

MEETING OF THE
CALIFORNIA CLEAN ENERGY JOBS ACT
CITIZENS OVERSIGHT BOARD

HELD AT
CALIFORNIA ENERGY COMMISSION
FIRST FLOOR, ART ROSENFELD HEARING ROOM
1516 NINTH STREET
SACRAMENTO, CALIFORNIA

AND
UNIVERSITY OF CALIFORNIA, LOS ANGELES
365 PORTOLA PLAZA, PERLOFF HALL, ROOM 215B
LOS ANGELES, CALIFORNIA (Remote Location)

WEDNESDAY, NOVEMBER 16, 2015

1:04 P.M.

Reported By:
Kent Odell

APPEARANCES

Board Members

Kate Gordon, Chair

Dana Cuff (Remote location)

Arno Harris

Gary Kremen, (Remote location)

Randall Martinez

Chelina Odbert

Michael Picker, Ex Officio, California Public Utilities Commission

James Ray

Steven Sakurai

Robert B. Weisenmiller, Ex Officio, California Energy Commission

Staff Present

Jack Bastida

Presenters Present

Rebecca Lee, California Department of Education

Bill McNamara, California Energy Corps, Energy Corps Program

Sarah White, California Workforce Development Board

Amy Wallace, California Workforce Development Board

APPEARANCES (CONT.)

Also Present

Andrew McAllister, California Energy Commission

Elizabeth Shirakh, California Energy Commission

Teresa Jones-Miller, California Conservation Corps

Cheyenne Anderson, California Conservation Corps

Anna Ferrera, School Energy Coalition

INDEX

	Page
1. Introduction and Roll Call - Chair Kate Gordon	5
2. Approval of Minutes from September 8, 2015 Citizens Oversight Board Meeting - Chair Kate Gordon	6
3. Presentation from the California Department of Education - Rebecca Lee	7
4. Presentation from the California Conservation Corps - Bill McNamara	28
5. Presentation from the California Workforce Development Board - Sarah White and Amy Wallace	58
6. Board Mission Statement - Chair Kate Gordon	80
7. Chair and Staff Authorization to Pay Travel Expenses - Chair Kate Gordon	108
8. Public Comment	112
Adjournment	115
Reporter's Certificate	116
Transcriber's Certificate	117

P R O C E E D I N G S

1
2 NOVEMBER 16, 2015

1:04 P.M.

3 CHAIR GORDON: So, let's call to order. I'm
4 going to turn it back to Jack for calling roll, to
5 establish a quorum.

6 MR. BASTIDA: Okay, calling roll. Board Member
7 Gordon?

8 CHAIR GORDON: Present.

9 MR. BASTIDA: Board Member Ray?

10 BOARD MEMBER RAY: Here.

11 MR. BASTIDA: Board Member Cuff?

12 BOARD MEMBER CUFF: Here.

13 MR. BASTIDA: Board Member Harris?

14 BOARD MEMBER HARRIS: Present.

15 MR. BASTIDA: Board Member Kremen?

16 BOARD MEMBER KREMEN: Here.

17 MR. BASTIDA: Board Member Martinez?

18 Board Member Odbert?

19 BOARD MEMBER ODBERT: Present.

20 MR. BASTIDA: Board Member Sakurai?

21 BOARD MEMBER SAKURAI: Here.

22 CHAIR GORDON: Great we have a quorum.

23 MR. BASTIDA: We do have a quorum.

24 CHAIR GORDON: Fabulous. All right, we're going
25 to go on to approve the minutes. Just wanted to quickly

1 say, before we do that, just to say how sad I am,
2 personally, about the passing of Erik Emblem, who was on
3 our Commission, briefly, and who died last month after a
4 very fast illness. And, really, a loss to the whole
5 kind of union and California movement on these issues.
6 So, I just wanted to mention that and say how sorry I am
7 about that.

8 And I believe we'll be discussion -- or Jack and
9 I have been discussing what that means for the makeup of
10 the Board. But just a sad, sad thing that happened.

11 All right, moving on to approval of the minutes
12 from September 8th. People looked at the minutes.
13 They're under Tab 1 of your binder, if you haven't
14 looked at them.

15 I do need a motion to approve the minutes.

16 BOARD MEMBER HARRIS: Move to approve.

17 CHAIR GORDON: Arno Harris. Second, thank you.

18 All in favor of approving the minutes?

19 (Ayes)

20 CHAIR GORDON: Any opposed?

21 Any abstentions?

22 BOARD MEMBER KREMEN: This is Gary Kremen. I'll
23 just abstain because I wasn't at that meeting.

24 CHAIR GORDON: Great. Any other abstentions?

25 Great, thank you. And great, the minutes are approved.

1 Just so people know what your -- the big binders
2 are on the table, we have distributed the report that
3 has come in from the community colleges, who we heard
4 from last meeting on, and they have done their first
5 summary report of projects. And so, we'll have that for
6 review. We will not discuss that at this meeting, but
7 we will discuss it at the next meeting.

8 So, if there's no objection to this not being
9 part of those minutes, we're going to just approve the
10 minutes as written. Everyone okay with that? Great.

11 Okay, moving on, I think we have some great
12 presentations today from the agencies we did not hear
13 from last time in our initial Board education on Prop.
14 39. We're going to hear today from several of the
15 agencies we did not hear from last time.

16 The first of those will be the Department of
17 Education which is, of course, a central agency in this
18 project. So, I think I'm turning it over to Rebecca
19 Lee. Is that right? Thank you.

20 MS. LEE: I'm Rebecca Lee. I'm with the
21 California Department of Education. I'm here today
22 with, also, Arlene Metzger, my Administrator. And we are
23 both open to any questions you'll have for us.

24 I'm here to just provide a very brief overview
25 with what our role is with the Proposition 39 funding.

1 Just some initial background. As you already know, it's
2 a voter-approved initiative at the November 2012
3 statewide general election.

4 This provides for annual transfers from the
5 General Fund to the Clean Energy Job Creation Fund for a
6 period of five years, 2013-2014 through 2017-18.

7 Essentially, half of the revenues raised from this
8 change can go to this transfer, up to \$550 million.

9 The eligible entities are all local educational
10 agencies, or what we like to call LEAs, are eligible for
11 funding. They include all 58 County Offices of
12 Education, school districts, charter schools, and three
13 State special schools.

14 Budgeted funding over the past three years has
15 been almost \$1 billion. We're currently at \$973.4
16 million. Appropriated each year in the Budget Act, on
17 there we have the totals for the past three years.

18 So, our role in calculating funding, the award
19 allocations are based off of prior year data, reported
20 directly from the LEAs. Eighty-five percent of their
21 award allocation is based off of their average daily
22 attendance. And then the other 15 percent is based on
23 their free and reduced-price meal eligibility.

24 A few things that also come into play when
25 calculating the funding. There are minimum award

1 allocations available for what we call smaller LEAs,
2 those with less than 2,000 ADA. The minimums range from
3 15,000 for those that are at 100 ADA or fewer, up until
4 \$100,000 for those between 1,000 and 2,000 ADA.

5 LEAs with a thousand or fewer ADA can also
6 request two years' of funding in one year. They
7 essentially could apply ever two years. The first year
8 they would get the double amount of funding, and then
9 those applications are due September 1st, every year
10 they are eligible to apply.

11 Award allocation schedules are available in the
12 late fall each year. And, actually, it just got posted
13 this afternoon for the '15-'16.

14 So, apart, in addition to calculating the award
15 allocations the LEAs receive each year, we also process
16 the payments. \$364.6 million has been paid so far to
17 LEAs. A majority of that has been for the energy
18 planning activities. But we also, on an ongoing basis,
19 have been providing funding for the approved Energy
20 Expenditure Plans.

21 Although the funding for the program is kind of
22 meshed, in a way, over fiscal year, so approval of a
23 project this year would get paid, you know, out of '13-
24 '14 and '14-'15 money. But for our purposes, because it
25 is a Budget Act appropriation, we do itemize it

1 according to the fiscal year the money was awarded.

2 So, we do have that broken down. We have \$262.8
3 million out of '13-'14 funds and \$101.8 million out of
4 '14-'15 funds.

5 Our first '15-'16 payment should be processed in
6 January of 2016. And, in general, the payments are
7 processed quarterly.

8 And that's our contact information on there.
9 We'd welcome if you have any other questions for us?:

10 CHAIR GORDON: So, let's see if members of the
11 Board have questions. I know I have a few. But other
12 members want to ask questions about the funding
13 allocation?

14 So, I have a question about the LEAs, which is
15 you laid out what they are. Can you walk us through a
16 little bit about what determines an LEA and how -- are
17 there distinctions in this program made between the LEAs
18 that are like -- my understanding is that an individual
19 charter school is an LEA?

20 MS. LEE: Yes.

21 CHAIR GORDON: So, can you just talk us through?
22 So, in some cases they're the County Education agency,
23 in some cases it's the district, and in some cases it's
24 individual schools or programs. Can you talk through
25 how that works with relation to the program?

1 MS. LEE: Sure. I guess, in general, the local
2 educational agencies or whatever, the separate, you
3 know, educational agency that we pay, so of that there's
4 the 58 County Offices of Education.

5 I guess in our case, they're all considered
6 separate entities in a way. One distinction to look at,
7 I think, like in terms of like schools, we have the
8 school districts. But within the school districts,
9 there are district schools.

10 So, in our case we usually -- the funding goes
11 to the district, themselves, so we're not dealing with
12 each individual school. As you know, a school district
13 could have 100 schools, but we are only paying the
14 school district in our cases.

15 And that's a little bit different than you're
16 saying like a charter school. We consider them a
17 separate entity. One distinction for charter schools,
18 there are like locally-funded charter schools that have
19 a more dependent relationship on their authorizing
20 entity, which could be like a county office, or like a
21 school district.

22 But in our cases, we're considering them as a
23 separate entity, more akin to what we call like a
24 direct-funded school, which is a little bit more
25 independent. They are getting their funding directly

1 from us. But those are all considered entities with
2 respect to how we're allocating the funding for this
3 program.

4 CHAIR GORDON: So, just a quick follow up and
5 then I'll go to Arno.

6 So, the -- can you tell us, do you know how it
7 breaks down in terms of the LEAs with fewer students? I
8 know that you have in here, and I know that they have a
9 minimum award allowance. So, what's the breakdown,
10 essentially, of the number of LEAs that have that
11 minimum award allowance, do you know? And how many of
12 those are -- I would imagine all of the individual
13 schools fall into that category.

14 MS. LEE: The --

15 CHAIR GORDON: So the charters, or whatever
16 other individual programs, I assume all are under a
17 thousand ADA.

18 MS. LEE: Possibly. I don't, unfortunately,
19 have a breakdown on me. We do have like what we just
20 posted, the '15-'16 award allocation. That will have
21 their ADA breakdown. Probably a lot of the smaller LEAs
22 are a lot of the smaller charter schools, but it is
23 possible for them to be larger.

24 That will have all the information and it's
25 possible to filter that out by ADA amount. And so, that

1 will give you a breakdown. I, unfortunately, don't have
2 a breakdown right now in terms of the ADA for those
3 levels.

4 CHAIR GORDON: Well, we can look at it. We can
5 get a list of it, thank you.

6 Arno, did you want to --

7 BOARD MEMBER HARRIS: Yeah, I was curious just
8 to know sort of roughly the number of applicants you
9 have from the LEAs every year, and what the typical size
10 of the award is?

11 MS. LEE: Well, for this program, actually every
12 LEA receives an award allocation. So, they're not -- so
13 in a way, based off of their ADA amounts, for the most
14 part they get that minimum award.

15 But everyone is considered a participant. It's
16 in order to get the flow of funds, you would have to
17 either apply for planning funds, which the majority of
18 the LEAs did that first year. Because only in your
19 first year of eligibility can you apply for planning
20 funds.

21 On an ongoing basis, new charter schools,
22 essentially, are the only new folks that are entering
23 and we provide them an opportunity to get planning
24 funds, as well, as they get into their first year of
25 eligibility.

1 But what happens is, then when they get an
2 Energy Expenditure Plan approved, then that's our sign
3 that we can actually process a payment.

4 So, in a way, every LEA has some money set aside
5 for them based off of what their ADA amount is. So,
6 everybody is participating.

7 BOARD MEMBER HARRIS: Do you have a sense of
8 what the typical range of annual spend that an average
9 school gets?

10 MS. LEE: Well, that's going to just be
11 dependent on their ADA amounts. Is that what you mean,
12 I'm sorry?:

13 BOARD MEMBER HARRIS: Yeah, just like a ballpark
14 figure?

15 MS. LEE: Oh, no. I'm sorry, I don't know like
16 off the top of my head that breakdown.

17 BOARD MEMBER ODBERT: I'm sorry, I'm wondering
18 if you have a rough number of how many projects have
19 been -- in this \$364 million how many projects that --

20 MS. LEE: Projects, I would have to defer to the
21 California Energy Commission because they are the ones -
22 - we get the listing of LEAs that are approved for the
23 total dollar amount. But in terms of the projects
24 associated with that, really, they maintain that list.
25 And I think they have that on their website, available.

1 BOARD MEMBER ODBERT: The number of LEAs?

2 MS. LEE: LEAs, yeah, hold on.

3 CHAIR GORDON: Yeah, I think we have people here
4 from the CEC here. I don't know if you want to answer
5 that question while it's on the table? Thank you.

6 MS. SHIRAKH: Hello, I'm Elizabeth Shirakh from
7 the California Energy Commission and lead on the Prop.
8 39 K through 12 program.

9 So, regarding your question on how many, so as
10 Rebecca said, a project is an Energy Expenditure Plan,
11 that's the application. So, to date we have approved
12 638 applications, totally \$438 million.

13 BOARD MEMBER HARRIS: What was the last number,
14 again?

15 MS. SHIRAKH: \$438 million. So, I wanted to
16 explain that we have developed this program to be very
17 flexible in the way LEAs can apply. So, they can apply
18 for one year of funding and have a list of measures that
19 we would fund, or they could fund, or they could apply
20 with a multiple-year plan. So, they could have applied
21 the first year for a plan that covers the whole five
22 years.

23 And so, even though we are looking at it as an
24 approved plan, and say it was \$500,000, if they are
25 only receiving \$100,000 every year from CDE, they would

1 have only received \$300,000 or \$200,000, yeah, because
2 those funds have not yet been available.

3 So, sometimes our numbers and CDE's numbers are
4 not going to be exactly aligned because we are approving
5 multi-year plans that have not yet received an
6 allocation.

7 BOARD MEMBER CUFF: Could I just ask a question?
8 This is Dana Cuff.

9 CHAIR GORDON: Dana, hold on just a second. Is
10 it clarifying to that statement that we just heard or do
11 you want to just go in the queue because --

12 BOARD MEMBER CUFF: Yes.

13 CHAIR GORDON: Okay, great, go ahead if it's a
14 clarifying question.

15 BOARD MEMBER CUFF: When you say you funded an
16 Energy Expenditure Plan, that means that it's the
17 projects within that plan that are receiving funding?

18 MS. SHIRAKH: Yep. So, the California Energy
19 Commission, again this is Liz, we approve the Energy
20 Expenditure Plans. Each Energy Expenditure Plan is
21 considered a project. But within a project or an Energy
22 Expenditure Plan, you may have multiple measures. So
23 that is, for example maybe there's a lighting measure,
24 you're doing indoor lighting. Maybe you have exterior
25 lighting, that would be a separate measure. Maybe

1 you're doing HVAC replacement, that would be a third
2 measure.

3 So, a combination of all those measures makes a
4 project.

5 BOARD MEMBER CUFF: I just want to make sure
6 that when the -- you say \$438 million has been expended
7 on Energy Expenditure Plans, that's actually going to
8 pay for the heating and ventilation or the lighting,
9 which was part of the project.

10 MS. SHIRAKH: Correct.

11 BOARD MEMBER CUFF: It's not just the plan, it's
12 not just the book.

13 MS. SHIRAKH: No, we have approved \$480 million
14 worth of Energy Project funding. Does that answer your
15 question? These are projects, these are not for
16 planning funds.

17 BOARD MEMBER CUFF: Even though they're called
18 plans, that's all I was clarifying.

19 MS. SHIRAKH: Right. It's, Energy Expenditure
20 Plan is a nice name for an application of energy
21 projects.

22 BOARD MEMBER CUFF: Okay, thank you.

23 MS. SHIRAKH: Thank you.

24 CHAIR GORDON: Walkie, you have a question.

25 BOARD MEMBER RAY: Yeah. My understanding is

1 that a project can take no more than a year from
2 application through implementation. And to further
3 that, some districts and LEAs are having a problem
4 because of the short period of time.

5 MS. SHIRAKH: Actually, there's not -- we don't
6 have a time period for them to install. So, they could
7 have had -- again, we're trying to build flexibility in
8 this program. So, an LEA could have applied the first
9 fiscal year, and has a five-year plan, and is working
10 all those five years to implement.

11 Or, they could have had a one-year plan, which
12 would look at -- would use the funding allowed in that
13 one year, and they still might have five years. The
14 final date is all projects are to be completed by June
15 30th of 2020 That is the final drop dead date.

16 BOARD MEMBER RAY: Okay, thank you. I guess I
17 was under a misunderstanding.

18 MS. SHIRAKH: No, if -- there's a lot of
19 details in the program. No worries.

20 BOARD MEMBER RAY: The second part of my
21 question is, now that we've been doing this a while, and
22 I think this question's directed at you, what problems
23 are you experiencing? How could it be easier? How
24 could you move forward, get more done with less money?
25 What's wrong with the system?

1 MS. LEE: I mean, we are distributing the
2 dollars as projects get approved. Just from our role at
3 CDE, you know, we're processing payments as they go
4 along. We get weekly updates from the CEC. And we're
5 just moving along, getting the money out.

6 BOARD MEMBER RAY: You've got no anecdotal
7 comment on the difficulties individual LEAs are
8 experiencing in planning or implementing their programs?

9 MS. LEE: I would probably have to defer, again,
10 to the Energy Commission because we are really just
11 processing those payments out.

12 BOARD MEMBER RAY: Okay.

13 MS. LEE: So I am not hearing, necessarily, a
14 lot of feedback. I mean, they're calling us if they're
15 not getting their money. But we're not getting a lot of
16 feedback in terms of, you know, getting their Energy
17 Expenditure Plans together and things like that.

18 You know, usually, a lot of the program
19 questions we defer to the experts over at the Energy
20 Commission.

21 BOARD MEMBER RAY: Perhaps I asked the wrong
22 person.

23 CHAIR GORDON: Well, and I think we're trying to
24 focus today just on kind of understanding the program.
25 Because I think we're going to have -- particularly, as

1 you guys are developing reports, we'll have a lot of
2 opportunity to ask this question.

3 BOARD MEMBER RAY: All right.

4 CHAIR GORDON: It could be a long conversation.
5 Unless you want to speak briefly to it, Liz, we can also
6 -- yeah, we can have a longer conversation. I think the
7 goal today is to kind of understand the parameters and
8 then we'll have the ability to have a conversation about
9 what is and isn't working with them.

10 BOARD MEMBER RAY: Fair enough.

11 CHAIR GORDON: Is that all right?

12 BOARD MEMBER RAY: Yes.

13 CHAIR GORDON: Other questions about the
14 Education industry's role in all of this? Go ahead.

15 BOARD MEMBER ODBERT: So, if I understand you
16 correctly, this is -- in this case, the allocation is
17 not competitive. Every LEA gets some sort of an
18 allocation.

19 MS. LEE: Yes, that's correct.

20 BOARD MEMBER ODBERT: Okay. So, if that's the
21 case, then my question is do you have a sense of the
22 percentage of the LEAs that have actually used their
23 allocation or, you know, is everyone taking the money
24 and putting it into use? Are you seeing a certain
25 percentage that aren't?

1 MS. LEE: Well, in terms of the planning funds,
2 that's kind of hard to answer because, like for example,
3 the planning funds was a good majority of the funds that
4 went out for the first year, in '13-'14. However, they
5 can use the planning funds over the whole entire five
6 years of the program.

7 So, it's possible that as they start working on
8 a project in year one/year two, but they may be saving
9 some of the money to continue to do maybe another plan
10 in year three or four.

11 And also, I think what Liz was explaining about
12 approving a multi-year plan, depending on the
13 individual, what's going on at like the district or at
14 the LEA level, you know, we're paying out the dollars
15 they have available and they're kind of set aside, so to
16 speak, when they do have an approved plan.

17 But, you know, how they're implementing that
18 plan, we don't necessarily get feedback on, you know,
19 what their progress is. My understanding is I think
20 they do have to do annual like process reports to the
21 CEC. But our role really is to get the money out to
22 them as soon as we can, once they have that approval.
23 And then how they do their timing, or work their
24 finances, or the best time to actually implement the
25 project, that may differ between the LEAs, depending on

1 what their circumstance is.

2 BOARD MEMBER KREMEN: So, this is Gary. The
3 question, have we done any proactive -- I mean, I'm sure
4 we've done a lot of proactive outreach. But are there
5 any school districts that probably should have applied,
6 who didn't, or who got lost in the paperwork, any sense
7 on that?

8 MS. LEE: I don't really have a sense on that
9 because every LEA is going to have a different
10 situation. So like, you know, some of the larger school
11 districts may have already had infrastructure in place
12 to have like energy efficiency. They maybe have staff,
13 already, so maybe those folks didn't apply for planning
14 funds because they already had that in place and they
15 already had projects to do. So, they were just waiting
16 or like the Energy Expenditure Plan, to submit that and
17 then just use their funding strictly on projects.

18 So, it's hard to get a sense because every --
19 really, every district, charter school is going to be
20 different on what their needs are, and kind of what
21 their timeline, you know, for spending the funds are.

22 Some people may be waiting until year four or
23 year five to turn in a plan because they want to build
24 up their five years' of funding before they commit to
25 doing something. So, it's really just going to depend

1 on each LEA.

2 CHAIR GORDON: Other questions from the phone?

3 Oh, go ahead.

4 BOARD MEMBER MARTINEZ: Thank you, Madam Chair.

5 Considering that this program was funded by California
6 taxpayers, is there any type of program to incentivize
7 or encourage the LEAs to use California-based companies
8 or service providers for the actual service?

9 MS. LEE: Not that I'm aware of. I don't know
10 if the Energy Commission -- I don't recall any specs
11 about that in like the guidelines, or anything like
12 that. So, I'm not aware of anything along those lines.

13 BOARD MEMBER MARTINEZ: Would the Energy
14 Commission like to comment on that?

15 MS. SHIRAKH: Again, this is Liz Shirakh.
16 There's nothing in the guidelines that specify that and
17 my memory of the statute is that that's not a
18 requirement, either.

19 BOARD MEMBER MARTINEZ: Something that the
20 Commission can consider.

21 MS. SHIRAKH: Can certainly consider it as we
22 move forward. It's an evolving program.

23 BOARD MEMBER MARTINEZ: Thank you.

24 CHAIR GORDON: And we'll be hearing from the
25 Workforce Board on some of the workforce requirement

1 side of this. And, actually, it would be helpful in
2 that presentation, to the extent you can talk about, you
3 know, sort of the public works aspects of the program,
4 and what is and isn't required. I don't know if it's
5 within your purview on the Workforce Board, but we can
6 talk about it when you guys are up.

7 Other questions from the phone or in the room on
8 the Department of Education?

9 One last question I have, this is Kate again,
10 the Chair, how does this program interact with the other
11 programs that you run at the Department of Education
12 Office facilities? So, you have bond funding, you have
13 State funding, you have any number of different pots of
14 money that go to facilities. How are you integrating
15 this or is a completely separate program? How does that
16 work?

17 MS. LEE: I don't -- in fact, I am not an expert
18 on the facilities, in general. I could definitely get
19 your staff a contact, if you have additional questions
20 on how that would work.

21 I know there is -- they do encourage, like if
22 you have other funding to use, to utilize the Prop. 39
23 funds in conjunction with other funds that you do have.
24 But I don't have any specifics on, you know, what other
25 funding sources they're using, or other programs that

1 are specific to like, you know, energy efficiency.

2 CHAIR GORDON: You may want to follow up on that
3 question at some point.

4 MS. LEE: Oh, sure.

5 CHAIR GORDON: Anything else from you guys?

6 BOARD MEMBER CUFF: I had one more question.

7 CHAIR GORDON: Go ahead. Yeah, go ahead, last
8 question.

9 BOARD MEMBER CUFF: So, in the planning and
10 energy expenditure categories, the work is primarily to
11 upgrade for energy efficiency in existing facilities, as
12 far as I can understand.

13 And when these funds are expended, that will be
14 the end of the energy contributions that Prop. 39 would
15 make.

16 So, what I'm wondering is, are there any
17 incentives to doing demonstration projects, where we
18 might actually learn something about how to do better
19 education energy programs that would have a longer
20 lasting effect?

21 So, is there any allocation of funds outside of
22 general energy upgrades?

23 MS. LEE: So, I am not aware -- that's,
24 unfortunately, not my area of expertise. That may be in
25 conjunction with the question regarding facilities, if

1 there is other funding available in conjunction with
2 Prop. 39. Yeah, what I can do is provide your staff
3 with our facilities contact and they may have a better
4 overall view of other programs that maybe use that
5 funding in conjunction with Proposition 39.

6 BOARD MEMBER CUFF: But Prop. 39 didn't exclude,
7 in the statute, that the funds could not be used for
8 demonstration projects; did it?

9 MS. LEE: I'd have to defer to Energy Commission
10 on, you know, exactly program use.

11 CHAIR GORDON: Liz, do you want to try to get to
12 this? I think what Dana's getting at is we know that
13 there's a direct allocation by -- per-pupil allocation
14 with K through 12. We know it's going to all the LEAs.
15 Within that allocation, in the application process, is
16 there any kind of set-aside or incentive to have
17 demonstration programs that kind of go above and beyond
18 on energy efficiency, or is that not in there?

19 MS. SHIRAKH: Yeah, there currently is not kind
20 of a bucket for demonstration projects. These are off-
21 the-shelf, proven technologies that save energy, proven
22 technologies that are, you know, clean energy generation
23 projects.

24 And so, we have quite a long list of eligible
25 energy efficiency measures that can be implemented and

1 that have proven savings. So, you know, these projects
2 need to have -- it's a formula-based allocation, as
3 you've heard Rebecca say, but there is a statute
4 requirement that to use this allocation it has to be
5 cost effective. And so, we are focusing on proven
6 technologies.

7 CHAIR GORDON: Thank you.

8 BOARD MEMBER CUFF: So, then the follow-up
9 question to that would be is there any -- I mean, I
10 don't see that that's a one-to-one relationship, that
11 off-the-shelf is the only opportunity to do proven
12 energy efficiencies. And I'm wondering if there's any
13 way in which the Board might be able to intervene in
14 that regard? It's kind of like the last question about
15 California contractors.

16 CHAIR GORDON: It's a great question. I think,
17 you know, our mandate, at least part of it and we'll be
18 talking about mission later, but is to -- is, obviously,
19 partly to audit the money that's been spent and to look
20 at the projects that have been done. And it will be a
21 good opportunity to understand what the money's being
22 spent on.

23 And I think to open up the question of is the
24 money primarily being spent on, you know, kind of low-
25 hanging fruit, lighting type of issues? Are there --

1 are some of these schools who are already a little more
2 established and developed looking at more interesting
3 and innovative programs, and what possibilities are
4 there to think about giving incentives to those?

5 But I mean, I, personally, don't feel qualified
6 to think about that until we've looked at the projects.
7 And I think that will be a good time for us to be -- to
8 really dig in on this question.

9 Is that fair, Dana?

10 BOARD MEMBER CUFF: Okay, thank you. Yep, that
11 sounds fine.

12 CHAIR GORDON: Great. Thank you so much,
13 Rebecca. We are turning -- thanks, everybody, good
14 questions.

15 We're turning to another important piece of the
16 program, which is the California Conservation Corps,
17 identified in the program as some of the people doing
18 the work on these projects. So, I think we're hearing
19 from Bill McNamara, hi Bill, on the CCC.

20 MR. MC NAMARA: Good afternoon. First, thanks
21 for letting us come here and present what we're doing.

22 So, my name is Bill McNamara. I'm the Director
23 of Energy Programs for the California Conservation
24 Corps.

25 Just a little background, there are a total of

1 nine content slides here, that I'm going to actually
2 present, although I provided more to you in your
3 booklets, there, in terms of definition of what the
4 actual work looks like, beyond what I'm going to
5 describe. I'm happy to answer any questions that you
6 may have, as well, about what we're doing, what
7 direction we're going in, what next we plan to do, et
8 cetera.

9 But as context, the CCC was founded in 1976, by
10 Governor Brown, during his first term. The organization
11 is focused on young adults. And it's not a true
12 workforce development program in the sense that it just
13 works on that. But, rather, it inculcates social
14 skills, work skills, work ethics and many other aspects
15 of what it takes to be a good citizen and contributor in
16 both this State, and anywhere else.

17 And so, within that organization there's an
18 operational group that was founded in 2013, and that is
19 called the Energy Corps. And the Energy Corps' focus is
20 literally on energy efficiency, and renewable energy,
21 and development of these young adults, of which I have
22 two with me today, who will speak briefly about their
23 experiences.

24 But it's to help develop these young adults into
25 knowledgeable, potential -- and potentially interested,

1 and potential individuals to be hired into the various
2 aspects of the energy industry. And to that effect, the
3 focus is on training and work experience, of course.
4 But it's all about cooperative partnerships.

5 So, in that sense, we partner with ESCOs, with
6 utilities, with contractors, with organizations
7 throughout the State, and other State agencies, of
8 course, for the provision of our labor within the areas
9 of energy efficiency, following the CEC's loading order
10 of energy efficiency first, and renewable energy second.

11 And to that effect, again, we have a number of
12 partnerships. We also have, from a program perspective,
13 our task is to develop different program designs that
14 will actually meet these requirements.

15 And so, the kind of services that we provide
16 are -- the next slide. We provide Energy Opportunity
17 Surveys, which are ASHRAE-compliant energy audits. And
18 we also do retrofit installation training, and
19 installation work for within Prop. 39 funding, for the
20 LEAs.

21 But outside of the larger energy industry, of
22 which the schools are certainly -- LEAs are a
23 significant part, but the energy industry in general is
24 much larger. So, we're preparing these young adults for
25 entry, if they're interested. Certainly, training them

1 to understand all of the systems within the buildings.
2 And so everything, the building envelope, all the
3 subsystems, every aspect of energy utilization, and to
4 be able to actually make those determinations and
5 observations on site, at different facilities, of which
6 they will have a chance to actually experience the
7 opportunity to do, literally, in some cases more than a
8 thousand energy audits at their time with the CCC.

9 Now, CCC, typically a Corps member would join
10 for a period of a year, but it could be up to three
11 years. Typically, it's a year with a possible extension
12 of one year.

13 The CCC has a number of facilities, which you
14 can see on this map. Actually, it has 26 operating
15 facilities throughout the State. Seven of those are
16 residential, the rest are nonresidential. And you see
17 the little lightning bolts on the map there, those are
18 locations that we actually provide the Energy Corps
19 Proposition 39 crews out of, and also non-Proposition
20 39.

21 So, the types of services that we offer. We
22 offer, obviously, as I mentioned, Energy Opportunity
23 Surveys, which are energy audits. We offer retrofit
24 installation. In that case, it's the labor to install,
25 not the materials, themselves, which would be provided.

1 And we also offer a consultation with our
2 clients. And the clients in this case are partners or
3 the recipients of the services. And so, for example, in
4 many cases they may have questions about, perhaps, how
5 best to do something, or if it might be possible to work
6 with them in a different way. So, it's a place of
7 dynamic interaction with all the recipients so that they
8 might do some creative thinking about how they might
9 apply the kinds of services that we actually provide to
10 them.

11 Also, we do training and education. And in that
12 case, we do stand-up presentations within classroom
13 environments and non-classroom environments. We also
14 have, with some of the larger utilities, for example at
15 the last meeting there was a gentleman here, speaking
16 from Los Angeles Unified School District. L.A. Unified,
17 although not yet finalized, we're working with them on a
18 cooperative education program wherein we will actually
19 take some of these students, train them to be energy
20 auditors alongside of our own Corps members. And then,
21 they will actually perform those services within the
22 school district buildings, of which they have some
23 13,300 buildings. So, it's a pretty large opportunity
24 for them. And they call that a linked learning program.

25 Now, within Prop. 39 specifically, as part of

1 this, a major part of the Energy Corps, we have -- we
2 provide, again, energy industry standard training. So,
3 we have partnerships with the community colleges. With
4 the UC system, as well, and particularly, UC Davis
5 Energy Efficiency Center.

6 We developed the curriculum and take, also,
7 curriculum material so that it is as industry standard
8 as is possible. So, in the case of energy audits, we
9 use ASHRAE Standard processes and procedures. We train
10 these young adults to be able to do these and then we
11 actually have the work experience that goes with it,
12 measured in the many hundreds, if not thousands, of
13 building audits that they would perform the data
14 collection process.

15 So, there's a stratification of work that occurs
16 here, which is that traditionally an energy audit would
17 be performed more by one person, or maybe two people,
18 from start to finish. So in our case, what we do is we
19 divide the labor into two parts. It's a way of
20 introducing and bringing partnerships, multiple
21 partnerships in. We know that in every case there needs
22 to be a very careful observation of the facility,
23 itself, every aspect of its energy use, every aspect of
24 its potential savings opportunities.

25 And so, we training the Corps members to do

1 these Energy Opportunity Survey data collections. So
2 they go in and measure, and map out, and produce
3 extensively competent and detailed reflections of what's
4 the actual condition of the building.

5 This information, by the way, is also very
6 useful from a building facilities management
7 perspective, as well, not just energy. So, it's a quite
8 valuable thing.

9 And then through that, we have multiple partners
10 who actually will engage in the process of doing the
11 evaluation of the data and producing the recommendations
12 or reports, final reports.

13 When we first started, which was on -- for the
14 Energy Corps, for Prop. 39, was in July of 2013. So,
15 between July 2013 and October 2013, we've put together
16 the first training classes, and brought together many of
17 the Corps members to train, and deployed them to begin
18 the process.

19 By the end of January 2014, we had ten Energy
20 Conservation Corps crews, which consisted of ten Corps
21 members per crew, plus professional supervision. And as
22 I mentioned, the CCC has a very extensive infrastructure
23 available throughout the State. You know, vehicles,
24 centers, tools, et cetera.

25 So, we were able to put in place all of that set

1 of resources and they've been working full time on a mix
2 of Energy Opportunity Surveys and retrofit installation
3 projects from that time. And I've got the statistics
4 here, for you to see what it looks like in terms of
5 results.

6 Also, you know, it is the Clean Energy Jobs Act,
7 right. So, one of the things that we've been doing is
8 by bringing multiple partners in, everything from large
9 ESCOs, or to smaller ones, and it might be California-
10 specific, to contractors, to utilities, other State
11 agencies, we've been bringing them all in to work with
12 us for several reasons. One is that they actually are
13 very, very good at the tasks that we're asking them to
14 do and, therefore, helping to drive the cost down for
15 performing one of these ASHRAE Level 2 compliant audits.

16 But the other thing is that they also work with
17 our Corps members. And in the process of doing that
18 there is an interest and they need -- there's such a
19 dearth or a very large need within the energy industry
20 for new employees to start, and we're providing
21 employees with very extensive -- or potential employees
22 with very extensive sets of education and experience
23 that they haven't actually seen before.

24 So, many of our Corps members are being hired
25 even before they finish their time with the CCC, which

1 is a happy thing from our perspective. We bring in more
2 Corps members and train them to backfill that. And so,
3 this is happening at an accelerated rate.

4 The CCC, itself, receives about \$5 million a
5 year from the State funds for Prop. 39. And again, the
6 main thrust of that activity, as you can see in this
7 diagram, is that, you know, at the time that this chart
8 was actually charted out from a map perspective, there
9 were 1,979 LEAs. That number changes as, you know, a
10 new charter schools come online, or one goes offline, or
11 whatever it might be. So, there's approximately 2,000.

12 You can see how they plot out. Not
13 surprisingly, they follow the demographics of where a
14 population is located in the State.

15 But our funds are intended to benefit the young
16 adults, between 18 and 25, which is the -- that's the
17 Corps member demographic, and returning veterans up to
18 29. So, those funds are applied in the ways that I've
19 described, and I'm now describing, so that those Corps
20 members will actually serve to offset many costs that
21 would otherwise be borne by the LEAs.

22 So, the idea is to use the money on behalf of
23 the LEAs, so that they all will be recipients. But our
24 focus, CCC focus has been to provide the vast majority
25 of our services to LEAs with ADA levels of, you know,

1 typically 5,000 or less, and high levels of free and
2 reduced price meals. So in that way, we also provide
3 some to everyone.

4 In the first year of operation, there were so
5 many applicants for -- LEA applicants for our services,
6 for the Energy Opportunity Surveys, that in July of 2014
7 we actually had to stop the application process. At
8 current levels, we have another two and a half years'
9 worth of backlog of work.

10 Now, in fact, it would be great to be able to
11 open that application process back up again because
12 there are a great many LEAs. And you'll see in the
13 statistics here, but approximately 380 to 390 of the
14 1,979 LEAs actually applied for these services. The
15 rest of them didn't, but we have many who have since
16 asked to be put in -- we actually opened up a queue for
17 people who would like to be in the queue, if we open it
18 up again. It's a function of funding. There certainly
19 is no lack of demand.

20 And these Energy Opportunity Surveys that are
21 produced, of course, are also used in part to be part of
22 their application to the CEC for their project funds, or
23 they may have somebody else do the work, but someone has
24 to do that sort of work.

25 The ASHRAE Standard energy audits we produce are

1 specifically targeted towards making sure that they're
2 fully compliant with the 29 retrofits or ECMS that are
3 recommended and under the guidelines for Prop. 39, but
4 they also discover many, many other opportunities within
5 the facilities. So, you know, they are truly ASHRAE-
6 compliant audits.

7 So, we offer three basic services. The first
8 are Energy Opportunity Surveys, which are energy audits.
9 The second is retrofit projects. When we first started
10 the program we provided no-cost Energy Opportunity
11 Surveys. And those were the ones who were sold out or,
12 you know, taken up beyond capacity in a very short time
13 frame.

14 Since that point in time, we started out on
15 paper, so paper audited processes. And then, we
16 actually developed a tablet-based implementation, which
17 is also, again, 100 percent compliant with ASHRAE
18 requirements. And the idea is to give the young Corps
19 members a chance to experience all of the types of
20 forums that they would be using in the real employment
21 environment, as well as the more current technology
22 which is used on the software side.

23 And we also, on the retrofit side, we decided to
24 start with lighting. That wasn't too hard of a choice,
25 meaning that lighting does represent 30 percent or more,

1 depending on the buildings, of energy savings
2 opportunity. And virtually every building, even if it
3 has had lighting retrofit, say, in the last five years,
4 could actually be improved by the fact that technology's
5 improving.

6 So, you know, we're starting on lighting. But
7 we're also, then, now going to be moving into HVAC and
8 other areas, as well. We provide our labor in the form
9 of service and it's always partnered with someone. The
10 LEAs provide any other costs that would be associated
11 with that. So, in the case of lighting, they would buy
12 the materials. And if there's any permits or other
13 things required, they would go through that process as
14 well.

15 And the third component part, again, is
16 education. And this is everything from, again, the
17 stand-up presentations to cooperative work programs with
18 some of the larger LEAs that might be interested in
19 doing that sort of thing, or already have an
20 infrastructure set up for that, to work with their
21 various companies or organizations in their community.

22 So, some of the statistics, if I can actually
23 read them from here. So, you'll see that from a survey
24 perspective which is, you know, the LEA demographics,
25 we've had about 386 LEAs that have actually applied.

1 And from these we have, and you can see the breakout,
2 LEAs over 5,000 ADA, we've got 74 under 5,000, 312. And
3 the overall percentages of work completed, there's 15
4 percent of the LEAs over 5,000 and 212, or 85 percent,
5 of less than 5,000 ADA levels.

6 From a survey perspective, we've completed --
7 or, actually, from a building perspective we've
8 completed 10,619 buildings. Now, the school system, I
9 mean there aren't numbers, at least that I've found,
10 about the actual number of buildings that exist. But I
11 can tell you that in our work, which is we've actually
12 done more than 1,067 of these surveys at schools, and
13 that averages, approximately, 10 buildings per location.

14 So, the estimates are that there's about
15 120,000 -- well, 100,000, approximately, school sites in
16 the State. So, we are operating at a pretty -- you
17 know, a very significant amount of statistical data in
18 terms of compared to samples.

19 And all of this data, by the way, is also a
20 product of our work. And that data is being collected
21 by us, and also given to UC Davis Energy Efficiency
22 Center, who's preparing information about the big
23 picture of data, of energy in the State of California.
24 So, we have some very valuable data in that regard.

25 So, the backlog I mentioned to you, at current

1 terms, we have about 107 LEAs that are in -- that have
2 requested, that we've not been able to serve the Energy
3 Opportunity Surveys. And also, when we first began, we
4 had 10 Energy Opportunity Survey crews, and we still
5 have 10 that are funded. But the mix has now changed.
6 So now, the demand for retrofit work, as the projects
7 have been submitted and approved by the CEC, and now are
8 being funded through the CDE, has increased rather
9 dramatically.

10 So, now, we are actually looking at providing
11 more on the retrofit side. So, the mix of crews now has
12 moved from 10 doing service to 4 doing surveys and 6
13 doing retrofits. The retrofit projects are much longer
14 in duration, of course.

15 And I think I have one more slide here, and
16 we're done. There are, if any of you are interested in
17 seeing a lot more detail about this, in terms of like
18 how does it actually work, and what is the effect of our
19 market transformation work by doing these types of
20 things, there are four of these videos. They are all
21 available. You know, you see the URL up on the slide
22 here. But it's on the CCC's website. And these are
23 pretty short, they're like three- to five-minute videos.
24 But they give you a really good perspective of how the
25 work is actually going, what the reception of that work

1 looks like, and what effect it's actually having.

2 So, I would recommend to you to take a look at t
3 hose, as well.

4 And I'm not sure if you want to handle
5 questions, first?

6 CHAIR GORDON: Yeah, questions from the Board
7 would be great. In fact, I think Arno has one. Do you
8 have one? You looked like you were --

9 BOARD MEMBER HARRIS: I can come up.

10 CHAIR GORDON: I'll go with this side. Anybody
11 on this side have questions, follow-up questions? Go
12 ahead.

13 BOARD MEMBER MARTINEZ: Thank you for the
14 presentation. I'm most curious by the job creation
15 aspect of what the program -- this part of the program
16 is doing for the CCC. And I would like to know how we
17 might be able to track the successful graduates, who are
18 then placed in private companies or full time
19 employment, on a future basis?

20 MR. MC NAMARA: As you might imagine, we have
21 the same interest. We aren't actually authorized to
22 track the individuals, you know, post -- or we're not
23 structured in such a way to actually track them in that
24 sense. We can request that information.

25 We do know, of course, when Corps members, that

1 are active Corps members, find employment and they leave
2 us, we do know where they go, initially. But we don't
3 have, you know, multi-year or year-over-year tracking
4 capability.

5 BOARD MEMBER MARTINEZ: Well, just the initial
6 placement would be --

7 MR. MC NAMARA: Yeah, the initial placements we
8 do have. We know where they are going if they -- if
9 that happens during the time that they are a Corps
10 member.

11 If it happens post-graduation from the CCC --
12 now, one of the things the CCC provides is a scholarship
13 for a lot of these young folks, so they then go on to
14 community college, or a four-year college, et cetera.
15 So, they may not actually enter the workforce
16 immediately.

17 But the vast majority of them would enter the
18 workforce right away.

19 BOARD MEMBER MARTINEZ: One other question. Are
20 these CCC members, who participate in this program, also
21 California residents?

22 MR. MC NAMARA: Yes. So, one of the
23 requirements of the CCC is you have to be a resident of
24 California, and there is a number of other requirements
25 associated with that. But we recruit throughout the

1 State and that is one of the aspects.

2 BOARD MEMBER MARTINEZ: Thank you.

3 CHAIR GORDON: Yes, now you do have a question,
4 see.

5 BOARD MEMBER HARRIS: I do. It took me a little
6 bit. It takes me a little longer to think about it.

7 I guess the -- trying to read between the lines
8 of the way your organization works, you receive \$5
9 million in funding from Prop. 39, directly to the Corps.
10 And that pays, largely, for the training and for the
11 recruitment of the teams that make up these Prop. 39
12 crews.

13 Is there -- there's a small revenue component,
14 as well, from the LEAs on some of the low-cost items, is
15 that right?

16 MR. MC NAMARA: There has not been, but there is
17 now, and there will be more going forward. So, as I
18 mentioned -- it's a great question. So, initially, we
19 were offering free "service". But the intention and
20 what we had communicated to the LEAs was, eventually,
21 you might want more of these things. So, we can only
22 provide a certain amount. But if, on a contracted
23 basis, you might want more of them, which also serves
24 our mission of providing more training and more, you
25 know, entry.

1 So, that is part of the equation. So, we went
2 from free to low cost. So, for example today, if you
3 were an LEA today and if we were accepting applications,
4 which we do sometimes, we would do the energy -- the
5 Proposition 39-funded, no-cost-to-you data collection on
6 site in your schools to ASHRAE Standards.

7 But the report generation and the analysis of
8 the data, you would have to pick a partner, like one of
9 the other companies that we work with, or your own
10 staff, or some other entity, and those costs would be
11 borne by you, as the LEA.

12 BOARD MEMBER HARRIS: And so, that does suggest
13 that the scalability of the program, as it maybe
14 previously existed or as it exists today, is limited
15 largely by that \$5 million allocation. Or, you're
16 saying that you're moving to a revenue-based approach
17 that would allow you to scale it more.

18 MR. MC NAMARA: Another excellent question. So,
19 the program was designed to be very large scale. So, my
20 background is energy efficiency program design for
21 corporations, for utilities, et cetera. So, the idea
22 here was to build something that could start out at any
23 given size, one crew, ten crews, but that also could
24 easily be expanded based on a warranted condition.

25 So, if the value of what we did was warranted

1 and if, in fact, more funds were made available, we
2 could put them to good use in short order. Meaning,
3 we'd have a structure and a program design that was
4 designed, you know, from the very beginning as an
5 inverse pyramidic condition.

6 So, we could add more crews and we have, in
7 fact, made those suggestions as well, either on the
8 retrofit side or on the survey side, or even on the
9 educational side.

10 CHAIR GORDON: Questions from the phone, Dana,
11 Gary?

12 BOARD MEMBER CUFF: I'm good, thanks.

13 CHAIR GORDON: Great. I have just a couple
14 really quick questions. One is you -- you talked about
15 the data on your analysis being made -- that you're
16 making available to UC Davis. Is it also publicly
17 available?

18 MR. MC NAMARA: My understanding is that it will
19 be.

20 CHAIR GORDON: Okay.

21 MR. MC NAMARA: You know, I can't say at the
22 moment that -- because I know that we're designing the
23 data constructs to keep it in, et cetera, so its
24 accessibility might be in question. But its
25 intentionality is, even if it's in a nominalized form,

1 to make it available for any purpose, so that people
2 would really have a much deeper understanding into a
3 huge number of facilities across the State.

4 And again, the schools, even though they are
5 unique in the sense of what their purpose is, right,
6 they really are large commercial buildings. So, what we
7 know about the condition of buildings in certain age
8 groups, and certain parts, and micro-climates, and what
9 they do, all of that, you know, really provides a wealth
10 of analytical opportunity.

11 CHAIR GORDON: That's great. I think we're all
12 interested in that. And also, and maybe this goes to
13 the question that came up in the last presentation, too,
14 I guess is a two-part question. What percent of all of
15 the projects under Prop. 39 are you doing the initial
16 audit for? So, what's the percent you cover of all of
17 the projects that have been applied for?

18 And then, within that, do you have a sense --
19 I'm just trying to get my head around the LEA thing. Do
20 you have a sense of how many of those are these
21 individual schools that are, themselves, LEAs, versus
22 the larger districts or multi-school LEAs?

23 MR. MC NAMARA: Okay, so we don't know what
24 percentage -- actually, that's a multi-faceted question.

25 CHAIR GORDON: Sorry.

1 MR. MC NAMARA: So, we don't know what
2 percentage of the applicants, that have been approved by
3 the CEC, of which Liz mentioned there are 670 -- well,
4 it's approximately 670, 680, right in there. So, we
5 don't know what percentage of those actually have used
6 our services, nor will we know how many will use our
7 services. Because on the retrofit side, the projects
8 are coming online.

9 So, meaning, during the planning phases, many of
10 the -- all of the LEAs had the opportunity during the
11 first year, as you heard, to apply for planning funds.
12 Many of them did. Some of those actually used some of
13 that money to do different -- to hire other entities to
14 do the surveys, or they would ask us to do the surveys,
15 or there were so many that we had that the delays were
16 long, so they said, well, you know, it's great that you
17 would provide us free services but it takes too long.
18 You know, there's like huge amounts of the queues were
19 really large.

20 So, from that stand point, I don't have a more
21 detailed answer. It is a discernible point, meaning if
22 they submitted one of our Energy Opportunity Surveys
23 which, by the way, I have samples here for you, if
24 anyone would want to see them, what they actually look
25 like. These are the no-cost energy audits. Then those

1 would have shown up in the application process. And so,
2 but we don't have the statistics for that. We know that
3 some of them have, but we don't know the number.

4 And on the retrofit side, since it's just
5 ramping up, you know, like an approved project is
6 different than a project in progress, other than the
7 fact that it can be in progress.

8 So, but we are tracking that and we will
9 continue to track that because it's a major driver for
10 our service provision to LEAs.

11 CHAIR GORDON: Arno, go ahead.

12 BOARD MEMBER HARRIS: Just one quick one. I
13 don't think it was in your slides, but you mentioned it,
14 and I think you said the universe of California LEAs was
15 1,979. Is that --

16 MR. MC NAMARA: Yes.

17 CHAIR GORDON: At the point that slide was made.

18 MR. MC NAMARA: And we can go back a few slides
19 here.

20 BOARD MEMBER HARRIS: Oh, it is in the slide,
21 okay.

22 CHAIR GORDON: Yeah, it's in the slide.

23 MR. MC NAMARA: Forward one.

24 BOARD MEMBER HARRIS: Did I miss it? Oh, there
25 it is.

1 MR. MC NAMARA: I'm sorry, back. That one,
2 that's the right one. So, that number is not correct,
3 meaning at the time -- you know, most numbers are just
4 snapshots of a point of time. That number, I don't know
5 what it is today.

6 Probably, the CDE folks know what the number is
7 of total LEAs but --

8 CHAIR GORDON: And you had said before, and then
9 we heard earlier, that the reason the number changes all
10 of the time is that every charter school's an LEA, so
11 they come online and then go offline.

12 Which is part of the motivation for my question
13 about the percentages on those schools because they are
14 not necessarily -- some of them are a stable population
15 of schools, but they come online and go offline, and
16 they have a different set of characteristics.

17 So, do you have any sense, in your own
18 population of schools you've worked with, you know, how
19 many are in that category? Are they actually using your
20 services? You know, is that a large number of the
21 schools you're working with are the LEAs?

22 MR. MC NAMARA: So, the vast majority of LEAs
23 are school districts. And as had been mentioned, the
24 individual schools exist within those school districts.
25 So, the funding goes to the LEA, the school district,

1 and is then used for the purposes that they approve.

2 On our side, from the CCC perspective, we know
3 how many of the original LEAs have applied for our
4 services and we know how many have dropped out. But we
5 don't know beyond that, the bigger picture. So, out of
6 that entire, almost 2,000 LEAs, we have approximately,
7 you know, just less than 400 applicants from that body.

8 CHAIR GORDON: Got it.

9 MR. MC NAMARA: So, we could give you a sampling
10 perspective, but no more than that.

11 CHAIR GORDON: Liz, did you want to address
12 anything that came up?

13 Also, if you'd address that point about the
14 majority? It's my understanding that the majority of
15 LEAs are -- it's not a vast majority that are districts,
16 that it's pretty divided between schools and districts.

17 MS. SHIRAKH: So, this number is when CDE -- as
18 I mentioned just posted 2015-16 today. So, I don't
19 have -- I didn't have time to do any analysis on that.
20 So, I'm going back to the previous year, '14-'15.

21 And when they issued their allocations, there
22 were 2,078 or 79 LEAs, so just over 2,000. Roughly
23 speaking, there are 1,000 public school districts and
24 1,000 charter schools, so that makes your 2,000.
25 There's 58 counties and there are three special schools,

1 the State special schools.

2 CHAIR GORDON: I was surprised by that number,
3 so I think it's useful for people to have it in their
4 head.

5 MR. MC NAMARA: Thank you, that was a good
6 clarification. So, for example --

7 CHAIR GORDON: I mean, we all would have thought
8 that was not the case.

9 MR. MC NAMARA: Well, many of the LEAs actually
10 are -- they're located in another school district. So,
11 like in Los Angeles County, for example, under LA
12 Unified there's like 67, you know, charter schools. So,
13 we work with those charter schools, but we work through
14 the school district. So, our perspective is more
15 centric towards the school district side.

16 CHAIR GORDON: But to clarify, the funding goes
17 to the LEA, not the district for those LEAs. Is that
18 right?

19 MR. MC NAMARA: That's my understanding.

20 CHAIR GORDON: There's a bunch of nodding going
21 on in the room, so I think that's right.

22 Thank you. You wanted to give a chance to your
23 Corps members.

24 MR. MC NAMARA: I do. Yeah, there's two here,
25 both from the Energy Corps. So, both of you, come on

1 up.

2 MS. JONES-MILLER: Hello, my name is Teresa
3 Jones-Miller. I am a Corps member at Sacramento
4 satellite.

5 MS. ANDERSON: Hi, I'm Cheyenne Anderson and I'm
6 from Sacramento satellite, as well.

7 MS. JONES-MILLER: So, what's cool about the
8 program that I've found, and Bill has kind of elaborated
9 on, also, that there is a lot of -- we learn a lot, but
10 we also get a lot of hands on practice about what we
11 have learned. So, we've been through a lot of training,
12 three weeks almost, in all so far, and one of those
13 weeks was on audit. And so, we learned a lot of the
14 basics and pretty much everything that goes into an
15 energy audit. Like, auditing all of the lights, all the
16 fenestrations, and everything like that.

17 And then, we had two weeks of retrofit training,
18 which was a lot of learning how -- what to do -- how
19 to -- which is mostly lighting. What we do currently,
20 but is going to move on into the future as other things,
21 also, but we learned a lot of how and what to wire. And
22 a lot of the first week of our retrofit training was
23 actually household wiring.

24 And so, what was cool about that is we got kind
25 of a cool thing where we got to see every-day things and

1 how to wire them. But then, the second week, we got to
2 go in and actually wire fixtures, which is what is a lot
3 of what we do.

4 Do you have anything to add?

5 MS. ANDERSON: And I'd also like to say, when we
6 got hands-on training, we also got to sit in the
7 classroom, but also get to go and do other stuff as
8 well, as like what we do out in the workforce, with the
9 retrofit.

10 And I have to say that it helped us like a lot.

11 MS. JONES-MILLER: And what was really cool,
12 after I got out of retrofit training, the next week I
13 got to go do a retrofit with my crew, in Chico, and we
14 went around and we did a lot of the building -- of the
15 city buildings in Chico. Like, the municipal building,
16 the old municipal building. And it was really, really
17 interesting. And by the end of that, and we were
18 working with another crew from Fresno, and by the end of
19 that we were told that we swapped out 5,900,
20 approximately, lamps, which are like fluorescent tubes,
21 usually, to LED tubes. And also, LED bulbs.

22 So, that was just really encouraging that I got
23 to see that our crews did that. It was really -- it was
24 really cool for me.

25 CHAIR GORDON: Anyone on the Board have any

1 questions for the Corps members while we have them here?

2 Thank you, guys.

3 Go ahead.

4 BOARD MEMBER KREMEN: Yeah, this is Gary Kremen.

5 That's really positive to hear how young people are

6 learning these, you know, 21st -- you know, these

7 advanced skills.

8 Just a quick question, are local programs, such

9 as the San Jose Conservation Corps and Charter School

10 related or are they just like-minded names?

11 MR. MC NAMARA: So, one of the things that we

12 do, in California there are 14 certified, local

13 Conservation Corps, and Los Angeles Conservation Corps

14 being the largest of those.

15 And so, the CCC does work directly with them.

16 And in fact much of our work, for example, doing Energy

17 Opportunity Surveys for Los Angeles Unified, the vast

18 majority of that work will be actually done by the local

19 Conservation Corps, which is LACC, you know, Los Angeles

20 Conservation Corps. It depends on the location.

21 BOARD MEMBER KREMEN: Are you doing any work

22 with the San Jose Conservation Corps, up here?

23 MR. MC NAMARA: Yes. So, in fact, the director

24 there, Dorsey Moore, and I are meeting on the week of

25 the first week of -- well, it's the 30th of November,

1 the first week of December. We've been planning,
2 together, how we're going to pursue these joint
3 opportunities within the San Jose area. So, yes, that's
4 correct. It's not yet deployed, but we are in the
5 process of getting ready to schedule their first
6 training classes and get them ready to perform these
7 services.

8 BOARD MEMBER KREMEN: That's great because they
9 do really good work up here with the Water District.
10 And they're thought of as the pride and joy of our
11 community. So, I'm happy to hear you're considering
12 working with them, because in Silicon Valley we need
13 lots of work. Thank you.

14 MR. MC NAMARA: That's true. And, actually, you
15 triggered just another quick thought there, which is the
16 fact that the Energy Corps, you know, the nexus between
17 water and energy is very real and very literal. So, our
18 Energy Corps crews are also being trained, and all of
19 them will be trained to do water audits -- or water
20 conservation audits, in addition to energy audits, and
21 offer those services collectively, in one-stop-shopping,
22 if you will.

23 BOARD MEMBER KREMEN: Well, we have a lot of
24 need for it up here because of the drought. So, that's
25 great to hear, thank you. Great work you guys are

1 doing.

2 CHAIR GORDON: Thanks, Gary. Any other
3 questions from this group? Well, thanks to both of you
4 for coming to the meeting and also for your work. It's
5 exciting that you're interested in this area of work and
6 learning about it. And you're probably better equipped,
7 than any of us up here, to actually swap out lighting
8 fixtures, so you're doing the real work on this stuff.
9 So, thank you both.

10 MR. MC NAMARA: Thank you very much.

11 MS. JONES-MILLER: Thank you.

12 MS. ANDERSON: Thank you.

13 CHAIR GORDON: Continuing on the theme of
14 workers and workforce, turning it over to the California
15 Workforce Development Board. And I know we're going to
16 hear from Sarah White and Amy Wallace from the Workforce
17 Board. And Sarah, either one of you. And if you
18 wouldn't mind, just because I think there's not always
19 the knowledge -- this is a complicated program because
20 it involves the schools, and there's a bunch of things
21 in place about how can do the work, and if you wouldn't
22 mind doing just a tiny little primer on who does this
23 kind of work, and what rules apply in the universe of
24 labor that you're working with, before kind of going
25 into your program, if that's possible.

CALIFORNIA REPORTING, LLC

52 Longwood Drive, San Rafael, California 94901 (415) 457-4417

1 MS. WHITE: I think we've got a day or two,
2 right. I actually -- just here, for a point of
3 information, I didn't see it on the agenda, but we
4 had -- there's two pieces of work that the California
5 Workforce Development Board is doing around this
6 project, actually a lot of work. But one of them has to
7 do with aggregating the data around the blue collar
8 workforce, which is the construction workforce, on the
9 K-12 schools that I think Kate is referring to.

10 And there's a whole universe of work around
11 this. There's also the white collar work. I don't want
12 to go into details right now.

13 So one thing is today we're not talking about
14 the data. Today, we're talking about the programming.
15 So, my colleague, Amy Wallace, who is the Associate
16 Director of the State Board, is going to walk you
17 through the program, what we're doing and some of the
18 fabulous training results that we've had there.

19 And I will come back to you, another time, and
20 go through the data and the various pools of workers and
21 types of work that we have.

22 CHAIR GORDON: And we're getting a report from
23 you at some point, is that right?

24 MS. WHITE: Yes, you are, and probably early
25 January. So, thanks.

1 MS. WALLACE: Good afternoon. We like to leave
2 you wanting more, so we'll be back again. Again, thank
3 you, guys, for having me here. I'm Amy Wallace, with
4 the California Workforce Development Board.

5 I'm actually going to talk about our Job
6 Training Program that is funded through Prop. 39. It's
7 in its first year of implementation. So, we know a lot,
8 we're learning a lot, and there's a lot more work to be
9 done.

10 So, what I'm going to do today is provide you
11 with kind of a snapshot of where we are. Which is,
12 actually, we've made a lot of great progress in local
13 communities over the past year, year and a half or so,
14 and are really pleased with the work that is happening
15 on the ground with young people, and folks who are
16 really looking for jobs and careers in construction, and
17 in energy efficiency.

18 So, basically, we have a \$3 million allocation
19 per year to fund pre-apprenticeship training, earn-and-
20 learn job training programs, targeting disadvantages or
21 disconnected job seekers. So, folks who may not have
22 had access to good jobs in the past, good quality
23 training in the past, and who are really looking to
24 build their skills and earn self-sufficiency incomes for
25 themselves and their families, moving forward.

1 We have, basically, three categories of projects
2 that we fund with this \$3 million a year, and they're
3 all interrelated. They include, obviously, training
4 implementation. So, actual hands-on pre-apprenticeship
5 training, which I'll spend most of my time telling you
6 about today.

7 Also, development, which are kind of planning
8 grants for folks who may not be ready to implement
9 programs, yet.

10 And then, technical assistance and capacity
11 building. We really want to make sure that a variety of
12 folks are able to deliver quality training across the
13 State of California, and we want to help them do that in
14 the best and most sustainable way possible.

15 So, the goals of the program, in our first
16 request for a proposal, were to train up to 300 at-risk
17 youth, veterans, and other disadvantaged or disconnected
18 job seekers. We really wanted to create structured
19 pathways to apprenticeship and build the energy
20 efficiency workforce.

21 And so, again, this is really about creating a
22 pipeline and pathway to careers, not just a single job
23 opportunity that may present itself. We want folks to
24 be able to earn over their lifetime, and continually
25 learn and update their skills.

1 And to align systems and leverage funding. At
2 the State, we fund a lot of workforce development and
3 job training programs. They're not necessarily
4 connected or leveraged. And we wanted to make sure that
5 we were doing work to actually connect those things to
6 make sure we were sort of optimizing results, and making
7 the best use of our resources.

8 So, with our first \$3 million, which actually
9 ended up being a little bit more than \$3 million, and I
10 can tell you a little bit about how that funded, we
11 ended up funding two grants in the sort of technical
12 assistance and capacity building area. Those were to
13 the California Labor Federation and Emerald Cities
14 Collaborative, who functioned, basically, as
15 intermediaries and technical assistance providers for
16 all of our grantees.

17 We had two folks or two partnerships that were
18 in the developmental planning category. And you can see
19 who they are there, Santa Cruz County Workforce
20 Investment Board and Marin County Building Trades.

21 And ended up with six regional partnerships
22 actually implementing training across the State. And
23 you can see them listed there. There's some
24 concentrations in the Bay Area. You can see we need to
25 do some work to spread out, particularly in rural areas.

CALIFORNIA REPORTING, LLC

52 Longwood Drive, San Rafael, California 94901 (415) 457-4417

1 But we have another round coming out where we'll be
2 working on that.

3 So, this is -- I want to spend most of the time
4 talking about the training, obviously, that's the really
5 fun stuff. So, the pre-apprenticeship training
6 projects, the six that we funded in this current round,
7 are basically focused on training aligned with what's
8 the multi-craft core curriculum, or MC3 for short. It's
9 a nationally recognized certification that provides,
10 basically, pre-apprenticeship skills that attach to or
11 align with a variety of crafts or trades.

12 So, young people, or old people like me, anyone
13 who completes this training actually has the option to
14 move into a variety of construction-related
15 apprenticeship.

16 We were really focused, with these grants, on
17 making sure that we were aligning supply and demand.
18 So, what we didn't want to have was sort of a train-and-
19 pray model, right, let's train folks and then pray they
20 get a job. We want to know where the jobs are and then
21 train them for those particular jobs.

22 Very focused, as many workforce programs are now
23 in the State, on regional partnerships. Making sure
24 that all of the folks are involved in the program, who
25 need to be in order to get folks right in the door,

1 through the training, into apprenticeship, and into the
2 labor market.

3 Our partnerships are all very different. They
4 include local workforce development or investment
5 boards, labor or union entities, community colleges,
6 some local Conservation Corps, and a wealth of
7 community-based organizations, as well.

8 And, finally, we really want these grants to be
9 focused on sustainability. As I said, this is \$3
10 million a year. Those dollars will expire, essentially,
11 in five years. If these programs are working well, we
12 want them to continue. And so, part of the technical
13 assistance that we provide is actually to help these
14 programs continue on, evolve as necessary, but not to be
15 just time-limited, solely grant-funded programs that,
16 you know, in five years disappear regardless of what
17 great work they did.

18 So, our training goals. The target population
19 for each of these six partnerships is to serve at-risk
20 youth, which we defined as up to age 25, veterans, and
21 other disadvantaged or disconnected job seekers.

22 These were the parameters that we put on, we put
23 forward in the request for proposal. We actually
24 allowed each partnership to define its target population
25 in a more tailored or nuanced way, if they so desired.

1 We really didn't want to sort of hold folks to a
2 standard that didn't meet the needs of their local
3 communities and, frankly, who these partnerships really
4 wanted to serve.

5 So, they all meet these target categories in one
6 way or another, but we didn't put strict percentages or
7 anything like that on each of these categories, because
8 we really wanted them to be tailored to and responsive
9 to local community needs.

10 Where we did put a lot of emphasis was on
11 performance. So, this is the laundry list of
12 performance measures that each of the grants are held
13 accountable to. They were able to propose their own
14 goals, but they have to meet those goals at the end of
15 their grant period. And you can see they include
16 attainment of the industry value credential, which is
17 completion of the MC3 curriculum, and then a variety of
18 placement measures.

19 We are also asking them to measure retention for
20 up to a year post-placement and, then, income increase.

21 Just a quick note on the multi-craft core
22 curriculum. Basically, it's 120 hours of training that
23 the pre-apprentice trainees receive. You can see,
24 generally, kind of the things that it covers, in
25 addition to basic orientation to apprenticeship that

1 includes health and safety standards, applied
2 mathematics, which is incredibly important, and some
3 general construction orientation. And then, they get a
4 certificate when they're completed.

5 We actually, also, coordinate with the Buildings
6 Trade Council to provide all of the local instructors in
7 California with the training -- train-the-trainer
8 modules, essentially. So, they all get together at the
9 beginning and learn the curriculum. They all working
10 from kind of the same play book so that we have some
11 standardization and some quality control across the
12 training.

13 So, a couple of unique aspects of these training
14 partnerships that we put in place as requirements. One
15 is really making sure, again, that the supply and demand
16 is well-calibrated, and doing this by requiring each of
17 the partnerships to have an Industry Advisory Council,
18 that's made up not just of employers and contractors,
19 but also folks from the labor community. So that we're
20 making sure that not only do we know what skills the
21 students need, or the pre-apprentices need going
22 forward, but also where the jobs are going to be. And
23 sort of how folks can move into apprenticeship, which
24 can be quite a complicated process.

25 We also, through the technical assistance and

1 capacity building portfolio that we have, we've
2 developed what we call a learning community or a
3 community of practice. Actually, we require the
4 grantees and their partners to get together four times a
5 year. They share what they're doing, what's working,
6 what's not working. We bring in speakers to talk about
7 particular aspects of either training, or skill
8 development, and they basically have the opportunity to
9 work together to work through some of their challenges.

10 And this is also where we learn a lot about
11 what's working in the program, what might not be working
12 so well, how we can provide additional assistance, and
13 where we should go in our next round of funding.

14 So, here's a quick performance snapshot. You
15 can see, we haven't captured, yet, all of the data
16 around performance that we're requiring of the grantees,
17 but this gives you kind of a sense of where we're going
18 and how folks are progressing. These, again, are the
19 six actual training partnerships.

20 You can see, in terms of enrollment overall,
21 they're at about 85 percent of their goal. In terms of
22 completed training, again that's completing the MC3 pre-
23 apprenticeship training, averaging about 74 percent
24 across the board. And then placement, we're at about 62
25 percent.

1 They actually have, for the most part, with the
2 exception of one partnership, the Fresno, these folks
3 will be at the end of their grant term at the end of
4 this calendar year. So, they both have some additional
5 time to go, as well as time to continue to work with
6 either folks who are still in training or in need of
7 placement services.

8 Just a quick snapshot, again, of the types of
9 jobs that folks are going to be receiving -- or
10 receiving -- getting. The beauty of the MC3 curriculum
11 and kind of putting together these training
12 partnerships, each of the partnerships has labor
13 representation at the table. And so, they are working
14 actively with the training providers to make sure that
15 they are pipelining the graduates into their particular
16 trades.

17 So, this is just kind of a list of the various
18 trades that are at the table and, therefore, the kinds
19 of placements that folks either currently have or will
20 be achieving as a result of their training.

21 You can see there's a lot of electrical, HVAC,
22 plumbing and pipe fitting, sort of a wide range of
23 construction trades that folks are eventually going to
24 be moving into and, in many cases, have already.

25 So, what's next? We're actually going to have

1 completed our evaluation of the first cohort of training
2 projects in January. As I said, they have until the end
3 of this calendar year, the end of December to actually
4 have completed all of their training goals.

5 One note, as I said, our goal with this program
6 was to train and place up to 300 in this first cohort.
7 Right now, we have 259 of the students actually placed
8 in jobs. So, a little ways, a little bit longer to go.
9 And we're confident that I think we will actually
10 exceed, by the end of the grant term, that goal of
11 having training and placed 300. But in January, we'll
12 be able to come back with kind of a full complement of
13 data and information about how each of the grants did
14 and how the portfolio did overall.

15 We also have a new request for proposals on the
16 street right now. So, this is for our next allocation
17 of Prop. 39 dollars. You can see it, you can get it
18 from our website and I'm happy to share it, e-mail it
19 around. I can send it to Jack, if folks are interested.

20 We have an applicant workshop, which is a
21 virtual webinar that folks can call into. And we
22 actually walk through all of the requirements of the
23 requests for proposals, as well as let folks know about
24 the MC3 curriculum, and what that requires. And folks
25 can access that virtually. We really want to make sure

CALIFORNIA REPORTING, LLC

52 Longwood Drive, San Rafael, California 94901 (415) 457-4417

1 folks have as much information, as possible, to submit
2 really quality proposals.

3 And we're adding some additional elements in
4 this next round, based on what we've learned in the past
5 year or so. And we're calling these sort of our
6 continuous improvement elements.

7 And one is an increased emphasis on women in
8 construction. While we had a really good showing from
9 some of our partnerships around recruiting women and
10 actually having them persist through the program, it's
11 not across the board. And that's something we want to
12 be able to strengthen, so we're calling that out as
13 something that we want folks who have either experience,
14 or good ideas about how to do that to really apply as
15 part of partnerships.

16 We want to do more around comprehensive support
17 services. So, many of the folks coming into this
18 program, these programs, have some pretty severe
19 barriers to employment, may have been out of the labor
20 market or never formally attached to the labor market,
21 and may have some additional sort of supports that they
22 need in order to not only get through, but get into a
23 job.

24 We would really like to include a job coaching
25 and mentoring component, particularly for young people.

1 We know that that works really well. And we're
2 especially interested in kind of a peer coaching and
3 peer mentoring model.

4 And finally, what I've called here kind of pre-
5 pre-apprenticeship. So, even though the current model
6 that we have does a really great job of getting folks
7 kind of the skills that they need to move into
8 apprenticeship, there are a lot of folks who just aren't
9 even ready to get into a pre-apprenticeship program.
10 They may have problems with substance use or abuse.
11 They may have some other outstanding issues around
12 health or other -- or housing, or other kinds of issues
13 where they're just not quite ready.

14 So we've actually, in this last six months or
15 so, begun to work with community-based organizations who
16 can really help provide intensive supports to get folks
17 both to the pre-apprenticeship training and assist them
18 to get through in a way that's a little bit different
19 than the typical MC3 model allows.

20 So, we're encouraged by the success that we've
21 seen so far and really want to strengthen those elements
22 moving forward.

23 So, I think that's it and I'm happy to take any
24 questions that folks have.

25 CHAIR GORDON: I'm assuming you have questions.

1 BOARD MEMBER MARTINEZ: Okay, thank you. Thank
2 you for the presentation. I'm curious about the
3 training implementation and the one, two, three, four,
4 five, six partnerships that you have in place.

5 What type of enforcement mechanisms do you have
6 in place in case their goals aren't achieved?

7 MS. WALLACE: We don't give them their money.
8 So, so far, thank goodness, they have been really good
9 at making progress against their goals. We both -- so,
10 we have a process of basically monitoring or assessing
11 the progress of each grant, on a quarterly basis,
12 against their expenditure rate. If we see any glitches,
13 right, if they are either expending too much and not
14 progressing quickly enough according to both their
15 participant plan, how they plan to enroll and move folks
16 through the program, or their other work plan goals, we
17 are on the phone or in-person with them. Working with
18 them both to provide any assistance that they might
19 need, but also letting them know that, you know, if they
20 do not meet their goals, they will not have fulfilled
21 their, basically, obligation in terms of drawing down
22 their financial portion of the money.

23 CHAIR GORDON: Thanks.

24 BOARD MEMBER KREMEN: A quick question.

25 CHAIR GORDON: Hold on. Hold on.

1 BOARD MEMBER KREMEN: Are you working with the
2 Labor Building and Trades for San Benito and San Jose,
3 or Santa Clara County?

4 MS. WALLACE: I believe Santa Clara, yes, as
5 part of the -- excuse me, let me look back at my list.
6 I believe the partnership that's -- the development
7 grant that's actually held by the Workforce Investment
8 Board of Santa Cruz County, actually that region does
9 encompass San Mateo. Was that the question?

10 BOARD MEMBER KREMEN: What about Santa Clara and
11 San Benito?

12 MS. WALLACE: San Benito, I do not believe we're
13 working with. Would love to expand down farther to the
14 Central Coast Region. So, we'd welcome applications
15 there.

16 And I don't know about Santa Clara. I
17 apologize. I could get back to you with that
18 information, though.

19 BOARD MEMBER KREMEN: I would really appreciate
20 it. This is Gary Kremen. I would really appreciate
21 that, thank you.

22 CHAIR GORDON: Then, I had Chelina and then
23 Walkie.

24 BOARD MEMBER ODBERT: I just have three quick
25 clarifying questions. In the \$3 million allocation, you

1 said that that's split between these primary programs.
2 Can you give us a breakdown of how that allocation
3 happens across the three programs?

4 MS. WALLACE: I don't have the exact numbers in
5 front of me, but I can give you a ballpark and then come
6 back to you with the exact number.

7 So, the bulk of the money is actually in the
8 training implementation. That is probably, actually,
9 upwards of \$3 million. So, we actually leveraged some
10 funding from the California Community College
11 Chancellor's Office in the first round.

12 The other two pots of money, I would say total
13 less than half a million dollars. And I can get back to
14 you with those exact amounts, for sure.

15 BOARD MEMBER ODBERT: Great.

16 CHAIR GORDON: And you had two more, right?

17 BOARD MEMBER ODBERT: Yeah, two more quick ones.
18 Could you give an example, you talked about the
19 sustainability of the programs after the extent of the
20 funding. And could you give an example of a type of
21 strategy or program that you're doing to make that
22 happen?

23 MS. WALLACE: Absolutely. So, you know, we --
24 because we are the California Workforce Development
25 Board, we have oversight of all of the Workforce

1 Development Boards across the State. There are 48 of
2 them. We are really encouraging folks to either come
3 in, in active partnership with those Workforce
4 Development Boards, or through other mechanisms linking
5 with Workforce Development Boards and the eligible
6 training provider list that the State maintains.

7 Which would allow programs that are either
8 developed -- that are developed through these projects
9 to draw down, essentially, formula dollars, rather than
10 sort of special funds.

11 These dollars, the Workforce Investment and
12 Opportunity Act dollars have many more strings attached
13 to them than these -- than the Prop. 39 dollars. So,
14 one of the things that we actively are doing, through
15 our technical assistance, is working with grantees to
16 make sure that they are aware of and have the
17 infrastructure in place to deal with the strings
18 attached to more restrictive funding sources.

19 It's part of sort of what we see as a general
20 capacity that needs to be built for folks to be able to
21 sort of braid funding together.

22 The other thing that we will begin to do now, in
23 this next round of funding for our current grantees, is
24 we will encourage and incentivize them to look to
25 leveraged and matching funds. So, it is unlikely that

1 we will sustain these events, even of the hundred
2 percent successful training grantees, for five years.
3 We would want to see them basically tapering off of the
4 Prop. 39 dollars and increasing local or regional
5 investment of some of those formula and other kinds of
6 dollars. And that's something that we'd work through
7 with them, as part of their budgeting process, to make
8 sure they both have capacity to do that, and understand
9 that that's part of their long-term sustainability goal.

10 BOARD MEMBER ODBERT: And then the final
11 question, might you be able to provide for us, not now,
12 but in the future, some data on the demographics of the
13 300?

14 MS. WALLACE: Absolutely, yes.

15 CHAIR GORDON: Walkie, you had a question.

16 BOARD MEMBER RAY: Yes, thank you. A huge
17 percentage of the workforce in construction is Latino.
18 That's no secret. How are you ensuring that the
19 outreach to students is disseminated widely in the
20 Latino community and that it's available in Spanish?

21 MS. WALLACE: Yeah, that's a great question.
22 You know, what we do is we try to encourage, as much as
23 possible, the regional partnerships that come in to have
24 a community-based component, so that folks are actively
25 engaged with the community who's in need of those

1 particular services.

2 We have not, candidly, done anything explicit
3 about targeting Latinos or Spanish-speaking construction
4 or potential construction workers. I think that's a
5 great point and something we can definitely work on more
6 in the future.

7 BOARD MEMBER RAY: And second, most of the six
8 partnerships, but one, L.A., was in Northern California
9 or Central California. And, yet, Southern California is
10 60 percent of the population.

11 MS. WALLACE: Yeah.

12 BOARD MEMBER RAY: Is Southern California not
13 making applications?

14 MS. WALLACE: So, no, we didn't have any
15 applications, except for Los Angeles, in the last round,
16 which was curious. So, we are actively working with
17 both our partners on the building and trade side, as
18 well as our technical assistance providers, and our
19 local Workforce Development Boards, who may or may not
20 be partners in local construction training programs, in
21 Southern California, to get the word out that this is an
22 option for more folks to apply for in this next round.

23 With our new round of funding, the new RFP, we
24 will make sure that we are pushing out to some of those
25 regions that we haven't hit. We don't want to end up,

1 just because that's who applied, with folks all, you
2 know, clustered in the Northern California region. So,
3 yeah, it was definitely a big, glaring gap, for sure.

4 CHAIR GORDON: You can tell we have regional
5 interests on this Board.

6 MS. WALLACE: Yes.

7 CHAIR GORDON: A couple of quick questions. On
8 your placement numbers, you're talking about placement
9 into apprenticeship program, right?

10 MS. WALLACE: Yes.

11 CHAIR GORDON: Do you have a sense of the
12 placement numbers, at this point, from apprenticeship
13 programs in California into jobs? I know it's gone up
14 and down, but do you have a sense of how that's going?

15 MS. WALLACE: Just in general or --

16 CHAIR GORDON: How many people are on the bench
17 and how many people are working?

18 MS. WALLACE: I do not. I do not. I could
19 definitely get a sense of that from our actual -- our
20 providers, and get back to you guys with that. But I'm
21 not actually aware.

22 CHAIR GORDON: It would be interesting to see
23 that.

24 MS. WALLACE: Yeah.

25 CHAIR GORDON: And just sort of an obvious

1 question, since you both just presented, obviously, you
2 and the CCC are the two big job programs, with the CCC
3 very focused on Prop. 39 projects, you focus more
4 largely on the energy occupations.

5 Are you guys working together in any way? Are
6 there students from CCC coming into pre-apprenticeships
7 or apprenticeships? How is that working?

8 MS. WALLACE: Yeah, so we -- when we initially
9 were all allocated the pots of money, we worked together
10 extensively to make sure that our programs were not
11 duplicative and there was not too much overlap.

12 But we did want to have the opportunity for that
13 leverage and the sort of transition of, particularly,
14 CCC students or workers into the pre-apprenticeship
15 training program.

16 So, actually, the partnership that is led by the
17 Sacramento Employment and Training Agency does have
18 partnership with the local Conservation Corps affiliate.
19 It's actually one of the lessons that we learned is the
20 students, even though they've completed training, they
21 love being in the Conservation Corps so much they
22 actually are not sort of wanting to come out and be
23 placed. So, their placement numbers don't look great.

24 Thanks a lot, Conservation Corps, for doing such
25 a good job.

1 So, yeah, so we've actually, in our
2 solicitation, we call out Conservation Corps
3 partnerships as something that we're, in particular,
4 looking for.

5 And then we do have, with the San Francisco
6 Conservation Corps, they are actually one of our
7 training implementation grantees. They're one of the
8 sort of affiliate nonprofit sites, so they're a little
9 bit more stand-alone, is my understanding, that the
10 State Conservation Corps model. But we're working with
11 them, as well, as a provider of the MC3 curriculum.

12 So, there's a couple of ways where we're trying
13 to leverage those connections and partnerships without
14 being duplicative, and making sure that we have a wealth
15 of opportunities for California residents.

16 CHAIR GORDON: Great. And we'll get to Sarah's
17 point on the data. But it will be interesting to see
18 this program, itself, I think it will be interesting to
19 see how many jobs its creating versus retaining, versus
20 people already on custodial staffs or whatever, and to
21 what extent it's creating a whole new market of jobs.
22 And sort of I think that we'll look at that in the data,
23 but I think that will be really interesting when we can
24 get to that and talk about it.

25 MS. WALLACE: Absolutely. Great.

1 CHAIR GORDON: Any other -- Dana, did you have
2 any questions? Anything else on the phone or in the
3 room? You guys?

4 BOARD MEMBER CUFF: Yeah, I just think the
5 creativity in these education programs is really great.
6 I know the program at LATTC, and it's really strong.
7 And I'm hoping we can get the same kind of creativity
8 out of the implementation phase, then.

9 MS. WALLACE: Great. Absolutely.

10 CHAIR GORDON: Great point, Dana. And thank you
11 for having such a strong focus on not training for jobs
12 that don't exist, because we've all seen that play out
13 in the past.

14 MS. WALLACE: Absolutely, yes.

15 CHAIR GORDON: So, it's very encouraging.

16 MS. WALLACE: Thank you.

17 CHAIR GORDON: Okay, I think we're going to the
18 discussion of the mission statement. And I'll put it
19 over to Jack to talk about this, just a little
20 introduction to this subject. But most commissioners
21 and boards have mission statements and so Jack, sort
22 wisely, thought we should probably have a mission
23 statement.

24 And can you give us a little background, when
25 you introduce the subject, of what our mandate is?

1 MR. BASTIDA: Sure.

2 CHAIR GORDON: And then, we should talk a bit
3 among ourselves about how to put that into some kind of
4 an overarching statement.

5 MR. BASTIDA: So, just looking at the other
6 boards around the State, and kind of seeing what they
7 do, I noticed that most of them do have mission
8 statements that the board has decided upon.

9 It just helps to kind of look at the Citizen
10 Oversight Board responsibilities that are laid out in
11 the Public Resource Code. So, basically, you have four
12 main duties of the Board. I think we discussed it last
13 meeting.

14 You have to annually review all Clean Energy Job
15 Creation Fund expenditures, commission and review an
16 annual independent audit of the Job Creation Fund, and
17 of a selection of projects completed to assess the
18 effectiveness of the expenditures.

19 Number three, publish a complete accounting of
20 all the expenditures each year, posting the information
21 on a publicly accessible internet website.

22 And the last one is submit an evaluation of the
23 program to the Legislature, identifying any changes
24 needed to meet the objectives of the Act.

25 So, those are the main four duties of the Board.

1 In looking at that, I have a proposal that I -- just to
2 jump off the conversation, that I was looking at, is I
3 put Citizens Oversight Board Mission Statement Proposal.

4 To maintain the accountability, transparency and
5 effectiveness of the programs related to California's
6 Clean Energy Job Creation Fund.

7 It's pretty simple, pretty overarching, but
8 thought maybe you guys would want to discuss it a little
9 bit more.

10 CHAIR GORDON: Great. Thank you, Jack.

11 So, again, let me see if I can repeat that.
12 Just throwing out there, as an initial very general
13 statement, mission to maintain the accountability,
14 transparency and effectiveness of the California Clean
15 Energy Jobs Creations Fund. Which is, of course, the
16 Prop. 39 Fund. Which would cover all of those four
17 things.

18 But wanted to open it up to everybody to talk a
19 little bit about whether that seems sufficient, or
20 whether people want more detail, or sort of what we
21 think in terms of a mission.

22 This can also be a slightly broader conversation
23 about what we see as our mission. I mean, those four
24 things that Jack put forward, particularly the last one.
25 To submit the evaluation of the program goes directly to

1 something Walkie asked earlier, what's working and what
2 isn't working? That is part of our job, as stated.

3 So, just thinking about sort of how do we
4 effective -- how do we do that? And should the mission
5 reflect anything more specific, than being a very
6 general statement, as Jack just said.

7 So, I'm opening it up to all of you to mull on
8 this question.

9 BOARD MEMBER HARRIS: Is it possible to see, can
10 you put that up there?

11 CHAIR GORDON: Can you type it on something?

12 And I'll say it again, just so it's in people's
13 heads. To maintain the accountability, transparency and
14 effectiveness, basically those are the important words,
15 of the fund.

16 Anyone want to weigh in on this? Several of you
17 have already talked to me about your thoughts about
18 this. I know people have opinions.

19 Dana, I know you have opinions, so you want to
20 weigh in on this question?

21 BOARD MEMBER CUFF: Am I the chiming in with
22 opinions person, now?

23 CHAIR GORDON: No, no, no, I just -- I happen to
24 know that you have opinions about the mission of the
25 Board, so I'm just calling on you.

1 BOARD MEMBER CUFF: I'm just joking. I'll share
2 with you the conversation I had, when I was appointed by
3 John Cheng, which is why I think I was appointed. And
4 that is because I'm really anxious to see that these
5 funds or just some part of these funds are utilized in
6 ways that go beyond quick fixes, though I think those
7 are also important.

8 And in that regard, I'm interested, and that's
9 what I told Mr. Cheng, that we do some kind of
10 demonstration projects that sort of charts a path
11 forward for energy efficiency as it's evolving. So, not
12 just yesterday's technologies, but today's and those
13 that are already available, but maybe not utilized in
14 ways that are already off-the-shelf for schools.

15 I can see why we don't use the funds to do
16 experiments. But demonstrations are different than just
17 what I would say we're doing know is kind of quick
18 fixes.

19 So, I'm especially interested in demonstration
20 projects and that we might say, accountability,
21 transparency, effectiveness, and demonstrations of next
22 generation applications.

23 BOARD MEMBER KREMEN: So, this is Gary, I mean,
24 I'm -- Kremen. I'm for next generation all the same.
25 I'm a little -- I think there's nothing wrong with quick

1 fixes, if it gives a good long and short term IRR and
2 general rate of return.

3 You know, so I just want to be careful, if we do
4 demonstration projects that it doesn't get political,
5 we're not picking one technology over another and we do
6 get -- you know, sometimes the quick fix is kind of
7 like, you know, putting insulation in. It's not sexy,
8 but it's the best return.

9 BOARD MEMBER CUFF: Well, Gary, I completely
10 agree with that. And it seems with half a billion
11 dollars we should do quite a bit of that.

12 But in the end, by the time we finish this in
13 2017, there will be better insulation available, even
14 though we will have improved some of the work. We could
15 be putting forward a few cases that show the way for
16 other schools. For instance, to use solar more
17 effectively. That's particularly one that I would be
18 anxious to include in our projects. And it isn't an
19 easy or automatic kind of fix, quote/unquote, but that
20 somehow we should be generating a new school design, for
21 instance, that in the new schools that are evolving
22 integral energy savings strategies, particularly
23 passive.

24 CHAIR GORDON: That's a good point. It's a
25 question. I think there's a question of what is in the

1 mission versus what is in sort of our evaluation of the
2 effectiveness of the program right. But it's an
3 interesting question and a good one.

4 Other thoughts on sort of the mission, do we
5 want to keep it vague? Do we want to make it more
6 specific?

7 BOARD MEMBER HARRIS: I have more of just a
8 clarifying question for Jack or for other people on the
9 staff, which is just so there's the -- there's the
10 mandate and the mission. To what extent -- I mean, it
11 seems to me the work of the committee or the Board is
12 largely backwards looking. We're looking at reports
13 that are coming in that demonstrate that the programs
14 were conducted in compliance with the guidelines, and
15 consistent with the goals of the proposition and some of
16 the clarifying legislation.

17 So, I mean, to the earlier Board member's
18 question, I guess, do we have the ability even within
19 this body to direct where the program's going? And is
20 it appropriate within the mission, then, to put that in
21 there?

22 MR. BASTIDA: Well, I think you do have the
23 ability in that we have the -- in looking at all of the
24 reporting requirements that are going to be done.

25 So, each agency that actually gets money from

1 the Job Creation Fund is required to submit a report on
2 the expenditure, what they're spending money on,
3 basically.

4 This includes the energy projects of the Energy
5 Commission and the community college, and it includes
6 all the grants and training programs that we heard about
7 today. So, it's very varied on all these reports coming
8 in.

9 Now, the Citizens Oversight Board is supposed to
10 take all those reports, plus a jobs report, and combine
11 those all into a narrative for the legislative report,
12 the final legislative report. Yeah, which is due March
13 31st.

14 CHAIR GORDON: Yeah, it's due soon,
15 unfortunately.

16 MR. BASTIDA: So, I think -- you know, I think
17 that narrative is important and hearing from all your
18 perspectives is important because you're not connected
19 as much as anyone else here, and you can have some
20 outside opinions on everything. So, that's important.

21 CHAIR GORDON: Do you want to --

22 BOARD MEMBER MARTINEZ: My comments and thoughts
23 will be to incorporate the -- that everything,
24 everything we do is for the benefit of California
25 businesses and California residents.

1 CHAIR GORDON: And I think there's a question,
2 it's a great point, I keep wondering -- what's hard for
3 me about the mission is that I have not gone back and
4 looked at the wording on the fund.

5 So, the question is to what extent are we
6 incorporating some of these thoughts from what's written
7 in the description of the fund in the first place?
8 There's several layers of that.

9 There's the political -- there's what was
10 passed by the voters, right. And then there's the
11 legislation implementing it. And then there's the CEC
12 guidelines implementing that. All of which have
13 statements, you know, of intent.

14 So, it may be, I mean I hate to do this to Jack,
15 but it may be -- it may be worth us going back and
16 looking at what would be incorporated into those words
17 before -- you know, so we can see what is and isn't
18 already kind of implicit in the fact that we're
19 implementing the fund, right. And we know what sets of
20 criteria are already in there.

21 Because I actually think that's already in, at
22 least what the voters passed.

23 BOARD MEMBER MARTINEZ: If it is, to carry this
24 through, I'd like to see funding requirements of these
25 LEAs, that they spend the monies appropriately and

1 report back on some of those goals. That's kind of
2 where I'm going with this.

3 CHAIR GORDON: I could tell that. No, I think
4 we should go back and look at that, and figure out
5 what's incorporated into this.

6 But on the -- well, let me ask for other
7 questions, first, and then I'll weigh in. Go ahead.

8 EX OFFICIO BOARD MEMBER WEISENMILLER: I was
9 going to say, obviously, I'm ex officio, so really want
10 the Committee to go forward.

11 I was going to say one of the struggles we have,
12 and I mean Liz may be able to give you some statistics,
13 is that, you know, there's a very formulaic allocation
14 to LEAs. You know, this is the amount of money going to
15 each of those.

16 Now, some of the LEAs are using the money.
17 Some, frankly, we haven't heard from. I was going to say
18 one of the struggles we have, and I mean Liz may be able
19 to give you some statistics, is that, you know, there's
20 a very formulaic allocation to LEAs. You know, this is
21 the amount of money going to each of those.

22 Now, some of the LEAs are using the money.
23 Some, frankly, we haven't heard from.

24 CHAIR GORDON: Right.

25 EX OFFICIO BOARD MEMBER WEISENMILLER: And so, a

1 generic issue on the effectiveness is how do we get that
2 broad participation.

3 Now, having said that, I think, again, you're
4 back to the legislative direction we thought we got, at
5 least as we understood, was to make it easy. Actually,
6 in terms of -- you know, certainly, they're approved to
7 have where the answer is pretty much, you know, if
8 you're not California, don't apply, if you're not a
9 grant or an RD program.

10 So in terms of how much you can limit it, you
11 know, you need to check what's in the statute. But, you
12 know, we did not -- again, it's pretty much here it is,
13 here's the formula. As long as there's a plan
14 submitted, which is using the money cost effectively,
15 cut the check is sort of -- you know, I'm looking at
16 Andrew to see if my statements are, at the 60,000-foot,
17 at least correct.

18 Now, looking at that -- so, one question is
19 what's the missing LEAs. And then the other question is
20 the distribution of funding. And a lot of it -- and
21 again, Liz can give you statistics on that, too.

22 A lot of it is pretty conventional, plain
23 vanilla lighting, HVAC. But there is certainly some
24 solar there, too. And again, I think that probably
25 indicates what the population -- what particular school

1 districts have done. You know, they have an allocation
2 of money and if they've already done all the plain
3 vanilla stuff, then I assume they're moving down the
4 loading order.

5 But, you know, obviously, a lot of the solar is
6 more some sort of lease or PPA. So, it's not
7 necessarily a lot of out-of-pocket money but again is
8 going in. So, it's that combination.

9 So, but I think, certainly, what I heard from
10 the Legislature and I think everyone else did the same
11 thing is they really were concerned it's not -- you
12 know, they really wanted to show at the end of the day
13 that there were savings, that there were jobs, and that
14 it wasn't simply we were sending the money out and
15 nothing was really happening with it.

16 So, that seems to be one of your real functions
17 is to indeed make sure that there are results. And
18 again, certainly, in terms of what you can do --
19 certainly, if you direct us to do something, which at
20 least my attorneys tell me is illegal, you know, we
21 probably need a statutory change to do that.

22 But having said that, you know, again, one of
23 the real problems, which you sort of alluded to in the
24 first rounds of questions with people is just what are
25 we doing on coverage? How do we make sure there aren't

1 big swaths of the State which aren't using the money
2 which has been allocated to them.

3 BOARD MEMBER ODBERT: And my comment --

4 BOARD MEMBER CUFF: Can I just go and ask a
5 question on this for clarification? Is there any -- I
6 suspect it would only be in the largest LEAs that we
7 would be able to, given the set allocations, think about
8 implementations related to new construction. Can we --
9 or could someone report to us how much of our funding is
10 going to apply to new construction versus retrofits?

11 CHAIR GORDON: It's no new construction, as far
12 as I understand. Liz just nodded. This is not a
13 program that's designed to do new construction, it's
14 entirely retrofit. So, I mean, retrofitting and clean
15 energy.

16 BOARD MEMBER CUFF: So, no new facilities. Of
17 course, this was not understood when we were originally
18 appointed. Because in my conversations with everybody
19 in Sacramento, as well as, you know, the office that
20 appointed me, that wasn't clear. So, when did that get
21 put into place?

22 CHAIR GORDON: That's always been in place.
23 That's in the legislation that implemented the original
24 Prop. 39 program.

25 EX OFFICIO BOARD MEMBER WEISENMILLER: Yeah.

1 BOARD MEMBER CUFF: So, it's only retrofit. And
2 would retrofit also mean no change, like if there were
3 additions or modifications to an existing school?
4 Meaning, let's say you added a classroom to an existing
5 school, would that be considered a retrofit or would
6 that be new construction.

7 EX OFFICIO BOARD MEMBER WEISENMILLER: Well,
8 actually, we -- certainly -- this is Bob, again. We
9 have building standards that affect new construction.
10 And those standards affect alterations if they're
11 significant. Someone can tell you the exact percentage,
12 probably even Andrew.

13 Now, having said that, one is the Governor has
14 put in place an executive order on buildings, which at
15 least would apply. And again, we're getting to the
16 question of whether I'm correct on the legal part.

17 Certainly, DGS, I'm assuming the community
18 colleges, certainly UC has its own goals. In terms of
19 the various schools districts I think, again, it's an
20 open question of what applies there.

21 Do you know, Andrew?

22 CHAIR GORDON: Commissioner McAllister happens
23 to be in the room.

24 CEC COMMISSIONER MC ALLISTER: I just wanted to
25 make sure, you know, I recognized all your faces. So,

1 if we interact and I see you at a function, I'll know
2 who you are.

3 So, the Building Code, actually Title 24,
4 Building Efficiency Standards cover new construction for
5 sure. But they also cover not just additions and --
6 well, additions and alterations. Alterations include
7 retrofit. So, it's not that code does not cover
8 retrofits, code absolutely covers retrofits.

9 And in fact, you know, we just adopted the 2016
10 nonresidential lighting part of the 2016 update the
11 other day.

12 So, you know, to the extent that there's a
13 permit pulled at the local jurisdiction the code applies
14 and all the rules that are in code applies. And that
15 very much affects this program because most of the
16 type -- most of the work, lighting, HVAC, and solar, all
17 of that, typically, most projects are going to require a
18 permit. Not all, the smallest projects probably not.
19 But most projects are going to require some kind of
20 interaction with the local jurisdiction.

21 EX OFFICIO BOARD MEMBER WEISENMILLER: Well,
22 since we have you here, Andrew, we probably could just
23 talk about two things. The sort of 802 dealt with the
24 to-code issue that sort of plays out in this context,
25 and also the data you now have in place for the schools

1 under this program.

2 CEC COMMISSIONER MC ALLISTER: Yeah, so I
3 haven't been listening -- I've been listening in bits
4 and pieces, so I don't know what you've talked about and
5 what not.

6 So, the 8802 part of it that had to do with --
7 really, it was about utility incentives and access to
8 those incentives. And so, typically, at least many
9 projects were not able to access -- not all projects,
10 but many projects were not able to count on having
11 access to incentives from ratepayers if all they were
12 doing was getting up to code. Because if you're going
13 to do a project, you have to come up to code, pull a
14 permit. It's the law, right? So, why would that be
15 incentivized?

16 Well, there are, actually, some good reasons why
17 you want to help projects like that happen because,
18 otherwise, they may not happen at all.

19 So there should be, in this new environment
20 that's coming, that largely the PUC is implementing,
21 there should be some additional access to ratepayer
22 incentives for schools. And I'm kind of talking a
23 little out of turn because that conversation is
24 happening at our sister agency and it will end up where
25 it ends up, but at least there's that prospect.

1 EX OFFICIO BOARD MEMBER WEISENMILLER: Here, in
2 the Prop. 39 context, that that rule was hindering, what
3 could be done?

4 CEC COMMISSIONER MC ALLISTER: Yeah, so more
5 projects -- well, really, the issue is we improved the
6 clarity and I think we made more rational the
7 application of code to existing building upgrades,
8 particularly lighting. That's really the issue. It's
9 not so much about the rebates. It's really about, I
10 think, contractors, and the schools, themselves, their
11 facility managers will know now, with the new language
12 for 2016 and beyond, what is required of them in terms
13 of complying with code, for lighting retrofits and the
14 other things that they might be doing with these funds.

15 So, I hope that -- does that answer your
16 question?

17 So, then the other issue really is just a report
18 out. You know, the issue of having better, more regular
19 access and more granular consumption data from
20 individual facilities has been one that's, I think, been
21 dogging energy efficiency programs really since time
22 immemorial. But now, we have a lot of technology in
23 place that enables us to actually approach that issue
24 and get better information in the form of Smart Meter
25 data. And that data is now -- there are emerging

1 protocols for accessing and transferring that data that
2 really are fairly low overhead, relatively straight
3 forward.

4 And we've been working with the utilities, with
5 largely the large investor-owned utilities to now, but
6 we're moving on to the publicly-owned utilities to
7 really put in place a system to transfer the data from
8 the participating schools to the Commission, so that we
9 can actually begin to look at pre- and post-energy
10 consumption levels. We can begin to ask questions about
11 the impacts of this program.

12 So, having the data is not the same as being
13 able to prove results, right. These are large datasets,
14 there's lots of noise. Schools are doing any number of
15 types of project that have nothing to do with Prop. 39.
16 Hopefully, they're all getting computers. Well, that's
17 an additional load, right.

18 So, there are all sorts of issues like that. I
19 don't want to promise that we're going to be able to,
20 you know, nail it to the wall in terms of statistically
21 significant pre- and post-energy savings due to Prop.
22 39. But I think this program has proven to be kind of a
23 powerful platform to put in place the data
24 infrastructure that we need to ask and answers these
25 questions going forward. If not for an individual

1 facility, at least over a whole program with many, many,
2 you know, with sort of the law of large numbers on our
3 side.

4 CHAIR GORDON: This goes to just on the mission
5 and it's making me -- thought I hate to table things,
6 making me think we should think about it more.

7 Because the way it's written now, it's very much
8 connected to the fund, itself, and the spending, right.
9 But there are at least two elements of the ballot
10 proposition and the legislation that go beyond the fund.
11 And one of them is the workforce stuff, and which we
12 just heard about.

13 And the other one is this -- you know, this data
14 availability, which is unprecedented. I mean, no one's
15 done this before. So, there's a potential opportunity
16 to look at the data and say more about it than we can
17 just say looking at the projects under the fund.

18 So, it's an interesting question of whether we
19 think that's part of our job. You know, the data is
20 coming in because the data are coming in because of
21 Prop. 39. So, technically, it's part of the fund and
22 what can we do to sort think beyond, in the role of
23 statement of -- you know, the evaluation of the program,
24 what can we do in that role to sort of say to the
25 Legislature here's what we're seeing, and here's the

1 trends, and here's the, you know.

2 And as you said, and some piece of that is some
3 of these schools, you know, some piece of that is a
4 distributional question. Some of these schools don't
5 have HVAC and they put it in. What does that do to the
6 numbers? Versus some of these schools are already best
7 in class and what are they doing, potentially, to sort
8 of go beyond that, right.

9 CEC COMMISSIONER MC ALLISTER: So there are --
10 you know, there are lots of questions. But these are
11 typical questions for evaluation of a program and you'd
12 want to try to control for as much as you can control
13 for and then figure out, you know, what the data can
14 tell you and cannot tell you, right.

15 I guess I would say, I would just point out that
16 this effort to get data and really use it in modern ways
17 is something that was -- the Energy Commission's
18 initiative, it's not in statute, it's not sort of
19 something that we were required to do here, but it is an
20 opportunity we saw to migrate our data practices not
21 just for Prop. 39, but for other programs as well, and
22 just aren't out the data flow issues, and the data
23 transfer protocols and all this kind of, you know,
24 modern data problems and sort of bring those to bear on
25 policy in general. And this was a great first, kind of

CALIFORNIA REPORTING, LLC

52 Longwood Drive, San Rafael, California 94901 (415) 457-4417

1 opportunity to do that. So, I saw, we saw a lot of
2 synergy here to work on this problem and bring a lot of
3 value, potentially.

4 CHAIR GORDON: Thanks.

5 BOARD MEMBER CUFF: So, could I just ask for
6 clarification related to this conversation?

7 CHAIR GORDON: Yeah, of course.

8 BOARD MEMBER CUFF: Let's say that collecting
9 data about energy consumption is part of our
10 understanding of accountability, and effectiveness and
11 transparency, and would we be able to encourage or do we
12 already get schools to include smart data collection
13 systems in their retrofits?

14 Because that's the kind of thing that seems to
15 me kind of stands between what we're talking about and
16 what I'm interesting in and what I can actually -- you
17 know, what I think this money should be used for, which
18 is kind of set things that we can develop forward for
19 continued energy, you know, efficiencies.

20 So, would it be possible to use smart
21 technologies that are on the shelf as part of our
22 retrofits, or to encourage those and they would then
23 send us a bunch of data.

24 EX OFFICIO BOARD MEMBER WEISENMILLER: Just to
25 sort of -- I think one of the things that Commissioner

1 McAllister built into the regs was the requirement to --
2 you know, and the LEAs, again, there's a limit to what
3 we can do. But, anyway, that they at least sign the
4 release and give us the data, so we can do before and
5 after.

6 Because again, it's been drilled into both of us
7 that we want to show, we need to show results.

8 Now, the question of how far -- if we say,
9 okay -- again, it's back to your question. How far can
10 we go to say at this point you're an LEA, you've got
11 this number of students, you know, this amount of
12 lunches and this is the amount of money you get. And
13 you do a plan for us, how far -- and we're not getting
14 all the participation we want. How much more
15 complicated can we be in terms of saying, well, if we
16 give you this, then this is the list of other things we
17 want you to do, or here's what we want on suppliers, or
18 even focusing. I mean, what I'm trying to do very
19 generally across the Commission, we have a new diversity
20 policy, is that CalEPA has developed EnviroScreen to
21 identify disadvantaged communities.

22 So, generally, we're trying to make sure our
23 programs really target disadvantaged communities.

24 Well, again, under this legislation it's just,
25 you know, you're an LEA, this is your number of

1 students. You know, there's some in the lunch part, but
2 again, there's not something to say here's a special
3 bump if it's serving a disadvantaged community.

4 CHAIR GORDON: The funding formula is very -- it
5 is what it is, right.

6 EX OFFICIO BOARD MEMBER WEISENMILLER: It is
7 what it is. And our requirements for the measures are
8 pretty much give us your plan, it has to be cost
9 effective. But, you know, right?

10 CEC COMMISSIONER MC ALLISTER: Yeah.

11 BOARD MEMBER CUFF: But then we're relying
12 solely on the capacity of the schools, which it would be
13 very limited in terms of what their understanding of
14 various ways to do energy conservation might be. So,
15 changing out light bulbs would seem like a way to go
16 about it.

17 So, how are we informing those school districts,
18 advantaged or disadvantaged, about what possible ways
19 they might have for long term, you know, investments
20 that might be beyond their expertise and capacity.

21 CEC COMMISSIONER MC ALLISTER: It's a great
22 point. We've tried to strike a balance between, you
23 know, leaving the schools -- the schools have autonomy.
24 They're independent entities, so they get their
25 allocation and, you know, we ask them to submit a plan

1 that is cost effective, as the Chair said. But they're
2 actually the ones that are on the hook to implement the
3 project, and do an RFP, or however they go about
4 procuring the equipment and the services.

5 So, you know, that is a challenge for some of
6 them. Some of them are sophisticated enough they do
7 this every day.

8 I guess, I wanted to answer the data question.
9 So, there are really two data issues we're talking
10 about. One is that the Commission, for purposes of
11 evaluation or, you know, getting to know that portion of
12 the building stock, the schools, we get data as a
13 condition of participation from the schools.

14 And there's a separate question, really, which
15 is how the schools can better leverage the data that
16 they might have access to through the smart meters, what
17 programs they might have from their local utility.

18 We have allowed, and I think it's worth pointing
19 out, them to use some of their planning funds, and Liz
20 can give the details if they're needed, to do some of
21 the -- to enable some of the analytic services that are
22 actually out there to help them evaluate their energy
23 consumption.

24 So, increasingly, the smart meters are sort of
25 enabling this ecosystem of services that can help

1 schools understand their consumption and figure out
2 where to invest their scarce resources on their
3 infrastructure, and their energy efficiency, et cetera.

4 So, that is a -- that's an issue sort of at the
5 school level. And then, we are talking about bringing
6 data, and sort of as a separate topic, into the
7 Commission to evaluate the program sort of as a whole.

8 So, hopefully -- so, you know, I think we
9 absolutely support both of these. You know, we totally
10 agree that the schools ought to be utilizing all of the
11 data they can. Hopefully, they've got access to good
12 facilities folks, and good consultants, and good
13 contractors that are helping walk them through the
14 potential projects that they might do with these funds.

15 Now, we know that a lot of schools have engaged
16 with competent entities to do that.

17 CHAIR GORDON: Thank you. And we'll -- oh, go
18 ahead.

19 EX OFFICIO BOARD MEMBER WEISENMILLER: Yeah,
20 just do either of you want to just talk about who --
21 where we are in terms of participation versus non-
22 participation?

23 CEC COMMISSIONER MC ALLISTER: I think Liz is
24 probably most up to date on that.

25 CHAIR GORDON: Can I get to Steve's question

1 really quickly, just before we go into that?

2 BOARD MEMBER SAKURAI: Yeah, mine is more of
3 a -- you know, I'm an investment person, not an
4 attorney. But, you know, my read on the Public Resource
5 Code, you know, it seems to be pretty clear what this
6 Board's, or commission, whatever we are, what our
7 responsibilities are.

8 And along with that, I was wondering who real
9 counsel is for the Board?

10 CHAIR GORDON: That's a complicated question.

11 EX OFFICIO BOARD MEMBER WEISENMILLER:

12 Complicated question. Do you want to --

13 CHAIR GORDON: We're trying to work that out.
14 The CEC can't -- has a conflict of interest with giving
15 us legal counsel because we're essentially evaluating
16 their program as part of our job.

17 So, we're in the process of -- Jack is looking
18 for other potential legal counsel within the State. So,
19 Jack, where are we on that?

20 MR. BASTIDA: Yeah, so we've sent out a letter
21 from the Chair, from Kate Gordon, to ask the Attorney
22 General to weigh in on this and to ask them if they
23 would provide legal counsel. If not, our second option
24 is to look at hiring out.

25 CHAIR GORDON: That's a good question.

1 BOARD MEMBER SAKURAI: Yeah. No, I appreciate
2 the work of the CEC staff and the conflict. So, it
3 seems like you guys have been doing a great job trying
4 to kind of balance that box.

5 So, I guess the one thing is before, you know,
6 these things have unintended consequences, I guess I'm
7 going to make a motion to table this, you know, until we
8 have counsel on board. I'll make the motion.

9 CHAIR GORDON: Motion is on the table. Any
10 second to that?

11 BOARD MEMBER HARRIS: I need to clarify, the
12 motion is to table the discussion of the mission
13 statement at this point, until we have that
14 clarification.

15 BOARD MEMBER SAKURAI: Correct.

16 CHAIR GORDON: Second to that.

17 BOARD MEMBER HARRIS: I'll second it.

18 CHAIR GORDON: Seconded.

19 All in favor? Do you want to just do roll call,
20 actually.

21 So, just for those on the phone, again, the
22 motion is to table the discussion and approval of a
23 mission statement until we have legal counsel on board,
24 so that we ensure that we're not running afoul of the
25 law.

1 And Jack's going to call roll for us.

2 MR. BASTIDA: All right. I think I can remember
3 all of your names.

4 Board Member Martinez?

5 BOARD MEMBER MARTINEZ: Yes.

6 MR. BASTIDA: Board Member Sakurai?

7 BOARD MEMBER SAKURAI: Yes.

8 MR. BASTIDA: Board Member Odbert?

9 BOARD MEMBER ODBERT: Yes.

10 MR. BASTIDA: Board Member Ray?

11 BOARD MEMBER RAY: Yes.

12 MR. BASTIDA: Board Member Gordon?

13 CHAIR GORDON: Yes.

14 MR. BASTIDA: Board Member Harris?

15 BOARD MEMBER HARRIS: Yes.

16 MR. BASTIDA: Board Member Kremen? Board Member
17 Kremen?

18 Board Member Cuff?

19 BOARD MEMBER CUFF: Yes.

20 MR. BASTIDA: Okay.

21 CHAIR GORDON: Great, thanks. I think that's a
22 good point and it also points -- this discussion points
23 to it's a rich area of discussion, of all the questions
24 on what we can and can't do.

25 The last thing I'll say on it is just I do think

1 that the Board is the one place where all of these
2 agencies are sort of coming together, and where the
3 public can come in and comment on this program. And
4 where many of the kind of trends in the program are kind
5 of being seen, that aren't seen elsewhere. So, I think
6 that's an important role, so we should just think about
7 that.

8 So, that is tabled. Thank you, everybody, for
9 weighing in on that.

10 Finally, getting to public comment. And I don't
11 know if, Jack, we've gotten any cards or if we have
12 public commenters that want to comment? I see Anna
13 Ferrera in the audience.

14 MR. BASTIDA: There's actually one more thing on
15 the agenda.

16 CHAIR GORDON: Oh, travel expenses.

17 MR. BASTIDA: Yeah.

18 CHAIR GORDON: Sorry, Anna, this one's going to
19 be really easy, though.

20 MR. BASTIDA: Yeah, it's just a housekeeping
21 item.

22 CHAIR GORDON: It's just about whether we can
23 get reimbursed or not.

24 MR. BASTIDA: Exactly.

25 CHAIR GORDON: Which seems like a fairly

1 uncontroversial issue for us to deal with. Jack, do you
2 want to chime in on this?

3 MR. BASTIDA: Sure. If you look at, I believe,
4 the last tab of your binder there, there's just some
5 instructions for reimbursement of Citizens Oversight
6 Board members. It's a process we worked out with Energy
7 Commission Administrative Office, so they will be
8 handling the reimbursement and will mail out a check.

9 But, basically, you fill out a signed volunteer
10 service agreement form, which is CEC 195. Fill that
11 out, just once they need that. And then, every time you
12 need a travel expense claim to fill out an STD Form 262.
13 There's some instructions provided on there. But if you
14 have any questions, just call me.

15 Just mail those forms and the original receipts
16 to myself, at the Energy Commission, 1516 9th Street,
17 and we'll put it through to the Accounting Office and
18 have it paid.

19 But before that can happen, according to the
20 Public Resource Code, the Board needs to approve staff
21 is able to approve expenses for travel purposes.

22 CHAIR GORDON: Great. So, we basically need a
23 motion to allow CEC staff to process and approve travel
24 expenses for reimbursement.

25 BOARD MEMBER SAKURAI: Can you elaborate on what

1 comprises travel expenses?

2 CHAIR GORDON: I have no idea. Let's ask Jack.

3 MR. BASTIDA: It is, it's basically anything you
4 can think of that required you to get here. There's
5 a -- and I can go into more detail with you offline.
6 But it encompasses everything from airline tickets to
7 carpool, bridge tolls, parking. And there is a little
8 bit of -- the Board is -- the rules are set up to act
9 exactly like they act to a State employee. Only, State
10 employees usually use a system called CalAiders, that's
11 online. But the form for you guys, since you're
12 technically volunteers, will be using the form 262 and
13 the volunteer agreement form filled out once.

14 So, basically, anything that you can think of.
15 There is -- there's certain rules and requirements for
16 lodging. And I think we've pretty much set up the
17 meetings to where that won't be, necessarily, a thing.
18 So, I don't think that will factor into it. But it's
19 mostly just for travel expenses, such as airline
20 tickets, mileage, things like that.

21 BOARD MEMBER SAKURAI: Quick question, Jack.
22 The State Administrative Manual has a process and a
23 policy for this?

24 MR. BASTIDA: It does, yeah.

25 BOARD MEMBER SAKURAI: Great, thank you.

1 CHAIR GORDON: Can you send us both the
2 information of how to fill out the top of the services
3 form, because it's not totally obvious who our division
4 and supervisor are. And, second, any rules and
5 regulations that are related, like descriptions of what
6 expenses are?

7 MR. BASTIDA: Yes, I have a little booklet I can
8 send to you guys.

9 CHAIR GORDON: Great. So, we need to authorize
10 Jack to be able to handle this for us. Anyone want to
11 make that motion?

12 BOARD MEMBER ODBERT: I move to authorize Jack
13 to handle the travel reimbursements, I guess.

14 CHAIR GORDON: For staff.

15 BOARD MEMBER ODBERT: Staff.

16 MR. BASTIDA: Hopefully, it's still me.

17 (Laughter)

18 BOARD MEMBER ODBERT: To authorize the travel
19 reimbursements for the Board.

20 CHAIR GORDON: Great. Anyone want to second it?

21 BOARD MEMBER RAY: I'll second it.

22 CHAIR GORDON: Walkie. Great.

23 All in favor?

24 (Ayes)

25 CHAIR GORDON: Anyone opposed? Out there on the

1 phone, Dana or Gary, anyone abstaining?

2 Great, that one was easy.

3 MR. BASTIDA: All right.

4 CHAIR GORDON: All right, now, we're going to
5 public comment. Sorry, Anna. Thank you.

6 MS. FERRERA: Okay, Anna Ferrera, with the
7 School Energy Coalition. We're made up of K-14 schools
8 up and down the State, I think, and associates, focused
9 on energy and water projects for schools.

10 Where to begin? Okay, so you all went through
11 the agencies. And I would only say, about the
12 Department of Education, hearing today, here, that they
13 put the allocations up on their website for schools.
14 Schools have been waiting for that third year of
15 allocations. So, that's good news to hear.

16 I would only say that, you know, it was said the
17 last time you all met, we have a lot of concerns with
18 scheduling these types of projects. And so, the sooner
19 we're able to see that number, the better. The
20 allocation gets made in August/September, from the
21 budget process, and then I understand there's a two-year
22 piece that, you know, you can bundle two years. And CDE
23 needs to take into account which schools want to make
24 that decision and, apparently, that happens in September
25 1st.

1 September 30th, charter schools, we find out how
2 many we have there and so it starts pushing into fall.

3 But November 30th, even a month earlier, even if
4 it was November 1st for schools to know what their
5 allocation was would be phenomenal.

6 And then, on the back end, CDE is also making
7 those allocations on a quarterly basis and that's three
8 whole months. And so, if you don't make that first
9 round, then you have to wait three months to find out.
10 And, of course, we're scheduling -- you know, we'd love
11 to be able to schedule everything in the summer, but we
12 can't. So, we're, again, working around teacher and
13 student schedules.

14 So, maybe that's something for CDE. But just in
15 the course of your knowing about issues with the
16 program, that's part of our concern.

17 And schools, you know, we're all sizes and
18 shapes. So, some of them, we just need to know
19 transparency is an important word in your mission
20 statement. And I don't envy you. I've been through a
21 mission statement process and I tell you it's one whole
22 day, three whole days of figuring out what your mission
23 is as an organization, if you do it right. So, good
24 luck with that.

25 But I would only say that transparency,

1 information, all of that very important. I was just
2 talking with CDE folks out there and I said, you know,
3 maybe if you could just post when those dates are
4 quarterly, just so we know, those are the kinds of
5 things that schools need. You know, they want to know
6 that they have the checks in hand, they want to know
7 what the number is.

8 So for you all, they want to know -- I agree
9 with you, Mr. Sakurai, about identifying what your role
10 is, because we've already been through this whole policy
11 discussion about what the focus, what the guidelines
12 are, what the formulas are. You know, to think that
13 folks are listening and thinking that you're going to
14 change all that could be very devastating. For me, in
15 my job.

16 So, you know, let's figure it out. And we're
17 here to help. But then, you know, make sure the schools
18 know what you're going to be looking at and how they'll
19 be judged, so to speak. So, thank you. We're here to
20 work with you.

21 CHAIR GORDON: Great. Any other -- do we have
22 other public comment, Jack? Nothing else.

23 Great. Well, it's been a long meeting, but I
24 think a really productive one.

25 The last thing is just the motion to adjourn.

1 So, does anyone want to make that? It's always the
2 favorite motion of the day. Does anybody want to make
3 that motion?

4 BOARD MEMBER RAY: So moved.

5 CHAIR GORDON: All right. Any seconds?

6 BOARD MEMBER ODBERT: Second.

7 CHAIR GORDON: Perfect. Anyone not in favor of
8 adjourning?

9 (Laughter)

10 CHAIR GORDON: Great. Well, let's just say all
11 in favor of adjourning?

12 (Ayes)

13 CHAIR GORDON: Any no's, any abstentions?

14 Great, thank you, everybody. Great meeting. We
15 will set up the next meeting and keep everybody apprised
16 online. And it will likely be at the beginning of the
17 year.

18 So, thanks everyone, enjoy your holidays and
19 whatever it is you are doing for the next two months.

20 (Thereupon, the meeting was adjourned at
21 3:25 p.m.)

22 --oOo--

23

24

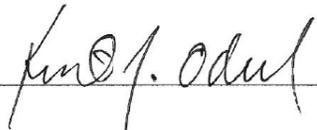
25

REPORTER'S CERTIFICATE

I do hereby certify that the testimony in the foregoing hearing was taken at the time and place therein stated; that the testimony of said witnesses were reported by me, a certified electronic court reporter and a disinterested person, and was under my supervision thereafter transcribed into typewriting.

And I further certify that I am not of counsel or attorney for either or any of the parties to said hearing nor in any way interested in the outcome of the cause named in said caption.

IN WITNESS WHEREOF, I have hereunto set my hand this 8th day of December, 2015.



Kent Odell
CER**00548

TRANSCRIBER'S CERTIFICATE

I do hereby certify that the testimony in the foregoing hearing was taken at the time and place therein stated; that the testimony of said witnesses were transcribed by me, a certified was under my supervision thereafter transcribed into typewriting.

And I further certify that I am not of counsel or attorney for either or any of the parties to said hearing nor in any way interested in the outcome of the cause named in said caption.

IN WITNESS WHEREOF, I have hereunto set my hand this 8th day of December, 2015.



Barbara Little
Certified Transcriber
AAERT No. CET**D-520