State-Based Home Energy Efficiency Contractor Training Grant Program
Project Narrative Sample Responses

The considerations, options, and sample answers (in *blue italics* below) were compiled by NASEO to help states respond to the questions in the optional Project Narrative Template provided by DOE SCEP. **Please note, the sample answers have not been reviewed or approved by DOE SCEP and are meant to serve as a starting point for states drafting their applications**. NASEO encourages states to adapt, refine, and tailor their responses to reflect their unique program goals and targets.

6.4.a Performance Metrics

Note: DOE SCEP has developed a sample performance metrics table (below). The metrics identified for this section will depend on the goals of the state's program. The ALRD instructs states to put a "0" in the performance table if a metric is not applicable.

Sample Format for Project Narrative Performance Metrics Table:

Performance Metric	Target Audience(s)	Planned Numeric Target for the Period of Performance
Number of individuals and/or businesses enrolled in the training program.	New workers	
	Existing workers	
	Contractor firms	
The percentage of individuals that completed the training program.	New workers	
	Existing workers	
	Contractor firms	
The number of individuals that received a certification.	New workers	
	Existing workers	
	Contractor firms	
Number and type of industry-recognized skill or business certifications obtained through program assistance.	New workers	
	Existing workers	
	Contractor firms	
Number of participants from underserved or underrepresented populations	New workers	
	Existing workers	
	Contractor firms	
Number of workers newly employed; promoted within current employment; or placed in a registered apprenticeship as a result of training.	New workers	
	Existing workers	
	Contractor firms	

Estimated cost of training per participant.	New workers	
	Existing workers	
	Contractor firms	
Number of communities of interest served through training.	New workers	
	Existing workers	
	Contractor firms	

6.4.b Community Benefits Plan

1. Engaging Community and Labor
   a. Provide a list of key community and labor stakeholders:

   The Workforce Advisory Group will be a forum to convene and engage key community and labor stakeholders.

   OR

   *Based on our research, the following stakeholders play an important role in energy contractor training and workforce development in our state (**Note:** NASEO suggests including a brief description and/or link to each entity):*

   - *State Workforce Agency*
   - *State and Local Workforce Board(s)*
   - *Labor unions (IBEW, SMART, other local chapters)*
   - *Contractors and small businesses*
   - *Contractor networks/trade associations*
   - *Community-based organizations / worker-serving organizations*
   - *Community and technical colleges*
   - *Minority-serving institutions*
   - *Manufacturers*
   - *Representatives of target sector [affordable housing, community-based organization, churches, etc.]*

   Note: *If you need connections to any of these stakeholder groups, NASEO can assist you. Please contact NASEO staff to discuss if interested.*

   i. Provide a well-defined plan for continued engagement:

   Our plan for engagement:
   - *Relates to our focus on: [sector – single family, multifamily, small/medium business, etc.]*

- *Which affects the following subset of stakeholders in the list above: [e.g. residents of multifamily buildings in disadvantaged communities]*
- *This focus will require involvement from decision-makers and voices representing [specific training entities, geographic areas, cities/communities/neighborhoods, sectors, buildings, etc.]*
- *[State] has already initiated [or plans to initiate] conversations with core stakeholders to ensure success and buy-in from must-reach communities and workers.*

As such, our plan for engagement is multi-pronged and will include large-group, small-group, and one-on-one dialogues throughout the grant's period of performance:
- *Large-group engagements will help present our contractor training program design and plans to a wide audience, who will be able to opt in to more detailed, ongoing engagements if they so choose (applicants may want to leverage events, conferences, or other opportunities taking place in the state or target communities).*
- *Small-group engagements will take place mainly through the Workforce Advisory Group, which will meet [monthly, quarterly, as needed, etc.] to discuss and advise the state on [X, Y, Z].*
- *One-on-one engagements will be used to develop trusted relationships with critical communities and stakeholders, as well as to gauge program success, challenges, and course adjustments needed as it develops.*

ii.   Provide letters of support from community or labor stakeholders, as permitted by the relevant state law, and briefly describe them below. DOE recommends including letters of support as attachments to the application package:

We have attached letters of support from the following stakeholders:

The table below synthesizes key messages from these letters:

Submitter:	Stakeholder group(s) represented:	Expressing support for:

OR

State procurement rules do not allow for engagement with potential sub-recipients.

Note: An example letter of support is available on [NASEO's Training for Residential Energy Contractors (TREC) website](#).

b. Create a strategy for incorporating community and labor feedback into project and program plans:

Note: Options for incorporating community and labor feedback include:
- *Community, worker, and/or employer surveys and/or focus groups.*
- *Designation of a community and labor/workforce liaison on staff to serve as connecting point with impacted stakeholders.*
- *Program website with option for users to submit written feedback.*
- *Public comment periods and/or listening sessions.*

Note: Strategies to heighten accountability and transparency include:
- *Upfront management of expectations about what is practical and feasible within the budget, scope, and rules of the program.*
- *Publication of methodology and process for determining how TREC grants will be allocated in the state.*
- *Recorded meetings and minutes of the Workforce Advisory Group reflecting critical decision points.*
- *Follow-up meetings with stakeholders after critical decision points to discuss how the state incorporated feedback.*
- *Online dashboard or webpage documenting program progress and milestones.*

c. Describe a plan to use collective bargaining, project labor, and/or community benefits agreements:

Note: NASEO recommends states explain whether these agreements are applicable/relevant for your state. (See footnote[1] for definitions of each type of agreement.) NASEO can help states tailor their responses if helpful.

If such agreements are not applicable in your state or not relevant to the design of your program, it may be helpful to delineate the benefits you expect the program to deliver to the community and program participants, such as (examples below from p. 31 of the ALRD):

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[1] A [February 2023 report](#) by the Markle Foundation, NASEO, and the Eno Center defines these agreements as: "A Project Labor Agreement (PLA) is a collective bargaining agreement negotiated pre-hire, often by a contracting agency with one or more labor organizations; may apply to a single project or more than one project. A Community Workforce Agreement (CWA) is negotiated by numerous parties, often between a private sector developer or public project owner with various community stakeholders and that outlines workforce expectations. A Community Benefit Agreement (CBA) is similar to a CWA but outlines broader commitments and expectations to community priorities."

- *Increase in skills development opportunities.*
- *Increase in access to pre-apprenticeships/apprenticeships.*
- *Increase in access to low-cost capital needed for clean energy projects.*
- *Increase in job quality.*
- *Increase in clean energy enterprise creation and contracting (e.g., minority owned or disadvantaged business enterprises).*
- *Increase in access to educational opportunities/certifications needed for clean energy jobs.*
- *Increase in clean energy jobs, job pipeline, and job training for individuals from disadvantaged communities.*
- *Increase in parity in clean energy technology access and adoption.*
- *Increase in access to resources to obtain jobs in clean energy sector.*

2. Investing in America's Workforce
   a. Produce plans for strong and enduring partnerships with employers:

   As members of the Workforce Advisory Group and as stakeholders to be engaged throughout the entirety of the program, employers will have an opportunity to build relationships with the State Energy Office and training partners. In addition to helping connect trainees with job opportunities, employers could offer ongoing feedback on real-time workforce needs and provide critical data on job quality and pay.

   b. Create a process for tracking and reporting information on job quality:
      i. Estimated benefits and pay for trainees:

      Note: Applicants could consider the following options:
      - *Make funding or stipend conditional on recipients reporting what benefits and pay trainees receive.*
      - *Identify and describe mechanisms for collecting payroll and benefits information for program participants.*

      ii. Proposed outcomes for placing program graduates into high-quality jobs:

      Note: Potential strategies for placement into high-quality jobs include:
      - *Trainee surveys at intervals (6-month, 18-month) after completion of training program.*
      - *Career fairs to connect program graduates with "high-road employers."*
      - *Continuous engagement of certification organizations (if applicable) to track trainee placement, employee status, wages, and benefits.*

    iii. Gathered data on job quality (e.g., pay, benefits, classification as employees, permanent jobs, predictable schedules, etc.):

    Note: Applicants may need to assess the possibility of using existing forms used in state procurement processes to collect this information, or developing new forms and processes if needed.

c. Proposed steps to encourage participation in labor-management training partnerships, including Registered Apprenticeships and pre-apprenticeships:

    Note: Applicants should complete this section if planning to work with a union/apprenticeship program to offer training – i.e., SMART, IBEW, United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry, Insulators Union, and/or local chapters of these groups, etc. If not, describe why such partnerships would not be relevant to your program design or sectoral/market landscape.

d. Develop plans to train and hire workers from declining industries:

    Note: Applicants should complete this section if your state has declining industries with workers who may have transferable skills relevant to energy efficiency and electrification retrofits. Career maps developed by the Interstate Renewable Energy Council may help identify cross-sectoral career pathways for green buildings, solar, and HVAC technologies.

    Program design options may include:
- *Creating priority population criteria related to declining industries so that workers can receive extra support or funding to transition and receive training (e.g., NYSERDA On-the-Job Training program provides additional support for "priority populations," which includes incumbent or unemployed fossil fuel workers.)*
- *Developing marketing or outreach materials/efforts targeting workers from declining industries.*
- *Engaging community-based organizations and associations representing the industry(ies) in decline.*

e. Create plans to facilitate career growth among trainees:

    Note: Mentoring, networking, professional development, and education and awareness-raising about career pathways can all be effective solutions to facilitate an individual's career growth. Applicants can describe the options that seem most relevant to your program design and sector.

3. Diversity, Equity, Inclusion, and Accessibility (DEIA)

a. Explain specific approaches for recruiting and training individuals from underrepresented groups or disadvantaged communities:

Note: Applicants can consider a wide range of options, including:
- *Enhancing relationships with minority-serving institutions, technical and vocational schools, two-year institutions, and high schools to expand the pipeline of talent entering energy efficiency and electrification careers.*
- *Incentivizing participation by or outreach to underrepresented groups (for instance, NYSERDA's on-the-job training program provides additional funding support for "priority populations" (including women, veterans, workers from disadvantaged communities, formerly incarcerated individuals, incumbent or unemployed fossil fuel workers, and others)).*
- *Incentivizing or requiring employers benefiting from the program to prioritize local and diverse hiring practices.*

b. Present strategies to promote DEIA through the delivery of wraparound services to participants:

Note: NASEO has requested further clarity from DOE on wraparound services that can be supported through TREC grants.

Examples of wraparound services include:
- *Stipends/incentives for specific populations.*
- *Transportation.*
- *Childcare.*
- *Job readiness.*
- *Hardship assistance.*

Approximate costs and other information is available in Opportunities for State and Territory Energy Offices to Prioritize Job Quality and Broaden Access in the Clean Energy Workforce

State Examples:
- *The Maine Governor's Energy Office Clean Energy Partnership funded grants to various training and community partners, some of which include wraparound services. In another example.*
- *Oregon DOT Highway Construction Workforce Development Program offers supportive services and has seen expanded apprenticeship retention and completion among women and people of color.*

c. Showcase plans to promote entrepreneurship among diverse business owners:

Note: This item may not be relevant if your target audience is not business owners or entrepreneurs.

Below are some ideas to consider if promoting entrepreneurship among minority business enterprises (MBEs) is a goal for your TREC program:

- *Expand procurement and contracting opportunities for MBEs.*
- *Support the creation of or help fund existing MBE incubators and accelerators.*
- *Launch capacity-building initiatives and provide business advisory services.*
- *Increase access to financing and credit for MBEs.*

4. Justice40 Initiative
   a. Determine specific disadvantaged communities targeted for enrollment in training, identified using the White House Council of Environmental Quality's Climate and Economic Justice Screening Tool:

      Note: Applicants should list priority communities based on CEJST census tracts.

   b. Create a plan to track applicable quantifiable, measurable, and trackable project program benefits expected to flow to disadvantaged communities (as described in section 4.3 in the Application Instructions):

      Note: States can consider the following ideas to track program benefits:
      - *For the qualitative metrics (listed on page 16 of the ALRD), the program administrator will collect feedback from program participants via [focus groups, surveys].*
      - *For the "funding and impacts" metrics (pages 16-18 of the ALRD), the program administrator will track the following for each community of interest (J40, energy community, etc.), as applicable:*
        - *Percent of funding to each community of interest.*
        - *Identification of potential community benefits.*
        - *Discussion of potential negative impacts or community harms.*
        - *List the realized community benefits.*
        - *List the realized and mitigated community harm.*

      Depending on the level tracking desired, applicants will need to address the possible need to collect personally identifiable information (PII) and describe mechanisms to ensure that PII and other sensitive or confidential information is not inadvertently shared. For the purposes of meeting Justice 40 goals, it is sufficient to track program benefits by CEJST communities, which may only require zip codes (rather than detailed participant addresses.

c. Provide strategies to connect trainees with energy efficiency projects in disadvantaged communities:

> **Note:** *Potential options include:*
> - *Connecting trainees to the state's HOMES/HEEHR rebate program.*
> - *Engaging energy efficiency program providers, utilities, financiers, and other businesses to encourage hiring from the pool of trainees.*
> - *Requiring funding recipients to connect trainees to energy efficiency projects taking place in target communities: for instance, the Massachusetts DOER's Merrimack Valley Building Excellence Grant Program: requires that energy efficiency and electrification projects funded "must provide local economic benefits through workforce opportunities."*

6.4.c State Workforce Development Plan

Workforce Development Plan: Part A

Component 1. Residential Energy Workforce Needs Assessment

a. Provide a statement of need that clearly articulates the current supply of qualified skilled energy efficiency workers compared to the projected future demand (DOE encourages States to partner with State Workforce Agencies to conduct a gap analysis to identify the labor supply needed to meet the labor demands):

> **Note:** *NASEO has compiled the estimates for skilled energy efficiency workers for each state based on the HOMES and HEEHR program allocations and the energy efficiency jobs multipliers. The data are available on the NASEO Training for Residential Energy Contractors (TREC) website.*
>
> *States may want to elaborate on this estimate based on conversations with contractors, training programs, and/or labor and community groups in order to fully articulate the state's determined need (i.e., lack of energy auditors, need for wraparound services).*

b. Indicate the program(s) for which the State will use TREC funds to prepare a skilled energy efficiency workforce. Programs could include the following:

> **Note:** *Check all that apply.*

☐ Inflation Reduction Act Home Efficiency Rebates; and/or

☐ Inflation Reduction Act Home Electrification and Appliance Rebates; and/or

☐ Other existing or planned Federal, State-, and utility-funded incentives and financing programs, as resources exist:

c. Identify existing programs, within a State's jurisdiction, that meet residential energy contractor and worker needs, including a list of organizations currently provide training, credentialing, and/or wrap around services:

   Note: List relevant programs in your state. Below are some ideas to consider:

   - *Certifying/testing/training agencies.*
   - *Local community college and trade schools.*
   - *Labor unions.*
   - *Organizations or agencies providing workforce/wraparound services.*
   - *Utility training programs.*
   - *Weatherization Assistance Program and/or other weatherization training programs.*

d. Provide labor market information produced by Federal or State departments of labor, as well as other sources, including current rates of employment in key occupations and forecasts of growing or declining industries and wage distributions across relevant occupations:

   Note: NASEO has compiled national projections and state-level data on current employment across the following occupations: electricians, insulation workers, plumbers, and HVAC workers. The compiled data are available on the [NASEO Training for Residential Energy Contractors (TREC) website](#).

Component 2. Participant Outreach, Engagement, and Service Plan

a. Outline how the funds will be used to serve participants from at least one of the following audience(s):

   Note: Check and provide an answer for all that apply

   ☐ New workers, especially from disadvantaged communities, for recruitment and training.

   ☐ Incumbent workers for upskilling and retraining.

   ☐ New or existing residential energy contractors for training on leadership, entrepreneurship, business management, financial management, responsible contracting, and/or other relevant skills.

b. Identify what methods were used to determine the need to target the selected audience(s):

   [Method – data collection, conversation, etc.] with relevant stakeholders highlighted that [X, Y, Z] was a need.

c. List the organizations that will be involved in identifying and recruiting potential participants, including labor and community-based groups:

The state will engage labor and community-based stakeholders involved in the Workforce Advisory Group to determine recruitment methods.

Component 3. Statement of Work with Objectives, Activities, and Metrics

a. Provide three to five strategic objectives that align program funds to identified workforce needs. At least one or more objectives must focus on how program funds benefit workers and businesses in disadvantaged communities.

Note: Choose at least one goal and 3-5 objectives and metrics that are relevant to your program design and meet the needs identified in section 6.4.c, component 1, part a.

Below are some examples for states to consider:

Example Goals:	Example Objectives:
Remove barriers to accessing training for disadvantaged communities	Provide transportation to and from training location(s)
	Offer stipends for childcare during training
	Supply trainees with materials and equipment needed for training
	Compensate trainees for time spent completing the training
Recruit more diverse participants into energy efficiency training programs	Create outreach materials in languages spoken by the community
	Provide access to wraparound services
	Conduct targeted outreach through local organizations serving the target population
	Promote the benefits of energy efficiency as a career
Improve the quality of energy efficiency and/or electrification technology installation	Ensure trainers/instructors are properly trained
	Connect trainees to mentors in the field
	Offer diagnostic and installation training for priority technologies
	Create a process for quality control and improvements to training if needed
Develop soft skills	Introduce trainees to state programs and ensure familiarity with available incentives
	Provide customer service training

	Offer cultural sensitivity training
	Provide access to job readiness and basic skills information, training, and/or materials
Expand entrepreneurship opportunities for small and diverse-owned businesses	Provide marketing/sales training
	Help build administrative capacity
	Improve access to capital
	Encourage teaming partnerships with small- and/or diverse-owned businesses

b. Define the metrics used to measure performance of strategic objectives:

Note: Metrics will depend on the budget, target population, and specific objective. For example, for the objective "Provide transportation to and from training location(s)", the metric could be the number and/or amount of transportation stipends provided to trainees.

c. Explain activities that will incentivize workers and/or employers to pursue skills development and integration of applicable skills into existing workflows:

We are expecting an increase in the number of energy efficiency and beneficial electrification projects in our state that will require training and/or upskilling the workforce. We expect contractors to seek out training opportunities to meet the demands of the market; however, we recognize that additional investments in marketing, education, and wraparound supports will be critical to attracting qualified, diverse applicants to the training.

Note: Such investments may include:
- *Engaging outreach partners (community-based organizations, minority-serving colleges and universities, trade ally networks, vocational and high schools) to reach underserved populations.*
- *Educational materials highlighting the importance for incumbent workers to learn skills in new and emerging technologies.*
- *Support for completing training, such as earn-and-learn opportunities and coverage of participant costs.*

d. Describe the plan for meeting workforce training needs after TREC funding is expended:

Note: Applicants can point to the program evaluation to assess future workforce training needs and determine whether we need to seek out additional funding and/or change the types of training and support provided to meet market and worker needs.

States can also consider ways to "hand-off" TREC-supported activities to the training providers, employers, and others involved in the program, to support continued

investment. This may involve developing a business or subscription model, and/or collecting commitments from private sector and other partners that enable the program to continue functioning after TREC funding is expended.

States can also use this opportunity to discuss why and how a one-time infusion of TREC funds, as proposed in this application, will support changes in their energy efficiency and electrification training ecosystem.

Workforce Development Plan: Part B

1. How will you engage and collaborate with local stakeholders in the development of your plan? (Consider State departments of labor, State and local workforce boards, community & technical colleges, non-profit organizations, American Job Centers, labor unions, utilities, energy industry and financial companies, community-based organizations, etc.)

    i. Describe states involvement engaging and collaborating with stakeholders:

    The state has engaged [stakeholders – Workforce Advisory Group, other] through [method - meetings, surveys, RFI].

2. Provide the following information either in a separate document or by completing the table below to identify stakeholders; define their roles and expertise; and identify planned activities and deliverables with each stakeholder:

    Note: Some options are outlined below.

Organizations	Specific role and expertise	Activities and deliverables
Community College	*Leverage existing training programs and connections with employers and students*	*Review current curriculum and work with the state to adjust to meet the identified workforce/training need*
Community-based organization	*Provide insight into community/worker needs*	*Identify specific barriers to accessing training, help connect community members to the program*
State Department of Labor	*Can offer lessons learned from other workforce programs*	*May be able to provide more granular workforce data*

2. How will you partner with local stakeholders in the implementation of your plan? (Describe the methods you will use to partner with these organizations, such as letters of support and/or memoranda of understanding, etc. that confirm their commitment.)

    The state will partner with local stakeholders through the various engagement methods described in section 6.4.b, part 1a. Letters of support from stakeholders are attached.

3. What are the existing Statewide programs, initiatives, or partnerships you will leverage when developing and implementing your plan? (Describe existing workforce programs,

initiatives, or partnerships and the anticipated impact from this project.)

Note: List existing programs, initiatives, or partnerships in your state. Below are some ideas to consider:

- *Certifying/testing/training agencies.*
- *Local community college and trade schools.*
- *Labor unions.*
- *Community Benefit Organizations (CBOs) providing workforce/wraparound services.*
- *Utility training programs.*
- *Weatherization Assistance Program and other weatherization training programs.*

4. How will your plan benefit disadvantaged communities? **(Check all that apply)**
   Note: Check all that apply.
   ☐ Increase in skills development opportunities.

   ☐ Increase in access to pre-apprenticeships/apprenticeships.

   ☐ Increase in access to low-cost capital needed for clean energy projects.

   ☐ Increase in job quality.

   ☐ Increase in clean energy enterprise creation and contracting (e.g., minority owned or disadvantaged business enterprises).

   ☐ Increase in access to educational opportunities/certifications needed for clean energy jobs.

   ☐ Increase in clean energy jobs, job pipeline, and job training for individuals from disadvantaged communities.

   ☐ Increase in parity in clean energy technology access and adoption.

   ☐ Increase in access to resources to obtain jobs in clean energy sector.

   ☐ Other: (please list any additional benefits for disadvantaged communities not mentioned above.)

5. What internal controls for performance reporting do you have established that will identify, track and report performance against the required program goals, activities, and metrics?
   Note: Reference existing internal controls.

6. How will you facilitate continuous improvement to incorporate stakeholder feedback and improve program design and service delivery? (i.e., work with Workforce Advisory group, etc.)

   Note: Options for incorporating community and labor feedback include:
   - *Community, worker, and/or employer surveys and/or focus groups.*

- *Designation of a community and labor liaison on staff to serve as a connecting point with impacted stakeholders.*
- *Program website with option for users to submit written feedback.*
- *Public comment periods and/or listening sessions.*

Strategies to heighten accountability and transparency include:
- *Upfront management of expectations about what is practical and feasible within the budget, scope, and rules of the program.*
- *Publication of methodology and process for determining how TREC grants will be allocated in the state.*
- *Recorded meetings and minutes of the Workforce Advisory Group reflecting critical decision points.*
- *Follow-up meetings with stakeholders after critical decision points to discuss how the state incorporated feedback.*
- *Online dashboard or webpage documenting program progress and milestones.*

6.4.d Workforce Advisory Group

As part of the TREC awards, States must establish an advisory group comprised of at least one-third members of the target audience as identified in component three of the workforce development plan. The advisory group should play an ongoing role in recommending programmatic changes to better achieve outcomes and guiding specifics of program design, implementation, and evaluation.

☒ The State confirms they will establish a workforce advisory group.

6.4.e Program Evaluation Plans

A portion of TREC funds will be reserved for States after they have conducted an evaluation of their program(s). States should submit preliminary plans for conducting an evaluation of TREC-funded programs, including:

1. Expected timeline for program evaluation:

   We plan to submit our program evaluation [X months/years] after the start of the period of performance. We anticipate the evaluation process will take [X weeks/months] to complete.

2. Determined components of the evaluation that should address or include, but are not limited to, the following:

   a. Progress against goals, activities, and metrics identified in section 6 of the Application Instructions and any forthcoming DOE program guidance:

      b.   Feedback from program participants collected by the program:

      c.   Process and program design improvements that would increase the likelihood of meeting program goals, activities, and metrics:

      d.   Review of program impacts:

      e.   Recommendations for improvement as identified by the program evaluation:

3.   Identified evaluation questions that will assist the States in improving the program:

Note: Applicants may want to use the questions outlined in section 4.3 of the ALRD (pages 16-18) as a starting point to identify evaluation questions.