<p>depending on the needs of industry.</p> <p><i>MHCC Environmental Mitigation Certificate – Start up \$9,000 Ongoing \$26,400 Med</i></p>		<p>large, in their infancy. Because PCC is committed to identifying the jobs and careers that emerge from Green Technology in the most efficient and effective manner possible, it is using the WorkKeys job profiling and assessment system.</p>

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	(food and general waste) and energy management. CGCC- Develop sustainability practices for campus			E,F,G,H,I,J,L
	COCC- Personal enrichment classes for living green are offered as part of our Community Learning program. These classes vary each term and usually run 3-8 hours and range from \$29-\$89. Business classes for incorporating green are offered through our Business Development Cent and Community Learning. These	COCC-Expansion of current Personal enrichment classes for living green are offered as part of our Community Learning program. Expansion of current business classes for incorporating green On campus, plan to pursue LEED certification for new buildings (about \$100,000 per building x 3); high priority		E, L

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	<p>classes vary each term and usually run 3-8 hours and range from \$29-\$89.</p> <p>RCC- Master Recyclers courses for the consumer and Master Recyclers for Businesses. High, \$10,000 First series was offered in Josephine County with great success. Presently funded by student tuition and grant from SO Solid Waste Agency. Funding will continue for 10-11. At \$25,000/yr. Presently: AmeriCorps project, \$32,000 with match funding was awarded and Americorp volunteer coordinates recycling program on RWC along with Master Recyclers and student sustainability club. To encourage more</p>	<p>Install PV on future (and perhaps some existing) buildings; unknown cost; high priority Domestic hot water generated from solar; unknown cost; medium priority</p> <p>RCC-Growth potential is huge. The Master Recyclers program is in only a few counties. It is customized based on county makeup and is funding is dependent on waste businesses and county waste reduction organizations. The CCs can be a great resource in expanding this effort. It is very popular with the public. We get great press!</p>	DL, CW, CC	<p><i>Jv</i></p> <p>G) Distributed Education for communities supporting carbon reduction and limiting waste J) Partnering with businesses and university</p>

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	involvement with Master Recyclers programs in Oregon the program should qualify <u>for FTE</u> . Presently it is not.	<i>LBCC- Water/wastewater expansion upgrade in applications of water reuse tech in:high tech methods: wetlands treatment \$300,000 for lab curriculum dev and instruction</i>	CC,DI,Hs <CW	A,E,J,K
	LCC 1.Resource Conservation Management on Oregon Community Community College Campuses. High Priority \$500,000 2.Develop more co-curricular activities including an ecology club that can work on such things as native landscaping.		CC, CW, DL, CW, ESL, HS, ABSE CC	I, E, F, G, H, I, J, L

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	<p>Improve and expand an existing biodiesel production lab so that Green Chemistry Club students can make biodiesel from the college's waste kitchen grease to use in our diesel technology program and to burn in our campus boilers for heat.</p> <p>Develop a state of the art recycling and waste reduction education center in which Lane models and provides learning opportunities about best-practices in waste management.</p> <p>Operate on 100% renewable energy. Grow a significant amount of the food that we sell in the cafeteria in the Learning Garden</p>	<p>LCC -1) Appropriate- and/or low-technology water supply, pumping</p>	<p>CC, DL, HS, CW</p>	<p>1) This course could provide a bridge/link between the water, energy and sustainability programs on campus</p>

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		and purification methods for potable and/or non potable uses. Two-credit elective class for WCT, Energy and Sustainability Coordinator programs as well as community members. Practical application and use of rainwater, greywater and stormwater for a variety of uses. Integrate projects into degree programs as elective classes and open classes to community members wishing to enhance local water security and thus sustainability. Demonstration projects crucial to success. Medium priority; moderately challenging to implement. Projected cost = \$10,000.	CC, DL, HS, CW	and thus bolster career pathways (A), short term trainings (E), partnerships with business and industry (J) and build green literacy (K).
		2) A “Water Energy Nexus” class focusing on the ways water and energy are required for all production methods and how both can be used more efficiently. Topics include policy, practical application, efficiency. Medium-low priority; moderately challenging to implement. Projected cost = \$5,000.	CC, DL, HS, CW	2) This course could provide an enhanced links between water, energy and sustainability on campus and thus career pathways (A), short term trainings (E), partnerships with business and industry (J) and build green literacy (K).

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		3) Rain Garden Installation Workshop. This spring LCC is hosting a Rain Garden design workshop, which we hope to follow with a fall installation on campus. Rain gardens use water wisely, decrease stormwater runoff and create habitat, etc. Rain gardens are both water conservation and sustainability landscape features. Medium priority; easy to implement. Projected cost = \$4,000.	CC, DL, ABS, ESL, HS, CW	3) This workshop enhances links between water and sustainability on campus and thus ties into career pathways (A) short term trainings (E), partnerships with business and industry (J) and builds green literacy (K). It is a collaborative effort between LCC, the Oregon Environmental Council, OSU Extension Service and local landscape designers.
	BMCC-Infusion of green components into new Hermiston campus facility including LEED construction, virtual classrooms and labs, specialized curriculum, specialized building and program design expertise, green chemistry demonstrations, biosciences.		DL,ABS, ESL,HS, CW	A, B, C, D, E, F, G, H, I, J, K, L
	Chem- NON-Credit Industrial Maintenance, Operator, and			B,E,H,I,J,K,L

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	Mechanics, "Innovation in Workplace Green Technology" workshops. Develop a series of concentrated workshops modules will be designed as delivery instruction on "Green" methods and techniques. That add-value to industry and limit industry carbon footprint. These workshops will be provided as on-line-hybrid or face-to-face delivery modules. Industry partners through the Strategic Economic Development Corporation (SEDCOR) will award industry recognized Certificate for Green Innovation and Creativity at the workplace. Modules will be designed in 3or 6 hour learning sessions. On- line equipment \$260,000, Green Processing Simulators equipment \$350,000, program development, \$250,000, M/S 125,000			

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Potential New /Expanded Green Training and Activities for Community Colleges

Program area (Choose all that apply)	Describe		Target Audience ¹	How you will use any/or all of the following activities in your in your new or expanded/enhanced program? (See list in the footnote. Please use corresponding letter in footnote in description.)
	Potential New Program Development. Rate each as low, medium, high priority. (Include projected cost)	Expansion or Enhancement of Existing Program. Rate each as low, medium, high priority. (Include projected cost)		
	100 students first year 200 students second year 300 students third year.			

1 Please use the following key for targeted audience: CC = Community College Students; DL = Dislocated Worker; ABS= Adult Basic Skills students, ESL = English as Second Language students, HS = High School Students, CW= Current Worker, CE-Community/continuing education, BA= Business Owners, PA=Public Agencies, A=Apprentices
 2 Categories include (A) Career Pathways Bridge Programs for ABS (B) Connections with K-12, (C) Career Pathways Certificate (D) CRC, (E) short term trainings; (F) Program of Study (G) Distributed Education; (H) Partnerships with other Colleges; (I) Partnerships with WIA; (J) Partnerships with businesses/industry; (K) Green Literacy (Greening curriculum across disciplines) (L) Small Business Development . *Please use letters in your descriptions to indicate which category.*