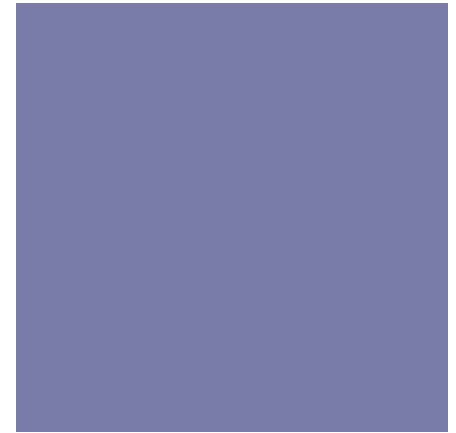


DOCKETED

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SB 350



Low-Income Barriers Study Workforce Goals

CEC 05.16.17

Implementation Workshop

Sarah L. White - CWDB



Workforce Recommendations Clean Energy & Transportation



CEC

- Low-Income Barriers Study, Part A: Overcoming Barriers to Energy Efficiency and Renewables for Low-Income Customers and Small Business Contracting Opportunities in Disadvantaged Communities

CARB

- Low-Income Barriers Study, Part B: Overcoming Barriers to Clean Transportation Access for Low-Income Residents



Workforce Recommendations Clean Energy & Transportation

CEC

- The Energy Commission, California Public Utilities Commission (CPUC), and California Department of Community Services and Development (CSD) should partner with the California Labor and Workforce Development Agency (LWDA), the workforce development boards, community colleges, and other agencies, as well as consult with employers, the UC Berkeley Labor Center and the relevant trade unions and community-based organizations, to strategize and track progress of workforce, community, and clean energy goals.

CARB

- Maximize Economic Opportunities and Benefits for Low-Income Residents from Investments in Clean Transportation and Mobility Options . . . including expanding local job and workforce development, and encouraging policy development that minimizes the potential for physical or economic displacement of low-income residents . . . examples include: expanding access to educational opportunities in zero-emission and near zero-emission vehicle production, maintenance, and infrastructure deployment; vocational training, pre-apprenticeship, and apprenticeship programs for clean transportation; increasing access and advanced knowledge and skills to acquire good quality clean transportation jobs;



CEC Recommendations

Overcoming barriers to EE & RE in disadvantaged communities

- The Legislature should establish a green workforce fund to allow state-administered energy and clean transportation infrastructure programs to include a local workforce development component for low-income and disadvantaged communities. This workforce development should be provided through direct hiring and training, through community-based organizations that have demonstrated to have hired and trained locally, or with organizations that run apprenticeship programs.
- Energy service companies that demonstrate a commitment to hiring employees in low-income and disadvantaged communities should receive preference points, similar to incentives offered through the Target Area Contract Preference Act (TACPA), when competing for state or utility contracts. A set of contractor and workforce standards and other interventions should be included in the program requirements for clean energy incentive programs.
- Expand the use of community workforce agreements for clean energy contracting in disadvantaged communities.
- IOUs should coordinate their workforce education and training programs with California's main training and education institutions, with a focus on disadvantaged communities.



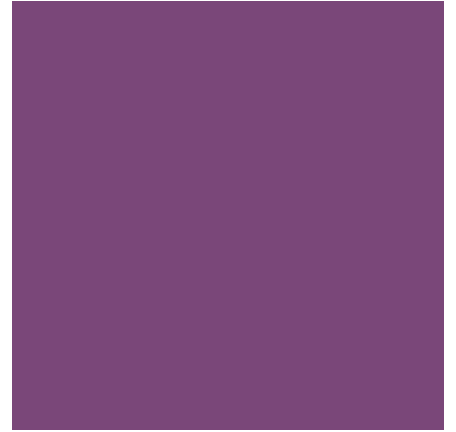


CARB Recommendations

Overcoming Barriers to Clean Transportation Access

- Prioritize incentive projects that demonstrate local economic benefits for low-income residents such as job creation, training opportunities, and workforce development.
- Expand access to vocational training, pre-apprenticeship, and apprenticeship programs to support clean transportation jobs and workforce development in low-income and disadvantaged communities.
- Expand opportunities and create connections for good quality clean transportation jobs in low-income and disadvantaged communities.





+ About green jobs

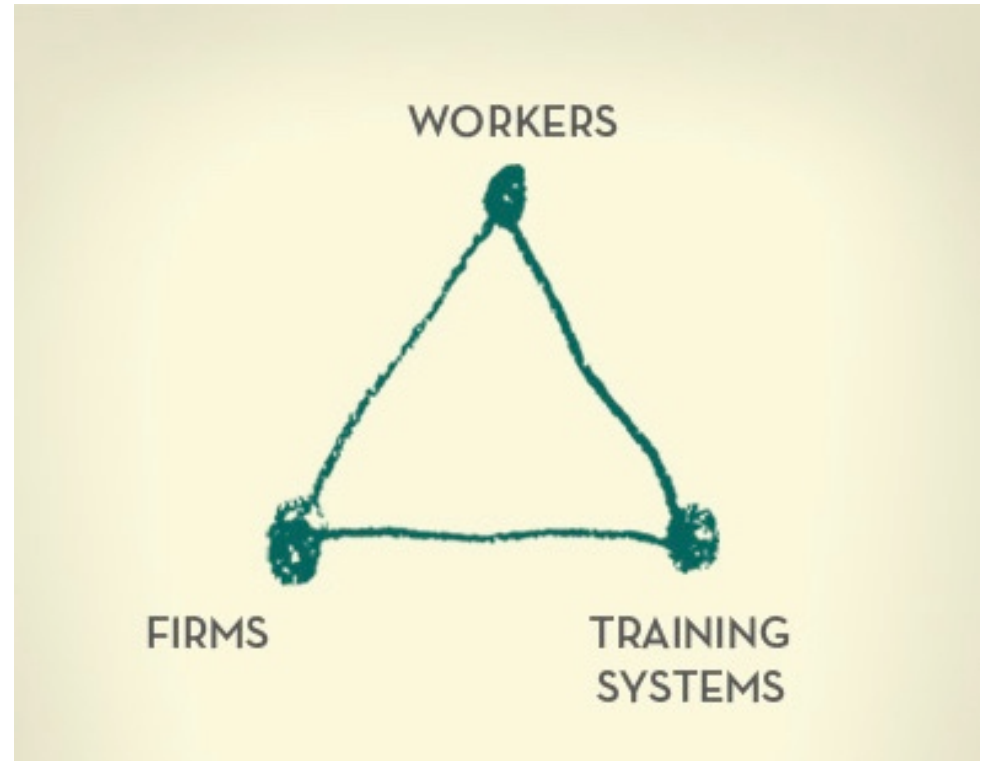
+ Start with the jobs





Essential Elements

Of workforce development



+ Discussion Questions

CEC & CARB Overview

■ Organizing for results:

CWDB is to work with CEC, CPUC, and numerous other partners to advance and monitor the workforce goals of the barriers study. What is the best way to develop and sustain the infrastructure for that partnership?

■ Delivering equity:

Both sets of recommendations call for more training, more jobs, and more attention to quality in both. How can we ensure that these labor market strategies actually deliver on the economic promise of clean energy for disadvantaged communities?

- What are the critical demand-side strategies for local job creation and job quality?
- What are the essential supply-side strategies for education and training with direct – and long-term -- labor market returns for low-income Californians?
- How can the state integrate the workforce imperatives of related initiatives: AB 118, Prop 39, SB 350, SB1, TCC, etc.?

+ Discussion Questions

On CEC Recommendations

- Supply side strategies - Aligning for maximum impact:
 - What is the legislative strategy to establish a green workforce fund?
 - If such a fund were established, how could clean energy & transportation infrastructure programs -- administered by multiple agencies -- further equitable workforce development without fragmentation and duplication?
 - How could such investments be coordinated to a) calibrate supply and demand in local labor markets and b) maximize collective impact by leveraging the state's existing infrastructure for workforce development?
 - How can we achieve such alignment even in the absence of a Green Fund? What existing pre-apprenticeship and apprenticeship programs, for example, could be expanded and refined to fulfill the jobs & equity goals of the barriers study?
 - How can IOUs best coordinate their workforce programs with California's main training and education institutions? How can they do so in a way that best serves disadvantaged communities?

- Demand side strategies – Building equity through job quality
 - What contractor and workforce standards (or other interventions) should be included in the program requirements for clean energy incentive programs?
 - What is the best way to expand the use of community workforce agreements on clean energy projects?



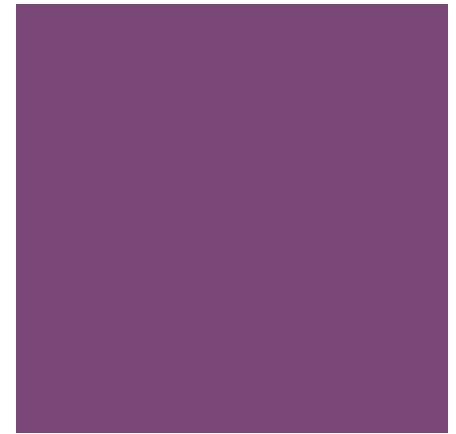
Indicators

Refining the CEC draft clean energy equity indicators

- **Number of people trained.**
 - Disaggregate outcomes (e.g., enrollment, completion, placement)
 - Prioritize and specify placement (e.g., registered apprenticeship, RE/EE – related job, post-secondary education)

- **Number of jobs created.**
 - Measure quality & access
 - Specify methodology

- **Number of trainees reporting job quality improvement.**
 - Define job quality (e.g., wages, benefits, worker voice, career opportunities)
 - Establish more robust metrics than self-reporting (e.g., document labor market advancement through base wage files)



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