

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ND125123	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 10NDHCA003														
5. APPLICATION INFORMATION																
LEGAL NAME: U.S. PIRG Education Fund DUNS NUMBER: 602772910	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Jennifer Hatch TELEPHONE NUMBER: (202) 546-9707 347 FAX NUMBER: INTERNET E-MAIL ADDRESS: jhatch@energyservicecorps.org															
ADDRESS (give street address, city, state, zip code and county): 218 D St SE FI 1 Washington DC 20003 - 1900 County:																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 521384240	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps National	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: U.S. PIRG Education Fund Energy Service Corps															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): San Diego, CA Orange County, CA Los Angeles County, CA	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/15/11 END DATE: 05/15/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="DC 001"/> b.Program <input type="text"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr><td style="width: 20%;">a. FEDERAL</td><td style="text-align: right;">\$ 447,528.00</td></tr> <tr><td>b. APPLICANT</td><td style="text-align: right;">\$ 141,570.00</td></tr> <tr><td>c. STATE</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>d. LOCAL</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>e. OTHER</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>f. PROGRAM INCOME</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>g. TOTAL</td><td style="text-align: right;">\$ 589,098.00</td></tr> </table>	a. FEDERAL	\$ 447,528.00	b. APPLICANT	\$ 141,570.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 589,098.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 447,528.00															
b. APPLICANT	\$ 141,570.00															
c. STATE	\$ 0.00															
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e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 589,098.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Jennifer Hatch	b. TITLE:	c. TELEPHONE NUMBER: (202) 546-9707 347														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 01/05/11														

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Executive Summary

U.S. PIRG Education Fund's Energy Service Corps program gives communities, young and old, the knowledge they need to stop energy from seeping from their homes, and acts as a community catalyst for greater energy efficiency. 9 full time and 133 minimum time members and the volunteers they recruit will teach 24,000 students about energy efficiency and conduct 3,200 home energy surveys that will help achieve short term reductions, while fostering long term commitments to cleaner, greener neighborhoods.

Rationale and Approach

COMPELLING COMMUNITY NEED: Energy use in California and Colorado is on the rise. Colorado's electricity consumption is growing almost twice as fast as the population and California's electricity consumption is forecast to increase by 1.25 percent per year over the next decade.

This increasing energy use is straining pocketbooks, fueling global warming and harming public health. Coloradans spent about \$500 million more on home heating this past winter than they spent just five years ago. In California, the number of families whose service was shut off or interrupted because they couldn't pay their bills rose by 17.6 percent last year. Global warming increased by more than 24 percent in Colorado this decade and California remains the second highest emitter of global pollution in the nation. Both states already witness the impacts of global warming, from die-offs of Aspen stands to an eight-inch increase in sea levels.

The good news is that increasing energy efficiency homes can reduce our use of fossil fuels and bring a variety of benefits to the economy and the environment. According to an October 2009 report released by the White House Council on Environmental Quality, existing technology can reduce home energy use by up to 40% per home and lower associated greenhouse gas emissions by up to 160 million metric tons annually by the year 2020. Setting a home air conditioner at five degrees higher and sealing cracks, gaps,

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and leaks in homes can each save up 20% on heating and cooling costs. If every Colorado household replaced five incandescent light bulbs with five compact fluorescent lights (CFLs), the state could save enough energy to power 45,000 homes.

Recognizing this potential, both California and Colorado have launched several initiatives to increase energy efficiency efforts. In 2009, the California Public Utilities Commission adopted a groundbreaking long term energy efficiency plan to reduce existing home energy use 40% by 2020. In Colorado, a new requirement for utilities to offer energy efficiency programs is projected to create \$1.5 billion in economic benefits.

While these programs and initiatives have begun to tackle our energy consumption, much remains to be done. A rebate program to replace old refrigerators with new energy-efficient established by Southern California Edison, for instance, has only reached 4% of eligible clients. Similarly, a rebate program established by the Southern California Gas Company to replace less efficient gas-fired equipment with new energy-efficient equipment and weatherization has only reached approximately 150,000 customers (0.8%) out of a service area of more than 18 million.

Leveraging a youth-mobilization model refined over 30 years of experience and replicating a successful Energy Service Corps model pioneered by our sister organization NJPIRG Law & Policy Center Energy Service Corps, U.S. PIRG Education Fund Energy Service Corps members will serve as educators, energy assessors, home 'weatherizers', and public ambassadors for energy efficiency. The program will be based in two states where U.S. PIRG Education Fund has worked for decades to increase the civic engagement of students. Leveraging existing relationships with faculty and administrators and their cutting-edge expertise in this field, the program will target audiences including eligible homeowners not reached by low-income weatherization assistance programs, multifamily property owners, middle-class

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homeowners and schoolchildren.

Energy Service Corps members will educate local elementary school and college students about the potential of energy conservation to curb global warming and ease the strain on local pocketbooks. They will organize public outreach campaigns in local neighborhoods and their campus communities and conduct basic energy assessments of student and community housing. Additionally, members will organize community service projects such as light-bulb exchanges and weather-stripping for residents who are unable to secure assistance from existing local and state LIHEAP programs.

Our 21 target campuses are located in 11 California and 5 Colorado metropolitan areas with demonstrated need for increased civic engagement in reducing residential energy use. In California, our targeted communities are: San Diego, Orange County, Riverside, Los Angeles, Santa Barbara, Santa Cruz, Berkeley, Los Altos Hills, San Francisco, Merced, and Davis. In Colorado, our targeted communities include Denver, Boulder, Colorado Springs, Greeley, and Fort Collins. Campuses on which the program will be based include the University of California (UC) San Diego, San Diego Mesa College, UC Irvine, UCLA, UC Riverside, the University of Southern California, Santa Monica College, Los Angeles Valley College, Pasadena City College, UC Santa Barbara, UC Santa Cruz, UC Berkeley, San Francisco City College, Foothill College, UC Davis, UC Merced, the University of Colorado Denver, the University of Colorado Boulder, the University of Colorado Colorado Springs, the University of Northern Colorado, and Colorado State University.

U.S. PIRG Education Fund Energy Service Corps targets two specific community needs

- 1) A need to lower high residential energy use to reduce economic strain, global warming emissions and harmful air pollution.
- 2) A need to increase local public education and energy efficiency services -- such as energy assessments

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and basic weatherization -- to achieve greater reductions in home energy use.

U.S. PIRG Education Fund conducted an extensive local needs assessment of each of our target communities. We consulted local city officials in Davis, Santa Barbara, Irvine, Riverside, Santa Monica, Denver, Colorado Springs, Boulder, Santa Cruz, Berkeley and San Diego. We also conducted outreach to numerous non-profits, local experts in residential energy efficiency and existing AmeriCorps programs including the California Conservation Corps, Grid Alternatives, the California Community College Foundation, Mile High Youth Corps, and the Colorado Youth Corps Association.

In addition to consulting these key stakeholders, we took the following steps to assess local needs: We evaluated data on community energy usage, potential energy savings, demographics, and current LIHEAP data housed at numerous public agencies, including the California Energy Commission, California Public Utilities Commission and the Colorado Governor's Energy Office. We examined existing programs that provide financial assistance and promote energy efficiency upgrades, and their public participation rates, in target communities; we considered the impacts of global warming on the community to identify communities that potentially face the greatest challenges if global climate change progresses; and we consulted with lead groups and community partners to determine that current community resources would benefit from the service of AmeriCorps members working to educate the community and to reduce energy use.

Through this process, we identified sixteen target metropolitan areas. The associated needs of these communities include the following:

San Diego --The local existing building sector represents about 48% of the entire energy savings potential of the city. Local residents need more local energy assessments, student education and

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community outreach to identify participants in local efficiency programs designed to reduce this energy consumption.

Orange County --To minimize projected increases in energy use of 25% or more, the community needs added educational and public outreach to encourage homeowners to conduct energy audits and take advantage of public financing options to conduct extensive retrofits of their homes.

Riverside -- With energy efficiency established as a key strategy to reduce the City's per capita base load energy consumption by 10%, the community needs outreach and student education to encourage residents to shift energy use to off-peak hours and encourage increased conservation measures.

Los Angeles -- The community needs energy assessment services, starter weatherization services, and educational services. Local community partners such as Sustainability Works need expanded outreach capacity to educate the community regarding the benefits of greater energy efficiency.

Santa Barbara -- In 2005, local buildings accounted for about 37% of the County's energy demand. The community needs more student education and community outreach and local home energy assessments to reduce this energy use.

Santa Cruz -- Residents need more community outreach and student education to educate the community about local resources, such as a newly-established citywide energy retrofit fund to reduce energy use. Residents also need more energy assessments and student education to further reduce energy use.

Berkeley -- Having identified buildings as the source of 53% of the city's global warming emissions, the

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City needs additional outreach capacity to conduct energy assessments of low-income homes and student education. Current low-income energy assistance programs reach only 4% of the city's eligible population.

Los Altos Hills -- After enacting several measures aimed at reducing municipal energy use, the community needs additional local student educational efforts to deepen community commitment to reducing home energy use.

San Francisco -- The community needs assistance in educational outreach to local students, local energy assessments, and outreach to encourage residents to leverage a host of programs that target common residential lighting applications such as porch lights and table lamps for conversion to compact fluorescent lamps.

Merced -- The community needs more student educational presentations to assist the newly-established University Energy Research Center in its educational efforts. Local residents need community and student education, and energy assessments that encourage energy retrofits of low-income homes.

Davis -- The local community needs assistance in educating local students about the potential of increasing energy efficiency in the home. Residents also need assistance in conducting energy assessments and basic weatherization services.

Denver - After adopting a plan to reduce city emissions 10% below 1990 levels by 2011, the City of Denver established the Greenprint Denver program to increase city sustainability. The community needs assistance in conducting neighborhood light bulb exchanges and basic energy assessments to make this program a success. Residents also need more student education to deepen community

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commitment to efficiency.

Boulder --Local outreach capacity is insufficient to educate local community members regarding existing energy efficiency programs. Only five families, for instance, have received energy efficiency rebates on new furnaces in the city. Residents need additional educational and outreach capacity to encourage property owners and student tenants in local multifamily housing to adopt increased energy efficiency measures.

Colorado Springs -- Seeking to balance the city budget with increased energy efficiency measures, the local community needs increased educational outreach to local students and residents regarding the benefits of increased local efficiency measures.

Greeley -- Residents need assistance with home energy assessments, basic weatherization services, and educational outreach to local students and residents.

Fort Collins -- The city's waiting list of low income families who have requested weatherization services expanded from 50 to 300 this year. Local low-income residents who cannot access these services need basic 'starter' weatherization services such as light bulb exchanges, caulking, and weather-stripping until they can receive more extensive assistance.

All the targeted communities listed above consider increased energy efficiency in homes a local priority in order to reduce greenhouse gas emissions, save money, and curb air pollution. They also identify a universal need for more student education, community outreach, energy assessments, and weatherization services to decrease home energy use.

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DESCRIPTION OF ACTIVITIES & MEMBER ROLES: AmeriCorps members are integral to all activities proposed to increase state energy efficiency. Based at college campuses, minimum- and full-time members will recruit, educate, and mobilize student and community volunteers to address the lack of public awareness and knowledge about energy efficiency, both on campus and in the community. Members will spend their terms conducting college, K-12, and community energy efficiency education and service projects such as basic energy assessments and weatherization. Members also will work to develop their volunteers' skills and a sense of community stewardship around reducing the community's energy use.

Specific community needs that we will address include:

1) Student Education - National Performance Measure Pilot - Members will educate 23,400 college and K-12 students about the benefits of greater efficiency, simple conservation measures, and existing programs to reduce energy consumption. At colleges, members will conduct classroom presentations, student group presentations, group educational sessions, and individual neighborhood education canvasses to inform students about the benefits of energy efficiency, the programs for which they may qualify, and the state incentives for energy efficiency upgrades. At K-12 schools, members will organize educational presentations that will educate future generations to be energy efficient in response to growing energy demands and the potential effects of global warming. All educational presentations will use existing lessons from reputable sources such as the U.S. Department of Energy's Office of Energy Efficiency and Renewable Energy, National Energy Education Development Project, California Environmental Education Interagency Network, and Colorado Alliance for Environmental Education. Presentations will achieve the following learning objectives: Learning will be measured by pretests and post-tests; we anticipate that 75% of students will show improvement in knowledge of energy efficiency. Learning retention will be measured by additional post-tests after a four-month period; we anticipate that 70% of students will demonstrate retained knowledge.

2) Community Outreach - Through informational outreach, members will conduct outreach to 60,000

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community members and students about energy efficiency, conservation, and existing local and state programs to reduce energy consumption. On campus, these outreach efforts will be conducted through campus visibility events, including classroom presentations, tabling events, house parties, and individual door to door canvassing. In the greater community, members will conduct forums featuring local energy experts, attend local meetings to educate community leaders and municipal officials, set up information tables and presentations at community events, and canvass neighborhoods to inform the public about energy efficiency, the programs for which they may qualify, and the state incentives for efficiency upgrades. At outreach events, members will collect 'Energy Pledges' through which students and community members will pledge to make a behavioral change to conserve energy. Our objective is to collect 12,000 pledges over the course of the year. (Not a performance measure)

3) Energy Assessments -- Self Nominated Performance Measure - Trained members and volunteers will offer 3,200 basic energy assessments, identifying students and community participants who will benefit from these assessments, calculating current energy usage in residential, municipal, and commercial buildings, and then recommending energy efficiency improvements. Assessments will include visual inspection, research into the building's energy systems, and a review of energy usage data. Members will then compile the information to determine the calculated energy and cost savings for various energy efficiency measures. Recommendations may include upgrades of insulation, air sealing, heating and cooling systems, building lighting systems, and equipment, as well as energy conservation behavior. To facilitate necessary behavioral changes and upgrades highlighted through the assessments, members will refer residents to local and state energy efficiency programs that provide advanced weatherization and auditing services. Low-income households, for instance, will be informed of the LIHEAP program. Members will follow up with assessment households three months later to evaluate energy savings, reviewing energy bills for reductions in energy use.

4) Community-wide Service Projects --Members will organize and participate in community-wide service projects aimed at improving energy efficiency 10-30%. They will work with community groups

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and local agencies to organize the projects, which may include providing basic weatherization of residential, municipal, and commercial buildings, distributing energy efficient light bulbs, and participating in tree plantings to reduce heating and cooling costs in urban communities. Members will be trained and equipped with caulk, weather-stripping, compact fluorescent light bulbs, and door sealers for these projects. The projects will enable U.S. PIRG Education Fund Energy Service Corps to make a direct impact in communities and increase residents' and small business owners' knowledge of the benefits of energy efficiency measures. To assess impact of basic weatherization projects on home energy bills, members will follow up with assessment households three months later to evaluate energy savings, reviewing energy bills for reductions in energy use. (Not a performance measure)

In each target community, U.S. PIRG Education Fund will work closely with local non profits, city officials, and local experts to determine the best way to leverage existing local resources to increase energy efficiency. In communities with existing elementary education programs around the environment, for example, we will partner with these organizations to provide additional energy efficiency education opportunities for their students. In communities with existing energy assessment and weatherization service efforts, we will partner with local organizations that conduct these efforts to identify additional participants in their programs, and provide 'starter' weatherization services for those whom our partner groups cannot reach. In Denver, for example, several local organizations have partnered with the City of Denver in an initiative called Greenprint Denver to provide basic energy assessment and weatherization services to local residents. U.S. PIRG Education Fund Energy Service Corps members in Denver will join this effort and recruit volunteers to bolster this program and expand its outreach capacity.

We propose the following makeup of slots to accomplish program goals: 6 full time members and 95 minimum time members in California and 4 full time and 34 minimum time members in Colorado -- a total of 128 minimum time members and 10 full time members. We will recruit 10 recent college graduates for the full-time positions and 128 current college students to serve as minimum-time

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members. Each full-time member will first recruit and train college students to participate in an internship or volunteer program activities. From this pool of college student volunteers and interns, we will recruit the 128 minimum-time members on our twenty target campuses to enact program activities in their respective communities. Criteria for allocating minimum-time members include community need, size of recruitment pool, and additional oversight responsibilities of staff.

Our 10 full-time members will ensure the success of the program in priority communities, strengthen the program overall with a full-time investment in program activities, and build strong relationships with community partners. Full-time members will implement program activities within one community in coordination with minimum-time members. They will take on the role of community organizers, spending nearly their entire term of service organizing in one community, building relationships with partner organizations, community leaders, and municipal officials.

Working closely with the site supervisors and Program Directors, members will recruit and train college students and community members as part of their project, and then will work with those volunteers to implement the education and service activities. Full-time members also will work alongside the minimum-time members. The 128 minimum-time members will serve as local project coordinators, focused on one particular piece of the program in a community. For example, one minimum-time member will organize K-12 education activities while another minimum-time member based in the same community will organize campus class sessions or a door-to-door educational canvass.

Our program, based at college campuses in or near the target communities listed above, will tap into the enthusiasm of today's youth, touted as the "greenest generation." According to a recent United Nations Environment Program survey, 82% of young people in the United States are concerned about global warming and 92% of the youth surveyed believe that they can make an impact on the issue.

Our recruitment and training of college students will fill a number of important niches in the community, including: greater community service output; an increased number of community partnerships and collaboration through the students' utilization of campus connections to community

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groups and resources; a stable pool of resources and campus expertise in energy efficiency, which will contribute to the success of the projects; enhancement of the educational mission of the site institutions with a service learning opportunity for the students on campus; development of a sense of civic responsibility in today's youth, creating future civic leaders in the community and giving them the tools necessary to make a difference.

AmeriCorps members will be directly overseen by site supervisors. The state Program Directors will oversee the site supervisors and assist member identification, training and evaluation. State Directors and California Assistant Director will oversee the Program Directors. The National Program Manager is responsible for oversight of the state leadership teams.

Throughout their term of service, AmeriCorps members will work closely with local site supervisors to ensure that all members meet agreed-upon objectives, that member needs are met, and that members comply with program expectations, including avoiding all prohibited activities. During orientation, all members will engage in a detailed conversation about prohibited activities, which are listed clearly in the member contract, and will role play with program staff to test their understanding of these rules. Members will receive a copy of the contract for reference. Members will submit a weekly written report of all service activities conducted at their site to the state Program Directors and Site Supervisor, and will discuss the report with their supervisors. Each step in the process will ensure that members are complying with all contractual prohibitions. In addition, all members will work in close partnership with university advisers and community partners, who will be charged with contacting the National Program Manager if members suggest participation in any prohibited activities.

MEASURABLE OUTPUT AND OUTCOMES: TITLE: Number of students and youth receiving education or training in energy-efficient and environmentally-conscious practices The U.S. PIRG Education Fund Energy Service Corps will address the Clean Energy program area and will participate in the National Performance Measure Pilot, addressing the following measure: Number of students and youth receiving education or training in energy efficiency and environmentally-conscious practices.

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RESULT: OUTPUT RESULT STATEMENT: Members will educate K-12 students and college students about energy efficiency and environmentally-conscious practices through classroom presentations and individual educational neighborhood canvasses. TARGET DESCRIPTION: Members will educate 23,400 K-12 and college students about energy efficiency and environmentally-conscious practices through classroom presentations and individual educational neighborhood canvasses. INSTRUMENTS: Sign in sheets, logs. PERFORMANCE MEASURE STATEMENT: Members will educate 23,400 K-12 and college students about energy efficiency and environmentally-conscious practices through classroom presentations and individual educational neighborhood canvasses. RESULT: INTERMEDIATE OUTCOME RESULT STATEMENT: K-12 and college students who receive an educational presentation by an AmeriCorps member will report an increase in knowledge of energy efficiency practices. TARGET DESCRIPTION: 75% of K-12 and college students who complete a test after educational presentations will report an increase in knowledge of energy efficiency. INSTRUMENTS: Pretests and post-tests. PERFORMANCE MEASURE STATEMENT: 75% of K-12 and college students who are tested after an educational presentation by an AmeriCorps member will report an increase in knowledge of energy efficiency. RESULT: END OUTCOME RESULT STATEMENT: K-12 and college students who are tested two months after an educational presentation by an AmeriCorps member will demonstrate retention of knowledge of energy efficiency. TARGET DESCRIPTION: 70% of K-12 and college students who are tested two months after an educational presentation by an AmeriCorps member will demonstrate retention of knowledge of energy efficiency. INSTRUMENTS: Post-tests. PERFORMANCE MEASURE STATEMENT: 70% of K-12 and college students who are tested two months after an educational presentation by an AmeriCorps member will demonstrate retention of knowledge of energy efficiency.

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT Members will submit weekly reports on progress towards achieving program outputs and outcomes. At the conclusion of educational events, members will submit tracking forms including sign-in sheets, logs, and pre- and post-tests to the

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Program Directors and National Program Manager. For each community forum, energy audit, and other activity, members will submit an additional report detailing community partners and any specific program goals met as a result of the program activity. The National Program Manager will regularly evaluate the reports and overall progress towards meeting program outputs and outcomes. The Program Manager will also evaluate program activities and progress with each member during quarterly evaluations. Members' reports also will be compiled into quarterly assessments to evaluate the program's overall progress and enable the Program Manager to ensure that the program achieves outputs and outcomes.

COMMUNITY INVOLVEMENT: U.S. PIRG Education Fund consulted with numerous community stakeholders in developing our program structure -- from elected officials to local experts to on the ground practitioners. In each of our target communities, our members will continue to work closely with these stakeholders to develop a local service plan that will leverage existing community resources and expand capacity of existing local efforts to increase home energy efficiency. In our target communities we will meet weekly with partner organizations, local officials, and area energy experts to solicit feedback on program activities, explore partnership opportunities and develop program strategy.

RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS: U.S. PIRG Education Fund staff consulted with AmeriCorps programs in California and Colorado and others with established programs in other states such as the Northwest Leadership Academy in Washington and the Minnesota Conservation Corps. When complementary geographic scope or program mission became evident, we were able to develop partnership strategies to ensure that our respective programs will work together in symbiosis.

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The California Community College Foundation (CCCF) currently operates three AmeriCorps programs based on community college campuses throughout the state. The U.S. PIRG Education Fund Energy Service Corps proposes to place members on four campuses where CCCF members currently serve: San Francisco City College, Foothill College, Pasadena City College, and Los Angeles Valley College. As discussed with CCCF, on campuses where members with both programs will serve, Energy Service Corps members will work with CCCF youth education programs to teach elementary school classes focused on efficiency. Members hired by CCCF to participate in their foster youth program may also be interested in exploring the green technology field and could participate in U.S. PIRG Education Fund education, outreach, and service events.

Based in the larger community, the California Conservation Corps (CCC) may launch a program focused on training at-risk youth for careers in weatherization and providing weatherization and energy assessment services to local residents in 2010. Metropolitan areas in which both programs may operate include Los Angeles, San Diego, and Orange County. As discussed with CCC in these areas, our programs will complement each other. U.S. PIRG Education Fund will include CCC members in on-campus trainings, conduct joint educational presentations at elementary schools, and identify community members interested in the advanced energy assessments provided by CCC members. U.S. PIRG Education Fund Energy Service Corps members interested in more advanced weatherization and energy assessments can also participate in CCC trainings.

U.S. PIRG Education Fund also explored the possibility of several additional partnerships with AmeriCorps grantees. In Denver, for example, the U.S. PIRG Education Fund will work with the Mile High Youth Corps and the Colorado Youth Corps Association in a partnership with the City of Denver to provide basic energy assessments and simple energy efficiency services such as light bulb exchanges to local residents. In California, we could work with Grid Alternatives, an AmeriCorps program to install

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solar panels on low-income homes, in Los Angeles and San Diego, to teach joint elementary school presentations and organize joint trainings; and the Student Conservation Association in San Diego, San Francisco, and Santa Barbara to organize joint community service events. Additionally, we will encourage our members to partner with other AmeriCorps programs on national days of service, including Make a Difference Day and National Youth Service Day.

POTENTIAL FOR REPLICATION: The U.S. PIRG Education Fund Energy Service Corps is modeled on the program of our sister organization NJ Law & Policy Center. Our sister organization in Wisconsin, the WISPIRG Foundation, is currently seeking to establish an AmeriCorps energy program. Next year, our goal is to expand to five additional states. The NJ program was designed with the potential for replication in multiple states, utilizing the PIRGs' well-established student-mobilization model. In California and Colorado, we examined existing energy education programs with attention to the ability to replicate program activities at multiple sites and to ensure the involvement of community partners and participation of volunteers.

Organizational Capability

ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT: U.S. PIRG Education Fund, founded in 1985, is a 501(c)(3) nonpartisan, nonprofit, charitable organization that investigates problems, craft solutions, educates the public, and offers meaningful opportunities for civic participation. Operating on California campuses for decades, U.S. PIRG Education Fund has had Student Chapters at UC Berkeley, San Diego, and Santa Cruz since the 1970s, UC Los Angeles and Santa Barbara since the '80s, UC Davis and Irvine since the mid-'90s, UC Riverside since 2005, and University of Southern California since 2006. U.S. PIRG Education Fund has had student chapters at Denver and Boulder CU for 10 years, and with respect to the remaining Colorado sites, has conducted program activities at all in 2004 and 2008, developing relationships with faculty, administrators, and student government.

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U.S. PIRG Education Fund member organization NJPIRG Law & Policy Center has operated and administered a federal AmeriCorps grant through the New Jersey Community Water Watch program for fifteen years, successfully managing a total of 221 AmeriCorps members who completed roughly 306,077 service hours. In the past year, the New Jersey group launched Energy Service Corps, an AmeriCorps Clean Energy program which, like our proposed project, includes community education, door-to-door energy audits, and basic energy efficiency repairs. So far this year, the New Jersey program has educated 676 community members through workshops and forums and 898 people through door to- door contacts; distributed 1,618 compact fluorescent light bulbs; performed six energy assessments of homes and local businesses and obtained 38 sign-ups for assessments; collected 549 pledges to increase energy efficiency; and is planning to educate 1,000 schoolchildren about energy efficiency during this month of January. NJPIRG Law & Policy Center staff will consult with our California and Colorado staff on our proposed program. In addition, as noted below, program staff will receive management training from our most senior staff, who have also trained the NJPIRG Law & Policy Center staff throughout their long-term, successful experience with AmeriCorps, as well as in setting up their new AmeriCorps energy efficiency program.

Program oversight will be as follows: Site supervisors will oversee individual members. State Program Directors will oversee site supervisors. The State Directors and the California Assistant State Director will oversee the State Program Directors. The National Program Manager will oversee State Program Directors. The Assistant National Organizing Director will oversee the Program Manager and state program leads and the Director of U.S. PIRG Education Fund will have general programmatic oversight.

The statewide management team will visit all sites at program commencement to train the Site Supervisors in order to ensure that each site complies with fiscal and programmatic requirements.

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Information packets will be distributed for future reference. During the program, state leadership teams will hold monthly check-in calls with state staff, individually or in conference. Site supervisors will report monthly output and outcome numbers to state overseers, who will compile the numbers and distribute them back to Site Supervisors so that they can spot trends and correct imbalances. Each semester, Site Supervisors will receive program evaluations from the state leadership teams and the National Program Manager in which communication improvement and new ideas will be discussed. Ongoing training of members will provide additional support, including weekly training classes with site supervisors and the statewide leadership team, weekly staff conference calls/campaign meetings, monthly trainings and one-day midyear training by the program directors and the state directors.

The Site Supervisors overseeing the following California campuses will be U.S. PIRG California Campus Organizers: University of California ("UC") San Diego, 6 minimum-time members ("MTM"); UC Irvine, 6 MTM; UCLA, 6 MTM; University of Southern California, 6 MTM; Santa Monica College, 6 MTM; UC Santa Barbara, 6 MTM; UC Santa Cruz, 6 MTM; UC Berkeley, 6 MTM; UC Davis, 6 MTM; UC Riverside, 6 MTM. At these campuses the Site Supervisors will be faculty members: Los Angeles Valley College, 5 MTM, 1 full-time member ("FTM"); Pasadena City College, 6 MTM, 1 FTM; San Diego Mesa College, 7 MTM, 1 FTM; San Francisco City College, 6 MTM, 1 FTM; Foothill College, 5 MTM, 1 FTM; UC Merced, 6 MTM, 1 FTM;

In Colorado, the following campuses will be supervised by staff: University of Colorado ("CU") Denver, 10 MTM, 1 FTM supervised by CoPIRG Education Fund staff; CU-Boulder, 6 MTM supervised by CoPIRG Foundation Organizer. At these campuses, the Site Supervisors will be faculty members: CU-Colorado Springs, 6 MTM, 1 FTM; University of Northern Colorado, Greeley, 6 MTM, 1 FTM; Colorado State University, Fort Collins, 5 MTM, 1 FTM.

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The National Program Manager will serve as the Fiscal Coordinator with support from Rick Trilsch of the U.S. PIRG Education Fund Financial Department.

Additional support will be provided by campus institutions, administrators, faculty, and community groups at all program sites. All of these institutions of higher education have proven track records of community-based projects as well as community ties that will play an essential role in the program work. The academic institutions will not only provide valuable program support but also will fiscally support the program with office space and member access to campus and community resources.

BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

Andre Delattre is the Executive Director of U.S. PIRG and the National Campus Director for the Student PIRGs. In this role, he oversees all aspects of the PIRG network's campus programs including program implementation and administration of campus staff. Before becoming National Director, he worked as Director of CALPIRG's campus programs. From 1994-1996, he managed the statewide Water Watch project in California. Mr. Delattre began his career with the PIRGs in 1987 as Chair of the California Public Interest Research Group, a position he held for three years while in school. He graduated from the University of California at Berkeley in 1990.

Andy MacDonald has been the Assistant National Campus Organizing Director of the Student PIRGs since 2003, working with PIRG campus chapters across the country, as well with the PIRGs' National Student Projects. He began his career with CoPIRG in the summer of 1983. After a year directing the campaign office in Boulder, he became a campus organizer with MASSPIRG. In 1987 Andy became an Assistant Organizing Director with MASSPIRG and in 1990 the Organizing Director for Massachusetts. In 1999, Mr. MacDonald started ecopledge.com, an organization which works to hold corporations

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accountable for the environmental impact of their businesses practices. He organized EConferences in 1999 and 2001, both of which attracted more than 2000 students from around the country to explore environmental issues and solutions. Mr. MacDonald also sits on the Board of Directors of Green Corps, the field school for environmental organizing. He graduated from Cornell University in 1983.

Danny Katz is the Colorado State Director for U.S. PIRG Education Fund. Previously, he was the organizing director for CALPIRG from 2004-2008 where he oversaw 13 staff and implemented an organizing model that recruited 500 student leaders annually. He began working with the PIRG network in 2001 as a Campus Organizer with WISPIRG at the University of Wisconsin-Madison where he organized students around clean water, clean energy, affordable education, and poverty issues. In 2004, he was an assistant organizing director for the New Voters Project in Wisconsin that registered over 100,000 18-30 year olds to vote and built WISPIRG's capacity by developing a plan to recruit and empower hundreds of student leaders. A Colorado native, Mr. Katz graduated from the University of Virginia in 2001.

Laura Deehan is the California State Campus Director for U.S. PIRG Education Fund In that role she oversees CALPIRG's campus organizers, who are responsible for recruiting, training and developing student leaders to run successful campaigns. Ms. Deehan started with CALPIRG as a student intern at UC Davis in 1998, coordinating the student campaign against hunger and homelessness. She joined staff as a WashPIRG campus organizer in 2002, then returned to CALPIRG as staff in 2005.

Margaret Howe is the Lead Organizer for U.S. PIRG Education fund in California and a California Campus Organizer at Santa Monica College. She works on campus to recruit and train chapter leadership to educate the student body on our issues, recruit activists, run campaigns, work with campus administration, and assist other forms of student activism on campus. Ms. Howe started working with CALPIRG as a campus organizer at UC Davis in 2007. Ms. Howe received a B.A. in Political Science from the University of Illinois in Urbana-Champaign in 2007.

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Sujatha Jahagirdar will serve as a Trainer for the project. She is a Program Coordinator for U.S. PIRG Education Fund. Prior to this position, Ms. Jahagirdar served as Clean Water Advocate for Environment California. She has also coordinated the CALPIRG Student Chapters' Water Watch Community Organizing Program and served as a campus organizer at the University of California Los Angeles. Ms. Jahagirdar graduated with distinction from Yale University in 1998 with a Bachelor of Science.

Rick Trilsh, the U.S. PIRG Education Fund Administrator, will serve as Fiscal Advisor. He has worked for U.S. PIRG and its sister organizations for 21 years and has helped administer over 100 grants. Mr. Trilsh graduated from University of South Florida in 1987.

Melissa Rifkin will serve as Legal Advisor for the program. Ms Rifkin has served as Assistant General Counsel for the Fund for the Public Interest since September 2007. In this capacity, she provides legal services to over 50 environmental and other public interest organizations, including U.S. PIRG Education Fund. She assists client organizations with employment, tax exemption, charitable solicitation, grant compliance, and other legal issues that arise in their day-to-day operations. Prior to her current position, she served as a law clerk with Massachusetts Superior Court. Ms. Rifkin received her undergraduate degree from Carleton College and her law degree from American University.

Liz Glynn will serve as a Consultant on this project. She is the full time, day-to-day supervisor of the NJPIRG Law & Policy Center's AmeriCorps weatherization program. Ms. Glynn graduated from Cook College at Rutgers University in 2003 with a Bachelor's Degree in Journalism and Media Studies, and Environmental Policy. She served two terms as an AmeriCorps member with NJPIRG's Water Watch program and began directing that program in August 2007. Ms. Glynn coordinates hiring, training, placement, in-service and pre-service training, statewide goal setting, project implementation, and continuous evaluation in the NJPIRG Law & Policy Center's AmeriCorps weatherization program.

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U.S. PIRG Education Fund will recruit, select, and train a National Program Manager and a Colorado Program Director.

PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

Staff members submit weekly and monthly plans to their directors, and discuss them with the directors to ascertain whether goals were met. Staff then report on all activities conducted, as well as budget expenditures and timesheets. The supervisor reviews these reports against the weekly and monthly goals and discusses with staff whether the goals were met. All information is compiled into reports and sent to senior staff for review. Staff members also receive quarterly performance evaluations and submit self evaluations to their supervisor. Evaluations assess progress toward organizational goals for the year, including performance measures, funding, and staffing, and set relevant goals and benchmarks for the coming quarter. The Boards of Directors are advised of any significant changes to program measures, budgets, or staff and are also briefed on a bi-annual basis on the progress of program work.

Volunteers are evaluated hourly during their first week of volunteering. They receive training prior to becoming coordinators responsible for training newer volunteers, and their supervisors assess their work daily. Interns additionally meet weekly for a longer session with their supervisors, who assess goals from the previous week and set new goals. Interns also are formally evaluated twice per academic term by their supervisors. The midterm evaluation focuses on results, leadership, and skills learned. These evaluations are shared with a faculty member who acts as co-sponsor for the internship program. Higher-level organizers also have weekly, mid-term, and final evaluations by their own supervisors.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

Staff responsible to U.S. PIRG Education Fund Energy Service Corps will attend a minimum of three

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trainings annually that relate to their specific roles in the program. The training will be organized and facilitated by our senior staff, who have many years of experience running grant-funded environmental or service programs. Previous topics for training have included "Challenges in Staff/Member Management and Retention", "Recruiting Qualified Staff/Members", "Maintaining Effective Systems", "Running Effective Trainings", "Facilitating Meetings and Reflections", and "Conducting Productive Evaluations". They also will attend all required AmeriCorps-sponsored trainings and orientations. As noted above, NJ PIRG Law & Policy Center also will provide consultation, based on their experience with their own AmeriCorps-funded programs.

In addition, U.S. PIRG Education Fund staff will provide all necessary assistance with regard to specific financial and programmatic issues.

The Program Director will assess member training needs during quarterly evaluations, group reflection sessions, biweekly meetings, and site visits at the beginning and during the third quarter of the program. All members will receive additional training on needed skills and techniques during biweekly check-ins or meetings. These multiple checkpoints also will ensure that all members are staying within the limits of allowable program activities, and that all partners at each site are engaging in a positive and productive way with the members in their community. Campus and community partners will meet with the Program Director at least twice during the year to discuss needs and program progress.

During site visits, the Program Director will perform a program and fiscal review, including member file checks and a review of the administrative systems. A site visit summary will be provided to each site.

VOLUNTEER GENERATION AND SUPPORT: Over the course of the year, we will recruit a team of 200 ongoing student and community volunteers. In building and managing this volunteer team, we will draw

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upon more than 30 years of experiencing managing hundreds of thousands of student volunteers on hundreds of college campuses across the country. U.S. PIRG Education Fund and its state organizations rely on a diverse group of volunteers and partners for all the service-related functions that we conduct. We marshal a diverse coalition of citizens to achieve our federal and state victories. The Student Chapters are among the most experienced student volunteer coordinators nationwide. Each year, our campus staff recruit more than 4,600 students to participate as first-time volunteers in Student PIRG projects and campaigns, and 1,700 to serve as student interns and coordinators, on 100 campuses across the country. In California, our student civic engagement effort recruits 600 interns, 400 coordinators, and 1400 single-action volunteers; in Colorado we recruit 100 interns, 200 coordinators, and 400 single-action volunteers. Recruitment is accomplished through class presentations, campus informational booths, accredited internship programs, and high visibility events on policy issues of interest to students, such as global warming, hunger, and homelessness. These students then receive training to mobilize additional students through the same methods. Students with a variety of backgrounds and academic disciplines thus take on responsibilities within service and education projects while gaining valuable leadership skills as well training in various grassroots community skills - including working with the media, planning events, and building community partnerships. Organizationally, volunteers play a role in such activities as serving the homeless population and educating the community about environmental issues.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP: U.S. PIRG Education Fund has a strong legacy of leadership in California and Colorado. Members provide vital input and resources to local environmental and consumer groups, campus student activities, and civic associations across the state. In 2007, California Attorney General Jerry Brown noted that "CALPIRG has been hard at work for over 30 years engaging students and faculty in important issues ranging from global warming to funding for hunger and homelessness. Their work has helped Californians achieve tangible social change. Through

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the process of working for change, students also learn early on how to work together as a community." L.A. City Council Chair Eric Garcetti similarly stated that "Through CALPIRG students gain an educational experience in democratic citizenship. They tackle some of society's biggest problems, take action, and put in place concrete changes that improve the quality of our lives. In addition to the great experience and training that young people receive through CALPIRG, they also are effective at getting results."

U.S. PIRG Education Fund is an equally dynamic organization within Colorado. As Colorado Senate Majority Leader John Morse (D-Colorado Springs) states, "When I worked at CU-Boulder, I was aware of CoPIRG and impressed by what they did to turn students into citizens. As a Representative, I always knew that I could count on CoPIRG to involve and educate young people, to produce accurate and timely reports, and to keep us elected officials informed about green energy and consumer issues. Now, as the Speaker, I have noticed that many of the best...policy staff in the Capitol have a CoPIRG background. This is one terrific organization." Colorado Senate President, Brandon Shaffer (D-Longmont) similarly notes, "Students in the COPIRG intern program at the University of Colorado help to connect the campus with pressing issues of the day."

Our affiliate NJPIRG Law & Policy Center received numerous accolades for its AmeriCorps Water Watch program, which engaged volunteers in ocean and stream monitoring and in river and tributary clean-ups, provided hands-on environmental education to children, and educated community groups on water quality. Awards for this program include the New Jersey State Commission's 2001 and 2002 Blue Ribbon Award for excellence in running an AmeriCorps program, and the Commission's 2005 Brightest Ideas Award. The program has been highlighted by five major New Jersey media sources and numerous local newspapers. The NJPIRG Law & Policy Center is now in its first year of running an AmeriCorps energy efficiency program.

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SUCCESS IN SECURING COMMUNITY SUPPORT & COLLABORATION: U.S. PIRG Education Foundation and our sister organizations have a long history of reliance on collaborations with community groups to maximize the depth and breadth of the program service activities in both states. In their work with the National Student Campaign against Hunger and Homelessness, the Student PIRGs have developed comprehensive local coalitions with local homeless shelters, food pantries, event sponsors, and student associations, placing student volunteers at service centers and raising funds that support homeless service organizations. In California, we collaborate with many groups including Environment California, Sierra Club, Green L.A., AARP, the California Labor Federation, The Building Trades Council, and the local Chambers of Commerce. On the campuses, our Colorado staff coordinate with CU Boulder's Environmental Center's Renewable Energy Outreach program, the City of Boulder, Environment Colorado, Southwest Energy Efficiency Project, Colorado Environment Coalition, Denver Chamber of Commerce and Greenprint Denver.

Our primary coalition member in this effort will be NJPIRG Law & Policy Center, which has been an AmeriCorps grantee for fifteen years and now is running a highly successful AmeriCorps energy efficiency program virtually identical to the one we are proposing. That organization will provide training and general consultation throughout the project.

LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS: The universities have renewed and increased their in-kind support of our campus work, providing office space, phones, computer and internet access, and web-based publicity that are critical to success. Because of the deep partnerships with these organizations, we expect such contributions to continue. We will also seek additional local funding from community foundations, local government and local businesses.

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WIDE RANGE OF COMMUNITY STAKEHOLDERS: Our college and university partners lend critical program support. In addition to support of program work on campuses, administrators, faculty, and service learning coordinators at universities and colleges have served as advisors and mentors to Student Chapter members. Community leaders have also mentored students and supported the program by offering valuable expertise, local knowledge, and networking opportunities to expand program activities in communities. Professors and administrators, who are involved in a multitude of community programs, have helped to bridge the gap from campus to the community, and allowed members to become acquainted with new community organizations who provide valuable resources such as technical or educational expertise.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS: We are requesting commission support of \$12,434 per MSY. Non-federal resources for U.S. PIRG Education Fund Energy Service Corps will be provided by U.S. PIRG Education Fund. To provide these resources, U.S. PIRG Education Fund will seek funds from sources such as private foundations, local governments, and other community organizations seeking to expand outreach capacity. In addition, resources in the form of in-kind donations will be provided by local and community energy conservation initiatives and colleges and universities that will benefit from the additional outreach capacity that the program will provide. The U.S. PIRG Education Fund will match Corporation funds at 24%, \$149,657, in cash matching funds. We will approach local governments, foundations and partner organizations to secure matching funds.

BUDGET ADEQUACY: The proposed budget is adequate to support our program design and achieve our desired outputs and outcomes. Funding is sufficient to support the staffing infrastructure necessary to train and oversee members to accomplish community outreach, energy assessment, volunteer mobilization, and elementary education goals and maintain the overall vision of the program. We are amply funding crucial administrative costs including fiscal, legal, and auditing services. Stipends to full-

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time members are adequate to cover basic living expenses. Stipends to minimum time members along with the Education Award will supplement living expenses for students, who will already have primary sources of income to cover student housing and other living expenses. In-kind contributions will provide the equipment and specialized training necessary for members to provide basic energy assessment and weatherization services to community members and the background knowledge to allow effective public outreach in energy efficiency and conservation issues in the community. The proposed budget also includes sufficient resources to identify and recruit 128 minimum-time and 10 full-time members through campus materials.

Evaluation Summary or Plan

n/a

Amendment Justification

n/a

Clarification Summary

Please find below clarification requested by Corporation staff:

Budget Clarification Items (below are clarifications not directly inputted into the budget narrative)

2. Personnel Expenses - Several staff are budgeted at very small amounts of time (e.g. US PIRG education fund director- 3%, financial department - 1%, legal department -1%). Clarify how this will be tracked accurately, what duties they are performing for such a small amount of time, etc.

To accurately track time spent and duties performed by staff with relatively small percentages of time allocated to the grant, U.S. PIRG Education Fund will require that all personnel, including the U.S. PIRG Education Fund Director and Legal Department, submit regular time sheets that detail the time they allocated to the project and duties they performed.

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5. Travel: Mileage reimbursement appears low at \$.25 per mile. Confirm that this is the correct rate.

The correct rates for mileage reimbursement are as follows: \$0.25/mile in Colorado and \$0.42/mile in California. The budget narrative has been corrected accordingly.

9. Justification is needed regarding the purchase of computers for full time members.

Full-time members will require computer access in order to submit time sheets, and other reporting required by the grant. Ready access to a personal computer with email, Facebook and other social networking capability is also required for members to conduct outreach to student on campus, recruit volunteers and organize project events. Mobilizing students on college campuses without these online tools is next to impossible in today's wired world. Where possible, however, U.S. PIRG Education Fund will substitute purchased computers with computers donated by host campuses.

10. Contractual and Consultant Services: There is a consultant identified in the narrative who is not present in the budget narrative. Add this cost to the budget if necessary.

Liz Glynn was incorrectly identified as a consultant in the original project narrative submitted to the commission. She will, in fact, serve as an advisor to the project, and, accordingly was not included in the budget.

15. Source of funds: Match funds sources are identified only as cash match; please provide the sources of these funds. We cannot determine whether the sources of funds are allowable with the information given. Provide information on how US PIRG will secure match

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if the sources identified are not available.

U.S. PIRG Education Fund will secure the cash match of our share through 501 (c)(3) foundation and other local, state and federal public dollars. Foundations we will approach to support the program include the Doris Duke Charitable Foundation, the California Endowment and the Energy Foundation. We will seek additional public support through the U.S. Department of Energy, the California Energy Commission, the Colorado Governor's Energy office, as well as local municipal energy efficiency programs, university campuses and school districts.

If these sources are not available, U.S. PIRG Education Fund will secure the match through partner non-profit organizations.

Programmatic Clarification Items

1. Confirm the number of part time member slots requested (in most of the application, 128 part time members are requested, but in one section, 129 members are requested).

The total number of part time member slots requested is 128.

2. Confirm the number of campuses involved (in most of the application, 21 campus partners are outlined, but in one section, twenty campus partners are indicated).

The number of campuses involved is 21.

3. Confirm that full-time members are not recruiting volunteers for the purpose of them becoming

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minimum-time members. Provide detail to support how the program will ensure that this will not occur.

Full time members will not recruit volunteers for the purpose of becoming minimum-time members.

Minimum-time members will be recruited by the program manager, program directors, state directors and site supervisors. This recruitment will be conducted through a combination of advertising through university professors, campus career centers, and internship program son campus. Full-time members will be advised at their program orientation and in individual meetings with site supervisors that they are neither responsible for nor authorized to recruit minimum-time members.

4. Provide information on how a diverse corps will be recruited.

The U.S. PIRG Education Fund Energy Service Corps will ensure a diverse corps in two ways:

First, many of the campuses targeted through our Energy Service corps are among the most diverse in the nation - both in the ethnic background and the age range of the student body. According to the Office of the Chancellor, for example, in the 2007-2008 academic year, 30 percent of the california community college student body is hispanic, 11 percent is asian, 33 percent is white, and 8 percent is african american. In the same year, 26 percent of the student body was under 19, and more than 20 percent is over 20. Our member corps will tap into this diverse pool, and will reflect the diverse student bodies of our target campuses.

Second, to ensure the participation of a member corps with diverse age range and socio-economic background, we will endeavor to provide flexible hours for minimum-time members to complete their term of service that will allow them to work around competing work and family schedules. Our

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experience working with student populations at community college campuses has demonstrated that offering this flexibility significantly increases both the number and diversity of the students who participate in our programs.

5. Describe how this program will not duplicate efforts of other similar programs in CA.

U.S. PIRG Education Fund conducted extensive outreach to other programs that recruit youth to increase community energy efficiency. Through this effort, we determined that our focus on recruiting and training college students to participate in campus and community energy efficiency education efforts is relatively unique. A youth-focused energy efficiency program run by the California Conservation Corps, for example, recruits a different target youth population - high school students and non-college youth to participate in community efficiency programs. Another program - GRID Alternatives - that trains volunteers to install solar panels - also does not focus its recruitment efforts on college campuses.

While the target populations we recruit to participate in our programs and our campus education efforts will be non-duplicative, some coordination in a small subset of our target communities will be necessary to ensure that services provided to the off-campus community work in close concert.

In the Los Angeles area, for example, both the U.S. PIRG Education Fund and the California Conservation Corps (CCC) will conduct off-campus outreach around energy efficiency. The primary goal of the U.S. PIRG Education Fund program will be to educate community members in their home energy use and identify opportunities to decrease this use through behavioral changes and participation in local weatherizing programs. The primary goal for the CCC program is to recruit and train non-college youth to conduct professional, extensive energy assessments and structural weatherization. Through

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discussions with CCC staff prior to submitting this grant, we identified several areas where our respective programs will augment each other. Among these:

1) U.S. PIRG Education Fund college student volunteers and minimum time members will serve as mentors to the at-risk youth recruited by programs like CCC - members and student volunteers will conduct educational presentations to CCC youth, involve these youth in our community service projects, and invite youth to participate in U.S. PIRG Education Fund on-campus events; 2) Our student members and volunteers will recruit the community members we educate to participate in the professional CCC energy assessment and weatherization program. To ensure this partnership, U.S. PIRG Education Fund and CCC will meet weekly during the program planning process to map out our respective service areas, identify specific communities where both programs will work, develop materials that U.S. PIRG Education Fund will distribute to community members and use to recruit participation in CCC, and institute a mentorship program. In the first six months of our projects, we will meet monthly, and after that quarterly, to continue this coordination. U.S. PIRG Education Fund will establish similar coordination and partnership models with other energy efficiency programs in our target communities.

6. Clarify the amount of training allotted for minimum-time members (3 days plus weekly classes, conference calls/campaign meetings, and monthly trainings) and how this will not exceed 20% of the total hours served.

The amount of training allocated for minimum-time members will be as follows: Two days of skills, issue and orientation training at the beginning of the term of service (16 hours); weekly internship classes (1 hour * 30 weeks = 30 hours); monthly regional trainings (7 months * 2 hours = 14 hours). Total training time allocated 60 hours (20% of 300 total minimum-time member hours).

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7. No commission consultation with CA or CO was indicated. Describe what efforts were made to contact those commissions and what the outcome of the contact was.

U.S. PIRG Education Fund consulted with the Colorado Governor's Commission on Community Service prior to our submission to the Corporation for National and Community Service. We submitted a commission-drafted consultation form that outlined the number of members requested, placement locations and programmatic description. We followed up on this submission with telephone conversations with commission staff that also outlined the outreach to community organizations conducted, areas of programmatic focus and geographic targets for the program.

U.S. PIRG Education Fund also submitted the national direct consultation form to the California Volunteers commission and conducted outreach to commission staff for the purpose of conducting a consultation similar to our consultation in Colorado. We did not, however, receive communication back from California Volunteers staff in response to our outreach efforts. The following email (original available upon request) details the outreach efforts made to the commission:

"Per the instructions in the NOFA and on the California Volunteers website, which states "Prior to submission of a grant application to the Corporation, an applicant proposing to operate a program in two or more states is expected to consult with the State Commission of the state in which it intends to operate. Multi-state applicants proposing to operate in California must submit a National Direct Consultation Form to CV at Funding@CaliforniaVolunteers.ca.gov." please find attached a 'National Direct Consultation Form' provided by CNCS. I have also left two messages for Circe Oleander, Director of Americorps Programs -- one on January 5 2010, and another on January 11th 2010 - to discuss our proposal. I look forward to hearing back from a staff-person at California Volunteers to discuss our

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program. Your feedback would be eagerly welcomed."

8. Criminal History Check Requirement: Criminal history checks are required for all grant funded staff and AmeriCorps members. A detailed description of the requirements can be found at:

<http://www.nationalservicerresources.org/criminal-history>. Please verify that you will conduct criminal history checks on all grant-funded staff and members.

B. Criminal history checks will be conducted for all grant-funded staff and members. The budget narrative has been corrected to reflect this.

Year 2 Clarification Summary:

A. Please submit a cost allocation plan for salary and other budgetary items that appear on ND application as well as state applications.

The following salary line items appear in both the current National Direct Application for continuation funding and in grants for which we are seeking continuation in Wisconsin,

1) Legal counsel -- 6.7% of Legal Counsel's salary will be paid by Serve Wisconsin Commission in renewal of WISPIRG Energy Service Corps program; and 2.5% will be paid by this national direct application.

2) Online director -- 10% of time will be paid by Serve Wisconsin Commission in renewal of WISPIRG Energy Service Corps program; 20% will be paid by this national direct application

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3) Program Developer - 15% of time will be paid by Serve Wisconsin Commission in renewal of WISPIRG Energy Service Corps program; 15% will be paid by this national direct application

B. Please confirm that campus space is allowable as in kind under public space limitations.

The three campuses that are included in our clarified budget are allowable as expenses to be funded by CNCS, as the universities require payment of rent by CALPIRG Education Fund.

C. Please summarize the method of staff salary allocation that goes beyond one decimal.

We have revised our staff salary allocations to only include no decimals.

D. Please outline the purpose of the evaluation of the program manager and its relation to the AmeriCorps project.

The evaluation line item in our budget is the percentage of time (10%) the national program anticipates she will spend on evaluating program progress and impact.

E/F/I - Questions re: Training Program for Site Supervisors and Members

The training program for program directors, site supervisors and full time members with US PIRG Education Fund Energy Service Corps described in the budget narrative is comprised of 1) A series of 15 days of national trainings run by senior trainers with the Public Interest Network of sister organizations

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in August, November and December in an intensive 'Organizing for Change 101' course ; 2) A series of conference calls and individual meetings with these senior trainers over the course of the year to reinforce concepts learned at national trainings; 3) One on one weekly meetings, and regular regional trainings and site visits organized by program directors and site supervisors that include on the ground trainings on specific civic engagement skills and feedback on performance.

This intensive training program provides program directors, site supervisors and members with unparalleled training the skills of civic engagement and leadership not found elsewhere among grassroots organizations. The 18-module 'Organizing for Change 101' course led by senior trainers in the Public Interest Network family of organizations, for instance, begins with an understanding of what constitutes a social problem and which social problems lend themselves to organizing solutions, and moving to the concept of solving problems through collective action, entry-level staff learn about specific kinds of civic engagement and organizing, They then learn how to define a problem and a platform; craft a program by identifying a goal, strategies, and tactics; conduct research to document the problem and support the solution; choose the best forum in which to address the problem; and inspire and motivate the public around the need for this change. They also learn how to recruit and manage volunteers to maximize the impact of their program, how to work with a media and how to establish and leverage community relationships for the program.

This two-phase approach is similar in essence to clinical programs in professional schools, in that all of our education occurs as an adjunct to, and in the context of, the real world experience in civic engagement. Like law students who take clinical education classes while defending clients under the supervision of their professors, or medical students in their residency, the individuals who undergo our training programs do so while also working and solving problems in the unstructured laboratory of the real world of advocacy and activism. Careful supervision at all stages further enhances the development

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of professional competence.

Leaders of these trainings are among the most experienced and accomplished public interest organizers and trainers in the country. Examples include: Andy MacDonald, the Assistant National Campus Organizing Director of the Student PIRGs who has trained thousands of student volunteers and full time organizers in critical organizing and civic engagement skills for more than 25 years; Wendy Wendlandt, Political Director of the Public Interest Network, who has led ballot campaigns, and statewide and national organizing initiatives for 25 years; and Faye Park, Chief of Staff for the Public Interest Network, who started her career as a student organizer.

The high level training provided by senior Public Interest Network trainers is then supplemented by on the ground, one on one work with program directors and site supervisors in the state. This follow up is critical to ensure that concepts taught in national and follow up Public Interest Network trainings are fully grasped and implemented on the ground. The combination of theoretical classroom training and on the ground mentorship and follow up training by staff directors provides trainees with an unparalleled grasp of organizing and civic engagement concepts early on in their careers and will last a lifetime. The above-described two-phase training program used by USPIRG Education Fund has literally trained thousands of students and organizers in critical skills of citizenship and created a well-known pipeline of civic leaders unmatched by other grassroots training programs.

G. Please provide relevance of audit to AmeriCorps grant.

To ensure the accuracy/robustness of financial records, US PIRG Education Fund undertakes a financial audit each year. The portion of the time that auditors will spend reviewing USPIRG Education Fund Energy Service Corps records as part of this audit.

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H. Please provide calculation for healthcare for CA program director.

Included in clarified budget

J. Please clarify why the \$5,000 budgeted for evaluation does not match the 10% of \$28,250 national director salary description in the budget narrative.

Programmatic Clarification

A. Criminal Background Checks

Please verify that criminal history checks will be conducted on all members, employees and other individuals as described above.

We verify that criminal history checks will be conducted on all members, employees and other individuals s described above. We also verify that we have included sufficient funds in our proposed budget to pay the substantial cost of these checks.

Performance Measure Clarification Items

A. For Performance Measure #2, Environmental Stewardship, please define 'increased knowledge' on the part of college and K-12 students educated by members.

Increased knowledge is defined as an increase in the number of questions that a student answers correctly on his or her post-test (test taken immediately following an education presentation to assess

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comprehension of key concepts in presentation) in comparison to his or her pre test, taken immediately prior to the education presentation.

Continuation Changes

Year 1: U.S. PIRG Education successfully launched on California and Colorado campuses this fall, engaging hundreds of volunteers in our campaign to give communities the tools they need to save money, the environment and public health by saving energy.

Working alongside hundreds of student volunteers they mobilized through an intensive education and leadership development campaign on campus, Energy Service Corps members are already seeing results. Across both California and Colorado, volunteers are partnering with fraternities on several college campuses to upgrade the efficiency of their houses; collaborating with local California shelters and YMCA's to showcase energy solutions; and inspiring the next generation of energy savers in Colorado classrooms and assemblies.

In addition to these successes, In the first year of implementing the Energy Service Corps program, we have also identified several best practices and ways to tweak our current model to maximize its impact. These modifications include:

1) Increasing investments in member development. Within the first several weeks on the ground on college campuses in California and Colorado, it became clear that the small stipend of \$500 that accompanied students' term of service impacted their experience very little. In fact, our analysis found that increased investment in member development impacted their experience as much more significantly. Accordingly, in Year 2, we plan to shift the resources we originally spent on intern stipends to a stepped-up effort to leverage social networks and other online strategies to build community among our minimum time members and larger volunteer base and also deepen the

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connections of our volunteers with the communities they are working to impact. As such, we are allocating some funding to a team of three online organizers to execute this strategy. We have also moved resources into increased training and development staff who will work to identify exciting projects and initiatives that AmeriCorps members can use to engage their communities in energy efficiency projects.

2) In order to increase the impact of our energy surveys, we also would like to expand the window in which our volunteers re-contact homeowners after a visit, in order to record any behavior change. The current language of our energy survey performance measure limits our recontacts to exactly 30 days after a visit. Often recontact is not possible in such a narrow window. Moving forward, we plan to expand the window of recontact from exactly 30 days from a visit to a window of between 30 and 90 days.

3) The interest among students in becoming minimum time members with Energy Service Corps was high at all our sites. In order to expand the number of minimum time member slots available with the program, we also plan to convert one full time slot into five minimum time member slots, and distribute these slots among the rest of our campuses.

4) Next year, we would like to remain in the same target communities as we started out in this year, but shift our emphasis within these communities somewhat to tap into additional potential for engaging additional campuses with the program. As such, in Los Angeles, we plan to shift from recruiting minimum time members at Valley College to recruiting minimum time members at the nearby Claremont Colleges. We also plan to recruit more extensively at Santa Monica College, and move our focus in the area away from Pasadena City College. Finally, in addition to working at San Francisco City College, our San Francisco Bay area program will also recruit minimum time members at San Francisco State University.

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In addition to these small shifts within our target communities , we plan to increase our focus in the South Bay region, specifically at Stanford University, by moving a member slot from a small San Diego campus where we also have a second group of members working nearby at the University of California, San Diego, the South Bay instead where he or she could tap into the potential of students at Stanford University or local community colleges with a strong interest in energy efficiency. The City of Palo Alto, where Stanford is located, has established a Green Ribbon Task Force on Climate Change that provides numerous partnership opportunities for programs such as Energy Service Corps and also multiple avenues for students to engage on the issue of energy efficiency in their community.

The final list of campuses that we plan to target in 2011-2012 are thus as follows: (Continuing in their second year:) University of California, San Diego; University of California, Irvine; University of California, Los Angeles; University of California Riverside; University of Southern California, University of California, Santa Barbara, University of California Davis; San Francisco City College and University of California Berkeley; University of California Santa Cruz, University of California, Merced; New this year: the Claremont Colleges, Stanford University, and San Francisco State University, Santa Monica College, De Anza Community College.

Collaboration with State Commissions: Energy Service Corps Program Directors have worked to establish relationships and explore partnerships with state service commissions in both California and Colorado. Jennifer Engstrom, our Colorado Program Director, has met in person with commission staff and attended the state commission's annual service conference, upon their invitation. In California, commission staff have not yet been able to sit down with us, and we will continue to outreach to the until we are able to make the connection.

Result: Output

community members to highlight their home energy use and opportunities to decrease this use through behavioral changes and participation in local weatherizing programs.

Prev. Yrs. Data

Result: End Outcome

Students and community members interviewed between 30 and 90 days after an educational energy assessment survey will report making at least one of their pledged behavioral changes that increases their home energy efficiency.

Indicator: Percent of students and community members who will report making at least one of

Target: 50% of students and community members interviewed between 30 and 90 days after an educational home energy assessment survey will report a behavioral change that increases their home energy efficiency.

Target Value: 50%

Instruments: Telephone or email post-survey

PM Statement: 50% of students and community members interviewed between 30-90 days after an educational home energy assessment survey will report a behavioral change that increases their home energy efficiency.

Prev. Yrs. Data

Result: End Outcome

their pledged behavioral changes.

Result: Intermediate Outcome

Students and community members will commit to making a behavioral change after an educational home energy assessment survey.

Indicator: Percent of students and community members who commit to making a behavioral

Target: 85% of students and community members who complete an educational home energy assessment survey

Target Value: 85%

Instruments: U.S. PIRG Education Fund Clean Energy Pledge. The list of behavioral changes to be included on the pledge form will be developed through a peer-reviewed process and could include decreased volume of electricity, water, and heat use in the home; new use of hot water pipe insulation and hot water heater blankets; new purchase of energy star appliances and energy efficient lighting; installation of a programmable thermostat, and decrease in temperature settings of hot water heater, and refrigerator/freezer.

PM Statement: 85% of students and community members who complete an educational home energy assessment survey will sign a pledge to make at least one behavioral change that will increase their home energy efficiency.

Prev. Yrs. Data

Result: Intermediate Outcome

change after an educational home assessment survey.

National Performance Measures

Priority Area: Environmental Stewardship

Performance Measure Title: U.S. PIRG Education Fund Energy Service Corps Student Education Project

Service Category: Energy Use Reduction

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Members will educate 24,000 college and K-12 students about the benefits of greater efficiency, simple conservation measures, and existing programs to reduce energy consumption. At colleges, members will conduct classroom presentations and formal group student workshops, to inform students about the benefits of energy efficiency, the programs for which they may qualify, and the state incentives for energy efficiency upgrades. At K-12 schools, members will organize educational presentations that will educate future generations to be energy efficient in response to growing energy demands and the potential effects of global warming. All educational presentations will use existing lessons from reputable sources such as the U.S. Department of Energy's Office of Energy Efficiency and Renewable Energy, National Energy Education Development Project, California Environmental Education Interagency Network, and the Colorado alliance for Environmental Education.

Result: Intermediate Outcome

Result.

K-12 and college students who complete a test after educational presentations will report an increase in knowledge of basic energy efficiency concepts.

Indicator: Adult and student beneficiaries

Target : 16,000 K-12 and college students who complete a test after educational presentations will report an increase in knowledge of basic energy efficiency concepts. (90% of students taught will complete a pre and post test; 75% of students who complete a

Target Value: 16000

Instruments: pre tests, post tests

PM Statement: 16,000 K-12 and college students who complete a test after educational presentations will report an increase in knowledge of basic energy efficiency concepts.

Result: Output

Result.

Members will educate K-12 students and college students about energy efficiency and environmentally-conscious practices through classroom and formal group student workshops.

Indicator: EN3: Individuals receiving education in energy-efficiency.

Target : Members will educate 24,000 K-12 and college students about energy efficiency and environmentally-conscious practices through classroom presentations and formal group student workshops.

Target Value: 24000

Sign up sheets, logs

National Performance Measures

Result.

Instruments:

PM Statement: Members will educate 24,000 K-12 and college students about energy efficiency and environmentally-conscious practices through classroom presentations and formal group student workshops.

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable