

ATTACHMENT A: MASSCEC OSWW PORTFOLIO ASSESSMENT – SUMMARY OF FINDINGS AND RECOMMENDATIONS

In support of MassCEC's objective to build a world-class offshore wind workforce in Massachusetts, a consultant team conducted an assessment of MassCEC's Offshore Wind Works portfolio of investments. The Portfolio Assessment Report provides an overview of grantee capacity, discusses workforce development best practices, examines investments in scale and sustainability and presents key findings and recommendations. A summary of the findings and recommendations is provided here:

FINDINGS

- **There is a need to raise awareness in the workforce and in BIPOC, low-income and environmental justice communities about opportunities in offshore wind.** There is general agreement among the grantees that the public has a low level of awareness of opportunities to work in the offshore wind industry and pathways to these jobs.
- **There are limited referral and program options in the early stages of the career pathway.** For grantees that are working on outreach and engagement, it will be important to have programs and services to which they can refer people who are interested in a career in offshore wind.
- **MassCEC Offshore Wind Works grantees are eager to identify opportunities to partner, particularly in outreach, career awareness and building connections across programs.** They are also interested in being aware of and connected to other workforce development programs supported by the MassCEC, including the internship program.
- **MassCEC Offshore Wind Works grantees expressed an interest in introducing offshore wind careers to students as early as middle school.** This would ensure that high school students with interest in the industry could make informed choices about courses and programs, including whether to attend a career and technical high school.
- **Career and technical high schools are not currently engaged in the offshore wind workforce development ecosystem as primary developers and sources of talent.** The career and technical high schools are a primary pathway to jobs in the advanced manufacturing and construction fields. They are also highly successful in sending students to two- and four-year colleges in fields such as engineering and business.
- **Current capacity for in-person training is concentrated in the Southcoast.** Given that most of the hiring activity is currently in the Southcoast this may be appropriate for this phase. However, it places residents from other regions at a disadvantage in accessing training without transportation assistance.
- **Instructor capacity may be a bottleneck to building scale.** Several MassCEC Offshore Wind Works grantees noted difficulty in hiring instructors with knowledge and expertise in offshore wind.
- **The current reporting system for MassCEC Wind Works grantees does not require them to disaggregate the outcomes of students/graduates by demographic group.** The most rigorous and valuable data management systems collect participant level data at enrollment, throughout the program, at placement, and for a period following placement.
- **Most grantees are unclear about the developers', contractors', and operators' hiring requirements and timeframe.** Grantees are reaching out to the developers, contractors and operators individually with limited success in understanding hiring requirements and timeframes; there is no structure for

sharing that information with all of the grantees. All grantees noted that the MassCEC staff have been very helpful in connecting them to industry representatives.

RECOMMENDATIONS

Working with Industry

- Consider investing in an Offshore Wind Workforce Sector Partnership or tapping into an existing partnership that could serve as a convener for the purposes of aligning workforce development efforts with industry hiring needs.
- Consider investing in an intermediary organization that can coordinate outreach, referral and workforce development programming in the southeastern part of the state and serve as a partner in helping developers, contractors and operators to meet the hiring goals in Project Labor Agreements.

Coordinating Outreach and Services to Target Populations

- Develop a more formal system for sharing program information, making referrals and incentivizing referrals to the broader ecosystem.
- As grantees present offshore wind careers to the range of youth and adult audiences, it may be more compelling to present these in the context of the opportunities in the broader renewable energy and energy efficiency economy.

Building Out the Career Pipeline

- Add offshore wind instruction and/or career exploration into the CTE curriculum in the southeastern region to ensure that students in relevant programs are aware of and trained for careers in offshore wind. While CTE high schools have been eligible to submit proposals in previous rounds of funding, it may be more successful to design a targeted procurement effort aimed at supporting curriculum development for courses that add on to existing programs of study and provide knowledge and skills relevant to offshore wind careers.
- Begin career awareness activities in middle school and consider a more coordinated approach to career awareness in high schools. A procurement with this focus would support the development of a middle school curriculum that introduces careers in offshore wind and provides hands-on and VR experiences. The curriculum could be used statewide by schools, higher education, industry groups and environmental and climate action groups to raise awareness of these careers.
- Develop program options for adults who need academic and skill building before enrolling in a skills training, community college or bachelor's degree program. An investment in an integrated ESOL and technical skills training program would provide adults from EJ communities with English language skill building that is contextualized to specific offshore wind target occupations and at the same time develop specific technical skills required for the occupation(s).

Disaggregating Outcome Data

- Develop data collection and analysis capacity to determine whether programs are effective for all students and to identify the need to adjust program design to ensure equitable results. Track program participant employment outcomes and disaggregate completion, certification, employment and retention outcomes by race, ethnicity and gender.

Building Partnerships Among Grantees

- Support grantees in learning more about what other programs are offering and building stronger referral and program development relationships.

Expanding Geographic Access to Programming

- Future grants designed to serve residents of communities outside of the Southcoast could include funding to address barriers to accessing in-person training that is provided in the Southcoast. This might include stipends to pay for the cost of transportation and housing. With the development of the marshaling port in Salem, MassCEC may also want to expand programming for jobs likely to be needed at the marshaling port so residents of the Northeastern part of the state can be trained to fill these positions.