

**CEWD NORTHWEST REGIONAL MEETING
JULY 28-29, 2009
PORTLAND, OR**

Tuesday, July 28, 2009

Arnie Winkler – Director of Education, NWPPA welcomed the attendees and thanked the sponsors, Idaho Power, Idaho National Labs, Portland General, Puget Sound Energy, Bonneville Power Administration, Centralia College. This is going to be a lot of fun. If you don't know who CEWD is, you will at the end of the day and a half; you will get to talk with other people who are passionate about workforce development and expansion.

Ann Randazzo – thank you to Arnie and all of the sponsors. We have been in the Northwest region before at the Centralia Summit; but this is the first CEWD Regional meeting – hope to learn new things from others. This is an opportunity to branch out past your company and past your state. What we have found is that we have an awful lot in common particularly when building the workforce pipeline. What can we do better together? – this is the question that formed CEWD. Another objective is to share what you know – we want the opportunity to talk. At CEWD we call this the CASE model – copy and steal everything – you have permission to use everything you learn today and use it for your own.

Here to learn, share and make connections.

Puget Sound Energy – looking at workforce development issues around renewable and incumbent positions – work with colleges to build foundational skills; finished an apprenticeship training process – only 231 out of over 800 met minimum qualifications – high school or GED and a C or better in algebra;

Pacificorp – 6500 workers in 6 western states; what makes us nervous is the image of our industry and to get young people interested in our industry; lineman and engineering are the two critical jobs; need to get the message to kids and parents that they can get a very good paying job without going to college; need to get message to schools

Keep up with the expectations of the new workforce

Clallam County PUD – substation, meter techs, would like to start an apprenticeship program but don't have the people to teach; having a hard time getting young people interested; need engineers with the regulatory requirements and a new challenge in the conservation area; built a predictive model on retirement – from the craft standpoint we are in good shape, but concerned about branding in the public power area

Portland Electric – trying to attract people to Portland is a challenge; getting a diverse group of candidates is another challenge; capturing the knowledge of the people who are getting ready to leave and transferring that to the young people coming in; can we forge a collaborative partnership around high school and technical school outreach – need one that is programmatic and would like to partner with others in the area

City of Ellensburg – want to network and find best practices; have a lot of upcoming retirees and we need to be prepared

Seattle City Light – biggest challenge is the retiring workforce and we've hired quite a few entry level people over the past few years – we now have a big gap in the mid experienced people; from middle school to high school to technical school we don't have the pipeline to bring into our industry

Bonneville Power Administration – challenges across the entire workforce – getting qualified candidates, apprenticeship programs, need vets with qualifications; need to have folks that understand how to develop public policy; there is a huge transition in the industry in terms of new workforce requirements; we need to partner together with other utilities to recruit in the region; driving a top down capability approach to workforce development – make sure the workforce is aligned to deliver our strategies

Northwest Energy Efficiency Taskforce – what is it going to take to accelerate our energy efficiency initiatives; broad based executive committee – covers all sectors; workforce development – just stealing right now from other companies – want to be able to get people attracted to utilities and need to work together to develop the pipeline; region is facing a challenge to increase its energy efficiency and need to put a new bright face on what utilities do

NWPPA – need to support our municipal members to help them develop their workforce pipeline;

Crow Tribe – help to develop the tribe's workforce; integrating the ESTEC curriculum into the college system in Montana

IBEW – instructors – think about the number of retirees that you have in your system; there is a great potential for teaching resources

Is there anything you want to make sure we cover? Ken Canon – thought to specific ways we can reach rural communities and retain young people in those communities to work; rural America is an issue – how do you recruit there; CEWD – “Grow Your Own” philosophy

CEWD – Ann Randazzo -(see presentation) – new organization that came together to discuss the workforce development issue. 501 c3 with utilities, associations, contractors, labor unions as sponsors. Contribution is based on the number of employees – IOU's, municipals and rural cooperatives – first time the industry has come together to address common workforce issues.

CEWD works up to the door of the company – working prior to hire; collaborate in the classroom and compete on the grid; we can collaborate in the high school to talk about the jobs in the industry

We have statewide associations of cooperatives and regional entities as well as large IOU's and their associations as member companies

It is our job to give member companies a head start – we build tools that you can then take them and use however you need – including adding your own branding. Industry Solutions – Regional Implementation – every state has different structures for its community college system and its workforce investment systems so CEWD gives you the templates that you can then customize based on your state requirements.

CEWD focuses on the Direct Hires – people hired by natural gas and electric utilities – currently about 500,000 employees across the country with anywhere from 40% - 50% of the technical skilled craft positions eligible to retire over the next 5 years. CEWD concentrates its efforts on 5 key job categories – lineworkers, technicians (I&C, electrical, mechanical), power plant operators, pipefitters/pipelayers/welders and engineers. Have to consider contractors, manufacturing (very big issue in the nuclear industry and wind) and suppliers who all have the same workforce issues and will be looking to pull from the same pipeline.

Energy workforce development happens at many levels – national, state and local; need to understand how your state is organized – what your education policies are, how the workforce investment system works, does your state have an “energy office”, etc.

CEWD has different councils which provide advice on direction and initiatives - Communication Council, workforce planning council and education council – each help identify the work/initiatives to be done by CEWD and set the goals for CEWD

CAREER AWARENESS – started with a focus on middle and high school students – need to start at the middle school because in the 8th grade kids take an assessment test that gives them an idea of what types of career they might have interest in. The assessment is based on the national career clusters and based on this they make decisions on the courses they will take in high school; seems a little bit young – but you will hear later on that young people make up their mind pretty early on about what they want to do or not do.

To build the national branding campaign we brought together focus groups of young people and started with “Who is your local energy provider” – most young people don’t even know who you are much less what types of jobs you have. Then asked What kinds of jobs are there at a power company? – mainly only know about the lineworker who is very visible.

Started an idea of a national branding campaign so every company does not have to develop their own – Get Into Energy – focused on grades 8 through 14; also one for the Military – takes the Military Occupation Codes that translates them to energy jobs and coming soon a focus on engineering

Started with what is of interest to kids – rock stars, sports and reality shows – developed campaigns to address each area – theme is “Heroes behind the scenes”

Communication kits for selected audiences where you can just take them and bring them to your schools

Asked by DOE – energy efficiency and energy renewable to be added to Get Into Energy

Get Into Energy Demo – www.getintoenergy.com

Students need to understand how the education relates to the work that will actually be done – lineworkers need trig for a specific reason. On Get Into Energy we try to make the connection between educational courses and their application at work.

Enter your training programs into the CEWD database at www.cewd.org. Training entity needs to have a utility partner. On the high school side of things have they started to look at the contextual side of

things – rather than just the “pure” math. Utilities need to create experiments or projects that they can bring to the high school.

Add your job locations into Get Into Energy to take people directly to your career website to find what open positions are available.

Getting about 5,000 unique hits to the website – we do get the most hits from transfers

EDUCATION – finished an energy competency model with the DOL which shows the basic competencies required for energy jobs. National career clusters – looked at what it takes to create an Energy cluster, but found that the competencies were very different across jobs. We mapped our jobs against the existing clusters.

Curriculum models – partnering with Ford Partnering with Advanced Studies (PAS) – free curriculum and it is all project based; All About Energy, one on wind, solar, nuclear and biomass; currently in process of helping them to create activities to help companies when they go into the schools.

Toolkits – how to assess a community college program, how to write a grant, how to start a summer camp

IEEE – Power and Energy Society – looking at how to “rebuild” the power engineering focus at 4 year universities. Power and Energy Engineering Collaborative – utilities, DOE and heads of major universities to rebuild the programs

Energy Competency Model – start off in the first 3 tiers with basic skills/competencies regardless of the position you are interested; tiers 4 and 5 become more industry job specific; tiers 6-8 are job specific (see handout from Richard Holman on I&C technician competencies – **please provide comments on the competencies to Richard at Richard.holman@inl.gov.**)

Energy Cluster Map – three of the existing career clusters match with energy jobs – Architecture and Construction; Science, Technology, Engineering and Mathematics; and Manufacturing; CEWD is now working at the national level to get energy jobs in the clusters – they have started with Architecture & Construction. Why are we not pursuing a higher level Energy cluster – all of these clusters already exist; if we create a new one we would have to start over instead of using what is already there; energy is not so different from these areas; there is already curriculum and courses of study created; every state uses which ones they want to use – check to see if these are included in your states;

Workforce Supply reports – see what the community colleges are doing in education for energy jobs; do these reports show the diverse population at each of these schools; state by state each collects different information about the populations at their schools

Check out the reports – if one of your partner schools is not there, then go to your partner schools to make sure they report their information to the Department of Education and **let Ann know of differences**

Basic Training, Industry Fundamentals and Job Specific Skills/Credentials – how the training Components support the Energy Competency model.

Many states now have career coaches that support individuals looking for careers to provide them with guidance on training, skills required, etc.

Do you have certificates for each of these levels of training? Not yet, but we need to set up our training that allows a person to build on their credentials – “stackable credentials”; green jobs are existing jobs with traditional skills but also have new technology that will need new skills

Need certificates that are transportable and are industry recognized. If you train someone in one school, they can be employed by any employer.

Why is Tier 3 outside the secondary school system? – unless a high school has a career academy they don’t teach the specific workplace requirements ; career and tech prep schools offer this type of training – big problem today is that the schools no longer have “shop” classes. Each utility needs to work within their states to see what is going on in terms of career and technical education and encourage them to bring it back.

WORKFORCE PLANNING – Energy workforce Pipeline Survey – started with some basic questions like How many power plant operators are there? BLS data is very suspect. BLS looks backward to make their future projections. They have not taken into account the big bubble of retirees or new construction. How many do you have today; how many will you need tomorrow and how will you get there? 2007 – CEWD conducted first survey – looked at age and years of service for retirement – anywhere between 40%-60% either are or will be able to retire over the next 5-7 years.

Workforce Development – how do you know you’ve been successful? We will be creating a dashboard of metrics to help out there.

Looked at the 2008 data to re-gauge against the change in economic conditions – retirements are delayed. Gives us some time to get ready, but the expectation is that once the economy turns around or physical issues cause people to go, they will go in droves. So you need to be ready with a working pipeline and training programs in place now.

Are the CEWD regional divisions aligned with the NERC regions – started with the DOL regions, but they were too big so we adjusted them.

Why is North and South Dakota included in the Northwest; typically they are not included. We looked at our members and looked at how best they fit; more relevant is the state by state comparison and how you match with your neighboring states – particularly if you are looking to partner for training programs for these jobs.

MEMBER SERVICES – Green job definition – CEWD went closer to the Obama Middle Class Task Force definition and included every job that is environmentally friendly. (See handout).

Who will work on the Smart Grid? – might look like I&C technicians or engineers or people who build transmission lines – probably will look very much like existing energy jobs

General Electric definition of green jobs – any job that contributes to a zero carbon energy resource

State Energy workforce Consortia – utilities, state levels of education and state levels of workforce; there are currently 21 states with a consortium; how do we best work together in the state to address energy workforce development issues. CEWD has tools to help companies start one in their states. Check out the CEWD website – www.cewd.org.

When will DOE be releasing the stimulus money for training for Smart Grid jobs? DOE will provide grant funds out to field offices; DOE has not been involved in energy workforce development; There is funding from DOL – national and state, including local WIBS; DOE, NSF and NRC all have money

State consortia – create an overall strategy for the state and then go look for the money; grants are about the jobs and balancing the supply and demand – the more you can work as partners the better off you will be; if you have several companies working with several community colleges, the students will be hired and the programs can be sustained.

Industry best practice – lots of people/groups within a company working on workforce development but not in a structured manner; bring the groups together to meet on a regular basis to address workforce strategies and initiate programs.

Smaller municipalities, PUDs don't have the structure for a full time training facility but can use retirees to help with their apprenticeship programs; this is also where partnering with other companies and the labor unions will help.

Why do we ask for a utility partner when identifying educational programs – where are the people going to come from once you've identified your demand; if you have community college partnership you can identify the qualified; CEWD has also asked that community colleges that have educational programs targeting the energy industry follow our Guiding Principles which includes sharing of the curriculum – helping to stop the invented here syndrome and the duplication of curriculum.

Encourage your community college to go with a market sector with industry advisors having a direct say in the curriculum and the type of courses that are required

BPA – as a federal agency we have a process to go through in terms of hiring – providing competing opportunities and having flexibility to put people into the pipeline – can we start a partnership with Oregon Tradeswomen to build the pipeline

In working with the high schools, you need to look at what you, as an energy company, can do to help the high schools work with students to increase awareness of energy careers, to teach the manual skills that are needed in the industry. (Clallam PUD)

IBEW – building the pipeline – you need to sell the industry; then show how many students have been hired by the industry to build the credibility to show that the future is there for employment

Change the terminology – not jobs, but careers; won't be off shored, high paying careers; something you can do for a life time

Maintain contact with students in community college programs that did not get hired after graduation – Some community college sent out a letter to students that did not get a job and asked if they were interested in the energy industry.

CEWD website – summer energy camp toolkit is a template that is good for any fuel type;

Gary Swan – Energy Literacy (see presentation) – NEF’s mission is to cultivate and promote energy literacy. Posters – renewable energy, electric generation, coal, nuclear, natural gas. Go to www.nef1.org for more information on the National Energy Foundation. Go to ShopCEWD to order material.

Diana Parker – SMUD (see presentation) – focused on environmental sustainability – 33% of load to be met by renewable by 2020; a 15% reduction of carbon emissions by 2015. Strong initiative to engage the community; have a huge retirement bubble over the next 8 years; looking to attract clean energy generation to the territory.

Linking Education and Economic Development (LEED), Sacramento Metro Center and ConVergence – quarterly conversation on economic development and energy – all under the umbrella of Partners in Prosperity

Project Lead the Way – pre-engineering program curriculum that can be shared nationally
Programs with community colleges in region for the Green Force initiative;

Student Career Exploration Initiatives - High school, community college and teacher internship programs; offer mentoring (participating in ACE Mentor program), MESA program – trying to encourage students to stick with math, science and engineering disciplines, college students that are in graduate school – able to bring them into more “advanced” positions (i.e., trading floor)

www.careergps.com – forecasted jobs in various industries in the region, specifically the positions, description, salary ranges and training and skills required to be successful in those positions

John Patterson – US Army Reserve Employer Partnership (see presentation) – 500 companies have signed up for the program; consists of agreeing to have the company’s job postings posted on the US Army Reserve website; there is no commitment to interview or hire the candidates

Employers can go onto the Army website and find out all of the jobs that are in key job categories along with the job descriptions and the training requirements for the jobs

For more information on the program go to www.usar.army.mil

Credentialing – state of Washington department of transportation has now created a process that requires all applicants for a CDL must have training from an approved trucking school

Talked about energy literacy and career awareness in K-12, partnerships and the military – now take time to talk about what you heard, how you can use it and report back.

ReportOuts – at SMUD they used an integrated outreach throughout the company – started an education partnership community of practice that meets quarterly; talked about how each company is going to fill critical positions – some are hiring in advance of transition; starting generational workshops – SMUD bring in external groups and have discussions for all employees; talked about knowledge transfer initiatives – knowledge interviews and putting information on shared drives;

Outreach to career and technical trainers in high schools – how valuable is the NEF material and not have to develop it themselves; the degree of technical training that is available through the Army – just a small amount of retraining required to bring veterans into civilian jobs; how do you make sure a company is working within a community partnership – more and more companies are realizing that they are community-based

The NEF information is great; SMUD – very progressive, tied the benefits of public power to the community; the opportunities for companies to avail themselves of the veterans and the skills/training they bring; thought it was very good on the GIE website that we related the MOS to energy job requirements – very important to tie them together

One of the things that CEWD looked for was transition training for the military to give them the additional skills to work in the energy industry and can't find any; Army Reserve has offered to work with CEWD to identify, develop and provide the missing training

High school outreach programs – need to have the green, renewable link for the young people today – something we can leverage in career awareness; hearing a lot of different options for recruiting, but now it is a challenge to keep the new employees in the apprenticeship training

Think we can do a better job of recruiting from the military because they do come with skills and diversity; military has career fairs for returning soldiers – need to participate more; want to form a regional energy consortium in the Portland/Vancouver region

So great that we are sharing and looking at starting a consortium in both Idaho and Wyoming

Military recruiting – cross-walking the MOS to the civilian sector is very important to both the military personnel and the companies; expanding the power plant operations program to military; how can the State of Washington coordinate all of the ARRA grants that are available

Energy Efficiency and Renewables – panel discussion – Ken Canon - Northwest Energy Efficiency Taskforce – 8 initiatives; 2 on workforce development; Michael Wehling Puget Sound Energy – how was the NEET report developed – 1) lack of strategic coordination among the workforce development entities, 2) no developed descriptions of what these energy efficiency positions were, what the salary ranges were, what was the quantitative information on the demand and the potential retirement 3) lack of funding for any workforce training

Washington Green Jobs survey – 50% of green jobs are in energy efficiency;

Recommendations – 1) more refined labor market survey of energy efficiency – what's the population of people in the jobs, skills sets required, what are the jobs, what pool of people are available, 2) create a clearing house of this information for all of the organizations in workforce development, 3) create a strategic coordinating body as a conduit of communication that will communicate the standards required by industry, what are the academic skills, is industry getting the caliber of talent to perform the work (utilities, workforce board, community colleges, labor unions)

23% shortfall in the demographic population in the 1-4 year post-secondary contraction; skill deficits - language capability – communicate in English, math component – types of basic calculations

Ann – how many do you need and what do they need to do, career awareness and collaboration – themes we’re seeing across all of the workforce development initiatives whether for green jobs or traditional jobs; more difficult to get this information in energy efficiency because it is new – cuts across all parts of individual companies and across sectors (planning and skilled craft)

Bob Guenther – building on the hope for jobs and the training needed; NJ energy efficiency experimental program on what the jobs are going to be and how many will be needed

Richard Holman – economic development – largest group of people that bring industry into a region – need to get involved with those organizations within your state

Barbara Hins-Turner – what role does the Center of Excellence for Energy perform? Drivers behind the economic development for the state of Washington – 11 centers now and 34 community colleges; Bellevue – COE for IT; Walla Walla – agriculture;

Manage and direct COE for Energy – housed at Centralia College – to be the economic development driver for energy in the state; will have 20 programs in the state of Washington within the next several months;

COE for Energy to provide the conduit between the community college system in energy efficiency in the 4 state Northwest region and working with the workforce investment organizations.

Roger Ebbage – Lane Community College – specialized in residential energy weatherization and solar water heater programs; grant to expand to the utilities in the area; program transformed into the Northwest Energy Efficiency Institute – a 2 year degree in energy efficiency – commercial energy efficiency; the only comprehensive 2 year degree program in commercial energy efficiency in the U.S.; also have a 2 year degree program in renewable; water conservation technology program; in 2009 deploy a program resource conservation management program – combination of energy efficiency as the foundation, water conservation, renewable and then add materials handling and recycling, green house gas accounting ; have a new population coming in that are interested in this area – 70% of the current students have 4 year degrees; average age is 35-45; received an NSF grant to put the program online in a partnership with community colleges across the country

What role do you see CEWD playing in these recommendations? Potential for CEWD to play a clearinghouse role – need continuous collaboration among the utility partners – clearinghouse for information, job posting, job needs; templates in generation and distribution – challenge in energy efficiency employment is refracted across many different employers; energy efficiency opportunity in the Northwest & CEWD to gain a stronger collaboration together;

The reason it was important to have a taskforce was to remind people that energy efficiency is the preference in the Northwest for cost effectiveness;

Construction industry is one of the primary drivers for energy efficiency – tradeswomen are working on a pre-apprenticeship program in energy efficiency – did you have construction people on your task force and did they provide any barriers – did have input from the trades; consciousness of a whole building working as a coordinated system is one way of looking at all of the trades working together; requires a lot of collaboration

Energy efficiency – measures – insulate the house; building codes; standards; people in the business will have to learn new things

COE – all about industry and having very close involvement with labor unions; there is a COE for Construction – what has been IBEW's involvement in this effort – make sure that the person who comes to your house to do the work is fully trained and should then get a reasonable wage; in it to make sure that we provide well qualified workers that are treated fairly; Shoreline Community College – had a solar program going on; didn't see anyone in industry involved in the curriculum development; now the instructors are IBEW members to help the community college get the curriculum correct

Been hearing about weatherization/energy efficiency since the 1980's – what has changed so much that this has become a significant issue again. Electric industry is going through waves of exploring resources and then a loop that comes back and kills them – hold out another resource that looks like a good solution; utility sees declining resource options – energy efficiency becomes a resource option; weatherization is just a segment of energy efficiency – keep growing the definition of energy efficiency; next big movement will be on the behavioral side of energy efficiency – getting customers to change their use of energy as they get more specific information about that usage.

Is there thought to whether there will be dollars available to give students coming through Lane and giving them work experience at Bonneville? Talk further to see where we can put that into the overall project

Role of CEWD in energy efficiency – articulate future capabilities for the industry and form the competency models for the different jobs and workforce segments

Northwest has been a leader in energy efficiency for years and has experience that other areas of the U.S. will want to model

Workforce planning – start with a strategic plan (country, state or company); at CEWD we were working on a plan that was focused on traditional jobs with expected retirements; then to gap analysis and to strategies; we need to look at the context as a whole on how will we meet the energy needs;

How many of you have included energy efficiency as your critical jobs for your company? Just a couple

Why energy efficiency and why now - One driver – potential of a carbon tax; Smart Grid – what will its capabilities be?

Institute for Energy Efficiency – new organization through the Edison Foundation – a lot of information on energy efficiency and Smart Grid

Demand reports – data comes from census data – look at it to determine if it is correct and provide information to Ann – reports are available on the CEWD website

Social Networking – Sarah Schering and Andrei Mylroie (see presentation) – ways of sharing information; ways for communities to keep in touch; presents a nice opportunity for communicators to reach different audiences; used to engage certain audiences and to get others ideas; two way communication strategy;

One of the concerns is what if I go on to one of these social media and someone says something bad about us; they're going to anyway so get out there and give the correct information

Facebook – one of the most widely used social media today; seeing more businesses getting involved and building organization pages; who will be tasked with updating Facebook or Tweeting about the postings and jobs available? This can become a major resource requirement – once you've started a page, you will need to continuously update it. On the company page you should include links to your website with contact information

LinkedIn – seen as the more professional resource; create a corporate page;

Twitter – based on What are you doing? Newer platform; bitly.com or tweetmyjobs.com will consolidate jobs postings within the 140 character limit; search.twitter.com – search function – start the search with the # sign

Twitter page – can be used for outage information to customers – again, need to have someone dedicated to keeping this up to date or it is useless

Recommend that you talk to a lot of other companies that have already set up a Facebook or Twitter account and make sure someone in your company hasn't already set one up – need to set up a strategy on how it is going to be used and what you want to include; develop social media policy – who can use it, who will be involved and monitor it, etc.

E&Y facebook page – good branding for recruiting and internally to talk about what's going on in different offices

Need to determine what your goals are before deciding what type of page(s) you want, what is the outcome you are going for;

If a candidate is using this and is looking at a company and how they are using this social media – you need to make sure that your policies do not turn these new people off

WEDNESDAY, JULY 29

Recap of Day 1 –

Don't need CEWD to bring us together anymore – they were a good catalyst for the first time meeting; it would be a good idea to have the region meet as a group;

Connie Ashbrook – Oregon Tradeswomen (see presentation) – already have plans to do Girls Energy Camps with BPA, Portland General and Pacificorp; experience in the trades – 17 years in industry as an elevator constructor;

3 day career fair – 1 day for middle school, 1 day for high school and 1 day open to the general public; cast a broad net – women either self-select out or see that it is something that they are not interested in or not qualified for; the ones that complete the program are very committed to the trades; program is 6 weeks long – 3 days a week – 1 day in the classroom, 1 day in the field

Recruitment tip - Stay in touch with your applicants – to keep them interested in your company and to encourage them to get the training to address any potential skill gaps; encourage them to apply again – call or write when positions are coming open

Reach your desired audience – target with the image itself – use women and minority workers in the material

Bring in women and minorities into the entry-level positions and then help them build the skills needed for the higher skilled positions

Summer camps – age appropriate, hands on projects that teach them the work that is actually done; construction summer camp are building garden sheds

Men from the trades are very important mentors for women entering industry

For more information and to see the video on women lineworkers, go to www.tradeswomen.net

Commissioner Camille Preus – (Dave Williams – Northwest Gas – Chair of the statewide workforce board) – Department of Community Colleges and Workforce Development – overview of the training programs in Oregon that are energy related- one of only two states that have combined federal job training (\$150 M) and community colleges;

Structure of the workforce board – geared to making sure that all departments and individuals involved in implementing workforce solutions are in alignment and moving toward the same goals, even though they might not actually all be located in the same department/organization.

10% of their budget was lost for the next fiscal year – added 12.5% enrollment in community colleges; seen an increase in people enrolling in technical programs and an increase in adult continuing education – pre-training to get ready for collegiate courses which is not eligible for financial assistance;

A lot of the federal money is used to bring people up to the level to get them ready for collegiate level study.

Are there different types of courses for the lower division collegiate and the career technical education – yes there is, the math requirements for the career technical courses are lower and they are not transferrable to a university – Oregon’s community colleges are not a system – her role is as funder and program approver – have influence over them but not authority; the public has more influence to get the community colleges to be more consistent in their requirements

Recreational vehicle industry – encouraged that they work together to identify the skill requirements for their jobs; very happy to see that there is an organization (CEWD) that is doing this for the energy industry

80% of Oregon’s community colleges student are part time; 90% are working; it takes 4 years to finish a nursing degree; average age is 27; have something very similar to the stackable certificates – only need X credits to enter the business at an entry level – then you can come back for the next set of courses; manufacturing program has broken down the courses into manageable “chunks” of learning

Oregon's Green Technology programs – Lane community college – energy efficiency and renewable program and has embedded sustainability as one of their philosophical goals. Require for every graduate a diversity course and are now looking to include a renewable course for graduation

Most of the other green programs are new;

Can't stop a community college from starting a program, but can encourage the schools to work together to use technology such as distance learning to reach a lot of students but ensuring the sustainability of the program;

6 colleges working on a program – national career readiness certificate – which then lets them move on to the next level

All 17 community colleges are working together for the stimulus money for training for green jobs

Is there a way for the Oregon and Washington community colleges to work together instead of starting over – the Lane renewable program as an example. Lane is working with a college in Washington to share their renewable program.

Workforce Integration -

Federal job training – launched an integration effort where they merged the work of the job training office and the business service offices; determined that they didn't know enough about the people in Oregon in terms of the skills they have – let's find a tool that is easy to use to give us a beginning source of the skill levels; now at the career centers – people coming in and are asked to fill out the survey about their skills (applied math, applied reading and finding/locating information) (Workforce International Network – vendor doing the skill assessment); career advising then happens in terms of the jobs that are available; once an individual takes the assessment – the tool is online, self-paced and provides skill building in all three areas; Oregon pays for individuals to take the National Career Readiness Certificate (NCRC) assessment

This was to help the individuals to build their skills but also to help the employers get better qualified candidates

7 local workforce boards in Oregon that receive federal job training money; much of the state is rural – trying to get the 24 county WIB territory and 7 community colleges to work together to apply for grants

Goal by 2025 is to have 40% of the Oregon population with a bachelors, 40% with a professional certificate; and 20% with a high school diploma

NCRC fits in with Tier 2 energy competency model; many states are using it so it is transferrable; many of the energy jobs have been profiled at the national level; good indicator of those three skills; fits right into the CEWD Pathway model

Northwest Natural Gas – uses the NCRC testing for applicants and uses it internally to help employees get the skills needed to advance

Richard Holman – ESTEC (see presentation) - we all have the responsibility to educate, train and develop new candidates and current employees; we are all competing for funding at the federal level – the economic downturn has changed the position dramatically;

Technicians run this country – the need for tech prep is going to be more critical in the future – they are high paying, long lasting and careers

INL is involved in two year Applied Science degrees and four year engineering technology degrees; programs at the lab are founded on a diversity backbone; use the community based organizations to find the “hidden” populations; DOL E³ program – education, employment and economic development – INL advocates for energy workforce, facilitates the resources to come together, focus on the issue – define it and then address it;

Please don't develop any more curriculum – there is so much out there now that can be shared; let's not do things separately, let's work together to address issues

The demographic has changed significantly in the past 10 years – 50% of the workforce is now female; language issues, four generations in the workforce – how does this change workforce dynamics and communications; there will be cultural differences that need to be addressed

Have a new generation that is interested in social issues – that is why green is so critical now, including energy efficiency

ESTEC – specifically designed for energy systems related education; partnership between INL, Idaho State University and Partners for Prosperity

Level 6 – 8 of the competency model – need feedback from the group on the competencies **(the competencies were handed out – please provide feedback to Richard at Richard.holman@inl.gov)**

Barbara Hins-Turner – (see presentation) - State board of community colleges now must make sure that the Centers of Excellence perform; Centers were founded as an economic development driver

Skill Standards Methodology – first time power generation skill standards for plant operators and technicians were compiled;

Skill standards became the foundation for energy technology programs – graduates of any of these programs start at the 4th step of a 6th step apprentice program – tremendous cost savings for the utility

Currently developing skill standards for win positions - Expectation is that the wind standards will become the national standards

Skill standards lay the foundation – the curriculum gets developed and is shared across community colleges

IBEW is in partnership with both the inside and outside locals in the development of the standards; make sure you include both – inside locals do the repair and maintenance inside the generating station;

Megan Wisniewski – Learning for Life – Exploring post – career based learning program for 14-20 years old, male and female; partner with local business and the high schools to get a post started – need 4 adult volunteers from the business; curriculum is there – some of the posts go with the existing programs but additional approved projects can be added in; \$10 annual fee per youth and \$10 fee for each adult to cover liability insurance;

How do I set up a post if I'm in a rural area – go to the Learning for Life website to find out the local office;

Posts are youth led – they take the initiative to determine how often they will meet, the type of projects to be done, funding raising required to go on field trips, etc.

Career interest survey used to identify what posts the youth would be interested in

Go to www.learning-for-life.org for more information about starting an Explorer post at your company.

Mel Lowney – Helmets to Hardhats (see presentation)- mission is to get military personnel returning to civilian life hooked up with companies that can hire them; Go to www.helmetstohardhats.org and register as an employer; when asked for an affiliate – indicate the labor union(s) that is part of your company; currently have 250,000 to 300,000 individuals that are looking for careers; employer can post open positions; employer can give a veteran priority if they are qualified for the position; when you interview a veteran ask for his/her transcript which shows all the training and experience that they received while in the service; also ask for the discharge papers

Focus on training – want to have a better affiliation with the energy industry; Oregon Army National Guard – 56% of returning military troops are unemployed; another 30% are under-employed;

Resumes of candidates are in the system that can be searched;

Funding to run Helmets to Hardhats comes from the Department of Defense on an annual basis;

Wounded veterans – work with the Veterans Administration to create a training program; VA will monitor the programs and pay for the training

If you have any apprenticeship program running, you can qualify it for VA benefits; most of the training programs are hooked up with community colleges;

Comments – everyone got to hear what everyone else is doing – want to see some action, plans – things you are going to do when you get back;

Regional consortium – offices of professional and technical education in Idaho, Montana, Washington and Oregon – build on the affiliation that already exists;

A lot of great material here; there is a richness in the group; would like to have more time for discussion/table discussions to share

Is there a chance to share workforce strategies so we can start to partner in recruitment efforts

A lot of activity going on but in the Northwest we have a compendium of training opportunities – start grounding to see where the gaps are – the CEWD Supply reports are a good place to start –they have information on energy training programs at local community colleges and universities along with the number of graduates.

Add the apprenticeship programs to the Supply reports -