The Green Jobs Primer for Communities

presented by

Pacific Gas and Electric Company

PG&E powerpathway

Your Future Starts Here

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Preface

Why is PG&E offering the *Green Jobs Primer for the Community*?

We know that our communities are highly motivated to obtain Stimulus funding to improve their carbon footprint.

We also know that green jobs don't just happen. And that people with the skills to perform green jobs don't just appear when needed.

But how is PG&E qualified to discuss green jobs and developing a workforce with the skills needed to perform them?

1. PG&E has been training for green jobs for 30 years through its Energy Training Center (www.pge.com/stockton).

2. PG&E's PowerPathway™ *Bridge to Utility Worker* program has been identified both locally and nationally as a best practice workforce development model to help communities.

3. State and national policymakers have consulted PG&E on workforce development issues.

The *Green Jobs Primer for the Community* is offered by PG&E to help our communities create the green workforce needed to perform projects funded by Stimulus dollars.

The Green Jobs Primer for Communities

As part of the federal economic stimulus package, the U.S. Department of Energy (DOE) has launched the Energy Efficiency and Conservation Block Grant program (EECBG), which will fund $3.2 billion in "green" infrastructure projects in cities, counties and states nationwide. As local and municipal governments compete for EECBG funding, they will find it necessary to recruit a workforce with the necessary skills to design, build and execute green projects.

The federal EECBG program will provide funding for a wide variety of projects designed to improve energy efficiency and reduce fossil fuel emissions, including, as described by DOE:

- Energy audits and energy efficiency retrofits;
- Development and implementation of advanced building codes and inspections;
- Transportation programs that conserve energy;
- Projects to reduce and capture methane emissions from landfills;
- Renewable energy installations on government buildings;
- Energy-efficient traffic signals and street lights;
- Combined heat and power systems;
- District heating and cooling systems and other projects.

All of these projects require workers with skill sets and specialized training in everything from the skilled trades to technical specialties, engineering, analytics, IT, science and more.

As part of the reporting mandated by the DOE, all grant recipients will be required to account for the number of jobs created or retained by their programs.

An article in a PG&E employee publication elaborated on the connection between Stimulus funds and jobs:

Stimulus Money Funds Energy Efficiency, Creates Jobs

In mid-February, President Obama signed the American Recovery and Reinvestment Act of 2009, the $787 billion spending bill to stimulate millions of new jobs in America's ailing economy. Much of that money will go directly to state or local governments. PG&E is working with the California Energy Commission (which, as the official state energy office, will receive a large share of the funding) and local governments so that the funds can best serve Californians.

One sector that will deservedly see new funding is energy efficiency. In addition to providing billions of dollars for retrofits of federal buildings and new research, the new law offers $3.2 billion in energy efficiency and conservation block grants. An additional $56 million should flow to the California Energy Commission, mostly for distribution to small municipalities.

The law also directs $5 billion nationwide to home weatherization programs for low-income residents (those at or below 200 percent of the federally defined poverty level). ENERGY STAR® appliances will become eligible for $300 million in new rebates, of *which about $30 million will be administered by the California Energy Commission. A $3.1 billion pot of money for state energy programs will go to industrial, building and transportation energy efficiency.*

In addition to helping Californians lower their energy bills and reduce greenhouse gas emissions, these investments will help put some of the state's unemployed back to work. The Department of Energy projects that its energy efficiency program funds will create nearly 90,000 jobs across the country.

"The role we are interested in, since we've been doing this kind of activity for a long time, is to advise customers on ideas that could advance improvements in energy efficiency, renewables, Smart Grid and other energy-related opportunities for funds they will receive or apply for," said Bill Miller, manager of Customer Energy Efficiency Strategic Planning. "It's a wonderful opportunity that will allow government buildings to become state of the art while reducing their energy usage and carbon footprints."

By offering *The Green Jobs Primer for Communities*, PG&E hopes to help municipalities design the workforce development strategies behind the employment numbers that both the EECBG and communities want to see.

The Green Jobs Primer for Communities is designed as a tool to assist local government in creating a green-skilled workforce dedicated to enhancing the energy efficiency of the offices, government buildings and affordable housing stock in their community. The Best Practices in workforce development that are cited in the *Primer* are based on:

– PG&E's nationally-recognized PowerPathway™ *Bridge to Utility Worker* program that has helped the company develop the right people with the right skills at the right time,
– PG&E's experience with local hiring.

The *Primer* provides a high-level description of many of the key steps PG&E found useful in developing the PowerPathway™ *Bridge to Utility Worker* model. When there is a shortage of potential employees possessing specific skills (green or otherwise), an employer (public or private) can use this *Primer* as a guide in replicating the model.

Depending on the employer's specific circumstances, location, and timing, the model is sufficiently flexible to allow for customization.

Communities may find this *Primer* helpful as they seek to:

– Attract and identify those with the potential to become qualified candidates for green jobs
– Design and implement green training in conjunction with local educational institutions
– Keep hiring local

Are you seeking to attract stimulus funds to green your community? Are you unsure whether you have people with the skills needed to do this green work?

Welcome to

The Green Jobs Primer for Communities!

1 Building on Success

The PG&E PowerPathway™ *Bridge to Utility Worker* program was initially developed to enlarge the talent pool of job-ready, diverse, local candidates for jobs and careers in the energy industry. With about 42% of its workforce eligible to retire within the next five to ten years, PG&E leaders recognized that the hiring processes of the past needed to be evolved, particularly if PG&E were to deliver on its commitment to have its workforce reflect the communities we serve.

In 2008, PG&E launched the PowerPathway™ *Bridge to Utility Worker* pilot programs. In collaboration with a number of community partners, the intent was to identify a diverse pool of potential employees from local communities and provide them with short-term training to fill any skill gaps. As pilots, these initial programs focused on developing clear-cut processes related to recruiting candidates for a pre-employment course that would prepare them to be competitive for entry-level positions such as utility worker and apprentice lineworker. [Although the program was referred to as a *Bridge to Utility Worker* course, the foundational curriculum was also common to several other entry-level craft-type positions.] There was no guarantee of employment. The coursework sought to help candidates become more competitive as applicants. Participants were not paid while attending the program.

Best Practice: Begin with Internal Alignment

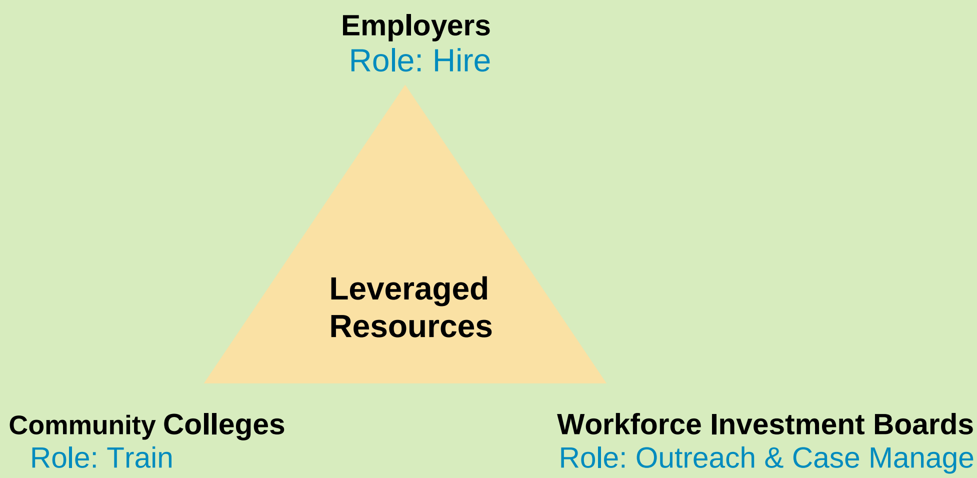
Ensure that key internal stakeholders are part of the workforce development process from the beginning. Ask: Who has the hiring need? Who needs to weigh in on the curriculum? Which elected or appointed officials or city staff needs to be engaged? Which government, business or non-profit entities with a vested interest in your efforts are potential partners that can bring resources to the endeavor? Which educational organizations might get on board quickly to provide training? By answering these questions at the outset, the program will have a greater likelihood for success.

The success of the program relied on tight timelines and a clear definition of roles and responsibilities to ensure that candidates were guided and supported throughout the entire process of screening, training, job application, and testing. Three geographically dispersed California community colleges hosted a 240 hour course program spread over a 9 -12 week period designed to strengthen the participants' job-readiness skills and their knowledge of the energy industry. The PowerPathway™ program was created as a highly collaborative model. The programs' success in identifying the right candidates and creating successful training programs required working in concert with two other key entities – (1) the community colleges and (2) the Workforce Investment Boards (WIBs) or other Community-Based Organizations (CBOs).

WIBs and CBOs are very tightly tied into their local communities and can quickly complete the outreach necessary to identify the appropriate candidates to participate in a job training program. In addition, they often have the tools and staff to screen, assess and qualify candidates prior to their selection and then do the necessary case management to assure their success. Look for entities that are already funded to do this type of work.

Regardless of whether the employer is private industry, local government, or a government contractor, the employer is the one with the hiring need. By collaborating with WIBS/CBOs to identify, screen, select and case manage the right candidates, and working with Community Colleges to jointly develop curriculum and offer training, all three partners play a key role in the success of workforce training programs. (See Figure 1)

Figure 1: Collaboration Model



2 Using the *Primer*

The *Primer* includes a general description of the process that PG&E found effective in creating and implementing the PowerPathway™ *Bridge to Utility Worker* program. The process contains several phases dealing with:

- Advance Planning
- Participant Selection
- Aligning with a Community College
- Case Management of Participants

The *Primer* also offers insight into establishing and monitoring metrics, as well as other topics.

During the development of the PowerPathway™ *Bridge to Utility Worker* program, the team piloted a number of activities and ideas that were new to PG&E and to its partners. Some became essential to the program's success, others did not. While the program continues to change and develop with new partners and expansion to new geographies, those activities or behaviors that have been adopted by the team through trial and error are referred to as Best Practices. These Best Practices are shared in the hope they can be helpful in creating a successful program.

Best Practices

Throughout this *Primer*, call-out boxes are used to identify what we have come to see as "best practices."

The model offered in the *Primer* is one that allows for customization depending on the community's needs. We offer it as a guideline based on our own positive experience.

3 Advance Planning

A variety of questions need to be addressed whenever an employer is looking to create its workforce development approach.

For example:

– What is the work to be done?
– What skills are needed?
– How many workers are needed?
– When does the project start/end?
– Is there a job-ready talent pool available…internally or externally?
– If not, does the available talent pool need supplemental training to become job-ready?

If 'yes' is the answer to that last question…read on to learn the importance of:

1. Reaching out to a local community college to determine if it has a suitable curriculum available or is willing to partner in creating a customized curriculum (see Chapter 6)
2. Identifying a local WIB or CBO to help recruit candidates and provide a Case Manager to oversee the process (see Chapter 7)
3. Establishing internal buy-in regarding roles and responsibilities

An essential element of the initial planning phase was to develop the necessary basic working collaterals, IT systems, and administrative processes early on. This included:

– Identifying the pre-employment tests on which new job applicants were required to receive a qualifying score before being hired and what test preparation materials were available;

– Identifying other job pre-requisites (e.g., drug test, criminal history, etc.)

– Developing a tracking system for potential individuals who expressed interest in the program. [Note: A Salesforce.com (www.salesforce.com) database was linked to a form on the PowerPathway™ website to gather and track interest by program geography];

– Creating marketing materials on the PowerPathway™ program, which included print pieces, a full website and a program video. See www.pge.com/careers/powerpathway.

– The initial expenditure of time to develop the administrative systems and marketing collateral up front reduced the manual effort down the road that often undermines such projects as they encounter success and grow.

Best Practice: A Little Up-front Planning Goes a Long Way

When PG&E first began to develop the PowerPathway™ *Bridge to Utility Worker* program, a core team came together, and with the help of a certified consultant, created a One Page Business Plan. (www.onepagebusinessplan.com).

By agreeing on a set of common goals up front and then tracking against a specific set of milestones, the team was far more effective in achieving those goals and aligning everyone's activities despite a very aggressive timeline.

4 The PowerPathway™ Workforce Development Model

What is meant by Workforce Development? "Workforce development" has emerged as a comprehensive term to describe a relatively wide range of activities, policies, and programs. For example, many professionals involved in administering adult vocational education programs, welfare-to-work, and other public assistance programs, and regional economic development initiatives now use "workforce development" to describe their services. Several recent pieces of state and federal legislation use the term to describe various youth vocational training, adult training and retraining, and related employment initiatives.

At PG&E, the term "Workforce Development" is used to encompass the efforts targeted at enlarging these talent pipelines of diverse, job-ready workers needed to fill high-demand positions. Power Pathway's vision is to build the capacity in California to supply the skilled workers needed by PG&E and the energy and utility industry.

Timeline Overview

A key component in developing an effective workforce development program is to have enough lead time to develop the program. The timeline below identifies some of the key milestones that should be included when developing a timeline. To begin:

- Determine the date the project work begins.
- Allow sufficient time for all of the planning and preparatory activities needed to ensure that the workforce is available when the project launches. The following is based on the timeline for the PowerPathway™ pilots which took approximately ten months from start to graduation.

Month 1: Advance Planning (see chapter 3)

- The Advance Planning section includes information on what needs to be clarified before a training program begins.
- Identify a Workforce Investment Board or Community Based Organization with which to work. (http://www.calwia.org)
- Identify a community college partner.
- Both the WIB and the community college should be located in proximity to the hiring needs.

Month 2: Develop Materials

- Develop job descriptions, selection criteria (required and preferred ones), course timeline, pre-employment testing requirements (if any), and diversity goals.
- Develop marketing materials. Set up website.
- Determine that funding is in place for the community college to develop the curriculum and pay instructors, for the WIB/CBO to administer tests/screening and perform Case Management and for any field trips or outside activities. If possible, develop a funding plan for students who cannot financially afford to participate.

Month 3: Participant Selection (see chapter 5)

- With the WIB partner, develop a process for recruiting, selecting and case managing program participants. Determine which skills assessment battery will be used in the selection process and what skill levels are required. [NOTE: PG&E's WIB partners utilized WorkKeys™ for assessing applicants' aptitudes on reading, math and information navigation. www.act.org/workkeys]
- Have employer(s) provide the WIB partner with job descriptions, program overview (see below), employment criteria (required vs. preferred), course timeline, pre-employment requirements, diversity goals, marketing materials.
- WIB partner begins outreach for qualified candidates by visiting Job Fairs, connecting with Veterans Groups and local community organizations, and other venues.
- With the community college partner, identify instructors, develop curriculum, and develop the program overview. Wherever possible, include experiential learning components, field trips and guest lecturers from employers who have experience doing the actual work.

Month 4: Outreach (see chapter 5)

- WIB partner completes outreach and begins selection.
- Continue curriculum development and instructor selection with community college partner.

Best Practice: Preliminary Screening Saves Money

Drug tests and background checks cost money. To save money, first narrow down the pool through some preliminary screening.

Month 5: Participant Selection (cont.)

- WIB partner completes phone screen interviews; conducts orientation. As deemed necessary, candidates complete drug testing and background checks.
- Continue curriculum development and instructor selection with community college partner. Finalize last program details, including reserving classroom space.

Month 6: Participant Selection (cont.)

- WIB partner completes WorkKeys testing of candidates (if required) and conducts ½ hour in-person interviews.
- Finalize curriculum, determine course credit and financial aid, if any.
- WIB and community schedule any field trips and community service projects.

Month 7: Participant Selection (cont.)

- WIB partner completes final screening. Final selection of class participants and alternates is agreed to by the employer and WIB. Candidates are notified.

- Community college hosts orientation for students, provides maps, course registration requirements and any financial aid or other final course details. Students sign all forms and waivers, receive course schedule materials, class outline, and sign off on program expectations. One document requiring the student's signature was an attendance agreement. This agreement, which was a commitment between the Case

Manager and the student, required a certain level of attendance and included remediation procedures for those who did not achieve those levels.

- WIB and community college finalize details about how they will communicate and track participant's attendance and grades. Identify any tutoring or counseling services available and how students can take advantage of them.

Month 8: Training Begins

- Classes begin
- WIB partner case manages students to assure attendance and performance and determines any remediation or counseling needed. In the case of attrition during the first one to two weeks, case managers may consider allowing alternates to join the class. No replacements should be allowed after 2 weeks.
- Community college provides regular updates to WIB Case Manager on student behavior and performance. Instructors and WIB Case Manager coordinate field trips and guest instructors as needed.

Month 9: Training (cont.)

- Classes continue.
- Case management and performance monitoring continues.
- Field trips and community service projects on-going.

Month 10: Graduation

- Classes completed. Final grades compiled. Certificates of completion awarded.
- Students provided with information about how to apply for open positions.
- Administer pre-testing of students completed, if required. NOTE: Only those students who complete the training should be eligible for pre-employment testing and interviews.
- Students interviewed and offers made.
- WIB Case Manager tracks graduates during the job search phase including hiring company, starting wage, and title.

Best Practice: Class Size

Admit 2-3 extra candidates since usually 2-3 will drop out for various reasons.

5 Participant Selection

At this point, steps completed should include:

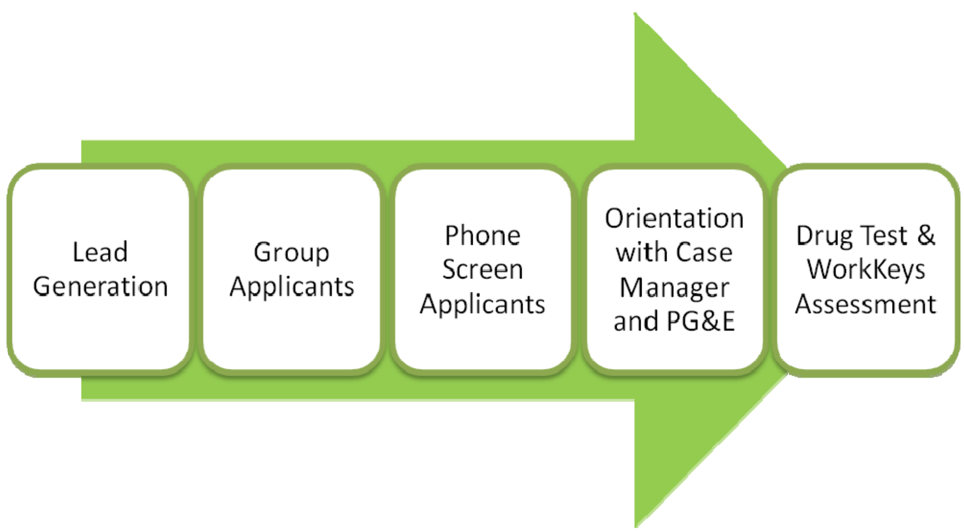
- ☐ Know required and preferred qualifications needed by employer(s)
- ☐ Know how many hires will be needed so you can determine the size of the program
- ☐ Know the geographic dispersion of the jobs
- ☐ Local WIB/CBO identified and ready to partner
- ☐ Local community college identified and ready to partner

[Note: While participant selection is taking place, curriculum development should be going on concurrently, along with discussions with the community college partner on the logistics concerning its ability to deliver the curriculum.]

Figure 2 shows the broad categories of steps taken during the initial stages of PG&E's PowerPathway™ *Bridge to Utility Worker* program.

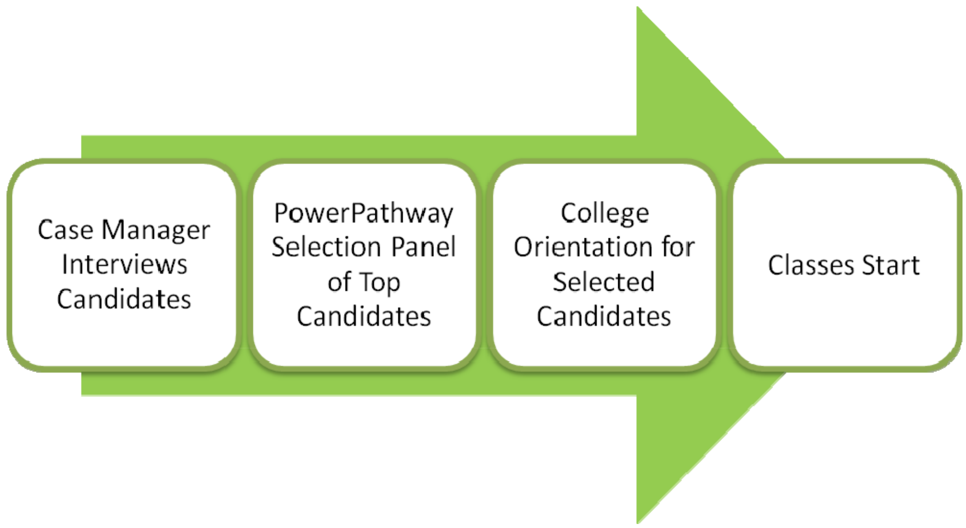
The PowerPathway™ *Bridge to Utility Worker* program targeted the entry-level "Utility Worker" positions at PG&E. This meant that selection criteria included, among other attributes: must be interested in working at PG&E; not afraid of working at heights and have the physical capacity to do the jobs; were willing to relocate, if necessary; and had the capacity to pass the pre-employment tests. To find the right candidates, the PowerPathway™ *Bridge to Utility Worker* selection process took time to develop, went through several iterations, and consisted of many steps, as outlined in Figures 2 and 3.

Figure 2:
Participant Selection for PG&E PowerPathway™ Process: Part I



Outreach for the PowerPathway™ *Bridge to Utility Worker* program included direct mail, email, e-newsletter, job fairs, attendance at Veterans events, and outreach to local hiring officers. All Candidates were directed to the PG&E website where they could watch a video and read additional information about the program. Those wishing to apply to the program completed a Course Interest form.

Figure 3:
Participant Selection for PG&E PowerPathway™ Process: Part II



Candidates were then grouped based on their fit with program criteria and then referred to the WIB partner for phone screening. WIBs invited eligible applicants to attend a 2 hour orientation. This event provided in-person clarification about the curriculum, and the program requirements.

For those candidates that were interested in continuing with the process, the WIB administered a drug test, background check and WorkKeys job skills assessment (www.act.org/workkeys/).

Those who passed the drug test and met the minimum requirements were then interviewed one-on-one for 30 minutes by the WIB Case Manager. Utilizing a standard set of questions across all interviews to assure in person consistency, the Case Manager used the interview time to answer questions about the program and ascertain a commitment from each potential candidate —especially as to whether he/she would participate actively, and did he/she have the interest, background and availability to complete the program. The interview questions also ferreted out job-readiness, safety awareness, and teamwork, and other preferred attributes.

Using all of the data available, the Case Manager then created a ranking of the candidates thought to be the best candidates for the program. This ranking, along with each

Best Practice: Selection Criteria

Community college programs are usually open enrollment, which means that anyone who is interested may enroll. By partnering with the community college and the WIB, PG&E was able to create the PowerPathway™ program so that it was not open enrollment. PG&E developed program selection criteria up front and partnered with a WIB/CBO to complete a multi-step selection process to assure participants met this criterion. This allowed the program participants to be pre-screened by the WIB (i.e., basic qualification screening, background check, drug test, ability to work in U.S.) to ensure candidates were eligible for work at the target employers.

candidate's WorkKeys scores, résumé and interview outcome, was reviewed by a panel to determine the finalists and alternates for the class. Finalists were notified that they had been selected. They were invited to attend a college orientation where they had a chance to obtain answers to any remaining questions. At that time, they were also provided a full overview of the curriculum, a campus map and other required information and materials. All program expectations were outlined at this time and all participants signed the necessary forms and waivers, including an agreement to comply with these expectations.

For each class, it is recommended that the number of students be based on the estimate of the number of jobs available. Then, add 1-3 additional candidates since a few always drop out at the beginning of a course. Plan for 3 alternates as well who can be added in should there be any dropouts in the first two weeks.

6 Aligning with a Community College

Note: This *Primer* refers to community colleges. A community college will be the typical training partner. However, another training entity in the community can also deliver on the curriculum.

Curriculum Identification and/or Customization

Developed in conjunction with the hiring managers and the community college, the PowerPathway™ *Bridge to Utility Worker* curriculum included classes for academic skills training (math, English, spatial reasoning), physical conditioning, technical and job-specific training as well as soft skills (interviewing, time management, ethics and compliance, effective communication, negotiating skills, interview skills, customer service, teamwork).

Some students reported that the physical conditioning portion of the course pushed them to get in shape and others lost significant amounts of weight during the course of their participation – an unexpected benefit! Since PG&E requires Utility Worker candidates to complete a pre-employment test, test-prep sessions were also integrated throughout the curriculum.

Key Learnings: Curriculum Development

When developing the curriculum, there are many issues that will need to be worked through in conjunction with the community college:

Best Practice: Instructors

Current and retired company employees can serve as instructors, giving students access to those with first-hand experience of PG&E and workplace expectations.

1) Is there curriculum available?

   a) Off-the-shelf curriculum is the most efficient way to go to avoid having to go through the community college's curriculum approval process, but may not be available.
   b) Curriculum may be available from another community college training center, or online.

2) How will new curriculum be developed?

   a) When possible, curriculum should be jointly developed by the community college and the hiring entity.

3) What is the curriculum approval process?

   a) New curriculum may need to be approved, which can be a lengthy process and is not assured. Many schools choose to avoid the long approval process by offering short-term training programs through their contract education departments.

4) Is financial aid available?

5) Can the course be accredited?
6) Will the course be charged as contract education, where the cost for instruction is the responsibility of the party requesting the training – or will it be FTES, where the school is reimbursed by the state for student hours?

7) Will students receive course credit?

8) Will the program be offered open enrollment or closed?

    a) In the case of open enrollment, any student, regardless of qualifications, can participate.
    b) In the case of closed enrollment, pre-selection of students based on a specific set of criteria, is allowed. With closed enrollment, it is also possible to offer Case Management services for the students.

Best Practice: Make it Hands On

During the course of the program, PG&E retirees and other guest speakers visited the class to give the students a sense of the real-life experience of working at the company. Whenever possible, the learning was designed to be experiential. Some of the course time was used for field trips to local PG&E sites, which included hands-on activities that gave students a chance to experience what a Utility Worker would do day-to-day. Students indicated that these field trips were often the highlight of the course.

Logistics

A key component of working with a community college partner is finalizing all of the necessary logistics in advance of the program. If one detail is not finalized, a number of difficulties may arise later.

1) Does the faculty possess skills/knowledge to deliver the curriculum? If possible, identify off-the-shelf curriculum with pre-qualified instructors. If this is not possible, determine if the faculty is willing/able to expand their course offerings. If not, it will be necessary to identify additional faculty resources. Look to retirees, internal corporate instructors, and those who are presently in the jobs, to supplement the community college faculty.

[Note: Some community colleges require even supplemental instructors to have a teaching certificate or equivalent. It may be possible to negotiate around these requirements but having this discussion early is critical. Encourage retirees or other instructors to pursue a teaching certificate or equivalent if they expect to participate long-term in the program.]

2) What is the appropriate class schedule – day or evening, with or without a Saturday? If potential participants are working full-time or if they are traveling from far distances to reach the class, it makes sense to offer evening and Saturday classes. However, at some community colleges, instructors may not be available for evening/Saturday classes. In addition, field trips may be more challenging to schedule for evening/Saturday classes. A day schedule will allow students to finish their classes quicker and get to work but may take the program out of reach of those who cannot afford to miss, stop, or rearrange work.

3) Is classroom space available? Some community colleges do not have classroom space available on weekends or evenings. It may be necessary to identify other community locations to hold classes, like a community center or library.

7 Case Management

One of the critical components of the PowerPathway™ *Bridge to Utility Worker* program's success was the Case Management services provided by the WIB/CBO partner. Each group of students, known as a cohort, was provided with a single point of contact at the WIB. This person was tasked with overseeing the students' success in the program and ensuring that program participants didn't "fall through the cracks" when challenges arose. Typical Case Manager responsibilities included addressing a variety of issues that arose during the program. For example:

- stepping in to address attendance issues
- matching students with tutors as needed
- offering one-on-one and group counseling
- providing résumé preparation skills

Best Practice: Use a Case Manager

A Case Manager is an employee or contractor of a CBO or WIB who provides support services for students as they navigate through a program, especially if they are facing challenges. Support services provided by Case Manager may include arranging for student transportation, financial aid, tutoring or counseling.

Best Practice: Make it Fun!

One case manager created a crossword puzzle to help students build their energy industry vocabulary.

Case Managers also provided regularly scheduled reports to PG&E regarding the classes and the students' progress. They served as a critical interface between the community college, the company and the program participants.

8 Post Training

Although the training course may have ended, there are a number of important final steps to ensure the program's success.

- Evaluation of the program
  - Students should be asked to complete a program evaluation form on the last day of class.
  - Instructors should be asked to complete an evaluation of the program following the last class, providing feedback on the curriculum, students, etc.
- Case Manager follow up should include:
  - Keeping in regular touch with the graduates as they seek employment.
  - Addressing any problems that may arise regarding the scheduling of pre-employment testing or interviews. The Case Manager should bring these to the attention of the community liaison or hiring team as needed.
  - Tracking the final statistics for students' outcomes – grades, number of students that passed pre-employment testing requirements, number of students who were interviewed and hired (the Case Manager is the most familiar with these elements and is a logical choice to do the follow up, when possible.)
- A de-briefing for all of the partners should take place as quickly as possible after the program concludes. Examples of questions to be addressed:
  - How could the program/curriculum/instruction be improved/modified?
  - What worked and didn't work about the collaboration between the partners?
  - Were there any unexpected developments during the program that need to be addressed?
  - Was the selection criteria/process adequate to assure that qualified students participated in the program?

Best Practice: Regional Employer Alliance

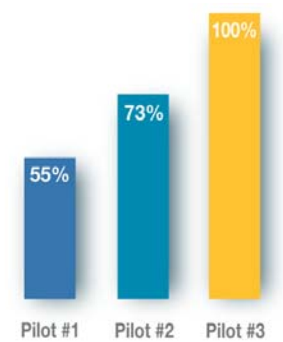
Build a regional employment alliance to advise your community on program design and to create a approach to job opportunities. This approach reduces the reliance on any one employer's hiring and involvement.

9 Metrics for Success

Measuring the effectiveness of efforts is very important to PG&E. The criteria laid out for success included improvement in those who qualified on PG&E's pre-employment tests, number of graduates who found employment, starting wages, whether candidates advance-placed to higher level jobs within a short time after joining the company, the diversity of the candidate pool eligible for employment, and supervisors' satisfaction with new hires.

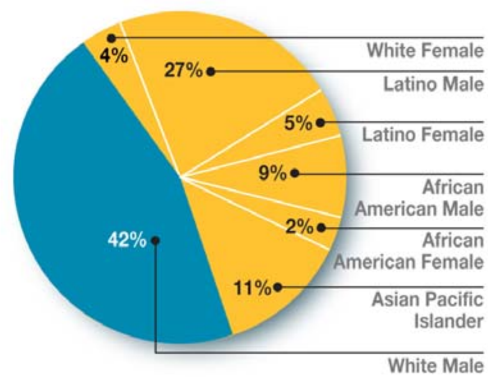
Here are a few examples of the types of information tracked and reported on for the 2008 PowerPathway™ pilot programs:

Figure 4: Performance on Pre-Employment Test



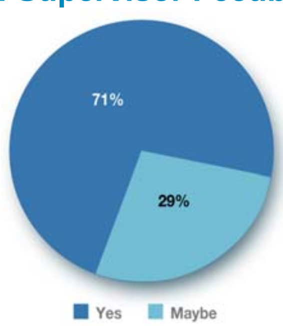
Percent who qualified on the Physical Test Battery Pre-Employment Test increased with each Pilot

Figure 5: Diversity



58% of PowerPathway candidates who became Physical Test Battery qualified were diverse

Figure 6a: Supervisor Feedback



100% of supervisors would hire another PowerPathway graduate

Figure 6b: Supervisor Feedback

Overall Assessment by Supervisor:
(Rating Scale: 5 is Outstanding, 3 is Average)

Demonstrates safe behavior	4.1
Meets physical requirements of the job	4.3
Employee is teachable and able to learn	4.2
Demonstrates good work ethic	4.1
Demonstrates good work knowledge	3.9

10 Funding

Consider embedding these expense categories into any funding application submitted for green jobs training:

– Community college-related expenses: Curriculum development, instructor salary, project management overhead, tutoring or counseling.

– WIB/CBO-related expenses: Costs for administering assessment batteries, criminal checks and drug tests, performing screening, performing case management, job placement assistance to students.

– Additional expenses: Field trips or outside activities, books, supplies, testing materials.

– Tuition supplements for those who can't afford fees.

Note: Community college and WIB partners may already have Stimulus or other sources of funding available to cover program costs.

The 2008 PowerPathway™ *Bridge to Utility Worker* programs were funded through a combination of Workforce Investment Act (WIA) funding; community college career advancement academy grants; charitable contributions from the PG&E Foundation and significant in-kind contributions from PG&E and PG&E retirees. In 2009, the three PowerPathway™ programs, serving only military veterans who left the service in the last four years, were funded by a grant from the California State Department of Labor.

In conjunction with recruiting and training local workers for new green jobs, communities may also be considering incorporating local hiring clauses into contracts for local building, energy efficiency or other large-scale projects. Local hiring clauses can require that a percentage of jobs hire from local residents. This ensures that local residents benefit from training and new employment opportunities being created in their community. While some communities have enacted local hiring requirements via legislation/ordinance, similar results can be achieved through contractual language.

Local Hiring Clauses and Contract Language

Local hiring expectations must be negotiated with the prime contractor of each project as part of the formal contracting process. Non-contractual verbal commitments from contractors to support local hiring are not typically considered sufficient unto themselves to achieve a successful local hiring program.

Local hiring agreements need to be carefully structured to make requirements both clear and achievable. The following are some items that may be included in the contract language:

Percent Set-Aside
Percent set-aside is the percentage of total hours worked or total employees hired that must be residents of a target area.

Target Area
This is the geographic location whose residents qualify as local hires to fulfill the set-aside. Usually it will be the city or municipality, but it can also be smaller – a defined subset of the city such as a neighborhood or zip code, or a certain radius around a project.

Compliance
Compliance can be a stipulated requirement that causes the contractor to lose the project if the local hiring set-aside is not met. Or, the set-aside is a goal and a demonstrated “good faith effort” on the part of the contractor is sufficient.

Monitoring and Enforcement Protocols
Reporting and monitoring obligations, and enforcement mechanisms to ensure compliance, should be negotiated ahead of time and included in the contract as appropriate.

First Source Programs and Training
The agreement may require the employer to give first notice of available jobs to a specific organization that will then refer candidates. The agreement may also call for the employer to recruit candidates from a specific workforce development program with which the municipality is working, thereby saving the company some training expense.

PG&E’s Experience

PG&E has worked with contractors to hire locally for two capital projects: the Hunters Point Power Plant Demolition project, and the Martin to Hunters Point Transmission Line project, both in San Francisco. The local hires have come from a workforce training program, CityBuild, which is a partnership between the Mayor's Office and City College of San Francisco.

The projects represent a successful local job creation collaboration between PG&E, its contractors, a municipal workforce development entity (CityBuild/Mayor's Office of Workforce Development), a local community college, which provided the training (City College of San Francisco), and the community (of Bayview Hunters Point where the actual work was/is taking place).

"Local Hiring Clause" (Example of Contract Language [portion of agreement]):

> *"Local Hiring. …Contractor shall establish and execute a program of Local Hiring, which is defined as using…Local Qualified Laborers where opportunities exist. For purposes of this section,…"Local Laborer"…shall each be defined as a person residing in the Bayview-Hunters Point community." [NOTE: Substitute appropriate community/municipality name.]*

Outreach

Even before the major economic downturn, the City and County of San Francisco was supportive of local hiring efforts to address disproportionate unemployment in areas of the City and to help the local economy. To assure the program's success, outreach efforts into these communities were implemented in support of both projects.

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