

# Clean Energy Workforce Development for Local Governments and Communities

Webcast Transcript

January 26, 2010

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## Webcast Agenda and Meeting Logistics

### Slide 1: Introduction Slide

Operator: Good afternoon. I will be your conference operator today. At this time, I would like to welcome everyone to the U.S. EPA Local Climate and Energy Program.

All lines have been placed on mute to prevent any background noise. If you should need assistance during the call, please press star then zero and an operator will come back online to assist you.

Thank you. I would now turn the conference over to Ms. Neelam Patel. Please go ahead, ma'am.

### Slide 2: Clean Energy Workforce Title Slide

Neelam Patel: Thank you. I'd like to thank everyone for their patience as we get started this afternoon. I'd like to welcome you to today's webcast hosted by the Local Climate and Energy Program at EPA.

Our webcast today is titled, Clean Energy Workforce Development for Local Governments and Communities. I'd like to quickly run through today's agenda.

### Slide 3: Webcast Agenda

Neelam Patel: First, we'll start off with an introduction to the EPA Local and Climate Energy Program, and myself, Neelam Patel, and Dana Hyland will provide you with this overview. The overview will be followed by a presentation called "Growing Green Jobs to Achieve Climate Energy Goals", and Danielle Byrnett from EPA will provide background on how to develop workforce programs and policies and what EPA's role in clean energy workforce development is, how we support this topic.

Then we have Michelle Massie from the Department of Labor who will talk about the infrastructure that's in place to help with clean energy workforce development. We'll be closing with two presentations on programs that are taking place in the field, Santa Fe YouthWorks will – a presentation on local government and community partnerships for clean energy workforce will be provided by Melynn and Kate, and we'll close out with a presentation from the City of Portland Clean Energy Works, and Derek Smith will provide this overview for us.

At the very end of the presentations, we will have a question and answer session. Throughout the webcast, we encourage you to submit questions electronically during or after each presentation, using GoToMeeting.

With that, we'll – I'll turn it over to Nikhil from ICF who is going to go through some of the meeting logistics.

#### Slide 4: GoTo Webinar Software Logistics

Nikhil Nadkarni: So just a couple of quick logistics here. First of all, you will be muted throughout the webcast to minimize background noise. Throughout the webcast, please submit questions in writing and we'll be answering them at the end of the presentation. We'll get to how to ask those questions in just a minute.

The session will be recorded and will be available for download in a few weeks, available at the links that you see there, as well as the links have also been provided in the chat window in your GoToWebinar window. And if you do have a need or technical problems with GoToWebinar during the webcast, please contact Lauren Pederson at [Lpederson@icfi.com](mailto:Lpederson@icfi.com). Next slide please.

#### Slide 5: Attendees Slide

Nikhil Nadkarni: If you want to see who's attending the webcast as well as who's presenting, you should be able to see that in the attendees and staff pane on your right. Next slide please.

#### Slide 6: Questions Slide

Nikhil Nadkarni: So in terms of asking questions, please use the questions pane at the – in the GoToWebinar window on your right. Just submit it in writing and hit send. We'd also like you to send the name of the presenter who should be answering your questions so that we can organize them accordingly. We'll compile these together and ask them at the end of the webcast. Next slide please.

#### Slide 7: Optional Feedback Slide

Nikhil Nadkarni: And at the end of your – at the end of today's webcast, a pop-up window will appear with a few questions. Please take a minute to answer these questions as your feedback will be very helpful.

And that should do it for logistics.

Neelam Patel: Great. Thank you, Nikhil.

# Introduction to EPA's Local Climate and Energy Program

## Slide 8: Local Climate and Energy Program

Neelam Patel: So a quick overview of the Local Climate and Energy program. Here at EPA, we support local governments and community-based organizations by helping to advance comprehensive climate and clean energy approaches. Today's webcast is to provide some background on how you can possibly support climate related and clean energy workforce development in your communities.

As a program, we focus on cost-effective best practices in terms of implementing different projects and programs. We support energy efficiency projects first and support renewable energy projects as a second type of project. Since our primary mission is to reduce greenhouse gas emissions, we do provide a wide range of information on different types of programs to help reduce greenhouse gases beyond energy efficiency and renewable energy.

## Slide 9: Local Climate and Energy Program Goals

Neelam Patel: Through this program, we link to other EPA offices and federal agencies to provide resources that can help local governments develop programs and policies. And through activities such as today's webcast, we try to showcase success stories, and as we mentioned, you will hear more about workforce initiatives in the City of Portland and Santa Fe.

## Slide 10: Local Climate and Energy Program Approach

Through our program, like I mentioned, we focus on reducing greenhouse gas emissions. We identify expert partners, and that's why we have our guests today on the line - to bring that information to you. And, lastly, the approach we take is to really bring together greenhouse gas emissions through a multiple benefits framework, and that includes projects, policies and programs that help improve air quality, improve energy security and reliability, help with economic growth, protect public health and improve the quality of life.

## Slide 11: Local Climate and Energy Strategy Guides

Neelam Patel: Some of the resources that we offer through this program include our local climate and energy strategy guide. Eight of these draft guides are available on the website – on our website, and you can see the titles of these on the slide in front of you. For example, we have an upcoming webcast next month on green power procurement, and as part of the webcast, we will provide case studies on this topic and we will also feature the guide that helps local governments develop and implement projects.

## Slide 12: Webcasts and Training

Neelam Patel: We have – as another resource, we have our webcast and trainings, and not only through our program but at EPA there are additional webcast opportunities through the Energy

Star Program, and for state governments we have the State Climate Energy Technical Forum. And, lastly, we work with Department of Energy and cross-promote different webcasts that support clean energy initiatives.

#### Slide 13: Upcoming Local Climate and Energy Webcasts

Neelam Patel: As I mentioned, next month on Tuesday, February 23<sup>rd</sup>, we'll be having a webcast on green power communities, and this is being hosted jointly with the green power partnership here at EPA. Future webcast topics include smart growth, which relates to land use and planning, and in April we will have a webcast on the topic of smart grid.

#### Slide 14: EPA ARRA Resources for Energy Efficiency and Renewable Energy Projects

Neelam Patel: Through the EPA's Local Climate and Energy Program we try to meet the needs of local governments, and when ARRA came out in 2009, the American Recovery and Reinvestment Act, we did pull together resources that are available on the websites listed here in the presentation, and these resources provide information on the types of funding that came out, as well as different programs that local governments and state governments can pursue, and you can get some ideas on these.

#### Slide 15: Climate Showcase Communities Grant

Neelam Patel: The newest addition to our local program has been actually a funding opportunity for local governments through the Climate Showcase Communities Grant Program. I just want to briefly mention that the first solicitation opened up last July. It is now closed. We expect to announce the grantees in February 2010 for the first year solicitation. And in the second year we will – we plan to open a new solicitation for \$10 million open to local governments in late spring of 2010.

This grant program has a total of \$10 million annually to assist local governments in pursuing climate change initiatives, and the idea is to create showcase communities for projects that are replicable greenhouse gas reduction activities. This money can be used for implementation. So for those folks that are interested, please look out for the solicitation that will open in late spring.

#### Slide 16: Climate Showcase Grant Framework

Neelam Patel: The grant has a couple of main features as it relates to today's clean energy workforce topic. I will say that this grant program encourages economic growth and tying in the concept of workforce as you develop climate mitigation programs.

#### Slide 17: State and Local Climate and Energy Website- Release on February 16

Neelam Patel: A new resource that's coming out of our program is a brand-new state and local climate and energy website. This website will be released on February 16<sup>th</sup>, and you see a snapshot of what the website will look like. This website can help state and local governments develop climate strategies for their governments and communities. The information on the

website includes, but is not limited to, background on climate change topics. It provides information to develop and implement climate mitigation policies and programs at both the state and local government level, and it links to a variety of tools and resources that can help audiences with developing these types of programs and implementing them. There are case studies throughout the website. And you'll see through this introduction – introductory presentation- that there are several links that point out both of the new URLs for the website and the existing one.

Slide 18: EPA Partnership and Technical Support opportunities for Locals

Neelam Patel: Part of what the website will do is help connect state and local governments to different programs and resources, and here's just a quick overview of the different types of programs at EPA that you can get more information about through the new website.

Slide 19: Resource Guide

Neelam Patel: These programs are also covered in a resource guide available on our website. It provides an overview of EPA's clean energy programs to help expand or develop energy efficiency and renewable energy initiatives.

So now that you know a little about the program that's hosting this webcast, I'd like to turn it over to Dana Hyland who will talk about some resources available for clean energy workforce development.

Slide 20: Resources for Clean Energy Workforce Development

Dana Hyland: OK. Thank you, Neelam.

So, as you can see, there's several resources here, some of which are internal to EPA and others are from outside. The first one is a report from the Apollo Alliance, they also worked on this with Green for All, that gives more information about cities and how they can work to create green collar jobs. Next up, we have links to the Green for All site where they have examples from all over the country of cities which have created green jobs.

And then, next up, we have an EPA site, and that's from our team who did one of our state technical forums on clean energy workforce development almost a year ago now. So they have some great information from that webcast. And then, last, as Neelam had mentioned, we have our new local workforce development webpage that will be launching February 16<sup>th</sup>, and the link there is to the topic area of workforce development, so you can get some more information there.

Slide 21: EPA Brownfields Job Training Program

Dana Hyland: Next, I wanted to talk about EPA's Brownfields job training program. It started back in the 1990s, and so it's been around for a little while now. And it emerged out of the environmental justice movement. The EPA staff noticed that cities that had brownfields didn't necessarily have the environmental professionals that were needed to remediate them in that

location, so they couldn't draw on the local workforce, and they were bringing in people from outside.

So basically the program provides funding and technical assistance for environmental cleanup, as well as health and safety training to organizations that are already training residents for this sort of thing. So it's important to stress that this – the eligible entities are governments or non-profits who are receiving EPA Brownfields assessment money already. But even if you're not, this could also be an example to a really great program of you wanted to do something similar. And moving on to the next slide. Thanks, Neelam.

#### Slide 22: EPA Brownfields Job Training Grants

Dana Hyland: We have some job training highlights there. You can see the numbers of the success that they've had over the years. I just wanted to point out that they love to emphasize that they've had over 3,200 graduates who've obtained employment, and then with an average starting hourly wage of almost \$14. But I wanted to point out that this does depend on factors such as participant age. They have some programs that are geared towards youth. Or – and then some for more experienced workers. And then location, cost of living definitely factors in there, and the types of jobs. They train for a variety of different jobs at all different levels.

And then – so it's just – it's a great program that brings together community groups, job training organizations, educators, labor groups, investors, lenders, developers and many others. And so it's a great example, just like the ones we're going to hear from in a little while, from Santa Fe and Portland and how they bring everyone together for these efforts.

#### Slide 23: Brownfields Information

Dana Hyland: And then we have some Brownfields information. There's a lot of links here if you are interested in finding out more about the Brownfields job training program. And then I just wanted to point out that last – the last bullet there has contact information for Joe Bruss here at EPA who can provide you with more – additional information.

#### Slide 24: New ENERGY STAR Curriculum- Overview

Dana Hyland: Then we're going to touch on the – there's a new Energy Star course curriculum. Our Energy Star Program has come up with a course curriculum that focuses on commercial building energy efficiency, and the target is community college students, and you can see the goal and the content there. Some of the topics include current trends in commercial building energy efficiency and rating building energy efficiency with portfolio manager, among others.

So this is currently in development. We just wanted to give everyone a heads up.

#### Slide 25: New ENERGY STAR Curriculum- Roll Out

Dana Hyland: So it's an 11-week course that they have just started a pilot this spring in Nebraska, and then they're going to do an online course this fall, and then a recorded version

will be posted online after that. You can see some of the resources that are still being developed are listed there, and if you have any questions or want to follow up, you can contact Katy Hatcher, whose information is at the bottom there.

Slide 26: Local Climate and Energy Contacts

Neelam Patel: Thank you, Dana.

So if you'd like – if you have questions about the local climate energy program, the contact information and both our present and our future websites are listed here.

With that, we'd like to now turn over the webcast to Danielle Sass Byrnett, who will talk more about Clean Energy Workforce Development. Danielle?

## **U.S. EPA - Growing Green Jobs to Achieve Climate and Energy Goals**

Danielle Sass Byrnett: Thank you. Looks like I just need to get control over the presentation.

Neelam Patel: OK. And while we're waiting for that, I encourage the audience to submit questions during the presentations. So, as Danielle's speaking, if you think of any questions, please send those in. Thank you. And include the presenter's name.

Slide 1: Title Slide

Danielle Sass Byrnett: Great. Thanks.

OK, it looks like people should probably be able to see my screen at this point? Neelam, can you let me know? Do you see it?

Neelam Patel: We do.

Danielle Sass Byrnett: OK. Great. Then I'll get started.

This is Danielle Sass Byrnett. I work on the State and Local Climate and Energy Program, much like Neelam and Dana, although I typically work with states. But I'm going to just go over the basics of what we're talking about when we advertise the webcast on something like clean energy workforce development and give folks some context toward this. And then, as Neelam said, others will go into more detail.

Slide 2: What are Green Jobs?

Danielle Sass Byrnett: So, to start – there we go. The obvious question that we get most often is what are green jobs? Unfortunately, there isn't really an easy answer. There's no commonly accepted definition of green jobs at this point. The Department of Labor – and I'm sure Michelle can perhaps talk about this a little bit more in Q&A, but the Department of Labor did try to catalogue green jobs definitions at one point last year and came up with more than a dozen different definitions from various reputable sources.

They did receive some money, FY10 money from the – in the Bureau of Labor Statistics to measure green collar jobs, and we'll be publishing some information in 2011 about that. But, to date, what we've essentially been referring to is the middle class taskforce, the White House middle class taskforce definition, which is that green jobs are jobs that provide products and services which use renewable energy resources, reduce pollution, conserve energy and natural resources, and reconstitute waste.

That said, there are many folks out there, us included, who think that almost any job could be a green job if resource conservation and energy efficiency and pollution reduction are incorporated

into it. So this is not meant to be an exclusive definition but one way of thinking about the topic of green jobs.

### Slide 3: What are Clean Energy Jobs?

Danielle Sass Byrnett: More specifically, though, we are talking about clean energy jobs. Clean energy jobs are essentially a subset of green jobs. What we think about in the Climate and Energy Program is this is usually renewable energy, energy efficiency and clean combined heat and power.

And there are also many ways of thinking about what is a clean energy job. One of the most comprehensive definitions that I've come across was from the American Solar Energy Society which conducted a nationwide analysis of green jobs potential just over a year ago, and their definition includes anyone who works in any of these industries – whether it's manufacturing of a product or installation of the products or even if only a portion of the output from a manufacturing facility is classified as part of the energy efficiency sector, such as Energy Star appliances. And also people involved in renewable and energy efficiency activities at government levels. So presumably most of us who are on the phone, from the local governments and the EPA and Department of Labor, also non-profits, trade and professional associations, et cetera.

So there's a lot of room out there to consider oneself part of the green job or clean energy jobs movement.

### Slide 4: Why Does EPA Care About Clean Energy Jobs?

Danielle Sass Byrnett: The reason EPA cares about this, and why we're hosting this call and have devoted various resources and effort to it, is that we believe that we wouldn't be able to achieve the greenhouse gas emissions that are necessary across the US if we can't reach highly – very significant and sizable energy efficiency and renewable energy goals, and that we need an appropriately trained workforce in order to actually implement these programs and put in place the efficiency and renewables measures.

So we see the market – the success of a clean energy market as hinging upon having a supply of professionals who perform this work, ensuring that the work that they do is of high enough quality to actually result in the energy savings, the cost savings, the greenhouse gas reductions, and of course we're going to need to document all of those things, including these days especially the number of jobs that are produced.

### Slide 5: What is Clean Energy Workforce Development?

Danielle Sass Byrnett: So what is the workforce development part? That's the clean energy side. And I want to show you all an example, because I think it illustrates this pretty well. This example is focused on weatherization, which is traditionally focused on low income communities and installing energy efficiency measures or sealing air leaks in windows et cetera

at home. And I borrowed this from Anthony Joseph from the New York State Department of Labor.

And what we're looking at with clean energy workforce development is connecting the idea of labor demand, or job openings, to labor supply. So on the labor demand side, here on your screen now, is really just a listing of the – the weatherization career ladder, essentially the different types of positions that are open within the weatherization program in order to actually provide these services. And in the New York State, most of the funding for that comes from the Department of Energy and Heating – Home Heating Energy Systems Program.

And then on the labor supply side, we have skilled and unskilled workers, essentially, and I have here on the top, it says the workforce one stop system. So that's a preview for what Michelle's going to talk about from the Department of Labor. But those are locations where unemployed or underemployed workers can come to look and see what kinds of job openings there are. And one of the things that they do is assess people's skills and identify them as skilled or unskilled and try to figure out how to match them with job openings and positions that are available.

So one of the key pieces that helps makes this not happen is what is essentially workforce development or workforce training. And so you can see that the idea is to connect the labor supply for unskilled workers – it might be entry-level training that's available through the weatherization programs or the State Department of Labor or any number of other providers. For the skilled workforce, it may be more specific training, weatherization specific, energy efficiency, or they might not actually be training at all and they can be moved, as identified, straight over to the workforce.

So when we're talking about workforce development, we're focusing really on this middle part where we've got demand and we've got supply and we're trying to connect them. The point – one point that's worth emphasizing here is that you need both demand and supply in order to be successful, in order for there to be a need for workforce development.

#### Slide 6: Training

Danielle Sass Byrnett: So, just a couple more quick overviews, background kind of information. Training providers of workforce training typically include community colleges. Those are very significant portions. They provide a very sizable portion of the training that's required to get the workforce up to speed. And many of them, of course, I'm sure you have good relationships with in your local communities. Also, certainly vocational and technical high school, community-based organizations, labor unions, trade associations and other colleges and universities. All of these are traditional providers of workforce training and are good folks to connect with if you're thinking about a need for additional workforce development in you community because they very frequently have existing programs that you want to tie into as opposed to reinventing the wheel.

One best practice in the clean energy field in particular is that training providers should be accredited, and there is an accreditation institute for renewable energy training providers at this point. It's called the Institute for Sustainable Power Quality. And there is also a best practices

and recommended guidelines manual that's been published for renewable energy training and all of these links and details will be available in the website after.

#### Slide 7: Certifications

Danielle Sass Byrnett: Another key piece of the workforce development equation that you may frequently hear people talk about is certification. Certifications are beneficial for those workers and consumers and, as a result, for program developers and policy makers. Certifications allow installers or workers to validate their skills and their training. It allows them mobility for employment. If a certification is recognized nationally or across multiple states, then they have employment mobility. It also provides them with a competitive advantage by enabling them to distinguish themselves from other workers who may be fly by night or just don't have the expertise and the background.

On the consumer and program designer side, certification is a means to identify qualified installers or qualified workers, and that gives consumer's confidence and hopefully, in general, results in real results from the program, which is of course a benefit to program designers.

So there are a few certifications that are worth mentioning in the clean energy world. The first up here on the screen is for renewable energy, and that is the NABCEP Certification, or the North American Board of Certified Energy Practitioners. At this point, they offer certifications for solar photovoltaics installers and solar thermal installers, and they're also developing a certification for small wind.

On the energy efficiency side, there are a number of certifications that are available. One is the Building Performance Institute or BPI, and they offer currently three different certifications for different types of skills, and they are currently developing two additional certifications, and this is for weatherization auditors and energy efficiency installation personnel and professionals in the building performance industry. So folks who might come and do weatherization or energy audits on your home, whether or not you're low income or looking to roll out a larger program as many local governments are from the EECBG money.

There's also the RESNET certification, which is specifically for home energy raters, who are essentially auditors. They rate the energy use and energy efficiency of a residential building on what they call HERS Index, and they don't go in and actually implement the efficiency measures or the installations, but they do do audits and they can do inspections after installations has been undertaken.

Now, one thing that's worth noting on all of these certifications is that there's no national entity that looks across all certifications and designates them as good and others as insufficient. It's really a marketplace, a voluntary certification. And so the ones that I've highlighted here are ones that various state governments and localities have chosen to use, and so they've gained some traction through basically the marketplace.

The one caveat to that is there is this last bullet here, the Federal Recovery through Retrofit Initiative, which is an initiative that's underway right now to analyze existing programs and best

practices for residential energy efficiency installations, and to determine a voluntary national certification standard. So it involves looking at programs like BPI's and RESNET's and there are certainly others, many regional ones and some state-specific ones, as in California, and determine, through a stakeholder process and multi-federal agency analysis, what makes sense to be a national minimum standard for all of the reasons I mentioned before as far as benefits to both the workers and consumers and program designers in order to increase confidence in the marketplace and get more of these residential energy efficiency projects done.

#### Slide 8: Other Federal Activity

Danielle Sass Byrnett: So I'm going to mention two other things quickly as additional background and landscape. A couple of other things happen at the federal level, two at the Department of Energy that are specifically related to workforce development. One is the Solar Market Regional Resource and Training providers. The Department of Energy Solar Energy Technologies Program recently awarded a number of contracts to different training providers across the country to serve as resource centers, and so these folks are actually focused specifically on providing training and professional development to instructors. So if any of your localities are looking to increase PV installations or solar heating and cooling, and there's a shortage of qualified training providers in your area or you know that there are folks who are interested from community colleges and getting involved, they probably want to try to connect with one of these regional resource centers. There'll be funding opportunities and resources available to help enhance their professional development.

I also wanted to mention that the weatherization assistance program, that's the low-income weatherization program I mentioned, it has a lot of money under the Recovery Act for training and technical assistance and they are going to be announcing some funding opportunities in the near future. So it would be worthwhile to check out [energy.gov/recovery/funding](http://energy.gov/recovery/funding) on a periodic basis to see what's going on and what's available for workforce development funding.

The Department of Labor also has recently released \$500 million in Green Jobs Act funding that Michelle may touch on, and you can go to that website, I'm sure she'll have it as well, to find out who the grantees are. They're spread all across the country at so many levels. So there is likely going to be someone near you who are getting some funding from the Department of Labor that might be worthwhile to tie into.

And last, I just wanted to mention because there's a lot of buzz about this in the news, there's been discussion about a Green Jobs Bill potentially coming out of Congress. The US House of Representatives did pass their version of a Green Jobs Bill in December called the Jobs for Main Street Act, and it's a nearly \$50 billion package that includes funding for a variety of different things that relate to workforce development. So far there hasn't been any movement on the Senate to pass something and we've heard the same rumors that you have that the president might be announcing some proposals for initiatives at the State of the Union tomorrow night, so TBD on what's going to happen with all of that.

#### Slide 9: EPA / DOE Rapid Deployment Energy Efficiency (RDEE) Toolkit

Danielle Sass Byrnett: And the last thing I wanted to mention is thinking back about this labor demand and market supply for workers, one resource that was developed in the wake of the Recovery Act was this Rapid Deployment Energy Efficiency Toolkit that EPA and the Department of Energy put together. And it provides very detailed planning, implementation and program guides for 10 different programs that can be readily rolled out with Recovery Act money, whether it's EECEBG money or SEP money that states may have decided to open up for funding to local governments. And it specifically includes estimates of jobs that would be expected from each of the programs, information about training needs and training resources that could be used in order to roll the programs out initially so that you have the right capacity from the program level in order to make these effective.

#### Slide 10: More Information

Danielle Sass Byrnett: So I just wanted to really highlight that that's available. It's on the website and it's a tremendous resource if you do have money that isn't yet allocated or you think you are going to be doing any of these programs that are mentioned right here in the middle, the ENERGY STAR labeled products, energy audits, home performance with ENERGY STAR, efficient HVAC, et cetera.

So many of these websites were in the initial presentation that Neelam posted, and I think that I will be signing off so that I can take questions later on and we can get going with the program.

Neelam Patel: Thank you, Danielle.

Just for our audience, we'd like to remind you that these presentations that you see, will be posted to the website in two weeks. They will be available in mid-February and you can access all of the URLs at that time through the website. And if you have questions in the meantime, need immediate information, feel free to e-mail any one of the presenters or myself, Neelam Patel, or Dana Hyland.

And again, I just want to reiterate, if you do have questions for the presenters, please submit those as they come up. So if there are any questions for Danielle Byrnett, please go ahead and send those through the GoToMeeting questions function. And I'd like to turn over to Dana who will introduce our next speaker.

Dana Hyland: Thanks.

## **U.S. DOL – Overview of the Public Workforce System**

Dana Hyland: OK, so next up we have Michelle Massie who is the Workforce Analyst at the US Department of Labor in the Employment and Training Administration in the Office of Workforce Investment. In this capacity, Michelle is responsible for providing technical assistance and policy guidance to green jobs grantees awarded under the American Recovery and Reinvestment Act. Michelle?

Michelle Massie: Thank you.

Slide 1: Title Slide

Michelle Massie: Good afternoon, everyone. On behalf of the United States Department of Labor, I would like to take this opportunity to offer a brief overview of the Public Workforce System, including connection points for local governments, community based organizations, employers and job seekers, as well as the Employment and Training Administration's green jobs initiatives. If I could have the next slide, please.

Slide 2: Objectives

Michelle Massie: The objective for today's presentation is an overview of the Public Workforce System, the role of the one-stop career centers, ETA's initiatives and resources. Next slide please.

Slide 3: The Public Workforce System

Michelle Massie: Now, the slide that you're looking at now, this is the overview of the Public Workforce System, and, again, that Public Workforce System is designed to meet local needs. It's a network of federal, state and local offices that function to support economic expansion and develop the talent of our nation's workforce. The Public Workforce System works in partnership with employers, educators, local governments and community leaders to foster economic development and high-growth opportunities, and although the Public Workforce System is federally funded, most of the services for businesses are available at the state and local levels, and it's – meaning pretty much that it's devolved system.

Right now, we are looking at the breakdown of the Public Workforce System from the federal, state, local and one-stop levels. We're eventually going to take a look at the roles and responsibilities within, you know, each of those systems, but right now I'm going to offer you a quick overview.

This slide illustrates the roles and responsibilities of the entities that comprised the four layers of the Public Workforce System.

The United States Department of Labor, the state Workforce Investment Boards, the local Workforce Investment Boards we're with, and the local one-stop career centers. The Department of Labor is responsible for the administrative oversight, and it funds demonstration projects and research and provides policy guidance to the Public Workforce System overall.

The state Workforce Investment Boards developed the strategic plans and set funding priorities for their states, and the local WIBs developed strategic plans and set funding priorities for the local areas, so that would be the county or city levels. And the one-stop career centers are responsible for delivering the services to workers and employers. It's a dual service or dual customer approach, so it carries both employers as well as job seekers.

So now we're going to talk a little bit more about the roles of each of these entities. If I could have the next slide, please?

#### Slide 4: State Roles

Michelle Massie: The state roles. The state cabinet agency is the grantee for federal funds, so that would be the equivalent of the Department of Labor on each of your state levels. They receive the funds from the federal government on behalf of the states and the state cabinet agencies have the administrative oversight over the local system and are therefore responsible for setting the state Workforce Investment Board policy direction.

The state Workforce Investment Boards are thereby responsible for overseeing the local system and the state WIB is responsible for implementing the state WIB plan as well as providing policy guidance to the local areas. The state WIB also recommends to the governor the use of discretionary resources.

Finally, the state WIB is made up of a chair that represents the private sector and board members are reflective of the Workforce Investment Act Law which governs the creation of the Public Workforce System that we're using now. The law requires that a majority of the state boards are representatives of business and that membership include representation across various state agencies as well as labor organizations, individuals and organizations with experience in the delivery of workforce investment activities, and that also includes use of discretionary resource activities. Can I have the next slide please?

#### Slide 5: Local Roles

Michelle Massie: Now, the one – the slide that you see before you now explains the local roles. Now, the local Workforce Investment Boards are responsible – I'm sorry, are the recipients of grantees of the state funds. So, again, it goes from the federal level to the state level down to the local investment boards. Local WIBs are responsible for delivering and implementing the local plans and setting local priorities, so they would look at the workforce needs or local workforce information for the state and – I mean, for the city and county levels. So they would be your on the ground go-to people for your local needs.

Local WIBs are responsible for the strategic investment of grant funds and the oversight of the local one-stop delivery system. Local WIBs are also responsible for planning and overseeing the local programs of those particular areas and local WIBs are appointed by local elected officials. So this is where – this is one of the connection points where local governments could play a part in the workforce investment activities of their cities or counties.

And, again, the majority of the local WIB board must be business representatives, and that's per the Workforce Investment Act Law. Other representatives must include education partners, labor organizations and community-based organizations. So, once again, it's that local level where you get the most involvement from local elected officials, local governments and community-based organizations that are serving the city and counties. If I could have the next slide, please?

#### Slide 6: More than 3,000 One-Stop Career Centers Across America

Michelle Massie: This slide illustrates the wide coverage of the one-stop centers across the country. One-stop customers can locate their closest one-stop career centers from the URL that's at the bottom of this slide or from the toll-free number. The local one-stop systems are available in each local area and these one-stop centers offer employment-related services that are provided to individuals, organizations and employers, and it's also referred to as one-stop, you know, which are – again, are the one-stop customers. And, as I said, each local area has at least one physical one-stop center and they also supplement this coverage by a network of affiliated sites. Can I have the next slide please?

#### Slide 7: Who does the One-Stop System Serve?

Michelle Massie: The one-stop centers serve as a vital link in local communities and offer a wide variety of services to job seekers, employers and community-based organizations. All job seekers needing assistance with additional training, career counseling and/or identifying job opportunities are eligible to receive services through the one-stops.

Job seekers do not have to be currently unemployed or underemployed to receive services from one-stop centers. Especially recently, a lot of one-stops have seen more people come through the doors who have college degrees and who are higher skilled workers, but, you know, again you don't have to be unemployed or underemployed. You could be a career changer or someone who's just looking for something new, but the one-stop centers are open to the public.

State and local areas are responsible for establishing the criteria for job seekers, though, to receive special services and additional support, so that could include things such as intensive services and training grants, things of that sort. If I could have the next slide?

#### Slide 8: What Services are Offered at One-Stop Centers?

Michelle Massie: The services that are available to job seekers include needs assessments, computer searches for jobs and training, access to job banks or job listings, referrals to

employers with current job openings, comprehensive assessments, employment counseling, education, adult education and literacy programs. Can I have the next slide, please?

Slide 9: What Services are Offered at One-Stop Centers (continued)?

Michelle Massie: As I mentioned a moment ago, the one-stop centers also provide services to employers, and the services to employers can include job description writing, job postings, initial skills assessments, resume review, candidate pre-screening, referral of job-ready candidates and help organizing job fairs. As you can see, there are a wide variety of services that are available to job seekers and employers and there is great flexibility for state and local officials to develop systems that are a reflection and are responses to the state and local needs.

So, again, it's through the local one-stops and the local Workforce Investment Boards where there's that greatest connection point for local governments and community based organizations to get involved with the Public Workforce System. If we could look at the next slide, please?

Slide 10: ETA Initiatives

Michelle Massie: I'm going to transition out of the discussion of the overall system and talk more about the ETA initiatives around generating job growth and stimulating the economy. In a number of our investments, grantees of partners partner with community-based organizations, local governments and local WIBs to present some of these initiatives and we'll go into more detail next.

The employment and training administration has made significant investments to support our nation's economic health, and today we're going to focus on three of those key investments. They include the community-based job training grants, the high-growth job training initiatives and the ARRA or our high-growth and emerging industries grants. If I could have the next slide?

Slide 11: Community-Based Job Training Grants

Michelle Massie: The community-based job training grants were initiated in fiscal year 2005, and they have a two-fold purpose. The first is to strengthen the role of community colleges in promoting the US workforce's full potential, and the second purpose is to build the capacity of community colleges to train workers in the skills required to succeed in high growth, high demand industries to three – I mean, through four rounds of competitive grants, we have awarded over \$500 million to 279 community colleges across the United States. And, as you can see, there have been well over 100,000 individuals that have been served through this initiative. If I could have the next slide?

Slide 12: High Growth Job Training Initiative

Michelle Massie: The High Growth Job Training Initiative is a strategic effort to prepare workers to take advantage of new and increasing job opportunities in high growth, high demand and economically vital sectors of the American economy. Fields like health care, information

technology and advanced manufacturing have jobs in solid career paths that often are left untaken due to the lack of people who are qualified to fill positions in these sectors.

The High Growth Job Training Initiative targets worker training and career development resources toward helping workers gain the skills they need to build successful careers in these and other growing industries. And through the high-growth job training initiatives, ETA has invested \$318 million in 182 grants. And, to date, we have trained well over, again, 100,000 individuals, and there are still currently 68,000 who are currently enrolled in training programs through the High Growth Job Training Initiative. If I could have the next slide?

### Slide 13: ARRA High Growth and Emerging Industries Grants

Michelle Massie: Now, this leads us into the discussion of the day, I think. On February 17<sup>th</sup>, 2009, President Barack Obama signed into law the American Recovery and Reinvestment Act or the Recovery Act or ARRA, as you may have heard people refer to it, to preserve and create jobs, to promote the nation's economic recovery and to assist those most impacted by the recession. The purpose of these grants is to teach workers the skills required in emerging industries, including energy efficiency and renewable energy.

The ARRA high-growth and emerging industries grants are a \$500 million Recovery Act initiative to fund workforce development projects that promote economic growth by preparing workers for careers into the energy efficiency and renewable energy industries.

I'm going to go through each of the five grants that have been awarded so far. Pathways Out of Poverty was announced in January. It's a \$150 million investment to 38 grantees. And the funds are designed to integrate training and supportive services into cohesive programs that will help target populations, find pathways out of poverty and into economic self sufficiency through employment and, once again, the energy efficiency and renewable energy industries.

The next is the Energy Training Partnership grant. Those too were announced in January, and it's a \$100 million initiative to 25 grantees. The funds are to provide training and placement services to prepare workers to gain – I'm sorry, to enter the – once again, the energy efficiency – you're starting to see a theme here – and renewable energy industries as well as green occupations within other industries. The Energy Training Partnership grants are the only pool of grants that require a joint labor management partnership and ETA believes that through the strong and diverse labor management partnerships these grants – these green jobs training projects can maximize participants' opportunities for training that ultimately results in family supporting employment.

The next of the grants that were announced are the State Labor Market Information improvement grants. Those were announced back in November. It's \$50 million to 30 grantees. And these funds will be used to collect, analyze and disseminate labor market information and to enhance the labor exchange infrastructure for careers within, once again, the energy efficiency and renewable energy industries.

The next grant is the Green Capacity Building grants. Those too were announced back in November. It's \$5 million to 62 grantees. The funds are used to support capacity building for organizations to provide training for entry level positions leading to career pathways and/or additional training in the energy efficiency and renewable energy industries. A number of the Green Capacity Building grantees are Youth Build grantees as well and Youth Build is administered under the employment and training administrations Division of Youth services.

And the final grants are with the State Energy Sector Partnership and Training grants. Those were announced earlier this month. It's \$190 million to 34 grantees, and those funds are to target the specific – the needs of specific industry sectors as identified through states.

What you'll notice about these grants is that one of the key characteristics of the Green grants is to encourage training activities be developed by and built upon strategic partnerships. And those strategic partnerships include labor and industry organizations. The overall purpose of these partnerships is to identify and refer candidates for training and to connect and place workers with employers that have existing job openings and that can only happen if both labor and businesses are at the table when we design these programs and training is being provided and placements are made. If I can have the next slide?

#### Slide 14: Resources

Michelle Massie: And this is our final slide. You'll see that there are several resources, the link to the US Department of Labor's main website as well as the Employment and Training Administration's site where you can find additional information on each of the grants that I went through as well as the summary of all of the grantees. But I want you to pay particular attention to the first bullet point. That is our Green Jobs Community of Practice. We found that people were hungry for all kinds of information inside a platform in which they could exchange ideas and promising practices, trends and dialogs, et cetera, around this growing idea of green jobs and a green economy.

So ETA launched this new forum in early January and we've designed it for use by green jobs grantees as well as others in the public who are interested in green jobs and workforce developments. It's a new and fluid site, so we welcome everyone to visit, provide your insight or comments, and continue the dialog around green jobs.

So I tried to keep my presentation brief because I know we have a couple exciting case studies coming up, so this concludes my presentation and I will now hand it over so that the next presenter can take it away. Thank you.

## **Santa Fe YouthWorks – Local Government and Community Partnerships for Clean Energy Workforce**

Dana Hyland: Thank you, Michelle. This is Dana and I just wanted to introduce our next speakers coming to us from Santa Fe. We have Melynn Schuyler who is the Executive Director of Santa Fe YouthWorks. In 2001, she developed and founded YouthWorks to serve youth and families in the areas of emotional support, life skills, violence prevention, substance abuse prevention and youth jobs skill training and employment. She also developed the Santa Fe Youth Corps within YouthWorks to address the critical need among high-risk youths to transition into productive and sustainable roles in adulthood.

And joining her is Kate Noble, who works in Economic Development for the City of Santa Fe with a focus on workforce development. She grew up in the community and is passionate about providing opportunities for local, young people to succeed. Kate's previous work was in business and economic journalism, where she reported regularly on how the economy affects individuals and businesses in everyday life.

So, Melynn and Kate, thank you for being here and I'll turn it over to you now.

Melynn Schuyler: Thank you.

Kate Noble: Thank you.

Slide 1: Title Slide

Melynn Schuyler: Thanks so much for inviting us and for letting us speak to you today about the work that we're doing in partnership in Santa Fe, New Mexico. I'm not going to read through each slide for you, but I'd like to just talk to you about YouthWorks' mission and how we'd ended up doing clean energy workforce development in partnership with our city, our community college and our public schools.

Slide 2: YouthWorks Mission

Melynn Schuyler: YouthWorks works to create opportunities for youth and young adults who are disconnected from positive systems in their life.

Slide 3: Philosophy

Melynn Schuyler: And so, in doing so, a number of things need to happen that include dropout assistance, educational failure, kids who are failing come to us and we reassess and engage them in GED classroom studies that are limited but paired with work opportunity – multiple work opportunities that are baseline programs at our organization that lead to the higher technical jobs if young people get interested and want to pursue clean energy job apprenticeships and placements in our community.

So YouthWorks' baseline programs include basic conservation corps for the city, river restoration as contacts with our county to do environmental restoration work and maintenance where there aren't maintenance crews or preexisting work.

#### Slide 4: YouthWorks Baseline Programs

Melynn Schuyler: Many of those young people go on to do environmental restoration work around our state.

#### Slide 5: CE Workforce Development: Green Building

Melynn Schuyler: From a baseline program, we have been able to move towards training that allows young people who want to learn building trades to work to build LEED certified homes in partnership with community college, our local Habitat for Humanity, Department of Labor, which is a Workforce Innovation Regional Economic Development Program, which exist around the nation, it's an interesting source of funds to try to engage runs through community colleges in your community.

And in doing so, we're able to give young people, while they study, hands-on training and learning in the building trades and, in our focus, it's green building trades because this is our future workforce that will have all the knowledge and technical abilities to build LEED certified homes.

#### Slide 6: CE Workforce Development: Energy Efficiency

Melynn Schuyler: So, we also have an energy efficiency crew that has been launched in the last eight months or so. We were able to pull various sources of funds together, actually very small sources of funds together, to put a crew together to go into low income housing and do very low hanging fruit energy on it and energy retrofit in households that comply with HUD certified low income housing.

That crew has been trained in basic weatherization techniques. They do outreach. They – coming from being dropout, nonexistent, throwaway young people in our community, are now changing people's lives and improving public health and are pursuing further opportunities through community college education and are on great paths to productive futures.

#### Slide 7: CE Workforce Development: Green Collar Pre-Apprenticeship Program

Melynn Schuyler: In partnership with the City of Santa Fe, we got very creative and looked at our workforce, looked at our economic issues in our community which is about 60 to 70,000 people. Our businesses were really lacking in a trained workforce, and YouthWorks, as a community-based organization, nonprofit, was overwhelmed with young people walking in the doors needing education and job skills. So coming together, we realized if we could get basic training and some certifications put together, we could build an apprenticeship program to serve our local businesses, in particular, our green local businesses by placing young people in the

business and subsidizing with city government funds, subsidizing the youth employment dollars for four months.

So in delivering this program, which has been in the last 18 months, we got off to a slow start. We had a tough economy hit, but we're making huge strides, and the community, the business community is very aware and very engaged now in the offer of having a young person get trained at a lower wage amount per cost for the business, while YouthWorks and the city subsidize their employment.

The young people in the apprenticeship program are monitored very carefully by YouthWorks case management and job coach that keep track of them just like a parent would. If they had an intact family, intact life, they wouldn't need it. What we're trying to do is leverage our most poverty-stricken young people back into productive places in society and businesses, and keeping them here doing productive work and enhancing their community.

#### Slide 8: Youthworks Service and Placement Process

Melynn Schuyler: So this is a slide that describes what I just talked about. All of our baseline programs including YCC, Youth Conservation Corps. We, YouthWorks, has started some of its own private business arms to employ young people but also to create more incomes for the organization to create new and better business arms that will employ more people. We can't rely on everybody outside of us, so we're trying internally also to create our own businesses for young to people to run.

Our city government had funded us for three or four years to do river restoration work here, where there wasn't a city funded program to do it, and in doing so, young people get very engaged in the care of their environment. What you can see from these baseline programs, we've moved into a green collar jobs. Many young people decide to stay on and move forward into an apprenticeship placement working on our efficiency and weatherization crews, doing green home building and/or private sector employment.

Then you can see on the far right, these are our gains. Here's with employment gains, educational gains and apprenticeship leading to fulltime placement – employment placement. YouthWorks.

#### Slide 9: Program Components: Curriculum Design

Melynn Schuyler: This is a list of our curriculum design. It's very hard to describe so just a bulleted list for anyone interested in working with this population or wanting to start to work.

These are the pieces that we've put together that are translatable to creating a productive, young adult population interested in staying in their community and doing advanced and a clean energy jobs and employment and continuing on to college.

#### Slide 10: Program Components: Youth Cultural Competency

Melynn Schuyler: So, youth cultural competency is very important in working with young, displaced students and workers. These slides are just pointers that we like to explain and put out to the world. Many people are afraid of working with young people who dress funny, have tattoos, have an attitude. They are all workable and full of ideas and energy. Community – and community networks, you must have relationships in your community to move forward. And in doing so, engaging the most disenfranchised population, you can leverage the most loyal, interested employees that you'll ever have.

I'm going to turn over the presentation now to Kate Noble, who works in our City of Santa Fe Economic Development Department.

#### Slide 11: Program Components: Integrated Workforce & Economic Development

Kate Noble: Hello, everyone.

Kate Noble: I like starting on this slide particularly because I'd like to mention the word "integrated", Integrated Workforce in Economic Development, and to me that's really a key to what we're trying to do here in Santa Fe.

As Melynn mentioned earlier, the work community of the City of Santa Fe is only about 70,000 people. The Greater Santa Fe area is maybe approaching 100,000 people, so we're really a small town, even if sometimes it feels like we have a very big name, especially for such a small population, and there are advantages and disadvantages to that.

One of the advantages is that, as local government, we can see fairly quickly, referring to the previous slide, what's real in the community and what's really working. The disadvantages, of course, that we actually don't have that many employers. We don't have many large employers, and so sometimes it's difficult to find placements for the young people that YouthWorks is working with.

And the key to a lot of the programs it seems to me that this is a real applied learning. There's a lot of talk, it seems to me, in workforce development circles about applied learning. And from what I've seen, YouthWorks is one of the organizations that's really doing it. They've put the kids to work and then they pull together what they've done during a day's work into the classroom, and, say, you know, how did that work out for the green building, how does the science work for a solar cell. And this is real action and real effects on people's lives.

But a key part, and, again, maybe this is an advantage of being a somewhat small community, is that we can build effective partnerships. We can find the businesses. We have a wonderful community college here, and so a lot of the young people can work on their GEDs and get concurrent credit at the community college. So that there is this sort of multiple legs to the stool which include education, job training, and perhaps most important of all, the community investment factor, and that's really a lot of the reasons we're in it.

Of course, the previous presentations through the parallels between the demand and the supply, and in order, we see, in order to come out of this economic recession, we're going to need to

have the skills in place for businesses to thrive. But, it's really important also to have the community investment, but that some of kids, I mean, we've used the phrase "at risk", I think these days we're talking more about disconnected. But it's community development that's helping these kids not take away from what's going on in the community by turning to crime or drugs or any of the social problems that we see sometimes when people have trouble finding employment and ways to contribute to their community. So, again, this is sort of integrated, being one of my favorite words, it's really an integrated solution for the community.

#### Slide 12: Local Government Partnership

Kate Noble: We – this is just a little bit of a breakdown of different areas that work with YouthWorks works in the City of Santa Fe. I'm with the Economic Development Division. I work a great deal in workforce development, but we also have seen YouthWorks, then you see the city playing at different levels in some of the programs so that the Public Works Department works with YouthWorks on their river restoration, one of sort of the entry level programs for YouthWorks. We work at the next level in the green collar jobs apprenticeship program where we're really pulling together the business community and the community partnerships and working to create whole solutions.

#### Slide 13: Local Government Partnership: Economic Development Division

Kate Noble: Our real emphasis here in the Economic Development Division is to diversify the economy and that is – a fundamental foundation of that is to get the skills that can support businesses growing and changing. One of my favorites is the third point on this slides is to bolster Santa Fe's leadership position and our potential in innovation, and this is where I see, you know, more and more – especially an organization like YouthWorks is playing is that they are really a leader in applied learning and creating these integrated models that bring together the business community, the education community, as well as the young people and, again, has this sort of integrated solution.

Unfortunately, on the ground here, we see a lot of the time that state and federal resources don't actually work in the way that I think they're intended to do, and I know it's hard to write a good grant at the state and federal level, but, you know, very often we see money going to, frankly, people that hold meetings and endlessly sort of pull together round table discussions and you get a lot of sort of educated people in a room thinking deep thoughts.

And so, we really try to figure out ways to get some funding and support to organizations that impact people's lives, and especially in this economic downturn, that's something we're thinking about more and more and, you know, hoping to work better with the state and federal governments to figure out these solutions, because, again, I know there are a lot of resources out there, but we've seen for any number of different reasons all these programs that are incredibly worthwhile and are doing all the things that I think we want to be doing but they're not eligible for funding because of, you know, this box that was or wasn't clicked, or that box, and sometimes it's really frustrating to see the funding going to places that doesn't – don't impact people's lives so much.

#### Slide 14: Local College Partnership: Santa Fe Community College

Kate Noble: I mentioned our community college earlier. They're really a great community college and very progressive in terms of their thinking about the green economy as well as working with low income minority and non-traditional students, and they're just, I think, a wonderful partner for real applied learning through community development organizations and figuring out other ways to get young people credentials and education and skills to move forward.

#### Slide 15: Local Business Partnerships

Kate Noble: These are a few examples of the companies, I think, that YouthWorks has placed some of their young people with through the Green Collar Job Apprenticeship Program, and it's been really important – what we've seen is that individuals in each of these companies have really stepped up and provided a sort of mentoring role for the individual young people and that is hugely community building and hugely important for what we're trying to do and in bringing everybody together to engage in cultivating, well, the children as the future.

So, now, I think I think Melynn talk about the nonprofit partnerships that they have and we'll go from there.

#### Slide 16: Local Non-Profit Partnerships

Melynn Schuyler: YouthWorks doesn't operate alone by any means, and over almost nine years of existence have spent much of our time working to engage other nonprofits to pull their resources in for the population we're serving. There's an education piece that needs to happen in any community about the young people who aren't being successful. Even other nonprofits need to hear that their participation can change how a community functions in helping reconnecting the youth back to positive career tracks and positive lifestyles.

#### Slide 17: Best Practices: Community/Government Partnerships

Melynn Schuyler: So, we have many nonprofits in Santa Fe that are now participating, and so, not only YouthWorks and our government partners are participating in clean energy workforce development, but our nonprofits are too as we bring them along. YouthWorks has focused on what are our community weaknesses, what are new approaches to engage young people and engage businesses in workforce development. In doing so, we have to spend quite a bit of time to identify what is a mutually beneficial relationship, what helps them, what helps us, what helps our clients, and therefore what helps our community.

One of the big points for YouthWorks has been to open our doors and please invite every government official in your doors so that they can see what you're doing. Many, many government offices don't see what your nonprofit is really dealing with and what is really happening. So open your doors and ask them to come be a part of your day, and you will see attitudes change, then everyone is thinking outside the box and becomes more flexible and

adaptable to stepping up to community needs, workforce needs, and therefore clean energy workforce development.

#### Slide 18: Best Practices: Community/Government Partnerships

Melynn Schuyler: Again, this is – best practices are work on your relationships – government and nonprofit, community college, state, federal. Adapt to the problems. Don't turn your back. Adjust – adjust daily if you have to. Communicate as much as you can. Communicate your problem to your partners so nobody is blindsided. Be as open as you can and then you will have common ground to work from.

#### Slide 19: Funding: Community/Government Partnerships

Melynn Schuyler: As you can see, YouthWorks has leveraged many, many sources of funding. Just in general, for our – just under \$1 million a year annual budget, we are bringing in about 50 different contract and grant sources a year. And we're employing about 125 youth per year. We have at least 600 youth and young people walking in our doors here. So the need is very great and we are working hard to identify new sources of funding so we can adapt and create more job training areas, more business lines, more partnerships.

#### Slide 20: RESULTS: High Impact Community Investments

Melynn Schuyler: The results are – they speak for themselves. Many kids decide to pursue community college. Many decide this is too hard to work, I rather go sit back in school and take a break. Many kids go back to school. Many just turn around and decide, I'm going to get my GED and I'm going to enroll in college, either for some sort of green certification in building, in energy efficiency, energy audits, you name it. Or, they obtain fulltime employment and move on on a successful career track.

#### Slide 21: RESULTS: Impacting individuals, families & communities

Melynn Schuyler: This slide is about a young man that went from YouthWorks baseline program just working on environmental restoration crew, getting his GED, coming back on and off over two years trying to decide what he wanted to do, negotiating with us about his decision. We landed him a beautiful apprenticeship with Solar PV installation company and he's now fulltime employed at age 20. He's a young father. His starting salary is \$32,000 a year, and wants to be a business owner and have his own solar business company. He's been honored by our Congressman Ben Ray Lujan, been to Washington DC. And he's from a very, very small rural community in northern New Mexico where there are no employment opportunities. He's a huge success and an example of what community based organization, government partnership can do for people around the country.

#### Slide 22: Contact Information

Melynn Schuyler: So that's it. Thank you very much.

## **Clean Energy Works Portland - An Energy Efficiency Retrofit Program**

Dana Hyland: Excellent. Thank you, Melynn and Kate. We really appreciated that.

And just as a reminder to everyone on the call, these presentations will be posted in mid-February, so if you have any questions before then, you can feel free to follow up with any of the speakers, but then their PowerPoints will be on our websites.

OK. So next up, we have Derek Smith, who's coming to us from Portland. He's a policy advisor in the City of Portland Bureau of Planning and Sustainability and a Project Manager of Clean Energy Works Portland, a public private partnership that finances and delivers streamline energy retrofit.

Before the public sector, Derek developed one of the first sustainability programs in the retail world at Norm Thompson Outfitters. And he's also worked as a director of operations at YOLO Colorhouse, a green brand of zero VOC paint, and he's also consulted on sustainability strategies to number of leading companies such as Home Depot, Intel, Ben & Jerry's and Mercy Corps.

Derek, thank you for being here.

Derek Smith: Yes. Thank you, Dana. Can you hear me OK?

Dana Hyland: Yes.

Derek Smith: OK. Great.

Slide 1: Title Slide

Derek Smith: Well, first of all, I just want to say I promise to be relatively brief and get to the Q&A. Everybody out there has been hanging in for quite awhile and there's been a lot of great content, so I don't want to get in the way of the active part of the topic here.

First of all, I just want to say Santa Fe is awesome. It's a thrill to be on this project doing great work. I want to thank EPA for hosting. I want to thank – and also for the home proponents with ENERGY STAR Program, which we use in Clean Energy Works. Also, the Department of Labor for all the support on training that you've provided our effort. And, of course, Department of Energy for the funding through our Recovery Act Program, which is how we got Clean Energy Works off the ground. The federal government has been a great partner in helping us get this jobs program underway.

I want to echo that it's critical to connect the supply and demand as we scale up clean energy jobs. And in Portland, one sort of policy backup for how we've done that is we recently passed in the past few months both a Climate Action Plan, which addresses – well, which lays out a plan

to address climate strategies to deal with climate change, Clean Energy Works being the key piece of the existing buildings solution. And then also we've released through the Portland Development Commission, our economic development agency, a five-year economic development strategy focused on clean energy, supporting business to scale and grow in the new economy.

So, you know, those provide the policy backdrop and I'm going to dive more deeply now into Clean Energy Works Portland, which is the program that I'm here to talk about.

#### Slide 2: Overview

Derek Smith: So, just an overview of what Clean Energy Works Portland is, it's a loan origination fund with on-bill repayment. So what that means is that we're enabling citizens to take out a loan for energy efficiency upgrades to their home with no upfront cost and then they can pay back that loan amount over time. We stretch the loan term really far, so that the energy savings can cover – can help cover their loan amount and they can pay it back on their utility bill.

And so, we've got a huge set of partners that are involved in this project including all three of our industrial utilities. As I mentioned, we seeded our loan fund with our dollars and we're leveraging as many general resources as possible. We're financing air and duct ceiling, furnace and heat pumps and hot water systems. Right now, in our 500 home pilot, what we are racing towards is the scale-up, of course. That's where the real job creation is. That's where we all want to be. And so, we hope to land additional competitive stimulus dollars to help us ramp up to what we project is at least 100,000 homes in the Portland region that need to be weatherized which would create about 10,000 – create and retain about 10,000 jobs. And, ideally, this would go statewide and hopefully we can be a reference point for the rest of the country as these energy retrofit jobs go to scale.

Neelam Patel: Derek, this Neelam. I just wanted to ask you if you can just say next slide, we can forward the slides for you?

Derek Smith. Oh, OK. Sure. Absolutely.

Neelam Patel: Thank you.

#### Slide 3: Partners

Derek Smith: So, right here are just a few logos. We've got, literally, more than 30 organizations that are involved in this effort, but these are just a few. The EnergyTrust is a public purpose agency and then ShoreBank Enterprise Cascadia is a community development financial institution, so a non-bank financial institution that is providing the creative financing, underwriting capabilities to this loan program. And then a host of other utilities. WorkSystems is our Workforce Investment Board. And then Green For All, of course, a national organization who is committed to quality green jobs, they are our partner in developing our community workforce agreement and helping us take that concept to scale. And so we'll talk about that in our next slide, please.

Neelam, can you do the next slide or...?

Neelam Patel: Yes. We got it. Thanks.

Derek Smith: So, the Community Workforce Agreement – I'm not seeing it. Did you go to the next slide?

Neelam Patel: Yes. If you go ahead and just say next slide, we'll make sure it's the appropriate slide on the meeting software.

Derek Smith: OK.

Neelam Patel: Thanks.

Derek Smith: OK, so I just still control mine locally. I got it.

Slide 4: Community Workforce Agreement

Derek Smith: All right. So the Community Workforce Agreement is an agreement that you can – you can download this at [greenforall.org/portland](http://greenforall.org/portland) as see you down there. It's a document that was signed by over 30 organizations throughout the community, ranging from organized labor to faith groups to community-based organizations. And, you know, for example, the Urban League, the National Association of Minority Contractors, Laborers' Union, and independent contractors.

And the objective here is to create targets within this public investment effort called Clean Energy Works Portland on workforce diversity, local hire, diversity in the business participation and setting out standards and other community benefits relating to family supporting jobs and creating a highly skilled workforce.

So – but it's not just goals and targets, it's also strategy and I think that's a critical point in the way we're all trying to work here. It's not enough to just set some goals and to grab some resources and try a few things, but you really have to have a strategy to make this work. And we have been lucky to engage – have engagement of a huge assortment of community partners.

So, just a couple of those strategies, as we've aligned our building performance institute, BPI training, which is the minimum training standard following home performance with Energy Star, and, you know, our program, we've aligned those trainings with the contracting phases of Clean Energy Works Portland, so that every time we issue an RFQ or it's actually just an application, to become a contractor in the pool of contractors that serve homes in Clean Energy Works, aligning the training with those contracting phases enables new contractors from minority and women-owned businesses to participate in the pool of contractors. That's just one example of how we can bring in underserved populations to have access to the economic opportunity we're trying to create with this public investment.

When we release those contractor applications for each phase of contracting, we select based on the best value contracting method. So what that means is that contractors get points, for, for example, having relationships with pre-apprentice programs that are pulling from – they have a high graduation rate with people of color and women, for example, and a whole bunch of other – there's about 10 areas where they can get points under this best value contracting method.

So, and, again, you can download all these at [greenforall.org](http://greenforall.org) and I'll also just point out that we have a stakeholder committee that is made up of all the – a representative set of the signatories to the agreement. So we've got, for example, couple of folks pictured here, Laborers' Union and National Association of Minority Contractors, are helping us shape the way we establish training programs, the way we work at training programs, I should say, the way we help businesses get scaled up, and the way we monitor our performance and make any course corrections as we go through our pilot so that when we get to the scale-up, which we hope is this summer, that we know exactly how to do this right and that we're ready and we've got the entire community with us. Next slide please.

#### Slide 5: Job Training

Derek Smith: So I'll just focus now on jobs training. So, actually, within about an hour, we will have designations made for our – the training programs. We have the laborers, carpenters and Mount Hood Community College have applied to become a designated worker training program, and this would provide the essential skills that folks need to know for weatherization and it would absolutely provide opportunities to disadvantaged or underrepresented groups to have access to these jobs.

And I just want to point out that, again, thanks for the Department of Labor, we were able to recently secure some funding that are probably dollars which is going to help some community groups connect the target populations with the training and planning resources and just integrate it all the way through the system.

So the training programs have a – well, I'm sorry, Clean Energy Works Portland has a training utilization requirement. So what that means is that any contractor in the program pool who needs to hire a new weatherization technician must hire that technician from one of these training programs. And, again, the training programs, the minimum requirement there is that they have relation – they are drawing their candidates from pre-apprenticeship programs that are serving underrepresented communities. So, we have a way to pull folks through the system and connect them to the opportunities. Next slide.

#### Slide 6: Business Support Services

Derek Smith: I also point out that job postings are made on WorkSource to try and connect a few dots that have been made on this call throughout the variety of speakers. So, I also just want to point out that we're not just helping contractors by providing trained workers, we're also trying to help contractors as they scale up so that we have a strong, diverse local base of very talented, top-notch contractors who can do this work. So we offer them support throughout the process. You know, we help them prepare to respond to the application to become a contractor in the

pool. We help them through the application process. We help link them with the BPI training. We've provided scholarships for minority and women-owned businesses to get into the training. And then we also help them through the implementation phases, so we work out a working capital program with the Portland Development Commission and ShoreBank and also other financial institutions in the area.

And then also provide technical assistance, so if they need some help with their accounting systems or they need some help understanding profitability at a job level or help with reporting, for example, we can provide all those services through a network of providers in the community. We also have an interesting element, which is enabling or encouraging primes, or GCs, contractors who are in the pool of contractors, to hook up with subcontractors who are certified, NWFT, for example, and that's another area that gets point from that best value contracting system. So very heavy touch, a lot of support, and, again, we're trying to do all of this in this 500 home pilot phase, so that when we get to the scale-up, which is just a few months away, we are ready to go, we are ready to scale. Next slide.

#### Slide 7: Performance Monitoring

Derek Smith: I think we all probably understand the importance of monitoring how things are performing especially since these are public investments. And so, one thing that, we are, again, we have a stakeholder committee that's going to hold us to task to make sure that we are achieving the goals and target set out in the community workforce agreement. They're helping us set up the reporting and right now we are looking at pioneering a software – not pioneering, but using a software system that is new. You can check it out at [ohcommunitypartners.com](http://ohcommunitypartners.com). It is essentially a software program that links to contractor payroll systems and can help minimize the reporting burden on Davis-Bacon and other reporting needs for Clean Energy Works and ARRA. So that's something we'd be happy to share at a later date. We're not live with that yet. Next slide.

#### Slide 8: Scalability and Replicability

Derek Smith: So I'll just give a little picture of the future. You know, as I mentioned, we are preparing to expand this program statewide. And right now, while it's focused on weatherization, we absolutely want to get to solar windows and other measures. And we also want to be, as much as we can, sourcing locally. We happen to have solar manufacturers and window manufacturers in our state, so ideally we're doing some local sourcing, and, again, creating additional multipliers throughout the economy. And then we're going to be doing – right now we're just doing residential. We will be doing multifamily and all forms of rentals as well as commercial, both small and large.

And, again, our objective here is that we are a reference point where we can be hopefully a replicable model and we are more than happy to help other cities as you all move forward. And I'm sure that we can learn a lot from a lot of you as well.

#### Slide 9: Contact Information

Next slide is the last slide. Just say thank you. I provided my contact info here, and I also provided the contact info for John Gardner who is with Worksystem Inc, which is our Workforce Investment Board, and he's been actively engaged in the community workforce agreement process as well as securing the Pathways Out of Poverty grant and working with community groups to help them scale up for that effort.

So happy to head in to Q&A and answering questions from anyone.

## Questions and Answers

Dana Hyland: Thank you, Derek. We'd like to thank the City of Santa Fe and Portland for the excellent presentations on implementation and how you work with other stakeholders in your community to build these workforce development programs. And also to Danielle and Michelle on giving us an overview of the definition of clean jobs, how to develop policies for clean energy jobs and also how to link into the workforce system.

So we had quite a rich presentation and I'd like to turn over to Nikhil to ask questions to our participants.

Nikhil Nadkarni: OK. We've had a bunch of questions come in over the past hour and a half. The first one is for Danielle. It is, how does one become certified to rate an institutional building?

Danielle Sass Byrnett: An institutional building – so there are a number of different labor unions or trade associations that would probably be appropriate places to start in thinking about – I'm not sure if institutional building is commercial or industrial. But for commercial buildings, there is actually the EPA software that Energy Star Portfolio Manager, which can be used to track energy use and get an energy score for most types of commercial building.

And then industrial really tends to be much more project specific or facility specific and, actually, Michelle might be able to comment on some resources, Department of Labor would have or some particular unions or groups there, but I – we can put someone in touch if you can get whatever the e-mail address is, Nikhil. We can keep them in touch with our Energy Star colleagues in the commercial and industrial branch for other ideas.

Nikhil Nadkarni: OK. Sounds good.

Michelle Massie: This is Michelle. Again, if you could get the contact information, I could probably follow up with some potential resources from there. Off the top of my head, I can't think of anything right now, but I know that we might be able to put you in touch with some organizations, particularly local organizations that might be of use for any national certification. So, contact information and I'll do my best to follow up on that question.

Nikhil Nadkarni: Good. Sounds good. We'll pass that on to you.

We have one more question for Danielle. You've mentioned certifications for those implementing weatherization and for teachers, but what about certification for training centers. Is there an established method for that?

Danielle Sass Byrnett: Through the ISPQ also offers accreditation. So when we're talking about training providers or training centers, we're generally talking about accreditation. And they – those training centers and training providers offer certification programs for workers, so the two

terms there – accreditation and certification. So, ISPQ does offer accreditation for training providers, which includes programs and individuals. They have certification for – I did it – accreditation for master trainers, for instructors, and for programs. And so they're a good place to start for that.

And then through the community college system, of course, there's Department of Education accreditation for different types of programs, but ISPQ would be the right place to start for thinking about training program accreditation.

The other option is AMSI accreditation, A-M-S-I, and that was on one of my slides as well. That is an internationally recognized accreditation process that is very rigorous and, frankly, quite difficult to make it through, but that's another option and that was a bullet on my slide with a link. It's AMSI.org for more information about that.

Nikhil Nadkarni: OK. Our next question is for Michelle. How do I find contacts for my state and local WIB?

Michelle Massie: OK. If you could – again there was a website on one of the slides, the [www.servicelocator.org](http://www.servicelocator.org), that's your primary beginning point. It's a map of the US and you're able to click on your state and that will take you to your local contact information in regards to the one-stops, as well as your Workforce Investment Boards, so you can start there. And there's also an 800 number that you can call that maybe of assistance as well, and that number is 187-872-5627. So between that number and [servicelocator.org](http://servicelocator.org), you should be able to find the contact information for your local Workforce Investment Board and one-stop career centers in your area.

Nikhil Nadkarni: OK. Our next question is also for Michelle. If the local government wants to develop a workforce program in their area, should they contact the local WIB or the one-stop center, and could you please explain the difference?

Michelle Massie: You should contact the local WIB, the Workforce Investment Board. The WIB is the governing body for the local area so they oversee the operations of the one-stop center. So that will be, you know, the best way to describe it would be your policy-making organization and therefore they have that governance. So if you are interested in creating workforce programs and working either for youth or adults that will be your first line to contact the WIB in your area. And, again, if you don't know who your WIB is you can go to that service locator website or call that 800 number.

And the difference between the WIB and the one-stop centers is the WIB is the policy-making board that is set up by the state Workforce Investment Board and the members of the WIBs are appointed by the local elective officials in your area. And the one-stop centers, think of that as where the rubber meets the road. That's where employers and job seekers actually receive services through the Public Workforce System. So that's where the actual work is done in terms of training and job placements and trying to find job leads and creating resumes, all of those services that the workforce needs to prepare themselves for the world of work. They would receive that in the one-stop centers.

I hope that helps.

Nikhil Nadkarni: OK. And one last question for Michelle. Are the services provided through one-stop centers available for free?

Michelle Massie: Yes they are. It's all paid for by your tax dollars. It's a public system, and anyone is eligible to walk into the doors of any of the one-stop centers to receive at least the basic services, and then, if there are additional services required, once you've been assessed about your needs, then there are other eligibility requirements that you may have to go through, and those eligibility requirements are set by the WIB boards.

So if a worker is in need of intensive services and training services, there are particular eligibility requirements that they must meet. But anybody can walk in the door and use the job search, the basic information such as how do I, you know, draft a resume and how do I prepare for an interview? Those kinds of things are available to anyone.

So it is free service to all local area residents.

Nikhil Nadkarni: OK. Next question is for Derek. If I was to develop a program, similar to the one Portland, how do you suggest I start?

Derek Smith: Well, I guess there's a lot of different elements to it. I mean, I think the – probably the most important thing you need is a financial institution to manage the fund, and so you might give that some thought. If you want to get utilities involved in providing the on-bill repayment, that's a longer conversation. Obviously that's a municipal utility that might be easier. Anyway, I would be happy to talk about that in more depth.

And I think that if you want to approach a community workforce agreement, ours is, you know, public record. It's available. I'm not sure how many resources Green for All have to help a variety of cities, but they certainly have a ton of information on their website, and, again, we'd be happy to help as much as we can there. You know, this project has gotten so much goodwill on the ground throughout the community, so I think the more you can engage the community, it's going to help. Obviously if you've got – if it's a city that was able to get an ARRA formula allocation, that's a perfect place to start for the seeding of the fund, and then, you know, you'd have to identify additional resources beyond that to get the ability to do more than a, you know, a finite number of homes.

But that's the objective. I think what – if everyone on the call is interested in starting an energy retrofit program for residential and small commercial, I would say, it behooves us all to share common underwriting standards, common quality control standards, because ultimately the vision of what we're all trying to create here is secondary markets, where there's private capital interested in buying bundles of loans that are all fairly similar in their characteristics so that we can – they are predictable to private capital, and then, you know, we can get more money into these programs which then creates, obviously, more carbon reduction, energy savings for folks and jobs. So I'm more than happy to just – to take a call on that and offer any additional local resources that could hook to your local resources.

Danielle Sass Byrnett: Nikhil, this is Danielle Byrnett at EPA. Let me just jump in and add to Derek's comment that – Derek, you mentioned the home performance of Energy Star Program.

Derek Smith: Yes.

Danielle Sass Byrnett: Just want to give to give people the website for that, because there are a lots of resources there as well, including packages for program administrators and marketing materials and other things that I'm sure you all have relied on. And that is [energystar.gov](http://energystar.gov), all one word /homeimprovement, also as one word. And there are a variety of places to get started for starting a program through that Energy Star site, which is, again, [energystar.gov/homeimprovement](http://energystar.gov/homeimprovement).

Nikhil Nadkarni: OK. We have one more question for Derek. Could you please explain how your loans program expanded the length of the loan term and what happens in the event that it's dissolved?

Derek Smith: So, it's funded by an ARRA formula grant plus some city resources, and then we also were able to get some private capital in the form of a foundation, low interest loan from Living Cities. So that creates the loan fund for our 500 home pilot. There's a much longer financial strategy beyond the pilot, when we get to the scale, but those are the initial resources.

The loan terms are 20 years. We have incredibly inexpensive energy in the northwest, so we – you know, the objective is to not create additional debt burden on homeowners as they retrofit their homes, and so what you want to do is stretch out the loan term so that the energy savings can help cover the loan amount. And so, for us, because we have cheap energy, we need to stretch the term, you know, to 20 years. I don't think all of you will need to do that.

What was the third piece of the question?

Nikhil Nadkarni: What happens in the event there's a default?

Derek Smith: So at every – so utility – having utility bill repayment enables a very low default rate. Utility bills generally default at one to two percent. So we have a fairly secure repayment mechanism. But what we do just to build toward assurance that, you know, if we do have higher than that default, we're billing a loan loss reserve at 10 percent, so we accrue 10 percent at every funded project.

So in other words, if we – if we finance a \$10,000 retrofit that includes insulation in the furnace or whatever, then we'd take \$1,000 and put that into loan loss reserve that would cover any bad debt should it arise in the future.

Nikhil Nadkarni: OK. Those are all the questions we have for Derek. Moving on, we have a question for our EPA panelists. Does EPA and the state providing the same level of weatherization funding as it has in 2009 to provide the same level of employment opportunities and weatherization certification?

Danielle Sass Byrnett: This is Danielle. I'm assuming that was intended for me. EPA hasn't provided any funding for weatherization. So can you – could you repeat the question again? And obviously if I can pull something out of there, that'd be useful.

Nikhil Nadkarni: Well, yes, it was, you know, along those lines, basically. If there would be a similar level of funding for employment opportunities in weatherization certification and training?

Danielle Sass Byrnett: Well, to date, EPA has not provided any funding at all for training either. Most of the training comes from – as I understand it, most of the certification trainings is paid for by individuals at the local level, although there may be some that's available through the various programs that Michelle was describing for qualified individuals who come into the one-stop centers.

It's possible that through the ARRA funding, through the Recovery Act money that went to states and the local governments, the State Energy Program or SEP money, and like the EECBG, Energy Efficiency and Conservation Block Grant money, that some of that money could be used to subsidize or support training for individuals in a local area as it's part of the program that's going to implement weatherization or energy efficiency retrofits. And then there were the various Green Jobs Act funding grants that Michelle mentioned through Department of Labor, and she will probably be able to speak better to whether any of those would enable funding specifically for workers who wanted to get training.

But most of the training that is received at the local level comes through individuals who want to sign up by community colleges or expand their employability, as far as I am aware.

Michelle Massie: This is Michelle. I'll chime in briefly.

Again, if the person asking the question would be – if they could visit the Department of Labor's website, you can find a list of all of the grantees under the – who have been awarded under the green jobs grants. And you can read descriptions of their proposed projects, and they would include the industries and the sectors that they're proposing to train in.

So, not knowing which state or city the person posing the question is from, you can look in those – the summaries to see if there's a grantee that's close to you and if their training project will include weatherization or others along those lines.

Nikhil Nadkarni: OK. We're going to move to some of the questions for our Santa Fe panelists. First of all, what types of certifications did the youth in Santa Fe receive after going through the training program?

Melynn Schuyler: YouthWorks itself doesn't really deliver certifications per se, but our partners can. We help young people get GEDs completed while they're working with us, and we're doing that in partnership with the community college, but it happens on and off. In our facility,

at our site, young people don't have to go to our community college to study. We take them there to test.

So GED is the very first thing, and it's a big step. If you don't have a high school diploma, GED, you will never really have good employment. So that is the first thing.

Other certifications come from certified trainers in weatherization who are some of our employers that take apprentices. Young people that are sent through there, get certified as they work alongside those trainers in those practices, and then the majority of kids are in some sort of certification track or associate's degree track at our community college, which is building a huge sustainability – sustainable technology center.

So there are many programs available right now at our community college, but our center's being built in the next year, that will increase the availability of that. So your community college in any community is a very big resource, and if they're not offering things that you think match, you've got to go pressure them to start looking at it.

Nikhil Nadkarni: OK. Our second question for Santa Fe is, where does Santa Fe YouthWorks get funding to subsidize the wages of young people in the apprentice program?

Melynn Schuyler: Our apprentice program is literally funded by our City Economic Development Department. Those funds come from our city's gross receipts tax earnings, which are, you know, mostly in Santa Fe, which is a big tourist town, taxes on tourists in hotels, restaurants, et cetera.

So we have about \$165,000 a year to put 40 to 50 apprentices out with businesses, and we just got a renewal of that contract because it's really starting to catch on. So our city council has accepted our proposal for a second round, and that's how our funds come through.

Nikhil Nadkarni: OK. And our final question for Santa Fe, does the City of Santa Fe as a whole have in place local hiring policies to incentivize the hiring of youth, such as rebates, fee reductions, et cetera?

Melynn Schuyler: No, they do not, and there's a constant battle amongst business owners and employers and youth advocates like myself – this is Melynn speaking from YouthWorks – about wanting to pay youth less.

Santa Fe is one of the first communities in the US that went to a living wage ordinance. The cost of living here is very high. For whatever reason, it's a small geographic container, so there's not a lot of land and space in this particular city. Outside of us, New Mexico is huge and empty.

But – no, there's a battle amongst businesses wanting to pay young people less just per se to train, which is why an apprenticeship program works so well here. So we're able to give businesses an apprentice at about \$6.50 an hour, and our living wage is \$10 – it's about \$10 an hour. And the apprenticeship program, funding helps YouthWorks cover employer workman's

comp and liability, so we take that risk off of the employer while they're training the young person into their business for up to four months.

Nikhil Nadkarni: OK. And we have one more question for Michelle. What if the local WIB is funding current long-established partnerships but isn't responding to initiatives in terms of new spending initiatives? What advice do you have?

Michelle Massie: Well, there's – if you find that the local WIB is being unresponsive to your needs or your requests, then you can always take the issue to your state WIB, the state WIB being the oversight body for the local Workforce Investment Boards. And, again, you can – the state WIBs are operated out of the state Departments of Labor or the state agencies. They are – for example, in Pennsylvania, it's the Department of Labor and Industry that administers the state WIB, and the state WIB has oversight over the local boards.

So I do encourage the questioner, if you are not getting a response from your local Workforce Investment Board and you have exhausted all of those options to try to receive a response, then you can always take your concern to that state Workforce Investment Board. And I hope that helps.

Nikhil Nadkarni: OK. Those are all the questions we have. So I guess back to you, Neelam.

Neelam Patel: Great. Thank you, Nikhil.

I'd like to thank all of our participants and our presenters for today's call. We heard excellent information on how to develop clean energy workforce programs with the involvement of local governments and community-based organizations and how to reach to other stakeholders in the community, including the business industry.

So, with that, I'd like thank everyone again for joining and look out for our next webcast, which will be February 23<sup>rd</sup> on green power communities which will be jointly hosted by EPA's Local Climate Energy Program and EPA's Green Power Partnership. Look for the presentations from today on our website. Thank you so much.

Operator: Ladies and gentlemen, that concludes the U.S. EPA Local Climate and Energy Program. We appreciate your time and attention. You may now disconnect.

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