

## Pipeline Organizations Evaluation

This questionnaire is designed to help you evaluate how well pipeline organizations in your community, state or region are suited to help you recruit and prepare young adults for energy workforce jobs.

### Organization Name

There are many different types of organizations that may exist in your area to assist young people with job-readiness skills training. Here is a list of some we have researched (see attached).

- YouthBuild
- Job Corps
- Jobs for America's Graduates
- Hardhatted Women
- Foster Care.

### Mission

Most organizations have a mission statement, which can often be found on their website. Check the organization's mission to see if it matches your needs.

How is the organization governed? *Choose from the following list:*

- ☐ 501(c)(3)
- ☐ Government agency (which one)
- ☐ Foundation
- ☐ For-profit

### Demographics of Populations Served

Our target demographic is low-income young adults, ages 16-26. You may choose this and/or other demographics.

Age Group: \_\_\_\_\_ % Male \_\_\_\_\_ % Female

Type of Communities served (*check all that apply*):

- ☐ Inner city
- ☐ Rural
- ☐ Suburban
- ☐ Indian Reservation
- ☐ Other \_\_\_\_\_

Demographics continued (*check all that apply*):

- ☐ High school dropouts
- ☐ High school graduates
- ☐ Low income (state criteria used for low income qualification)

- ☐ Criminal record
- ☐ TANF recipient (see below)
- ☐ Unemployed

*The Temporary Assistance for Needy Families (TANF) program, which replaced AFDC, is a federal program administered by the states. It is designed to help needy families achieve self-sufficiency by providing services, such as job preparation, in addition to financial assistance. There may be resources available from this program to help potential applicants.*

## Funding

What type of funding does the organization receive?

- Are multiple grants involved?
- Which agencies are funding them?
- Whom do they serve?
- Do they have time limitations or other restrictions?

- ☐ Federal (type)
- ☐ State (which state(s) and type)
- ☐ Local (jurisdiction(s) and type)
- ☐ Foundations
- ☐ Dues
- ☐ Donations


## Initiatives

Current initiatives (general list, including number of people served by initiative):

- What types of programs is this organization running?
- Does it have career readiness training?
- Find out the specific projects they are working on and the number of people served by each project.

Current initiatives, specifically in the energy industry or related industries, such as construction and manufacturing (list, including number of people served by initiative):

- Does this organization have initiatives specifically geared toward serving the energy industry? Describe them.
- Whom do these programs serve?
- Are other partners involved?

In what ways is business/industry involved with the organization's initiatives, such as serving on an advisory board, providing mentoring services?

## Program Recruitment

How are program participants recruited?  
 How many program participants typically go through your program each year?  
 What month(s) does the program start or is there rolling enrollment?  
 Does the organization have programs in the eight targeted states?  
 If yes, list programs and states served.


## Participant Services

Can program participants receive remedial services if they do not have a high school diploma or GED? If yes, describe.

*Remedial services help bring students up to par on basic academic skills that may be necessary for work in the energy and other industries, such as math, writing and reading comprehension.*

Do program participants take any type of work readiness assessments such as the National Career Readiness assessment?

*Work readiness certificates refer to various programs that certify the basic knowledge and skills necessary in today's workplace.*

Does your program include any type of career exploratory elements?

Do program participants receive any type of soft skills or life skills training during the program? If yes, what do you use?

Do program participants receive support services, such as career counseling, financial assistance, etc.? If yes, list services.

Some services organizations may provide include:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>■ Living stipend</li> <li>■ Child care</li> <li>■ Transportation</li> <li>■ Tools, work gear and safety equipment</li> </ul> | <ul style="list-style-type: none"> <li>■ Work clothing</li> <li>■ Drug testing and background checks</li> <li>■ Counseling services (life-related, not career)</li> </ul> |
|---|---|

Do program participants receive any type of aid or stipend if they want to continue on to earn a post-secondary credential?

Is CEWD currently partnering with this group? If yes, list partnership details.

## Youth Build Evaluation

This questionnaire is designed to help you evaluate how well pipeline organizations in your community, state or region are suited to help you recruit and prepare young adults for energy workforce jobs.

### Organization Name

YouthBuild

### Mission

Most organizations have a mission statement, which can often be found on their website. Check the organization's mission to see if it matches your needs.

The mission of YouthBuild USA is to unleash the intelligence and positive energy of low-income youth to rebuild their communities and their lives.

How is the organization governed? *Choose from the following list:*

- |                                     |                   |
|-------------------------------------|-------------------|
| <input type="checkbox"/>            | 501(c)(3)         |
| <input checked="" type="checkbox"/> | Government agency |
| <input type="checkbox"/>            | Foundation        |
| <input type="checkbox"/>            | For-profit        |

### Demographics of Populations Served

Our target demographic is low-income young adults, ages 16-26. You may choose this and/or other demographics.

Age Group: 71 % Male 29 % Female

Type of Communities served (*check all that apply*):

- |                                     |                    |
|-------------------------------------|--------------------|
| <input checked="" type="checkbox"/> | Inner city         |
| <input checked="" type="checkbox"/> | Rural              |
| <input type="checkbox"/>            | Suburban           |
| <input checked="" type="checkbox"/> | Indian Reservation |
| <input type="checkbox"/>            | Other              |

Demographics continued (*check all that apply*):

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | High school dropouts  |
| <input checked="" type="checkbox"/> | High school graduates   |
| <input checked="" type="checkbox"/> | Low income (state criteria used for low income qualification) |
| <input checked="" type="checkbox"/> | Criminal record   |
| <input checked="" type="checkbox"/> | TANF recipient (see below)                                    |
| <input checked="" type="checkbox"/> | Unemployed  |

*The Temporary Assistance for Needy Families (TANF) program, which replaced AFDC, is a federal program administered by the states. It is designed to help needy families achieve self-sufficiency by providing services, such as job preparation, in addition to financial assistance. There may be resources available from this program to help potential applicants.*

## Funding

What type of funding does the organization receive?

- Are multiple grants involved?
- Which agencies are funding them?
- Whom do they serve?
- Do they have time limitations or other restrictions?

<input checked="" type="checkbox"/>	Federal (type)	DOL grants
<input checked="" type="checkbox"/>	State (which state(s) and type)	
<input checked="" type="checkbox"/>	Local (jurisdiction(s) and type)	
<input checked="" type="checkbox"/>	Foundations	The Bill and Melinda Gates Foundation
<input type="checkbox"/>	Dues	
<input checked="" type="checkbox"/>	Donations	

## Initiatives

Current initiatives (general list, including number of people served by initiative):

- What types of programs is this organization running?
- Does it have career readiness training?
- Find out the specific projects they are working on and the number of people served by each project.

270 programs associated with WIBs, housing authorities, and community-based organizations. Most are "affiliated" programs (use outcome standards)

Five Components:

1. Construction training (building affordable housing in the participants' communities)
2. Counseling/case management (continues one year after participants leave)
3. Education: earning a GED or high school diploma
4. Graduate resources (follow-up, job development)
5. Leadership Development, including community service and leadership training

Current initiatives, specifically in the energy industry or related industries, such as construction and manufacturing (list, including number of people served by initiative):

- Does this organization have initiatives specifically geared toward serving the energy industry? Describe them.
- Whom do these programs serve?
- Are other partners involved?

Not energy-specific.

In what ways is business/industry involved with the organization's initiatives, such as serving on an advisory board, providing mentoring services?

Varies by locality.

## Program Recruitment

How are program participants recruited?

High school dropouts list; on the ground recruiting; coordinating with agencies that serve the population; word of mouth

How many program participants typically go through your program each year?

8,000; Program size varies 40-200

What month(s) does the program start or is there rolling enrollment?

Enrollment models vary by state. May have a set start date or rolling enrollment.

Does the organization have programs in the eight targeted states?

Yes; see program rosters.

If yes, list programs and states served.

## Participant Services

Can program participants receive remedial services if they do not have a high school diploma or GED? If yes, describe.

Yes. GED or high school diploma attainment is encouraged.

*Remedial services help bring students up to par on basic academic skills that may be necessary for work in the energy and other industries, such as math, writing and reading comprehension.*

Do program participants take any type of work readiness assessments such as the National Career Readiness assessment?

No

*Work readiness certificates refer to various programs that certify the basic knowledge and skills necessary in today's workplace.*

Does your program include any type of career exploratory elements?

Yes; varies by state

--Career Voyages (through the DOLETA platform)

--Job shadowing/internships

--Some sites focus on multiple career tracks

Do program participants receive any type of soft skills or life skills training during the program? If yes, what do you use?

Yes, focus on leadership development.

Do program participants receive support services, such as career counseling, financial assistance, etc.? If yes, list services.

Counseling, financial assistance and life skills training. Case managers are employed through YouthBuild.

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Some services organizations may provide include:

- 
- |   |  |
|---|--|
| ▪ Living stipend                        | ▪ Work clothing                                  |
| ▪ Child care                            | ▪ Drug testing and background checks             |
| ▪ Transportation                        | ▪ Counseling services (life-related, not career) |
| ▪ Tools, work gear and safety equipment |  |

Do program participants receive any type of aid or stipend if they want to continue on to earn a post-secondary credential?

No.

Is CEWD currently partnering with this group? If yes, list partnership details.

No, but discussions are under way for a number of initiatives.

## The Corps Network Evaluation

This questionnaire is designed to help you evaluate how well pipeline organizations in your community, state or region are suited to help you recruit and prepare young adults for energy workforce jobs.

### Organization Name

The Corps Network

### Mission

Most organizations have a mission statement, which can often be found on their website. Check the organization's mission to see if it matches your needs.

The Corps Network is a proud advocate and representative of the nation's Service and Conservation Corps. Our number one goal is to sustain and grow the Corps movement.

How is the organization governed? *Choose from the following list:*

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | 501(c)(3): Membership organization. |
| <input type="checkbox"/>            | Government agency (which one)       |
| <input type="checkbox"/>            | Foundation                          |
| <input type="checkbox"/>            | For-profit                          |

### Demographics of Populations Served

Our target demographic is low-income young adults, ages 16-26. You may choose this and/or other demographics.

Age Group: 63 % Male 37 % Female

Type of Communities served (*check all that apply*):

- |                                     |                    |
|-------------------------------------|--------------------|
| <input checked="" type="checkbox"/> | Inner city         |
| <input checked="" type="checkbox"/> | Rural              |
| <input checked="" type="checkbox"/> | Suburban           |
| <input checked="" type="checkbox"/> | Indian Reservation |
| <input type="checkbox"/>            | Other              |

Demographics continued (*check all that apply*):

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | High school dropouts                           |
| <input checked="" type="checkbox"/> | High school graduates                          |
| <input checked="" type="checkbox"/> | Low income (Follow Federal poverty guidelines) |
| <input checked="" type="checkbox"/> | Criminal record                                |
| <input checked="" type="checkbox"/> | TANF recipient (see below)                     |
| <input checked="" type="checkbox"/> | Unemployed                                     |

*The Temporary Assistance for Needy Families (TANF) program, which replaced AFDC, is a federal program administered by the states. It is designed to help needy families achieve self-sufficiency by providing services, such as job preparation, in addition to financial assistance. There may be resources available from this program to help potential applicants.*



## Funding

What type of funding does the organization receive?

- Are multiple grants involved?
- Which agencies are funding them?
- Whom do they serve?
- Do they have time limitations or other restrictions?

<input checked="" type="checkbox"/>	Federal (type)	
<input checked="" type="checkbox"/>	State (which state(s) and type)	
<input checked="" type="checkbox"/>	Local (jurisdiction(s) and type)	
<input checked="" type="checkbox"/>	Foundations	
<input checked="" type="checkbox"/>	Dues	
<input checked="" type="checkbox"/>	Donations	

## Initiatives

Current initiatives (general list, including number of people served by initiative):

- What types of programs is this organization running?
- Does it have career readiness training?
- Find out the specific projects they are working on and the number of people served by each project.

Service and Conservation Corps are a direct descendent of the Depression-era Civilian conservation Crops in which three million young men dramatically improved the nation's public lands while receiving food, shelter, education, and a precious \$30/month stipend.

Utilizing a common set of principles and practices, each Corps is unique. Corps are state and local programs engaging primarily youth and young adults. The majority of corpsmembers come to the Corps looking for a second chance to succeed in life. In return for their efforts, corpsmembers receive guidance by adult leaders who serve as mentors and role models, modest pay and a wide range of member development services including significant educational opportunities, career preparation, and the opportunity to invest in their communities.

Corps provide a wealth of conservation, infrastructure improvement, and human service projects. Annually, Corps engage nearly 30,000 young people and generate an additional 226,000 volunteers – collectively contributing 21,349,000 hours of service to their communities.

Generally speaking participants' time is focused as follows:

80% Service and Service Learning/work experience; 58% Conservation/Environmental Restoration/Recycling; 23% Education/Human Services/Healthcare; 6% Building Renovation/Construction; 10% Homeland Security support/Disaster Relief; and, 3% other.  
20% Education/Training

Current initiatives, specifically in the energy industry or related industries, such as construction and manufacturing (list, including number of people served by initiative):

- Does this organization have initiatives specifically geared toward serving the energy industry? Describe them.
- Whom do these programs serve?
- Are other partners involved?

A currently funded ARRA project in partnership with the Corporation for National and Community Service supports energy conservation initiatives in 11 sites nationally. Each site has advisors, labor-industry and education partners. All programs serve low-income residents in low-income neighborhoods.

Ongoing energy conservation projects exist in at least a dozen other communities with the most structured programs housed in Community Action Agencies.

In what ways is business/industry involved with the organization's initiatives, such as serving on an advisory board, providing mentoring services?

Businesses serve on advisory boards, and at some locations, provide mentors.

## Program Recruitment

How are program participants recruited?

50% word of mouth and 50% are from local-based referrals (One Stops, churches, high school dropouts, counseling, etc.).

How many program participants typically go through your program each year?

30,000; program sizes vary from 60-1,500. Los Angeles is the largest program.

What month(s) does the program start or is there rolling enrollment?

Some start in August-September, most have rolling enrollment year-round

Does the organization have programs in the eight targeted states?

Yes, all states.

If yes, list programs and states served.

## Participant Services

Can program participants receive remedial services if they do not have a high school diploma or GED? If yes, describe.

Yes. Forty-five percent of youth come into program without a GED or high school diploma. Fifty percent of this group leave the program with one or the other.

*Remedial services help bring students up to par on basic academic skills that may be necessary for work in the energy and other industries, such as math, writing and reading comprehension.*

Do program participants take any type of work readiness assessments, such as the National Career Readiness assessment?

Yes. Varies by state.

*Work readiness certificates refer to various programs that certify the basic knowledge and skills necessary in today's workplace.*

Does your program include any type of career exploratory elements?

Relationships are built with local businesses. Energy partnerships are not common at this time.  
"Corps to Career Model"--work with a Career Coach during the time in Corps and for 12 months after separating from the program.

Do program participants receive any type of soft skills or life skills training during the program? If yes, what do you use?

Yes. Working on a national curriculum.

Do program participants receive support services, such as career counseling, financial assistance, etc.? If yes, list services.

Yes. Participants are paid, receive case management services, develop individual case management plans, have health insurance, child care, housing and transportation assistance - are engaged in career exploration and preparation, engage in GED, diploma, vocational certification and some are co-enrolled in community college. Many earn AmeriCorps education awards/scholarships to continue their education.

Some services organizations may provide include:

- Living stipend
- Child care
- Transportation
- Tools, work gear and safety equipment
- Work clothing
- Drug testing and background checks
- Counseling services (life-related, not career)

All listed here are provided.

Do program participants receive any type of aid or stipend if they want to continue on to earn a post-secondary credential?

About half of the Corps youth are also AmeriCorps members. These members received between \$1,200 and \$4,725 towards earning a post-secondary credential. The amount is based on the number of hours served.

Is CEWD currently partnering with this group? If yes, list partnership details.

No, but the groups are currently exploring areas of potential collaboration.

## JAG Evaluation

This questionnaire is designed to help you evaluate how well pipeline organizations in your community, state or region are suited to help you recruit and prepare young adults for energy workforce jobs.

### Organization Name

Jobs for America's Graduates (JAG)

### Mission

Most organizations have a mission statement, which can often be found on their website. Check the organization's mission to see if it matches your needs.

JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. Reference: [www.jag.org](http://www.jag.org)

How is the organization governed? *Choose from the following list:*

- |                                     |                               |
|-------------------------------------|-------------------------------|
| <input checked="" type="checkbox"/> | 501(c)(3)—FL and OH           |
| <input checked="" type="checkbox"/> | Government agency (which one) |
| <input type="checkbox"/>            | Foundation                    |
| <input type="checkbox"/>            | For-profit                    |

\*In about 50% of the states, JAG is out of a state agency such as the department of education, department of labor, or department of workforce development.

### Demographics of Populations Served

Our target demographic is low-income young adults, ages 16-26. You may choose this and/or other demographics.

Age Group: 50 % Male 50 % Female

Type of Communities served (*check all that apply*):

- |                                     |                    |
|-------------------------------------|--------------------|
| <input checked="" type="checkbox"/> | Inner city         |
| <input checked="" type="checkbox"/> | Rural              |
| <input checked="" type="checkbox"/> | Suburban           |
| <input checked="" type="checkbox"/> | Indian Reservation |
| <input type="checkbox"/>            | Other              |

Demographics continued (*check all that apply*): JAG's data system can provide extensive demographics for all JAG youth.

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | High school dropouts  |
| <input checked="" type="checkbox"/> | High school graduates   |
| <input checked="" type="checkbox"/> | Low income (state criteria used for low income qualification) |
| <input checked="" type="checkbox"/> | Criminal record (less than 5%)                                |
| <input checked="" type="checkbox"/> | TANF recipient (see below)                                    |
| <input checked="" type="checkbox"/> | Unemployed  |

*The Temporary Assistance for Needy Families (TANF) program, which replaced AFDC, is a federal program administered by the states. It is designed to help needy families achieve self-sufficiency by providing services, such as job preparation, in addition to financial assistance. There may be resources available from this program to help potential applicants.*

## Funding

What type of funding does the organization receive?

- Are multiple grants involved? Yes
- Which agencies are funding them? Departments of Labor, Education, Workforce Development
- Whom do they serve? Youth classified as “at-risk” of graduating from high school
- Do they have time limitations or other restrictions? Varies by state

Funding models vary by state.

<input checked="" type="checkbox"/>	Federal (type)	
<input checked="" type="checkbox"/>	State (which state(s) and type)	
<input checked="" type="checkbox"/>	Local (jurisdiction(s) and type)	Local schools charged a fee in some states.
<input checked="" type="checkbox"/>	Foundations	
<input type="checkbox"/>	Dues	
<input checked="" type="checkbox"/>	Donations	

## Initiatives

Current initiatives (general list, including number of people served by initiative):

- What types of programs is this organization running?
- Does it have career readiness training?
- Find out the specific projects they are working on and the number of people served by each project.

--School-to-Career Program (senior year in high school)  
 --Multiyear Program (grades 9-12)  
 --Out of School Youth (out of school students)(dropouts ages 16 to 24

Focus for the Career Pathways project will on the Out-of-School Youth program.

Current initiatives, specifically in the energy industry or related industries, such as construction and manufacturing (list, including number of people served by initiative):

- Does this organization have initiatives specifically geared toward serving the energy industry? Describe them.
- Whom do these programs serve?
- Are other partners involved?

Some initiatives in Iowa. Mid-American and Alliant have partnered on some energy modules.

In what ways is business/industry involved with the organization’s initiatives, such as serving on an advisory board, providing mentoring services?

Varies by program; FL and OH are organized as non-profits with 501-c-3 IRS tax exemption. The

following states are operated as part of a governmental agency: GA (Department of Labor); IN (Department of Workforce Development); MN (Multiple School Districts outside Minneapolis); and WA (Department of Education)

## Program Recruitment

How are program participants recruited?

JAG Specialists work with schools to target high school dropouts.

How many program participants typically go through your program each year?

35-45 youth per specialist.

What month(s) does the program start or is there rolling enrollment?

August to coincide with the academic year.

Does the organization have programs in the nine targeted states?

Yes. Ohio has the largest program.

If yes, list programs and states served.

## Participant Services

Can program participants receive remedial services if they do not have a high school diploma or GED? If yes, describe.

94% of program participants come out with a high school diploma or a GED.

*Remedial services help bring students up to par on basic academic skills that may be necessary for work in the energy and other industries, such as math, writing and reading comprehension.*

Do program participants take any type of work readiness assessments such as the National Career Readiness assessment?

Some states and some programs within a state use WorkKeys, Kuder, and Department of Labor assessment. All students do an academic assessment to show their academic gain as a result of the program.

*Work readiness certificates refer to various programs that certify the basic knowledge and skills necessary in today's workplace.*

Does your program include any type of career exploratory elements?

Yes. This area is part of the competency-based curriculum ("A" Competencies)

Do program participants receive any type of soft skills or life skills training during the program? If yes, what do you use?

Yes. JAG provides its state and local programs with a customized Competency-based Curriculum. The Out-of-School Program has a customized curriculum that can be delivered via the computer.

Do program participants receive support services, such as career counseling, financial assistance, etc.? If yes, list services.

Services are through community organizations. JAG does not provide the services, but links youth to the services.

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Some services organizations may provide include:

- Living stipend
- Child care
- Transportation
- Tools, work gear and safety equipment
- Work clothing
- Drug testing and background checks
- Counseling services (life-related, not career)

Students funded under the Workforce Investment Act may be eligible for the financial support including counseling services.

Do program participants receive any type of aid or stipend if they want to continue on to earn a post-secondary credential?

No, but JAG helps participants align with WIA funding.

Is CEWD currently partnering with this group? If yes, list partnership details.

No.

## Hard Hatted Women Evaluation

This questionnaire is designed to help you evaluate how well pipeline organizations in your community, state or region are suited to help you recruit and prepare young adults for energy workforce jobs.

### Organization Name

Hard Hatted Women

### Mission

Most organizations have a mission statement, which can often be found on their website. Check the organization's mission to see if it matches your needs.

To empower women to achieve economic independence by creating workplace diversity in trade and technical careers.

How is the organization governed? *Choose from the following list:*

- |                                     |                               |
|-------------------------------------|-------------------------------|
| <input checked="" type="checkbox"/> | 501(c)(3)                     |
| <input type="checkbox"/>            | Government agency (which one) |
| <input type="checkbox"/>            | Foundation                    |
| <input type="checkbox"/>            | For-profit                    |

### Demographics of Populations Served

Our target demographic is low-income young adults, ages 16-26. You may choose this and/or other demographics.

Age Group: \_\_\_\_\_ % Male      100 % Female

Type of Communities served (*check all that apply*):

- |                                     |                         |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Inner city              |
| <input checked="" type="checkbox"/> | Rural                   |
| <input checked="" type="checkbox"/> | Suburban                |
| <input type="checkbox"/>            | Indian Reservation      |
| <input checked="" type="checkbox"/> | Other <u>Appalachia</u> |

Demographics continued (*check all that apply*):

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | High school dropouts  |
| <input checked="" type="checkbox"/> | High school graduates   |
| <input checked="" type="checkbox"/> | Low income (state criteria used for low income qualification) |
| <input checked="" type="checkbox"/> | Criminal record   |
| <input checked="" type="checkbox"/> | TANF recipient (see below)                                    |
| <input checked="" type="checkbox"/> | Unemployed  |

*The Temporary Assistance for Needy Families (TANF) program, which replaced AFDC, is a federal program administered by the states. It is designed to help needy families achieve self-sufficiency by providing services, such as job preparation, in addition to financial assistance. There may be resources available from this program to help potential applicants.*



## Funding

What type of funding does the organization receive?

- Are multiple grants involved?
- Which agencies are funding them?
- Whom do they serve?
- Do they have time limitations or other restrictions?

<input checked="" type="checkbox"/>	Federal (type)	DOLETA
<input checked="" type="checkbox"/>	State (which state(s) and type)	
<input checked="" type="checkbox"/>	Local (jurisdiction(s) and type)	
<input checked="" type="checkbox"/>	Foundations	
<input type="checkbox"/>	Dues	
<input checked="" type="checkbox"/>	Donations	

## Initiatives

Current initiatives (general list, including number of people served by initiative):

- What types of programs is this organization running?
- Does it have career readiness training?
- Find out the specific projects they are working on and the number of people served by each project.

--Informational Workshops  
 --Helping women to get into registered apprenticeship programs  
 --Career exploration workshop  
 --Mentoring programs  
 --Role Model Speakers Bureau/Women in the trades speaking in secondary schools  
 --The Crew: a statewide membership program for women/girls studying to enter or working in trade and technical careers  
 --Rosie's Girls – a summer day camp for girls entering 6<sup>th</sup> through 8<sup>th</sup> grade that introduces girls to a wide range of career opportunities in trade and technical fields.

Current initiatives, specifically in the energy industry or related industries, such as construction and manufacturing (list, including number of people served by initiative):

- Does this organization have initiatives specifically geared toward serving the energy industry? Describe them.
- Whom do these programs serve?
- Are other partners involved?

NEW (Nontraditional Employment for Women) Pathways program. NEW Pathways is a 40-hour, three-week program with curriculum that focuses on high-wage, high-demand nontraditional occupation that show great prospects for hiring and nurturing a growing female workforce. The curriculum features in-depth informational sessions in the fields of construction, manufacturing, green jobs, and utilities. Participants visit work sites and learn about tool and equipment safety.

Women in Ohio Road and Rail Construction Consortium – a three year project funded by the USDOL/ETA that has supported HHW partnerships with 21 registered apprenticeship programs in the construction industry, across Ohio. Also entails close working relationships with Ohio Department of Transportation, Ohio Contractors and Ohio State Apprenticeship Council.

HHW leadership role on Ohio State Apprenticeship Council, Cleveland Resident Construction Advisory Council, Cuyahoga County/Cleveland Workforce Investment Board Construction Sector Advisory Council, Ohio Apollo Alliance, Ohio Energy Workforce Consortium and Contractors Assistance Association, National Girls Collaborative – Ohio Champions

In what ways is business/industry involved with the organization's initiatives, such as serving on an advisory board, providing mentoring services?

--Provide mentoring services

--Liaison program--a "graduate" of Hard Hatted Women can serve as a liaison for her company to HHW

--HHW has 30+ advisors from private industry, community organizations, government and apprenticeship programs serving on state and regional advisory councils

## Program Recruitment

How are program participants recruited?

From community-based organizations or through targeted outreach by HHW

How many program participants typically go through your program each year?

600

What month(s) does the program start or is there rolling enrollment?

Rolling enrollment

Does the organization have programs in the nine targeted states?

Yes, in Ohio only.

If yes, list programs and states served.

## Participant Services

Can program participants receive remedial services if they do not have a high school diploma or GED? If yes, describe.

Coordinating groups of women that need remedial services

*Remedial services help bring students up to par on basic academic skills that may be necessary for work in the energy and other industries, such as math, writing and reading comprehension.*

Do program participants take any type of work readiness assessments such as the National Career Readiness assessment?

Hard Hatted Women is in the process of identifying the most appropriate work readiness assessment.

*Work readiness certificates refer to various programs that certify the basic knowledge and skills necessary in today's workplace.*

Does your program include any type of career exploratory elements?

Yes—that is the main focus of the organization.

Do program participants receive any type of soft skills or life skills training during the program? If yes, what do you use?

One-third of the training is focused on soft skills and life skills.

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Do program participants receive support services, such as career counseling, financial assistance, etc.? If yes, list services.

Yes, career counseling. Participants are referred out for other services.

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Some services organizations may provide include:

- Living stipend
- Child care
- Transportation
- Tools, work gear and safety equipment
- Work clothing
- Drug testing and background checks
- Counseling services (life-related, not career)

HHW assists women to secure needed support services and resources for these items.

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Do program participants receive any type of aid or stipend if they want to continue on to earn a post-secondary credential?

No, but the program participants are provided with assistance for applying for aid.

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Is CEWD currently partnering with this group? If yes, list partnership details.

Yes. Co-branded women-focused marketing materials.

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## Career Coaching Evaluation

This questionnaire is designed to evaluate career coaching programs run by government and nonprofit organizations in your region or state. It can be used by state consortia and others to identify programs that may be replicated elsewhere in the state; where a gap in services may occur; and where programs exist that may be of benefit to potential applicants or employers seeking to identify potential applicant pools.

These questions may be asked of Workforce Investment Boards, social service agencies or pipeline organizations in your state or region..

### Career Coaching/Advising

1. What types of career coaching or advising programs are offered through your organization? Please describe the services provided.

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- Does the program serve a particular demographic? If so, which demographic/s?

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- Is it limited to a specific geographic region? Is so, which?

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2. What criteria are there to qualify for this program?

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3. Why do people use this service?

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4. Does the program or programs use any assessment/s (e.g. Strong Interest Inventory or Self-Directed Search) to determine participants'

- Skills or abilities?

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- Their interests?

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- Their values?

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5. Does the program work to identify training and education to address skills gaps? That is, does it point participants towards educational programs that match their interests to help them move towards a career goal?

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6. Does it help participants set short- and long-term career goals?
7. Does it address the concept of a career versus a job?
8. Does the program refer participants to specific companies or industries?
9. How is the program funded? (Federal, state, or private funds)
10. Are you aware of any other programs in the state/region that address career coaching and advising? List them?

## Client Demographics

1. How many clients do you support per year (on average)?
2. What is the approximate percentage of men and women that are served?
3. What is the ethnic breakdown?
 

Caucasian	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Black or African American	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Hispanic or Latino	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Pacific Islander	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
American Indian	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Other (describe)	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Asian	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
4. What level of education have they completed (by percentage)?
 

Elementary school only	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Two-year college degree / A.A. / A.S.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Some high school, but did not finish	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Four-year college degree / B.A. / B.S.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Completed high school/GED	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Some graduate work	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Some college, but did not finish	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Completed Masters	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>

5. What percentage of those supported speak English as their primary language? If not English, what other languages are spoken?

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6. Do you offer programs related to career advising or career support for special populations in this age group, such as:

Veterans	
Single mothers	
Minorities	
Asian	
Those who have been incarcerated or in rehab programs	
Other (please describe) _____	

7. What percentage have a criminal record? What type of record? (felony v. misdemeanor)

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- How has this affected your ability to provide career support?

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8. What other barriers have you encountered to providing career support?

Language barrier		Low level of computer knowledge	
Limited transportation		Low level of education – need remedial education	
Childcare needs		Illiteracy	
Basic needs: shelter, food, clothing		Drugs / alcoholism	
Responsible for dependent care		Other	

9. With regards to 16-26 year olds, which communication channels do you find most effective?

Newspaper		High Schools/School District	
Radio		Public Health Nurses	
Cell phone texting		One Stop Centers	
Social Media: Facebook, Twitter		Community Colleges	
Community organizations		Other	
Churches			

Which communication channels would you like to use if it were available to you?

Newspaper		High Schools/School District	
Radio		Public Health Nurses	
Cell phone texting		One Stop Centers	
Social Media: Facebook, Twitter		Community Colleges	
Community organizations		Other	
Churches			

10. Does your organization track student outcomes? If yes, please indicate both the method for tracking and the outcomes. Are these summarized in an annual report and/or posted online?

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11. Does your organization offer other programs for 16-26 year olds?

GED program	
ESL program	
Remedial and/or tutoring support	
Computer training	
Childcare	
Support groups: Faith groups, Addiction/Alcoholics Anonymous, Eating Disorder, Al-Anon, Parenting, Anti-gang, other	

12. Are there other agencies or organizations that we should contact who deliver career and advising services in your state?

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## Education Pathways Evaluation

This questionnaire is designed to evaluate existing educational programs and pathways in your state to identify where opportunity and gaps exist within the energy industry workforce pipeline.

### Current state of postsecondary education systems and policies

1. How is the governance system for postsecondary institutions set up (i.e., statewide, regional, stand alone, university system, community colleges, technical colleges, etc.)?

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2. Are there any “Early College” models being used statewide or at individual institutions? “Early College” high schools are small schools designed so that students can earn both a high school diploma and an associate’s degree or up to two years of credit toward a bachelor’s degree.

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3. Are there any accelerated associate’s degree programs (programs structured to be completed in less than 2 years) available to students? \_\_\_\_\_

- If yes, what types of programs? (*Please list*)

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- Where are these programs being offered?

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4. What is the state’s policy on transferability from one degree program to another? (i.e., associate’s degree to a four-year degree program)

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5. Are there any initiatives encouraging low-income youth to enter postsecondary education programs? (This is a question you may find answers for at the Financial Aid office of a university)

- If yes, what types of programs are there? (e.g., grants, loans, federal education assistance)

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- How are the programs funded? (state or federal money)

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6. What tuition aids are available to assist low-income students in their postsecondary education?

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7. How many postsecondary institutions currently offer an energy industry workforce program?

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8. Which energy industries (fossil, geothermal, solar, bio, wind, etc.) are currently represented in these programs of study?

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9. What additional programs are in development? How many will come on line in the next six months? Year?

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10. Is the state energy industry consortium (or energy companies) coordinating with postsecondary institutions to offer energy industry (i.e., line worker; technician; plant operator; pipefitter, welder) training programs?

- If so, are these programs aligned to the Get Into Energy Career Pathways model?

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- If so, how many colleges are involved?

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- If so, what training programs are offered at the colleges?

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- If so, how many students are currently served in each of these programs?

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- If so, are any energy industry internships available to students in these programs?

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11. Is the curriculum being used at community colleges, technical colleges, and universities developed with the direct input of industry?

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- Is it vendor developed? Is it staff developed? (That is, was the material developed by a company selling curriculum or did teachers and staff develop the material that is being used in the classroom?)

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12. Is the curriculum available for use / purchase by other institutions?

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13. Do the state's community colleges or technical colleges have articulation agreements with high schools for courses in the energy industry?

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14. Do the state's community colleges or technical colleges have articulation agreements with state universities for programs in the energy industry?

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15. Does the energy industry have any relationships with construction trades apprenticeship programs (carpentry, steelwork, electrical, plumbing) with content tailored to needs of the energy industry? (List the programs)

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16. Are energy industry externships offered to faculty and administrators? (If so, please list the programs)

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## Current energy courses/curriculum/graduation rates/fit to GIE Career Pathways

1. Does the state have a high school career pathway that addresses the energy industry?

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- If so, is the pathway (or pathways) aligned to the Get Into Energy Career Pathways model?

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- If so, what are the courses in this career pathway?

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- What curriculum is being used in these courses?

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- Do any of them articulate to a postsecondary program of study?

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- Are any of these courses being taught as dual enrollment courses with a postsecondary institution?

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2. Does the state have high school career academies that address the energy industry?  
A career academy is a personalized, small learning community within a high school, selecting a subset of students and teachers for a two-, three-, or four-year span. It usually focuses on specific career areas and involves teachers from different subjects working together as a team.  

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  - If so, what areas of the energy industry are being addressed?  

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  - If so, how many?  

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  - What curriculum is being used in these career academies?  

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3. Do the state's community colleges coordinate with high schools or technical schools on curriculum development?  

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4. Is the curriculum being used at the high school level industry developed? Is it vendor developed? Is it staff developed?  

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5. Are energy industry externships offered to teachers and administrators? (If so, please list the programs)  

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## Current certificates/credentialing process in use

1. What energy industry-related certifications are currently available to secondary and postsecondary education students? There is often confusion surrounding what is meant by "certification" as opposed to a "certificate" or other credentials. Please be careful to use the following definitions when describing what is available to students in your region/state:
  - **Certificate:** A certificate awarded by a training or educational institution based on completion of coursework/training. This certificate may be issued based on attendance, completing requirements of the educational event and/or some type of assessment that the content (knowledge and/or skills) has been learned. A certificate is often based on a narrow scope of specialized knowledge and skills. It is awarded for life (like a degree); although some certificates may indicate the "term of validity." Certificates cannot be taken away from the individual for disciplinary reasons. The certificate belongs to the individual.

- **Certification:** A credential awarded by a certification body based on an individual demonstrating through a standardized examination process that they have acquired the designated validated knowledge, skills and abilities. Certification is often voluntary but may be mandatory when tied to state licensure. The identified competencies must be derived from a formal process often called a job analysis. The examinations can be written, oral, or performance based, but must meet psychometric rigor to demonstrate the examinations are fair, valid and reliable. Certification is a time-limited credential that is renewed through a re-certification process. The credential awarded can be taken away from the individual for unethical or incompetent reasons through “due process” to fulfill its public protection role. The certification certificate belongs to the certification agency so its use can be controlled.
- **Credential:** A public designation that is associated with a title or trademarked label (initials such as PMP – Project Management Professional) that is awarded by an institution based on some pre-defined requirements that must be met. It may be associated with a certification, training or education certificate or educational degree.

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2. Are there any companies or organizations that issue workforce certificates in the energy industry?

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3. Does the state pay for any of these credentials? Is there any other support for credentialing? What required credentials do the local colleges have to use?

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4. Does the state energy industry consortium play a role in developing energy industry credentials or recommending industry credentials to use? \_\_\_\_\_

- If yes, how does the consortium contribute to the development of the credentials?

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- If yes, does the state consortium use the Get Into Energy Career Pathways model for recommending appropriate certifications?

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## State-level Policy Development

1. What state policies, if any, are in place to assist and advance energy workforce development in the state?

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2. Are there any state programs that focus on assisting low-income youth (ages 16 – 26)? If so, what are they and what is their purpose?

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3. Does the energy industry have a state-level advisory committee structure (representing only the energy industry) that regularly interacts with postsecondary faculty and administrators?

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4. Does the energy industry participate in a multi-industry-sector advisory committee that regularly interacts with postsecondary faculty and administrators? (e.g., state energy consortia or other organizations)

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5. Does the energy industry consortium regularly interact with leaders from the adult and youth workforce development systems? (If so, which organizations)

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6. Does the energy industry consortium regularly interact with leaders from the state economic development agency?

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## State Consortium Readiness Evaluation

This questionnaire is designed to help state consortia assess their readiness for implementing workforce development programs. A strong energy workforce consortium will have a better chance of success because all parties (industry, education and government) are working together and sharing skill requirements and best practices. This questionnaire will help to identify gaps and allow the consortium to address those gaps.

1. Is there a statewide energy workforce consortium currently in place? (*Select one*)
  - ☐ Yes
  - ☐ No
  - ☐ In the process of starting one
  
2. What are its mission/goals?
  - a. Focus/priorities \_\_\_\_\_
  - b. Accomplishments \_\_\_\_\_
  - c. How do its initiatives map to state energy policy/strategy? (e.g., do state energy priorities align with industry workforce needs or goals?) \_\_\_\_\_
  
3. What organizations are participating in the consortium? (*Check all that apply*)
  - ☐ a. Workforce Investment Boards
  - ☐ b. Education (e.g., community colleges, technical colleges, career academies)
  - ☐ c. Energy Companies
    - ☐ i. Are all energy companies participating?
  - ☐ d. Others (e.g., unions, trade organizations, construction industry)
  
4. What is the structure of the consortium?
  - a. Governance:
    - ☐ Are you a 501c6?
    - ☐ Do you ask for dues?
    - ☐ Other unique aspects of your group's structure? \_\_\_\_\_
  - ☐ b. Committees (*Please list*) \_\_\_\_\_
  
5. What initiatives are in place (or planned) to:
  - ☐ a. Identify key skill gaps and skill standards for targeted occupations
  - ☐ b. Identify and pilot new approaches to meet critical skills need
  - ☐ c. Share promising practices for adoption and replication

6. How involved are the energy companies?

- ☐ a. Dedicated resources – both people and money (*Please list*)  
\_\_\_\_\_
- ☐ b. Committee chairs (Do they have people serving on committees, actively participating in meetings?)  
\_\_\_\_\_

7. How involved are education and other agencies (*See above*)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. How supportive is the governor's office for workforce development in the energy sector?

- ☐ a. Current programs (Are there programs to train displaced workers or help with mentoring young people? *Please list any that may apply*)  
\_\_\_\_\_
- ☐ b. Participation in the consortium (Does the governor's office belong to the consortium and how actively does this office participate?) \_\_\_\_\_

9. What state policies, if any, might be a barrier to project implementation? (*Please explain*)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. What are the state demographics in terms of the target population?

The Gates Foundation's target demographic is low-income young adults, ages 16-26.

- a. Age breakdown \_\_\_\_\_
- b. Gender breakdown \_\_\_\_\_
- c. Race breakdown \_\_\_\_\_
- d. Regional breakdown \_\_\_\_\_

11. Do the demographics map to company demand and education supply data?

The use of CEWD's supply and demand maps will allow state consortia to identify the region(s) in the state where there is greatest demand for skilled craft workers and determine what, if any, training programs are available in those regions, or where programs need to be developed.

- a. What is the employment demand in the state? \_\_\_\_\_  
(What kinds of positions do you need?) \_\_\_\_\_
- b. Are there educational programs currently available to match the demand and demographics? \_\_\_\_\_
- i. What positions do the energy companies hire into? \_\_\_\_\_
- ii. Entry level (Are you currently able to hire at this level?) \_\_\_\_\_
- iii. Seasoned worker \_\_\_\_\_

- 
12. What national or state grants are available for energy workforce development?
- a. National (Grants are often available from DOL, DOE or NSF. To search for current grant opportunities please visit [www.grants.gov](http://www.grants.gov)) \_\_\_\_\_  
\_\_\_\_\_
  - b. State (Are there grants available in your state?) \_\_\_\_\_  
\_\_\_\_\_