

**COMMUNITY BENEFITS PLAN (CBP) TEMPLATE**

**2024 Renew America’s**

**Schools Prize**

Team Name:

Submission or Entry Title:

**[The red (instructions and context) and blue (examples) text throughout the template should be removed in the final version of Community Benefits Plan]**

*The U.S. Department of Energy (DOE) is providing this template as an administrative convenience for prize competitors. Use of this template is not required; competitors are welcome to provide the requested information in an alternate format. Competitors final CBP should be uploaded in .pdf form, be 5 pages maximum (including cover page) and text should be at least 11-point font.*

***PURPOSE:*** *The Community Benefits Plan (CBP) sets forth the approach to local engagement, thereby ensuring that Federal investments advance the Department of Energy’s priorities:*

1. *Community and labor engagement;*
2. *Investing in quality jobs;*
3. *Advancing diversity, equity, inclusion, and accessibility (DEIA); and*
4. *Contributing to the Justice40[[1]](#footnote-2) Initiative.*

*The CBP should indicate the intention to engage meaningfully with community stakeholders in pursuit of these priorities. Meaningful engagement includes, but is not limited to, entering into formal workforce and community agreements. More details can be found in the Prize Rules Appendices B-E. For additional guidance on CBPs, see:* <https://www.energy.gov/bil/community-benefits-plan-frequently-asked-questions-faqs>

*Within the CBP, please discuss how these four priorities (CBP Sections 1.0-4.0) will be integrated into the project.*

1. **Community Benefits Plan Executive Summary**

*The competitor should provide a brief overview of anticipated project benefits to local communities including any key highlights from the sections below. Competitors may describe the role(s) that schools/school facilities within the portfolio serve in their communities (e.g., disaster shelters, adult education, afterschool enrichment).*

1. **Community and Labor Engagement**

*The competitor should describe anticipated engagement with specific stakeholders and organizations.*

*Competitors should include:*

1. *How their organization currently demonstrates community and labor engagement and how this engagement will support the proposed program.*
2. *How their team plans to engage with stakeholders. Examples include local governments, tribal entities, labor unions, and community-based organizations that support or work with disadvantaged communities and other affected stakeholders. The table below can be used to succinctly present this information.*

|  |  |
| --- | --- |
| *Anticipated Stakeholders* | *Anticipated Engagement* |
| Name of Stakeholder to be Engaged (organization name and/or organization type) | Type of Engagement, and Anticipated Expected Outcome of Engagement |
| Example 1: Local Community College | Outreach to propose an apprenticeship program, where community college students work with energy auditors. |
| Example 2: Environmental community-based organization | Partnership with environmental community-based organization to amplify projects and communicate strategies for other schools to implement energy efficiency and renewable energy technologies. |

1. **Investing in Quality Jobs**

*In this section, competitors should include information on the project’s commitment to job quality and workforce continuity.*

*Competitors should:*

1. *Discuss how the proposed project will facilitate the creation and/or retention of high quality, good-paying jobs with employer-sponsored benefits for all classifications and phases of work;*
2. *Address how the proposed project will provide workers with the ability to organize, bargain collectively, and participate, through labor organizations of their choosing, in decisions that affect them and that contribute to the effective conduct of business and facilitates amicable settlements of any potential disputes between employees and employers - providing assurances of project efficiency, continuity, and multiple public benefits;*
3. *Demonstrate that the competitor will work with responsible employers, with ready access to a sufficient supply of appropriately skilled labor, and an effective plan to minimize the risk of labor disputes or disruptions; and*
4. *Describe any engagement or plans to engage labor unions.*

*Any plans to support worker organizing and collective bargaining beyond their legal obligations consistent with the National Labor Relations Act should be noted.*

*[Examples]*

* *Commitment to negotiate a Project Labor Agreement (PLA) for construction activity*
* *Pledge to remain neutral during any union organizing campaigns*
* *Intention or willingness to permit union recognition through card check (as opposed to requiring union elections)*
* *Intention to enter into binding arbitration to settle first contracts*
* *Pledge to allow union organizers access to appropriate onsite non-workspaces (e.g. lunchrooms)*
* *Pledge to refrain from holding captive audience meetings*[[2]](#footnote-3)
* *Other commitments or pledges*

1. **Diversity, Equity, Inclusion, and Accessibility (DEIA)**

*This section should summarize plans to incorporate diversity, equity, inclusion, and accessibility (DEIA) objectives into the project.*

*This may include DEIA recruitment procedures, subrecipient identification, supplier diversity plans, and other DEIA initiatives. Competitors are encouraged to describe any potential partnerships with apprenticeship readiness programs, community-based workforce training, and/or support organizations serving workers facing systematic barriers to employment to facilitate participation in the project. Competitors may also address their organization’s commitments and practices pertaining to DEIA.*

*[Examples]*

* *Plan to partner with Minority Business Enterprises, Minority Owned Businesses, Woman Owned Businesses, and Veteran Owned Businesses for contractor support needs*
* *Plan to implement a strategy to reduce barriers and improve access to jobs for local and underrepresented workers, including DAC residents, those with disabilities, returning citizens, opportunity youth, and veterans*
* *Plan to partner with quality pre-apprenticeship or apprenticeship readiness programs*[[3]](#footnote-4) *to foster improved access for underrepresented workers to career-track training and employment*
* *Plan to partner with training and placement programs [other than pre-apprenticeship programs] for underrepresented workers*
* *Plan to prioritize contractor selection based on the ability to provide paid apprenticeship opportunities to local youth*
* *Plan to revamp existing Career Technical Education courses to include hands-on projects on energy efficiency*
1. **Justice40 Initiative**

*This section should reflect the Justice40 benefits anticipated for disadvantaged communities. Competitors are encouraged to refer to the* [*DOE Energy Justice Mapping tool*](https://energyjustice.egs.anl.gov/) *and* [*Climate and Economic Justice Screening Tool*](https://screeningtool.geoplatform.gov/en/#3/24.63/-95.43)*.*

*Competitors should familiarize themselves with Justice40 parameters at* [*https://www.energy.gov/justice/justice40-initiative*](https://www.energy.gov/justice/justice40-initiative) *and describe which are expected outcomes of their proposed project and the specific disadvantaged community(ies) that will benefit. All categories do not need to be referenced; please include those relevant to the project.*

*[Examples]*

* *Plan to electrify coal-fired boilers and reduce pollution in schools*
* *Plan to reduce fuel usage and energy burden for schools with high energy costs*
* *Plan to increase clean energy to schools located in a disadvantaged community*
* *Plan to bolster the local clean energy job pipeline with educational efforts across 11 schools focused on clean energy and energy efficiency skills and career opportunities*
* *Plan to equip schools serving as community shelters with clean energy, thus bolstering their resiliency*
1. The Justice40 initiative, established by E.O. 14008, sets a goal that 40% of the overall benefits of certain federal investments flow to disadvantaged communities. The Justice40 Interim Guidance provides a broad definition of disadvantaged communities (page 2): <https://www.whitehouse.gov/wp-content/uploads/2021/07/M-21-28.pdf>. [↑](#footnote-ref-2)
2. “Captive audience” meetings refer to the practice among employers of meeting with employees during union organizing campaigns to express the employer’s view of the possible negative effects that unionizing may have on the general workforce. Some employers have structured such meetings as mandatory and held them on company property during working hours. [↑](#footnote-ref-3)
3. [Explore Pre-Apprenticeship | Apprenticeship.gov](https://www.apprenticeship.gov/employers/explore-pre-apprenticeship) See <https://www.apprenticeship.gov/employers/explore-pre-apprenticeship> [↑](#footnote-ref-4)