

Madeline Salzman: Hello and welcome to the Better Buildings Summit. Thank you all for arriving on time to I believe one of the first sessions, maybe the first session taking place as part of our summit this week. Thank you all for joining.

We have a jammed-packed agenda for us today. So we will just jump into it. First some housekeeping.

So we can hop into the next slide.

So in case you are in the right or wrong place, you are in the Workforce Accelerator Meet-Up as part of the Better Buildings, Better Plants Summit for 2021. This session will take place from 1:00 PM Eastern Time to 2:30 PM. Although this is kind of centered on the Better Buildings Workforce Accelerator partners, of course everybody and anybody who is on the line is welcomed to be here and listen and hear more about the Workforce Development activities and efforts that DOE has going on as part of the Better Buildings Program.

Before we dive in there's just a few housekeeping points to cover. So first please note that today's session will be recorded and archived on the Better Buildings Solution Center. We will follow-up when today's recording and slides are made available.

Next as an attendee you are in Listen Only mode, meaning that your microphone is muted. If you experience any audio or visual issues at any time throughout today's session please send a message in your Chat window located at the bottom of your Zoom panel. There should be a little button that says, "Chat" and you can open it up.

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So my name is Madeline Salzman. I work for the US Department of Energy in the Building Technologies Office. I manage the Better Buildings Workforce Accelerator, as well as our Workforce Development Portfolio Research Projects and I'm really excited to be here with all of you today.

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Really quickly here you can see our agenda for this session. We're mostly through the introductions and housekeeping. Then I want to give a really quick presentation just about the Better Buildings Workforce Accelerator for folks who may not be familiar and talk

a little bit about our year in review. The bulk of the presentation today will be featuring our guest speakers, who are Better Buildings Workforce Accelerator partners who are doing great, great work to support the Building Efficiency Workforce. Then we will wrap up with some Q&A at the end. So please keep in mind of questions that you have for our speakers as they are talking and we'll try to get to them.

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We are using a tool called "Slido." So if you've been involved with the Better Buildings Program before you've probably used this already. You can either go to slido.com or there's also an app for your phone you might have. And if you just enter the code DOE you should be able to enter for the session. We will be using Slido for Q&A, polling, and session feedback. So once you enter the code DOE there will be a dropdown Menu and you want to select Workforce Accelerator Meet-Up and that will be how you will access the poll questions that will start on the next slide. So please bring up Slido. It will also be the platform where you can submit questions to our speakers and for any comments that you have during the session, also feedback at the end of, end of the session.

So I will give folks a moment to bring it up.

We can go to the next slide where we have information about our first poll. I suppose a good thing for me to try to do it at the same time. I don't know actually how long it takes.

Okay so the first polling question. Oh we're starting to get some responses. Is what sector are you from? Hopefully a fairly straightforward one. So far the bulk is nonprofits, then we have contractors or service providers. We've got federal government folks. All right I've officially submitted as a federal government person. So I know folks have had time to do it. I know probably a few more folks are still getting setup, but we I think can go to the next poll just in the interest of time.

So just to generally: What workforce topics or challenges most interest you? I can get those to enter word, so it should auto-populate as some type of like word cloud setup. Funding, all right, energy jobs. You can also enter another word, ooh, you've got one, electrification, job description, diversity, unions, increasing talent pipeline, career paths. Oh wow, okay, now this is going to get harder. Awesome, really good stuff. I think a lot of things that we'll be covering throughout this presentation... It's just good to see

what topics are most interesting to folks. Career paths, ooh, all of a sudden that one's taken over, equity, great.

All right, well I think with that like I said please use, continue to use Slido to use the Q&A function and there will be feedback at the end as well. But I do want to jump into a few slides. So just give background information about the Workforce Accelerator.

We can go to the next slide.

So for those who may not be familiar we launched the Better Buildings Workforce Accelerator this past fall as an effort to work with industry and workforce development stakeholders across the country on how we can improve the presence of energy efficiency content into existing workforce pathways and also better bring new people to these careers and put people on a trajectory from education and training to entry-level jobs, to long-term career development.

So we have a number of partners that we work with to develop specific measurable, attainable, realistic, time-bound goals that pertain to these areas. Then we work with them with group discussions, technology assistance, amplify success stories, et cetera, to help make these things come to reality.

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So we started this program as one of our many efforts going on to addressing existing workforce challenges. As you saw on the previous slide we bucket these challenges into three major categories. One is many people are not aware of the career opportunities in this space or if they are they might not know much about them or necessarily have a positive perspective, so we want to help change that. Next, even if they are interested there might be confusing pathways. They don't know how to get involved, what education and training they need to do good work. Finally, even if they've done all that, they've figured it out, the maze of getting into this career sector, there is still poor quality installation issues, so they still need to understand more about the newest technologies to do this work well when they're working across these areas.

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So those challenges are what inform our strategies, focus on building interest in these careers, showcasing them as welcoming, impactful, and rewarding. Streamlining pathways. So career paths

came up on the word cloud, we'll talk more about that. And then improving skills by updating continuing education and increasing the use of digital tools.

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So this I apologize for the small font, but I'll say it's for me exciting that we have so many participating partners, about 40 partners that have joined us from across city and states, government and governmental associations, trade associations and unions, colleges and universities, and nonprofits and small businesses to support these efforts and, and push their own programs forward.

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Some highlights, so the commitments of these folks have made amount to developing 16 new workforce programs, 16 partners are targeting underrepresented communities in this workforce specifically, producing over 130 resources, training 38,000 participants, distributing 20,000 surveys to better understand the current marketplace and what the gaps are, and then reaching over 450,000 people with workforce information. So really excited about how this all adds up.

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Then I just wanted to give a shout-out on the first six months or so of progress that has been made. I don't want to read through all of these, but do want to give a shout-out to our many partners, even if they are not featured on this slide or the next slide, on the work that they're doing. IMT has launched their Building Innovation Hub; Building Performance Association has a new website for training and careers; EEBA offers over 84 online trainings; Roxbury Community College, who you will be hearing from launched its new Certified Building Automation Technician.

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Oh I'm going to read through them here.

IREC developed a new Green Building Career Map, which hits on that career pathways question; the Corps Network has convened and Energy Efficiency Workforce Development Community of Learning; the City of Milwaukee utilized technical assistance to engage underrepresented communities in their region; the US

Green Building Council created a new green building career site as well.

So there's plenty more than just these highlights, but it's been very exciting working with these folks on, on launching these new resources.

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So with that hopefully that's given you a little flavor for what we've been focusing on as an accelerator, but I want to turn it right over to our speakers. So our speakers are Mary Ellen Sprenkel, from The Corp Network; Adele Ferranti, from NYSERDA; and Frank Mruk from Roxbury Community College.

Up first we have Mary Ellen Sprenkel, who's been a long time champion for youth and national service. Mary Ellen came to The Corp Network in March 2008, as the director of government relations and became the president and CEO in 2012. She's focused on service and conservation corps work to, to recognition among lawmakers and policy makers throughout the federal government.

So Mary Ellen without further ado thank you so much for presenting today and I'll turn it over to you.

Mary Ellen Sprenkel: Okay. Well thank you for inviting me. So as, as Maddie pointed out my name is Mary Ellen Sprenkel. I'm the president and CEO of The Corps Network. The Corps Network is the National Association of Service and Conservation Corps. We are based here in Washington, DC.

Actually if you could go to the next slide.

I will start by explaining by a service and conservation corps is. So in, in a model and philosophy sort of reminiscent of the Civilian Conservation Corps of the 1930s, which was established by then President Franklin Delano Roosevelt to employ a lot of then unemployed young men during the Great Depression, to do a lot of infrastructure and conservation projects across the country.

Today's corps engage young people, usually between the ages of 16 and 25 and returning veterans up to age 35 in conservation service projects that are designed to improve environmental stewardship, mitigate climate change, make community improvements, and, and better the environment and, and communities.

Today's corps are operated by nonprofits and state and local governments across the country and they engage in project work that is usually sponsored by federal, state, or local project partners. They are usually through public-private partnerships done through either MOUs or cooperative agreements. Today's corps today we collectively engage about almost 140 corps across the country that operate in every state and the districts and the territories and collectively engage between 20 and 25,000 young people a year.

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The Corp Network as I mentioned is the National Association. We were founded in 1985 by what was only a handful of person wanted a voice in Washington and to be able to influence policies at the federal level.

What we do is today is advocacy obviously, provide technical assistance, and provide access to project and grant funding opportunities, standardized programming. We have an accreditation program to make sure that corps are operating up to a, a high level of standards both for the project partners and also for the young people that they serve. We provide resources and best practices around work readiness. We have a national diversity, equity, and inclusion initiative that we are implementing across our programs to help particularly young people of color excel in the conservation space and, and have the tools and resources necessary to do that.

We build partnership like this one with the Better Buildings Initiatives, the DOE. We have a partnership with the Department of Transportation, the Corporation for National and Community Service that allows our corps to access funding streams, resources, and job opportunities in those spaces.

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So corps look very different depending on the, the community they're located in, the project partners that they, they work with, and the corpsmembers that they engage.

Corpsmembers are, are very diverse and can actually corpsmembers, about 50 percent of our corpsmembers are identified as young people of color, 46 percent identify as female, and, and more than 30 percent come from low-income, socioeconomic status or education level.

So depending on the young people in the program corps offer a lot of common elements. All corps offers a paid service, learning, or work experience. So all corpsmembers are somehow compensated for the time and effort they put into the program. They work under the supervision of trained crew leaders and staff who not only teach trade skills, but also help develop work readiness, like showing up on time and team building and communications and conflict resolution.

There's an intensive orientation training period where corpsmembers learn everything about the tools they'll need, the safeties that they'll need to adhere to, as well as some of those work readiness skills I just mentioned.

Individual corpsmembers are often supplied as a benefit of individual career interest assessment, skill assessments, and career counseling. Then workforce development and leadership development based on sort of their needs and, and desires. A number of corps are also provided with transition support into jobs and follow-up services to help them retain those jobs.

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So corpsmembers gain job training skills and again those are soft and hard skills. They get hands-on work experience. They get to interact with project sponsors. They get to actually develop those skills and do the work. They get a stipend or living allowance. A number of corps run charter schools or engage GED programming to help young people complete high school if that is a requirement. A lot of corpsmembers get an AmeriCorps members, get AmeriCorps Education Awards that can pay for further training and education after graduation. And a lot of corpsmembers get access to wraparound services like career counseling, transportation, childcare, and, and things like that.

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As I mentioned the, the range of project work is diverse. Although all the projects are considered either national resource management or conservation related that can vary from planting trees, to removing invasive species, to fighting wild fires, installing solar panels, permeable surfaces, energy audit. A number of corps respond and provide disaster recovery assistance.

In 2020 alone, which was a slow, a relatively slow year for the corps due to pandemic, almost 30,000 households were informed about energy efficiency policies and practices; more than 2,600 energy audits were performed; and more than 2,500 homes were weatherized.

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So, so just for some examples. Mile High Youth Corps in Denver is an AmeriCorps program. They get education awards and stipend living allowances through The Corps Network. The young people learn how to install energy and water saving retrofits in qualifying low-income homes. They provide energy efficiency and conservation education to residents. In 2020 alone they conducted over 1,200 energy audits and weatherization. So the young people are learning how to install programmable thermostats, LED lighting, high-efficiency toilets, low-flow showerheads. They're also learning constructions skills.

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The Sustainability Institute in Charleston, South Carolina is also an AmeriCorps Program, particularly designed for young people who face multiple barriers to employment. So they are afforded additional assistance, support, and wraparound services. Through the program low-income homeowners apply. The supervisors though conduct the walkthroughs and the corpsmembers do the energy audits and, and do the upgrades. They are able to earn industry recognized credentials and gain skills that they can, that they can take directly into the, the workforce.

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Conservation Corps of Long Beach, another AmeriCorps program. This works for the partnership through GRID Alternatives. Last year alone 14 corpsmembers received the PV installer certification.

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Civic Works right here close to home, they run a green, a green career development center and they have a number of different kinds of programs, energy challenge program, and energy ready program, and a tiny house program. Corpsmembers learn skills and get directly placed into jobs with the help of Baltimore Civic Works.

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So a lot of work, a lot of work needs to be done in order to help us transition to a clean and sustainable economy; infrastructure upgrades. Thousands and maybe millions of workers need to be trained and retrained. At the same time there are millions of people who are in need of jobs. So this is a really ideal time I think for partnerships like the, the Better Buildings Initiative for us to come together and think about how we build career pathways and training programs to support those and advancement for people of all stages in their career.

I am very encourage President Biden recently or in the first week of his administration issued an executive order calling for a new civilian climate corps, which envisions putting millions of people to work in the clean energy economy. We have been part of developing that initiative and think that it provides a lot of opportunities. He also included in his, in his budget request \$10 billion for training and project work and that we believe may be rolled into the infrastructure package that is currently being developed by congress.

So lots of good work already going on. Lots and lots of opportunities. We are very excited to partner with all of you to sort of figure out how corps can service the entry point, for young people get some basic education and training and then work with you all into the workforce.

Thank you.

Madeline Salzman: Awesome, thank you Mary Ellen. I actually have one quick question for you while we're, we're here. Just curious if, if folks on the line are not sure if there is a corps functioning in their area or if they want to you know learn more about what their corps might be up to nearby, what's the best way for them to look into that? Should they reach out to you or somebody else?

Mary Ellen Sprenkel: They can reach out to me, but they can also go to the www.corpsnetwork.org which is our website and we have a list of corps by state. Several, some states have as many as 14 or 15 corps operating. So you can read about the individual corps and reach out directly to them or you are certainly welcomed to come through me.

Madeline Salzman: Awesome, thank you.

All right I got some background noise on my side.

We can I think if folks have questions, a reminder, please submit them into Slido and then we can address those at the end and I'll be excited to do that.

But up next we have Adele Ferranti from NYSERDA. Adele is a team lead for NYSERDA's \$108 million workforce development and training initiatives, that target existing and emerging workers in all sectors. This includes energy efficiency, electrification, building science, renewable energy, and emerging advance technologies, as well as developing career pathways for veterans, disabled workers, dislocated workers, and low- and moderate-income residents. She was the senior project manager in NYSERDA's R&D group for 15 years, where she started NYSERDA's photovoltaic and wind training program.

With that Adele I will turn it over to you.

Adele Ferranti:

Thank you very much. Good afternoon and thank you for inviting me. We're very proud to be a part of the Workforce Accelerator, so thank you for inviting us.

For those of you that don't know NYSERDA is the New York State Energy Research and Development Authority, also known as NYSERDA. We promote energy efficiency and the use of renewable energy sources. Our efforts are really aimed to reduce greenhouse gas emissions, accelerate economic growth, and reduce customer energy bills.

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So again just kind of looking at our program from our mission through deliverables. We're focusing again on advancing clean energy innovation and investments to combat climate change, to improve health, the health resiliency and prosperity of New Yorkers and make sure we're delivering benefits, equitability to all.

Our investments really need to reach disadvantaged communities to the tune of 40 percent. Forty percent of our investments have to reach disadvantaged communities. So as I saw that the words that were, were posted earlier of the challenges I'm excited because I think we're touching on all those words, career pathways, diversity, jobs and I'll walk you through that in a second.

As Maddie mentioned we have \$108 million budget for our Workforce Development Training Initiatives. We have six unique funding opportunities or solicitations open right now and that kind of represents our portfolio of funding opportunities. We recently received some federal funding in a Pay for Success Program that I'll mention briefly.

NYSERDA doesn't train individuals, we support training organizations, whether it's community colleges, unions, community-based organizations, trade associations, manufacturers and we're really trying to serve existing workers, new workers, we have train-the-trainer programs, We're really focused on priority populations or people with additional barriers to employment, as well as disadvantaged communities or environmental justice zones.

To date we've committed \$30 million of our \$108 million. We are on track to train about 32,000 individuals and that's direct and indirect. A lot of what we do is to develop sustainable programs, so that allows us to really make sure our investments continue over time. We support businesses to hire workers through an on-the-job training program and for internships. As you can see here we've supported about 500,000 new hires through our on-the-job training program, a quarter of which are priority populations. We've helped 680 interns find jobs at 171 clean-energy businesses.

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So just so you have these references, these are our are current funding opportunities, first come first serve in some cases or due date solicitations, where we support the training initiatives that I'm going to talk about today.

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So as I think about the programs across the portfolio again we're looking at advancing the skills of existing workers. For example, maybe we're working with HVAC contractors and we're teaching them about heat pumps. We're also focused on new workers, new entrants to the workforce and I'll talk about some of those opportunities in a moment, whether it's career pathway opportunities or direct support of existing programs that are training new workers, training trainers.

And as I mentioned we're focused on priority populations, such as veterans, Native Americans, low-income individuals, fossil fuel workers that are transitioning to clear energy jobs, previously

incarcerated, homeless, single parents, and 16-to-24-year-olds. And in that case a lot of those 16-to-24-year-olds are in programs like we just heard about Youth Build, Job Corps Programs, technical high schools. And also we're very focused on low-income neighborhoods, environmental justice areas, and opportunity zones in New York State. Again, trying to support those that have been really left out of the clean energy economy to date.

Some of the technology areas that we are focusing on, HVAC, building operations and maintenance, building electrification, we saw that as one of the words earlier, areas of interest, both air source and geothermal heat pumps, insulation and air sealing, high efficiency lighting, smart grid, energy storage, and offshore wind. These are all within our portfolio of Workforce Development and Training Initiatives.

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Again, in general we're really looking for training that addresses a specific business need or business, needs of businesses and skill gaps. We're not just going to train people and set them loose and hope they find a job. We're going to invest in a training program, it's got to be tied to business needs. The business has to be involved to provide internships, perhaps job interviews, perhaps they're advisors for the curriculum that's being developed. Some cases they're trainers. There's got to be a real business need, business connection.

And as I mentioned earlier we're looking for training that will be sustainable. Ideally, it's integrated into a degree program or it's part of a certificate program, it's integrated into an apprentice program or a pre-apprenticeship program. We're looking to make sure our investments are sustained.

Some of the additional requirements for training existing workers for example, there's got to be a clear market gap. If there's already HVAC training in the market we're not going to fund it. If there's a gap, maybe it's a regional gap, a technology gap, we need to help update curriculum, then we're able to invest. And we always have to have a, a technical training focus.

While career pathways training as I'll mention in a minute may have other training like soft skills training, professional skills training, all of our training does have to have a technical training element.

And as we talked about or we heard earlier a lot of interesting career pathways. We've been supporting career pathway projects in New York for I would say 7, 8 years at a minimum. We are really looking for high quality, comprehensive energy education combined with workforce preparation activities, working in the field, internships, and training. We want to make sure people have the professional, basic, and technical skills they need to do really well in a job.

For our funding for career pathways at least 50 percent of those individuals trained have to be, come from a disadvantaged community or a priority population. We're making sure we hit our targets to hit those that haven't been served in the past.

I mentioned we have to seek partnerships with businesses, whether it's hands-on training, on-the-job training, internships, pre-apprenticeships, apprenticeships. Each project has to have a clear job placement goal for all trainees. In the case of our career pathways funding currently we have to have at least 80 percent of those trained placed into an internship, apprenticeship, or job within 6 months of completing training. It could even be placed into advanced training, perhaps they move onto a degree program or more advanced certificate program.

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Just some of the areas that are eligible for funding. We support curriculum development, training trainers, delivering the training, building out training labs, which we know is important, hands-on training is really critical. During COVID of course we saw a lot of training shift to online, but now it's shifting back in a safe way. We support testing and certification fees, job placement services and as I mentioned apprenticeship, internships, and job training.

With career pathways it's really important to fund wraparound services. We've paid for mentors, job coaches, transportation, metro cards. One project even has a supporting driver's education. We've got to be clever, we've got to be creative and we need to be able to address those barriers to employment if we're going to be successful.

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I mentioned our federal funding award. I think we were the first recipient of a SIPBRA award from the Department of Treasury and

Department of Labor, we're very excited about that. It's probably the first of its kind, pay for performance program as it relates to clean energy training. We are in line to receive up to \$7.1 million in potential outcome payments if our clean energy career pathway training projects are successful. If we can demonstrate that those trained in our programs receive a higher wage over time we would be able to receive up to \$7 million in outcome payments. So it's a very exciting.

We're planning on training about 660 low-income individuals in career pathways program over the next three years. Again, it's, it's all the elements I mentioned before with job training, wraparound services, coaching.

We've got some exciting partners with MDRC, who is our evaluation contractor and Social Finance who has helped us develop this program from the start. TRC is our implementation contractor and they're supporting this project as well.

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Just want to go over a quick – some project highlights to kind of illustrate some of the elements I mentioned on the previous slides.

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This is an example of one of our on-the-job training partners. So here we're providing employers with WAVE subsidies to bring on new workers in clean energy jobs. They have to have training plan. We really try to get those workers up to full productivity on-the-job as quickly as possible.

Fred Collis is one great example where they really look differently at how they hired people. They look more closely at their past work experience, hobbies, to try to find people that would excel in new jobs. In the past they were just focusing on experience and the responsibilities of the job, but the funding from NYSERDA allowed them to look at things a little bit differently. And even with the pandemic they hired 10 new employees and in HVAC jobs, service technicians, so just an exciting example of an on-the-job training partner we've help support in New York.

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32BJ Training Fund. A good example of us working with the union and they are working with a manufacturer to provide training on

HVAC and building management systems. They're training 600 union members, it's an 11-week course that features HVAC fundamentals, building management system basics. They're really trying to develop a pipeline, we heard that earlier, of workers in the HVAC – ooh I see a typo there, sorry about that, and building trades.

And just on the bottom of the slide you see how many people have been trained to date, the project's still going on. So just a great example of us working with the unions.

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Here we're working with nontraditional employment for women. Helping prepare women for construction jobs that incorporates green building practices. It's an exciting opportunity to expand their current training to focus on clean energy. We've provided funding for environmental literacy trainings, sustainability training, energy efficiency in construction, working with utilities like Con Ed, National Grid, and PSEG and really trying to direct these trainees into 30, more than 30 registered apprenticeship programs.

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Willdan, this is another example of providing young adults with training to become small commercial energy auditors. A great opportunity for them to enter into a new field with partnerships with employers so that when they're trained in energy auditing they're prepared for a job. So far we've trained 124 individuals, 61 from priority populations or disadvantaged communities and graduates have been placed in jobs already, about 20. Again, this project is just underway.

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Stacks+Joules, another great example of an not-for-profit working with high school students in advanced lighting, heat pumps, building integration. They're working with UA Maker Academy, South Bronx Community Charter High School and the Lower East Side Girls Club. They're teaching these students on computer programming, wireless networking, HVAC; 118 trained to date, 124 received industry-recognized certifications or they received that many certifications. We've seen paid internships and fulltime placements already. Another project just underway.

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I think this is the last example. It's Youth Action Programs and Homes. These are – this is a program designed to train people on building operations and maintenance to prepare youth in Upper Manhattan and the South Bronx for entry-level jobs in multifamily buildings. We're working with the CUNY Building Performance Lab, also the Association for Energy Affordability, 72-hours of classroom training, wraparound services. So far 15 have been trained, 11 job interviews have been completed. We've seen internships and new business partnerships as businesses offer internships.

So these are just some examples of the variety of projects that we're funding to support career pathways to focus on disadvantaged workers.

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A lot more to go. I think at any given time we have at least 70 training projects underway and as you saw earlier working with hundreds of businesses to hire new interns, new staff with on-the-job training. So we're excited about what we're doing and we know we have a lot more work to do.

Thank you very much.

Madeline Salzman: Wow, thank you Adele, fantastic. I'm going to do the same for you that I did with Mary Ellen. I guess one if people wanted to learn more about the work that you're doing and projects that maybe are happening in New York, some of the ones that you mentioned, should they contact you or should they glance at your website, what's kind of the best follow-up?

Adele Ferranti: Yeah the best first step would be our website, nyscrda.ny.gov. There's some great information on our clean energy workforce development and training landing page. And if they have any questions I'd be happy to follow-up.

Madeline Salzman: Fantastic. One other question just obviously there's so much going on in New York thanks to a lot of the work that you guys are doing, you know also a lot of money kind of flowing through these areas. I'm curious what you think kind of things Department of Energy could or should be doing to support efforts like this either in New York or in other states what do you think would be most helpful coming from the federal government? Putting you on the spot.

Adele Ferranti: That's a good question. Well something that comes up often is curriculum development, right? Every state shouldn't be running around developing curriculum on HVAC and heat pumps and air, you know air ceiling, best practices. I think if the federal government could help develop curriculum, different modules. It could be basic, advanced. It could be modules that are integrated into union programs. I think the other is training trainers. We keep hearing there are not enough trainers around. Identifying trainers training trainers. Those are some quick examples.

Madeline Salzman: Awesome, thank you. I, I know there's some questions that have come in to Slido so far, but just a reminder to enter those into Slido so that we can get to those at the end of the time.

But our third speaker that I'd like to turn to is Frank Mruk from Roxbury Community College. I'm really excited to have Frank here. He's the executive director of Roxbury Community College's Center for Smart Building Technology. He's an architect, educator, technologist, and innovation strategist, whose research explores the nature of smart buildings in the pursuit of carbon neutrality and performance optimization. He spent 10 years working in investment management and has taught at the School of Visual Arts, Rhode Island School of Design, Roger Williams University, the Parsons School of Design, NYU, and the New York Institute of Technology, where he served as associate dean for the School of Architecture and Design and Chair of Masters Architecture Program.

Thank you Frank for joining us today. I'm excited to hear more about your current projects with Roxbury Community College.

Frank Mruk: Thank you.

Next, great.

So I'm a big fan of you know DOE and NREL, because in my – when I was at NYIIT we did two solar decathlons, which was a tremendous learning experience and I still have many contacts with many of those students to, to date. Many of them actually launched companies from those efforts and they're still in operation today. So I'm, I'm a big fan of that.

The, the first effort we did was America's first solar hydrogen house, which is, got tons of press and the second effort we did was called "Open House," which got into controls a bit. So that's how my, my interests kind of led into controls.

So, so zoom ahead. I'm sorry can you go back.

So some of the background. Strategic and logic initiatives. You know at the center we were formed about just over a year ago. We launched in January of 2019. We formed a board of like... We, our school was a, was a – getting a lot of attention because we had one of the biggest solar canopies in Boston, it was over a parking lot with 151 geothermal wells underneath it.

So the community got together and they said, well the industry got together and said, "This would be a – what we really need is a smart building technology center. We can't find people in the realm. It's taking months to commission buildings. We, that would be wonderful."

So we had a board and we got together and we formed a kind of four strategic initiatives or logic to form the program. We want it to be an aggregator or best-in-class energy efficiency programs, because from our perspective we don't want to reinvent the, the wheel if we don't have too. We want to leverage what's out there. So and energy efficiency is a big part of smart buildings of course. Secondly, we want to be a producer of state-of-the-art BAS technicians. Thirdly, we want to be a state, ah, we want to have a state-of-the-art lab and fourth, stakeholder engagement. So we're going to go through those kind of slides in that order.

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Yeah, so that's a picture of the solar canopy. Once again we were winning .our president as was winning awards for this effort. We're in Roxbury, a neighborhood of Boston, which is one of the poorer neighborhoods. Our student body is over 91-, 92-, 93-percent people of color. I can't remember the percentage, but we're in a neighborhood that has so much potential because there's so much latency in the workforce and program like this everyone just felt if it needs to be some place it needs to be in a neighborhood like this.

We have – a lot of people came to me and voiced the opinion, "We have no doubt that Boston can reach its carbon-neutral goals in the financial district, but neighborhoods like this really need the help."

Next slide.

So once again there's our – my background with the solar hydrogen house and the open house. And at launch I had, we, the, the

germination of this idea kind of really came together on April 16, 2019, when Senator Markey came to help us launch this initiative. And someone else – we just heard before that someone else is working on the Civilian Climate Corps Bill and we were working on that from the start and he actually came last, two Mondays ago to our school to launch – that you know with a big press conference to launch that initiative. And that's a really good thing I think and it's totally aligned with our goals and objectives. It's you know \$1.5 million kind of initiative and half of that money will go to communities of color, such as Roxbury, Dorchester, Mattapan, these are all the areas where students come from.

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Oh, can you – also so we have this big, huge opening of the center in January of 2020. All our – we had a great advisory board of some 40 members. We have people like the utilities, Eversource National Grid, and we had universities like Harvard and Northeastern on the board. We had consultants like ARUP and Skanska and City of Boston. So we had a really good – Boston Medical Center, real powerful kind of advisory board behind the center. We launched it with over \$1 million in grants, which we used to create a lab. The actual launch date was on January 30, 2020.

Next slide.

So with our advisory board we put together a map of our strategy, which I mentioned before and we're going to be a best – an aggregator or best-in-class energy efficiency programs. What I hear and what our board hears so much is there's so much duplication.

When I first came to Boston I said, "It seems to me like everyone's working on so many different parts of the same thing and there's so much overlap. Does anyone have a map?" And actually everyone came back to me with almost the same response saying, "If you can do a map give it to me, because you know there's so many people working on the same thing." So actually we started working with some MIT students who put together a map. We're working on the map of the ecosystem. So I think that's a big problem. And our perspective is if someone's doing something that's, that's best-in-class we, we don't want to duplicate it. We want to offer the program here at the school.

Secondly, we want to produce be a preferred producer of state-of-the-art BAS technicians. We want to be a hub for community engagement and we want to be a center for thought leadership.

Next slide.

So we want to be vertical and horizontally aligned. Vertically we want to be aligned and we want the city, the state, and the community and industry are doing. So and horizontally we want to be aligned with what our institution is doing in community. So what are, what are school's doing is they're really, they're mission is about engagement in the community, preparing the next generation of diverse leaders, establishing standards of excellence for all college operations, delivering high-quality support services and programs to students.

So that's where this kind of intersection of these four kinds of objectives came from. This horizontal alignment and vertical alignment. So we came up with this mission. The RCC Center for Smart Building Technology prepares the highly skilled workforce needed to implement the sustainable high-performance and energy efficient smart building practices required to achieve Boston's 2050 carbon-neutral goal, with a sense of urgency and environmental equity.

So once again vertically aligned with what the City of Boston is doing. They have these carbon-neutral goals of 2050 and we always want to do – everything we do with a sense of urgency and environmental equity and, and diversity.

Next slide.

So, so the first component is the Aggregator of "Best in Class" Energy Efficiency Programs. We breakup our programs into three different realms, residential, multifamily, and commercial. So residential HERS, BPI training. I see Nancy's on the call today. So we're getting those kicked off this month. Multifamily, passive house, and then commercial DLC, Building Operators Certification, and WELL, and LEED, and GPRO. I see Melanie's on the call today. So they've been – these programs have been very good and we use these actually two, two-prong effect to teach existing industry.

So some of the people who have been signing up for these classes are like Tufts University, Trinity Property Management, South Mountain, UMass, Johnson Controls, Fidelity, Boston Scientific,

Northeastern University, Mass School Building Authority, all these and the City of Boston. So we train all these people in these certifications programs and, and we hope that they're going, they're going to be part of the center going forward with continuing education and we hope that they'll hire some of our students coming out of the associates degree program.

So once again our mission is we want agile, stackable degrees that when you come you get a certification and maybe that certification is embedded in an associate's degree program and then after that if you want you can go on for a bachelor's.

Next slide.

So that's kind of we went over this already. That's kind of what our programs look like. We've had about a hundred people go through these programs over the last year-and-a-half.

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We mentioned this already. These are some of the people taking or signing up for our classes.

Next slide.

So the Design Logic of the BAS portion. Smart Building Technology is a relatively new pathway in education. Few programs in the country. In fact there were very few four-year programs in the country. The industry changes very fast. Curriculum must be agile and aligned with industry developments and standards, which are, which are still being developed. You know BACnet is only 25 years old. Internet-of-things 21 years old, Project Haystack is 6 years old. ASHRAE Guideline 30, 36 is 2. These, these years are probably need be tweaked by a year or so, et cetera. Cybersecurity concerns are a really big issue in our industry, ever since the Target hack in 2014 where they you know they got everyone's credit card numbers, because they in through the HBAC system, so we have to deal with that.

Next slide.

And you know if you go so there's a proprietary problem, because if you – in the past if you wanted to be trained in this sort of stuff where do you go and you have to go to the various proprietary systems, Siemens Automated Logic, Honeywell, you know Johnson Controls. And often these program aren't available to

outside people, they only offer them to their clients or you know their, their suppliers. So there's very high barriers to entry. So we look at all these programs and say, "How can we, how can we get around this?"

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So we looked at all the programs. We looked at some of the terminology and the timeframes on how people train their people and certain things came up and certain sequences came up and especially the terms like "associate field technician" and "field technician practitioner," "field technician associate." These terms were kind of common, common things that the industry was using.

Next slide.

So we worked with, ah, there were other schools working on this, this wonderful organization, BEST, Building Efficiency for a Sustainable Tomorrow. I see some people on the call from there. They got this great national, a huge National Science Foundation grant to kind of work on this. So how do we vertically and horizontally integrate nonproprietary software and hardware to kind of mimic what people do in the field in a nonproprietary way, yet give them enough knowledge when they can slide into the proprietary system very easily.

So we, ah, we weren't part of the initial grant, but they let us in and we learned a lot from these people. They helped our program a lot. We purchased some a whole new training program based on some of their outcomes and developments and we started a new lab based on some of that kind of feedback and outcomes they got from that grant.

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So we came up with this, this theory that we want to in the BAS training we want to run like a three main kind of tranches of certifications, certified BAS Technician Associate, which is a BAS fundamentals and intro to BAS software, BAS control devices, and BAS networking class; certified BAS practitioner class, which is advanced electrical, advanced HVAC, logic and programming and BAS system design; and then finally a certified BAS technician, which meet all the previous two, which, which goes into great depth into BAS integration and an internship.

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So you know we want – this is how these programs, these stand-alone certification programs stack-up in the middle. One, two, three, they're all about 111 hours. Actually we have to increase some of the hours. We've been beta testing these with a, with industry over the last year with through like the first two tranches of it and we found that we have to up the hours a little bit.

But the, the theory for us is we want to take like the first module, the number one and insert it in the associate's degree program. So that's going to kickoff in the fall. Since we had delays with that with the COVID and everything and but that's kicking off in the fall.

You know with these, with these certifications programs that are embedded in the associate's degree we want to leverage best-in-class information from our other partners. For instance we leverage a lot from the BLC, the Smart Building Technology book that came out you know in the last year or so, that's kind of new. We, you know we use EasyIO Controllers which was just – it was a nonproprietary controller that – which I'll talk about in a second, but they were just purchased by Johnson Controls so we use those controllers. A lot of the best stuff we – equipment that we bought and how, how students wire the equipment and use the software with the equipment that came out of that National Science Foundation Grant. Then for our networking thing we leveraged CompTIA Network+.

Next slide.

I'm going to have to pick-up the pace.

So basically this is kind of like the kids work on look like. They have the software, they plug it into a controller, input and output devices.

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And it's you know we used to own a software which is very similar to Honeywell's Tridium Niagara, one of the big players in the industry. It looks exactly the same, but the Sedona is free and it's open-sourced.

Next slide.

And it has all the bells and whistles. You know the fan spinning and the graphics.

Next slide.

So that's kind of how that program works.

Next slide.

We have all these lab exercises that we work on, some over 80 lab exercises with the equipment.

Next slide.

This is what our lab looks like now. We have three series of pits on the left, yellow, black, and a bigger black, where students work through exercises. The actually have to wire the controllers and, and the input and output devices and plug their laptops in. Then on the right we have a full-blown air-handling unit that they can use with other controllers.

Next slide.

That's kind of what they look like, our trainers. This is you know over \$1 million lab that we built.

Next slide.

Stakeholder engagement. This is kind of that map we were working on of the ecosystem. We always want to know what – you know we feel like we're really embedded in Boston's ecosystem now and we always want, we always hold events like the Climate Change Conference with the City of Boston at our school and the Senator Markey launched the Civilian Climate Corps. We always want to engage our stakeholders and socially, economically, and environmentally.

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And that's pretty much it. We had a very interesting year-and-a-half and it will be more interesting in the fall, because we'll be a hundred percent up-and-running in the fall. Our, the last phase of our lab just got completed and we got a lot of feedback by running a hundred people through the program and beta testing all our, all our classes and stuff. So it's going to be a very exciting fall and

hopefully we can be a you know a resource for the country going forward.

Thank you.

Madeline Salzman: Thank you Frank. Obviously your e-mail is here as well, but if folks have specific questions about either for you or about you know who are some graduates maybe coming out of Roxbury Community College, this program that they should talk to should they reach out to you or, or what's the best way to follow-up?

Frank Mruk: Yep, you can just reach out to me.

Madeline Salzman: Awesome, great. Well thank you for our fantastic speakers and we have plenty of time for Q&A. You'll see on this slide a reminder at the very bottom to submit questions at slido.com with the event code DOE and then there should be a list where you can select the Workforce Accelerator meet-up. We do have questions that have been coming in there so we will start with those, but if anybody has not had the chance to submit questions now is the time to get in there.

Also note that you can also up-vote questions. So if you're feeling shy you can also just up-vote ones that you think we should address and those will kind of rise to the top here so to speak.

So a bunch of questions have come in. It looks like so one on the screen is slightly more updated even than, than my phone, so that's cool. But you know just some questions that I think maybe everybody can chime in on. One person you know really more of a statement about how we're looking to provide enduring, well-paid, purposeful careers that many positions in the service economy are currently unable to provide as a living wage. So using that kind of a premise I'm curious for really any of our speakers what you guys think are kind of the most compelling reasons to the young people that you guys work with in particular to get involved in this industry. What do you think is exciting people to go through the hard work of getting trained up and being in these programs? And any of you could start.

Frank Mruk: Okay, so maybe I'll start since I'm, I'm still oiled up from speaking.

So you know it's, it's a problem, because in our neighbor... You know how do I get students... It's very complicated to kind of if I go to like a career fair or just say community meeting how do I get students excited about this, this field, because it's a brand new

profession and it's growing tremendously and there's not enough workers and so it's going to be a long ride if you get in. So how do you get students kind of excited about this?

We have a lot of talks about this. In fact we even started like a drone piloting class, training class from the FAA, because in Boston to operate a drone you need a license. At least I can bring that to get people to the table. So they see that. So I need sexy things like that to kind of get students initiated into the conversation.

But also I get a lot, a lot of the contractors in our neighborhood in Roxbury they come to me and say, "I hear so much about this stuff, but quite frankly I have no idea where to start." So we've been working really hard on granularity of, of what we've doing and compressing it into small as possible how to explain the opportunities. That's part of what I was talking about in terms of like ecosystem map, where's the money coming from, what's happening career-wise, what are the career paths, and what's the opportunity to you like. Where do you go to get more information? How do you map out where you're going in this career?

So we try to make it very simple and, and kind of you know it's got to be at a level of granularity that can be portable and, and people can take – after you tell them they can take to the communities, right? So that's a big thing.

Madeline Salzman: Absolutely. Mary Ellen you just came on.

Mary Ellen Sprenkel: So I, I think that paying training corpsmembers or where, wherever they are in their journey a living wage is critical. But more so than that even I think it's important that programs are able to demonstrate the long-term benefits to the young people that career pathways, the opportunities for advancement, the salary increases that are available, the enjoyability of the work. And, and also that trainers are able to if not guarantee a job after the training and be able to make connections with employers and industry representatives. So it's got to be, we, we have to do a better job of making it relevant and worthwhile to the participants both while they are in the program and when they complete.

Frank Mruk: Also, making, showing examples of people that look like that that have succeeded that's very important.

Mary Ellen Sprenkel: Yeah.

Madeline Salzman: Great point. Adele, I don't know if there's anything you want to chime in on this one the value proposition.

Adele Ferranti: No, I think they covered it. I think they covered it all.

Madeline Salzman: Okay, great, perfect. Now a question that's kind of been up-voted the most number of times now it looks like is: Do you do retraining for structural unemployment issues among established workers? So I, I don't know what specific structural unemployment issues this question asker is referring to, but maybe Adele you might have – be able to chime in here first for your thoughts.

Adele Ferranti: Yeah, it's, it's a good question and one we're addressing at you know as we speak. We are trying to figure out how we can support fossil fuel power plant workers as they're transitioning. We just had Indian Point close here in New York State. You know some workers retired, some are looking for new employment. In some cases there might be good transferable skills to the off-shore wind industry for example, to large-scale renewable projects. In some of our initial data analysis working with our New York State Department of Labor a lot of those individuals in the power plant industry for example is a good number of truck drivers, so obviously they could work in other industries.

So we're looking at the training opportunities. We're looking at the training needs. We have to be flexible. We want to train them before they leave. You know we want to provide training in the evenings so they can do that while they're still working. So we're still doing a lot of the analysis. And as part of our Climate Action Council work and our Just Transition Working Group we are trying to get a real good grip on those transitioning workers that will need support. So a lot more to come in New York.

Madeline Salzman: Absolutely. Mary Ellen or Frank I don't know if you want to chime in on this one. I know you guys are working with folks a little bit earlier in their career specifically.

Frank Mruk: Yeah, I think a big opportunity is probably hydrogen. You know because not too many people are talking about it. It's only people in California are talking about it. *[Chuckles]* But I think when – once we get away from the electrification of all the vehicles I think the trucks are going to be a harder thing to electrify, so things like hydrogen and hybrid things like that need to come into play. So I think that's probably a next wave in a, in a very natural transition from gasoline to hydrogen right now, fueling stations and so.

Madeline Salzman: Yeah, cool. I know you know maybe a different frame on this particular question, but as folks on the line are aware I do quite a bit of my work on, on workforce development and kind of the supply of pipeline issues around getting a workforce up preparing to fill these jobs that are, are even currently available. But when I, I look at this one I think about some of DOE's work to really focus on increasing the market and really market growth and scalability of building efficiency.

You know I also manage the Home Energy for program for the residential buildings team, which is focused on, "Let's make sure consumers have access to information so that you know more homeowners are and landlords are aware of energy efficiency savings opportunities so that there's a more steady stream of business." I know in at least the residential space there's actually issues of kind of seasonal patterns to work. So you know trying to think about ways that at DOE at least even if it's kind of separate from our workforce portfolio that we're focused on really supporting a strong market demand for energy efficiency and flexibility in buildings overall.

Looks like the next couple ones are tagged for Mary Ellen in terms of the, the up-voting. I think the first one is about some of the barriers that you mentioned for employment that maybe young people are currently seeing and what are ways that the corps can help address those things.

Mary Ellen Sprenkel: Sure. So certain populations, particularly young people from low-income communities that have suffered from years of, of disinvestment may not have, have had the opportunity to complete high school or have held jobs. They might have criminal records, they might not have transportation to get to a job, they might have child care needs.

So young people particularly in low-income communities are more likely to face multiple barriers to employment. Jobs might be not located in their communities. So The Corp Network can help manage the corps, our, our programs have staff on hand that can help manage some of those issues. A lot of corps have caseworkers that can connect young people to the appropriate support services, maybe food stamps, housing assistance. Some corps can provide bus passes or expungement services.

So I think meeting the young people where they are is really important and being able to provide them the support they need to both get into and through the program. And corps after many

decades have experience. Most of them have, have figured out how to do this pretty well.

So there are all kinds of barriers to employment. I mean right now and I think the taking a job in a training program or a first job where you can't make your ends, make ends meet from the salary is an issue.

When starting a corps no, no one is required to join The Corps Network. We do offer a number of services and products and resources for communities that are interested in starting a corps. We have a Starting a Corps manual, we have best practices. We have a training and technical assistance team that can help with feasibility studies, but no corps... Corps Network membership is, is not, not required. We do have a, a dues schedule and we have a new and emerging category that, that's very reasonable and we very often work with communities and organizations where that might be an issue.

Madeline Salzman: Cool, yeah thank you for jumping in to that question. I was curious about that one too. I was like, "Oooh some, some folks on the line thinking about what it would mean to join The Corps Network," so that's great.

I know the next question is also it, it talks about the corps specifically, but I, I, I will amend it myself to be broader than, than even just the corps, I'm curious for Adele and Frank to chime in here too. But curious about if you guys have any data that talks about or, or have you done your own internal evaluations around where do people go next after they participate in your programs? And I'll say if you you know are still working on it that's okay. I know we have an active project going on right now for the Department of Energy Solar Decathlon to better understand, "Okay we've been doing this for a bunch of years, where, where are they now?" So curious if folks on the line have done that already?

Adele Ferranti: Hi, this is Adele, I'll jump in. I think this is also related to a question below this. If it's a training program at NYSERDA that we fund for new workers we actually do as I mentioned we look for the business partnerships that are going to interview. We do ask those training providers to track those individuals for a year. They have to track them for a year. So we do have a good sense of where they're placed and if they last a year.

If it's our on-the-job training program where we're helping a new business hire a new worker, so we're working directly with a

business. In our partnership with the New York State Department of Labor they do track the worker for a year as well. So we have two mechanisms, different mechanisms, different programs to track trainees or new hires for 12 months. It's hard, you know they, they leave. It's a challenge but it's a good, it's a good attempt and we get some pretty good data.

Mary Ellen Sprenkel: I, I would just echo it is a hard thing to nail down. It's a, um, the, the population at least that goes to corps, young people 16 to 25 tend to be very mobile, hard to kind of keep track of. Some corps have the resources to have staff on that can just continue to be a resource to the young person and, and help them make the transition to, to the next job and maybe even the next job after that. So it kind of depends on the, the size and capacity of each individual corps program. Some of them have Department of Labor grants or state grants that allow them to put quite a bit of resource into, into post-programs, placement support, and tracking. The majority probably do not. But we, they, we kind of try our best across the network.

But to, to Adele's point having partnerships with employees and employers I, I should say and in this group partners is, is really critical to positive post-program placements and retention.

Frank Mruk: Yeah, we have more – this is Frank, we have more requests for people than we can supply totally. And as you know any grant that you deal with they're requirements are very strict nowadays, what they want to know, where, where they're going, and how you're getting them jobs and internships. And you have to get people work you know at least 60 percent, 50 percent of the people you train. So, so there are many requirements when you craft these things that make us kind of track that. But the demand for people that we're kicking out is just so tremendous. We're, we're still not a place that we need to be where we're training enough people. So that's our big nut to crack over the next year, how do we scale things up?

Madeline Salzman: Yeah, good reminder of the challenges at play. I know you know oftentimes there's – I think there are often examples of training programs that unfortunately train people for jobs that don't exist in, in a specific location or a certain skill set and so I, I know that often worries people and, and it's an unfortunate thing that can happen. But I also know that in much of the building efficiency space there is no shortage of work to be done and it, it, a lot of it does have to do with kind of connecting to people who are ready to hire you know particularly maybe in May when, when students are

graduating from programs or, or whenever kind of the program ends, so it's a good point.

One thing that I've just been thinking about you know as all of you have spoken, I know you know many of your organizations and work have done a great job of, of reaching young people of color. You've, you've shown that in, in the metrics that have been shown on the slides or described. I also spend quite a bit of time you know talking to folks maybe at more the trade association level or, or elsewhere they're saying, "You know we really want to have – bring in more diversity, but you know we're finding it really hard. We don't know where to find people."

And so clearly you guys have had some more success in, in this space at least getting folks into training programs. I'm curious if you had advice for people about how they can maybe do more to foster inclusion in, in the energy efficiency sector what you'd recommend.

Frank Mruk:

So I mean for us this is why people come to us, because there's such a demand to do that. And as I said before we can't keep up with the demand. So when you look at the, the field it's mostly you know the places where these people are going it's mostly 55 or older white males in it and we find it a challenge in a lot, in a lot of our classes to kind of keep people in the program, especially people of color or females who can't relate to the content on the initial goal, goals, on initial goal of the program.

So we make an extreme effort to kind of keep those people in the program, because we tell me them that the industry is demanding so much more diversity and we can't supply it, so the opportunities will be amplified if you're in one of these minority sectors. So that's just a way of us selling the program. I mean quite frankly that's where most of... People come to us because they want that and they need that and they need to prove that they're doing that right now.

Mary Ellen Sprenkel: The, the Corps Network actually has a partnership with the Kellogg Foundation and we have for about 5 years now. Something called, "The Moving Forward Initiative," which is designed to improve the prospects of young people of, of color in conservation and natural resource careers. And so we've developed some resources and training both targeted or intended for the corps members to help them identify and address structural racism and unconscious bias and, and overcome some of the historical oppression that exists in their communities, to help them navigate

some of that, but also some training for employers to help them do equity audits and cultural competency assessments of their own workplace and they're hiring practices and policies. So there are definitely ways... There's, there's work to be done on, on all sides, both support of the incoming workers and the employers.

Adele Ferranti: One thing that I'd like to add. So we have a project that focuses on providing training support and career pathway training to individuals from Public Housing Authorities. So we're working within low-income housing to recruit individuals and train them and actually give them internships within the Housing Authority and potential jobs with contractors afterwards. So that's one exciting opportunity.

And I mentioned a few times or partnership with the New York State Department of Labor. They help us find targeted populations in our on-the-job training program. We provide a higher wage subsidy if businesses hire priority populations and DOL helps us do that. We've don't that through job fairs for example. Where DOL will do targeted outreach to low-income individuals to bring them to the job fairs. We have a hiring setup if companies hire them. So we're always looking for creative ways to, to find priority populations, to make those matches, and we provide additional incentives to, to make that all happen.

Madeline Salzman: Awesome. Adele I guess sticking with you, you can see the two remaining questions from, from folks are, are more directed at you. The first one we maybe have already addressed a little bit in, in of the previous ones, but folks also want to know where, where the money's coming from.

Adele Ferranti: Yeah, just related to the first question. I know we touched upon it a little bit I did. Also, in our projects we provide funding for tracking and, and providing metrics reporting. So we know it's a challenge. We, we do that for a year and we fund those activities and I just wanted to mention that.

Almost all of the funding for Workforce Development and Training Program, I think it's all of it right now, is state funding. I mentioned potential federal funding from SIPPPRA based on outcomes, but that's only based on outcomes.

Our full \$108 million comes from ratepayers. It's an assessment on their electric bills. In our projects that we're developing training infrastructure or capacity there is a cost-share requirement, it's 10 percent for career pathways, could be labor, it could be third party,

support from manufacturers, it could be equipment donations and 30 percent for more traditional trainings. So we do see private cost share for many of our projects.

Madeline Salzman: Great, thank you. I'll also note I see one comment that's come in that says: One proven way to attract learners of, young learners of color is to create a recruitment network consisting of community-based organizations. I just wanted to, to echo that sentiment. I know sometimes when folks feel like, "Oh I'm not, you know my organization isn't currently reaching people, I'll create one that does that." And, and oftentimes that's actually just replicating work that you know organizations within communities of color have already done. And so what are ways that folks can partner with other organizations to leverage their resources and, and connections that already exist. I don't know if folks have anything to add on there or if there's, if there's a great local partner any of you work with in this space?

Oh Mary Ellen you are muted, sorry.

Mary Ellen Sprenkel: I, I would just say for the most part service and conservation corps are community based organizations. They are located in the communities. Most of the corps members come to the corps because of a word-of-mouth. They know other folks who have been through it. And the corps have those partnerships with, with local organizations, Boys & Girls Clubs, churches and, and so for if you're having trouble with recruiting a good first step might be to see if there is a corps operating in your community that might already have those, those ties.

Adele Ferranti: Yeah, we're working with a lot of community-based organizations to do the training. But in some cases where for example a community college might be the lead they've partnered with those community-based organizations for recruit, for outreach, for screenings, so that we see them as being a really important partner in all of our career pathway projects at a minimum.

Frank Mruk: Yeah our stakeholders are the community and there's so many organizations that are in our community that we – it's really a challenge keeping up with all of them, but we always we have the responsibility to do so because that's part of our mission to be in alignment with our community, so we go, we do road shows all the time and try to work with them on recruiting students and finding jobs, that sort of thing.

Madeline Salzman: Yeah. I, I see there's an emphasis we should not duplicate work, sharing is a good thing, love that.

One last question before we'll do a couple of wrap-up items. Someone has asked: If the focus can be placed on selecting and working with employers who will actually hire the employee upon graduation from a program? I'm curious if any of you have examples of when maybe that, those partnerships have worked really well or if there's been some challenges to making those work? Do you know are there moments where you find an employer that says, "Oh we're not going to hire them because of some pre-existing..." You know I, I know sometimes something on, on somebody's record can be really limiting, but advice for companies perhaps in working with you all.

Adele Ferranti: So in our, in our career pathway training projects we require those training providers to have a relationship with businesses that will hire or to demonstrate business demand. We of course can't require the business to hire, because there are so many other factors, but we can have a requirement that the businesses interview. So as you noted there are a lot of other challenges.

But I think the question also gets at we are directly supporting employers in our on-the-job training program. It's an employer comes to us and says, "I want to hire someone." It could be as an intern. We provide 90, up to 90 percent of an intern's wage and in on-the-job training it could be up to 75 percent of a wage for six months. So those incentives combined could be \$15,000.00, \$16,000.00 and it's all directly related to hiring either as an intern or a new hire.

But as you noted there are challenges. In the past we had job retention rates for on-the-job training of 75-, 80-percent, which was really good. With COVID of course you know all bets are off. We've seen some tremendous losses. We've seen some of those workers picked-up. We provide additional flexibility in the program, but a lot of challenges faced by these employers looking to hire new workers.

Madeline Salzman: Mm-hmm. Great. Well thank you all for your – all the speakers and also attendees for your active engagement asking questions and things.

I have a couple of housekeeping items to wrap-up that we'll just go through. So first I think is yes our additional resources slide. So we have a webpage for our Better Building Workforce Accelerator

where you can see a list of all of our partners, a fact sheet, and links to our blog post that we put out about all of the presentations that we do.

You can also see on the Better Building Solutions Center our workforce development portal, which has plenty of information and resources that these organizations have put together and others. Just this is a kind of a hub for careers in this space.

Next slide.

We will also have our Summer Webinar Series, so we'd like to invite you to attend. These are starting in June where partners will discuss some of the most pressing topics that are being faced, shared best practices, and innovative new approaches. If you go to the Better Buildings Solution Center and click on Events and Webinars you should be able to find these.

Next slide.

If you have additional questions here is all of our e-mail and contact information for the Better Buildings team as well all included here. We are happy to follow-up with you and always excited to learn more about other programs that are going on and how we can support.

I'd like to thank our panelists for taking time to be with us today. We've also launched a short feedback survey within Slido so that you can take a couple of minutes to give us feedback on this session and how we can improve in the future. Your answers will be invisible to other attendees and you can provide feedback as well on other sessions or sorry other features of the summit including or contacts, webinars, et cetera. Feel free to reach out to any of us about the Solution Center content as well.

I'm not sure if – is there time to do the video or not enough time? Not sure if that was supposed to popup at some point, but that's okay. I'm sure other sessions will show you the video.

Cool and with that I think we can end this session. Thanks all for your time and attention.

[End of Audio]