



## **Workforce Development Implementation Plan**

## Table of Contents

|   |    |
|---|----|
| I. Introduction.....  | 3  |
| II. Workforce Development Implementation Plan: Goals and Objectives.....                  | 4  |
| III. Plan Development Process.....  | 6  |
| IV. Solar Training Pipeline Program.....  | 7  |
| A. Program Overview.....  | 7  |
| B. Program Goals.....   | 7  |
| C. Review and Selection Process.....  | 7  |
| D. Solar Training Pipeline Program Selection Process and Criteria.....                    | 8  |
| V. Solar Craft Apprenticeship Program.....  | 11 |
| A. Program Overview.....  | 11 |
| B. Program Goals.....   | 11 |
| C. Training Organization and Credentials.....   | 11 |
| D. Overview of Training.....  | 12 |
| VI. Multi-Cultural Jobs Program.....  | 15 |
| A. Program Overview.....  | 15 |
| B. Multi-Cultural Program Goal.....   | 15 |
| C. Program A – Chicago Urban League.....  | 16 |
| D. Program B - National Latino Educational Institute (“NLEI”).....                        | 19 |
| E. Program C – ASPIRA Inc. of Illinois (“ASPIRA”).....                                    | 22 |
| F. Program D - Hispanic American Construction Industry Association (“HACIA”).....         | 24 |
| G. Program E - Chatham Business Association Small Business Development, Inc. (“CBA”)..... | 26 |
| H. Program F - Austin Peoples Action Center (“APAC”).....                                 | 30 |
| VII. Program Tracking, Accountability and Reporting.....                                  | 32 |
| Appendix A.....   | 34 |
| Appendix B.....   | 38 |

## **I. Introduction**

Public Act 99-0906 (“Illinois Future Energy Jobs Act” or “FEJA”) became effective on June 1, 2017, and includes a number of new and amendatory provisions to the Public Utilities Act (“PUA”) and the Illinois Power Agency (“IPA”) Act. These changes include, *inter alia*, revisions to the Illinois Renewable Portfolio Standard and Illinois Energy Efficiency Portfolio Standard. These revisions encourage investments in renewable energy, such as wind, solar and distributed generation (“DG”) while providing specific support for low-income rooftop and community solar programs.

As part of FEJA’s commitment towards growth in renewable energy and energy efficiency, FEJA requires an electric utility that serves more than 3,000,000 customers in the State to spend \$10,000,000 per year in 2017, 2021, and 2025 to fund three categories of job training programs. As a utility serving 3.8 million customers, ComEd developed this Workforce Development Implementation Plan (“Plan”) to fulfill its obligation to implement FEJA’s Utility Job Training Program (Section 16-108.12 of the Public Utilities Act).

Pursuant to Section 16-108.12 of the Public Utilities Act (“Act”), ComEd submits to the Illinois Commerce Commission (“Commission”) this Plan, as prescribed by the Act. This Plan organizes implementation of Section 16-108.12 into FEJA’s three umbrella programs as described below:

**Solar Training Pipeline Program** – Designed to establish a solar installer training pipeline for projects authorized under Section 1-56 of the Illinois Power Agency Act and to establish a pool of trained installers who will be able to install solar projects authorized under subsection (c) of Section 1-75 of the Illinois Power Agency Act and otherwise. The Solar Training Pipeline Program includes funding for programs that provide training for individuals who are or were foster children or persons with a record as defined in Section 16-108.12 of the Act.

**Solar Craft Apprenticeship Program** – Investment into an accredited or otherwise recognized apprenticeship program over a period not to exceed 4 years, for particular crafts, trades, or skills in the electric industry.

**Multi-Cultural Jobs Program** – Funding allocated to individual job training programs provided through diversity-focused community organizations that have a record of successfully delivering job training.

## **II. Workforce Development Implementation Plan: Goals and Objectives**

As part of its enactment, the Illinois General Assembly found that Illinois should “maximize the impact of the State’s existing energy efficiency and renewable energy portfolio standards.” Ill. Pub. Act 99-0906, Sec. 1. To encourage investment in energy efficiency measures, FEJA includes cumulative annual energy efficiency MWh savings goals for ComEd. In order to meet its energy efficiency goals, ComEd expects to spend approximately \$250 million to \$400 million annually from 2017 through 2030 on energy efficiency measures.

To foster the development of renewable resources, such as wind, solar and distributed generation, on June 1, 2017, Illinois began transitioning to utility procurement of substantially all renewable energy resources. Pursuant to FEJA, the IPA must implement a long term renewable resources procurement plan that procures renewable energy in accordance with certain priorities and preferences. The IPA must also implement the Illinois Solar for All Program in accordance with FEJA’s directives which include incentives for low-income solar distributed generation and community solar programs.

These investments in energy efficiency and renewable energy have the potential to create thousands of jobs in Illinois. Similar investments in other states give an indication of the volume of jobs that FEJA’s investments can bring to Illinois. For example, in 2016 Minnesota added approximately 164.6 MW of solar capacity<sup>1</sup>. During that period, the Minnesota solar industry had approximately 1,100 installer jobs and approximately 1,400 other solar industry jobs that were not installer or manufacturing jobs<sup>2</sup>. In New York, approximately 213 MW of solar capacity was added in 2016 which correlated to approximately 5,100 installer jobs and 2,800 solar industry jobs that were not installer or manufacturing jobs<sup>1,3</sup>.

This Plan was created to develop and implement job training programs throughout the State of Illinois in accordance with Section 16-108.12 of the Public Utilities Act. It is the goal and objective of this Plan to implement job training programs that:

- Establish a pool of trained installers who will be able to work on the distributed generation and community solar projects FEJA seeks to develop.
- Assist in the development of a workforce with the requisite knowledge, skills, training, experience and competence to perform installations in the electric industry, including but not limited to installations enabled by FEJA.

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<sup>1</sup> “Electric Power Monthly with Data for December 2016” (February 2017) Table 6.2.B. (Page 138), U.S. Energy Information Administration:

[https://www.eia.gov/electricity/monthly/current\\_year/february2017.pdf](https://www.eia.gov/electricity/monthly/current_year/february2017.pdf)

<sup>2</sup> “Minnesota Solar Jobs Census 2016” (March 2017), The Solar Foundation:

[http://www.thesolarfoundation.org/wp-content/uploads/2017/03/MN\\_March2017\\_FactSheet.pdf](http://www.thesolarfoundation.org/wp-content/uploads/2017/03/MN_March2017_FactSheet.pdf)

<sup>3</sup> “New York Solar Jobs Census 2016” (March 2017), The Solar Foundation:

[http://www.thesolarfoundation.org/wp-content/uploads/2017/03/MN\\_March2017\\_FactSheet.pdf](http://www.thesolarfoundation.org/wp-content/uploads/2017/03/MN_March2017_FactSheet.pdf)

- Fund job training programs through community-based, diversity focused organizations that strive to provide participants with development, economic or career-related opportunities within, but not limited, to the electric industry.
- Identify partnership opportunities within training programs to maximize the societal benefits of the funds provided pursuant to Section 16-108.12 of the Public Utilities Act.

With the passage of FEJA, the Illinois General Assembly outlined its intent to stimulate economic growth through investments in renewable energy and energy efficiency. FEJA outlines its intent to extend the benefits of these investments to all citizens of the State of Illinois, including low-income households. Specifically, FEJA found that “low-income customers should be included in the State’s efforts to expand the use of distributed generation technologies and devices.” Ill. Pub. Act 99-0906, Sec. 1. This Plan seeks to assist in these efforts by funding training programs designed to provide individuals with opportunities to obtain additional knowledge and skills to compete for future employment opportunities.

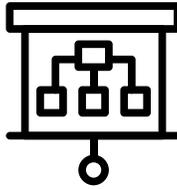
### III. Plan Development Process

As part of ComEd’s implementation of Section 16-108.12 of the PUA, ComEd initiated a series of forums designed to engage non-profit organizations and other entities with experience providing job training to facilitate development of the individual programs that would form this Plan. Over a three month period, the forums initiated by ComEd engaged over 30 non-profit organizations<sup>4</sup>. Through these forums potential training providers exchanged ideas regarding program designs, pursued partnerships with each other, and developed their individual training plans.

ComEd also sought out information about potential training providers such as past training experience, organization financials, organization infrastructure capabilities, and potential training program information through the issuance of a request for information. Upon receipt of the information, ComEd reviewed the training program proposals for the Craft Apprenticeship Program and the Multicultural Jobs Program and identified specific organizations that met the requirements outlined by FEJA. Through this process ComEd identified the following three essential job training program functions:



Recruitment



Training



Post Training Opportunities

Subsequently, in order to maximize the social benefit of FEJA’s job training funds, ComEd worked with each training organization to refine their training programs proposals to identify additional training program partnerships with organizations experienced in providing certain functions or services. The elements contained within this Plan were the result of the process described in this section.

In regards to the Solar Pipeline Program, due to the volume of eligible training providers and in order to ensure all potential training providers receive due consideration, ComEd has secured Chicago Community Trust (“CCT”) to assist with the development and implementation of a request for proposal (“RFP”), implement the RFP, and, independently review information submitted by training organizations and report on its results. Additional details regarding this process can be found in Section IV of this Plan.

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<sup>4</sup> See Appendix A for a listing of forum dates and organizations with representatives present.

## **IV. Solar Training Pipeline Program**

### **A. Program Overview**

In accordance with subsection (a)(1) of Section 16-108.12 of the Public Utilities Act, the Solar Training Pipeline Program (“Solar Pipeline Program”) is designed to establish a solar installer training pipeline and a pool of trained installers who will be able to install solar projects authorized by FEJA. To meet the objectives of FEJA, ComEd established the goals outlined in subsection (D) of this section for potential Solar Pipeline Program training providers. For funding to be provided in 2021 and 2025, an independent program manager will evaluate the performance of the programs selected based on goals outlined prior to providing 2017 funding. As necessary, ComEd will initiate a secondary selection process similar to the process described below for funding to be provided in 2021 and 2025.

### **B. Program Goals**

Over the course of the Workforce Development Initiative (2017-2029), FEJA outlines a goal for the Solar Pipeline Program to lead to the creation of 2,000 jobs for foster care alumni and returning citizens. One of the key aspects of the Solar Pipeline Program is the recruitment of trainees within economically disadvantaged and/or environmental justice communities where training will be provided. Program design will also include aspects to assist trainees obtain applicable certifications or participate in apprenticeship programs. It is the intent of the Solar Pipeline Program that at least 50% of its trainees come from within environmental justice communities.

### **C. Review and Selection Process**

As part of ComEd’s implementation of the Solar Training Pipeline Program portion of this Plan, ComEd has engaged Chicago Community Trust (“CCT”) to review information from potential training providers, develop and implement a request for proposals (RFP) and report its findings on funding allocations to ComEd. CCT is a community foundation that partners with donors to leverage their philanthropy in the Chicagoland region. For the past century, CCT has connected donors with local community needs through grants to nonprofit organizations working to improve metropolitan Chicago. Since CCT’s founding in 1915, it has awarded over \$2 billion in grant funding to more than 11,000 local nonprofit organizations— including more than \$236 million in 2016.

#### **D. Solar Training Pipeline Program Selection Process and Criteria**

The selection of the training providers and programs for the Solar Pipeline Program will be implemented by CCT in two phases. Phase I, which has been completed, included RFP development and process design, selection of two review committees, research of best practices for solar training programs, and creation of a scoring rubric based on the ComEd goals listed below, relevant sections of FEJA, and existing Chicago Community Trust rubrics. Phase II will begin on August 1st when applicants can begin submitting their proposals to CCT<sup>5</sup> and will include RFP outreach, potential applicant engagement (including an information session designed to provide information and answer questions posed by applicants), proposal review, and training program selections. As part of the RFP design, ComEd outlined the following parameters and items to consider during the RFP development stage.

- Provide a mechanism to ensure solar training offerings are available throughout the State of Illinois and accessible to the workforce within economically disadvantaged and/or environmental justice communities. For overall portfolio completeness, give preference to geographic locations where solar specific training offerings are not available through the Multi-Cultural and Craft Apprenticeship Programs.
- Provide a mechanism to ensure that all programs selected for funding incorporate the following three essential job training roles identified by ComEd: (1) trainee recruitment, (2) substantive solar industry training, and (3) post job training opportunities. Applicants need not show past success in all of the three essential job training roles and are encouraged to develop proposals that share funding with organizations experienced in any of the three essential job training roles.
- Give preference to programs of organizations that have past success recruiting and/or returning citizens and/or former foster children including but not limited to proposals that share funding with an organization with this expertise. These programs should consider and incorporate, as appropriate, wrap around and mentoring services and other support services to increase trainee success.
- Provide a mechanism to ensure that recipient organizations will be selected such that at least 50% of trainees served by the Solar Training Pipeline Program come from environmental justice communities.
- Provide a mechanism to give preference to Illinois businesses and organizations that have historically represented the state's environmental, business and faith communities.

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<sup>5</sup> A copy of the RFP developed to implement the Solar Training Pipeline Program is contained within Appendix B of this Plan.

- Ensure that all organizations selected to receive funding agree to share underlying training program data with ComEd, including but not limited to trainee persistence, graduation, and employment data.
- Provide a mechanism to ensure that administrative expenses (overhead, administrative staff and associated costs) associated with individual programs align with the services provided to trainees as well as the challenges associated with serving a particular population.
- Solar installation is anticipated to ramp up in 2018, training providers should demonstrate an ability to meet the initial demand during the ramp-up period and an ability to produce additional qualified applicants throughout the four year funding period.
- Preference to be given to local community-based programs or programs affiliated with environmental justice communities. Community organizations that partner with training organizations within environmental justice communities should have an active demonstrated organization presence within the particular environmental justice community.
- Programs selected must include job readiness assessments on hard skill and soft skills needed in the industry. Preference should be given to programs and/or partnerships that provide the following assessments though out the training cycle:
  - Pre-entry assessment or screening
    - Job readiness skills
    - Needs assessment for success – Transportation, Tools, etc.
    - Communications skills
  - Classroom assessment, Hands on training assessment
    - Content knowledge
    - Participation
    - Leadership/ teaming
    - Application of training concepts
  - Post training assessment and support
    - Eligible for certification ( NABCEP , or other related PV certification)
    - Self-identify career path – sales, site assessment, apprenticeship
    - On-going post training support such as mentoring and career related services.

- Solar training programs should be designed to help the trainee work towards becoming eligible for Illinois installer certifications under Title 82, Part 468 of the Illinois Administrative Code.
- The Solar training fund should include adequate funding for soft skill training segments such as application, interview, attitude, integrity, conflict resolution etc.

## **V. Solar Craft Apprenticeship Program**

### **A. Program Overview**

In accordance with subsection (a)(2) of Section 16-108.12 of the Public Utilities Act, the Solar Craft Apprenticeship Program will fund a craft apprenticeship program in the amount of \$3,000,000 over a period of 4 years. The craft apprenticeship program funded through the Solar Craft Apprenticeship Program is a Department of Labor (“DOL”) certified electric industry apprenticeship program.

### **B. Program Goals**

Electrical industry apprenticeship programs, such as those described in subsection (C) below, are designed to provide electrical industry employers with highly trained and skilled workforce candidates. The Solar Craft Apprenticeship program seeks to provide apprenticeship program participants with the foundational knowledge necessary for a career within the solar industry and provide diverse low-income, minority, or economically disadvantaged populations with additional craft apprenticeship opportunities. The Solar Craft Apprenticeship program will encourage program participants to achieve National American Board of Certified Energy Practitioners (“NABCEP”) installer, associate and/or sales certifications.

### **C. Training Organization and Credentials**

The International Brotherhood of Electrical Workers Local 134 (“IBEW Local 134”) is a 501(c)(5) organization in operation for over 115 years with affiliates throughout the State of Illinois. IBEW Local 134 has operated and continues to operate Department of Labor (“DOL”) certified apprenticeship programs for a variety of areas in the electrical industry, such as electrical construction and electrical communication. IBEW Local 134 has access to both classroom and hands-on lab/field training facilities including the IBEW NECA Technical Institute located in Alsip, Illinois. This Alsip facility is a state of the art renewable energy training facility equipped with numerous components for hands-on training including (1) a 54 kW solar micro grid system equipped with 45 kWh lithium ion and 45 kWh of acid batteries, (2) a 18 kW solar carport with four level 2 electrical vehicle charging stations, (3) a 3 kW dual solar axis tracker, (4) a 10 kW roof mounted solar array, (5) two 5 kW roof mounted solar arrays and (6) a 5kW wind turbine. Currently IBEW Local 134 operates four 11-week sessions for electrical construction per year. IBEW Local 134 issues over 250 electrical and communication journeyman certificates per year. Statewide the International Brotherhood of Electrical Workers (“IBEW”) has over 28,000 members working within the electrical industry.

#### **D. Overview of Training**

The Solar Craft Apprenticeship Program uses a three-prong approach to achieve its goal of providing additional opportunities for candidates interested in solar industry positions and provide diverse low-income, minority, or economically disadvantaged populations with additional craft apprenticeship opportunities. Under the Solar Craft Apprenticeship Program, IBEW Local 134 will:

1. Implement solar training into existing apprenticeship programs at 18 International Brotherhood of Electrical Workers (“IBEW”) sites throughout the State of Illinois.
2. Implement solar training at select Illinois Green Economy Network (“IGEN”)<sup>6</sup> partner community college campuses in the State of Illinois.
3. Implement a high school solar curriculum at select high schools in the State of Illinois.

The Solar Craft Apprentice Program will incorporate solar industry training into 18 existing International Brotherhood of Electrical Workers (“IBEW”) apprenticeship programs throughout the State of Illinois. Participants of apprenticeship programs at these IBEW sites will be offered full-time employment in an electric industry position upon entry into and throughout the apprenticeship program. Solar industry training provided under the Solar Craft Apprenticeship program will include 40 hours of classroom training based on NABCEP learning objectives and 16 hours of hands-on instruction. Tutoring and mentoring for the solar training portion of the apprenticeship programs will also be developed and made available at all 18 sites. As part of this program, IBEW will develop and provide partner IBEW solar training sites with solar training kits that include samples of various types of solar panels and mount designs. To ensure that all 18 training sites have skilled instructors, IBEW Local 134 will develop and implement an instructor training program at its Alsip facility. At the Alsip facility, local instructors from each of the 18 sites will receive 70 hours of training in specific aspects of the solar industry.

As part of the Solar Craft Apprenticeship Program, IBEW Local 134 will also offer solar industry training at six Illinois Green Economy Network (“IGEN”)<sup>7</sup> partner community college campuses. Solar industry training provided at these IGEN partner community college campuses will include 40 hours of classroom training based on NABCEP learning objectives and 16 hours of hands-on instruction. A solar site assessment/sales program, offered through the Midwest Renewable Energy Association (“MREA”), will also be offered at these six IGEN community college campuses. Participants of IBEW apprenticeship programs interested in solar site assessments or sales positions will be eligible to attend the MREA programs offered at IGEN partner locations. Job fairs and placement resources will also developed and made available to program participants.

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<sup>6</sup> IGEN is a consortium of Illinois community colleges which serves all interested schools across the state through the sharing of resources, common experiences, best practices and curricula. Through this consortium, IGEN provides a platform to expand the deployment of clean energy technologies, increase employment opportunities, improve environmental and human health, foster community engagement and accelerate market competitiveness.



the solar industry and provide a pathway toward solar craft apprenticeship programs. Upon successful completion of the 40- hour class room and 16 hours of hands-on training, IBEW Local 134 will place participants into the IBEW Local 134 trainee program (“Trainee Program”). Trainee Program participants would be placed into full-time positions with IBEW Local 134 electrical contractors and have an opportunity to apply for IBEW Local 134 electrical apprenticeship programs.

## **VI. Multi-Cultural Jobs Program**

### **A. Program Overview**

In accordance with subsection (a)(3) of Section 16-108.12 of the Public Utilities Act, the Multi-Cultural Jobs Program will fund the following individual programs by diversity-focused community organizations that have a record of successfully delivering job training.

- (A) \$1,000,000 to a community-based civil rights and human services not-for-profit organization that provides economic development, human capital, and education program services.
- (B) \$500,000 to a not-for-profit organization that is also an educational institution that offers training programs approved by the Illinois State Board of Education and United States Department of Education with the goal of providing workforce initiatives leading to economic independence.
- (C) \$500,000 to a not-for-profit organization dedicated to developing the educational and leadership capacity of minority youth through the operation of schools, youth leadership clubs and youth development centers.
- (D) \$1,000,000 to a not-for-profit organization dedicated to providing equal access to opportunities in the construction industry that offer training programs that include Occupational Safety and Health Administration 10 and 30 certifications, Environmental Protection Agency Renovation, Repair and Painting Certification, and Leadership in Energy and Environmental Design Accredited Green Associate Exam preparation courses.
- (E) \$500,000 to a non-profit organization that has a proven record of successfully implementing utility industry training programs, with expertise in creating programs that strengthen the economics of communities including technical training workshops and economic development through community and financial partners.
- (F) \$500,000 to a nonprofit organization that provides family services, housing education, job and career education opportunities that have successfully partnered with the utility on electric industry job training.

### **B. Multi-Cultural Program Goal**

Fund job training programs through community-based, diversity focused organizations that strive to provide participants with development, economic, or career-related opportunities.

## **C. Program A – Chicago Urban League**

### **a. Training Organization Credentials**

FEJA provides that the organization must be a “community-based civil rights and human services not-for-profit organization that provides economic development, human capital, and education program services.” The Chicago Urban League is a 501(c)(3) not-for-profit civil rights organization with over 100 years of history promoting economic development, educational equality and social justice. It is one of the nation’s oldest and largest community-based movements devoted to the economic empowerment of African Americans. Driven by the organization’s mission, the Chicago Urbana League strives to achieve the following goals: (1) be a leader on issues impacting African Americans; (2) achieve measurable and sustainable results in critical focus areas such as economic empowerment, educational equality, and social justice; (3) develop and engage the next generation; and (4) build a strong financial foundation.

The Chicago Urban League’s programs create a better standard of living for families facing barriers created by poverty, crime, and low-quality education. The Chicago Urban League delivers its programs and services through the following five centers:

- Center for Student Development
- Entrepreneurship
- Housing and Financial Empowerment
- Human Capital
- Workforce Development

The Chicago Urban League’s training program will be administered by Chicago Urban League’s Workforce Development Center.

The Workforce Development Center is a full-service training center and a career portal for both jobseekers and employers. In 2016, through its partnerships with local employers and training providers, the Workforce Development Center provided services to over 2,000 job seekers and offered over 879 employment and internship opportunities. Over the last 10 years, the Chicago Urban League has implemented over 100 job training programs including a \$6.3 million Transportation Pre-Apprenticeship Readiness Training, Referral and Intermodal Placement Program (TCART). Following Hurricane Katrina, the Workforce Development Center helped more than 250 hurricane victims resettle in Chicago and find sustainable living solutions.

## **b. Overview of Training**

The Chicago Urban League seeks to provide individuals from high unemployment African-American communities in southeast Chicago with opportunities to advance in the labor market through education and skill development. To provide the training program described in this subsection (b), the Chicago Urban League will collaborate with educational and training institutions and local community-based organizations.

Key services that are planned include: (1) intake and assessment; (2) job preparation, including pre and post-employment and financial literacy assessments, (3) one-on-one career coaching, (4) job placement, (5) retention services including a *post-* program assessment; and (6) career advancement counseling.

Program design includes the following three distinct program participant tracks, of which 90% will fall under track 3, and associated courses.

- **Track 1 (3 day training):** This track is intended for individuals who are recently out of work (3 months or less) or have had recent job training. Services within Track 1 will focus on resume critiquing, mock interviewing, and job search assistance.
- **Track 2 (5 day training):** This track is intended for participants who need assistance with developing a resume and cover letter, interviewing techniques, and job search assistance.
- **Track 3 (10 day training):** This track is intended for individuals who have been out of work for more than 6 months and may have multiple barriers to employment such as limited to no work history, lack of communication skills, lack of educational attainment, criminal record(s), or lack of transportation.

Following the completion of the training course, individuals may also enroll in one of three energy industry recognized credentialing initiatives. Planned industry recognized training and certifications offerings include the following:

### **Solar Panel Installation Jobs Training Program**

This is a 40-hour training program which utilizes classroom training and hands-on lab activities to prepare students for entry level work in the solar industry. Training for this program will be provided by the Midwest Renewable Energy Association (MREA). Participants who successfully complete the program will qualify to sit for the MREA NAABCEP PV Associate Exam.

**Next Level Technology Program (NLTP)**

An accelerated training program that recruits unemployed, long-term unemployed, and low-income adults. This program will provide participants with technology competencies and business skills training to assist small and minority-owned businesses in the energy industry. Training for this program will be provided by MicroTrain Technologies, one of the fastest growing technology training companies in Chicago. Certifications available under this program include CompTIA, Cisco, and Microsoft Technician, Project Management, ITIL, Six Sigma, and Managerial Leadership.

**Energy Supply Chain Management (SCM)**

A 3 month training program that incorporates contextualized instruction offering a complete suite of supply chain competencies developed specifically for the careers in the energy industry. This program includes instruction on the movement and storage of raw materials, work-in-process inventory, and finished goods from their point of origin to point of energy consumption. This program includes nearly 40 hours of on-the-job training. Nearly all participants will receive one out of eight SCM Industry Recognized Credentials.

## **D. Program B - National Latino Educational Institute (“NLEI”)**

### **a. Training Organization Credentials**

FEJA provides that the organization must be “a not-for-profit organization that is also an educational institution that offers training programs approved by the Illinois State Board of Education and United States Department of Education with the goal of providing workforce initiatives leading to economic independence.” The National Latino Educational Institute (“NLEI”) is a 501(c)(3) not-for-profit organization with over 45 years of history in workforce initiatives including, but not limited to job training and job placement for the goal of economic self-sufficiency. NLEI’s mission statement is as follows:

*National Latino Education Institute advances our community’s economic independence through market and results driven education, training, employment and advocacy.*

In addition to being a 501 (c) (3) community-based organization, NLEI is also a nationally accredited education institute with training programs that are approved by the Illinois State Board of Education, United States Board of Education, Illinois Board of Higher Education and the Workforce Innovation and Opportunity Act. NLEI also has programs that are accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). NLEI currently provides adult education programs through the Illinois Community College Board and is a workforce provider through the Illinois Department of Commerce and Economic Opportunity, and the Illinois Tollway and Highway Authority.

NLEI’s main office is a 35,000 square foot two-story vocational training facility. The facility is accessible by public transportation and is equipped with 8 classrooms, 7 computer labs housing an average of 20 computers each, a resource room, and a multi-purpose room.

Over the last 45 years, NLEI has connected over 100,000 job seekers with jobs that offer family supporting wages. Annually, NLEI serves about 5,000 individuals in the Chicagoland area. Of the individuals served, approximately 75% obtain unsubsidized employment within 3 to 4 months of working with NLEI staff. NLEI’s programs are a cost effective bilingual-bicultural education and vocational training resource for low-income, low-skilled Chicagoans. Through NLEI’s programs thousands of jobs seekers have enabled themselves to become more self-sufficient through certification programs, higher education, and employment.

### **b. Overview of Training**

NLEI seeks to provide comprehensive training with an emphasis on preparing students in electrical trade skills. This program seeks to provide program participants with foundational knowledge for solar industry installation, sales, marketing, and management positions. Recruiting efforts for NLEI’s program will target predominately low-income Latino neighborhoods in southwest Chicago.

NLEI's program is a 20-week training program that incorporates 2 weeks of field experience. The program is designed to address academic and job skill necessary for entrance into electrical and solar-related fields. Training provided under this program will include coursework generally considered as prerequisites for electric industry positions such as algebra, geometry, and physics. In order to prepare students for MREA NABCEP PV Associate Program, program participants will also receive mechanical skills training, specialized electric industry specific coursework covering electrical wiring and electrical codes. The MREA portion of the training program includes classroom training and hands-on lab activities to prepare students for entry level work in the solar industry. Supplemental tutoring will be made available to program participants. The program also includes post training job placement services such as assistance with resume writing and interviewing skills. It is the goal of this program to place all program graduates into full-time positions with partner organizations. Incorporated into the program are the following workshops:

- Remedial Mathematics Skills Workshop – This workshop focuses on mathematical skills required for employment in the electrical trades industry. This includes instruction and practice materials on the four basic processes of addition, subtraction, multiplication, and division. Participants will also learn the proper process to solve problems. These four processes will be used with whole numbers, decimals, fractions, percent, algebra, geometry, measurements, signed numbers, analytical data, and word problems. After completing workshop participants will have a basic understanding and knowledge of basic electrical circuits, ohms law and currents.
- Remedial Reading Skills Workshop– This workshop is designed to develop basic reading comprehension skills necessary for employment in the electrical trades industry. The workshop includes instruction and practice materials to increase vocabulary and reading comprehension. Reading material, both fiction and nonfiction, will be used to introduce students to electrical trades industry vocabulary. An emphasis will be placed on reading charts, graphs, and maps as they relate to electrical concepts.
- Remedial Writing Skills Workshop- This class introduces and develops the basic literacy skills needed for electrical industry positions. There will be an emphasis on rigorous reviews of grammar and writing proper sentences and paragraphs necessary to communicate appropriately with trade employers, partners and business associates.
- Life Skills Workshop - includes training in online job search, telephone etiquette and interview preparedness. Participants will be provided assistance in how to develop resumes, cover letters and job applications.

| <b>Partner Organization</b>    | <b>Midwest Renewable Energy Association</b>   | <b>Elevate Energy</b>   | <b>The Coalition for Empleos Solar<sup>1</sup></b>  | <b>Interfaith Leadership Project</b>   | <b>Trade Allies<sup>2</sup></b>   |
|--------------------------------|---|---|---|--|---|
| <b>Role</b>                    | Training Partner  | Employment & Training Partners  | Employment & Industry Advisor   | Community outreach partner   | Training, Employment & Outreach Partner   |
| <b>Collaborative Functions</b> | NLEI will integrate the BASIC PV Training + NABCEP PV Associate Program in its curriculum | NLEI will provide diverse applicants for Elevate Energy's members. Elevate Energy will provide jobs from their contractors and for Elevate Energy. NLEI will refer. | The <u>Empleos</u> Solar coalition members will be specific to NLEI's program for training, field sites, job providers and mentors. | ILP will serve as NLEI's outreach partner ensuring Cicero-Berwyn-Stickney residents are informed of training and jobs opportunities afforded through NLEI's training and workforce initiatives for FEJA. | NLEI will provide referrals and partner for Latino outreach. Allies will provide ongoing industry input, opportunities for field experience, and mentoring. |

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<sup>1</sup> NLEI has put together a coalition of solar contractors and business contractors in renewable energy to serve as ongoing industry experts for both the technical and business side of the industry. Examples of coalition members include Sunheat Solar, Ailey Solar, CSI3000, AA Electric.

<sup>2</sup> Local 9, Local 134, United Electrical, Pipefitters Union 597

## **E. Program C – ASPIRA Inc. of Illinois (“ASPIRA”)**

### **a. Training Organization Credentials**

FEJA provides that the organization must be “a not-for-profit organization dedicated to developing the educational and leadership capacity of minority youth through the operation of schools, youth leadership clubs and youth development centers.” ASPIRA Inc. of Illinois (“ASPIRA”) is a 501(c)(3) not-for-profit organization based and operated in Chicago, Illinois since 1968. ASPIRA seeks to empower the Puerto Rican and Latino community through advocacy, educational development, and leadership development. ASPIRA operates extensive educational and community programs and services, including four schools (ASPIRA Early College High School, ASPIRA Business and Finance High School, ASPIRA Antonia Pantoja High School, and ASPIRA Haugan Middle School), Youth Leadership Clubs at community schools, and the Miguel Del Valle Youth Development Center.

Over the last 49 years, ASPIRA has helped thousands of disadvantaged students enter college and hundreds of parents understand the educational process. ASPIRA also has extensive experience working, developing and implementing job training programs. ASPIRA’s experience includes developing and implementing services designed to prepare out of school youth ages 16-24 for post-secondary education and employment. For example, through a \$1.1 million US Department of Labor grant, ASPIRA developed one of the largest youth-focused workforce development program in the country where 78% of students completed the program and 71% were placed into employment or education. ASPIRA also successfully implements a 9-week training program for entry level jobs in construction related fields, where 92% of the students complete the program and more than 80% of the graduates in the past three years obtain and retain jobs.

For the past 5 years, ASPIRA has partnered with St. Augustine College to deliver training to youth and young adults. ASPIRA and St. Augustine College will partner to deliver the training program described in this section. St. Augustine College is the first accredited bilingual higher education institute in Illinois. St. Augustine College’s main campus is located in northwest Chicago.

### **b. Overview of Training**

ASPIRA seeks to provide a comprehensive training curriculum with an emphasis on preparing students broadly in electrical trade skills to serve as a foundation for solar industry installation, sales, marketing and management positions. Recruitment efforts for ASPIRA’s training program will be targeted primarily towards youth at Antonia Pantoja High School and the surrounding Latino community in northwest Chicago. Upon graduation participants will have obtained two NCCER certifications, OSA certification, First Aid/CPR certification, Electric Arc Flash training plus soft skills that includes training on topics such as interviewing, teamwork, work ethic, communication and interpersonal skills.

As part of the program St. Augustine College, an accredited bilingual higher educational institution in the State of Illinois, will provide critical educational and workforce training services. Through St. Augustine College, ASPIRA will offer electric industry specific college courses to program participants. Program participants will also be offered a performance based stipend. ASPIRA's training program will incorporate approximately 252 hours of training over a 21 week period. The training program will include the following 24 modules.

- Introduction to Construction and Its Trades
- Construction Math
- Construction Drawings
- Basic Safety and Demonstration
- First Aid/CPR Certification and Demonstration
- Introduction to Hand Tools and Hands-on Practicum
- Introduction to Power Tools and Hands-on Practicum
- Basic Rigging and Hands-on Practicum
- Materials Handling and Hands-on Practicum
- Orientation to the Electrical Trade
- Electrical Safety
- Arc Flash Certification
- Introduction to Electrical Circuits
- Electrical Theory
- Introduction to the National Electrical Code
- Device Boxes
- Hand Bending
- Raceways and Fittings
- Conductors and Cables
- Basic Electrical Construction Drawings
- Residential Electrical Services
- Electrical Test Equipment
- Introduction to Solar Photovoltaics and Hands-on Practicum
- Test Taking Techniques

## **F. Program D - Hispanic American Construction Industry Association (“HACIA”)**

### **a. Training Organization Credentials**

FEJA provides that the organization must be “dedicated to providing equal access to opportunities in the construction industry that offer training programs that include Occupational Safety and Health Administration 10 and 30 certifications, Environmental Protection Agency Renovation, Repair and Painting Certification, and Leadership in Energy and Environmental Design Accredited Green Associate Exam preparation courses.” For the past 30 years, the Hispanic American Construction Industry Association (HACIA), in partnership with St. Augustine College’s Institute for Workforce Education, has designed and implemented various training programs that have provided the aforementioned as well as other certifications. For example, HACIA’s main program is the Contractor Training Program (CTP), funded by the Illinois Department of Commerce and Economic Opportunity and the Illinois Department of Transportation. CTP is a comprehensive program that provides contractors the skills they need to effectively run their own businesses. The program includes training related to certifications in OSHA practices (10 or 30 Hour certifications), LEED Green Associate Certification Preparation, and the EPA RRP certification. The first phase of the CTP trained over 400 participants from approximately 380 companies. The CTP program has become a model for the industry, embodying numerous best practices to assist minority, women, and disadvantaged business enterprise groups develop the skills needed to grow and succeed in the construction industry. CTP participation is also ethically and racially diverse, over the course of the program 56% of participants were Latino, 33% were African-American, 2% were Asian and 1% were Native American.

### **b. Overview of Training**

HACIA seeks to develop and administer training programs to provide disadvantaged, minority and women-owned construction and related firms with the skills necessary to grow their construction business. HACIA has specifically developed an outreach strategy that for disadvantaged audiences in Chicago and the metropolitan area such as minority and women-owned businesses, service disabled veteran-owned small businesses, and veteran-owned small businesses operating. Instruction offered to participants is outlined below and will be delivered over a 24 week period. The program is designed for owners and managers of small business an overview of small construction best practices. The program will cover the skills needed to run a construction business such as OSHA safety concerns, technology applications, green construction practices and preparation for the LEED Green Associate Exam. Over the course of the program participants will receive OSHA 10-Hour Basic Safety and EPA Renovation, Repair, and Painting (RRP) certifications.

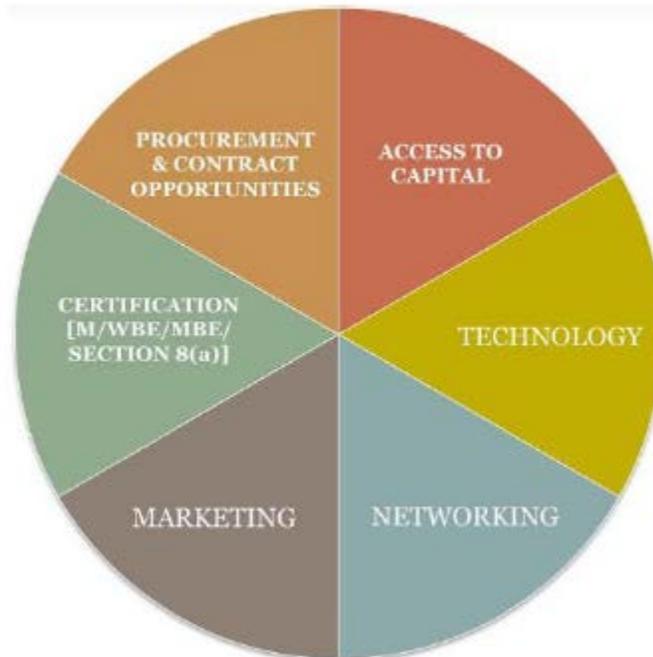
- Business Management (80 hours) – This component will include courses in small business management, construction estimation, blueprint reading and an OSHA 10-hour Basic Safety Certification.
- Technology Applications (60 hours) – This component will include an introduction to computers and certain essential construction industry small business applications such as Microsoft Office, QuickBooks for Contractors, and AutoCAD.
- Green Construction (54 hours) - This component is designed to provide participants with an overview of green construction practices including an introduction to photovoltaics. EPA Renovation, Repair and Painting (RRP) will be included in this component. Program participants will also receive 20 hours of LEED Accredited Green Associate Examination Prep.

**G. Program E - Chatham Business Association Small Business Development, Inc. (“CBA”)**

**a. Training Organization Credentials**

FEJA provides that the organization selected under this provision must have a “proven record of successfully implementing utility industry training programs, with expertise in creating programs that strengthen the economics of communities including technical training workshops and economic development through community and financial partners.” Chatham Business Association Small Business Development, Inc. (“CBA”) was formed in 1972 to satisfy the Chatham community’s desire to invest in, nurture, and protect the Chatham community. The stated purpose was to “band together to foster, create and explore those plans and programs that will ensure stability and growth of our business communities.” CBA maintains a small business Development Center and Local Development Corporation to train and assist area businesses in securing funds for acquisitions, expansion and renovation of business properties. CBA was formed with a mission to promote political and economic stability in Chatham, and neighboring communities since 1972. Since then as a result of their expertise in small business growth and development their market has expanded to serving businesses throughout the City of Chicago. CBA has several business growth and development tools for small businesses as illustrated on the chart below.

**CBA’S SMALL BUSINESS  
GROWTH & DEVELOPMENT TOOLS**



Since its formation, CBA has worked on a number of initiatives and provided several training programs aimed at strengthening the economics of local communities. For example, CBA coordinated a program which resulted in significant energy savings within the community, by training residents of Chatham, and neighboring communities, in outreach efforts to secure the installation of smart meters in local residences. Through this program 10 community hires successfully reached 86% of Unable-to-Reach (UTC) addresses and scheduled new Smart Meter Installations at 77% of the addresses. The pilot program raised community awareness and resulted in a request from customers for additional education about the benefits of smart meters. These same local residents were provided with workforce training skills workshops that increased the workplace skill levels resulting in permanent employment opportunities.

Recently, CBA was chosen as one of five organizations to partner with the Illinois Departments of Corrections, Justice, and Commerce and Economic Opportunity to enroll candidates in an “Internee-to-Entrepreneurship” cohort. The aim of this program is to work with ex-offenders to develop entrepreneurship skills to start a business in leading growth industries. To accomplish this, CBA partners with workforce development partners, like the Safer Foundation, to ensure entrepreneurs are provided the technical and soft skills coupled with an a solid workforce to successfully jump start their business. Community Development Financing Institutions participate in the cohorts and will provide financing to seed fund to start sustainable business models for participants.

#### **b. Overview of Training**

CBA’s training program is designed assist the workforce has employment opportunities with new entrepreneurs. In addition to training and developing new entrepreneurs, CBA’s training programs will expand growth and capacity of existing businesses by helping entrepreneurs understand the opportunities available in renewable energy and energy efficiency. Cohorts will network with FEJA workforce training partners to encourage direct hiring and market employment opportunities based on needs. The cohort training will contract with business growth and development partners and other expert organizations to provide expert leaders to help existing businesses expand capacity to participate in renewable energy and energy efficiency projects. Recruiting efforts will target owners and employees of minority-owned businesses that are located in or seek to locate in the south and southeast side of Chicago.

Cohort 1 is a 20 week program designed to train business owners or employees on how to achieve greater operational efficiency through adaption of certain business behaviors, systems and processes. Cohort 1 workshops will include the following sessions:

- Getting the Facts: Market Research
- Identifying Your Target Market : The Message
- Promoting Your Business: The Marketing Campaign
- Searching for Customers: Prospecting
- Helping People Buy: Sales
- Making a Profit: Pricing Strategy/Costs/Financial Decisions/Return on Investment
- Financing Your Business Growth: Cash Flow Projections
- Leveraging Capital: Credit and Financing
- Investing in People: Human Resources
- Controlling Finances: Recordkeeping & Taxes
- Ensuring Lasting Success: Ethics and the Law
- Ensuring Economic Development: Personal Finance
- Alternative Energy Business Growth and Development Opportunities
- CEO Mentor Me Opportunity Training

CBA has gained experience as a policy consultant on economic development to governmental agencies, large corporations and other service organizations. CBA, along with its Cohort 2 FEJA partners, will incorporate working knowledge and experience in spearheading large economic development in urban areas into the curriculum for Cohort 2. Cohort 2 is a Renewable Energy Assistance Program designed provide out of state businesses with training and a suite of comprehensive services to enable them to relocate or operate a facility in Chicago. Cohort 2 workshops include the following:

- **Real Estate:** This workshop will include training and assistance with site selection including providing information on access to properties that may be held by the Chicago County Land Bank Authority, the National Community Stabilization Trust, and other similar organizations. Sessions on identifying potential renewable energy project sites will also be provided.
- **Financing:** This workshop will include training and assistance on obtaining capital such as loans, grant opportunities, and other local sources of equity.
- **Business Plans/Certifications/Licenses:** Provide businesses with information on obtaining various government certifications and licenses including M/WBE/MBE certifications as well as Illinois Commerce Commission Energy Efficiency and Solar Installer Certifications. This workshop also includes sessions and services on developing business and marketing plans.

- **General Business Services.** CBA provides a full suite of services to help out of state entrepreneurs understand and utilize profitable procurement government incentives and certifications (M/WBE/MBE/Section 8(a)), licenses, and Mentor Protégé programs etc. These programs incentivize large, non-minority, local and minority owned businesses seeking procurement opportunities and to offset labor costs for both local and regional businesses seeking to hire locally.
- **Create Mentor Protégé Programs** customized for renewable energy industry. CBA will contract with experienced service providers and out of State businesses focused in renewable energy industry who will offer pro bono hours of services in the following areas: (a) legal advice (incorporation, licensing, distribution, etc.); (b) website development and optimization (developing a site map and understanding the benefits of optimization and social media to drive business); and (c) branding and marketing services (logo, trade name, and market development) to businesses Cohort 1 Illinois businesses.
- **Create model Community Benefit Agreements.** CBA in partnership with the State of Illinois and with input from a network of organizations will work to establish consistent and replicable Community Benefit Agreements for large-scale renewable energy and energy efficiency projects that locate in or near our community, to ensure those projects use the local, trained workforce.

## **H. Program F - Austin Peoples Action Center (“APAC”)**

### **a. Training Organization Credentials**

FEJA provides that training programs under this provision must be offered by an organization that “provides family services, housing education, job and career education opportunities that [has] successfully partnered with the utility on electric industry job training.”

Austin Peoples Action Center (APAC) has several years of involvement with the Construct program, a utility training program sponsored by a coalition of construction industry companies committed to providing equal employment opportunities for qualified minority candidates seeking construction jobs. As a Construct partner, APAC’s training program participants achieved a 98% program completion rate as well as an 80% job placement rate. Since 2011, APAC has also operated as a youth workforce development program designed to provide part-time employment, job readiness training, career development training, and support services for disadvantaged youth ages 16-24. Participants received, among other things, leadership and other professional development training. Through this program APAC collaborates with community-based organizations, businesses, and agencies that served as worksites for the youth.

### **b. Overview of Training**

APAC seeks to administer and provide a training program that recruits, provides job readiness training, and places program participants in qualified solar training pipeline programs or other recognized programs for crafts, trades, or skills in the electric industry. Recruitment efforts will target at-risk African-American populations on the west side of Chicago, as well as individuals from environmental justice communities. Key components of the training program include:

- Employment of informal assessments to identify strengths, assets, including abilities, aptitudes, interests, and occupational and employability skill levels, barriers to employment and training as well as supportive service needs.
- Creation of individual case plans based on assessment results that include career, education, employment, personal development goals, and supportive services goals. As part of the individual case plan, participants will identify a plan of action to achieve their goals.
- Placement of successful participants in qualified solar training pipeline programs or other recognized programs for crafts or trades in the electric industry.
- Job retention monitoring and counseling to address issues impacting long-term employment.
- A stipend for participation in the program.

Program participants will have access to eighty hours of renewable energy, photovoltaics and work readiness training. Trainings will be conducted in over a 20 day period with 4 hours of instruction per day. Participants that complete the program will receive a certificate of completion. Training provided under this program will include the following sessions.

- Introduction to Renewable Energy
- Renewable Energy Careers
- Renewable Energy and Advocacy
- Introduction to Photovoltaics
- Work Skills and Behavior
- Life Skills
- Employability Skills
- Resume Writing
- Applying for a Job
- Interviewing Skills
- Personal Responsibility/Safety
- Financial Literacy
- Emotional Intelligence
- Street Safety and Violence Prevention

## **VII. Program Tracking, Accountability and Reporting**

To ensure accountability and track progress, as a condition of funding, ComEd has requested that all training providers prepare periodic reports on the progress of their training programs. At a minimum, ComEd will require the training organizations to track and provide details on the following metrics and goals.

- Percentage of enrollees completing the training program: Target 60%
- Percentage of unemployed enrollees at the start of the program that complete the program and are placed within 60 days of program completion. For programs that are incorporated into high school curriculum, percentage of enrollees placed within 60 days of high school graduation or 60 days of program completion, whichever is later: Target 60%
- Percentage of unemployed enrollees at the start of the program that complete the program and are placed within 180 days of program completion. For programs that are incorporated into high school curriculum, percentage of enrollees placed within 60 days of high school graduation or 60 days of program completion, whichever is later: Target: 70%
- For programs offering certifications, number of enrollees who receive certification(s), and the type of certification received: Target 80%
- Total enrollee diversity, including number of trainees living in environmental justice communities, number of trainees who are former foster children, number of trainees with a record, number of female trainees, number of male trainees, number of trainees who are a part of an ethnic minority group.
- For programs that provide on the job training for employees or small business owners indicate job growth, revenue growth and any certifications obtained in the past one, three and five years and one, three and five years after training was provided to the organization.
- For enrollees employed at the start of the program, indicate any job promotions or increases in salary as a result of the training provided under this Plan.
- Total expenses of the program including total administrative expenses incurred for the reporting period to ensure that the costs of individual programs align with the services provided to trainees and the challenges associated with serving a particular population.

As part of this Plan, ComEd intends to engage an independent plan manager to oversee the individual training programs that receive funding under this Plan. The independent plan manager will oversee the Workforce Development Initiative by providing curriculum support for training providers, tracking and analysis of reports, survey participants and make appropriate recommendations for individuals programs or the Workforce Development Initiative as a whole. To determine if training provided under this Plan effectively contributes to employer workforce needs, on a periodic basis, the independent plan manager will assess the workforce needs of this Plan's targeted employers and report its findings to ComEd and individual training program providers. The independent plan manager will also coordinate with individual training providers to develop mechanisms to ensure that funding under this Plan provides workforce development opportunities that contribute to those present and future workforce needs. On an as needed basis, the independent plan manager may request additional information from training programs. As part of the engagement the independent program manager will periodically report on the progress of the training programs. ComEd anticipates that costs associated with the engagement of the independent program manager, to be recovered under Rider REA, will be approximately \$125,000 to \$200,000 per year.

As part of ComEd's implementation of this Plan, ComEd will submit an annual report on the programs described in this Plan, for informational purposes, beginning in 2019 for each year of the Workforce Development Initiative. As mentioned in the Solar Pipeline Program section of this Plan, ComEd's independent program manager will evaluate the performance of the Solar Pipeline programs and ComEd, as necessary, may initiate a secondary selection process. For both the Solar Craft Apprenticeship Program and the Multi-Cultural Jobs Program, ComEd intends to continue to provide funding to the organizations selected. Through its informational annual report in 2021 and 2025, prior to any disbursement of Workforce Development Initiative Funds for the particular funding period, ComEd will provide the Commission with updated target metrics and report any material changes to the training programs described in this Plan.

## **Appendix A**

## **Listing of Forum Dates and Organizations with Representatives Present**

### **5/1 Event**

- ASPIRA
- Austin Peoples Action Center
- Blacks in Green
- Chatham Business Association
- Elevate Energy
- Environmental Defense Fund
- Faith in Place
- Greater Englewood CDC
- GRID Alternatives
- HACIA
- IBEW 134
- Illinois Green Economy Network
- Illinois People's Action
- Little Village Environmental Justice Org
- Midwest Renewable Energy Association
- NLEI
- SAFER Foundation
- Seventhwave
- Sierra Club
- SunRun
- UCAN

### **5/9 Call**

- ASPIRA
- Austin Peoples Action
- Blacks In Green
- Chicago Urban league
- Environmental Defense Fund
- Elevate Energy
- Faith in Place
- Greater Englewood
- HACIA
- IBEW 134
- Illinois Green Economy Network
- Midwest Renewable Energy Association
- NLEI
- SAFER Foundation
- Seventhwave
- UCAN

### **5/11 Call**

- Austin Peoples Action Center
- Blacks in Green
- Chicago Urban league
- Elevate Energy
- Greater Englewood CDC
- HACIA
- IBEW 134
- Illinois Green Energy Network
- ISEA
- Midwest Renewable Energy Association
- NLEI
- SAFER Foundation
- Seventhwave
- Sierra Club
- UCAN

### **5/16 Call:**

- ASPIRA
- Austin People's Action Center
- Blacks in Green
- Chicago Urban League
- Elevate
- GRID Alternatives
- HACIA
- IBEW 134
- Illinois Green Energy Network
- Little Village Environmental Justice Org
- Midwest Renewable Energy Assoc
- Millennium Solar Electric
- Seventhwave
- Sierra Club
- UCAN

### **5/19 Call**

- ASPIRA
- Austin People's Action Center
- Blacks in Green
- Chicago Urban League
- Chatham Business Assoc
- Elevate
- HACIA
- Illinois Green Energy Network
- Illinois Solar Energy Assoc
- Little Village Environmental Justice Org
- Midwest Renewable Energy Assoc
- Millennium Solar Electric
- NLEI
- SAFER Foundation
- Seventhwave
- Sierra Club
- UCAN

### **5/23 Event**

- ASPIRA
- Austin People's Action Center
- Blacks in Green
- Chatham Business Assoc
- Elevate
- Greater Englewood
- GRID Alternatives
- HACIA
- Illinois Green Energy Network
- Little Village Environmental Justice Org
- Midwest Renewable Energy Assoc
- Millennium Solar Electric
- NLEI
- SAFER Foundation
- Seventhwave
- Solar Empowered
- Sustainable Options for Urban Living

### **5/25 Call**

- ASPIRA
- Austin People's Action Center
- Blacks in Green
- Chatham Business Assoc
- Greater Englewood
- GRID Alternatives
- HACIA Little Village Environmental Justice Org
- Midwest Renewable Energy Assoc
- Millennium Solar Electric
- NLEI
- Seventhwave
- Solar Empowered
- UCAN

### **6/6 Meeting**

- Austin Peoples Action Center
- ASPIRA
- Blacks in Green
- Clean Community
- Elevate Energy
- Environmental Defense Fund
- Faith in Place
- Greater Englewood CDC
- HACIA
- IBEW 134
- Illinois Green Economy Network
- ISEA
- Little Village Environmental Justice Organization
- Midwest Renewable Energy Association
- Millennium Solar Electric
- Sierra Club
- Solar Empowered
- Solar Foundation
- SunRun
- UCAN

## **6/19 Meeting**

- Austin Peoples Action Center
- ASPIRA
- Chicago Urban league
- Environmental Defense Fund
- Elevate Energy
- Faith in Place
- Greater Englewood CDC
- Grid Alternatives
- HACIA
- IBEW 134
- Illinois Green Economy Network
- Little Village Environmental Justice Organization
- Millennium Solar Electric
- NLEI
- SAFER Foundation
- Seventhwave
- Sierra Club
- Solar Empowered
- UCAN

## **Appendix B**



## Request for Proposals: Solar Training Pipeline Program

| Table of Contents                       | Page |
|---|------|
| Grant Program Overview & RFP Process    | 1    |
| Background                              | 2    |
| Eligible Respondents                    | 5    |
| Proposal Narrative Prompts              | 6    |
| Qualification & Experience Prompts      | 8    |
| Selection Criteria                      | 9    |
| Appendix: Workforce Development Statute | 11   |

### Section 1 | Grant Program Overview & RFP Process

#### Overview

The Chicago Community Trust requests proposals from workforce development service providers for solar training pipeline programs directly serving the Illinois labor market. This funding opportunity originates from the Illinois Future Energy Jobs Act. Commonwealth Edison Company (ComEd) is disbursing \$3 million in 2017, 2021, and 2025 to support this effort. The Trust was selected to administer the proposal review process and make grant recommendations to ComEd.<sup>1</sup> ComEd will be disbursing the funds and responsible for overseeing program implementation. Desired deliverables include recruitment, assessment, training, and job placement for Illinois residents from diverse populations and distressed places across the state, with priority for persons with a record and individuals who are or were foster children. Fifty percent of program participants must be from environmental justice communities.

#### About The Chicago Community Trust

The Chicago Community Trust, the Chicago region's community foundation, partners with donors to leverage their philanthropy in ways that transform lives and communities. For the past century, we have connected the generosity of donors with community needs by making grants to nonprofit organizations working to improve metropolitan Chicago. Since our founding in 1915, the Trust has awarded over \$2 billion in grant funding to more than 11,000 local nonprofit organizations – including more than \$236 million in 2016. Our region is home to people passionate about their neighborhoods. People committed to making a difference. People divided by a legacy of segregation, separated by lines of class and race and opportunity – but there is much more that unites us than divides us. As the Trust begins our next century of service, we pledge to bridge these divisions and to champion the common good, creating a place where no

<sup>1</sup> Any reference to organizations or their initiatives within this RFP is not an endorsement.

one is left behind. To learn more about how the Trust has improved the quality of life in metropolitan Chicago, we invite you to visit our website at [www.cct.org](http://www.cct.org).

### RFP Process Timeline

|                 |  |
|-----------------|--|
| August 1, 2017  | RFP launch   |
| August 7, 2017  | Information session to be held from 2:00-4:00PM CDT at <a href="#">The Chicago Community Trust</a> with call-in option available |
| August 31, 2017 | Proposals due at 11:59PM CDT   |
| September 2017  | Interviews and/or site visits for selected applicants  |
| Q4 2017         | Selection notification and project start date  |

### Proposal Requirements

Proposals should be completed and submitted through The Chicago Community Trust’s online grants management system. The major elements of proposals include the following, which are outlined in detail in Section 4.

1. Proposal Narrative
2. Qualifications & Experience
3. Workplan with Proposed Deliverables & Timeline
4. Program Budget

## Section 2 | Background: Overview of Solar Training Pipeline Program

### A. Solar Job Growth in Illinois

The Solar Foundation’s [2016 National Solar Jobs Census](#) indicates that Illinois has 3,718 solar jobs. Based on national trends, the solar workforce in Illinois could increase by 43 percent by 2021 to a total of 5,300 jobs. The [Illinois Future Energy Job Acts](#) (FEJA), signed into law in December 2016, strengthens the state’s renewable portfolio standard (RPS) to further accelerate PV solar deployment.

FEJA also dedicates resources to ensuring that low-income communities across the state have access to the economic development opportunities promised by the legislation. The \$150 million [Illinois Solar for All program](#) promotes single-family and institutional rooftop solar, community solar, and pilot projects in low-income communities, with job training opportunities incorporated into installations wherever possible. While the specific training guidelines have yet to be defined, the Illinois Solar for All Working Group has issued a [report](#) with recommendations to the Illinois Power Agency.

In addition, FEJA requires utilities to fund three workforce development programs totaling \$10 million in 2017, 2021, and 2025:

1. A solar installer training pipeline program, the focus of this RFP (\$3 million in each year);
2. A craft apprenticeship program for electrical industry skills (\$3 million in each year); and
3. Six multi-cultural jobs programs totaling \$4 million (in each year), which may or may not be related to solar installations.

The solar installer training pipeline program is intended to complement Illinois Solar for All and these other initiatives in order to create a qualified and diverse workforce in anticipation of the increase in statewide installations, which is expected to begin in 2018.

## **B. Solar Training Pipeline Program Objectives**

The objective of the solar training pipeline program is to ensure that Illinoisans across the state, including those with employment barriers, have the skills and opportunities to access the jobs created by FEJA. Specifically, it calls for job placements for 2,000 individuals by 2029, from the following two demographic groups with a need for employment access (heretofore referred to as “priority groups”). While these priority groups are the focus of the job placement goals, the program need not be restricted to them.

1. *Persons with a record.* The statute defines this as “any person who (1) has been convicted of a crime in this State or of an offense in any other jurisdiction, not including an offense or attempted offense that would subject a person to registration under the Sex Offender Registration Act; (2) has a record of an arrest or an arrest that did not result in conviction for any crime in this State or of an offense in any other jurisdiction; or (3) has a juvenile delinquency adjudication.”
2. *Individuals who are or were foster children.* For the purposes of this RFP, this group will be referred to as “current and former foster children.”

Additionally, the statute requires that 50 percent of all trainees must come from *environmental justice communities*. The Illinois Commission on Environmental Justice has recommended that state agencies use the US EPA’s “overburdened community” definition when identifying environmental justice communities. This RFP uses this definition, which is as follows:

*Minority, low-income, tribal, or indigenous populations or geographic locations in the United States that potentially experience disproportionate environmental harms and risks. This disproportionality can be as a result of greater vulnerability to environmental hazards, lack of opportunity for public participation, or other factors. Increased vulnerability may be attributable to an accumulation of negative or lack of positive environmental, health, economic, or social conditions within these populations or places. The term describes situations where multiple factors, including both environmental and socioeconomic stressors, may act cumulatively to affect health and the environment and contribute to persistent environmental health disparities.*

When identifying environmental justice communities, the Illinois Commission on Environmental Justice recommends the use of USEPA’s [EJSCREEN tool](#) as a platform to map the relevant indicators.

### **C. Solar Training Pipeline Program Metrics**

Beyond the general requirements listed above, organizations will identify and track their own outcomes and evaluation metrics depending on the proposed program's structure, subject to ComEd review and approval. They will be required to submit progress reports to ComEd's Program Manager on a quarterly basis.

### **D. National Best Practices for Solar Job Training Pipelines**

California's [Single-family Affordable Solar Homes](#) (SASH) program, launched in 2007, served as a model for the Illinois Solar for All and the workforce development programs. It incorporates a number of innovative practices to integrate job training opportunities into installation projects:

- Every installation project is required to incorporate job training elements, with 20 percent of installations dedicated for workforce development organization trainees.
- Volunteer installations are available for trainees to get hands-on experience.
- Trainees can apply volunteer installation experience towards North American Board of Certified Energy Practitioners (NABCEP) certification.
- Through partnerships with subcontractors, trainees have access to paid "field interviews" working with teams of experienced installers.
- Community members are able to participate in volunteer installations and orientation programs.

### **E. Overview of Current Illinois Solar Training Pipeline**

The Solar Training Network, an [online resource](#) for trainees and employers managed by the US Department of Energy, lists five training entities in Illinois. While it may not be an exhaustive list, it includes community colleges and nonprofit organizations that provide access to a range of relevant certifications. There are two major areas of need to create a more robust training pipeline in the state:

1. Expanding access to potential trainees who may not have the time or resources for a two-year community college program.
2. Providing more opportunities for employment, apprenticeship, and hands-on training.

### **F. Solar Installation Career Pathways**

Preparing individuals for solar industry careers requires understanding the potential pathways, as well as trends in the job market. While the pipeline program may prepare trainees for a variety of career pathways (i.e., manufacturing, system design, project development, operations, etc.), it emphasizes preparation for distributed and utility-scale installation jobs, which are anticipated to be key growth areas for solar in Illinois. The Illinois Commerce Commission (ICC) requires a "qualified person" to directly supervise [distributed generation](#) or [utility scale](#) solar installation projects.

Qualified persons must complete at least one of the following. While the utility-scale qualifications are currently under review by the ICC, they are expected to be similar to those listed below.

| <b>Qualification</b>   | <b>Dist. Gen.</b> | <b>Utility-Scale</b> |
|--|-------------------|----------------------|
| At least five installations of a specific distributed generation technology  | Yes               | No                   |
| An apprenticeship as a journeyman electrician from a Department of Labor registered electrical apprenticeship and training program                       | Yes               | Yes                  |
| North American Board of Certified Energy Practitioners (NABCEP) distributed generation technology certification program                                  | Yes               | Yes                  |
| Underwriters Laboratories (UL) distributed generation technology certification program   | Yes               | No                   |
| Electronics Technicians Association (ETA) distributed generation technology certification program  | Yes               | No                   |
| Associate in Applied Science degree from an Illinois Community College Board approved community college program in the appropriate generation technology | Yes               | Yes                  |
| Mandated apprentice or training program for an electrician in another state  | No                | Yes                  |

The solar training pipeline program should aim to position trainees for the best possible opportunities to acquire or pursue one or more of these qualifications, even though solar installations jobs associated with the Illinois Solar for All program are exempt from these requirements.

### **Section 3 | Eligible Respondents**

Private, nonprofit, and public sector entities are all eligible to respond to this RFP. Specific sectors might include, but are not limited to, the following:

- Workforce development service providers
- Educational institutions
- Solar industry employers
- Community-based organizations

Due to the broad program objectives and desire for an integrated pipeline, organizations applying in partnership with sub-grantees or leveraging other funding sources will be more competitive. Letters of support or memoranda of understanding (MOUs) are strongly encouraged, but not required, to demonstrate partnership.

## Section 4 | Proposal Details

### A. Program

The proposal narrative should describe how the program will address each of the following training pipeline components, including metrics and target implementation dates.

#### 1. Recruitment

The program's recruitment plan should have well-defined target populations and a robust outreach strategy. It should be designed to recruit from the priority groups defined by the statute and listed in Section 2.

- Describe the proposed program's recruitment plan, including:
  - Specific mechanisms for reaching prospective trainees from one or more of the priority groups;
  - Anticipated conversion rate from outreach targets to actual applicants; and
  - Strategic partnerships necessary to accomplish recruitment plan.
- Identify the Illinois counties served by this proposal.
- Identify the geographies within or across counties served by this proposal. This could include corridors, districts, neighborhoods, municipalities, sub-regions, regions, and other geographies. The location of environmental justice and distressed communities is particularly relevant.

#### 2. Assessment, Eligibility, & Enrollment

Selecting the right candidates can be as important as thorough training. The program should have a transparent process for screening and enrolling potential trainees, with clearly defined eligibility requirements and corresponding metrics. It may also include specific enrollment support to assist potential trainees from the priority groups in meeting these requirements.

- Describe the program's eligibility requirements and application/assessment process, including:
  - Types of assessments;
  - Expected entry rate (how many applicants will enter the program); and
  - Specific measures that will be used to support/ensure the enrollment of trainees from one or more of the priority groups.

#### 3. Training

A well-designed training program will develop both technical and "soft" skills, with the latter possibly including time management, interviewing, conflict resolution, and diversity and sexual harassment training. While practical, hands-on training is desired, the program might also include classroom time, virtual components or both. The program should also provide a pathway for trainees to meet one or more of the requirements for being a "qualified" solar installer listed in Section 2.

- Describe the enrollment and onboarding process for the program, including the enrollment model (e.g., cohort, open enrollment, etc.).
- Describe the proposed training program, including:
  - Training model (e.g., classroom, virtual, on-the-job, or a combination);
  - Outcomes, including hard and soft skill development and how these skills will be assessed before, during, and after the training; and
  - Strategies for ensuring trainees are eligible for and on the path to meet one or more of the requirements for being a “qualified” solar installer.
- Project the expected completion rate.

#### *4. Support*

Throughout the program, support resources should be considered and, where possible, provided for trainees with barriers to employment, specifically those from the priority groups. In addition to enrollment support (as described above), this includes wraparound support such as case management, financial empowerment services, criminal record relief, childcare assistance, mentorship, workers’ rights education, and other services or resources that reduce barriers to training, employment, and retention.

- Describe any support services or resources that will be provided to trainees, including those with barriers to employment.
- If support is provided through partnerships or referral networks, describe the partnership and its integration with this program.

#### *5. Job Placement*

In order to facilitate trainee job placements, the program should incorporate partnerships with employers. These could include subsidized on-the-job training components, employer involvement in recruitment and selection of trainees, job fairs, or apprenticeship pathways. It might also involve ensuring that employers understand the regulatory requirements associated with the Illinois Solar for All program, as well as coordinating with them to align training opportunities with Illinois Solar for All projects and the other FEJA-mandated workforce development programs (see Section 2 for more information). The program should consider criteria such as wages and benefits when screening employers to connect with trainees.

- Describe how the program will connect trainees with employers and facilitate job placement, including:
  - The types of solar jobs for which trainees are being prepared;
  - If applicable, alignment with the requirements for being a “qualified” solar installer from Section 2 that trainees may meet, or be on a pathway to meet, through the training program;
  - The structure of any employer partnerships, including criteria that the program will use to screen employers; and
  - Strategy to coordinate job placement and training opportunities with employers of Illinois Solar for All projects.

### *6. Retention & Follow-up*

The program should have a clear plan to follow up with trainees and support them with job retention. This might include a continuation of case management and other support services provided during recruitment and training.

- Describe specific ways, and on what time scale, the program will offer any ongoing wraparound support services and follow up with trainees.
- Describe how retention data will be obtained and tracked.

## **B. Qualifications & Experience**

### *7. Organizational Capacity*

Ability to implement the program, including leadership, staffing, business operations, and financial management.

- Provide bios of key program leadership and staff, including any proposed sub-grantees.
- Describe the organization's ability to leverage resources, partnerships, or networks for greater impact (i.e., relevant employer and industry relationships which will help in the execution of this program).
- Describe the organization's history or experience in managing grant dollars (public or private) and meeting compliance requirements. If the organization or any proposed sub-grantees has ever been declared seriously deficient in the operation of a grant or contract, describe the circumstances.
- Describe any other funding sources that the organization will leverage to support the program, if applicable.

### *8. Knowledge & Experience*

Demonstrated knowledge of the solar industry and track record of success in workforce development programs in the proposed communities, with specific, measurable results.

- Describe 1-2 previously successful workforce development programs, including specific results (i.e., placement rate for trainees, certification rates for trainees, or dollars spent per placement, etc.), and the organization's ability to scale and adapt these models.
- Describe the proposed team's knowledge of the solar industry in Illinois and FEJA.
- Describe the organization's experience working in collaboration with public, private, and nonprofit sector partners.

### *9. Metrics & Data Systems*

Ability to monitor progress during and after implementation to track program success and adaptively address new challenges and opportunities.

- Summarize all of the metrics used and/or proposed to manage services and track outcomes, including a description of the data system used for reporting them.
- Describe how data will be used to evaluate and improve the program on an ongoing basis.

### **C. Other Proposal Materials**

#### *10. Detailed Budget*

Applicants will need to submit a detailed budget via the GrantCentral application portal. The minimum grant request amount is \$150,000 and the maximum is \$1 million.

#### *11. Workplan*

Applicants will also be asked to upload a one-page, single-sided, workplan (as a Word document) that details the proposed deliverables and timeline via the GrantCentral application portal.

## **Section 5 | Selection Process**

### **A. Overview of the Proposal Review Process**

Proposals are due at 11:59PM CDT on Thursday, **August 31, 2017**. A two-tiered committee will review all proposals over the course of September:

- *Tier 1:* A technical committee of 3-4 workforce development experts. The technical committee will gauge the legitimacy of the proposals from a job creation standpoint.
- *Tier 2:* A policy committee of 5-7 individuals with knowledge and expertise in the energy markets, community development, and organizational capacity.

### **B. Evaluation Criteria**

Grant proposals will be evaluated using multiple criteria, including the following:

#### *1. Program Criteria*

- Clarity of program description, including goals, activities, workplan, timetable, budget, metrics, and evaluation.
- Alignment of program's activities to achieve the solar training pipeline program objectives, including but not limited to serving environmental justice communities across the state of Illinois.
- Holistic approach in supporting, preparing, and placing trainees.
- Realistic projections on key metrics and timetable.
- Likelihood of success.

#### *2. Organizational Criteria*

- Organizational capacity to implement the program, including leadership, staffing, business operations, and fiscal management.

- Ability to leverage additional resources leading to greater impact.
- Ability to collaborate and bring together the appropriate public, private, and nonprofit partners.
- Demonstrated ability to work with one or more of the priority groups.
- Demonstrated success in supporting, preparing, and placing trainees.
- Demonstrated knowledge of the solar industry, including future market trends.
- Preference will be given to woman- and minority-led organizations, and those with an active presence in Illinois.

## **Appendix: Text of FEJA Workforce Development Statute**

(220 ILCS 5/16-108.12 new)

Sec. 16-108.12. Utility job training program.

(a) An electric utility that serves more than 3,000,000 customers in the State shall spend \$10,000,000 per year in 2017, 2021, and 2025 to fund the programs described in this Section.

(1) The utility shall fund a solar training pipeline program in the amount of \$3,000,000. The utility may administer the program or contract with another entity to administer the program. The program shall be designed to establish a solar installer training pipeline for projects authorized under Section 1-56 of the Illinois Power Agency Act and to establish a pool of trained installers who will be able to install solar projects authorized under subsection (c) of Section 1-75 of the Illinois Power Agency Act and otherwise. The program may include single event training programs. The program described in this paragraph (1) shall be designed to ensure that entities that offer training are located in, and trainees are recruited from, the same communities that the program aims to serve and that the program provides trainees with the opportunity to obtain real-world experience. The program described in this paragraph (1) shall also be designed to assist trainees so that they can obtain applicable certifications or participate in an apprenticeship program. The utility or administrator shall include funding for programs that provide training to individuals who are or were foster children or that target persons with a record who are transitioning with job training and job placement programs. The program shall include an incentive to facilitate an increase of hiring of qualified persons who are or were foster children and persons with a record. It is a goal of the program described in this paragraph (1) that at least 50% of the trainees in this program come from within environmental justice communities and that 2,000 jobs are created for persons who are or were foster children and persons with a record.

(2) The utility shall fund a craft apprenticeship program in the amount of \$3,000,000. The program shall be an accredited or otherwise recognized apprenticeship program over a period not to exceed 4 years, for particular crafts, trades, or skills in the electric industry that may, but need not, be related to solar installation.

(3) The utility shall fund multi-cultural jobs programs in the amount of \$4,000,000. The funding shall be allocated in the applicable year to individual programs as set forth in subparagraphs (A) through (F) of this paragraph (3) and may, but need not, be related to solar installation, over a period not to exceed 4 years, by diversity-focused community organizations that have a record of successfully delivering job training.

(A) \$1,000,000 to a community-based civil rights and human services not-for-profit organization that provides economic development, human capital, and education program services.

(B) \$500,000 to a not-for-profit organization that is also an education institution that offers training programs approved by the Illinois State Board of Education and United States Department of Education with the goal of providing workforce initiatives leading to economic independence.

(C) \$500,000 to a not-for-profit organization dedicated to developing the educational and leadership capacity of minority youth through the operation of schools, youth leadership clubs and youth development centers.

(D) \$1,000,000 to a not-for-profit organization dedicated to providing equal access to opportunities in the construction industry that offer training programs that include Occupational Safety and Health Administration 10 and 30 certifications, Environmental Protection Agency Renovation, Repair and Painting Certification and Leadership in Energy and Environmental Design Accredited Green Associate Exam preparation courses.

(E) \$500,000 to a non-profit organization that has a proven record of successfully implementing utility industry training programs, with expertise in creating programs that strengthen the economics of communities including technical training workshops and economic development through community and financial partners.

(F) \$500,000 to a nonprofit organization that provides family services, housing education, job and career education opportunities that has successfully partnered with the utility on electric industry job training.

For the purposes of this Section, "person with a record" means any person who (1) has been convicted of a crime in this State or of an offense in any other jurisdiction, not including an offense or attempted offense that would subject a person to registration under the Sex Offender Registration Act; (2) has a record of an arrest or an arrest that did not result in conviction for any crime in this State or of an offense in any other jurisdiction; or (3) has a juvenile delinquency adjudication.

(b) Within 60 days after the effective date of this amendatory Act of the 99th General Assembly, an electric utility that serves more than 3,000,000 customers in the State shall file with the Commission a plan to implement this Section. Within 60 days after the plan is filed, the Commission shall enter an order approving the plan if it is consistent with this Section or, if the plan is not consistent with this Section, the Commission shall explain the deficiencies, after which time the utility shall file a new plan. The utility shall use the funds described in subparagraph (O) of paragraph (1) of subsection (c) of Section 1-75 of the Illinois Power Agency Act to pay for the Commission approved programs under this Section.