

# **CBP Workforce Landscape Assessment**

**Stakeholder Advisory Committee**

May 21, 2025

# What Guides Us: 10 Watershed Agreement Goals



Sustainable Fisheries



Climate Resiliency



Vital Habitats



Land Conservation



Water Quality



Stewardship



Toxic Contaminants



Public Access

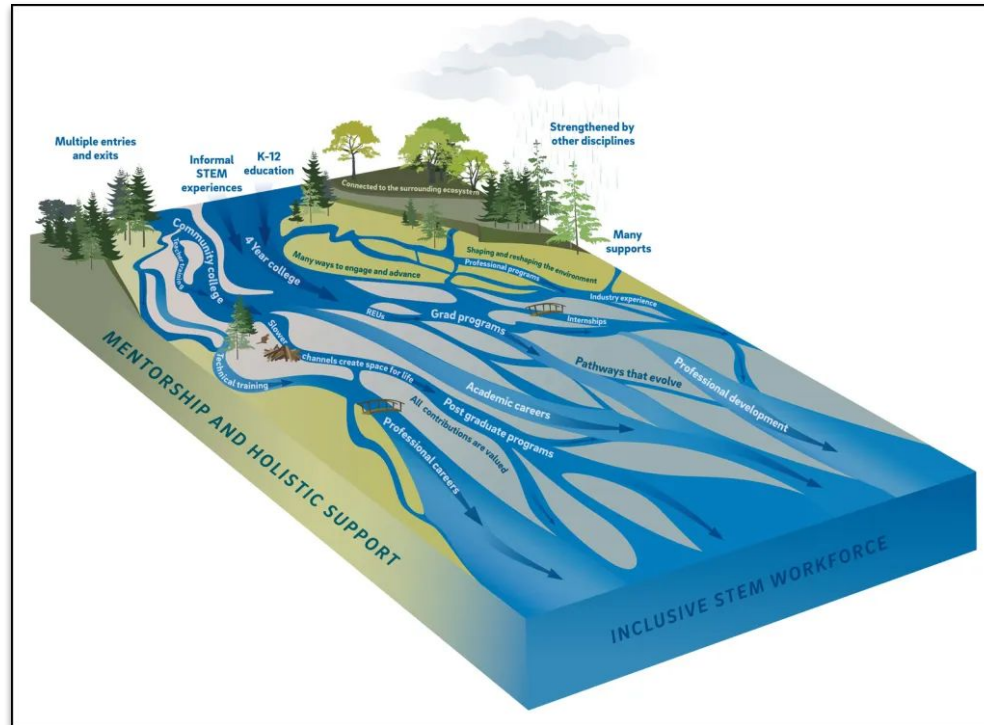


Healthy Watersheds



Environmental Literacy

# Workforce ECOSYSTEM (Braided River)



## CONTEXT: CAREER/WORKFORCE NEEDS

### **STAC Report (July 2021)**

*Overcoming the Hurdle: Addressing Implementation of Agricultural Best Management Practices (BMPs) Through a Social Science Lens*

- Recommendation: The CBP should support new incentive structures for the development and retention of conservation professionals.

### **LGAC (2019 and 2022)**

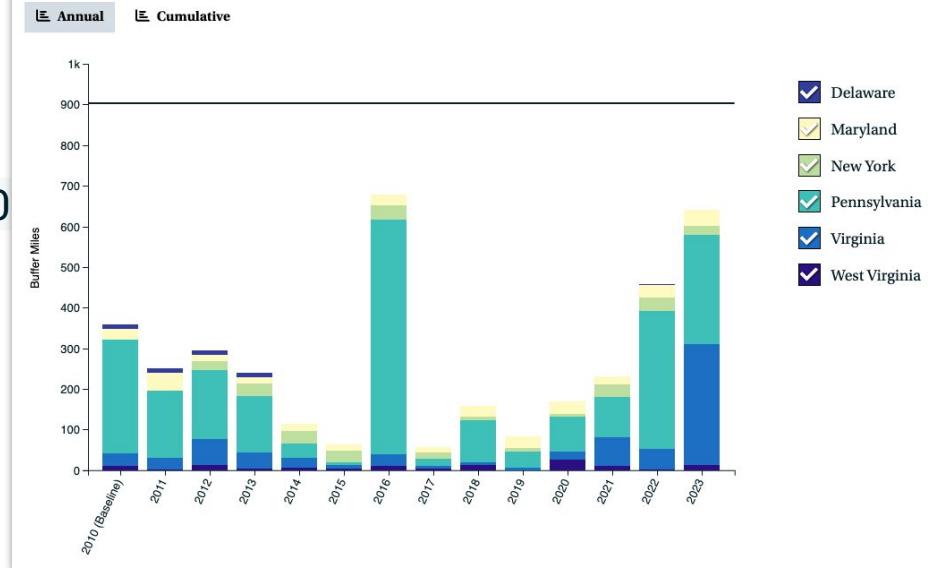
- *Stormwater and Green Infrastructure Workforce Development Report*
  - Finding: Significant demand for workforce to support implementation of BMPs and water infrastructure in local jurisdictions
- *LGAC Letter To the Executive Council*: Take leadership role in promoting green infrastructure workforce development, training, and certification programs as a means to support local economies and continue watershed restoration efforts.

# CONTEXT: CAREER/WORKFORCE NEEDS

## USFS Intern Project (August 2023)

*Forest Buffers:* Restore 900 miles of riparian forest buffers per year and conserve existing buffers until at least 70 percent of riparian areas in the watershed are forested.

- 311-397 FTEs (



## Defining Green Jobs

A. Jobs in businesses that produce goods or provide services that benefit the environment or conserve natural resources.

B. Jobs in which workers' duties involve making their establishment's production processes more environmentally friendly or use fewer natural resources.

[Bureau of Labor and Statistics](#)

A green career can be any occupation that is affected by activities such as conserving energy, developing alternative energy, reducing pollution, or recycling.

[O\\*NET](#)  
[Career One Stop](#)



# Defining Good Jobs

## Good Jobs Principles:

- Recruitment and Hiring
- Benefits
- DEIA
- Empowerment and Representation
- Job Security and Working Conditions
- Organizational Culture
- Pay
- Skills and Advancement

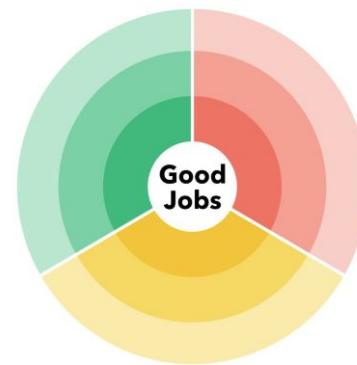
## Good Jobs: A Working Definition

### Economic Stability

- ❑ Stable, family-sustaining pay
- ❑ Sufficient, accessible, and broadly available benefits
- ❑ Fair, reliable scheduling practices
- ❑ Safe, healthy, and accessible working conditions

### Economic Mobility

- ❑ Clear and equitable hiring and advancement pathways
- ❑ Accessible, paid training and development opportunities
- ❑ Wealth-building opportunities



### Equity, Respect & Voice

- ❑ Organizational and management culture, policies, and practices that:
  - ❑ are transparent and enable accountability
  - ❑ support a sense of belonging and purpose
  - ❑ advance DEIA\*
  - ❑ and address discrimination.
- ❑ Ability to improve the workplace, such as through collective action or participatory management practices

\*DEIA: diversity, equity, inclusion, and accessibility

The new working definition of a good job encompasses three aspects of a job: economic stability; economic mobility; and equity, respect, and voice.

Credit: Good Jobs Champions Group, Aspen Institute, and Families and Workers Fund

# LANDSCAPE ASSESSMENT

WE Strategies



GIT funded project to:

- Inventory existing career/workforce programs and the types of career pathways supported by these programs.
- Describe how agencies & organizations intersect with these career/workforce programs to provide pathways from these programs to jobs.
- Identify barriers in this system for underrepresented individuals and suggestions for addressing them.
- Review of labor market data related to green/clean careers and how this can be used to inform program development and decision-making.



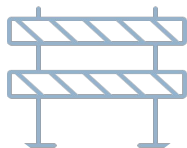
# LANDSCAPE ASSESSMENT

WE Strategies



## *1. Career and Workforce Training Provider Database*

- Informational database showcase information on training providers that prepare jobseekers in emerging jobs within the Chesapeake Bay region.



## *2. Identify Barriers & Opportunities for Historically Underrepresented Groups*

- Identify barriers in this system for underrepresented individuals and suggestions for addressing them, as well as opportunities to advance in their career.



## *3. Develop an Interactive Career Map*

- The Career Network Map provides representation of pathways within green emerging jobs.
- Highlights various roles that are aligned to the workforce needs of each Goal Implementation Team (GIT), based on Job level (Origin, Gateway, and Target).

# Training Provider Database

WE Strategies



No.	Section	Description	# of Fields
1	Program Information	Basic information identifying characteristics for each training provider.	17
2	Participant Eligibility	Documents criteria needed to enroll in the various programs offered by the training provider.	3
3	Program Outcomes	Documented linkages between the training provider and employers from emerging green industry.	10
4	Accessibility	Documents ways in which the training provider programs can be easily accessed by diverse groups of job seekers.	

Column AF

Potential Employment Needs  
per Goal Implementation  
Team (GIT)

Shows the alignment of  
training to GIT employment  
needs

# Interactive Career Map

WE Strategies



Agricultural Technicians		×
Job Level	#2 - Gateway Job	
Goal Implementation Team (GIT)	Primary GIT: #2 - Vital Habitats	
Visualization Level	1	
Standard Occupational Classification (SOC) Code*	19-4012.00	
Job Description	Work with agricultural scientists in plant, fiber, and animal research, or assist with animal breeding and nutrition. Set up or maintain laboratory equipment and collect samples from crops or animals. Prepare specimens or record data to assist scientists in biology or related life science experiments. Conduct tests and experiments to improve yield and quality of crops or to increase the resistance of plants and animals to disease or insects.	
Median Annual Salary (USD)	43,180.00	
Minimum Education Level Required	High School	
Training Needed	Apprenticeship	
Training Providers	Virginia Tech - Center for Economic & Community Engagement, Minorities in Aquaculture, Virginia Institute of Marine Science - Aquaculture Genetics & Breeding Technology Center, Virginia Commonwealth University - The Virginia Oyster Shell Recycling Program (VORSP), NOAA Living Marine Resources Cooperative Science Center	

- Organized by Goal Implementation Teams
- Classifies Jobs as:
  - Origin
  - Gateway
  - Target
- Contextual Information about the Jobs

# LANDSCAPE ASSESSMENT

WE Strategies



## Findings

- There are various training providers and training programs for all levels of educational attainment within Chesapeake Bay.
- Through training providers, job seekers in all six states have access to training programs aligned with the CBP related employment needs
- There is a lack of systems enabling CBP partners and employers to impactfully engage with training providers.
- Underrepresented community members face barriers that perpetuate inequitable outcomes in accessing green and emerging jobs across multiple levels of Chesapeake Bay Programs and Partners.
- There is a lack of systems to promote job retention and diversity across bay programs.
- There is misalignment between the opportunities and desires for advancement among ethnic and racially diverse groups regarding green jobs, regardless of entry for employment.

# Recommendations

1

Center and maintain relationships with training providers as key partners in closing gaps within emerging jobs.

*Organize an annual convening to host the CBP, employers, and training providers within Chesapeake Bay.*

2

Develop and disseminate a long-term plan to directly engage with current and prospective employees from underrepresented groups.

*Identify green jobs-focused organizations who might have existing mentoring opportunities, and explore potential partnerships*

3

Establish systematic structures to eliminate barriers that produce inequitable outcomes across employment levels

*Create a knowledge base of career opportunities and pathways of emerging jobs.*

# Concrete Next Steps Pt.1

Recommendation	Activity	Sub-activities	Support Tools
<b>Center and maintain relationships with training providers as key partners in closing gaps within emerging jobs</b>	<i>Develop structures and supports that would connect training programs' supply of job seekers with the ever-changing employer demands of the CBP</i>	<i>Devise and carryout an outreach and recruitments strategy with training providers</i>	<u><i>Career and Workforce Training Provider Database</i></u>
		<i>Update the career maps with an alignment of specific job titles from the CBP and Department of Labor to level the playing field</i>	<u><i>Interactive Career Map</i></u>
		<i>Disseminate vacancies through the newly created communication channels with training providers</i>	<u><i>Communication Channels</i></u> (Developed from Step 1)
	<i>Build and maintain relationships with partners across the CBP as a means of more inclusivity</i>	<i>Organize an annual convening to host the CBP, employers, and training providers within Chesapeake Bay.</i>	<u><i>Communication Channels</i></u> (Developed from Step 1)

# Concrete Next Steps Pt.2

Recommendation	Activity	Sub-activities	Support Tools
<b>Develop and disseminate a long-term plan to directly engage with current and prospective employees from underrepresented groups</b>	<i>Develop and implement a strategic engagement plan for prospective Job seekers</i>	<i>Identify organizations, universities, community colleges and trade schools that predominantly serve underrepresented communities.</i>	<u><i>Career and Workforce Training Provider Database</i></u>
		<i>Partner with community-based organizations that serve underrepresented groups.</i>	<u><i>Community-based Organizations Database</i></u> (Developed from Step 1)
	<i>Foster deep relationships and opens upskilling paths for current employees</i>	<i>Conduct a feasibility analysis on establish centralized mentorship opportunities between entry-level employees and higher-level roles.</i>	-
		<i>Matchmake Chesapeake Bay network employees with each other as mentors and mentees, based on job level.</i>	-
		<i>Identify green jobs-focused organizations who might have existing mentoring opportunities, and explore potential partnerships</i>	-

# Concrete Next Steps Pt.3

Recommendation	Activity	Sub-activities	Support Tools
Establish systematic structures to eliminate barriers that produce inequitable outcomes across employment levels	Level the playing field by developing a specific measures of success to be shared across CBP programs.	Create a knowledge base of career opportunities and pathways of emerging jobs.	<u>Interactive Career Map</u>
		Develop an Annual report that helps CBP to monitor progress towards becoming a more inclusive workspace	-
	Ensure people who face employment barriers have access to relevant support services.	Connect employees with training incentive resources such as childcare support, transportation assistance, and flexible training options such as asynchronous or virtual sessions.	-



## "CBP" Workforce Programs

+ Agency  
Programs

+ Agency  
Funded

+ Local  
Programs



### Youth Ambassadors

(NOAA & NPS run)  
*2023 Program changes*



### C-StREAM Interns

NFWF Funded  
(formerly NSF, EPA and  
NOAA)



### Chesapeake Conservation & Climate Corps

(CBT & NPS funded)  
*Climate is new addition*



### CBP Staffers

(EPA funded)

# CAREER PREPARATION - CONTINUUM

## TIMELINE

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### Elementary School

- No differentiation

### Middle School

- General Track
- Magnet/Charter School Track

### High School

- General Track
- Magnet/Charter School Track
- Career Technical Education Track

### Post-Graduate

- Community College
- 2-4 Year University
- Graduate & PhD
- Skills Training
- On-the-job Training



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Public Access



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Environmental Literacy

# CAREER INTERVENTIONS

## CATEGORIES OF CAREER INTERVENTIONS

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### **Learning Standards/Courses of Study**

- Documents that describe what students are expected to know at various developmental levels. These will vary from state to state (i.e., VA SOL's)

### **People**

- Anyone that supports career interventions and development (i.e., Career Service Counselor, Mentors)

### **Career Centered Resources**

- Resources that are intended to specifically support career exploration and development (i.e., Career Fairs)

### **On-the-Job Opportunities**

- Programs where students are afforded on-the-job opportunities (i.e., internships, fellowships, job shadowing)

### **Other**

- Any career interventions that don't fit the prior categories (i.e., school clubs)