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ADVICE 2260-E/2041-G

(San Diego Gas & Electric Company; ID U 902-M)

ADVICE 4249

(Southern California Gas Company; ID U 904-G)

ADVICE 2588-E

(Southern California Edison Company; ID U 338-E)

ADVICE 3212-G/3852-E

(Pacific Gas & Electric Company; ID U 39-M)

PUBLIC UTILITIES COMMISSION OF THE STATE OF CALIFORNIA

SUBJECT: 2010-2012 Statewide Workforce Education and Training (WE&T) Program Modifications based on Findings of WE&T Needs Assessment

In compliance with Decision (D.) 09-09-047, Southern California Edison Company (SCE), Pacific Gas & Electric Company (PG&E), Southern California Gas Company (SoCalGas), and San Diego Gas & Electric Company (SDG&E), (collectively referred to as the Investor Owned Utilities or IOUs) hereby submit for filing their joint Advice Letter proposing modifications to the existing Statewide Workforce Education and Training (WE&T) program based on the recommendations of the WE&T Needs Assessment. All necessary supporting documentation is attached hereto.

PURPOSE

The purpose of this advice letter is to provide the information required by the California Public Utilities Commission (Commission or CPUC) in Ordering Paragraph (OP) 36 of D.09-09-047.

BACKGROUND

D.08-09-040 Adopting the California Long Term Energy Efficiency (EE) Strategic Plan (Strategic Plan) provided a framework to make energy efficiency a way of life in California by refocusing ratepayer-funded EE programs on achieving long-term savings. The Strategic Plan was developed through a collaborative process between the IOUs and industry stakeholders over the course of a year. Chapter 9 - Workforce Education and Training was adopted in the Strategic Plan and included, among other requirements, the completion of a Statewide Needs Assessment:

Goals:

1. Establish EE education and training at all levels of California's educational systems.
2. Ensure that minority, low-income and disadvantaged communities fully participate in training and education programs at all levels of the Demand Side Management (DSM) and EE industry.

Strategies:

1. WE&T Needs Assessment. An in-depth formal statewide training and education resource inventory and needs assessment is necessary for long-range strategic planning and delivery. The needs assessment and resource inventory will be structured to produce short-, near- and long-term workforce strategies to support each sector defined in the Plan.
2. WE&T Web Portal. The web portal will include links to various DSM related training programs and will allow for a single point of communication. The portal will also serve as a repository for all DSM and EE training, educational conferences, and career opportunities.
3. Energy Efficiency WE&T Task Force. The Task Force, comprised of energy efficiency program administrators, the CPUC, and educational experts, will fulfill administrative functions including: developing a needs assessment RFP; selecting the third party to conduct the needs assessment; and managing the needs assessment evaluation. The Task Force members will continue to help implement the goals and strategies set forth in this Plan.
4. Identify And Implement Specific Programs. For Each Educational Sector. WE&T needs are best organized and approached by identifying the enabling or supporting educational sectors.

Key Actions:

- 1-1: Define, initiate and drive long-term WE&T development and strategic planning, including identification of funding streams and market sector specific needs.
- 1-2: Support the community college and adult education efforts to support students to develop their education based on visible career paths in EE and related fields.
- 1-3: Incorporate EE and DSM into traditional contractor and technician training, such as for plumbers and electricians, and expand training resources to produce target numbers of trained workers.
- 1-4: Create or expand college and university programs with EE focus and foster green campus efforts to apply this knowledge in clear view of students and faculty
- 1-5: Develop K-12 curriculum to include EE fundamentals (e.g. math, science, behavior) and identify career options in energy-related fields.
- 2-1: Collaboratively identify appropriate goals and strategies to build California's EE workforce through 2020, focusing on training that increases participation from within minority, low-income and disadvantaged communities in achieving California's economic EE potential.

Following the adoption of the Strategic Plan, D.09-09-047 Approving 2010-2012 EE Portfolios and Budgets subsequently codified the statewide WE&T program as being responsible for the

development, planning, and implementation of three subprograms: Centergies, Connections, and Strategic Planning and Implementation. Those programs are described in detail below:

Centergies is organized around market sectors and cross-cutting segments to facilitate workforce education and training. Energy Centers represent the largest component of this subprogram. Included in this program are the Energy Center and Food Service Center activities. WE&T Centergies activities allow potential green workforce candidates to explore EE, integrated DSM technologies and resource management techniques.

Connections is organized around downstream and upstream IOU relationships with the educational sector as well as entry- and introductory-level community-based training efforts that support workforce development in EE, energy management and new emerging green careers.

Strategic Planning and Implementation involves management and execution of several strategic statewide planning tasks identified in the Strategic Plan: a) form an IOU/CPUC WE&T Task Force, b) conduct a needs assessment study, c) facilitate Annual WE&T Public Meetings, and d) create a WE&T-specific web portal.

D.09-09-047 also further clarified direction on the completion of a Needs Assessment to study “critical workforce needs” and to identify “opportunities to help identify and fulfill those needs through collaboration and fund sharing.”¹ D.09-09-047 also called for this Needs Assessment to include a “detailed inventory of...workforce education and training programs across the state and [the identification of] collaborative opportunities to make the three-year portfolio of IOU training programs responsive to Needs Assessment findings.”² Through a competitive bid process, the IOUs selected University of California - Berkeley to complete the Needs Assessment study. Collaborative efforts were made throughout the study process from initiation in 2009 to 2011, including 1) updates at the quarterly WE&T Taskforce meetings, 2) updates at the quarterly California Green Workforce Coalition meeting of Workforce Investment Boards (WIBs) and other community leaders and entities, 3) bi-weekly meetings with study manager, UC Berkeley and Commission/Energy Division staff, and 4) other community meetings where appropriate. The Assessment was completed on March 17, 2011.

As mandated by D.09-09-047, a link was posted on www.engage360.com on March 17, and an invitation and questions related to a public workshop on the Assessment was noticed to service lists in A.08-07-021 et al, R.07-01-041, R.08-03-008, and R.08-05-022. Participants were provided the opportunity to give their input on how to incorporate the findings of the Needs Assessment into the existing IOU WE&T programs, both verbally at the workshop and through an informal email comment period. Notes from the workshop were also circulated and participants were given the opportunity to respond with revisions to ensure that the notes accurately captured the comments from the workshop. These public comments were generally supportive of recommendations from the Needs Assessment, and are summarized in Sections 1 to 10 below. As a general trend, it should be noted that three overarching themes surfaced throughout the recommendations and workshop comments: a focus on sector strategies, better collaboration, and enhanced data tracking.

The IOUs have spent a significant amount of time during the course of the Needs Assessment and Advice Letter process considering the recommendations and public comments and herein

¹ P.220

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propose changes to the WE&T Programs based on this and other program information. Included in this Advice Letter are the following:

1. Proposal of IOU changes to WE&T Programs
2. Attachment A, Timeline of Needs Assessment Process

Furthermore, the IOUs recognize and value the significance of the WE&T Needs Assessment. It provides valuable feedback and information for shaping the future of workforce education and training programs to best meet the demands of a changing workforce. In addition to the proposed changes to existing WE&T programs proposed herein, the IOUs will continue to convene during 2011 to discuss detailed statewide implementation of the Needs Assessment recommendations in helping to shape the programs in the immediate future. These IOU meetings are intended to produce objectives, goals and plans for addressing recommendations suggested in the Needs Assessment.

Finally, the IOUs note that ensuring stakeholder participation was an important and critical part of this process. In addition to the steps outlined above and in Attachment A herein, Energy Division was involved and informed throughout the Needs Assessment process and leading up to the filing of this Advice Letter.

DISCUSSION

The WE&T Needs Assessment contains multiple sections with recommendations for a wide variety of changes to many aspects of the Workforce, Education and Training sector – many far beyond the scope mandated for this Advice Letter.³ For the purposes of this document, only recommendations relevant to the IOUs' existing statewide WE&T programs are addressed, and correspond with the ten general topics established at the April 6 Public Workshop.⁴ For each Needs Assessment recommendation, the IOUs have provided a corresponding summary of public comments followed by IOU rationale for any proposed program change. These proposed changes and corresponding Needs Assessment recommendations are summarized as follows:

Needs Assessment Topic	IOU Proposal
1. Support Sector Strategies	Defer strategy, but test some proven concepts
2. Collaborate with Construction Trades	Engage with workforce organizations
3. Support Credentials and Certifications	Seek best comprehension and retention strategy
4. Restructure Classes	Assess feasibility of longer courses and series
5. Support Curricula Development	IOUs have an advisory role; can advise on how best to make curricula accessible
6. Inclusion of Disadvantaged Workers	Facilitate relationships with Disadvantaged groups
7. Evaluation of Workforce Outcomes	Seek feasible metrics
8. Collaborate with Education	This is an existing aspect of the program's strategy
9. Career Education	Incorporate career exploration into programs
10. Evaluation of K-12 Programs	Collect non-specific student data from schools

Centergies

³ D.09-09-047, OP 36.

⁴ For full history of relevant recommendations, please see service list notice for questions in preparation for the April 6 WE&T Needs Assessment Workshop, as well as the related powerpoint distribution.

The Needs Assessment recommendations related to the Centergies sub-program focused on sector strategies, collaboration, credentials and certifications, Energy Center courses, supporting curricula development, inclusion of disadvantaged workers, and evaluation of workforce outcomes. We have addressed each one herein:

1. Supporting Sector Strategies

Needs Assessment. Recommendations from the Needs Assessment surrounding this topic included: (1) initiating, helping fund, and partnering with other organizations to develop robust sector strategies in key EE sectors such as HVAC, building operators, benchmarking, and other emerging areas (as well as Low-Income Energy Efficiency or other programs undergoing review or redesign),⁵ and (2) using the CALCTP as a model, utilities should initiate, help fund, or partner with other organizations to develop robust sector strategies in key sectors such as HVAC, building operators, and other emerging sectors such as new energy storage, integrated DSM and commercial building⁶.

Public comments at the April 6th workshop noted that programs such as HVAC quality installation and advanced lighting controls provide a favorable model for utility collaboration in workforce development. In addition, comments were made that the scopes of programs such as PowerPathway™ need to evolve to include four-year learning institutions. It was suggested that there be continued efforts to identify methods of collaborating with trade associations to promote sector relevant training to their memberships (i.e. mailing related classes to selected contractor lists via CSLB).

Currently, IOU Energy Center support strengthening sector-focused training for HVAC, Lighting, and Building Operations. These program areas demonstrate collaborative relationships with industry and trade organizations where the IOUs co-fund and help facilitate industry training.

By fostering relationships among trade, utility and education sectors, enhanced curricula can be implemented that will serve the needs of all parties involved. This approach may also support high-quality installations providing higher potential energy savings, and additionally support career growth opportunities for those skilled employees. As skilled employees advance, entry-level apprenticeship programs may expand their role in the “back-fill” of those job vacancies.

IOUs propose initiating preliminary steps to explore options to implement this recommendation due to the amount of coordination and funding required. IOUs will use the remainder of the current funding cycle to discuss, develop, and implement initiative programs. Any new initiatives would be included in the program implementation plan (PIP) for the new EE Program cycle.

The action plan related to the recommendation is to strategize in 2011 and 2012; assess and perhaps test sector strategy concepts using CALTCP, Builder Operator Certification, and Energy Upgrade California/Home Performance models; and use results of discussions and initiatives to inform program filing for next funding cycle.

⁵ 207

⁶ 207

2. Collaborations: Working with Construction Trades

Needs Assessment. Utility training centers and classes will collaborate with the contractor businesses to address EE as well as awareness of utility incentive programs. Recommendations from the Needs Assessment include: (1) expanding contractor and contractor association collaborations to building and construction trades associations that have demonstrated a commitment to investments in ongoing workforce training, such as contributions to apprenticeship programs⁷ and (2) expanding collaborations between the Energy Training Centers (ETC) and contractor associations and building and construction trades associations. The Needs Assessment states that emphasis should be on collaborations with high-road associations demonstrating commitment to investments in ongoing workforce training, such as participating in apprenticeship programs.⁸

Public comments at the April 6th workshop focused on a desire for more focused efforts with WIBs for pre-employment training to specific green jobs opportunities and the continuation of the pursuit of connections with community colleges similar to the PowerPathway™ program. Comments also supported the enforcement (within local jurisdictions) of technology implementation to attain sustainable savings. Finally, parties proposed the development of a strategy to provide a more structured approach to technology training to unify understanding of the technology as a whole (such as HVAC).

The Energy Centers are familiar with reputable trade associations and through our IDSM Program relationships, collaborate in the development of curriculum leading to improved EE practices. These trade associations are known for their focus on best practices within their respective sectors.

IOUs propose to continue to establish relationships with other trade organizations and workforce development organizations such as the WIBs by providing collaborative opportunities that will lead to progressive improvements in IDSM program participation and workforce outcomes. Additionally, IOUs propose to advance partnerships, such as PowerPathway™, thru 2012 for further evaluation and possible enhancement. The recommendation from the Needs Assessment that states that programs should emphasize “collaborations with high-road associations” should still ensure a program design that is not exclusive.

The action plan related to the recommendation is to seek and engage with new partnerships or work with existing partners to support their certification programs with information on EE. Where there are few existing connections between trade instructors and EE, utilities can offer curriculum review assistance as well as targeted training programs for training trainers.

3. Energy Centers’ role in Credentials and Certifications

Needs Assessment. The study notes that certifications play a critical role in career development and in creating new or supporting existing partnerships with other organizations with access to a particular part of the workforce. The recommendation

⁷ 205

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from the Needs Assessment related to this topic is to modify the structure of classes offered by the Energy Centers, thereby increasing the number of course series that are longer in length than typical classes, focusing on a specific occupation, having a workplace-based hands-on component, and offering clear learning objectives that lead to certification. The Needs Assessment further notes that this course series was shown to have a greater impact on energy savings than the typical short classes. In addition, recognized certifications for contractors and workers are expected to improve workforce outcomes as well.⁹

Public comments at the April 6th workshop noted that higher levels of certification are needed for various industries. Additionally, a nationally recognized certification with the flexibility to apply regional differences such as climate and similar variances as needed would be a great asset to the workforce sector.

The Energy Centers actively offer and support certification programs such as BOC, IHACI, HERS, CALCTP, and USGBC which offer opportunities for customers and market actors to achieve industry recognized credentials. Such course offerings vary in length dependent on the complexity of the subject matter and the time required for the average attendee to digest the pertinent subject matter. The Energy Centers also endorse Adult Learning Principles (ALP) for all courses funded by IOU programs, and employ ALP for all self-funded courses. The incorporation of ALP in seminars addresses the recommendation for a hands-on learning environment conducive to prompt work place application.

IOUs propose continuing efforts at Energy Centers to offer courses which lead to certifications. Consideration will be given to develop additional series type classes/offerings as statewide programs and funding resources allow.

For example, IOUs may begin developing educational programs in partnership with other organizations that make up a series of trainings with quizzes and tests that provide feedback to students about their comprehension and retention of the material. These programs should be developed with the intent of supporting other institutions that have certification programs. Once offered, the program may be adopted by an organization to relieve the IOUs of the legal responsibility of certification.

The action plan related to the recommendation is for IOUs to reach out to their current students who are members of trade and professional organizations.

4. Structure of Classes

Needs Assessment. The Needs Assessment notes that not all people learn in similar ways and standard one-day classes may not allow the instructor to deliver a comprehensive set of lessons with actionable items that the student can implement as part of his/her job. Recommendations from the Needs Assessment include: (1) modifying course offerings to expand targeted cohort-based series of classes that are longer in length, focus on a specific occupation, have a workplace-based hands-on component, clear learning objectives, and lead towards a certification¹⁰. The Needs Assessment further clarifies that these course series were shown to have a greater

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impact on energy savings than the typical short classes. In addition, the study notes, recognized certifications for contractors and workers are expected to improve workforce outcomes as well.¹¹

Public comments at the April 6th workshop included the suggestion to charge an administrative fee for participants to enroll in a Centergies course.

IOUs propose modifying the course series. Some IOUs are experimenting with this idea to expand the concept in 2011 and 2012. A high quality certification program can lend credibility to an organization and to the curriculum when well designed, delivered, and administered. IOUs may consider working with organizations to develop a course series with the intent of moving that series toward a certificate program with a third party organization.

The action plan related to the recommendation is to convene as a group in 2011 to discuss which organizations can serve as partners to inform and eventually disseminate certification curriculum developed by or advised by the IOUs.

5. Support for Curricula Development

Needs Assessment. The study notes that IOU training centers can leverage their expertise to support other organizations that are less experienced with EE or other ISDM content. Recommendations from the Needs Assessment include actively participating in (1) supporting curriculum review and updating, instructor professional development, and continuing education requirements associated with license renewal for the main “home institutions” that train building and construction professionals and trades people, including four-year colleges and graduate programs, apprenticeships and community colleges¹² and (2) the content development, review, and updating of curricula, and support instructor professional development for the main “home institutions” that train building and construction professionals and trades people, such as apprenticeship programs, community colleges, and four-year institutions. ETC staff should be encouraged to share their expertise as appropriate to ensure that curricula incorporate up-to-date information on new technologies and practices.¹³

Public comments at the April 6th workshop did not address this particular Needs Assessment Recommendation.

IOUs propose continuing efforts by Energy Center staffs, as they currently work with sector trainers in the development and updating of training curricula. Energy Centers and IOU ISDM Programs fund and lead the development of curriculum that addresses the educational needs of the various technology and construction sectors including codes and standards, and energy efficient building design and construction. These curriculums are available to the public through the many seminars offered through the Energy Centers. The Energy Centers offer the presentation of these curriculums in partnership with other like-minded organizations including trade and vocational organizations. The Energy Centers do not use ratepayer funds to develop curriculum for the exclusive use of any agency, but will consider expanding its partnerships with

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vocational and trade organizations interested in using existing or developing curriculum materials available to the public through Energy Center seminars. IOUs can provide a supportive role in curriculum development. IOUs provide advice on an as-needed or requested basis. IOUs are also engaged with institutions to serve in an advisory board capacity.

The action plan related to the recommendation is for utilities to continue engagement with IDSM Programs, training organizations and educational institutions to provide support to curriculum development and review efforts by making Energy Center expertise and curriculum available on an as-needed or requested basis.

6. Goals for Inclusion of Disadvantaged Workers at Energy Center Programs

Needs Assessment. Recommendations from the Needs Assessment around this topic include: (1) allocating a percentage of their training funds to support workforce programs that meet the best practice criteria described above¹⁴ and (2) adopting as a goal for the ETC the inclusion of low-income, minority, and disadvantaged workers and job seekers. The Needs Assessment also recommends the development and implementation of specific programs in collaboration with organizations that have a track record in this arena, emphasizing sector strategies that can lead to placement in good jobs with career ladders.¹⁵

Public comments at the April 6th workshop focused on collaboration with centers in the non-IOU sector to address disadvantaged workforce training issues. The suggestion was made to enhance collaboration within the existing framework of programs.

IOUs propose seeking disadvantaged workers and looking at partners to enhance efforts. However, this requires coordination and evaluation work to identify groups in this sector with proven track record. The consideration of adopting a goal should be deferred until evaluation of effectiveness of current efforts is determined.

The ETCs do currently support education of the incumbent workforce in accordance with the CLTEESP. The workforce population includes a substantial element of blue-collar workers that may represent the demographic referenced in this recommendation. However, to this point in time, the ETC programs have not been tailored to distinguish between the various demographics represented. The Energy Centers do however work to make energy center workshops and trainings more accessible for customers by employing an on-location strategy where energy center workshops and trainings are offered in communities throughout the IOU's service territory. The Energy Centers have partnered with the Workforce Investment Board, community colleges, and organizations that provide training services and outreach to low-income, disadvantaged, or underserved communities/workers.

The action plan related to the recommendation is for IOUs to partner with organizations that are reaching that disadvantaged worker population to discuss opportunities for collaboration through actions that count toward filed goals. Those actions may include consultations, outreach events, train-the-trainer sessions, etc.

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7. Evaluation of Workforce Outcomes

Needs Assessment. Being able to track information about participants and effects of training session becomes important to evaluate the success of a particular training session or series. Recommendations from the Needs Assessment include: (1) strengthening tracking of participants and outcomes. The Opinion Dynamics evaluation makes a number of suggestions for tracking participants in the Energy Centers programs¹⁶ and (2) assessing and determining what additional information is required to evaluate workforce outcomes for the ETCs. The Needs Assessment recommends that the ETCs should, at a minimum, begin to collect information from participants on occupation, prior education, and work experience.¹⁷

Public comments at the April 6th workshop did not address this particular Needs Assessment Recommendation.

IOUs propose assessing and evaluating requirements for redesigning registration system and participant information collection methods statewide among IOUs. Seeking to track and report comparative data for Program Performance reporting.

The action plan is for IOUs to meet to discuss the type of information that can be tracked in such a way that is feasible and does not intrude on customer's right to privacy.

Connections

The Needs Assessment recommendations related to the Connections sub-program focused on collaboration with the education sector, career education, and evaluation of K-12 programs. We have addressed each one herein:

8. Collaborations

Needs Assessment. The Needs Assessment states that collaboration with various levels of the education sector is an intricate part of the program strategy. Recommendations from the Needs Assessment around this topic include the need for strengthening and expanding collaborations with career Academies, Regional Occupational Programs (ROPs) and community colleges.¹⁸

Public comments at the April 6th workshop focused on what should be the objectives of the collaborative relationships being developed by the IOU education programs with K-12, community colleges, and four-year colleges and universities.

IOUs propose continuing current work with secondary and post-secondary institutions. Furthermore, ways to expand collaborations with additional educational institutions and academies should be sought, as referenced in the Strategic Plan.

The action plan is to utilize existing educational relationships and broaden that network to build new relationships and expand the program outreach. IOUs are currently

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collaborating with Career Academies as well as Community Colleges. ROPs have been proposed as a collaborative target and the IOUs are evaluating ways to integrate that relationship into their program. Expanding educational collaborations are an intricate part of the WE&T Connections program design and strategy.

9. Career Education

Needs Assessment. Incorporating career exploration into programs would be helpful to complement career awareness activities. Recommendations from the Needs Assessment include: (1) increasing the emphasis on career awareness and career exploration in ratepayer-funded education programs servicing K-8 students and supporting career preparation programs in career academies and ROPs. The Needs Assessment also recommends evaluating and working toward the integration of environmental and ratepayer-funded energy curricula. It states that there is substantial evidence that the integration of environmental and energy curricula will increase the support of teachers for these programs. Finally, the study reports that these efforts should be supported by strong collaborations with K-12 schools, particularly those programs, like the California Partnership Academies, that target disadvantaged students.¹⁹

Public comments at the April 6th workshop focused on leveraging the role of the IOU WE&T programs to support education on career awareness, career exploration, and career development. A suggestion was made to collaborate with ROPs, Green Academies, and other similarly-funded programs to facilitate support for career awareness.

IOUs propose that future curriculum development needs to include input and funding from other relevant stakeholders to identify other secondary energy and environmental curricula that meet the goals of the Strategic Plan. Programs that target disadvantaged students or students from low-income households benefit from emphasis on career awareness programs. In fact, beginning with 2010, the statewide WE&T program is tracking program participation from low-income, minority and disadvantaged communities.

The action plan is to incorporate career exploration into all (grades 5-8) programs as well as providing informational fact sheets to (grades 9-12 /Community College) programs with information about career preparation resources available in their communities and or on the web. All IOU education programs currently include or are in the process of including Career Awareness and the statewide Green Campus (University) and PEAK (K-8) programs include career exploration. Also, IOUs will continue to develop collaborations with educational institutions and work to link and leverage resources that can be shared as part of outreach to K-12 schools and Community Colleges.

10. Evaluation of K-12 Programs

Needs Assessment. The Needs Assessment states that collecting non-specific student data from schools is the most accessible data to IOUs for evaluating program impacts. Recommendations from the Needs Assessment include: (1) continuing to support and expand career awareness and exploration in K-12 programs.

¹⁹ 230

Furthermore, “as indicated in our K-12 key findings report, the IOUs have recently added career awareness and career exploration modules to the K-8 programs: Living Wise, PEAK, Green Schools, and Energenius. In this way, the K-8 programs, which, until recently, have mostly focused on how students and their families can save energy, will also contribute to the career development policy goal. These career development modules should be evaluated using appropriate performance metrics,”²⁰ and (2) working with education agencies, schools, and funding partners to allow for the collection and reporting of demographic information on students participating in ratepayer-funded Connections education programs. The Needs Assessment states that the present lack of information hampers the evaluation of existing programs.²¹

Public comments at the April 6th workshop focused on the various issues and challenges surrounding data tracking of students and teachers participating in IOU education programs. The discussion acknowledged value in monitoring and evaluating program impacts on student groups involved in IOU education programs.

IOUs propose to pursue solution to address the recommendation. Currently, the only type of demographic information collected is on the school registrants in general, not the individual student. Furthermore, there is privacy associated with schools releasing demographic information of students to outside agencies. The tracking of students into green careers could likely only be accomplished with the involvement and permission of guardians.

The action plan related to the recommendation is to incorporate career exploration into all (grades 5-8) programs as well as providing informational fact sheets to (grades 9-12 /Community College) programs with information about career preparation resources available in their communities and or on the web. All IOU education programs currently include or in the process of including Career Awareness and the statewide Green Campus (University) and PEAK (K-8) programs include career exploration. With respect to the collection and reporting of student demographic information, collecting specific information on students is currently prohibitive for IOUs. However, IOUs can collect general demographic information on students registered at schools in our program.

Strategic Planning and Implementation

This program involves management and execution of several strategic statewide planning tasks identified in the Strategic Plan: a) form an IOU/CPUC WE&T Task Force, b) conduct a needs assessment study, c) facilitate Annual WE&T Public Meetings, and d) create a WE&T-specific web portal.

This sub-program, though not specifically called out in Needs Assessment recommendations, can serve as the means by which action plans can be discussed and assessed in the spirit of the recommendations.

1. Role of WE&T Taskforce

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The inaugural WE&T Taskforce meeting was held January 28, 2009 with primary purposes of sharing information on green training initiatives and to focus resources on completing a Workforce, Education & Training statewide Needs Assessment study, as well as create a WE&T web portal site. The final study was posted on March 17, 2011 to the Energy Efficiency Web-portal – engage360.com. The first annual WE&T public workshop occurred on April 6th 2011 when results and recommendations from the WE&T Needs Assessment study were presented for public discussion and comment.

The three key overarching themes emerging from the Needs Assessment study and workshop comments are either, goals presented in the California Long-term Energy Efficiency Strategic Plan, ways to measure program performance in Resolution E-4385 or directly or indirectly expressed in D.09-09-047. Specific comment and proposals on recommendations have provided in the respective WE&T Centergies and WE&T Connections sections of this Advice Filing.

The IOUs further propose to use the annual stakeholder Taskforce meetings to evaluate existing cross-cutting training implementations across industry trade, educational, public agency and community-based sectors. The taskforce can also be used to share with stakeholders, IOU progress with collaborative training relationships among the aforementioned sectors, as well as between IOU and inter-organizational departments. Finally, the current stakeholder Taskforce can be of great value in identifying ways to assess data tracking methodologies for measuring program effectiveness

2. Role of WE&T Web Portal

The IOUs propose to use the annual stakeholder Taskforce meetings to evaluate existing EE web portal options as a means for advancing sector strategies, collaborative implementations and measuring program effectiveness.

No cost information is required for this advice filing. This advice filing will not increase any rate or charge, cause the withdrawal of service, or conflict with any other schedule or rule.

EFFECTIVE DATE

SDG&E believes that this filing is subject to Energy Division disposition and should be classified as Tier 2 (effective after staff approval) pursuant to GO 96-B. This filing is pursuant to D.09-09-047 and therefore, SDG&E respectfully requests that this filing become effective on July 5, 2011, more than thirty days from the date filed.

PROTEST

Anyone may protest this advice letter to the Commission. The protest must state the grounds upon which it is based, including such items as financial and service impacts, and should be submitted expeditiously. The protest must be made in writing and received within 20 days of the date this advice letter was filed with the CPUC, or June 23, 2011. There is no restriction on who may file a protest. The address for mailing or delivering a protest to the Commission is:

CPUC Energy Division
Attention: Tariff Unit
505 Van Ness Avenue
San Francisco, CA 94102

Copies of the protest should also be sent via e-mail to the attention of both Honesto Gatchalian (inj@cpuc.ca.gov) and Maria Salinas (mas@cpuc.ca.gov) of the Energy Division. A copy of the protest should also be sent via both e-mail and facsimile to the address shown below on the same date it is mailed or delivered to the Commission.

San Diego Gas & Electric:

Attn: Megan Caulson
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Pacific Gas and Electric Company;

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NOTICE

A copy of this filing has been served on the utilities and interested parties shown on the attached list, including interested parties to service lists A.08-07-021, A.08-07-022, A.08-07-023, and A.08-07-031 by either providing them a copy electronically or by mailing them a copy hereof, properly stamped and addressed.

Address changes should be directed to SDG&E Tariffs by facsimile at (858) 654-1788 or by e-mail at SDG&ETariffs@semprautilities.com.

CLAY FABER
Director – Regulatory Affairs

(cc list enclosed)

CALIFORNIA PUBLIC UTILITIES COMMISSION

ADVICE LETTER FILING SUMMARY ENERGY UTILITY

MUST BE COMPLETED BY UTILITY (Attach additional pages as needed)

Company name/CPUC Utility No. **SAN DIEGO GAS & ELECTRIC (U 902)**

Utility type:

ELC GAS
 PLC HEAT WATER

Contact Person: Megan Caulson

Phone #: (858) 654-1748

E-mail: mcaulson@semprautilities.com

EXPLANATION OF UTILITY TYPE

ELC = Electric GAS = Gas
PLC = Pipeline HEAT = Heat WATER = Water

(Date Filed/ Received Stamp by CPUC)

Advice Letter (AL) #: 2260-E/2041-G

Subject of AL: Joint Filing: 2010-2011 Statewide Workforce Education and Training (WE&T) Program Modifications based on Findings of WE&T Needs Assessment

Keywords (choose from CPUC listing): Energy Efficiency, Demand Side Management

AL filing type: Monthly Quarterly Annual One-Time Other _____

If AL filed in compliance with a Commission order, indicate relevant Decision/Resolution #:

D.09-09-047

Does AL replace a withdrawn or rejected AL? If so, identify the prior AL N/A _____

Summarize differences between the AL and the prior withdrawn or rejected AL¹: N/A _____

Does AL request confidential treatment? If so, provide explanation: _____

Resolution Required? Yes No

Tier Designation: 1 2 3

Requested effective date: 7/5/2011

No. of tariff sheets: 0

Estimated system annual revenue effect (%): N/A

Estimated system average rate effect (%): N/A

When rates are affected by AL, include attachment in AL showing average rate effects on customer classes (residential, small commercial, large C/I, agricultural, lighting).

Tariff schedules affected: N/A

Service affected and changes proposed¹: N/A

Pending advice letters that revise the same tariff sheets: N/A

Protests and all other correspondence regarding this AL are due no later than 20 days after the date of this filing, unless otherwise authorized by the Commission, and shall be sent to:

CPUC, Energy Division
Attention: Tariff Unit
505 Van Ness Ave.,
San Francisco, CA 94102
mas@cpuc.ca.gov and jnj@cpuc.ca.gov

San Diego Gas & Electric
Attention: Megan Caulson
8330 Century Park Ct, Room 32C
San Diego, CA 92123
tcahill@semprautilities.com

¹ Discuss in AL if more space is needed.

General Order No. 96-B
ADVICE LETTER FILING MAILING LIST

cc: (w/enclosures)

Public Utilities Commission

DRA

D. Appling
S. Cauchois
J. Greig
R. Pocta
W. Scott

Energy Division

P. Clanon
S. Gallagher
H. Gatchalian
D. Lafrenz
M. Salinas

CA. Energy Commission

F. DeLeon
R. Tavares

Alcantar & Kahl LLP

K. Harteloo

American Energy Institute

C. King

APS Energy Services

J. Schenk

BP Energy Company

J. Zaiontz

Barkovich & Yap, Inc.

B. Barkovich

Bartle Wells Associates

R. Schmidt

Braun & Blaising, P.C.

S. Blaising

California Energy Markets

S. O'Donnell
C. Sweet

California Farm Bureau Federation

K. Mills

California Wind Energy

N. Rader

CCSE

S. Freedman
J. Porter

Children's Hospital & Health Center

T. Jacoby

City of Chula Vista

M. Meacham
E. Hull

City of Poway

R. Willcox

City of San Diego

J. Cervantes
G. Lonergan
M. Valerio

Commerce Energy Group

V. Gan

Constellation New Energy

W. Chen

CP Kelco

A. Friedl

Davis Wright Tremaine, LLP

E. O'Neill
J. Pau

Dept. of General Services

H. Nanjo
M. Clark

Douglass & Liddell

D. Douglass
D. Liddell
G. Klatt

Duke Energy North America

M. Gillette

Dynegy, Inc.

J. Paul

Ellison Schneider & Harris LLP

E. Janssen

Energy Policy Initiatives Center (USD)

S. Anders

Energy Price Solutions

A. Scott

Energy Strategies, Inc.

K. Campbell
M. Scanlan

Goodin, MacBride, Squeri, Ritchie & Day

B. Cragg
J. Heather Patrick

J. Squeri

Goodrich Aerostructures Group

M. Harrington

Hanna and Morton LLP

N. Pedersen

Itsa-North America

L. Belew

J.B.S. Energy

J. Nahigian

Luce, Forward, Hamilton & Scripps LLP

J. Leslie

Manatt, Phelps & Phillips LLP

D. Huard

R. Keen

Matthew V. Brady & Associates

M. Brady

Modesto Irrigation District

C. Mayer

Morrison & Foerster LLP

P. Hanschen

MRW & Associates

D. Richardson

OnGrid Solar

Andy Black

Pacific Gas & Electric Co.

J. Clark

M. Huffman

S. Lawrie

E. Lucha

Pacific Utility Audit, Inc.

E. Kelly

R. W. Beck, Inc.

C. Elder

School Project for Utility Rate
Reduction

M. Rochman

Shute, Mihaly & Weinberger LLP

O. Armi

Solar Turbines

F. Chiang

Sutherland Asbill & Brennan LLP

K. McCrea

Southern California Edison Co.

M. Alexander

K. Cini

K. Gansecki

H. Romero

TransCanada

R. Hunter

D. White

TURN

M. Florio

M. Hawiger

UCAN

M. Shames

U.S. Dept. of the Navy

K. Davoodi

N. Furuta

L. DeLacruz

Utility Specialists, Southwest, Inc.

D. Koser

Western Manufactured Housing
Communities Association

S. Dey

White & Case LLP

L. Cottle

Interested Parties

A.08-07-021

A.08-07-022

A.08-07-023

A.08-07-031

Attachment A

Timeline of Needs Assessment Process

SDG&E Advice Letter 2260-E/2041-G;

SoCalGas Advice Letter 4249;

SCE Advice Letter 2588-E;

PG&E Advice Letter 3212-G/3852-E

Timeline of Needs Assessment Process

