

BEFORE THE  
CALIFORNIA CLEAN ENERGY JOBS ACT  
CITIZENS OVERSIGHT BOARD  
  
CALIFORNIA ENERGY COMMISSION  
IMBRECHT HEARING ROOM - FIRST FLOOR  
1516 NINTH STREET  
SACRAMENTO, CALIFORNIA 95814

This meeting of the Citizens Oversight Board will include teleconference participation by one or more Board Members. Per Government Code section 11123(b)(2), the teleconference locations, in addition to the address above, are:

ARUP  
900 WILSHIRE BLVD., 19TH FLOOR  
LOS ANGELES, CA 90017

WEDNESDAY, FEBRUARY 13, 2020  
1:00 P.M.

Reported by:  
Peter Petty

## APPEARANCES

BOARD MEMBERS PRESENT (\*Via telephone and/or WebEx)

Adrienne Alvord, Chair, California Citizens Oversight Board

Randall Martinez, Vice Chair, California Citizens Oversight Board

Darrell Park, California Citizens Oversight Board

David Dias, California Citizens Oversight Board

Barbara Lloyd, California Citizens Oversight Board (Absent)

\*Heather Rosenberg, California Citizens Oversight Board

EX OFFICIO MEMBERS PRESENT

Fritz Foo, Advisor to Commissioner McAllister, CEC

COB STAFF PRESENT

James Bartridge

Jack Bastida

CEC STAFF PRESENT

Jim Holland

William Pfanner

Sarah Williams

Tomas Ortiz

## APPEARANCES (Cont.)

ALSO PRESENT (\*Via telephone and/or WebEx)

Hoang Nguyen, California Community College Chancellor's  
Office

Shrayas Jatkar, California Workforce Development Board

PUBLIC COMMENT: (\*Via telephone and/or WebEx)

I N D E X

THE BOARD WILL CONSIDER AND MAY TAKE ACTION ON THE FOLLOWING ITEMS:

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| 1. | INTRODUCTION AND ROLL CALL OF BOARD MEMBERS TO DETERMINE QUORUM. (Chair Alvord)  | 6  |
| 2. | APPROVAL OF MINUTES FROM JULY 24, 2019 CITIZENS OVERSIGHT BOARD MEETING. (Chair Alvord)  | 9  |
| 3. | DISCUSSION AND POSSIBLE VOTE ON THE CITIZENS OVERSIGHT BOARD CHAIR POSITION (Chair Alvord)   | 11 |
| 4. | DISCUSSION AND POSSIBLE VOTE ON THE CITIZENS OVERSIGHT BOARD VICE-CHAIR POSITION (Chair Alvord)  | 12 |
| 5. | PRESENTATION AND POSSIBLE VOTE ON ANNUAL REPORT FROM THE CALIFORNIA ENERGY COMMISSION. (Jim Holland, or David Velazquez, California Energy Commission)   | 12 |
| 6. | PRESENTATION AND POSSIBLE VOTE ON ANNUAL REPORT FROM THE CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE. (Hoang Nguyen, California Community College Chancellor's Office)  | 25 |
| 7. | PRESENTATION AND POSSIBLE VOTE ON TRAINING REPORT FROM THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD. (Curtis Notsinneh, Chief Deputy Director, or Shrayas Jatkar, Equity, Climate, and Jobs Analyst, California Workforce Development Board) | 40 |

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## 1 P R O C E E D I N G S

2 FEBRUARY 13, 2020

1:06 P.M.

3 CHAIR ALVORD: Thank you.

4 MR. BARTRIDGE: Okay, great. Well, welcome  
5 everyone to the first Proposition 39 Citizens Oversight  
6 Board Meeting for 2020. I'm Jim Bartridge for the staff,  
7 joined by Jack Bastida.

8 We'll start with a few opening housekeeping  
9 comments. So for those of you not familiar with the  
10 building, the restrooms are located around the corner to  
11 your right or off to your left under the stairs. There's  
12 not a snack bar on the second floor, some vending machines.  
13 And lastly, in the event of an emergency and the building  
14 has been evacuated we'll go to the park across the street,  
15 follow us employees there. And then we'll meet at  
16 Roosevelt Park and then afterwards, after any emergency is  
17 cleared, we return back to the building. So that's that; I  
18 am going to go ahead and offer some additional comments for  
19 the start of our Board meeting.

20 The Citizens Oversight Board typically meets  
21 three to four times each year, the first meeting is in  
22 February when we elect the Chair and the Vice-Chair to  
23 oversee the Board's work throughout the year. We also  
24 receive the annual reports from the agencies that report to  
25 us including the Energy Commission, the Community College

1 Chancellor's Office and the Workforce Development Board.

2           Going forward, we'll take information we receive  
3 today from the reporting agencies to develop our annual  
4 report, which we submit to the Legislature at the end of  
5 March. Our second meeting is held in March where we'll  
6 review the draft report, receive input and then submit it  
7 to the Legislature. In July we'll have another meeting to  
8 focus on the results of the audits performed for us by the  
9 State Controller's Office and our audit work for the State  
10 Controller's Office includes a program audit every year and  
11 a financial audit of the Clean Energy Job Creation Fund  
12 every other year.

13           So with that, let me turn it over to Chair Alvord  
14 for opening comments.

15           CHAIR ALVORD: Thank you, Jim. Good afternoon,  
16 everybody. My name is Adrienne Alvord and I'm the Western  
17 States Director at the Union of Concerned Scientists. I  
18 was appointed to this position or to this Board in June of  
19 2018, and I was elected Chair last year.

20           Are we joined by any representatives today of the  
21 Commission?

22           MR. BARTRIDGE: We are not.

23           CHAIR ALVORD: Okay. As you all know, California  
24 voters approved Proposition 39, the California Clean Energy  
25 Jobs Act in 2012 to create jobs, save energy, and reduce

1 energy costs and greenhouse gas emissions by investing in  
2 California schools and community colleges. These  
3 investments were also intended to provide job training and  
4 workforce development in order to promote the creation of  
5 the new private sector jobs to improve the energy  
6 efficiency of commercial and residential buildings  
7 throughout California to help meet our climate and  
8 greenhouse gas reduction goals.

9           Program funding, from a change to the corporate  
10 income tax code and revenues were allocated to the Clean  
11 Energy Jobs Creation Fund for five years, from July 1st,  
12 2013 through June 30th, 2019. And there were no new  
13 appropriations for Prop 39 programs after fiscal year 2017-  
14 2018.

15           The Citizens Oversight Board was created as a  
16 nine-member, independent body to audit, review expenditures  
17 and maintain transparency and accountability of the Clean  
18 Energy Job Creation Fund. Board members are appointed by  
19 the Attorney General, the State Controller and the State  
20 Treasurer. The Board currently has six Board Members and  
21 I'd like to thank all of you for service.

22           And finally, an update, please enjoy me in  
23 congratulating Dave Dias for his recent reappointment by  
24 Betty Yee. We very much appreciate it, Dave. Thank you.  
25 (Applause.)



1           Would anyone, other members of the Board like to  
2 make any opening comments before we begin?

3           BOARD MEMBER ROSENBERG: I just want to let you  
4 know I'm here, this is Heather.

5           (Applause.)

6           CHAIR ALVORD: Excellent. Thank you, Heather.

7           BOARD MEMBER ROSENBERG: Sorry, I had a little  
8 technical difficulty, but I'm here now.

9           CHAIR ALVORD: Okay, so with that I would  
10 entertain a motion to approve the minutes of the last  
11 meeting.

12           BOARD MEMBER DIAS: I'll move to approve the  
13 minutes from July 24th.

14           CHAIR ALVORD: Any discussion of the minutes?  
15 Any corrections? Any second?

16           VICE CHAIR MARTINEZ: I'll second.

17           CHAIR ALVORD: Okay. All in favor?

18           (Ayes.)

19           CHAIR ALVORD: Any opposed?

20           Okay. And now I will come to the embarrassing  
21 part of --

22           MR. BARTRIDGE: Well, let me just say that  
23 Commissioner McAllister's Advisor, Fritz Foo, has joined as  
24 well.

25           (Off mic colloquy.)

1 CHAIR ALVORD: Welcome, thank you for coming.

2 MR. BARTRIDGE: And why don't we start with roll  
3 call and make sure we're all here.

4 MR. BARTRIDGE: So Chair Alvord?

5 CHAIR ALVORD: Here.

6 MR. BARTRIDGE: And Dave Dias?

7 BOARD MEMBER DIAS: Here.

8 MR. BARTRIDGE: Randall Martinez?

9 VICE CHAIR MARTINEZ: Here.

10 MR. BARTRIDGE: And Darrell Park?

11 BOARD MEMBER PARK: Here.

12 MR. BARTRIDGE: Heather Rosenberg?

13 BOARD MEMBER ROSENBERG: Here.

14 MR. BARTRIDGE: And Barbara Lloyd is  
15 unfortunately sick and can't join us today.

16 So with that we have a quorum and we can proceed.

17 And we've approved the minutes, so the next item  
18 is vote on a Chair for the year. And we've had some  
19 discussions with Chair Alvord and she's agreed to stay on  
20 for another year.

21 CHAIR ALVORD: Against my better judgement, here  
22 I am. (Laughter.) This is a great offer and I shouldn't  
23 make light and I'm honored to serve as Chair if that's  
24 (indiscernible) take.

25 MR. BARTRIDGE: So do we have a motion?

1 BOARD MEMBER DIAS: I Motion.

2 VICE CHAIR MARTINEZ: So moved.

3 BOARD MEMBER DIAS: Second.

4 MR. BARTRIDGE: And then we'll do a vote.

5 CHAIR ALVORD: All in favor?

6 (Ayes.)

7 CHAIR ALVORD: Any opposed?

8 MR. BARTRIDGE: It's unanimous, thank you.

9 And then the next up is the vote on our Vice  
10 Chair. I've spoken with Randall and he's agreed to  
11 consider serving again as our Vice Chair this year.

12 CHAIR ALVORD: Great, thank you.

13 MR. BARTRIDGE: Do we have a motion?

14 CHAIR ALVORD: I'll move it. I moved.

15 BOARD MEMBER PARK: Second.

16 MR. BARTRIDGE: And then --

17 CHAIR ALVORD: All in favor?

18 (Ayes.)

19 CHAIR ALVORD: Any opposed?

20 Okay. It's unanimous. Thank you, Randall.

21 MR. BARTRIDGE: Very good.

22 CHAIR ALVORD: Okay. And with that I guess we  
23 got to Item 5, the Annual Report presentation.

24 MR. HOLLAND: Good afternoon Commissioners and  
25 guests. I'm Jim Holland with the Local Assistance and

1 Financing Office. And I'm here this afternoon to provide  
2 you with an overview of the updates contained in this  
3 year's Energy Commission Proposition 39 progress report.  
4 This is the fifth Energy Commission progress report to the  
5 Citizens Oversight Board. We do expect to have, I believe,  
6 two more beyond this one in the future.

7           This report contains information on the Prop 39  
8 K-12 Program, the Energy Conservation Assistance Act  
9 Education Subaccount, or ECCA-Ed, the Bright Schools  
10 Program and the School Bus Replacement Program. Again, the  
11 report includes four program components: the Prop 39 K-12  
12 Program, which are grants; the Energy Conservation  
13 Assistance Act Education Subaccount, for loans; the Bright  
14 Schools Program for technical assistance and the School Bus  
15 Replacement Program.

16           The reporting period included in this report is  
17 December 19th of 2013 through June 30th, 2019. The numbers  
18 you see in this chart have not changed from last year. The  
19 total allocation for the Prop 39 K-12 Program was 1,748,000  
20 and 56,000,000 for the ECCA-Ed program.

21           This chart, as well as well has not changed from  
22 last year. This chart does pertain primarily to the Prop  
23 39 K-12 Program. The chart indicates that the highest  
24 percentage of participants were charter schools at 54  
25 percent, followed by public school districts at 43 percent,

1 the county offices of education at 3 percent and then the  
2 state special schools, which contain three schools at under  
3 1 percent for a total of 2,189 LEAs.

4 This chart indicates the breakdown of monetary  
5 allocations by LEA type, again has not changed from last  
6 year and this definitely pertains only to the Prop 39 K-12  
7 Grant Program. The public school districts received the  
8 biggest allocation at \$1,425 million, or 82 percent of the  
9 total allocations. Charter schools came in second with  
10 \$304 million at 17 percent. The county offices of  
11 education came in at 17.9 million for 1 percent. And the  
12 state special schools came in at 611,537 for under 1  
13 percent of the total allocations.

14 VICE CHAIR MARTINEZ: Excuse me?

15 MR. HOLLAND: Sure.

16 VICE CHAIR MARTINEZ: Just a point of  
17 clarification, can you go back to the pie chart?

18 MR. HOLLAND: Yes.

19 VICE CHAIR MARTINEZ: The public school districts  
20 received 1.4 billion?

21 MR. HOLLAND: Yes, more like .425. I'm sorry if  
22 I misspoke.

23 VICE CHAIR MARTINEZ: Thank you.

24 MR. HOLLAND: Sometimes I don't get any of the  
25 numbers a little confused. Did you need any other

1 clarification?

2 VICE CHAIR MARTINEZ: Just that. Thank you.

3 MR. HOLLAND: So, the task of reviewing and  
4 approving amendments to EEPs have replaced the reviewing  
5 and approving of initial EEPs. In the first five years  
6 when we were actually handing out allocations our main goal  
7 was approving EEPs. So since no new allocations have been  
8 awarded over the last year, our main goal has been  
9 reviewing and approving changes to the EEPs that had  
10 already been submitted. And this shows the process in  
11 fairly good detail. I think the important points here is  
12 that we've had 221 amendments approved in this last fiscal  
13 year of 2018 and 2019. And 825 EEPs have  
14 had an amendment done at least one time during the life of  
15 the Prop 39 program. This represents approximately 40  
16 percent of the total number of EEPs submitted.

17 This chart indicates that although no new  
18 allocations were received, the \$1,704 million is the same  
19 as the prior fiscal year. The amount spent has risen from  
20 808 to 1,077 million. And that's a \$269 million increase  
21 over last year.

22 What this chart shows particularly is the  
23 participation rate. And the Tier 4 schools, which are the  
24 largest ones with over 2,000 students, a 99 percent  
25 participation rate occurred in that category.

1           This indicates the total numbers of EEPs as well  
2 as the total number of sites; 2,121 EEPs approved and 7,189  
3 sites within those approved EEPs were affected (phonetic)  
4 by the program.

5           So these are the most common measures that were  
6 included in EEPs: lighting systems, heating and air  
7 conditioning and circulation, HVAC retrofits, controls such  
8 as thermostats, pumps and motors, plug loads, insulation  
9 and photovoltaic systems.

10           Again, the breakdown of measures that have been  
11 included in EEPs: the vast majorities have been lighting at  
12 41 percent followed by HVAC and lighting controls, or I'm  
13 sorry, followed by HVAC and then self-generation PV and  
14 HVAC and lighting controls and other measures.

15           What this shows is the increase over last year  
16 where we had 292 completed EEPs versus year of 522. What  
17 this shows is those projects that have been completed and  
18 have had 12 to 15 months since project completion, so we  
19 were able to receive 12 months of benchmarking data. So  
20 the final project completion reports basically give us a  
21 snapshot of what occurred, actually occurred, through the  
22 EEP and gives us a measure of the electricity savings. And  
23 the actual dollar amount spent, so 230 more since last year  
24 were received.

25           In looking ahead, amendments are still being

1 processed. Almost half the approved EEPs have undergone an  
2 amendment at least one time. Annual reporting will resume  
3 July of this year. Close to 1,000 annual reports will be  
4 generated at the time. Final project completion reports  
5 are ongoing. Based on overall numbers at this time 1,599  
6 final project completion reports will need to be filed by  
7 September 30, 2021, which is the absolute last deadline by  
8 which final reports need to be filed.

9 ECAA-Ed Funding, this is the loan program  
10 primarily, showing that this again has not changed since  
11 last year. The funding for the loan program was  
12 50,491,524. And the Bright Schools Technical Assistance  
13 Program was \$5,508,476 for a total of \$56 million.

14 This is a breakdown of the loan project status,  
15 loans that have completed and have final project completion  
16 reports submitted, total \$43.1 million. Completed loan  
17 projects where project completion reports have not been  
18 submitted are at \$4.8 million. And loans that are still  
19 under construction are 4.4 million for a total of 52.3  
20 million.

21 So the ECAA-Ed Competitive Loan Program basically  
22 kicked off after the timeframe for this report, so just a  
23 brief outline of what's going on with that program. The  
24 first Program Opportunity Notice was released February 2019  
25 for \$36 million. The first ECAA-Ed competitive loans



1 approved December of 2019; seven loans were approved  
2 totaling \$6.7 million. The second PON is scheduled for  
3 release February 2020 for \$38 million. And a full report  
4 on ECAA-Ed Competitive Loan Program will be briefed in the  
5 March 2020 Citizens Oversight Board meeting.

6 Next, the Bright Schools Program for Technical  
7 Assistance. The Bright Schools Program includes energy  
8 audits, third-party proposal review and professional  
9 engineering support services. Currently their allocation  
10 was \$5.6 million. \$91,524 of the technical assistance  
11 monies were rolled over to the ECAA-Ed Loan Program. And  
12 3,331,199 had been spent for technical assistance, leaving  
13 a balance of 2,177,277.

14 The accomplishments of the Bright Schools Program  
15 are they've done 195 technical assistance grants. And the  
16 important point I think to note here is that 80 of the  
17 energy audits done by the Bright Schools Program have gone  
18 directly into the submittal of EEPs. So backing up the  
19 required documentation to submit an EEP under the Prop 39  
20 Grant Program, so there was some great crossover between  
21 those two programs.

22 And then finally, the School Bus Replacement  
23 Program. The School Bus Replacement Program received \$75  
24 million in funding. Eligible applicants included school  
25 districts, county offices of education and joint powers of

1 authority. Priority was given to the oldest school buses,  
2 school buses operating in disadvantaged communities or  
3 schools that have a majority of students eligible for free  
4 or reduced price meals in the prior year. Any replaced  
5 school bus must be scrapped.

6 So the School Bus Replacement Program funded by  
7 SB 110 received 75 million. The charging infrastructure  
8 portion of the program received 14 million through the  
9 Clean Transportation Program. And the Workforce Training  
10 Program received \$1 million also through the Clean  
11 Transportation Program.

12 This highlights the accomplishments of the  
13 program. As you can see out of the \$75 million allocated  
14 for the buses, 74,913,844 was actually spent. So they darn  
15 near reached the total award. And the same goes for the  
16 total infrastructure award. Out of the \$14 million  
17 received they were able to allocate 13,980,000. So they've  
18 really done a great job over the last year.

19 And that's it for my presentation. Do you have  
20 any questions?

21 CHAIR ALVORD: Any questions from the Board?  
22 Heather? I have a question about (indiscernible) --

23 BOARD MEMBER ROSENBERG: Sorry, I was on -- but  
24 no.

25 CHAIR ALVORD: Okay. Thanks.

1 I have a question about the completions. There  
2 are 522 final completion reports that were done and there  
3 was a slide back there that talked about the ones that are  
4 due. It's like 1,000 in the coming year?

5 MR. HOLLAND: Yes. That's based on --

6 MS. ROSENBERG: The next one, the one after that.  
7 I'm sorry, I kind of lost track. Anyway, if you could  
8 speak to what we have yet to do in terms of completions  
9 that would be great.

10 MR. HOLLAND: Okay, so final accomplished --  
11 final project completion reports are submitted between 12  
12 and 15 months after a project is totally complete in an  
13 EEP. So they are given 12 to 15 months to collect utility  
14 bills, so they can show the benchmarking post-efficiency  
15 measure installation. And we compare that to the energy  
16 consumption of the sites that occurred prior to the measure  
17 installation. So we can see what savings were gained  
18 overall between pre and post-efficiency measure  
19 installation.

20 And what I think the slide that you're talking  
21 about -- let's see -- I'm not sure which one it was, but  
22 how many are left?

23 CHAIR ALVORD: Basically and in what time period.

24 MR. HOLLAND: We have EEPs in the system that are  
25 going to be due those final project completion reports.

1 And those final project completion reports have got to be  
2 submitted by September 30, 2021. That's the deadline by  
3 which all EEPs must have a final project completion report  
4 submitted or CDE (phonetic) could possibly ask for return  
5 of funds.

6 CHAIR ALVORD: Okay. It's the annual reports and  
7 then the final report.

8 MR. HOLLAND: Annual reports, right. We'll still  
9 get a lot of annual reports coming this July. And  
10 hopefully part of those annual reports will have a final, a  
11 completion date. The completion date that they enter into  
12 the annual report will in turn trigger a final project  
13 completion report 12 months later. So there's that three-  
14 month window during which they have to submit their final  
15 project completion report.

16 CHAIR ALVORD: Okay. Thank you.

17 MR. PFANNER: I'm going to just jump in for a  
18 second, Bill Pfanner. I'm a Project Manager  
19 (indecipherable).

20 THE REPORTER: Could you scoot up to the mic?

21 (Off-mic colloquy re: mic.)

22 MR. PFANNER: I just wanted to note all work on  
23 Prop 39 must be completed by June 30th of 2020. We've had  
24 a series of e-blasts going out, but we've noted our third  
25 one will be March 1st, making all the applicants aware that

1 work needs to be done by June 30, 2020. And then that will  
2 trigger an annual report and a final report also. So if  
3 you look at how applications came in to Prop 39, they  
4 started slow and then when we had final date -- and that's  
5 we're seeing now, the same type of thing. But just keep in  
6 mind we're completed June 30th, 2020.

7 CHAIR ALVORD: Okay, so it sounds like our work  
8 is going to end with a bang.

9 MR. PFANNER: Yes.

10 CHAIR ALVORD: So, just be prepared.

11 Okay, any other thoughts or questions, Darrell?

12 BOARD MEMBER PARK: I'm interested in where I can  
13 get usage data for the bus program. The data that will be  
14 collected or that is being collected is incredibly useful,  
15 not just for this program, but for lots of other things.

16 MR. HOLLAND: Right. I would have to ask one of  
17 our bus program people to address that, because I don't  
18 have the details for that.

19 BOARD MEMBER PARK: Okay.

20 MR. HOLLAND: If anyone here might be able to  
21 answer that or we can get back to you with that.

22 (Overlapping colloquy.)

23 MR. HOLLAND: I can give it to Mr. Bartridge or  
24 Jack.

25 MS. WILLIAMS: Hi, my name's Sarah Williams. I'm

1 with the School Bus Unit. We are just now getting our  
2 first deliveries in. So we had the first ones in December,  
3 so obviously we don't have usage data yet. But they will  
4 be submitting final reports and they are collecting data,  
5 so I'm sure in a future report we can give you detailed  
6 information about where that data is now.

7 BOARD MEMBER PARK: Great, thank you so much.

8 CHAIR ALVORD: Okay.

9 VICE CHAIR MARTINEZ: One more question.

10 CHAIR ALVORD: One more question from Randall.

11 MR. HOLLAND: Sure.

12 VICE CHAIR MARTINEZ: Yes, I am curious as to  
13 when these reports will be able to show energy usage data  
14 overall. Now I would imagine it's after September when the  
15 final reports are submitted.

16 MR. HOLLAND: Yes. After they're submitted to us  
17 up to the September 30, 2021 deadline while we're  
18 processing them we're recording all that data. David  
19 Velazquez, as you know probably from last year's  
20 presentation, is the numbers guy. And he's keeping all  
21 this in a database. And we've got a pretty comprehensive  
22 database actually already online that shows a lot of that  
23 data. But after the September 30, 2021 date all that data  
24 will be compiled and I assume available to the public.

25 VICE CHAIR MARTINEZ: I'd certainly be interested

1 in a before and after of the program.

2 MR. HOLLAND: Yes, absolutely. Right. That's  
3 our main goal is just to hopefully prove how much energy we  
4 saved through this program.

5 VICE CHAIR MARTINEZ: Precisely.

6 MR. FOO: Excuse me, if I could ask a quick  
7 question? On the second to the last slide, with the School  
8 Bus Replacement Program, I was just curious, because I look  
9 at the funding amounts are the same, but in the Central  
10 Valley there were, almost in some cases double the number  
11 of awardees. And I'm curious, is the allocation different  
12 or was there something like per awardee was the funding  
13 amount significantly different? I was just curious if you  
14 have any insight as to --

15 MR. HOLLAND: Yeah, again I can't give specifics  
16 on the bus program, but if someone from the bus program  
17 would like to address that, it would be good.

18 MR. ORTIZ: I'm Thomas with the school bus  
19 program. So the way that we kind of structured the awards  
20 was we gave 72 percent for the age of the bus, 20 percent  
21 for if they were eligible for free or reduced priced meals  
22 and then 10 percent if they served a disadvantaged  
23 community. And then each district was eligible for up to  
24 10 buses per award. There were more applicants in the  
25 central region than there were in the other regions, which

1 is why that one looks more competitive. And so in some of  
2 the others we had multiple recipients receiving the full  
3 award of 10 buses whereas with Central, because it was more  
4 competitive some of the districts, they had old buses they  
5 were only getting five or six awards (indecipherable).

6 CHAIR ALVORD: A follow-up question for that. I  
7 looked at that and I thought well LA Unified is so huge if  
8 that's a single awardee then that might account for that.  
9 But you're saying maximum of 10, was there any provision  
10 for size of district?

11 MR. ORTIZ: We didn't make a provision for that.  
12 We wanted to make sure that, especially in the case of LA  
13 Unified, since they have 1,300 buses in their fleet we  
14 didn't want them to take up the whole region.

15 CHAIR ALVORD: Okay. Thank you.

16 Any other thoughts? Okay. Should we move to  
17 accept the report?

18 BOARD MEMBER DIAS: So moved.

19 CHAIR ALVORD: Okay. Second?

20 BOARD MEMBER PARK: You beat me to it. Okay.

21 CHAIR ALVORD: Okay.

22 MR. BARTRIDGE: All in favor?

23 (Ayes.)

24 CHAIR ALVORD: Any opposed? Okay.

25 MR. BARTRIDGE: Okay, next up Community Colleges



1 presents. Hoang, do you want to present from here or?

2 MR. NGUYEN: I can go there.

3 Good afternoon Chair, fellow Members of the  
4 Board. My name is Hoang Nguyen, Director of Facilities for  
5 the California Community Colleges Chancellor's Office. I'm  
6 here to present the summary for the Proposition 39 Clean  
7 Energy Jobs Act.

8 Topics we're going to cover today is are pulled  
9 out of our program and we'll go deep into that, our Board  
10 of Governor's Energy and Sustainability Awards that we just  
11 had in January, go over the summary for '18-'19 and '19-'20  
12 and for Workforce and Economic Development and their  
13 summary as well and I'll be presenting on their behalf.

14 Here's a summary from the Years 1 through 5 of  
15 the allocations that was allocated to us for the various  
16 (indecipherable). As you see, roughly 13 percent what  
17 allocated to the Workforce and Economics Development Unit  
18 in our Department. The remaining amount has gone to our  
19 office, or my unit, with a percentage of that going towards  
20 the consultant to oversee the administration for these  
21 projects.

22 Overall, we received for actual projects roughly  
23 \$185 million to at least 72 districts through the system of  
24 a total amount 219 million throughout these five years.

25 No notables out of Year 6 for the 2018-'19 fiscal

1 year. We had 68 districts that were able to close out a  
2 project, roughly 289 total projects. Tentative project  
3 costs, that was \$104 million, generating in 38 kilowatt  
4 hour savings, 6,600 in kilowatt savings and almost 600,000  
5 in therm savings. In terms of energy cost savings, that  
6 was almost \$6 million through the lifetime of the project.

7 In terms of job years we had finder 550 generated  
8 and 15 trainee job years. That's roughly 1.1 million in  
9 direct job hours. Apprenticeship, we had 32,000 in  
10 apprentice job hours.

11 For the IOUs, they paid roughly \$4.5 million in  
12 incentives for the fiscal year, for these projects to close  
13 out. And that almost equates to about 7,000 homes powered  
14 through the energy savings.

15 In terms of Year 7, we gave them past July up to  
16 about September, October, to close out these projects. So  
17 this -- when I refer to Year 7, I just mean of like a few  
18 months after July closeout.

19 So that was 31 districts that closed out during  
20 this time period, 114 projects total, roughly \$40 million.  
21 That generated -- I think I missed -- 14.3 million  
22 (indiscernible) savings on that one, 4,600 kilowatt savings  
23 and 259,000 therms. So for the lifetime of these projects  
24 it was \$2.2 million in energy cost savings.

25 So that generated about 225 direct job hours, 6

1 trainee job hours and that's roughly 467,000 in direct job  
2 hours total. So the IOUs paid about \$815,000 dollars for  
3 these projects to close out. And they got some additional,  
4 got the money back.

5 So in terms of homes power, it's roughly about  
6 2,600 homes for these projects, for these energy cost  
7 savings.

8 Here is a breakdown of all the projects  
9 themselves. Lighting still remains king. They are the  
10 low-hanging fruit, so the districts really go after these  
11 parking lots for the safety of the campuses, parking  
12 garages, did the work on the facilities themselves. And  
13 there's still more there, from what I've been told that  
14 they've missed some buildings. So definitely they could  
15 use more funding to help fix or replace these lights, the  
16 efficient lights in the facilities. So that's 541 for the  
17 full seven years.

18 HVAC remains second at 197. Controls, lighting  
19 and HVAC control is 120 from the '19. And the others fall  
20 in place just in double digits for a total of 932 projects  
21 for these seven years. So lighting is at almost 560  
22 percent.

23 CHAIR ALVORD: Clarification, MBCx and RCx are?

24 MR. NGUYEN: Monitoring-Based Commissioning and  
25 Retro-Based Commissioning, so they're basically just

1 monitoring projects.

2 CHAIR ALVORD: Modernizing?

3 MR. NGUYEN: Monitoring.

4 CHAIR ALVORD: Monitoring, okay.

5 MR. NGUYEN: Yeah. Right, so that goes for the  
6 summary for those projects.

7 So we have partnership with the IOUs. So we call  
8 it the CCC/IOU Energy Efficiency Partnership. For that  
9 partnership we give out energy and sustainability awards,  
10 so last year's winners are based upon the Proposition 39  
11 dollars that they were able to capture.

12 North Orange County Community College District,  
13 they did a chilled water thermal energy storage. That  
14 category was for the large districts. They won an award  
15 for that.

16 Chaffey, they won an award for photovoltaic  
17 installation and they're a medium district. For a small  
18 district we have Victor Valley College for a multi-year  
19 exterior lighting retrofit on their campus.

20 For a retrofit project, we have Saddleback  
21 College. They're from South Orange Community College  
22 District for interior lighting and retrofit. And then the  
23 commissioning project we have Foothill-DeAnza College for  
24 monitoring data commissioning for their S-Quad facility.

25 For renewable energy, we have San Bernardino

1 College for a solar photovoltaic system on their district  
2 office.

3           And for Access in Energy and Sustainability, we  
4 have a faculty/student initiative. This is where faculty  
5 or the students come together and try to develop a program  
6 or some kind of efforts to make the campus aware of  
7 sustainability or energy efficiency or things of that like.  
8 So this year it went to Orange Coast College, to Julia  
9 Clevenger and Mike Carey for a Student Initiated  
10 Sustainability Plan. And what that plan was, they went out  
11 to do a sustainability plan for their district. But in  
12 realizing the cost with the consultant it was above and  
13 beyond their needs, so they partnered up with their  
14 students and faculty to generate their own. So that was  
15 able to capture the cost savings of them doing it in-house.  
16 So they won an award for that.

17           For Excellence in Energy and Sustainability-  
18 Sustainability Champion we have Farrah Farzaneh from --  
19 she's the Director of Facilities Planning and Construction  
20 at San Bernardino. Her efforts involved working with the  
21 IOUs to have the first D&E facility for the community  
22 college system. She presents and helps out the system  
23 quite a bit trying to get out there with the climate change  
24 and sustainability efforts in regards to what the state's  
25 trying to do. So she's trying to get that message out

1 there.

2           In summary for programs the districts have  
3 recovered (phonetic) the total funding that was shown  
4 earlier. We closed out all the projects in '19-'20 and a  
5 little bit in '20-'21. However, we still have \$5.8 million  
6 in project savings, so I'll talk about that in a little  
7 bit.

8           In terms of energy reduction across the system,  
9 about 6.1 percent in energy reduction based on the  
10 information received from the districts. That means 43  
11 districts reported that they had reduced their energy in  
12 terms of comparison with their square footage I should say.  
13 And 17 districts have increased their energy usage, but  
14 also that could mean that their square footage has gone up.  
15 So that could have been the reason behind that. Twelve  
16 districts did not report their energy usage. They could be  
17 like our department where we're short-staffed.

18           In regards to the \$5.8 million that were in  
19 project savings, we've extended it out to the end of this  
20 calendar year. In working with the Department of Finance  
21 and our General Counsel we were able to help stretch the  
22 program out although our program ended in '19-'20. If we  
23 were to capture that money back and bring back into our  
24 department, the Department of Finance wouldn't be able to  
25 sweep that funding. So we allowed the districts to be able

1 to keep that money that they saved from the projects and  
2 hold onto it. And they would resubmit new projects to help  
3 capture the remaining funds at their districts. So they  
4 could continue on until the end of this fiscal year to  
5 finish that program off.

6           Currently we have 23 districts with those  
7 projects savings. Seventeen districts are participating  
8 with that extension. I'm trying to get one more district  
9 to jump onboard, but he's said there's contracting issues.  
10 The other districts that are participating, they have low  
11 dollar amounts like \$18 or like \$1,000 or in the hundreds.  
12 So they're not going to like continue the efforts for like  
13 a \$20 drain like that.

14           With this extension, we didn't budget that for  
15 the administration costs since we're so short staffed.  
16 That administration cost is going to be footed by the  
17 districts themselves.

18           So right now we have 5.2 million of the 5.8  
19 moving forwards towards new projects for energy savings and  
20 150,000 right now roughly from six nonparticipating  
21 districts.

22           Future challenges for our department and for  
23 districts in general, we adopted a new Climate Change and  
24 Sustainability Policy in May of 2019. So we have  
25 challenges and goals to meet in 2025 and in 2030. So with

1 that (indiscernible) lack of funding, so that's one of the  
2 challenges that we're facing right now to get this system  
3 onboard to meet the state's goals of AB 32, SB 100. So  
4 there is a lack of funding for future projects right now to  
5 meet these really stringent goals that are coming down the  
6 line.

7           Also with that there is a lack of staff on  
8 campuses that are experts in sustainability. Not every  
9 district has the ability to hire an energy manager or  
10 someone that's learned in sustainability or climate change.  
11 As someone just said yesterday yeah, but we created a  
12 Climate Change and Sustainability Steering Committee in our  
13 Department and we have a group of energy managers that will  
14 participate on that to create these guidelines. So we have  
15 a system involved to try to figure out a pathway for our  
16 system moving forward to try to capture all the  
17 requirements that the state is pushing on all those future  
18 goals.

19           Moving on to Workforce and Economic Development,  
20 these funds were directed to educational areas to align  
21 with SB 350 and SB 100. They provide a supplement of  
22 funding to 96 colleges in which students have earned almost  
23 9,000 in degrees and certificates.

24           If you look at the chart here you'll see how they  
25 compare with each other. For an AA degree, there were



1 roughly 1,600 students that earned that. For a certificate  
2 under 18 units, there are roughly almost 2,400 students.  
3 For under 30, around 2,100 students earned that type of  
4 certificate. And over 30, almost 2,000 students  
5 (indecipherable) in that.

6 In other or not credit awards, there were roughly  
7 800 or 900 students that received some -- did that. Broken  
8 out by types of certificates, water and waste water  
9 technology almost 1,200 students; civil and construction  
10 management, 160; manufacturing and industrial tech, almost  
11 3,000; drafting tech, not as popular with 16; construction  
12 draft at 1,300 students; environmental control, 1,200  
13 students. Industrial systems tech, almost 360 students got  
14 a certificate in that. Electro-mechanical was 41;  
15 electronics and electrics technology, almost 1,200 and  
16 architecture at 550.

17 So far this is the money that when used, was also  
18 for faculty and professional development. So they have an  
19 eight track collaborative (phonetic) that engages faculty  
20 and the industry. So that's now -- that collaborative has  
21 now spread throughout the Central Valley, Bay Area north  
22 and far north. And they also have an automation  
23 collaborative that was launched in Orange County and into  
24 the Central Valley. So they're developing programs just  
25 like (indecipherable) somewhere and in now this kind of

1 spread it around to the different colleges and campuses.

2           They've been working with the California  
3 Independent System Operator connecting faculty with the  
4 industry just to get them new ideas how to move forward  
5 with technology, so that way they could better instruct  
6 their students and so with collaboration with the Energy  
7 Commission. They also had the Southern California Virtual  
8 and Augmented Reality Seminar, which engages faculty  
9 (indiscernible) I guess through virtual reality and to  
10 enhance the student learning process.

11           Regional impact, as you can see is being broken  
12 out now by areas here in the different campuses cross  
13 referenced with the categories from before.

14           All in all the summary of the education outcomes  
15 are aligned with the California mandates and increase the  
16 workforce capacity for California through these efforts.  
17 These programs that were updated through the professional  
18 development with these (indecipherable) faculty would be  
19 able to connect with the industry and other relevant  
20 players in energy. So that way they can build up their  
21 repertoire. And leveraging the funds to existing programs  
22 to expand and replicate into other regions.

23           There was an energy collaborative that was  
24 created through this nexus and so that became a successful  
25 program as well.

1           And with that here is my contact and the contact  
2 for the Workforce and Economic Development, if you have any  
3 questions on their program.

4           CHAIR ALVORD: Okay. Thank you very much for  
5 your presentation.

6           Any questions?

7           BOARD MEMBER PARK: No.

8           CHAIR ALVORD: Heather?

9           BOARD MEMBER ROSENBERG: No.

10          CHAIR ALVORD: Okay, as usual I have questions.  
11 I think I mentioned the community colleges now have like  
12 energy and climate policy.

13          MR. NGUYEN: Correct.

14          CHAIR ALVORD: Can you briefly describe is it  
15 goals based? Is it facilities based? What are the  
16 (indiscernible)?

17          MR. NGUYEN: (Overlapping) It is goals based, so  
18 we have greenhouse gas reduction in there, procurement --

19          CHAIR ALVORD: Is it like a state type goal of  
20 like --

21          MR. NGUYEN: It is based off AB 32 --

22          CHAIR ALVORD: Okay.

23          MR. NGUYEN: -- as a foundation. The purpose of  
24 the steering committee is to see if our goals are enough.  
25 And then we keep getting new goals as well, so we're trying

1 to make sure that although we have a policy that's not  
2 going to be the end-all be-all. We'll continue to develop  
3 that and move beyond that if need be to be better stewards  
4 of the world, of California first foremost and then the  
5 rest of the world.

6 CHAIR ALVORD: And even though post-dated the  
7 program here, it sounds like this program has been helpful  
8 to some degree.

9 MR. NGUYEN: Correct. But we did have a  
10 sustainability policy beforehand. We just upgraded it or  
11 updated it to meet the current standards and put more goals  
12 in there as well.

13 CHAIR ALVORD: So you mention that funding always  
14 is an issue.

15 MR. NGUYEN: Correct.

16 CHAIR ALVORD: What kind of funding are you  
17 eligible for in addition to this program?

18 MR. NGUYEN: We have a CAPA LA program (phonetic)  
19 where we offer districts who can -- for new projects that  
20 they could be entitled to 5 -- by 2 to 3 percent for new  
21 projects and modernized projects, modernization projects,  
22 with these facilities. If they could meet the energy  
23 standards by 10 or 15 percent, we will give them 2 to 3  
24 percent incentives for that. So that way they can move  
25 forward and add more energy types of mechanics into that

1 facility. So that way they are more kind of future  
2 proofed-ish. So that's the only type of funding that we  
3 would have at the moment.

4 CHAIR ALVORD: Okay. And finally a small  
5 question. You mentioned there's 61 districts that are  
6 participating. How many are there total, I can't remember?

7 MR. NGUYEN: We have 72 total although we have  
8 actually 73, we have an online college although yeah, we  
9 have 61 participating. That's because wherever they are  
10 funded they can only close out after fiscal year, so that's  
11 what gets reported.

12 CHAIR ALVORD: So that's the discrepancy.

13 MR. NGUYEN: That's the discrepancy, so they're  
14 all participating. Only 61 closed that year and the  
15 following six months it was only 38 or so closed out within  
16 that cycle.

17 CHAIR ALVORD: Okay, very good. Thanks.

18 MR. FOO: If we (indecipherable). Do you also  
19 need to have a follow-up, so we can see others who have  
20 received the certificate, whether they were void or sort of  
21 how quickly were they able to maybe get a job? I know  
22 that's a little hard maybe to have those (indecipherable)  
23 numbers.

24 MR. NGUYEN: This isn't -- that last day was in  
25 my unit, I'd have to follow up with that. Though we do

1 have a funding formula where we do have to track students  
2 in regards to if they get a job within their region that  
3 comes into play on how districts are funded. So I mean we  
4 do try to track that, but I don't have those numbers off  
5 the top of my head because that's in a different division.

6 MR. FOO: Okay. If you can follow-up on that.  
7 Thanks.

8 MR. NGUYEN: Okay. Thanks, will do.

9 CHAIR ALVORD: Is there anything else?

10 BOARD MEMBER PARK: Can I ask you about a couple  
11 of individual community college districts; is that in your  
12 purview or?

13 MR. NGUYEN: I'll try to remember.

14 MR. PARK: Okay. There seems to be amazing  
15 energy savings, but there's some especially in my neck of  
16 the woods where the numbers went in the other direction, if  
17 you have any sort of specific or general information.

18 MR. NGUYEN: Which colleges are you referring to?

19 MR. PARK: So Antelope Valley seems to go in the  
20 wrong direction by 0.7 percent.

21 MR. NGUYEN: In terms of the energy usage?

22 MR. PARK: Yeah, it's over the baseline.

23 MR. NGUYEN: That could be that they're growing.  
24 I don't recall off of the top of my head. I mean this is  
25 self-reported.

1 MR. PARK: Okay.

2 MR. NGUYEN: So I could contact Antelope Valley  
3 and see what's going on with their energy usage and why  
4 this might be.

5 MR. PARK: Okay. I mean, they were very good in  
6 terms of reporting their BTUs for the square foot and not  
7 everybody did that. So thank you.

8 MR. NGUYEN: Okay, very good.

9 CHAIR ALVORD: Okay, thank you very much.

10 MR. NGUYEN: Thank you.

11 MR. BARTRIDGE: And just on that last point,  
12 Darrell, I know that in the Prop 39 program -- I don't know  
13 if this is similar to the community colleges as well, but  
14 when they added new and better HVAC they ended up in many  
15 cases using it more if they hadn't been using it as much,  
16 so efficiency wise.

17 And let me just ask, do we have any public  
18 comments on the community colleges report and the Prop 39  
19 report? I'd ask or we can make them wait until the end, I  
20 don't see a show of hands out there so okay. So let's move  
21 forward on a vote to make this. Do we have a motion to  
22 accept the community college report?

23 VICE CHAIR MARTINEZ: So moved.

24 BOARD MEMBER DIAS: Second.

25 MR. BARTRIDGE: And then?

1 CHAIR ALVORD: All in favor?

2 MR. BARTRIDGE: All in favor.

3 (Ayes.)

4 CHAIR ALVORD: Any opposed?

5 MR. BARTRIDGE: Heather?

6 BOARD MEMBER ROSENBERG: Aye.

7 CHAIR ALVORD: Thanks, Heather. Okay.

8 Okay. And then ready for our final report?

9 MR. BARTRIDGE: Got it. Okay, so next up is  
10 Shrayas Jatkar with the Workforce Development Board. Let's  
11 just go ahead and enable it for this session.

12 CHAIR ALVORD: I don't know. That's very  
13 unpromising there, Shrayas. (Laughter.)

14 MR. BARTRIDGE: So Shrayas, if it doesn't run we  
15 have the link copied on a Word file that we can click on.

16 MR. JATKAR: Okay. All right, thank you.

17 Well, good afternoon everyone. My name is  
18 Shrayas Jatkar with the California Workforce Development  
19 Board. And on behalf of the State Workforce Board, our  
20 Prop 39 grantees and the thousands of program participants  
21 and graduates, first I want to say thank you for the  
22 commitment to invest Prop 39 funds in workforce development  
23 and in construction sector pre-apprenticeships  
24 specifically.

25 And I want to actually start by speaking from the



1 heart. This program has changed lives by giving people the  
2 chance to acquire basic construction skills and knowledge  
3 and secure placement in quality jobs or further education.  
4 Individuals coming out of prison who have little more than  
5 a conviction record now have an industry recognized  
6 credential, disconnected youth who felt lost and alone now  
7 have their own tools, and more importantly have a sense of  
8 purpose and security. Women and people of color who were  
9 told that they don't belong in construction are now  
10 exemplary building trades union members and are helping to  
11 recruit more people who look like them into the industry.

12           And before getting into the pre-apprenticeship  
13 program, I want to start with a quick recap of the jobs  
14 associated with Prop 39 implementation. And the highlights  
15 are more or less the same as we reported last year, because  
16 as you know there were no new investments in the K through  
17 12 school projects since June of 2018.

18           So through the end of June 2018, over 8,700  
19 direct jobs were created from the investment from about  
20 \$1.5 billion. These investment figures or this investment  
21 figure is based (indiscernible) in 2016 dollars to have a  
22 consistency across the reporting years. And it's based on  
23 the approved expenditure plans.

24           This resulted in the creation of an additional  
25 3,800 indirect jobs in industries that provide various

1 inputs for these retrofit projects in building materials,  
2 supplies, clean energy equipment. In addition the spending  
3 of wages and business income from these investments created  
4 an additional 7,300 induced jobs, mostly in the retail and  
5 the services sectors.

6           Again, these are figures based on modeling of the  
7 \$1.5 billion of investment in K through 12 clean energy  
8 projects from 2014 through the end of the 2017-'18 fiscal  
9 year. I also want to say that this is not the total  
10 picture. We are looking only at the K through 12 school  
11 program. And of course that is the biggest share of Prop  
12 39 investments, but it's not the only investments.

13           Also, I would say it's not complete yet. The  
14 expenditure plans are of course approved, but construction  
15 work is ongoing in many cases. And I'll just end this  
16 slide with just sort of a note of caution that when we say  
17 jobs created here, that is not the same as the number of  
18 individual workers hired and certainly not the same as the  
19 number of new workers employed on these projects, still  
20 impressive results nonetheless.

21           Implementation of K through 12 projects helped to  
22 "create" good-paying energy efficiency and clean energy  
23 jobs in California, one of the stated goals of Prop 39. By  
24 and large, legal requirements made this accomplishment  
25 possible. What I mean by that is that Prop 39 K through 12

1 projects are public works projects and as such prevailing  
2 wages must be paid to all the workers employed on these  
3 projects.

4           Consequently, the jobs are generally well paid.  
5 They include health and retirement benefits. And as you  
6 can see, from the table on the right, wages range from  
7 \$48.22 for journey level electricians to just over \$36.00  
8 an hour for laborers. Also, the type of building energy  
9 retrofit work largely involved workers from trades or  
10 crafts, with relatively high earnings. Specifically the  
11 data we've reviewed shows the importance of highly-skilled  
12 specialty trades, electricians, plumbers, pipe fitters,  
13 sheet metal workers that work on major energy consuming  
14 systems in the buildings, lighting and HVAC.

15           And the data also showed the prominence of trades  
16 that work on the building envelope, carpenters, glazers,  
17 roofers. And given our focus on pre-apprenticeship it's  
18 worth noting that the payroll data we reviewed shows that  
19 Prop 39 provides clear career track training for  
20 construction works through the state registered  
21 apprenticeship system.

22           About 18 percent of the hours worked on these  
23 projects were performed by apprentices, which we think is a  
24 healthy ratio of apprentices to journey level workers and  
25 comparable to other public works projects. And apprentices

1 as you see here earn a little over or just under, excuse  
2 me, \$25 per hour on average.

3           The Final Jobs Report that we submitted last  
4 February is the best resource for more detailed data on  
5 jobs, including some information about the data  
6 limitations. Going forward the School Bus Replacement  
7 Program, if you're interested in a jobs report to be  
8 associated with the School Bus Replacement Program, just a  
9 note that of course that's different inputs and outputs to  
10 run the modeling.

11           And also given our experience trying to do this  
12 with the K through 12 projects, there's a need for  
13 substantial resources to make sure that we're addressing  
14 the data limitations that we faced for the K through 12  
15 projects.

16           So turning now to the training side I want to  
17 just begin with some brief context. Construction is the  
18 most prominent industry or one of the most prominent  
19 industries in the energy sector in terms of the number of  
20 hours worked. Therefore what we say is having a skilled  
21 clean energy workforce is synonymous with having a skilled  
22 construction workforce.

23           And the best career pathway in construction in  
24 the trades in particular is apprenticeship, because it is  
25 both a good quality job and rigorous training. And hence

1 the moniker some people may have heard of "earn while you  
2 learn."

3 I'll just highlight very briefly what makes  
4 apprenticeship, what are the advantages of apprenticeship.  
5 As you can see from the first circle here around placement  
6 with apprenticeship there's a solid line between training  
7 and employment, unlike in the non-apprenticeship pathways.  
8 And as you can see at the end there's a clearly defined and  
9 transparent pathway for career advancement over time as  
10 workers gain more experience and skills.

11 All that being said, getting into an  
12 apprenticeship program is challenging. There's a high bar  
13 to entry. The system is hard to navigate. It's especially  
14 true for people unfamiliar with the industry and for people  
15 with barriers to employment. And that's why we need to  
16 invest in pre-apprenticeship and high road multi-craft  
17 construction pre-apprenticeship to be more specific.

18 So this is a barebones sketch of the kind of high  
19 road multi-craft pre-apprenticeship that we invest in. As  
20 you can see it's much more than a curriculum in training.  
21 Every step is important. It begins with targeted outreach,  
22 recruitment and screening to reach priority populations.  
23 Training, using the Multi-Craft Core Curriculum or MC3 and  
24 assessment along the way, so that we know pre-apprentices  
25 are acquiring the basic competencies. That they can earn

1 an MC3 certificate that enables them to compete for an  
2 apprenticeship slot in any of the nearly two dozen trades  
3 of crafts.

4           There are supportive service along the way so  
5 that people can complete training, so that they're eligible  
6 and prepared for apprenticeship and they gain the lifelong  
7 employability skills in this industry, and for any career.

8           Lastly, placement services to ensure that the  
9 investment in training results in a good job or post-  
10 secondary education. And so with that, we'll review the  
11 results of our Prop 39 Pre-Apprenticeship Program from the  
12 last several years.

13           From 2014 through 2018, we invested over \$13  
14 million of Prop 39 funds to build 12 construction pre-  
15 apprenticeship training partnerships across California.  
16 These pilot projects a coherent system of energy efficiency  
17 focused job training and placement programs serving  
18 disadvantaged Californians. And this was the foundation of  
19 our High Road Construction Careers Initiative.

20           So on the left as you can see enrollments, we  
21 enrolled over 2,700 individuals, which means they received  
22 some level of training and supportive services. And of  
23 course, as noted here community-based organizations were  
24 instrumental in making sure that we reached the target  
25 populations and addressed diversity and equity.

1           Some numbers that are in the final training  
2 report that was submitted last week and I'll just go over  
3 it quickly. Of these 2,700 individuals over half were low  
4 income; about 27 percent are youth, 18 to 24 year olds; 17  
5 percent women; 16 percent formerly incarcerated or justice  
6 involved; 6 percent homeless and 3 percent veterans. And  
7 while 3 percent is a low figure I would note that there are  
8 other programs, particularly Helmets to Hardhats, that  
9 serve that population very well and have done so for a long  
10 time. And so while our program may not have been the best  
11 fit there are other opportunities that they have available  
12 to them.

13           In terms of on the right, you see training  
14 completion numbers, 2,100 individuals completed the  
15 training and earned the Multi-Craft Core Curriculum  
16 Certificate. This is a 78 percent graduation rate, which  
17 we think is notable considering the challenges in the  
18 construction industry with program -- well participant  
19 retention and completion.

20           How we achieved this success is important as  
21 well. And we really chalked this up to making sure that  
22 we're that getting and providing more than training, really  
23 supportive services that play a key role in making sure  
24 that as noted earlier people can complete the training.  
25 That looks like stipends and counseling. That they're

1 prepared for apprenticeship requirements, that looks like  
2 remedial math and reading courses, addiction treatment in  
3 some cases. And the third sort of benefit or purpose of  
4 supportive services to make sure people gain employability  
5 skills for the long haul, that looks like financial  
6 literacy, trauma-informed care, anger management, things of  
7 that nature.

8           So when thinking about workforce development, we  
9 often say that it's important to keep in mind that training  
10 gets you training. Training doesn't guarantee you a job.  
11 It doesn't even connect you to employment necessarily. And  
12 that's true in this case as well. Completing pre-  
13 apprenticeship does not guarantee someone an apprenticeship  
14 slot. And as a result we make sure that planning for  
15 placement was an essential element of the Prop 39 funded  
16 programs.

17           And the key to success is always partnership, in  
18 this case with the Local Building and Construction Trades  
19 Council and apprenticeship coordinators. And over time,  
20 several of the Prop 39 funded training partnerships develop  
21 ways to give their graduates a leg up when they apply for  
22 apprenticeship. This looked like guaranteeing an interview  
23 for some programs. It looked like waiving certain entrance  
24 exams in other cases. What really made that possible is  
25 the quality of the pre-apprenticeship program and therefore



1 building a level of trust and familiarity with the  
2 apprenticeship program coordinators.

3           And while apprenticeship was the ideal outcome  
4 for many pre-apprentices, training partnerships facilitated  
5 and tracked other meaningful placement outcomes including  
6 the ones you see here. We track construction or energy  
7 efficiency sector employment; that was about 23 percent.  
8 Well, let me just step back and say that just over 40  
9 percent were placed in state registered apprenticeship in  
10 the building and construction trades, 23 percent in  
11 construction or energy efficiency sector employment, 26  
12 percent in other employment. This often looked like  
13 retail. In some cases we saw reporting that showed people  
14 working in the solar industry.

15           We probably should have changed our definition to  
16 construction or clean energy sector employment, but  
17 nonetheless this was a significant share. And lastly 10  
18 percent went on to post-secondary education.

19           VICE CHAIR MARTINEZ: I have a question for you  
20 on that slide. So if I understand correctly 78 percent of  
21 those that enrolled in the pre-apprentice program  
22 graduated. And you had 100 percent placement outcomes for  
23 all those 78 percent?

24           MR. JATKAR: We had 79 percent placement rates,  
25 so 1,660 placements.

1           VICE CHAIR MARTINEZ: Represented in this chart  
2 here?

3           MR. JATKAR: Yes. Thank you.

4           VICE CHAIR MARTINEZ: Got it. Thank you.

5           MR. JATKAR: Yes. Good question.

6           And actually that's a good segue way to the sort  
7 of last note on this slide, which is that we do expect  
8 placements to increase over time as the programs that we  
9 funded will continue working with those populations with  
10 other moneys or where those participants may be served by  
11 other workforce development programs. And also the  
12 placements may shift over time as some folks probably know  
13 well.

14           Apprenticeship is not sort of like any kind of  
15 training program where it's just sort of on an ongoing  
16 rolling basis. Apprenticeship programs open their doors  
17 when demand actually increases, when there's real demand to  
18 hire these new workers.

19           The last thing I want to note on this slide is  
20 about an increase in representation of women in the  
21 building and construction trades. That continues to be a  
22 major goal for the industry and the apprenticeship  
23 community nationwide. And so it's not on this slide here,  
24 but it's in the report, which is the success of placing  
25 women in apprenticeship. That placement rate exceeded the

1 total rate of placement in apprenticeships, so for women,  
2 it was 56 percent of the people that completed the program  
3 were placed in apprenticeship compared to 41 percent  
4 overall.

5 MR. BARTRIDGE: Shrayas, can I ask just real  
6 quick?

7 MR. JATKAR: Yeah.

8 MR. BARTRIDGE: On the 10 percent that went to  
9 post-secondary education do you have any kind of tracking  
10 on that? I wonder if they may have gone on to programs  
11 through the community colleges?

12 MR. JATKAR: We do not track specific schools or  
13 where they went.

14 MR. BARTRIDGE: Sure.

15 MR. JATKAR: I can look into that further though.

16 So actually I want to spend a little bit of time  
17 on this slide compared to the others. I think we've  
18 presented on the data in years past and I think we have not  
19 spent enough time describing what we've done with this  
20 program or what this program has really enabled for us and  
21 for California really.

22 So for us, Prop 39 was really -- the funding  
23 represented an investment in the pilot phase of a single  
24 comprehensive High Road Construction Careers Initiative  
25 that could meet the workforce needs of the construction

1 sector industry-wide. And so to that end we dedicated some  
2 Prop 39 funds to technical assistance that was to help  
3 grantees with program implementation. And also was to help  
4 us build a model for construction sector pre-apprenticeship  
5 in the state. And we did that by producing different types  
6 of educational resources with each one sort of built upon  
7 the previous one.

8           So to start with, we convened regular communities  
9 of practice over the course of the program that brought  
10 together the grantees and subject matter experts to learn  
11 from one another to identify common challenges, possible  
12 solutions and receive training to improve service and  
13 outcomes.

14           And so some of the examples of the improvements  
15 facilitated through communities of practice include one,  
16 developing effective recruitment and retention plans to  
17 increase representation of women in the construction  
18 trades. That was with the help of Tradeswomen,  
19 Incorporated. And another is incorporating trauma-informed  
20 care among the supportive services available to pre-  
21 apprentices, particularly for certain populations like  
22 those coming out of prison. And that was thanks to the  
23 help of an organization called 2nd Call.

24           So these convenings and then regular interaction  
25 with our grantees helped us identify three major lessons

1 early on for a successful design and execution of multi-  
2 craft pre-apprenticeship, which we've included in the  
3 annual reports to the Board, but I'll just repeat them very  
4 quickly.

5           Those three early lessons were active involvement  
6 with the local building trades is key to apprenticeship  
7 placement. Number two, placement in state registered  
8 apprenticeship is not an overnight process. And three, a  
9 successful program provides more than just curriculum.

10           So expanding on these core lessons, we then  
11 produced a thorough best practices report featuring Prop 39  
12 projects learnings and innovations. That report covers the  
13 elements of successful pre-apprenticeship programs  
14 including an emphasis on training partnerships, not just  
15 programs, meeting industry demand, running comprehensive  
16 programs from recruitment to placement, and lastly  
17 assessing program effectiveness and opportunities for  
18 expansion.

19           And we also commissioned a report from the East  
20 Bay Alliance for a Sustainable Economy and the Alameda  
21 County Building and Construction Trades Council about  
22 building effective partnership between community and labor  
23 organizations to support the expanded use of community  
24 workforce agreements or CWAs.

25           These agreements are a critical component to our

1 training programs, excuse me, a critical complement to our  
2 training programs by connecting workforce development to  
3 regional labor market demand. You can think of this as  
4 combining push and pull strategies. Community workforce  
5 agreements help pull target populations into good jobs  
6 whereas the training we provide pushes them into these  
7 labor markets.

8           And community workforce agreements are distinct,  
9 but very intimately related to project labor agreements.  
10 Project labor agreements address job quality while  
11 community workforce agreements are needed to advance  
12 equity. Both of these best practices reports are on our  
13 website and they're linked to in the final training report  
14 we submitted last week.

15           And lastly, I'll say based on this research and  
16 practice in the field we were able to take things to the  
17 next level under SB 1 or the Road Repair and Accountability  
18 Act. And as mandated under SB 1 we established 10  
19 standards for multi-craft construction pre-apprenticeship  
20 in California. We call this document the SB 1 Workforce  
21 Guidelines and at the same time we do believe that those  
22 standards are applicable to a wide range of entities that  
23 are investing or involved in major construction projects,  
24 not just the local agencies receiving SB 1 monies.

25           So we also had a series of short videos made, to

1 show what pre-apprenticeship entails and what the pre-  
2 apprentices directly tell their stories about the deep and  
3 lasting impact that these programs have had in their lives.

4           Most of the videos focus on a particular Prop 39  
5 funded training partnership and highlight their union  
6 contribution in this field. For example a particular  
7 target population served or in some cases a successful  
8 partnership that they developed with clean energy and  
9 transportation projects like the Solar One project in  
10 Richmond and High-Speed Rail in the Fresno area.

11           And again, there's a link to all of these videos  
12 in our final report. But I do want to play this one, which  
13 is more of an overview of the entire pre-apprenticeship  
14 program. And what I might do is I have a feeling it's not  
15 going to go full screen from here, so it's --

16           (Off mic colloquy to set up video playback.)

17           (Video playback begins.)

18           Tim Rainey: There are jobs in construction right  
19 now, because number one the economy is great. But you add  
20 to that that what people call this silver tsunami.

21           Juanita Douglas: The Baby Boomers are retiring  
22 and there is a major shortage in skilled labor.

23           Myllex Guadamuz: There is about a \$70 billion  
24 expectation of construction that's going to come around in  
25 the next two to three years.

1 Fred Lucero: Construction is one of those things  
2 that can't be outsourced. It's got to be done right here.  
3 Because of Prop 39 we're able to serve the people from the  
4 community that want to go into the trades.

5 Juanita Douglas: And we're finding it's harder  
6 and harder and harder to find people that's qualified, so  
7 with these programs it literally keeps the workforce going.

8 (Music and Title Card: Apprenticeship Readiness,  
9 A Pipeline to the Trades)

10 Chris Hannan: The MC3 or the Multi-Craft Core  
11 Curriculum is a curriculum developed by the international  
12 unions of the building trades. This is what we're looking  
13 for when we get somebody ready for apprenticeship.

14 Jonathan Brito: A lot of us don't go to college  
15 right, so you know programs like this help people find real  
16 living-wage jobs.

17 Jaime Alvarez: Pre-apprenticeship programs are  
18 very useful in that it helps the students come to terms  
19 with what they're getting themselves into.

20 David Lopez: So we basically tell them this is  
21 what you're going to be doing every single day for the next  
22 30 years. Is this what you want to be doing?

23 [Place card: What I Want To Do - interviews with  
24 apprentices, no names given.]

25 1) The craft I would like to go into land



1 surveying.

2           2) I want to be a painter and drywall finisher.

3           3) Labors would be my craft.

4           4) I'm leaning towards the Plumbers Union.

5           5) Carpentry and I want to become a craftsman. I  
6 want to actually start with finish work.

7           Renee Edwards: They start you off with the  
8 basics of the math learning the different terminology with  
9 building and everything, just  
10 learning stuff that I never knew existed.

11           David Robinson: We walk past all these  
12 buildings; everything's being built by construction workers  
13 and just having a knowledge of how it starts.

14           Fred Lucero: A really broad understanding of  
15 Labor history, which is critical.

16           Eduardo Benitez: I want to learn a little bit  
17 about everything and it's just like it prepares physically  
18 and mentally.

19           Daniel Torres: The construction industry can be  
20 very physical. We've actually had students give up,  
21 because of how hard it is.

22           Jose Zarazua: What we're doing, PT, it's called  
23 physical training. They're pretty much preparing us for  
24 all the hard work that we'll be doing.

25           Marlin Jeffreys: We get them first aid, CPR

1 training, OSHA 10 cards.

2           Adriana De La O: Safety handling the tools,  
3 which is a very important, because we want to go home with  
4 our fingers.

5           Brian Liston: We're in the process right now of  
6 building small structures that have all the same components  
7 of any residential or commercial building.

8           Lewis Ingram: We learn how to do all types of  
9 different skills from measuring to hammering and sawing.

10           Isamar Marroquin: We're out in the yard, we're  
11 doing or grading the leveling, like that's really cool.

12           Juanita Douglas: I'm basically teaching them  
13 life skills, how to stay on a job, how to keep their jobs.

14           David Lopez: Anything from showing up on time,  
15 having the proper tools, proper communication skills.

16           Mario Mathis: How to work with other people, how  
17 to work in close proximity with somebody else.

18           Jose Zarazua: Brotherhood, we all look out for  
19 one another. We come to work together. We get to know  
20 each other. We go through pain together.

21           [Place card: Visiting Apprenticeship Programs and  
22 Jobsites]

23           Isaac Lopez: During those 10 weeks, we're  
24 traveling to different union halls, the Sheet Metal Workers  
25 and the Painters Union and Plumbers Union, IBEW Local 11,

1 so they can start thinking about, "Okay, what is it that  
2 I'm gonna do?"

3 Daniel Torres: A visit like today at LAX is  
4 super valuable. Our students actually get to see what a  
5 live jobsite looks like.

6 Myllex Guadamuz: They get to see how the  
7 symphony of crafts working together flows. They get to see  
8 the cool hardware, the cranes, you know, the bulldozers,  
9 seeing people on the lifts, seeing people on the roof,  
10 seeing just how exciting working in this industry actually  
11 can be.

12 Richard Brady: It's crazy that my first jobsite  
13 that I've ever visited was that extensive, that big, a huge  
14 project. I'd like to see myself there.

15 Toni Tonicco: We took students to three different  
16 sites. We started at the San Joaquin River Viaduct, it's  
17 in the City of Fresno, to get the students out there to see  
18 what other people are working on, the men and women working  
19 on the project.

20 Tania Borjas: I've never really been so close to  
21 something, you know, know so big like the high-speed rail.  
22 And I just hope I can be part of it pretty soon.

23 [Place Card: Who The Students Are]

24 Tim Rainey: The pre-apprenticeship programs  
25 we've funded over the last six or seven years of Prop 39

1 have seen a lot of really great success on the individual  
2 level for formerly incarcerated at-risk youth, people of  
3 color from communities that otherwise would have had no  
4 access to these kinds of wonderful middle-class jobs.

5 We've seen success in getting more women into the trades  
6 and moving that small percentage to a larger percentage.

7 Marlin Jeffreys: Fifty percent of the  
8 participants that we train are women. We train a lot of  
9 participants who are entering back into society from  
10 incarceration or people who are have other barriers to  
11 employment.

12 Tim Rainey: One of the big elements of success  
13 in terms of reduced recidivism is a good job and a  
14 paycheck.

15 Jose Zarazua: You know, we're coming out of  
16 prison. Most of us come out with no experience.

17 Eduardo Hanke: And being a felon, like there's  
18 not many jobs I can get and construction is a career that  
19 they look past that and that's what I like about it.

20 David Lopez: We don't care what your background  
21 is, right? All we care is that you're willing to commit  
22 yourself to the craft.

23 Juanita Douglas: Actually the ones that have  
24 been incarcerated are the ones that are really the best  
25 students, because they pay attention and they know what

1 they have to go back to if they don't make it here.

2 Belia Lopez: They actually believe in us and  
3 that's what you need, people to believe in you and actually  
4 give you that second chance.

5 Mario Mathis: But with the state taking a chance  
6 on me, so you know I'm going to make them proud.

7 [Place card: The Pride That Comes With A Solid  
8 Job]

9 Molly McCobb: I like to see our participants  
10 come through the program and then find themselves in a  
11 secure job where they have potential to grow, to see their  
12 confidence build from the beginning to the end of the  
13 program.

14 Brian Liston: It's great for the group that's in  
15 the class right now to see someone who's come through the  
16 program being successful and thinking to themselves like,  
17 "If they can do it, I can do it."

18 Christopher Bell: To be honest before I got to  
19 RichmondBUILD I was on a crash course. I was in and out of  
20 jail. I didn't believe I would ever have a job. I didn't  
21 believe in myself. BUILD gave me the opportunity to go out  
22 and do something with my life, to change my life around.

23 Miguel Castillo: I wanted a career and I knew I  
24 going through the ARC boot camp, pre-apprenticeship boot  
25 camp, would get me towards a career instead of, you know, a

1 job.

2           Vernon Jefferson: I look at what I'm doing now,  
3 like I'm working now. I was the first person that started  
4 working out (indiscernible) and everybody looked like, wow  
5 like he was the first person they grabbed.

6           Trent Roan: I went to the pre-apprenticeship and  
7 now here I am working on high-speed rail. It's like really  
8 cool once you get out here, because it's like you're a part  
9 of something that's, you know it's kind of big.

10           Tim Rainey: If we can build this model of access  
11 into really great jobs through pre-apprenticeship and  
12 apprenticeship training, and get more people who  
13 (indiscernible) jobs into good jobs we can move the needle  
14 on poverty in the state.

15           Isaac Lopez: Because it's an everybody's best  
16 interest to give these folks an opportunity to succeed and  
17 provide for themselves.

18           Peter Mattich: It changes the individual's life,  
19 but it affects their families and neighborhoods.

20           Daniel Torres: For a lot of our students this is  
21 life and death for them. This may be the last opportunity  
22 they get before something drastic happens in their lives.

23           Jose Zarazua: This is definitely a blessing for  
24 me, to help me have a second chance at life. A future, you  
25 know, to be able to provide for my family.

1 (Video playback end)

2 MR. JATKAR: So I think I'll just say thank you  
3 again, dedicated multi-year funding for Prop 39 really gave  
4 us the opportunity to build a foundation for the High Road  
5 Construction Careers Initiative. Again, thinking about  
6 serving the construction industry-wide. And we're now  
7 taking this initiative to the next level with significant  
8 funding from SB 1 and from the Greenhouse Gas Reduction  
9 Fund. Currently we're scoring applications for the first  
10 round of grants under SB 1. We anticipate announcing  
11 awards in May.

12 And notably, for this group virtually all of the  
13 partnerships developed under Prop 39, we're expecting them  
14 to continue the work under SB 1 and GGRF.

15 We have 10 million from the GGRF that we received  
16 last week and we expect or it's probably better to say we  
17 hope that this initiative will receive an additional \$40  
18 million from the GGRF over the next four years. But as  
19 (indiscernible) familiar with the Greenhouse Gas Reduction  
20 Fund and the legislative appropriations process now that is  
21 not guaranteed.

22 And while our Prop 39 funding has ended we still  
23 think that this program can benefit the group in clean  
24 energy deployment in California that we need to achieve our  
25 SB 100 targets. And we really look forward to continuing

1 the collaboration and we really believe that this  
2 initiative will play a major role in developing a skilled  
3 workforce that will move us towards a carbon  
4 (indiscernible) economy in California, so thank you.

5 BOARD MEMBER PARK: Thank you.

6 CHAIR ALVORD: Such a great program, do folks  
7 have questions?

8 BOARD MEMBER DIAS: I have a comment. After 37  
9 years in the trades, I want to start over again.

10 (Laughter.) Just kidding, I'm retiring.

11 Although the thing about the veteran thing, yeah  
12 I know you said you only had 3 percent, but most of the  
13 trades have direct entry for veterans so don't let those  
14 low numbers fool you any. They can just come right in, so  
15 that's the way we are in our trade. That's the way it is,  
16 so they just come in.

17 CHAIR ALVORD: Yeah.

18 VICE CHAIR MARTINEZ: I was curious about the 22  
19 percent that did not successfully get placed. What your  
20 lessons learned might be and how you might mitigate that  
21 for the future?

22 MR. JATKAR: You know, I don't think we've  
23 explored that enough. I think we should continue to look  
24 at that. I will say that to some extent construction is  
25 not for everyone. We do the screening at the front end, so



1 that the people who go through pre-apprenticeship have a  
2 decent sense of what they're getting into, but folks may  
3 wash out. After they've gone through this program they may  
4 see that this is not the right fit for them and turn out as  
5 a result of that.

6 BOARD MEMBER DIAS: I'll comment on it as well is  
7 that what we see through our pre-apprenticeship program is  
8 they actually will figure out that construction is actually  
9 work, I mean physical work.

10 VICE CHAIR MARTINEZ: Yeah, that's why I went to  
11 college.

12 BOARD MEMBER DIAS: Yeah, exactly. That's what  
13 happens sometimes even in our pre-apprenticeship program  
14 when they go through it. It's actually a good thing to  
15 have a pre-apprenticeship program, because you can weed  
16 people out that, "Oh wow, I cannot physically do these  
17 things."

18 MR. JATKAR: Absolutely. I think and that's one  
19 of the benefits of pre-apprenticeship for the  
20 apprenticeship community and the industry, is that there's  
21 a need for committed people. People who really have a  
22 sense of what they're getting into, even in an  
23 apprenticeship program. My understanding is that  
24 apprenticeship programs invest tens of thousands of dollars  
25 on apprentices, so this is making sure that there's a

1 return on their investment as well.

2 BOARD MEMBER PARK: Do you, do we have any from  
3 the larger word, ideas of longevity in terms of somebody  
4 coming in through your program versus a person in the  
5 trade? Do you have any comparison of sort of what the  
6 expectation is how the folks, the 78 percent that were  
7 placed, what the longevity in the industry is or will be?

8 MR. JATKAR: We're not able track that. We're  
9 looking to expand, I mean largely this is a data systems  
10 issue, that in our data system we track them through  
11 placement. And then for especially the folks in an  
12 apprenticeship program then that's through the Division of  
13 apprenticeship standards. And what we hope to do, and we  
14 really need to upgrade our software significantly to be  
15 able to do this, is that we should be able to know exactly  
16 that are they completing apprenticeship? And it'd even be  
17 great to know what projects are they getting dispatched to.

18 That may be too much data to capture or I'm not  
19 familiar enough with the dispatch system and how that's  
20 tracked, but I imagine we could. We should be able to, to  
21 be able to actually show the connection or the nexus  
22 between people going through pre-apprenticeship into  
23 apprenticeship and where they're actually on a project that  
24 addresses, is it clean energy, transportation  
25 infrastructure.

1           And as folks know, what we're really trying to  
2 build here with one initiative is a system, a model that  
3 works regardless of the project type. Including, but not  
4 limited to of course, clean energy and transportation  
5 infrastructure.

6           BOARD MEMBER PARK: Great, thank you.

7           CHAIR ALVORD: I want to congratulate you not  
8 just the program, but being able to tell the story.  
9 Because I think one of the things that drives me a little  
10 crazy about state government is there are a lot of positive  
11 stories. And we're not always the best at telling them,  
12 you know, government, so just that alone is fantastic.

13           I wanted to ask a couple of questions in terms of  
14 like what the overhead is. The Workforce Development  
15 Board, you clearly contract out to these twelve centers  
16 that do probably most of the work. But how much overhead  
17 is there from the standpoint of the Workforce Development  
18 Board, how many staff do you have that are working on this  
19 full time, approximately?

20           MR. JATKAR: About two that are really full time,  
21 yeah. And that's shifted over time, but --

22           CHAIR ALVORD: Put that in your -- that's a  
23 really good stat.

24           MR. JATKAR: Yeah.

25           CHAIR ALVORD: And another thing, the 6 percent

1 homeless, I would imagine it's incredibly difficult and  
2 challenging to reach that population. But given that it's  
3 a big issue, are you learning anything going on about how  
4 we might better address the needs and the ability to help  
5 folks get a better situation?

6 MR. JATKAR: I'll have to follow up with you on  
7 that. We are trying to do more data analysis, so that  
8 we're going just beyond the numbers to answer questions  
9 like that. I don't have that as this time.

10 I will just note that this, the two programs in  
11 the South Bay, so San Mateo and Santa Clara County, are the  
12 ones that have really focused mostly on the homeless  
13 population. Of course, it's an issue throughout the state,  
14 but it's something that we want to continue to learn from  
15 as we continue to grow the program.

16 CHAIR ALVORD: Okay. And one other thing I'm  
17 really curious, you may have addressed this when you  
18 presented last year, but were there any (indiscernible) for  
19 this or are you guys just learning as you go?

20 MR. JATKAR: Well, this is really building on  
21 experience and research nationally that's been going for  
22 years if not decades. Of course, the apprenticeship system  
23 is probably well over 100 years old, and so there's a lot  
24 of lessons that the industry and the apprenticeship  
25 community has learned about how do people successfully get

1 through an apprenticeship? And so, you know, even  
2 identifying the need for pre-apprenticeship, that came well  
3 before us and that's build on years of experience and  
4 research.

5           When I started working here two years ago my  
6 first month or so was reading reports about best practices  
7 from groups like the Aspen Institute that look at this very  
8 closely. There's a number of groups that have been focused  
9 on this, so the best practices are not -- you know, we're  
10 really building on other people's work, I guess that.

11           CHAIR ALVORD: Were there other state or federal  
12 programs that you were able to derive information from or  
13 is this kind of unique or regional for that matter?

14           MR. JATKAR: I don't want to say it's unique. We  
15 always try to sort of tout California as being exemplary or  
16 pioneering in this space. I don't know that for a fact. I  
17 think there's a number of places that have been doing  
18 excellent work. In a lot of cases when we talk about High  
19 Road, all of our workforce development programs are really  
20 orienting entire the workforce system to a High Road model  
21 that's for us based on the principals of equity, climate  
22 and job quality.

23           That sort of model of High Road came out of the  
24 Midwest largely, but there's group in California that have  
25 been practicing that. So we're really taking lessons from

1 a broad community of folks in California and around the  
2 country.

3 CHAIR ALVORD: Okay. Well, congratulations.

4 MR. JATKAR: I don't know, maybe since you asked  
5 I'll just offer one other anecdote, which is from my own  
6 research in grad school what I did is looked at different  
7 types of programs similar to this. One of the big lessons  
8 that I took away from that research was that programs like  
9 this that are thinking about training industry-wide are  
10 much more successful than those that have sort of a green  
11 construction or energy efficiency focus sort of solely.  
12 Because construction, you move from project to project,  
13 that's the nature of the industry.

14 And so if you want to give people a career and  
15 skills for life in the long haul, it's really thinking  
16 about it more systematically at an industry scale. Because  
17 technologies will change, new developments will always  
18 occur and there's already a robust system for incorporating  
19 those new skills and knowledge through apprenticeship and  
20 these types of programs.

21 CHAIR ALVORD: That's interesting. Thank you so  
22 much and congratulations.

23 MR. JATKAR: Thank you.

24 BOARD MEMBER PARK: Yeah, great job.

25 BOARD MEMBER DIAS: Thank you.

1 MR. BARTRIDGE: Okay. And with that let's move  
2 forward. Do we have a motion to accept the Workforce  
3 Development Board's Jobs Report us to or Jobs  
4 (indiscernible)?

5 BOARD MEMBER DIAS: Motion to accept.

6 CHAIR ALVORD: Second.

7 MR. BARTRIDGE: Then all in favor?

8 (Ayes.)

9 MR. BARTRIDGE: Thank you.

10 Okay. So that essentially wraps up our February  
11 meeting. We'll take this information, build it into our  
12 draft report that we will bring to you at our next  
13 meeting. Again, that's March 17th. We're working on the  
14 agenda for that. We will post an agenda for that probably  
15 during the week of March 2nd.

16 Programs-wise we'll have more of an update for  
17 you on the School Bus Program, their presentation. We're  
18 hoping to have a lessons Learned Prop 39 Report  
19 presentation for you that we would also wrap into our  
20 report. So that when it goes over to the Legislature they  
21 have a full picture, not only of what we've been doing and  
22 how we've pulled this information together, but the lesson  
23 they've learned out of the program as well. So we're still  
24 working on the agenda on that, but we will get back to you  
25 with that.

1 CHAIR ALVORD: One quick question, Jim. When do  
2 we need to approve that by, discuss for the 17th, the --

3 MR. BARTRIDGE: We will bring that report to you  
4 at the 17th, so I won't have it ready when we post the  
5 agenda. But I'll be working with you and others closely  
6 and hope for your review prior to that meeting. And then  
7 we'll be having some discussions about recommendations and  
8 where we want to go this year. And then we'll finalize  
9 that report at our March 17th meeting.

10 CHAIR ALVORD: Okay. Thank you.

11 BOARD MEMBER DIAS: Do we have to wear green?  
12 (Laughter.)

13 MR. BARTRIDGE: We should wear green, yes. We  
14 didn't plan that. But any other public comments, any other  
15 comments in the room, anybody else? No.

16 I just want to thank everyone today, all the  
17 program staff, oh and Jack wanted to remind our Board  
18 Members to please be sure to file your Form 700s if you  
19 haven't already.

20 And with that, I think we're --

21 CHAIR ALVORD: I think we're ready to adjourn.

22 (Adjourned at 2:38 p.m.)

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