



MASSACHUSETTS  
CLEAN ENERGY  
CENTER®



## 4<sup>TH</sup> ANNUAL WORKFORCE GRANTEE CONVENING

Innovating Together: **Empowering the Clean  
Energy Workforce**

**December 4, 2025**



<https://www.masscec.com>

## ACCELERATING DECARBONIZATION

We contribute to meeting our state's ambitious climate goals by tackling barriers to widespread use of clean energy and climate technology in buildings, transportation, and the grid.



### MASSCEC'S WORK BY FOCUS AREA

## EMERGING CLIMATE TECH

We help new climate-focused businesses grow faster by backing a vibrant community of researchers, startups, and established industry players - creating an ecosystem where they connect and thrive.



## LARGE SCALE DEPLOYMENT: OFFSHORE ENERGY

We're building a cutting-edge offshore energy industry, marshaling world-class ports while addressing supply chain and workforce development challenges.



## CLEAN ENERGY & CLIMATE WORKFORCE DEVELOPMENT

We're growing a diverse and talented clean energy workforce by supporting a dynamic network of community-based organizations, labor, training providers, schools and employers committed to a sustainable future for all.



# Agenda

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10:00-10:15 ▪ Welcome and Agenda Overview

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10:15-11:10 ▪ Plenary: High-Opportunity Climate-Critical Careers, Despite Other Trends

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11:20-12:20 ▪ **Morning Breakouts for Action: Strategies, Tools, and Peer Learning**

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12:30-1:10 ▪ Lunch and Networking

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1:10-1:30 ▪ Funding Opportunities, Strategic Initiatives, and Program Updates

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1:30-2:30 ▪ Plenary: Beyond Access: Breaking Barriers to Workforce & Business Development

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2:40-3:35 ▪ **Afternoon Breakouts for Action: Strategies, Tools, and Peer Learning**

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3:35-4:00 ▪ Closing and Networking



# High-Opportunity Climate-Critical Careers, Despite Other Trends

## Moderator:



**Edward Hsieh**  
Program Director



## Panelists:



**Brock Yordy**  
Global Drilling SME &  
Consultant/Co-  
Founder



**Chima Anidobe**  
Principal Workforce  
Program Manager



**Tony Volpone**  
Talent Acquisition  
Partner



**Chris Morin**  
Owner





# Morning Breakouts for Action: Strategy, Tools, and Peer Learning

Session 1A ▪ Peer-Led Table Discussions (Ballroom) Topics:  
Understanding Clean Energy & Climate Resilience Jobs  
Supporting Justice-Impacted Individuals  
Working with Mass Save

Session 1B ▪ From Intake to Insight: Business Assessment  
Across the CUBS Network (Rm 101)

Session 1C ▪ Turning Curriculum into Impact: A Workshop on  
Powering the Future (Rm 103)

Session 1D ▪ Work in the Age of Anxiety: Rethinking  
Readiness, Retention & Resilience (Rm 104)



# Morning Concurrent- 1A



# Peer-Led Table Discussions

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- Find the area of the room that corresponds to your topic

## **Supporting Justice-Impacted Individuals**

(Matthew Marrano,  
Volunteers of America-MA)

## **Working with Mass Save®**

(Silvana Bastante Muñoz,  
LISC)

## **Understanding Clean Energy & Climate Resilience Jobs**

(China Duff, BW Research)



# Peer-Led Table Discussions

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- **Purpose:** Share experiences, compare approaches, and learn from peers

## How to Engage:

- Review the discussion prompts at your table
- Offer an example, idea, or question
- Make space for others to contribute

# Peer-Led Table Discussions Session Flow

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**11:20 – 11:25**

- Welcome and quick introductions

**11:25 – 12:10**

- Guided discussion using the prompts, with the table leader sharing and inviting others to do the same

**12:10 – 12:20**

- Submit highlights via **Mentimeter** using the QR code
- Session wrap-up (*we'll hear from a few volunteers*)

Scan the QR code or go to [www.menti.com](https://www.menti.com) and type in: 4356 3733

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# Morning Concurrent- 1B



# Session 1B: From Intake To Insight: Business Assessment Across the CUBS Network

A glance into lessons from MWBE-Support programs and other equity-centered initiatives to explore how thoughtful intake and assessments tools can both guide service delivery as well as strengthen collaboration across partners

**TABLE INSTRUCTIONS: PLEASE SIT NO MORE  
THAN 5-6 PEOPLE PER ROUND TABLE**

*Wrong Room?*

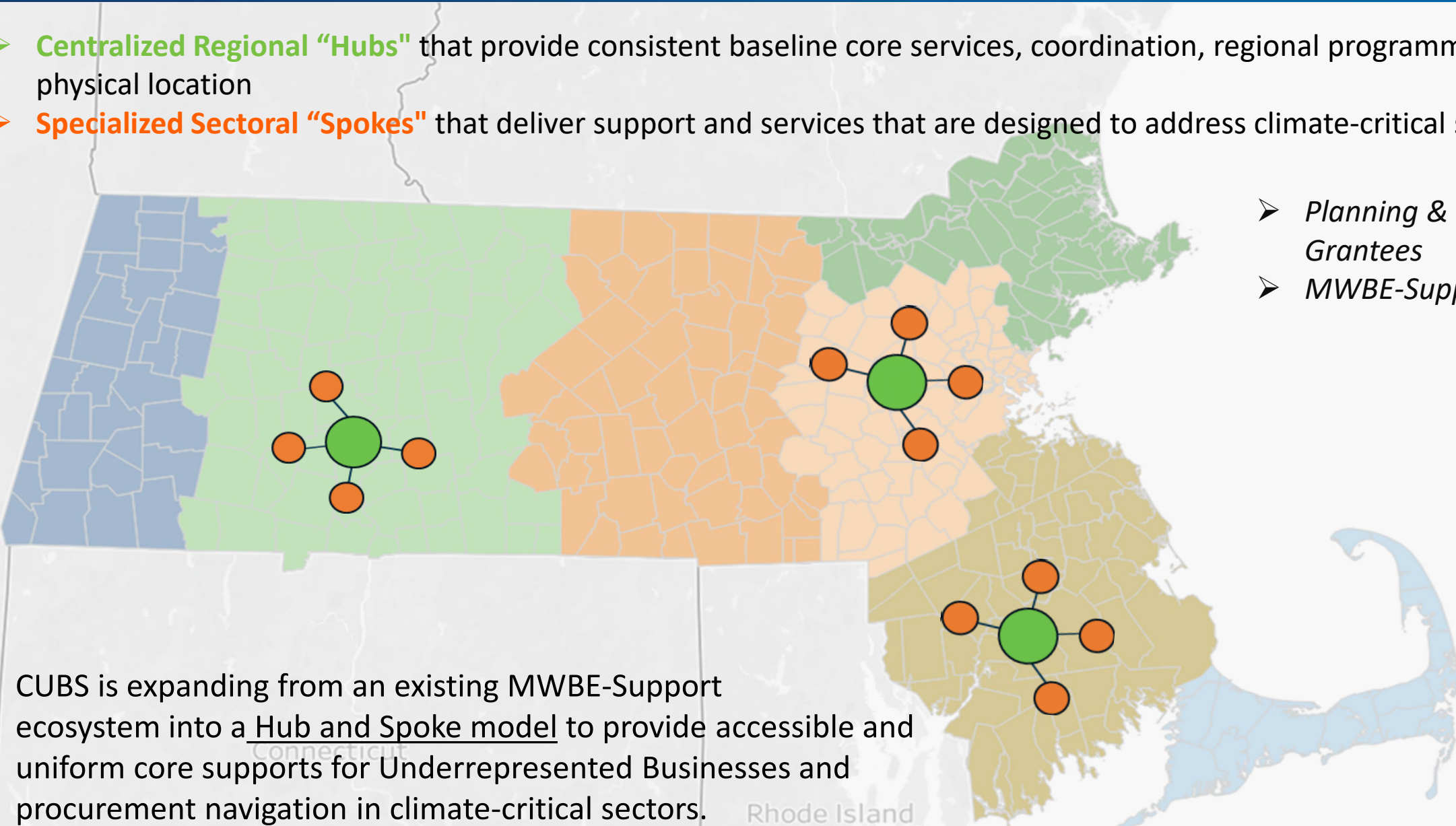
- 1A ▪ Peer-Learning Discussions (Ballroom)
- 1C ▪ Curriculum into Impact (Rm 103)
- 1D ▪ Work in the Age of Anxiety (Rm 104)



# Climate-Critical Underrepresented Business Support (CUBS)

- **Centralized Regional “Hubs”** that provide consistent baseline core services, coordination, regional programming, and a physical location
- **Specialized Sectoral “Spokes”** that deliver support and services that are designed to address climate-critical sub sectors

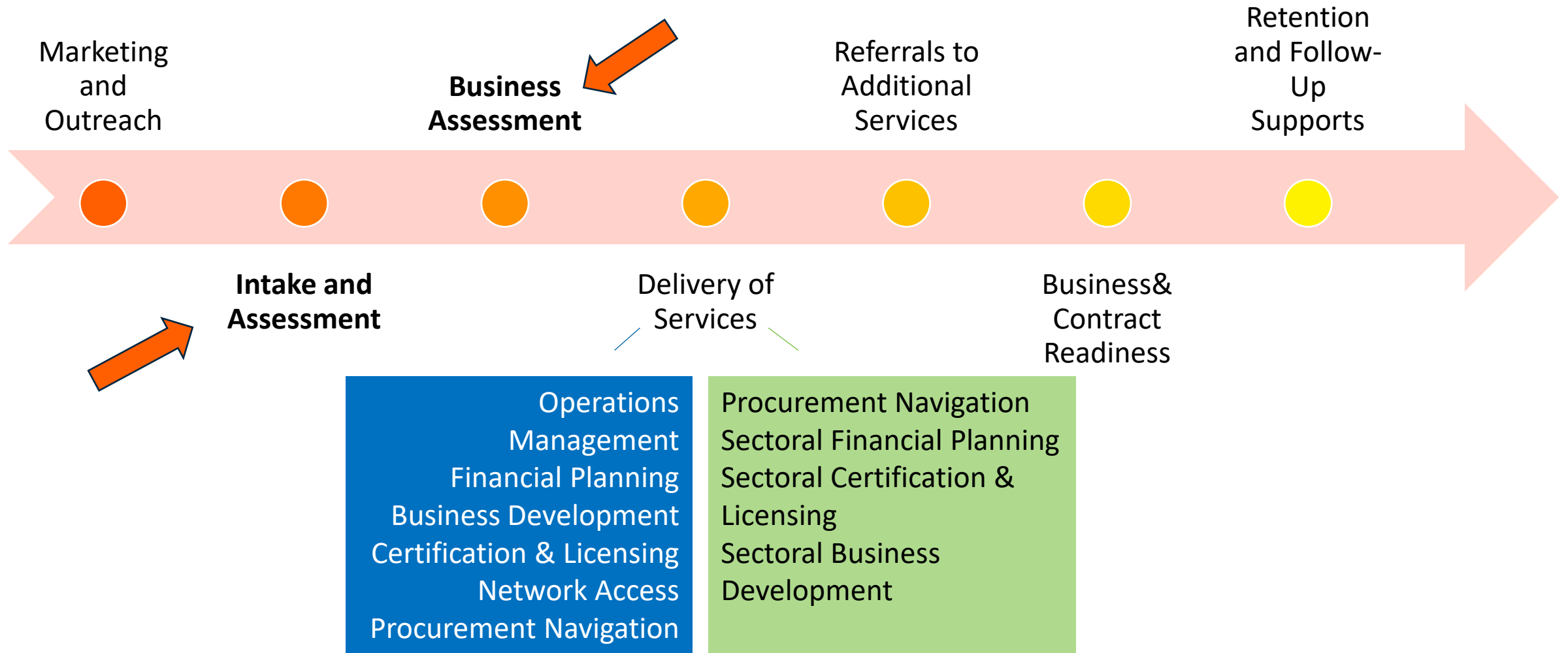
- *Planning & Capacity Grantees*
- *MWBE-Support Grantees*



CUBS is expanding from an existing MWBE-Support ecosystem into a Hub and Spoke model to provide accessible and uniform core supports for Underrepresented Businesses and procurement navigation in climate-critical sectors.



# Service Plan Workflow



12/4/25



**Olivia Antonelli**  
*Supply Chains and Solutions  
Manager*





# MassMEP Technology Driven Market Intelligence

MassCEC MWBE Power Pivot Program



MASSMEP



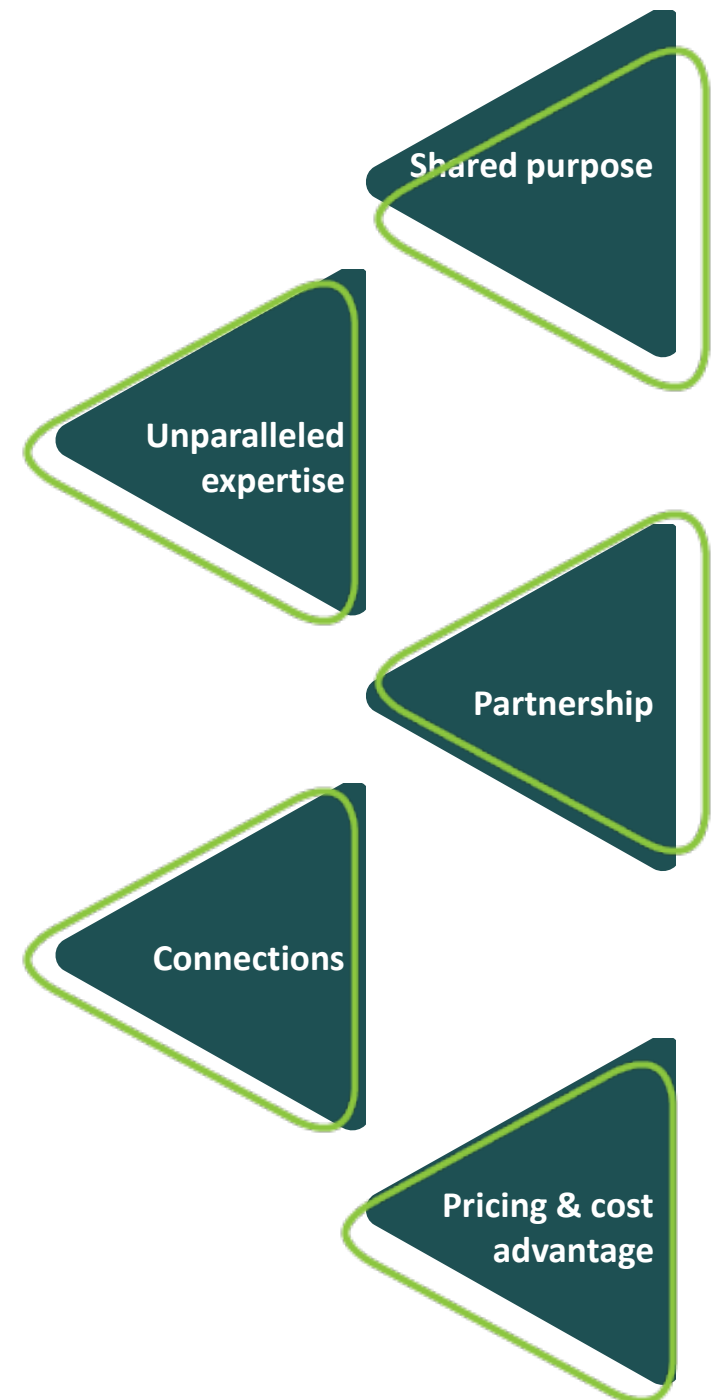
# WHO WE ARE

**Manufacturing trusted advisor with industry knowledge to help your business thrive and grow.**

Manufacturing Extension Partnership (MEP) is a public-private partnership with Centers in all 50 states and Puerto Rico dedicated to serving small and medium-sized manufacturers.

Established in 1996, MassMEP is a nonprofit dedicated to helping small to mid-sized manufacturers across Massachusetts achieve success and growth.

MassMEP partners with you to deliver services and solutions and connecting you to the resources you need to be successful.



# WHAT WE DO

We deliver consulting services, applied learning programs, and custom solutions tailored to small and medium-sized manufacturing businesses to fuel their success.



Operations

Innovation and  
Growth

Strategy



# Technology Driven Market Intelligence

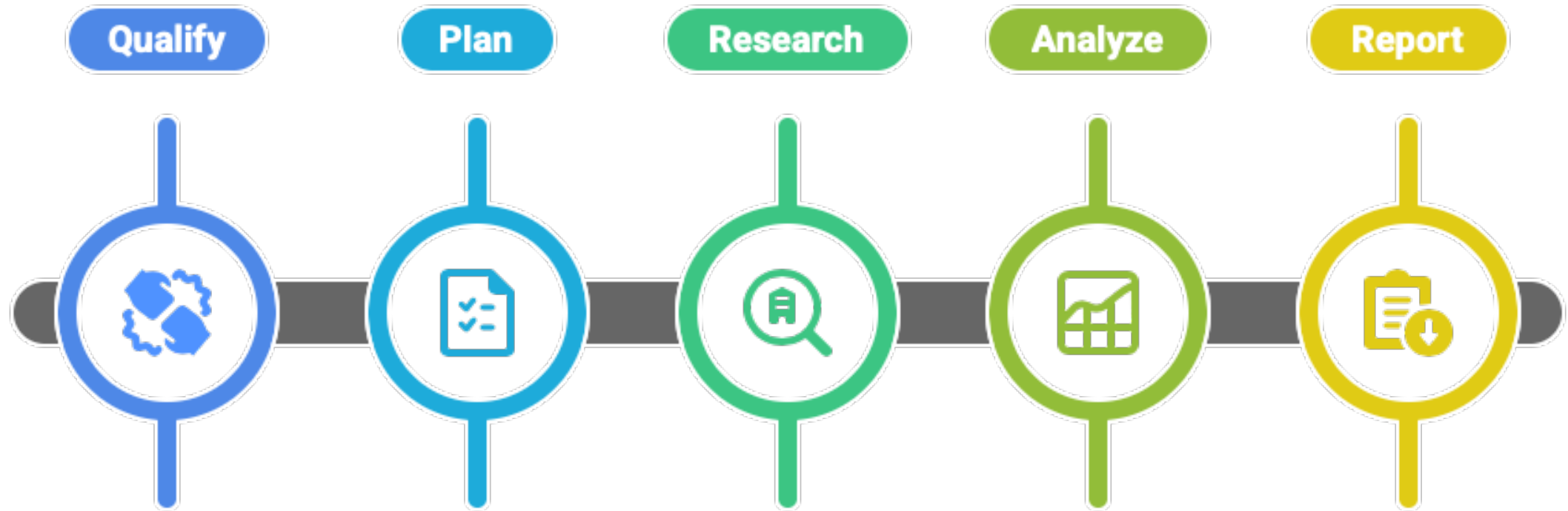
**What it is:** A structured, research-based market intelligence service developed by **RTI International** to help manufacturers commercialize technologies and grow into new markets.

**Core purpose:** Connect a company's **technology-based asset** (idea, product, process, capability) to the **best-fit markets**, showing where it wins and where hurdles exist.

## How it works:

- Evaluates **technical performance and differentiation** alongside market demand.
- Identifies **target industries, applications, customers, and competitors**.
- Clarifies **requirements, barriers, and adoption drivers** (e.g., standards, regulatory, IP, supply chain fit).

# TDMI Process



# TDMI Needs Assessment

## 1. What does the client have?

- Describe the asset
- Describe the intended use or function
- Describe developmental maturity

## 2. What makes it different better?

- Advantages/Disadvantages
- Known or Anticipated Limitations
- Intellectual Property Status

### Technology-Driven Market Intelligence (TDMI) Needs Assessment



Form Prepared By:				Data	
Company/Institution				Website	
Business Contact Name:		Title		Phone	
Technical Contact Name:				E-mail	

For each **SECTION**, capture as much information as possible. After the interview, summarize your findings into the **BOXED** sections, and then review with the project team (client) to consider accuracy and completeness.



#### What Does the Client Have?

The purpose of this section is to describe the client's technology-based asset (idea, product, or capability).

##### WHAT IS IT?

Describe the asset (idea, product, or capability). What is the asset (material, component, system, capability, etc.)? Is it a new or an existing/currently offered asset or capability?

Describe the intended use or function. What problem or need does this address?

Describe developmental maturity. What is the current stage of development? What are the next steps for development?

Describe any supporting information. What data, prototypes, visuals, and/or other information can be shared about the asset to help the project team understand the asset?

PROJECT  
NAME

#### NAME THE ASSET – (Idea/Product/Capability)

Finalize project name and summarize the technology-based asset in 1-2 sentences.

##### WHAT MAKES IT DIFFERENT/BETTER?

Describe advantages/benefits. How is this different/better than alternatives? What makes it different and/or better—technical parameters, function, performance, cost, etc.?

Describe known or anticipated limitations. Are there any known technical parameters, complexities, or issues that could impact market acceptance or technical viability?

Describe the intellectual property status. Is it patented, patent pending, protected by TM, copyright, or trade-secret? Does the client have rights to make, use, or sell via other licenses?



# TDMI Needs Assessment

## 3. What are the opportunities?

- Potential applications and markets
- Competing products/capabilities
- Current markets

## 4. What sensitivities/constraints exist?

- Things to be kept confidential
- Resource constraints
- Companies to avoid

## Technology-Driven Market Intelligence (TDMI) Needs Assessment



### What Does the Client Know?

The purpose of this section is to understand insights, key issues/sensitivities, and objectives for opportunities.

### WHAT ARE THE OPPORTUNITIES?

Describe potential applications and/or markets for the product. What are the best potential opportunities, and why? Are they new, or current, applications/markets for the client?

Describe competing products/capabilities in the markets/applications. What are the competition's main advantages or disadvantages? Who is offering them?

Describe any current markets. Are any potential markets of greater, or lesser, interest than others?

Describe known experts and resources. What resources, experts were used? What sources are known, but have not been investigated?

### WHAT SENSITIVITIES/CONSTRAINTS EXIST?

Describe any aspects of the asset or company/business that should be kept confidential.

Describe resource constraints. (e.g., investment funding, existing investment in capital equipment, manpower)

List companies that should be avoided. (e.g., competitors, suppliers)

NON-DISCLOSING  
DESCRIPTION

### SUMMARIZE THE ASSET IN TERMS OF BENEFITS

Building on the asset description (previous box), broaden the description to offer the benefits of the asset (use numbers, and link to applications and markets when possible). The description should tell what the asset does, not how it does it. The description must protect the enabling/sensitive aspects of the asset.

# TDMI Needs Assessment

## 5. What does success look like?


- Success Measures
- Ideal Time Frame

## 6. What Intelligence is needed and why?

- Key questions to have answered
- How will intelligence be used
- Geographic areas of interest

### Technology-Driven Market Intelligence (TDMI) Needs Assessment



**What Does the Client Need to Know, and Why?**  
The purpose of this section is to describe and prioritize the market intelligence the client needs.

**WHAT DOES SUCCESS LOOK LIKE?**  
Describe success for this asset—be specific, using numbers, if possible. (e.g., new customer base, revenue, market share, growth target, equipment utilization rate)  
  
Describe the client's ideal time frame. (e.g., commercial product on the shelf in "T" years)

**WHAT INTELLIGENCE IS NEEDED AND WHY?**  
What key questions does the client want answered?  
  
How will the client use the intelligence that is developed?  
  
What geographic areas are of greatest interest and why?

Information Need	How important is this for decision making?				
	Not Important	Somewhat Important	Very Important	Essential	Not Applicable
Assessment of Technology Asset Strengths and Weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of technical or performance fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potential users (clients, adopters, licensees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User needs or preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competing products/technologies/offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual property position/issues/landscape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe) <div></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of Commercial Opportunities and Threats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Target market size/structure/role as main players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Target market business model/business drivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potential partners (co-developers, distributors, retailers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding sources/venues, investors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Validation of previously identified market opportunities/threats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe) <div></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The project team should now have a preliminary project scope from the Who Is Right and Ready TDMI Tool. Do the expectations from this TDMI needs assessment match with the level of effort as scoped? If not, then refine and rescope with the client.

**KEY QUESTIONS**

**IDENTIFY THE QUESTIONS THAT MUST HAVE ANSWERS**  
Distill what you heard from the client to 1–3 key questions. Reiterate with the client to make sure that the project has a focus based on these questions.

# TDMI Deliverables

- ▶ Industry Overviews
  - ▶ Growth Rates
  - ▶ Main Barriers
  - ▶ Core Opportunities
- ▶ Industry SWOT Analyses
- ▶ Competitive Landscape
- ▶ Expert/Customer Interview Insights
- ▶ Recommendations



# Other Grant Activities

- Clean energy supply chain opportunity research
- Minority and Women Owned Business Enterprise manufacturer database
- MWBE Workshop Series: Growth, Value Proposition, Marketing & Sales Strategy

# Contact Us

Hayley Steele

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12/4/25



**Samalid Hogan**  
*Director of Business Support Services*  
*Boston Impact Initiative*







# The GreenEdge Three-Way Approach

Designed for Consolidation & Growth.

1

## Coaching:

Personalized, one-on-one support from acceptance through six months post-program. Strengthens operations, finances, and long-term strategy.

2

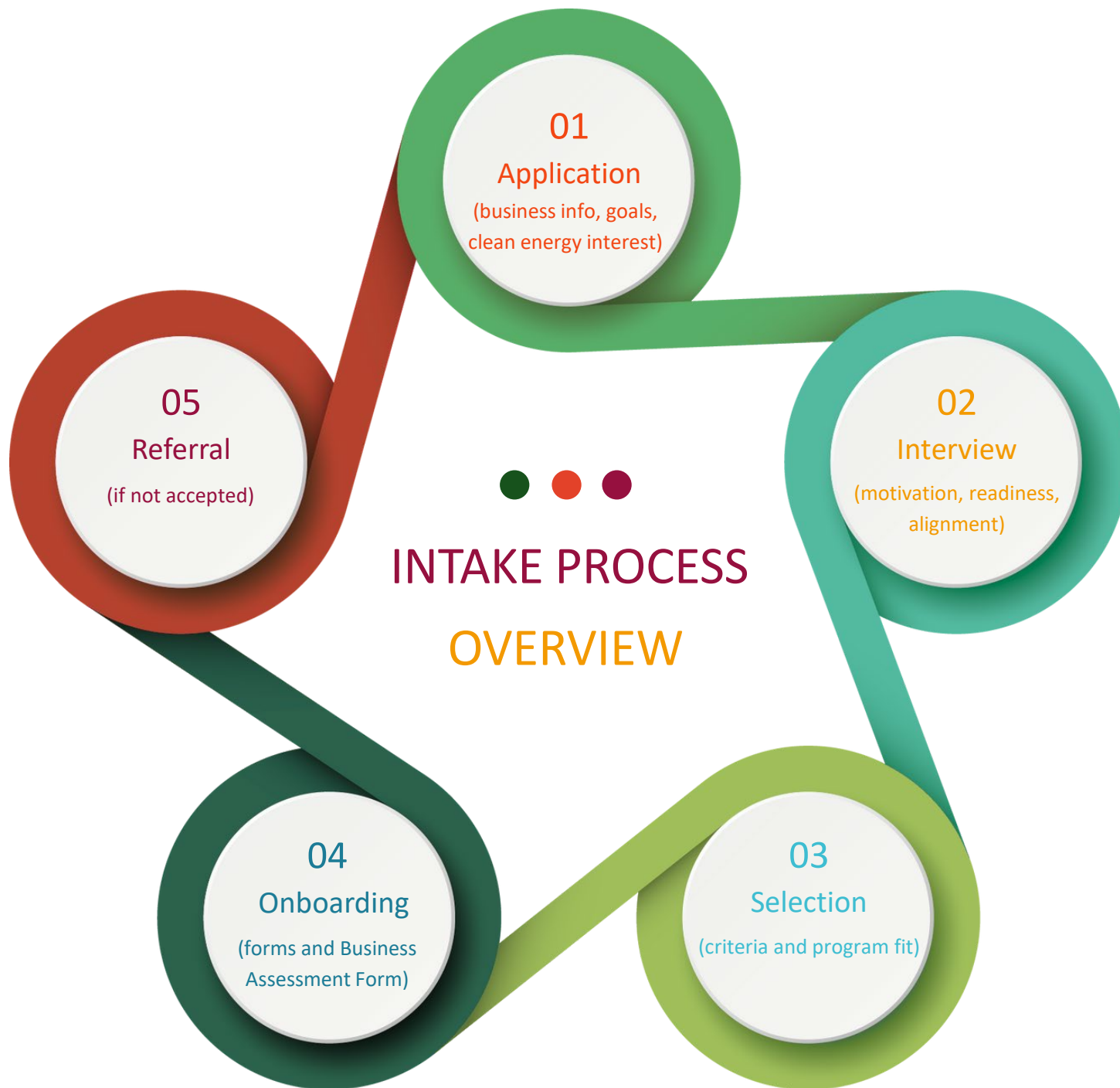
## Cohort Learning:

8-Week Cohort Program on clean energy markets, procurement, and business opportunities. Practical, peer-driven, and immediately applicable.

3

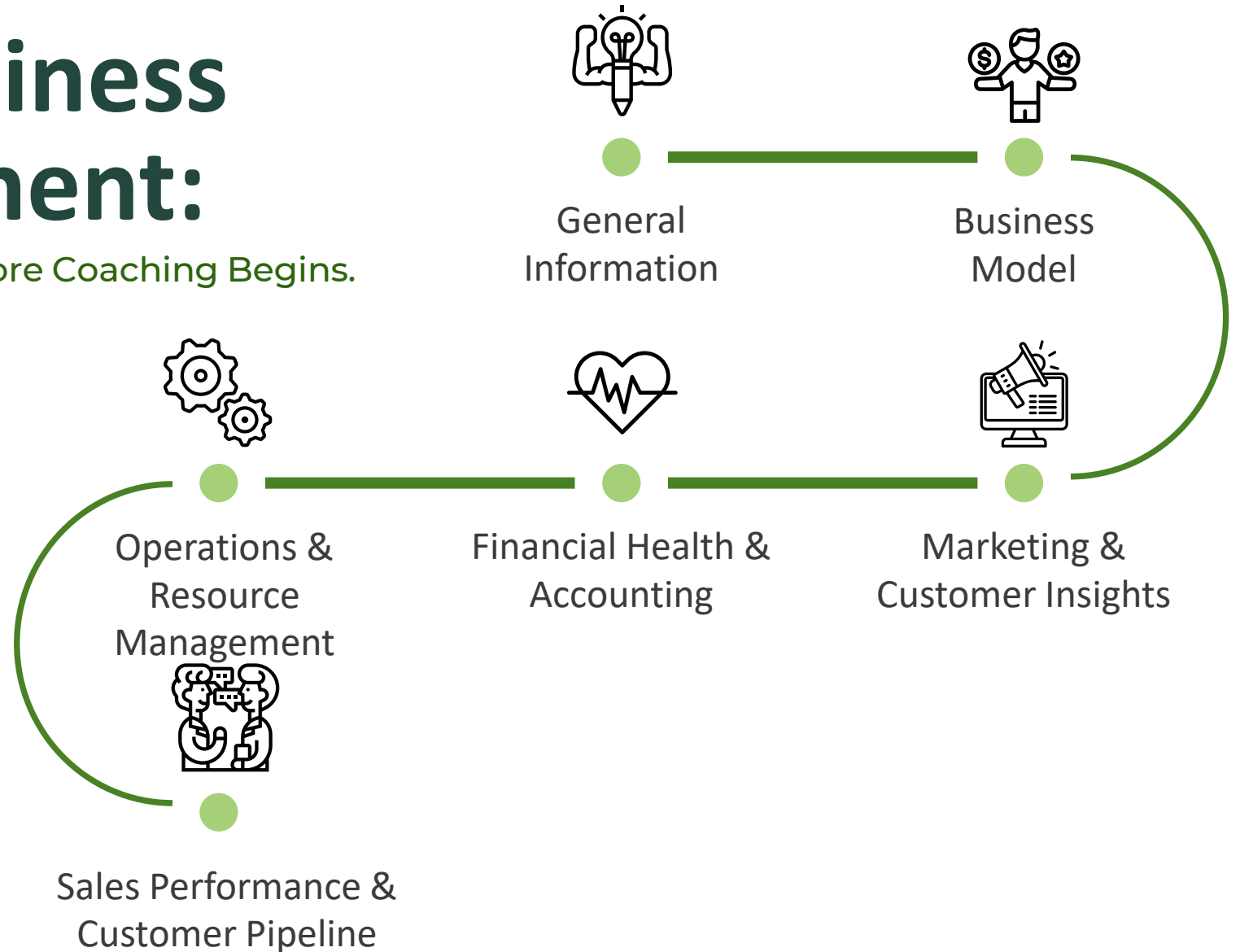
## Legal Services & Expert Advisors:

Access to legal guidance and clean energy experts at no cost to participants.



# Our Business Assessment:

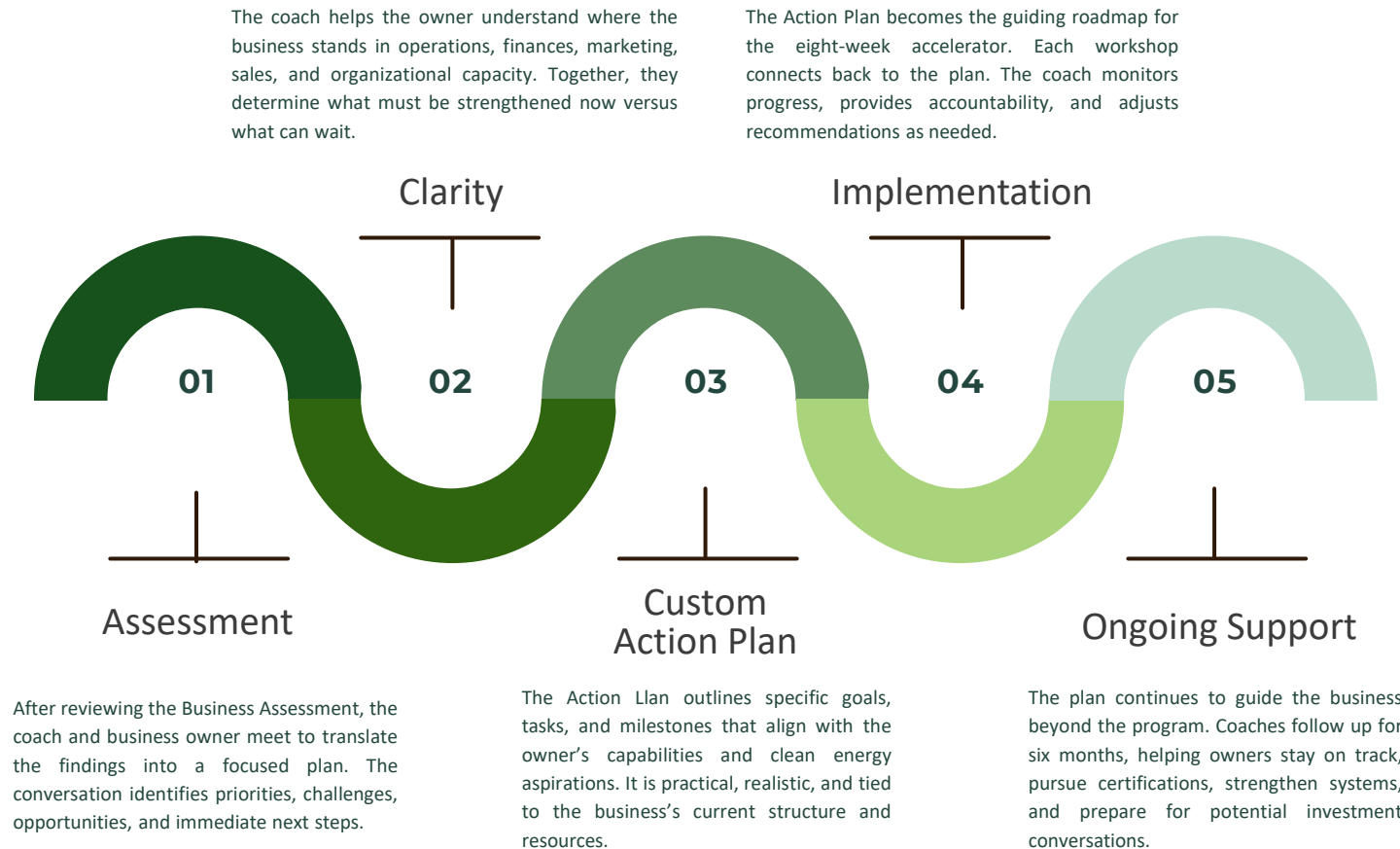
What We Learn Before Coaching Begins.





# From Assessment to Action:

Building the Action Plan With The Assigned Coach.



# Pathway to BII's investment team:

Preparing Businesses for Capital Conversations.



- Because it's led by Boston Impact Initiative (BII), GreenEdge opens the door to potential investment for businesses ready to grow.



Led by: Boston Impact Initiative (BII)  
Funded by: Massachusetts Clean Energy Center (MassCEC)

## Key Features

- Checklist of baseline eligibility: certification, licensing, financials
- Scoring worksheet to identify gaps (insurance, bonding, wage law familiarity, etc.)
- Referrals based on results

Additional Procurement Navigation questionnaire and scoring logic including procurement history, readiness checklist, tiered outcomes

## ELIGIBILITY & CAPACITY ASSESSMENT TOOL

### FOR CLIMATE-CRITICAL UNDERREPRESENTED BUSINESSES

#### Purpose

This staff-facing tool helps identify Massachusetts Minority- and Women-Owned Business Enterprises (MWBEs) and other underrepresented businesses that are eligible to participate in clean energy initiatives and assesses their readiness to secure contracts, access funding, and scale operations.

#### Section 1: Business Information

- **Business Name:** \_\_\_\_\_
- **Owner Name(s):** \_\_\_\_\_
- **Telephone, Email:** \_\_\_\_\_
- **Registered MA Address:** \_\_\_\_\_
- **Certifications Held:** ☐ MBE ☐ WBE ☐ DBE ☐ Other \_\_\_\_\_
- **Primary Industry:** \_\_\_\_\_
- **# of Full-time Employees:** \_\_\_\_\_
- **# of Part-time/Seasonal Employees:** \_\_\_\_\_
- **Years in Operation:** ☐ 0-2 ☐ 3-5 ☐ 6+

#### Section 2: Clean Energy Eligibility Matrix

Business operates or plans to operate in a sector critical to meeting Commonwealth climate goals (e.g. clean energy, energy efficiency, decarbonization) and employs or will employ workers in climate-critical jobs (e.g. electricians, HVAC technicians, energy auditors).

Category	Functions	Examples
<b>Design</b>	Engineering, system design, architecture, specification development	Businesses that contribute technical design input to clean energy systems (e.g., HVAC blueprints, decarbonization consultants)
<b>Manufacturing</b>	Panel assembly, component parts, material management, services, QA/QC tracking	Fabricate or supply parts, services, and materials used in clean energy systems
<b>Installation &amp; Maintenance</b>	HVAC contractors, solar installation, electricians, weatherization crews, EV charging installation, EV maintenance	Direct deployment of equipment, retrofit services, and maintenance services

#### Section 3: Readiness & Capacity Tiers

Tier	Description	Typical Indicators
<b>Tier 1: Clean Energy-Qualified</b>	Fully licensed, insured, experienced in related work	Prior public contracts, energy project references, OSHA/EPA compliance
<b>Tier 2: Pivot-Eligible</b>	Currently operates in adjacent industry; can pivot with minimal upskilling and navigation	Active contractor in HVAC, transportation, general construction, etc.
<b>Tier 3: Early-Stage</b>	Business or new cooperative/business that lacks workforce, financial readiness, or certifications	New businesses with limited project experience; lacks bonding or certifications
<b>Tier 4: Not Aligned (Referral)</b>	May not meet clean energy scope or is in a tangential sector without clear alignment	e.g., solar cab ads, sustainability consultants, food vendors, general consumer services not related to clean energy systems

#### Section 4: Embedded Intake Questions

##### Business Basics

- Is your business currently registered with the state?
- How many years have you been in operation?
- Are you certified as MBE/WBE/DBE or self-identify as an underrepresented business?

##### Service Fit

- Which of the following services do you currently offer?
- Have you completed any work on energy efficiency or renewable projects?
- Do you currently bid into any public or utility procurement systems?

##### Capacity Indicators

- Do you have licensed staff or crew (e.g., electricians, HVAC)?
- Do you hold relevant insurance and bonding?
- Do you have sample scopes of work or past contracts in adjacent fields?

##### Barriers to Participation (checklist)

- ☐ Capital access (working capital, bonding)
- ☐ Technical training
- ☐ Procurement and Vendor Access
- ☐ Supply Chain knowledge
- ☐ Certification
- ☐ Staffing or skilled labor
- ☐ Clean Energy knowledge
- ☐ Business Planning
- ☐ \_\_\_\_\_



## FULL ASSESSMENT QUESTIONNAIRE

### Section 1: Business Basics

1. Is your business currently registered in Massachusetts? (Yes/No)
2. What year was your business established? (Open response)
3. Do you identify as an MBE/WBE/DBE or other certified business? (Yes/No – If Yes, list certifications)
4. What is your primary NAICS code? Open Response
5. What geographic regions do you currently serve? (Select all that apply)

### Section 2: Services Offered

6. Which of the following services/products does your business provide? (Multi-select)
  - Design/Architecture/Engineering
  - Manufacturing/Supply Chain
  - HVAC/Weatherization/Building Decarbonization
  - Solar/EV Infrastructure
  - Project Management
  - Other (open text)
7. Have you ever completed work related to clean energy (e.g., Mass Save, solar installs, retrofits)? (Yes/No – If Yes, describe)
8. Have you ever been a subcontractor or prime on public or utility-funded projects? (Yes/No)
9. Do you currently carry any professional licenses relevant to the services you provide? (Yes/No – If Yes, list)
10. Are you on any vendor lists?

### Section 3: Capacity & Readiness

10. Do you have full-time staff? If yes, how many?
11. Do you have a pipeline of trained labor or access to subcontractors? (Yes/No – Optional description)
12. Are you bonded or insurable for public/private projects? (Yes/No – If Yes, up to what amount?)
13. Do you have sample scopes of work or project portfolios? (Yes/No – Upload or provide link if available)
14. Have you ever applied for certification with MassSDO (supplier diversity office) or other state/local programs? (Yes/No – If No, are you interested?)

### Section 4: Barriers to Participation (Select all that apply)

15. Access to capital (e.g., working capital, bonding)
16. Access to technical training or certifications
17. Understanding public procurement or RFP navigation
18. Lack of staff/labor force
19. Limited awareness of clean energy market opportunities
20. Other barriers (Open text)

### Section 5: Goals and Interests

21. Are you interested in bidding on clean energy contracts within the next 6–12 months? (Yes/No/Unsure)
22. Would you be open to mentorship or technical assistance support? (Yes/No)
23. Would you be open to wraparound or financial supports (e.g. childcare or wage replacement during training)? (Yes/No)
24. Are you seeking business development help (e.g., certification, financial readiness, market positioning)? (Yes/No)

## SCORING LOGIC KEY

The **Scoring Logic Key** for the Eligibility & Capacity Assessment Tool to systematically assign respondents into Tiers 1–4 and direct them to the right support path:

Section	Question(s)	Criteria & Points	Weight
<b>Business Basics</b>	Q1 (Registration)	Yes = 2 pts, No = 0 pts	High
	Q2 (Years in Business)	>3 years = 2 pts, 1–3 years = 1 pt, <1 year = 0 pts	Med
	Q3 (Certifications)	State/Federal cert = 2 pts, Self-identified = 1 pt, None = 0 pts	High
<b>Services Offered</b>	Q6–Q7	Match clean energy categories = 3 pts, Related industries = 2 pts, Other = 0 pts	High
	Q8–Q10	Prior project experience/licensing = 2 pts each	High
<b>Capacity &amp; Readiness</b>	Q11–Q14	Staff >3 = 1 pt; Bonded = 2 pts; Portfolio = 1 pt	High
<b>Barriers</b>	Q15–Q20	Each selected barrier = -1 pt (up to -4 max)	High
<b>Goals &amp; Interests</b>	Q21–Q24	Actively pursuing clean energy = 2 pts, Unsure = 1 pt, No = 0 pts	Med

## TIER THRESHOLDS

Score Range	Tier
15+	Tier 1: Clean Energy-Qualified
10–14	Tier 2: Pivot-Eligible
5–9	Tier 3: Early-Stage
<5	Tier 4: Not Aligned

## OUTPUTS & NEXT STEPS

Based on scoring:

- **Tier 1: Clean-Energy Qualified** | Refer or provide individualized core and additional services
- **Tier 2: Pivot Eligible** | Refer or provide individualized core and additional services
- **Tier 3: Early-stage** → Refer or provide core services and procurement navigation support
- **Tier 4: Not aligned** → polite exit with links to other MA small business supports

## SCORING WORKSHEET

Item	Response/Notes	Pts
Q1 Registered in MA		0/2
Q2 Years in business		0/1/2
Q3 Certifications		0/1/2
Q6–Q7 Service alignment		0/2/3
Q8 Prior project experience		0/2
Q9 Licensing/credentials		0/1/2
Q10 Staff capacity (>3)		0/1
Q11 Bonding/Insurance		0/1/2
Q12–Q13 Portfolio/References		0/1
<b>Subtotal (max 19)</b>		<b>___/19</b>
<b>Barrier deductions (Q15–Q20)</b> (-1 each, max -4)		<b>___</b>
<b>Goals &amp; Interests (Q21–Q23)</b> 0/1/2/3		<b>___</b>
<b>TOTAL SCORE</b>		<b>___</b>
<b>TIER</b>	(≥15 Tier 1; 10–14 Tier 2; 5–9 Tier 3; <5 Tier 4)	<b>___</b>

**Is the Hub, Spoke, MWBE-Support Grantee Capable and Ready to provide supports:**

	Yes	No	Hub & Spoke Referral	Partner Referral
Core Services	<input type="checkbox"/>	<input type="checkbox"/>		
Additional Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

**Notes:**

**Prepared by (Name, Org.):** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Small Group Discussion Questions

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**Instructions: Please sit no more than 5-6 per table. Assign one person to report out to the group and another person to scribe. Discussion sessions will last for 20 Minutes.**

### **Informing Service Plans:**

- How are you currently conducting (or planning to conduct) intake and needs assessment? What tools or processes do/will you use?
- What baseline information do you (or will you) prioritize collecting during intake? Why? What data points or information have been (or will be) the most helpful for developing a service plan and matching a business participant to the right services?
- What platform do you use to collect assessment information, develop and record a service plan and record services and outcomes?

### **Coordination & Collaboration:**

- When referring business participants to other business support organizations, what information do you (will you) provide to them to ensure they have a full picture of the business's strengths, needs and opportunities?
- [If you're an Individual Training Provider, have you ever received a contractor referral for upskilling or referred a graduate to a business support organization or might this be a future opportunity?]
- What platform or method do you (will you) use to provide information?

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# Share out

# Morning Concurrent- 1C





## Session 1C: Turning Curriculum into Impact: *A Workshop on Powering the Future*

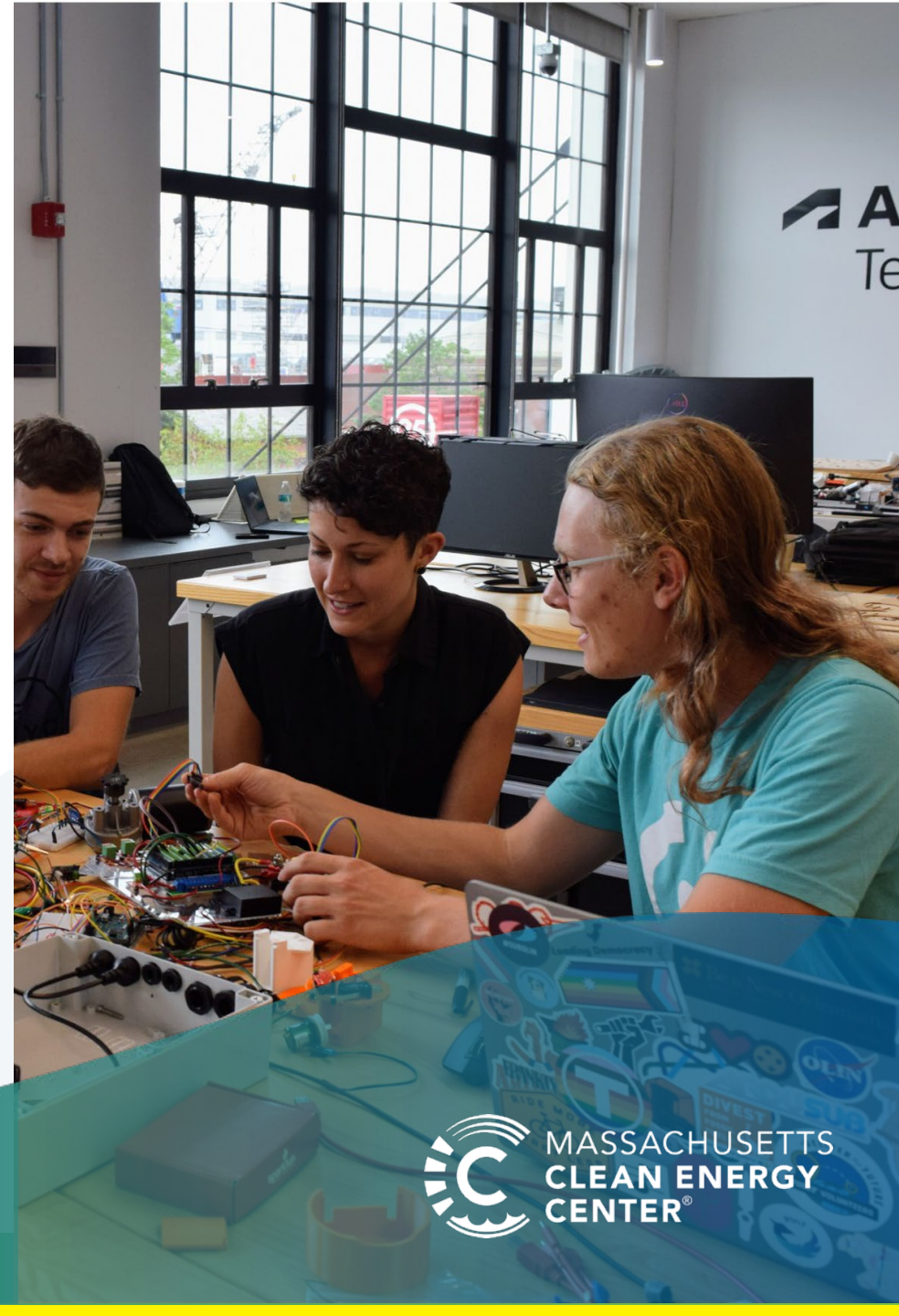
Join fellow grantees for a hands-on workshop exploring how the Powering the Future curriculum is being implemented across schools and programs. Participants will share what's working well, discuss challenges, and collaborate on ideas for improvement. This interactive session is designed to surface best practices, identify opportunities for refinement, and strengthen collective impact as we bring this new curriculum to life.

*Wrong Room?*

1A ▪ Peer-Learning Discussions (Ballroom)

1B ▪ CUBS Intake to Insight (Rm 101)

1D ▪ Work in the Age of Anxiety (Rm 104)



MASSACHUSETTS  
CLEAN ENERGY  
CENTER®



# Agenda

Welcome and Session Framing

Warm Up Reflection

Quick Context: What the Curriculum Offers

Practical Strategies and Shared Lessons

Implementation Deep Dive

Collaborative Feedback and Future Directions

Wrap Up and Next Steps

### Purpose of this Session

- Connect grantees who are implementing or preparing to implement Powering the Future
- Share early successes, challenges, and lessons learned
- Collaborate to strengthen curriculum implementation across programs
- Surface insights to inform future curriculum improvements and supports

## Session Objectives

- Identify effective integration strategies across diverse program models
- Analyze and problem-solve common implementation challenges
- Provide feedback to guide future curriculum iterations
- Brainstorm approaches for embedding curriculum content into ongoing work
- Leave with concrete next steps and best practices

## Quick Check-In

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- <https://www.menti.com/alwf5zb1fo65>
- Who is in the room?
- Are you currently using the curriculum, planning for future use, or just exploring for the first time?



## Quick Context: What the Curriculum Offers

- The curriculum is aimed at grades 9–12 (though could be adapted for other youth/young adult audiences).
- It includes **18 lessons**, each ~50 minutes, with teacher guides, slide presentations, student worksheets, and *companion videos* featuring MA based clean-energy professionals.
- The lessons cover climate science, clean-energy solutions and a career-exploration module spotlighting many clean-energy professions.
- Final lesson is a capstone: reflection + career-path planning.
- Materials are designed to be accessible and adaptable to different learning environments – everything is modular!



<https://cleanenergyeducation.org/curriculum/>



# What's Included in Each Lesson

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## Teacher Manual

Preparation, Direct Instruction, Discussion Guidance,  
Differentiation and Adaptation, Extensions

## Instructional Presentation

Guiding Slides, Related Multimedia and Data, Discussion  
Questions, Group Activities, Exit Tickets

## Student Activity Worksheets

Opening Activities, Group Work, Discussion Prompts, Closing  
Activities

## Companion Videos

Foundational Learning, Technology Overviews, Individual Career  
Spotlights, Massachusetts Specific Projects and Initiatives





- Depending on where you are currently at in your curriculum work, turn and talk with those at your table and share out on one of the following topics:

**For those who have already begun implementing or planning towards implementing the curriculum:**

- One success or bright spot from implementing (or planning for) the curriculum
- One challenge or question you have encountered while implementing (or planning for) the curriculum

**For those who are just beginning to explore the curriculum:**

- What do you hope the curriculum could help solve, improve, or strengthen in your program?

## Practical Strategies for Schools

- **Integrate as a standalone elective or semester-long “Clean Energy & Climate Careers” course:** Feature the full 18-lesson sequence in a quarter or semester elective, perhaps in science, environmental science, CTE or as part of a “sustainability / civic-engagement” track.
- **Embed modules within existing science, social studies, or civics classes**  
Because the curriculum includes both climate science and career/civics-oriented content, schools could pull in 2–4 lessons per unit to complement existing units on ecology, physics, government/policy, or economics.
- **Use the “Career Spotlight” lessons as part of career-readiness / guidance programs**  
Incorporate the career-oriented lessons during advisory periods, guidance counseling, or Career & College Readiness classes - helping students explore clean energy careers as part of broader postsecondary planning.
- **Capstone planning & reflection as project-based learning (PBL):**  
Use Lesson 18 (capstone) for students to build their own “clean-energy career / climate action plan,” maybe even linking to local clean-energy initiatives or community projects - deepening relevance.

## Shared Lessons/ Considerations for Schools

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- **Flexibility is key.** While 18 lessons are provided, many schools may not have scheduling room for a full course - so modular adoption helps (pulling some lessons into existing classes).
- **Cross-department collaboration pays off.** Science, social studies, CTE, guidance - all can jointly support this, maximizing relevance and resources.
- **Real-world connections enhance engagement.** The career-spotlight videos and tangible career pathways make the abstract idea of climate change far more concrete and relevant for students considering their futures.
- **Support for teachers is important.** Even though materials are ready-made, some teachers may need orientation or peer guidance - especially if they don't have climate-energy background or are new to career-education content.

# Practical Strategies for Training Providers, WD Programs, etc.

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- **Use curriculum as a foundational module for energy-sector readiness or orientation:**  
For trainees entering trades, HVAC, renewable-energy installation, building-efficiency, or electrical work, start with “Powering the Future” to give context and broad exposure before diving into technical training.
- **Integrate with technical training - blend theory + career context:**  
Combine climate-science and energy-systems lessons (from the curriculum) with hands-on training (e.g., HVAC, solar installation, retrofit, energy audits) to build both conceptual understanding and technical skills.
- **Facilitate career planning and pathway mapping:**  
Use the career-spotlight lessons to help adult learners / trainees evaluate which clean-energy roles match their interests and skills - then map out next steps (certifications, apprenticeships, additional training).
- **Leverage as recruitment and engagement tool:**  
Use the curriculum in outreach or pre-enrollment programs to attract job-seekers who might not have considered clean-energy careers - showing a breadth of opportunities (not just one trade or profession).
- **Partner with local employers / clean-energy businesses:**  
As trainees complete the curriculum, connect them with industry partners, internships, apprenticeships, or job shadowing - using the curriculum as a bridge to real employment.

## Shared Lessons for Training Providers, WD Programs, etc.

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- **Broad exposure helps break narrow stereotypes.** Many may think “clean-energy jobs = solar installers” - the variety of careers in the curriculum helps expand vision.
- **Blending classroom + hands-on training strengthens retention & relevance.** Theory + technical skill + career context appeals to adult learners and increases likelihood of follow-through.
- **Support for career navigation is key.** Some trainees may need additional guidance for certification pathways, job applications, or further training - use the curriculum’s career-focus as a backbone but build support on top.

# Implementation Deep Dive

<https://forms.office.com/r/XM6t8GTTvk>

**For those currently using the curriculum**

How have you integrated the curriculum into your program or class structure?

What adaptations or supports have been most effective?

How have students responded so far?

What barriers have you encountered (time, staff readiness, alignment with standards, etc.)?

What supports or materials would help you improve implementation?

**For those exploring or planning to use the curriculum**

Where do you see the curriculum fitting within your existing program or course structure?

What adaptations do you think you may need to make to fit your students, schedule, or program model?

Based on what you've seen so far, how do you anticipate your students will respond to this content?

What potential barriers do you foresee as you begin implementing (e.g. time, staff prep, logistics, alignment)?

What supports, training, or materials would help you feel ready to start implementation?

Turning Curriculum into Impact: A Workshop on Powering the Future





# Collaborative Feedback & Future Directions

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**Based on what we've discussed, what improvements or additional supports would make implementation easier or more impactful?**



**What's one idea you'd like MassCEC (or your team) to explore for future iterations?**

# Wrap-up & Lessons Learned

- **Take advantage of the full mix of content — science, solutions, and career exploration.**  
The curriculum's strength lies in combining climate science, energy-system solutions, and a wide variety of clean-energy career paths. Use all parts — not just the science or not just the career modules — for maximal impact.
- **Adapt pacing and module selection to your context.**  
Don't feel pressure to run all 18 lessons straight through. Break it into chunks, thematic modules (e.g. climate + local solutions, or career exploration + career planning), or integrate pieces into existing curricula.
- **Link curriculum to local context, community needs, and real-world opportunities.**  
Whether it's local clean-energy projects, workforce needs, community-solar or building retrofits, tailoring content to what's happening in your region increases buy-in and perceived value.
- **Build pathways — not just awareness.**  
Especially for older students or adult learners: use the career-spotlight + capstone to help map clear next steps (training, certifications, apprenticeships, job placements) rather than leaving it as a conceptual exploration.
- **Encourage community and stakeholder engagement.**  
Bring in local clean-energy employers, community leaders, or municipal stakeholders for guest talks, information sessions, or site visits — helps connect learning to real opportunities and boosts legitimacy.

## Stay in touch!

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- ▶ Alex Schwartz, Senior Program Manager, Student and Young Adult Career Pathways
- ▶ [aschwartz@masscec.com](mailto:aschwartz@masscec.com)

# Morning Concurrent- 1D



# Session 1D: Work in the Age of Anxiety: *Rethinking Readiness, Retention & Resilience*

In this timely and thought-provoking presentation, participants will gain a clear understanding of how anxiety is impacting job seekers, employees, and employers alike, from interview readiness and onboarding to long-term retention and performance. The session includes a data-informed overview of current mental health trends, with a specific focus on how anxiety is becoming a structural barrier to employment and advancement. Attendees will leave with practical, actionable strategies to better support individuals experiencing anxiety through program design and implementation.

## *Wrong Room?*

1A ▪ Peer-Learning Discussions (Ballroom)

1B ▪ CUBS Intake to Insight (Rm 101)

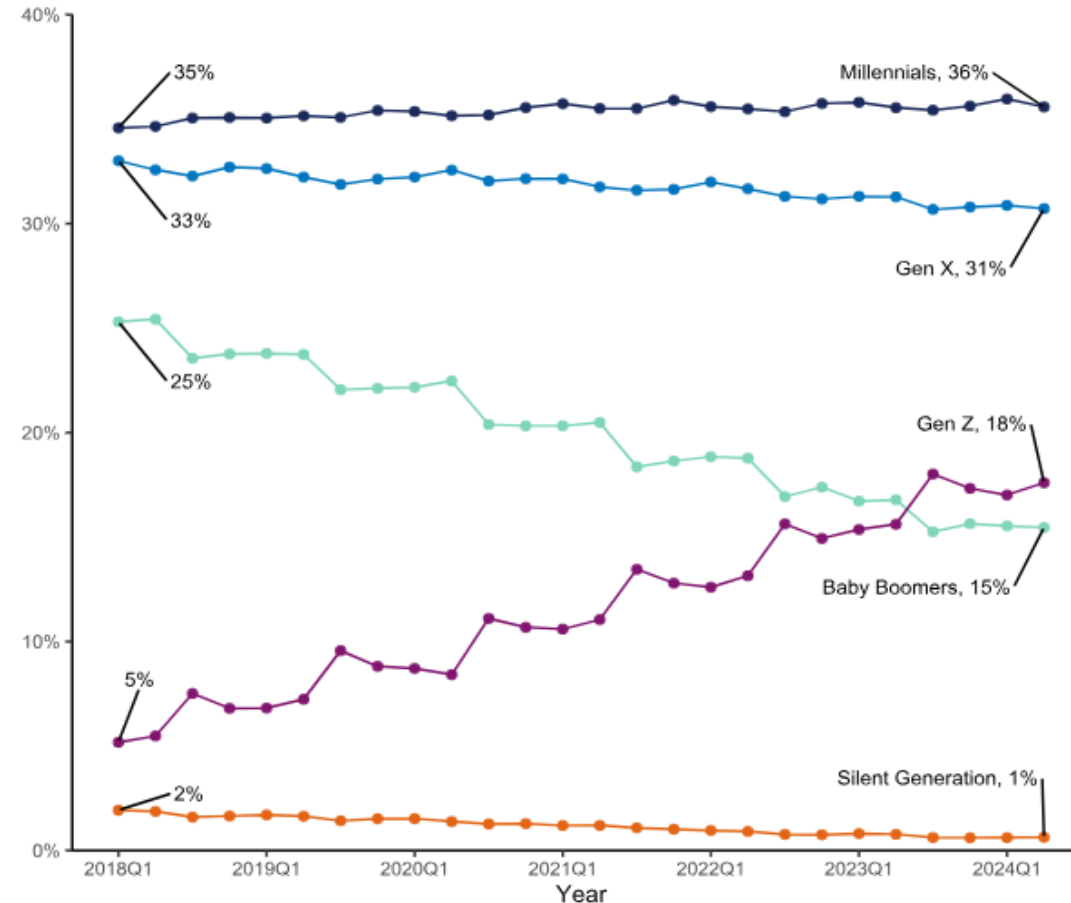
1C ▪ Curriculum into Impact (Rm 103)



# Changes in the Generational Share of the Workforce

How has the generational composition of the labor force changed in the years since the COVID-19 pandemic? In the third quarter of 2023, the share of Gen Z workers in the labor force surpassed that of Baby Boomers for the first time. As of the second quarter of 2024, Gen Z workers were almost a fifth (18%) of the labor force, with Baby Boomers comprising 15% of the labor force. Millennials made up the largest share of the labor force (36%), while the Silent Generation has almost entirely retired (1%). Gen X occupied the second largest share (31%), and the Gen X share has declined modestly at a similar rate to that which the Millennial share has increased.

Generational share of the labor force



Source: analysis of CPS Basic Monthly Samples (2018–2024) accessed via IPUMS

## Data snapshots:

- By 2023, Gen Z (those born between 1997-2012) will make up **30%+** of the workforce<sup>2</sup>
- **68%** of Gen Z and younger millennials report feeling stress a lot of the time<sup>3</sup>
- **54%** of Gen Z workers report feeling disengaged or disconnected at work<sup>3</sup>

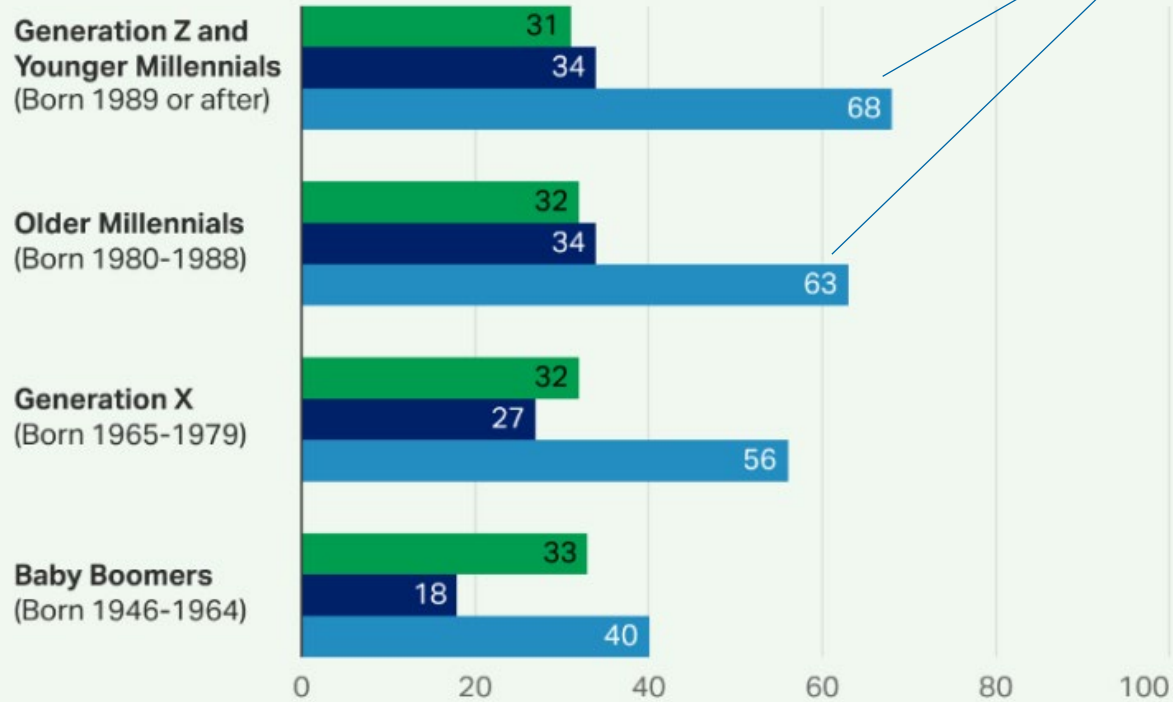
<sup>1</sup>[https://www.dol.gov/sites/dolgov/files/ETA/opder/DASP/Trendlines/posts/2024\\_08/Trendlines\\_August\\_2024.html](https://www.dol.gov/sites/dolgov/files/ETA/opder/DASP/Trendlines/posts/2024_08/Trendlines_August_2024.html), <sup>2</sup><https://imagine.jhu.edu/blog/2023/04/18/gen-z-in-the-workplace-how-should-companies-adapt/>, <sup>3</sup><https://www.gallup.com/workplace/404693/generation-disconnected-data-gen-workplace.aspx>



# Why are Young Workers Experiencing More Anxiety?

## Engagement, Burnout and Stress, by Generation

■ % Engaged ■ % Burned Out ■ % Stress



Q1 2022 U.S. Working Population

GALLUP®

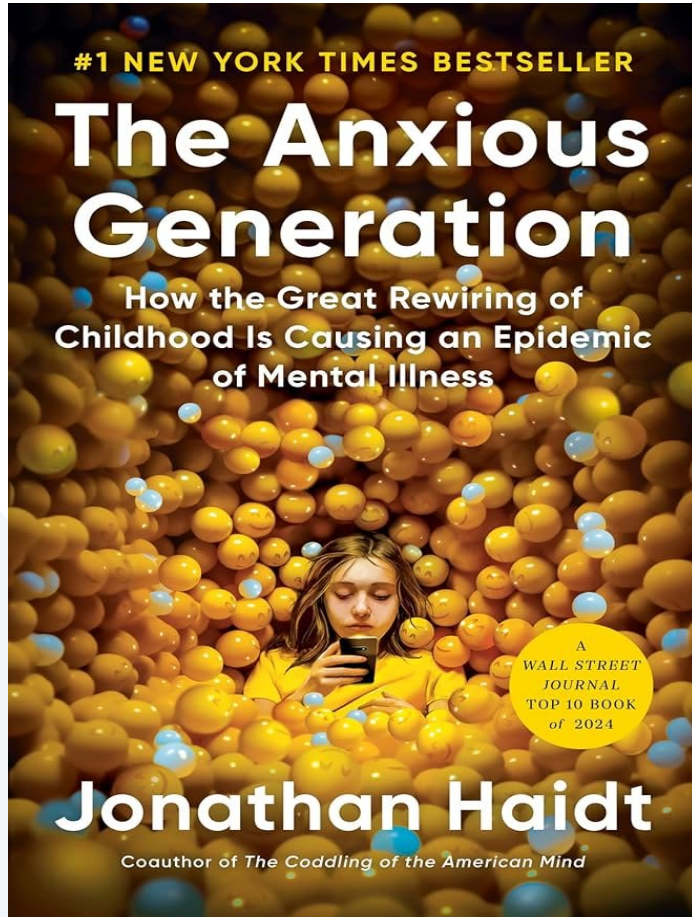
**Stress and burnout** effect job performance and long-term career growth

- Less engagement at work
- Mental health difficulties
- Dissatisfaction in job duties
- High turnover rates
- Limited professional growth
- Poor job performance

**Mismatch** between expectations of the emerging workforce (flexibility, inclusivity, alignment with personal values) and organizational practices

**Inflexible work environments** – lack of accommodation for differing work styles (hybrid, digital, in-person, favoring mentorship or independence)

# Why are Young Workers Experiencing More Anxiety?



*“Gen Z [...] are starting their careers during a time of growing inflation, mounting student loan debt, a housing crisis, and an impending recession. In addition, they have faced catastrophic occurrences like war, social instability, and an increase in gun violence. Gen Z has been dealt a difficult hand, and it’s defining how they engage in work.”*

*- Chloe Donelan, Johns Hopkins, 2023*

## Other factors that affect young workers:

**Social media** - Influence of immediate validation and gratification, differing communication styles (digital-first, informal)<sup>3</sup>

**Mental health** - Compared to other generations to report good or great mental health, Gen Z is the least likely to report good or great mental health<sup>4</sup>

<sup>1</sup> <https://imagine.jhu.edu/blog/2023/04/18/gen-z-in-the-workplace-how-should-companies-adapt/>, <sup>2</sup> <https://www.gallup.com/workplace/404693/generation-disconnected-data-gen-workplace.aspx>, <sup>3</sup> <https://www.sciedu.ca/journal/index.php/ijba/article/view/27231>, <sup>4</sup> <https://www.apa.org/monitor/2019/01/gen-z>

# Reimagining Workforce Development

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## Reframing Readiness

- Re-evaluating if testing is necessary to determine aptitude
- Risk vs. promise, potential vs. pedigree
- Understanding and removing barriers to employment

## Rethinking Retention

- Support services are responsive, not assumed
- Job development occurs at the start of the training program, not the end
- Transparent/defined communication expectations

## Achieving Resilience

- Job placement that meets both employer and participant needs
- Continued support beyond training program period
- Participant experiences increase in wage/promotion/credentials

---

*Let's Discuss:*  
**Mentimeter Poll**





# Track 1D - Work in the Age of Anxiety: Rethinking Readiness, Retention, & Resilience

Moderator:



**MODERATED BY**  
**Jenna Wills**  
Senior Program Manager



Panelists:



**Mario Rodrigues**  
CEO & Program Director



**Carlos Galvez**  
Director of Economic  
Sustainability & Mobility



**Charla Hixson**  
Chief Impact Officer



## Turn to your neighbors and in groups of 2-3, please discuss:

---

Where in your programs do you see participant anxiety showing up most clearly, and what is one practical shift, drawn from today's panel, that you could make in the next six months to better support resilience?

What partnerships, staff supports, or measurement tools would help you sustain this work and ensure participants continue to thrive as they move from training into the workplace?



---

# Questions?

# Lunch Slides



# MassCEC Workforce Development Team



**Jennifer Applebaum**  
Managing Director



**Raija Vaisanen**  
Deputy Director



**Janel Granum**  
Program Director



**Alex Schwartz**  
Senior Program Manager



**Edward Hsieh**  
Program Director



**Jenna Wills**  
Senior Program Manager



**Lindsay McCluskey**  
Senior Program Manager



**Samuel Brandon**  
Program Manager



**Elizabeth Youngblood**  
Senior Program Manager



**Lauren Van Schepen**  
Program Manager



**Ellie O'Donnell**  
Program Administrator



**Heather Marciniak**  
Program Manager



**Christina Dellaventura**  
Program Manager



**Ben Christensen**  
Program Manager



**Ana Marques-Jackson**  
Program Manager



**Korina Anagnostopoulou**  
Program Manager



**Josie Wagner**  
Workforce, EJ, and  
Research Fellow



**Kate Ratcliffe**  
Program Administrator



**Emma Stuart**  
Workforce Fellow



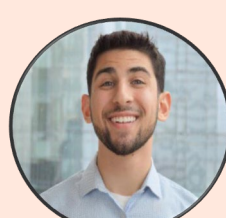
**Omni Balkema**  
Program Administrator



**Kira Nolan**  
Program Administrator



**Maeve Singer**  
Program Administrator



**Rylan Gonzalez**  
Workforce & EJ Fellow

**Strategy, External Engagement  
and Research**

**Student and Young Adult  
Pathways**

**Training and Small Business Support**











# LEAN ENERGY ECONOMY

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# Welcome Back





Tony Mazzucco  
*Town Manager, Norwood*

# Funding Opportunities, Strategic Initiatives, and Program Updates





# MassCEC Workforce - What We Do and Why It Matters



**We identify and meet the industry's current and future workforce needs by:**

- ✓ Fostering heightened career awareness
- ✓ Increasing the availability and effectiveness of training, advancement, and small business opportunities
- ✓ Expanding and diversifying the workforce
- ✓ Coordinating effective regional and statewide partnerships to maximize impact

**Ensuring everyone can thrive in the clean energy economy**

# Workforce Training and Small Business Support RFPs



## MA Residents / Incumbent Workers

### Climate-Critical Workforce Training, Equipment, and Infrastructure

**Up to \$800,000**

- Support MA residents with **Career Pathway Training** or **Incumbent Workers** with upskilling
- Funds eligible for **Equipment and Infrastructure**
- Increase **Trainer Capacity**



**Deadlines:**

December 10, 2025  
February 18, 2026  
May 1, 2026

## Priority Populations

(EJ Neighborhoods, Fossil Fuel Workers, Federal recognized/State-acknowledged Tribes, MWBEs)

### Equity Workforce Training for Job Seekers and Adult Learners

**Up to \$1.2 Million**

- Support individuals from priority populations with **Career Pathway Training**
- Support **Training Preparedness and Pre-Apprenticeships for Adult**
- **Planning or Capacity** to prepare for implementation



**Deadlines:**

December 10, 2025  
February 18, 2026  
May 1, 2026

### Climate-Critical Underrepresented Business Support (CUBS)

**Up to \$800,000**

- Support Underrepresented Businesses (e.g. **MWBEs**)
- Core Services, Sector-Specific Services, **Procurement Navigation**
- **Regional Hub and Spoke Model**



**Deadlines:**

January 16, 2026  
April 17, 2026

# Open Training Solicitations

	Equity Training	Climate-Critical
<b>Funding Amount per Award</b>	Up to \$1,200,000.00	Up to \$800,000.00
<b>Length of Grant</b>	6 months - 3 years	1-2 years
<b>Target Population</b>	EJ Neighborhood, Federally Recognized and State Acknowledge Tribes, Fossil Fuel Workers, Low/moderate income Populations	<u>Massachusetts Residents</u>
<b>Strands</b>	<p><b>Strand A:</b> Career Pathway Training Leading to Employment in Climate-Critical Priority Occupations</p> <p><b>Strand B:</b> Clean Energy Career Awareness, Career Exploration, Career Navigation and Preparation for Adult Learners and Job Seekers</p> <p><b>Strand C:</b> Planning or Capacity to Prepare for Implementation or to Run a Pilot Focused on Career Pathway Training or Training Preparedness.</p>	<p><b>Strand A:</b> Career Pathway Training Leading to Employment in Climate-Critical Priority Occupations</p> <p><b>Strand B:</b> Climate-Critical Upskilling for Incumbent Workers</p> <p><b>Strand C:</b> Equipment, Infrastructure and Training Ecosystem Support</p> <p><b>Strand D:</b> Capacity for Climate- Critical Educators and Trainers</p>

# Funding Timeline: Student and Young Adult Programs

FY 26 RFP Release	Program Name
Just posted!	<b>Equity Workforce Young Adult Career Pathways</b>
Coming soon in December	<b>Students and Young Adult Equity Workforce Climate Service Corps</b>
Variable-see below for cycles	<b>Internships</b>
Open	Spring Session
Open Feb	Summer Session
Open July	Fall Session



# Student and Young Adults RFP- *just launched!*

Goal: Broaden Awareness of Clean Energy Careers and Pathways for students and young adults under the age of 24

**Due Dates:** January 15

April 10

## Three Strands:

- Clean Energy Career Awareness, Career Exploration
- Career Pathway Training
- Planning and Capacity



# Clean Energy Internship Program, Spring Session is now open!



- Students across different majors and training programs can find opportunities.
- MassCEC reimburses for an intern's work.
- Employers can be reimbursed up to \$18 per hour, or up to **\$4,320** per intern for employment between January and May, and **\$8,460** in the Summer session.
- Employers can use the internship program to build their talent pipeline.
- <https://www.masscec.com/program/clean-energy-internship-program-employers>





# MASSACHUSETTS CLIMATE CAREERS: POWERING THE FUTURE

- Clean Energy Career Awareness Curriculum built by MassCEC in partnership with leading curriculum developers and experienced educators within the Commonwealth.
- Designed for Grades 9-12.
- Eighteen modular lessons focused on foundational climate topics, clean energy and climate technologies, and clean energy career spotlights.
- **Massachusetts focused.** Each lesson includes a 3-5 minute video highlighting specific projects and organizations around Massachusetts. Career spotlight videos focus on young people in the clean energy industry throughout the state.
- Available at [www.cleanenergyeducation.org](http://www.cleanenergyeducation.org)



# Gain valuable work and training experience through the Construction, Installation, and Maintenance Program

- Vocational high school, After Dark, CTI students, and participants of MassCEC-approved programs\* are eligible to participate.
- Participants receive valuable paid on-the-job training and work experience.
- Participants in non-vocational schools can seek 12-weeks of employment.
- Clean energy employers (including construction firms) receive reimbursement for wages (up to **\$8,640** per participant)
- Scan or go to <https://www.masscec.com/construction-installation-maintenance-students> to learn more!



\* To qualify as a MassCEC approved program, you will need to write [internships@masscec.com](mailto:internships@masscec.com) to connect with MassCEC staff to discuss eligibility.

# MassCEC Workforce Development Strategies



## Career Awareness and Pipeline Growth

Advance climatetech career awareness and hands-on experience by expanding high school engagement and growing internship opportunities—building a stronger pipeline of future industry professionals.



## Equity Through Access and Support

Advance access to good jobs by investing in inclusive training models and robust support services—such as transportation, childcare, and coaching—ensuring individuals from underserved communities can successfully enter and advance in climate-critical occupations.



## Strategic Support to Small Businesses

Create new pathways for underrepresented founders and owners to participate in the economic benefits of the clean energy transition and strengthen the small businesses that make up a significant portion of the climatetech employer base.



## Provider Capacity and Advancement

Maximize training outcomes by supporting job quality, career advancement, and essential skill development—while equipping providers with the tools, data, and instructors needed to prepare the future workforce.



## Industry Solutions and Regional Coordination

Use data-driven insights and regional coordination to identify gaps, align training with industry needs, and scale what works—through shared best practices, standardized skills and curriculum, and stronger connections between employers and workforce programs.



# MassCEC Workforce Development: Two Year Vision

By 2027, MassCEC's Workforce Development Department will ensure that Massachusetts has a **robust, inclusive, and growing talent pipeline of climatetech workers to support the state's climate goals.**



## Training & Business Support

- **Hub and Spoke** Climate-Critical Underrepresented Business Support programs anchored organized regional ecosystems, fostering growth.
- Support provided for instructors, equipment, and upskilling, **leveraging MA's best assets**—quality training providers and a skilled workforce.
- Programs **led to an additional 1000 training program completions, a more inclusive workforce, and the elimination of key training deserts.**



## Students & Young Adults

- **Accelerated career awareness**, reaching 25% of high schools with the MA Climate Careers curriculum and aligned programs.
- **Comprehensive suite** of youth and young adult programming developed, including an **expanded Internship Program.**



## Strategy, External Engagement & Research

- MA Climatetech Labor Market Dashboard and Partner Hub launched to **align with industry and support collaboration across more than 600 partner organizations.**
- **Regional ecosystems** and statewide efforts coordinated to align workforce support with the MA climate corridor strategy for climatetech development.

# Beyond Access: Breaking Barriers to Workforce and Business Development

Moderator:



**Jennifer Applebaum**  
Managing Director,  
Workforce  
Development



Panelists:



**Kristen Joyce**  
Cliff Effect Program  
Director



**Hydie Hudson**  
Vice President,  
Impact  
Investments



**Jose Abreu**  
AVP  
Relationship  
Manager



**Jay Vilar**  
Boston Director



**Dr Sarah Cherry Rice**  
Executive Director



# Bridge to Prosperity Cliff Effect Pilot: Holistic, Evidence-based Program Design to Drive Economic Mobility



**Direct Financial  
Support**



**Financial +  
Career  
Coaching**



**Employer Connection:**  
“Inside Up” Access to  
Living Wage  
Career Pathways

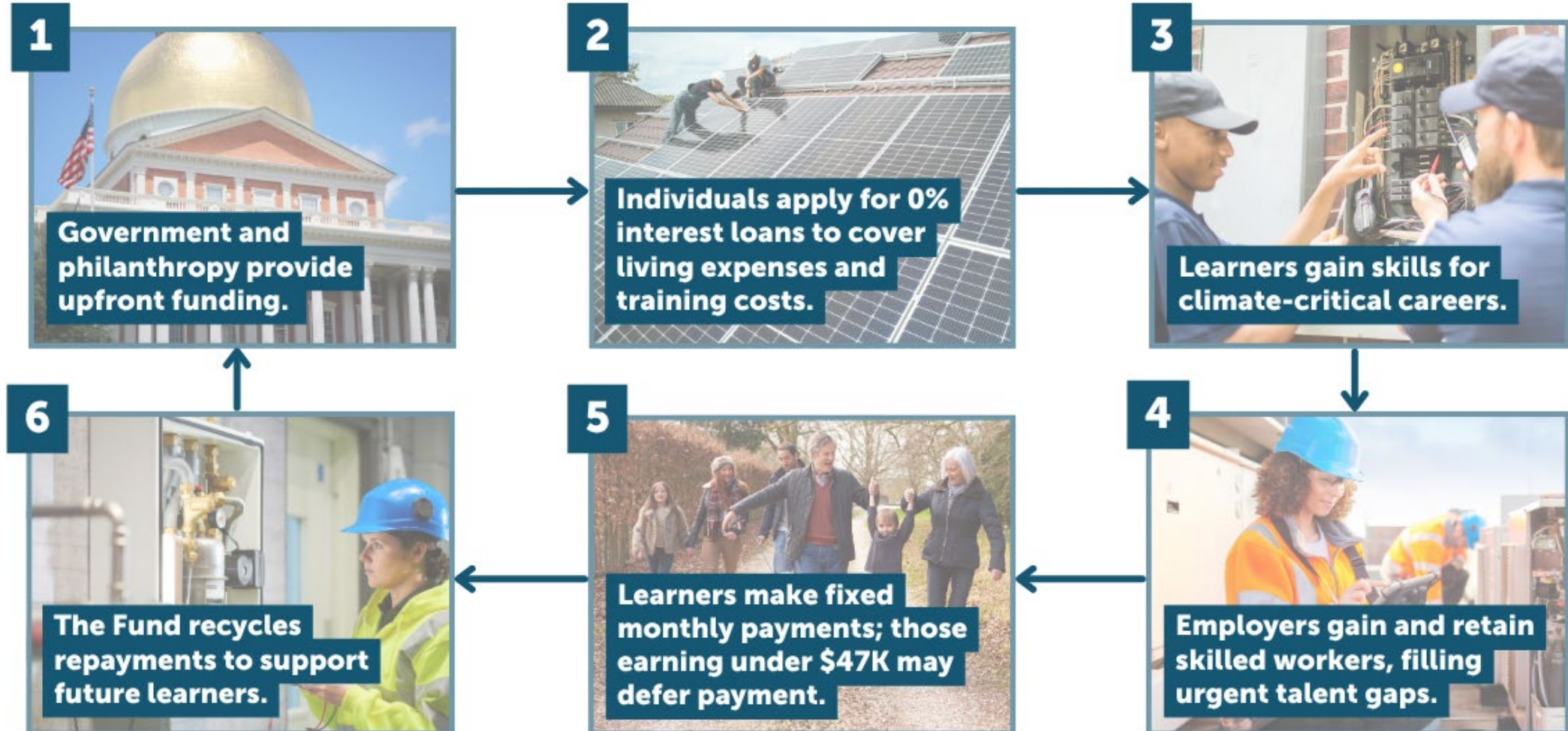


**Asset Building  
Bonus**



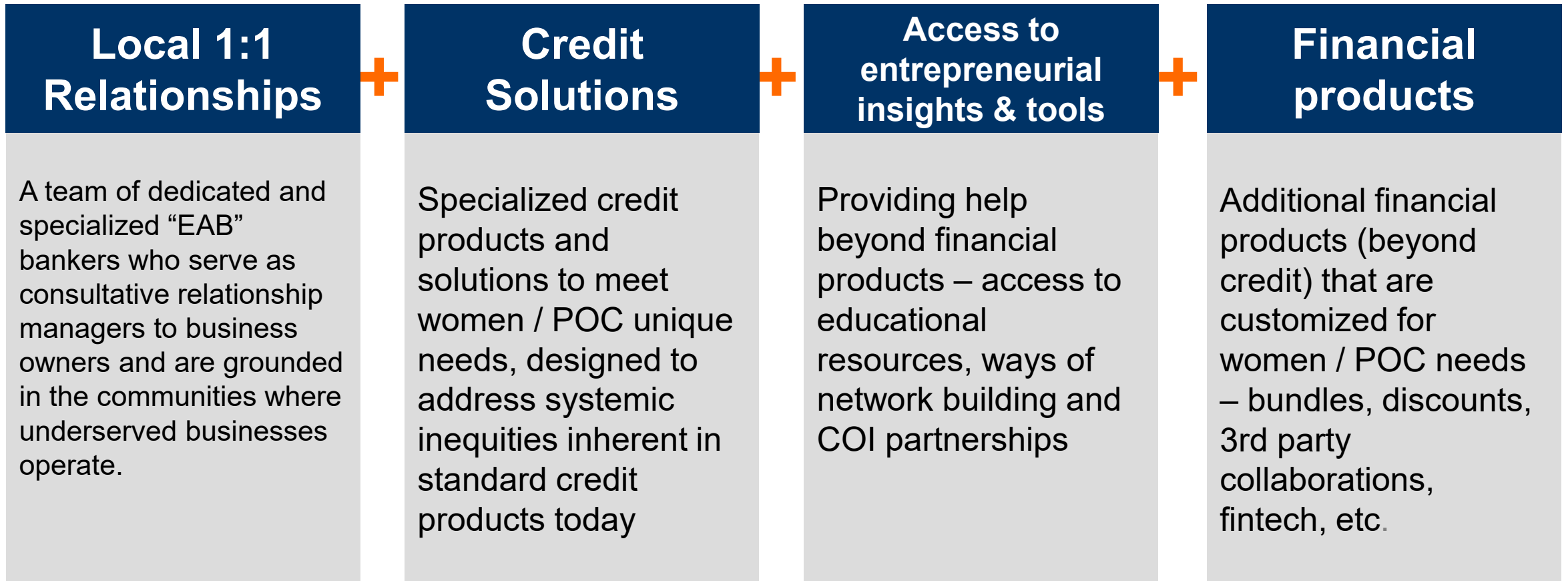
# MASSACHUSETTS CLIMATE CAREERS FUND

A public-private initiative to help bridge the climate workforce gap and support equitable access to good-paying jobs and career pathways



# Equity Alliance for Business

The foundational program pillars are designed to address unique needs of underserved business owners



# THE FOUNTAIN FUND

The Fountain Fund increases economic opportunities for formerly incarcerated people to improve their lives and remain in their communities.

## ELEVATION LOANS



Drivers License

RMV Fines to get your license back



Housing

1st and Deposit for a new lease



Vehicle Repair

Get your car safely back on the road



Tuition

Educational programs



Business Loans

Equipment, inventory, supplies for growth

Additional Services Provided:

Financial literacy

Entrepreneurship

Client Partner Resources

Credit Building





# Green Tech Pathway

- Earn high school + college credits
- Paid work experience in the Electricity Lab
- Work on industry-aligned projects that showcase creative problem solving & technical skills
- Get personalized coaching to determine next step
- Explore different career options through Career Chats and Industry Visits

Intro to Electricity  
Earn 4 college credits

Summer Exploratory  
Earn BPI Certificate

Work-Based Learning I  
Electrical



**NCCER**

# Beyond Access: Breaking Barriers to Workforce and Business Development

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Relationship  
Manager



Jay Vilar  
Boston Director



Dr Sarah Cherry Rice  
Executive Director



# Afternoon Breakouts for Action: Strategy, Tools, and Peer Learning

Session 2A ▪ Peer-Led Table Discussions (Ballroom).

Topics: ESOL and Language Support; Municipal Leadership in the Climate Transition; Registered Apprenticeship; Upskilling and Business Competitiveness

Session 2B ▪ From Referrals to Results: Establishing Expectations for Hubs and Spokes (Rm 101)

Session 2C ▪ Building the Plane Before You Fly It: Unlocking the Power of Pilots (Rm 103)

Session 2D ▪ Start Smart: Engaging Employers Early for Better Clean Energy Programs (Rm 104)





# Afternoon Concurrent- 2A



# Peer-Led Table Discussions

---

- Find the area of the room that corresponds to your topic

**ESOL and Language  
Support in Career  
Awareness and  
Training**  
(Wincy Wu, QARI)

**Municipal Leadership  
in the Climate  
Transition**  
Craig Van Batenburg, ACDC  
EV Technician Training

**Registered  
Apprenticeship**  
(Dan Kirwin,  
Insulators Local 6)

**Upskilling and Business  
Competitiveness**  
(Weezy Waldstein - Action For  
Equity)

# Peer-Led Table Discussions

---

- **Purpose:** Share experiences, compare approaches, and learn from peers

## How to Engage:

- Review the discussion prompts at your table
- Offer an example, idea, or question
- Make space for others to contribute



# Peer-Led Table Discussions Session Flow

---

2:40 – 2:45

- Welcome and quick introductions

2:45 – 3:25

- Guided discussion using the prompts, with the table leader sharing and inviting others to do the same

3:25 – 3:35

- Submit highlights via **Mentimeter** using the QR code
- Session wrap-up (*we'll hear from a few volunteers*)

Scan the QR code or go to [www.menti.com](https://www.menti.com) and type in: 3468 2510

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# Session 2B: From Referrals to Results: Establishing Expectations for Hubs and Spokes

For MWBE Support & CUBS Grantees: This session will focus on identifying opportunities to improve referrals between current grantees and introduce referral management systems within the emerging Hub and Spoke network. Split up into regional subgroups, this working session will provide space for a collaborative approach while also hearing case studies on how grantees have approached case management and reporting to track participant progress across programs.

*Wrong Room?*

2A▪ Peer-Learning Discussions (Ballroom)

Session 2C ▪ Power of Pilots (Rm 103)

Session 2D ▪ Engaging Employers (Rm 104)



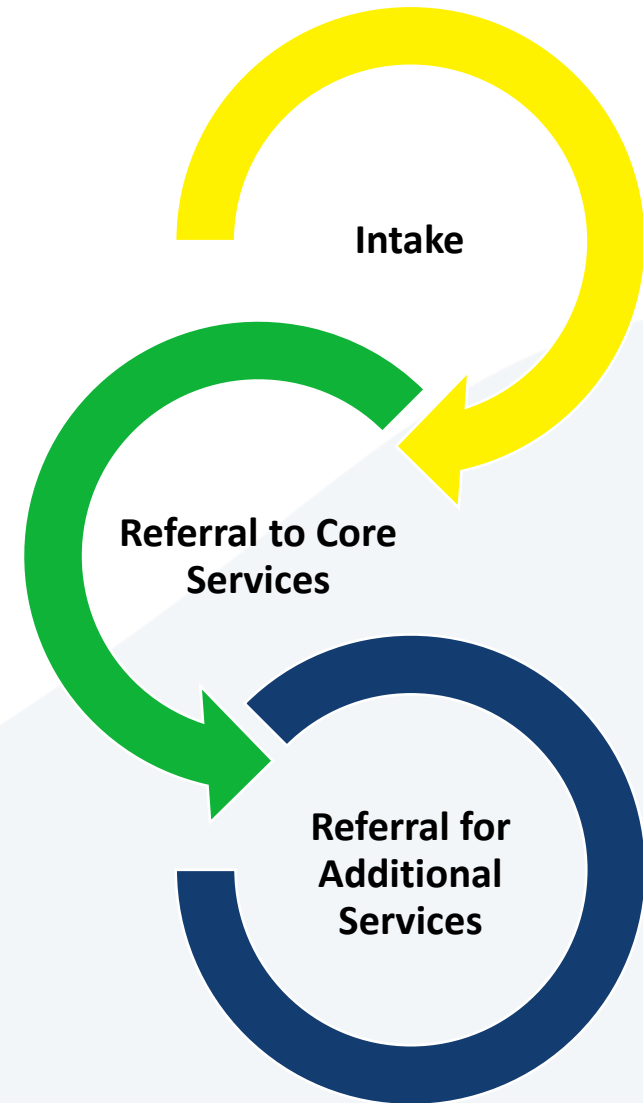


# Breakout Session 2B: From Referrals to Results

This session will focus on identifying opportunities to improve referrals between current grantees and introduce referral management systems within the emerging Hub and Spoke network.

Attendees will split into regional subgroups to discuss a collaborative approach to serving grantees and sharing case studies on how grantees have approached case management and reporting to track participant progress across programs.

Table Instructions: Please sit at the Regional Table that best fits your work.



# MWBE-Support Program Outcomes

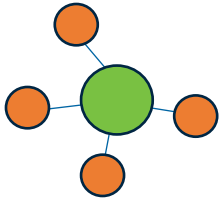
- ✓ Increased expertise of MWBEs in climate-critical business fields
- ✓ Increased MWBE business activity in climate-critical business fields
- ✓ Growth in employment and revenue of existing MWBEs that operate in climate-critical business fields and continue long-term growth strategies
- ✓ New MWBE firms in climate-critical fields and support the healthy long-term growth of those firms
- ✓ Connected relevant existing support for small businesses and fill gaps in support for MWBEs focusing on climate-critical business fields



# Climate-Critical Underrepresented Business Support (CUBS) Overview



*Strategic Support to Small Businesses:* Create new pathways for Underrepresented Businesses (e.g. Minority- and Women-owned Business Enterprises/MWBEs) to participate in the economic benefits of the clean energy transition and **strengthen the small businesses** that make up a significant portion of the climate-critical employer base



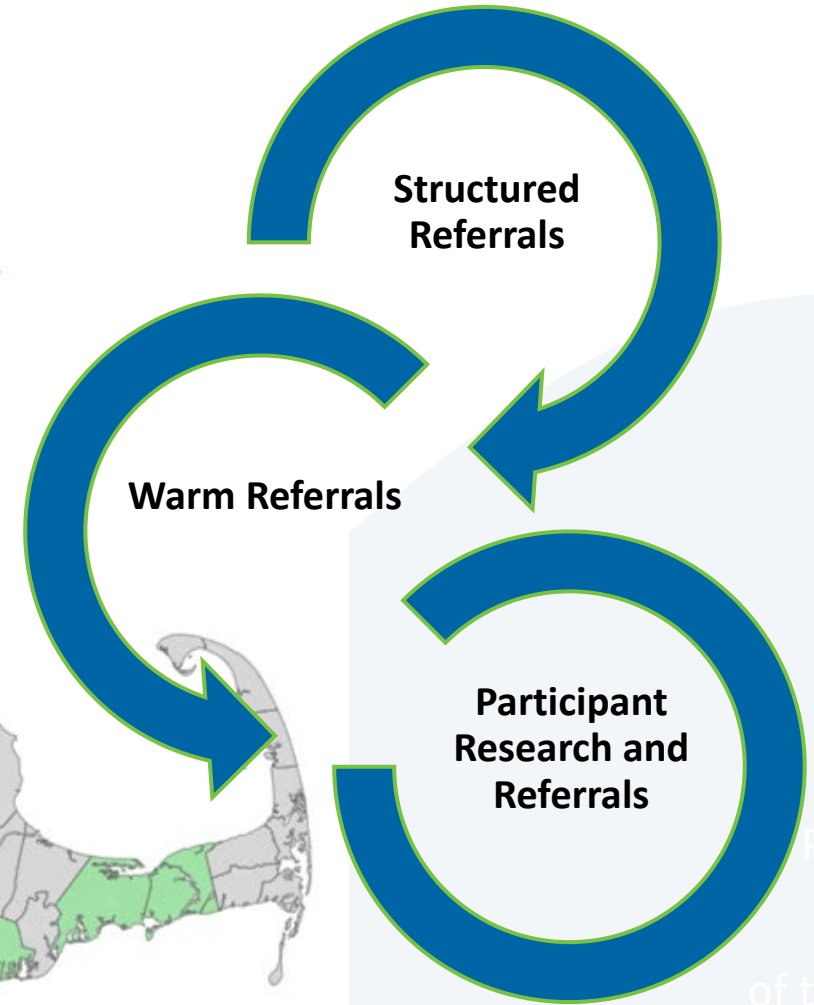
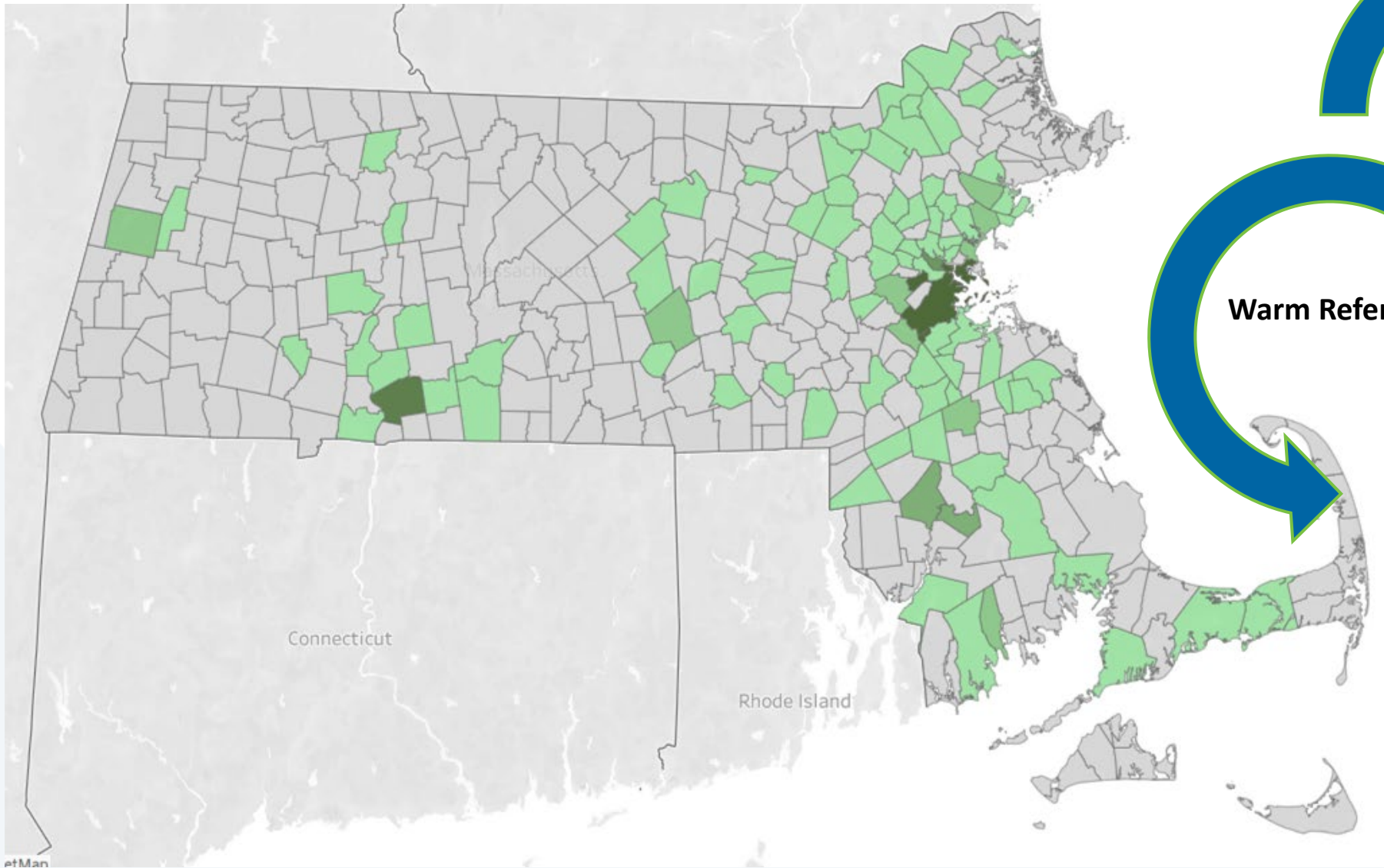
**This year:** Pivot and expand existing MassCEC business support ecosystem into a hub and spoke delivery model to offer accessible and uniform support for Underrepresented Businesses in climate-critical sectors throughout the state.

- ❖ **Regional “Hubs”** provide coordination, regional programming, a physical location, and Core Services (Financial Planning, Operations, Management, Business Development, Network Access, Certification & Licensing) to Business-Ready
- ❖ **Specialized Sectoral “Spokes”** deliver Climate-Critical Procurement Navigation Supports (Clean Transportation, Net-Zero Grid, Renewable Energy, High-Performance Building)





# Approximately 10% of Participants Receive Support from more than one MassCEC Grantee





Greentown Labs



La Colaborativa



Greater New England  
Minority Supplier  
Development Council



Center for  
Women &  
Enterprise



CUBS Grantee  
Ecosystem: Hubs,  
Spokes, MWBE-  
Support, Planning &  
Capacity



Coalition for an

EQUITABLE  
ECONOMY



# The Role of Intake & Assessment as Referral Infrastructure

## INTAKE & ASSESSMENT OPPORTUNITY

- ✓ Establishes baseline information needed for effective service planning.
- ✓ Ensures business participants receive the right service – not the first one they encounter and don't "fall through the cracks"
- ✓ Reduces repeated information collection from the same businesses.
- ✓ Enables data-informed coordination across organizations.

## SHARED INFRASTRUCTURE OPPORTUNITY

- Consistent fields → better matching to Spokes & Hubs
- Shared data → better coordination
- Predictable process → improved user experience
- Lift for everyone → reduced duplication





# Hub & Spoke Referral Vision – 35 Minutes + Report Out

- ❑ Break into Regional Groups
  - Greater Boston facilitated by HUB – BECMA
  - Pioneer Valley facilitated by HUB – E&BC
  - Statewide table available
- ❑ Assign note-taker and reporter  
(and facilitator if needed-MassCEC staff available)
- ❑ Introductions including current program overview
- ❑ Referral Management Brainstorm
- ❑ Report Out





# Session 2C: Building the Plane Before You Fly It: Unlocking the Power of Pilots

Before launching a new program at full scale, how can a pilot help you get it right? In this panel discussion, grantees will share real-world insights from piloting their programs—what worked, what didn't, and how early feedback helped shape stronger, more scalable initiatives. Panelists will highlight lessons learned, including how piloting can generate critical stakeholder buy-in, surface overlooked areas, and guide smarter decision-making. Whether you're still on the runway or mid-flight, this session will help you harness the full potential of piloting as a tool for success.

*Wrong Room?*

2A▪ Peer-Learning Discussions (Ballroom)

Session 2B ▪ Hub and Spoke Expectations (Rm 101)

Session 2D ▪ Engaging Employers (Rm 104)



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# Track 2C - Building the Plane Before You Fly It: Unlocking the Power of Pilots



**MODERATED BY**  
**Christina Dellaventura**  
Program Manager



**Chiderah Okoye**  
Managing Director



**Courtney Daly**  
Director of Programming



**David Hutchinson**  
Executive Director



**Kat Quigley**  
Senior Manager of  
Training





# Session 2D: Start Smart: Engaging Employers Early for Better Clean Energy Programs

Join successful grantees and employer partners as they share insights from their innovative use of a steering committee made up of industry experts, employers, and nonprofit partners. This collaborative approach played a critical role in shaping their career navigation program—helping refine its focus, guide curriculum development, and launch a series of employer-led career awareness sessions. Learn how stakeholder feedback directly informed strategy and execution and walk away with practical ideas for engaging partners in program design from the start.

*Wrong Room?*

2A▪ Peer-Learning Discussions (Ballroom)

Session 2B: Hub and Spoke (Rm 101)

Session 2C ▪ Power of Pilots (Rm 103)



# Track 2D - Start Smart: Engaging Employers Early for Better Clean Energy Programs



**MODERATED BY  
BEN CHRISTENSEN  
PROGRAM MANAGER**



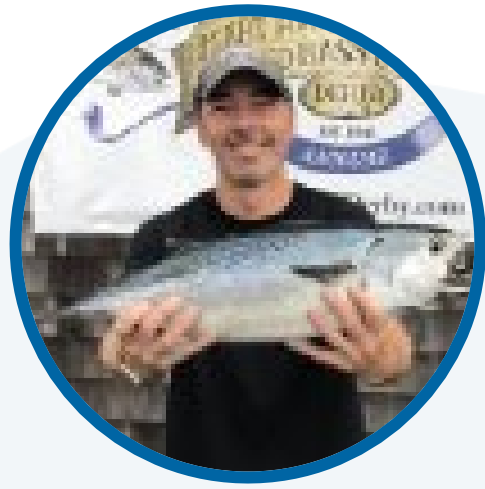
**Katie Crowder**  
Deputy Director



**Dr. Jose Perez**  
Chief Executive Officer



**Alexandra Bullen Coutts**  
Executive Director



**David Sprague**  
Owner



Connect with somebody at your table and share the following 2 things:

1. A value proposition that you think your program clearly can explain to employers/businesses.
2. Something you know your program adds, but may be harder to explain.



*Reflection:*  
**Mentimeter Poll**





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