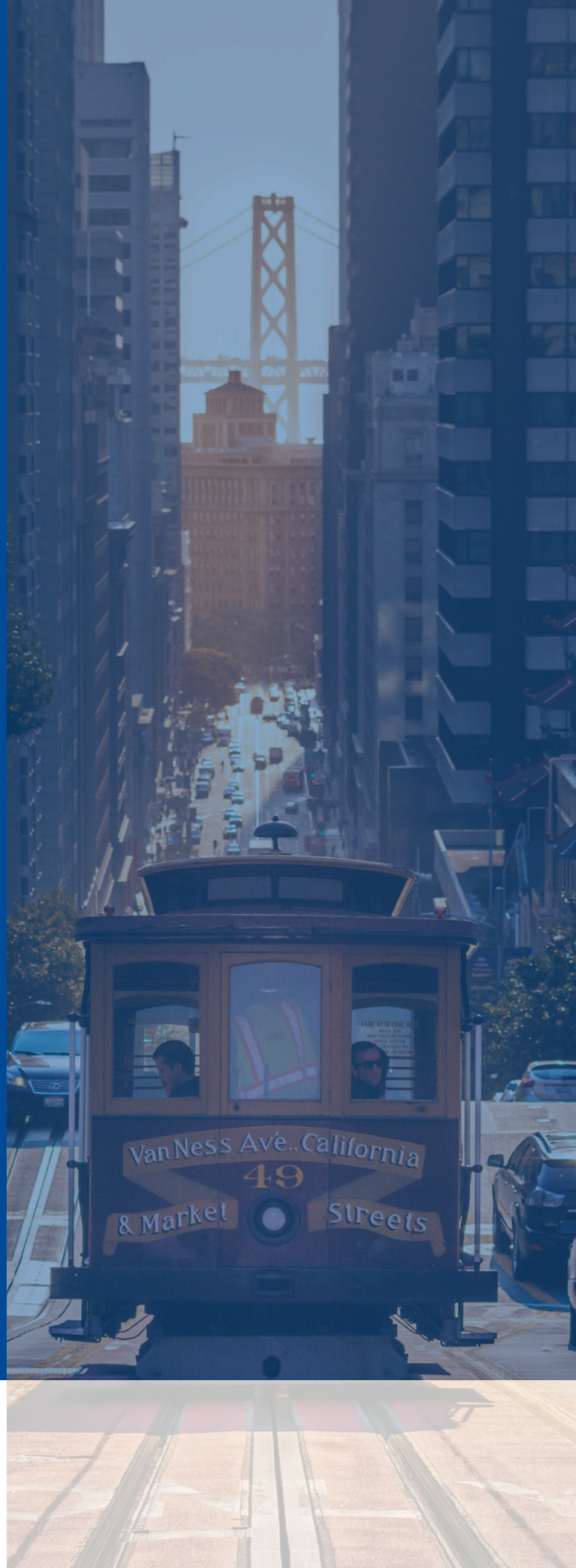


# WORKFORCE DEVELOPMENT GUIDE

## STRATEGIES FOR WORKFORCE TRAINING

*Additional Guide to the  
Project Implementation Toolkit*



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## Acknowledgement

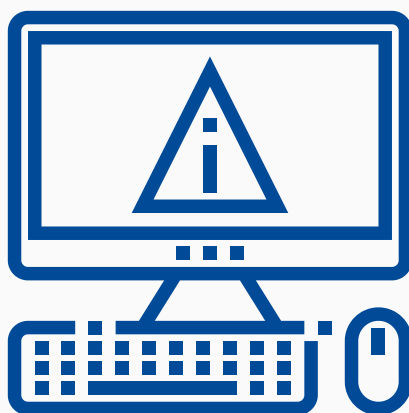
This guide is created by the Clean Mobility Equity Alliance (CMEA) team. The document was developed, written, and designed by Katarina Hou, Michelle Baron, and Natalia Perez-Bobadilla of [Shared-Use Mobility Center](#), and editorial support by Solomon Kim of [CALSTART](#) and Christina Heartquist of Heartquist Strategies.

## Considerations

The information on references and funding institutions included in this Guide is informational and may be subject to change. Clean mobility project implementers are encouraged to confirm updated costs and requirements for services, partnerships, and funding opportunities when partnering with any third-party vendor.

The entries are only informational profiles and do not constitute an endorsement by the California Air Resources Board (CARB), California Energy Commission (CEC), or the CMEA team. Being listed in the Guide does not prevent or compel participation in other current or future opportunities issued by the California Air Resources Board, California Energy Commission, the CMEA Program Administrator, and [\*\*Sustainable Community-Based Transportation Equity Project\*\*](#) grantees.

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# WHAT IS CMEA?

The Clean Mobility Equity Alliance (CMEA) is a peer learning, knowledge sharing network for CARB's **Sustainable Community-Based Transportation Equity Mobility and Planning Projects**, which includes the Clean Mobility Options, Sustainable Transportation Equity Project, and Clean Mobility in Schools programs, and Planning and Capacity Building, to support project implementation and advance mobility equity policy. CMEA is coordinated by CALSTART and the Shared-Use Mobility Center (SUMC).

CMEA is part of California Climate Investments, a statewide initiative that puts billions of Cap-and-Trade dollars to work reducing greenhouse gas emissions, strengthening the economy, and improving public health and the environment — particularly in underserved communities, and California Energy Commission's Clean Transportation Program, which is investing more than \$1 billion to accelerate the deployment of zero-emission transportation infrastructure and support in-state manufacturing and workforce training and development.



# HOW TO USE THIS GUIDE?

The Workforce Development Guide builds off the [Hire Locally Guide](#) and aims to support clean mobility project implementers in developing their workforce further when implementing clean mobility projects. This guide is intended for awardees to consider strategies such as sourcing labor, hiring practices, professional development, enhancing the local workforce, and promoting the local economy.

The Workforce Development Guide is an informational resource to support clean mobility project implementers in fostering Workforce Development. The [Appendix](#) includes several types of workforce development resources and funding sources organized in five categories to facilitate the identification of the type of skills and support in the following order:

- Workforce Development Resources,
- Funding Resources, and
- Additional Resources.



## How to Navigate this Guide

This guide will provide a step-by-step process for creating, implementing, and evaluating a workforce development plan. Equitable workforces and long-term sustainability are emphasized to ensure a more successful program. Most steps contain worksheets from this [Workforce Development Guide Worksheet](#) document. It is recommended that you have it open while navigating the guide. The [Appendix](#) provides additional resources and training, which can be a starting point for a workforce development program. Anyone collaborating on the implementation of clean mobility projects can reference this guide.

**Step 1 - Analyze Your Current and Future Needs**

**Step 2 - Create Your Workforce Development Plan**

**Step 3 - Implement Your Workforce Development Plan**

**Step 4 - Evaluate: Measure Progress and Impact**



# INTRODUCTION TO WORKFORCE DEVELOPMENT

This section introduces workforce development and how it differs from job training and economic development.

## Workforce Development is...

For the purposes of this guide, “workforce development” is defined as **“the process of identifying and addressing the needs of a local workforce to improve productivity and competitiveness. It includes planning, training, and developing policies and educational programs.”** In this case, workforce development is a human-centered strategy that does not necessarily need to align with the organization’s goals. It is a holistic approach to address barriers to job entry and the overall needs of the region so that the workforce is better equipped in the case of economic or labor disruptions. In general, workforce development can be approached using two types of strategies:

- **Place-based strategies** to address the needs of people living in a particular neighborhood
- **Sector-based strategies** to match workers’ skills to needs in an industry already present in the region



## Workforce Development is not...

### Benefits of Workforce Development

- Job satisfaction
- Attract top talent
- Improve employee retention
- Increase productivity
- Increase profitability
- Skilled workforce
- Strengthen community relationships

[Source 1](#), [Source 2](#)

Workforce development and job training are needed for a successful workforce but have different purposes. **Although workforce development is closely related to job training, workforce development is not job training.** It is important to differentiate the two as employees will need each other at different times. While job training focuses on teaching employees specific skills for their current organizational roles, workforce development takes a broader approach by investing in the employees' and organizations' futures. Distinctions between the two can be seen in Figure 1 on the next page.



Figure 1

Workforce development is also closely related to economic development, but they differ in that economic development encompasses a broader range of activities that promote overall economic growth. Economic development refers to improving economic well-being, quality of life, and overall business climate. This process includes creating jobs, selling products, developing infrastructure, or improving businesses ([Top 9 Differences Between Economic Growth and Economic Development](#)). Economic development targets sectors, while workforce development targets human capital. Workforce development can improve economic development and is seen as an essential element of sustainable economic development ([The Crucial Role of Workforce Development Programs in Fostering Economic Growth](#)).

In summary, job training is part of workforce development, and workforce development is part of economic development.

Efficient workforce development programs cover multiple areas, including:

- Educational opportunities
- Skill development
- Employment needs
- Career advancement
- Skill gaps and well-being

[Source 1](#), [Source 2](#)

## Lessons Learned

The [Federal Reserve Bank of Cleveland Research and Outreach](#) shared lessons learned on launching successful workforce development programs. These four key points can serve as guiding principles when developing a workforce development plan. The four lessons to keep in mind:

### **1. Collaboration and commitment are essential for building effective programs.**

Workforce development will not work if only one entity is involved. Developing and training a workforce requires various stakeholders to collaborate and commit to mutually beneficial goals. These stakeholders may be public, private, nonprofit, academic institutions, community-based organizations, etc. Collaborating on workforce development across public, private, and nonprofit entities is essential.

### **2. Communication between employers, workers, and trainers is needed to ensure that programs tackle the right problems.**

To improve workforce outcomes, communication between employers and workers about each other's needs and wants will ensure that effort towards the workforce is not wasted. Through communication and collaboration, workforce development programs can be guided by each other's goals. Step 1 of the guide provides a template to guide questions for current employers and staff to discuss their future outlook.

### **3. Effective workforce development programs recognize that place matters.**

When planning workforce development, consider the characteristics of a place, such as neighborhood income, quality of schools, access to social services, access to transportation, and racial integration.

For instance, workforce development can consider training recent graduates to provide additional skills if schools are insufficient to prepare graduates to enter the workforce.

Organizations can collaborate with educational institutions so that graduates will be more prepared. Access to transportation can be a barrier for people to participate in workforce development, making it more challenging to develop the needed skills to acquire better jobs.

The workforce development plan should be tailored to the specifics of the localities. A workforce development plan will only work well if barriers are addressed and reduced.

#### **4. Programs should be regularly and objectively evaluated based on data and informed by research.**

Evaluation is essential in assessing the effectiveness of workforce development. Evaluation can also inform what resources must be continuously funded to produce a good, skilled workforce for the organization or an industry. Thus, any workforce development requires data collection and analysis broken down by geography, race, ethnicity, education, income, and other characteristics of the participants. Step 4 of the guide will provide more information about the evaluation of workforce development.



## EXAMPLE OF WORKFORCE DEVELOPMENT

Workforce development encompasses a broad spectrum and may vary based on an organization's objectives. Here is an example of a workforce development initiative to facilitate workforce transition to support the electrification shift and climate efforts in Sacramento, California.

### Zero Emissions Vehicle (ZEV) Sustainable Equitable Employment Destination (SEED) Program

The Community Resource Project (CRP) is implementing an innovative electric vehicle job training program targeted towards Sacramento's underserved community members known as the Zero Emissions Vehicle (ZEV) Sustainable Equitable Employment Destination (SEED) Program. This program provides classroom instruction and hands-on training experiences in the emerging electric vehicle industry that provide employment pathways. This program educates historically underemployed groups, such as refugees and women, while preparing youth and current industry employees to transition to the emerging industry.

The program is also designed according to its target population. Each cohort consists of 20-25 trainees. The cohorts include:

- Cohort 1 – Refugees
- Cohort 2 – Women
- Cohort 3 – Construction/Electrician
- Cohort 4 – Automotive
- Cohort 5 – Youth aged 18-25



Now that we understand workforce development, this guide will introduce how to foster a local and diverse workforce in the context of the community the program serves. This guide can be utilized as a supplement to the [Hire Locally Guide](#). Although the Hire Locally Guide has components about diverse hiring, workforce development includes skills and relationship building to create better opportunities for the community.

Beyond providing access to mobility in disadvantaged and low-income communities, programs that focus on nurturing a diverse workforce representative of the community will enhance the service and people it serves. By incorporating the local, targeted community into the workforce, the programs can benefit from first-hand experiences of the mobility gaps and challenges. Furthermore, the community benefits from knowledge and economic opportunities by training, educating, and hiring through workforce development.



Although the representation of the community will differ depending on the place, programs can consider these identities to ensure a diverse workforce: age, gender, ethnicity, culture, disability, religion, education, and others. In addition, programs can consider engaging with job seekers with disadvantages, such as veterans, the previously incarcerated, the unhoused, and single parents. It is important to remember that working with diverse populations requires inclusivity and sensitivity to accommodate the historically disadvantaged.

As an organization works to develop a workforce development plan and implement any workforce development program, it is essential to keep this all in mind. Once a clear understanding of workforce development is established, the planning phase can start, and employers can proceed to Step 1: Analyze Your Current and Future Needs.



# ANALYZE YOUR CURRENT AND FUTURE NEEDS

## About this step

The first step in implementing a workforce development strategy involves analyzing the organization's needs and the employees' aspirations in their professional journeys. This entails formulating a well-balanced plan that effectively addresses both aspects.

Maximize the effectiveness of your workforce development plan by understanding the unique skillsets required for each segment of a clean mobility project.

As the project evolves, adapt your staffing approach to match the changing demands of each project stage. In addition, organizations should consider creating a pathway to nurture a diverse workforce representative of the community where the organization provides services. The workforce plan should include strategies to ensure outreach and engagement where vulnerable populations are considered.



## TIP!

Organizations should make a copy of [\*\*Step 1A of the Workforce Development Guide Worksheet\*\*](#).

Use this worksheet to assess your current and future needs based on your mobility service. The worksheet is categorized into three timelines: the present, the short-term future, and the long-term future. The present evaluates the current landscape of the organization's needs and skills. The short-term future looks at goals in six months to two years. The long-term future looks at goals in two to five years. The definition of short-term and long-term time should be adjusted to fit the organization's sustainability plan.

Individuals should make a copy of the [\*\*Step 1B of the Workforce Development Guide Worksheet\*\*](#).

Provide this worksheet to employees regularly (bi-annually or annually) to understand their individual workforce goals and skills they would like to develop. Their personal goals may align with the organization's strategic vision, which will help develop the workforce if employees are just as motivated.

Workforce development training can take shape in various forms and topics. For instance, it could be training on skills related to interpersonal relationships, such as conflict resolution and facilitation. It could also be skills related to the field of interest, such as transportation. See [Appendix I](#) for more examples of workforce development that may be relevant to you.

When using this [worksheet](#), consider the following questions:

- What are the skills that the organization needs at this moment?
- What skills are the workers interested in, and how do these match the needs of the organization?
- Do the organization's needs and the workers' interests match the projections for state employment and the projected technological development for the transportation mode of the project?
- Can the services help workers adjust as a company/organization expands or downsizes?

# CREATE YOUR WORKFORCE DEVELOPMENT PLAN

## About this step

The Workforce Development Plan should consider the organization's unique challenges, its alignment with the overarching mission, the roles and obligations of the employees, the prevailing state's **employment projections**, and the projected technological development for the project's transportation mode (such as new types of chargers, batteries or other electrification solutions). Armed with this information, the employee and the employer can select the appropriate Workforce Development path, program, goals, and objectives.



When developing the Workforce Development Plan, consider the following questions:

- Would training in a specific topic address the planning gap identified in Step 1 of the Worksheet?
- Which relationship-building skills would support the work of the organization?
- What skills are the employees interested in getting, where can they find them, and what are the costs, even if it is just time?
- Which resource best addresses the strategic goals mapped in Worksheet Step 1?
- Which of the resources best supports the employee toward achieving the goals mapped in Worksheet Step 1?
- Does the plan provide professional development opportunities, cross-training, and structured development programs to expose workers to other areas of job interest?



## TIP!

Make a copy of [Step 2 of the Workforce Development Plan Worksheet](#) and use it as a guide to:

- Identify which types of hard skills (competencies and abilities that are necessary to complete work commonly gained through education, training, and experience that often relate directly to a specific job or industry) and soft skills (abilities that relate to how you work and interact with other people) could support your team in the development of their everyday tasks and prepare them for future jobs. Identify which type of training can be acquired, when this training can take place, what the costs are, and what outcomes you and the employee would like to get from this skill-building exercise.

Refer to [Appendix I](#), which is a resource repository that lists the different types of training available in the market according to the needs of clean mobility projects. Both employees and employers can use this list as a tool to strengthen their workforce development plan. The list is not comprehensive, but it is a guide to support the common goals of employees and organizations in the industry.



# IMPLEMENT THE WORKFORCE DEVELOPMENT PLAN

## About this step

After assessing your organization's requirements and initiating the drafting of your workforce development plan, the next phase involves implementing the planned programs. Before execution, numerous factors merit consideration, particularly for organizations with limited resources. Consequently, many organizations may require external support to execute their workforce development plans effectively. Successfully implementing such plans requires a collaborative approach and comprehensive strategic planning.

Take into consideration the following factors when implementing the Workforce Development plan:

1. Capacity
2. Timing
3. Building New Partnerships and Expanding Collaboration
4. Funding Your Workforce Development Plan

# 1. Capacity

Capacity is one of the most important factors to consider when implementing your planned workforce development programs. Use these questions to identify whether your organization has the capacity to implement a program.

1. Is there sufficient staff to implement all parts of your workforce development plan throughout the whole process?
2. Who will be in charge of leading, strategizing, and evaluating workforce development?
3. Do employees need support? If so, what and how much support?
4. If the plan is developed within the organization, is the employee compensated enough for capacity building (if their role is not specific to workforce development)?

After evaluating your organization's capacity to implement a workforce development plan, you may want to consider strategizing, collaborating with partners, and finding funding to support your budget.

## 2. Timing

Plan the timing and frequency of your workforce development initiatives thoughtfully. Aim to synchronize them with programs that demand the skills being developed. In addition, you should consider the [California budget calendar](#) if you plan to apply for funding and the holiday calendar to plan for yearly activities. Consider the following elements to time your workforce development initiatives efficiently:

1. Consistency - Will the workforce development activity happen monthly, quarterly, bi-annually, or annually?
2. Personal leave/holidays - Consider when employees usually go on personal leave or holiday breaks.
3. Slow periods - Build in workforce development during slow periods to continue education, training, outreach, and skills development.
4. Emerging technology - Integrate relevant training related to emerging technology to nourish talent further and develop experience.
5. Required skills - Integrate relevant training if certain skills may be required for a position or to produce the work employees need to perform.

### 3. Build New Partnerships and Expand Collaboration

Clean mobility project implementors can benefit from partnerships. These partnerships can strengthen workforce development efforts while building relationships with education and development institutions. This [directory](#) allows you to search for federal, state, and local contacts that may provide funding, permitting, or planning support for your community and place-based needs and initiatives. Contacts can be filtered by location or community development topic.

Another option is to look at institutions in your immediate vicinity and contact them. Find out what partnerships they will make to develop a win-win situation that benefits both parties.

For example, collaborate with local colleges by providing them with mobility solutions, and in return they can give a class or internship program focused on fixing and maintaining electric bikes or vehicles, with the opportunity for students in those programs to work with your organization once they graduate from college.

Finally, connecting and building partnerships with local community groups can be very useful in understanding your area's local landscape, existing projects, and specific needs. This approach facilitates a deeper understanding of community dynamics and fosters collaborative solutions tailored to local requirements.

## 4. Funding Your Workforce Development Plan

When budgets are tight, it can be challenging to find resources to develop a workforce development plan and implement and maintain programs. [Appendix II](#) provides a list of funding resources. These funding programs are available in California to support workforce development plans and implementation.

After an organization launches the different parts of its workforce development plan and has them functioning for a few months, employers can move to Step 4—Evaluate: Measure Progress and Impact, where they can find tools for assessment and self-evaluation around expectations vs. outcomes.

# EVALUATE: MEASURE PROGRESS AND IMPACT

## About this step

Once a Workforce Development plan has been developed and has been implemented, **the next step is for employers to measure progress and how the planned programs have impacted the workforce.** When implementing any of the planned programs, evaluating their effectiveness in reaching goals is essential. It will provide credible evidence of the effectiveness of a workforce development program and could help to establish long-term goals.

**In this section, we will introduce different evaluations and ways to measure the effectiveness of the program.**

To begin evaluating the workforce development programs, consider these two general categories for evaluation:

1. **Process Evaluations**
2. **Outcome Evaluations**

## Process Evaluations

Process evaluations are **“designed to improve the implementation of programs and identify the factors that are contributing to a program’s success or failure”** ([Krepcio et al., 2011](#)). Process evaluations are different from measuring the outcomes of a program. Process evaluations will help understand what is happening in the program, not necessarily how effective the program is to participants. This evaluation can involve various stakeholders, including staff, participants, and observers, and is done through focus groups, interviews, surveys, and more. See Table 1.1, “Overview of the Components of Process Evaluation,” below for more guidance on process evaluation.



TABLE 1.1 OVERVIEW OF THE COMPONENTS OF PROCESS EVALUATION

|   |   |
|---|---|
| <p><b>Other Names for Process Evaluation</b></p>          | <ul style="list-style-type: none"> <li>• Implementation Evaluation, Formative Evaluation</li> </ul>   |
| <p><b>Answer these Questions</b></p>                      | <ul style="list-style-type: none"> <li>• What is occurring in the program?</li> <li>• How is the program being implemented and operated? How is the program producing the results that it does?</li> </ul>  |
| <p><b>Methods Used to Collect Data or Information</b></p> | <ul style="list-style-type: none"> <li>• Conducting site visits</li> <li>• Collecting and analyzing program administrative data</li> <li>• Conducting focus groups with program participants, local delivery staff, program managers, key program partners</li> <li>• Conduct surveys (e.g. web, telephone, in-person) to gather information from program participants</li> </ul> |

Source: [Krepcio et al. 2011](#)



TABLE 1. 2 OVERVIEW OF THE COMPONENTS OF PROCESS EVALUATION

|                              |   |
|------------------------------|---|
| <p><b>Can Illuminate</b></p> | <ul style="list-style-type: none"> <li>• How the program is operating</li> <li>• Why program performance goals are/are not being met</li> <li>• What is required of program managers and/or staff to successfully deliver services that results in realizing intended program outcomes</li> <li>• The cultural context in which the program works or does not work</li> <li>• The strength of the original program model and/or program operations</li> <li>• The weaknesses of the original program model and/or program operations</li> <li>• The need for more, less, or the collection of different program data</li> </ul> |
| <p><b>Can Provide</b></p>    | <ul style="list-style-type: none"> <li>• Meaningful and practical recommendations to improve and/or change the program model and/or operations and information to help correct program model shortfalls, especially if an intent is to replicate the model</li> </ul>   |

Source: [Krepcio et al. 2011](#)

## Outcome Evaluations

Outcome evaluations **“seek to measure how effective the program is at achieving its outcomes”** ([Krepcio et al. 2011](#)). This evaluation will provide insight into whether workforce development goals are accomplished and, if so, to what degree. The evaluation can be based on the program’s goals, and the participants can be asked if these goals were achieved. For instance, how many participants learned about a certain topic? You could also ask what specific topics the participants have the highest or lowest interest in and engage further with the information. See Table 2, “Overview of the Components of Outcomes Based Evaluation” below for additional information.



TABLE 2 OVERVIEW OF THE COMPONENTS OF  
OUTCOMES-BASED EVALUATION

|  |   |
|--|---|
| <b>Other Names for Outcome Evaluation</b>          | <ul style="list-style-type: none"> <li>• Impact Evaluation, Summative Evaluation</li> </ul>   |
| <b>Answer these Questions</b>                      | <ul style="list-style-type: none"> <li>• Did the program have its intended effect(s) on the program participants?</li> </ul>  |
| <b>Methods Used to Collect Data or Information</b> | <ul style="list-style-type: none"> <li>• Collecting and analyzing individual and summary administrative records</li> <li>• Administering and analyzing time-interval participant surveys (in-person, telephone, web)</li> </ul>                                     |
| <b>Can Illuminate</b>                              | <ul style="list-style-type: none"> <li>• The extent to which a particular service or strategy is reaching its objective (that is, changing a condition, changing a behavior)</li> <li>• Whether there are changes in outcomes among program participants</li> </ul> |
| <b>Can Provide</b>                                 | <ul style="list-style-type: none"> <li>• Information about whether the program's efforts have improved people's general condition (for example, employment situation)</li> </ul>  |

Source: [Krepcio et al. 2011](#)

**Once employers understand what type of evaluations are needed, here are five steps employers can take to evaluate their workforce development plan (Source: [LinkedIn](#))**

## 1. Define Your Evaluation Criteria

Before collecting and analyzing data and feedback, employers should outline what to measure and why. Some helpful questions to consider:

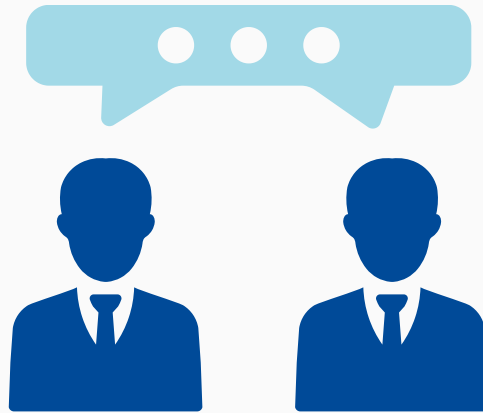
- What are the indicators of success for your plan and curriculum?
- How do these indicators align with your organizational vision, mission, values, and strategy?
- How do these indicators reflect the needs and preferences of your learners, managers, customers, and partners?



## Here are some data points that could be considered for evaluating your program properly

- **Participant characteristics**
  - Collection of basic demographic information (age, race, sex, income, veteran status, disability status, etc.)
  - Education, literacy, and/or English as a Second Language level
  - Employment status, earnings, and occupation at the time of enrollment in the program
  - Any attributes of program participants that might influence how well they perform in the program, how they should be served, and how they are likely to fare after program completion
- **Data on services each participant receives:**
  - Type of service (e.g., case management, occupational training, job search assistance, etc.) that an individual received
  - Frequency of the service received (number of hours per day, number of days per week, number of weeks)
  - Attendance
  - Other factors that might affect the employee's ability to achieve the outcomes the program hopes they will achieve
- **Data on outcomes for workforce programs (can be roughly divided into three categories):**
  - Skills obtained
  - Attainment of a degree, industry-recognized credential, or other certificate
  - Employment outcomes, including employment, earnings, and retention in employment

## 2. Collect and Analyze Feedback Results



After outlining evaluation criteria, employers can begin collecting and analyzing feedback and results. Employers can do so by using various methods. Some examples include:

- Surveys
- Portfolios
- Interviews
- Performance data
- Analytics software
- Learning management systems
- **Talent management systems**

**Employers should continuously collect and analyze feedback and results before, during, and after implementing the workforce development plan.**

As mentioned, workforce development evaluation isn't just about job satisfaction but how training and education expand participants' skills and knowledge. It aims to understand the effectiveness of such programs in filling the gap, especially in under-resourced communities.

Employment is a key driver for development as it bridges economic growth and poverty reduction. Measuring employment impact could provide better indicators for developing a workforce development plan that serves the community's needs. This data can inform policymakers and stakeholders about the effectiveness of existing initiatives, enabling them to tailor interventions that address specific challenges within the labor market and foster sustainable economic progress.

According to the [Employment Impact Assessment \(EmplIA\)](#) developed by the International Labour Organization, there are three types of employment to consider in the metrics.

- **Direct Employment:** Created directly by the project.
- **Indirect Employment:** Created through the increased demand for inputs such as tools, materials, plants, and equipment along the value chain.
- **Induced Employment:** Created through forward linkages such as households benefiting from additional income and consuming more goods and services

**EmplA** is a tool to measure the impact of economic development and employment. It assesses the employment potential and impacts of sectoral policies and investments. The EmplA provides variables to consider when developing an overview of the employment data. This can serve as evidence for further funding and investments and answer the following questions:

**Who gets employed?**

This includes determining the profiles and characteristics of the workers, such as their age, gender, level of education and skills, household, and previous employment status.

**How decent are the jobs?**

This includes qualitative aspects of the jobs created from the investment, such as salary/wage levels and types of contracts.

**How many direct and indirect jobs are created during implementation, operation, and maintenance?**

This includes the number of persons employed and the duration of their employment as a result of the investment.

**What kinds of jobs are created?**

This pertains to the categories or occupations of the jobs created.



### 3. Identify Gaps and Opportunities

The next step is for employers to identify gaps and opportunities to improve the workforce development plan. Here are some helpful questions to consider:

- How do the feedback and results compare to your evaluation criteria?
- What are the strengths and weaknesses of your plan and curriculum?
- What are the root causes and contributing factors of the gaps and opportunities?
- What are the best practices and benchmarks in your industry or sector?



## 4. Prioritize and Implement Changes

Once gaps and opportunities have been identified, employers should prioritize what needs to be changed to address them.



## 5. Monitor and Evaluate Changes



Lastly, employers should keep monitoring and evaluating changes that have been implemented and make the necessary changes.



### TIP!

Make a copy of [Step 4 - Evaluate](#)  
Use this worksheet to brainstorm how the evaluation should be completed. These guiding questions should be adjusted based on individual cases/needs. Please refer to our resources/appendices for more information.

## Additional Evaluation Resources to Consider

Purdue University developed workforce development outcome evaluations in the short, medium, and long term, which can help guide the effectiveness of the workforce development program. View their plan [here](#).

The evaluation checklist below is based on the 11 core principles of the [U.S. Department of Commerce's Workforce Development Strategy](#). You can use this to evaluate your workforce development program further. These questions can be used as a resource to guide whether your workforce development (WFD) program investments will be effective. Provide examples for each to help analyze your workforce investments.

| Evaluation Questions  | Yes/No + Example(s) |
|---|---------------------|
| Are WFD programs employer-led to ensure skilled workers are connected to quality job opportunities?   |                     |
| Are WFD programs guided by multiple community partners such as educational institutions, labor unions, community-based organizations, and economic development organizations? |                     |

| Evaluation Questions   | Yes/No + Example(s) |
|--|---------------------|
| <p>Do WFD programs include wrap-around services (services or offerings from an employer that aim to stabilize the personal lives of staff) to support the most vulnerable populations?</p> <p>Do WFD programs increase educational and workplace diversity, equity, and inclusion?</p> |                     |
| <p>Do WFD programs prioritize proven <b><u>earn-and-learn models</u></b> like <b><u>Registered Apprenticeships</u></b>?</p>  |                     |
| <p>Do WFD programs lead to stackable, industry-recognized credentials?</p>   |                     |
| <p>Do WFD programs ensure that information about credentials is publicly accessible through the use of linked open data formats that support full transparency and interoperability?</p>   |                     |
| <p>Do WFD programs measure and evaluate outcomes such as workers' employment and earnings?</p>   |                     |

| Evaluation Questions   | Yes/No + Example(s) |
|--|---------------------|
| Do WFD programs ensure that data is transparent, actionable, and linked back to those executing programs?                                  |                     |
| Do WFD programs build sustainable systems and partnerships that endure to serve employers and workers beyond the federal investment?       |                     |
| Do WFD programs connect workforce development to economic development?   |                     |
| Do these WFD programs take federal goals for the region into account? Are workforce investments coordinated across the federal government? |                     |
| Do these WFD programs encourage the use of other government and private funding?   |                     |

# Appendix I: Workforce Development Resources

## Diverse Workforce Resources

### [Building a Better Shared Micromobility Industry](#)

North American Bikeshare and Scootershare Association (NABSA) offers a comprehensive guide for organizations operating within the shared micromobility industry. It includes insights into best practices for cultivating a diverse workplace and fostering a culture ingrained with the values of diversity, equity, inclusion, and belonging. Each toolkit section is rich with action steps, case studies, resources, and a self-assessment to provide tangible strategies for building a more diverse team and promoting a more equitable organization.

### [Training for Transportation Service Providers on How to Assist Persons with Disabilities](#)

The Canadian Transportation Agency has training on how transportation service providers can assist people with disabilities. The resource is best utilized to improve mobility services to accommodate persons with disabilities.

### [Workforce Diversity Toolkit for the Shared Micromobility Industry](#)

NABSA provides a guide on hiring diversity and cultivating workplace diversity, including a self-evaluation assessment.

## [Engaging the Next Gen Workforce](#)

The Federal Highway Administration identifies what the next generation of workforce seeks in their career and how to engage with the workforce, especially in the transportation industry.

## [Equitable Hiring Practices for Bikeshare Programs](#)

Better Bike Share Partnership's hiring guide targeted towards bikeshare programs highlights equitable strategies to consider. If your project includes bikes, this might be useful.

# Workforce Development Types & Examples

### **Skills-Based Training**

This type of training refers to skills that an employee builds based on measurable formal training that can easily be evaluated based on academic or technical methodologies. These skills are useful and common across industries.

### **Training and Education**

Continuous training and education are integral to any workforce development to prepare employees to have the tools and knowledge to excel beyond their current positions to future opportunities. Training and education include certifications, postsecondary education, mentorship programs, etc. Several resources are available, including online and in-person options and certification options. Here are platforms that provide training and education:

## ***Education through Colleges and Public Entities***

- **[Courses by the National Transit Center](#)** - The center provides training in different scopes, from Procurement to Project Management for Transit Professionals. See their schedule for available courses that may interest or benefit you. **Cost: Fees may vary, but some free courses are offered.**
- **[Training by Union Internationale des Transports Publics \(UITP\)](#)** UITP offers on-site and online training on various topics such as transportation, emergency preparedness, design, and operations. See their schedule for upcoming training. **Cost: Fees may vary, and some free training is offered.**

The following list of academic institutions is to highlight example courses provided by local colleges. This list is not exhaustive, and we recommend searching the nearest college to you and seeing what courses are offered.

- **[Orange Coast College](#)** is located in Costa Mesa, CA. Its programs include computer programming, accounting technology, bookkeeping, and business administration and management. **Cost: Average cost after aid is \$4,384 and in-state tuition is \$1,198.**
- **[Los Angeles Trade Technical College](#)** is a public community college in Los Angeles, California. Its programs include Electrician, Automobile/automotive mechanics technology/technician, and Industrial mechanics and maintenance technology. **Cost: Average cost after aid is \$8,181 and in-state tuition is \$1,238.**



- **Bakersfield College** is a public community college in Bakersfield, California. The college offers associate degrees and certificate programs and is one of the fifteen California Community Colleges offering baccalaureate degrees. Its programs include Business administration and management and Agribusiness/agricultural business operations. **Cost: Average cost after aid is \$5,223 and in-state tuition is \$1,430.**
- **De Anza College** is a public community college in Cupertino, California. Its programs include Business administration and management, Social sciences, and Computer Science. **Cost: Average cost after aid is \$4,740 and in-state tuition is \$1,562.**

### **Online Education Resources**

- **Skillshare** is an online learning community that offers classes on topics such as illustration, design, photography, video, freelancing, and more. **Cost: a free plan with limited course access and a premium plan priced at \$19/month or \$99/year.**
- **Udemy** is a marketplace for online courses. It offers a vast library of classes on diverse topics created by individual instructors, providing learners with flexibility, affordability, and a wide range of subject choices. **Cost: course-by-course pricing model, courses ranging from around \$9.99 to \$199.99.**
- **LinkedIn Learning** is an online learning platform integrated with the professional networking site LinkedIn. It offers a vast library of business, technology, and creative skills courses, focusing on career development and professional growth. **Cost: \$29.99/month for individual learners**

- **Udacity** is an e-learning platform offering career-oriented courses and credential programs created in partnership with leading companies. It provides hands-on projects, personalized feedback, and mentorship geared toward practical skills in tech and business. **Cost: subscription-based model priced at \$399/month.**
- **Codecademy** is an interactive platform specializing in coding education. It offers a hands-on approach to learning programming languages through coding exercises, projects, and quizzes, providing beginners with a comprehensive foundation in coding. **Cost: subscription-based model priced at \$39.99/month.**
- **edX** is a non-profit online learning platform created by Harvard and MIT. It offers courses from renowned universities and institutions worldwide, provides learners with academic and professional development opportunities, and promotes open access to education through its open-source platform. **Cost: Learners can access most courses for free, but they also offer a verified certificate option for a fee, typically ranging from \$50 to \$300.**

## Workforce Innovation and Collaboration

Workforce innovation and collaboration focus on improving existing skills and addressing experience gaps to prepare employees and employers for economic or other external disruption. This type of workforce development requires innovative strategies to respond to workforce trends, fill gaps in the labor market, and increase job opportunities. Examples include:

- Improve workers' skills to prepare for digital transformation,
- Adopt fluid workforce models in which one employee has expertise in multiple areas of a business and can easily switch from one to another
- Provide training to manage remote teams successfully
- Develop peer-to-peer learning programs where employees exchange their skill sets with their peers

### **Relationship Building**

Relationship building refers to training that enforces qualitative skills that improve customer service and conflict resolution and ensure diversity and inclusion.

### **Conflict Resolution**

Conflicts happen in any workplace, and they're neither good nor bad. However, mismanaged or unresolved conflicts can lead to friction in the workplace and cause a lack of motivation and an unhealthy work environment. Thus, conflict resolution and management are important to resolve conflicts in a healthy manner that strengthens the organization and helps employees become better communicators and collaborators. Here is a resource on types of [conflict management styles](#).

### **Leadership and Management Training**

Employers can consider providing dedicated leadership training that will benefit employees individually, regardless of whether they are in leadership or supervisory positions. All employees can benefit from leadership and management training that educates them on how to be inclusive leaders, communicate with empathy, and provide constructive feedback. To further develop their leadership roles, employees can consider joining professional groups that build leadership skills or mentor others. Here is a resource on different types of [management styles](#).

## **Diversity and Inclusion Training**

Diversity and inclusion training can benefit your organization by creating an inclusive environment for employees and ensuring fair service to clients. It also empowers empathy for people with different backgrounds and skills. Inequities will not disappear on their own. An example of the diversity, equity, and inclusion toolkits to eliminate inequities and increase success for all is the [GARE](#).

## **Transportation-Based Training**

The following section provides information, examples, and resources on workforce development categorized by mobility mode, including electric vehicles, bikes/scooters, buses, and on-demand innovative transit.

### **Electric Vehicles**

Workforce development on electric vehicles is highlighted below. Training and certification in this emerging skill set will help empower communities and reduce knowledge gaps in electric vehicles.

#### **[EVITP Training](#)** [Training and Education]

The Electric Vehicle Infrastructure Training Program (EVITP) provides the most comprehensive training for installing electric vehicle supply equipment (EVSE) in North America today. All EV charging stations must be installed by a licensed contractor with at least one electrician on each installation and must have an EVITP certificate. A state-licensed or certified electrician can receive EVITP online training and certification.

**[EPA Workforce Development and Training Resources](#)** [Training and Education]

List of general electric vehicles and EVSE training, vehicle operation training, installation, maintenance, and repair for EVs and EVSE from the U.S. Environmental Protection Agency (U.S. EPA).

**[Resources for EV Infrastructure Installation](#)** [Resource]

This resource library developed by the Center of Sustainable Energy for the California Energy Commission provides resources related to EV infrastructure, such as the certification process, permitting guidebook, surveys, and others.

**Bikes/Scooters**

**[League Cycling Instructors](#)** [Training and Education]

The League of American Bicyclists offers a three-day certification program led by a League Coach to teach various Smart Cycling classes to children and adults. The goal is to help people feel safer riding bicycles by educating cyclists and motorists and ensuring bike riders know how to ride safely and legally.

Bike Safety Classes [Training and Education]

[\*\*Santa Ana Active Streets \(SAAS\)\*\*](#) offers a variety of events, such as community bike rides or community meetings and workshops targeted at training and workshops on bike repair and maintenance, traffic safety, bike security, and more. [\*\*Recreational Equipment, Inc. \(REI\)\*\*](#) offers a beginner-level series on its website that covers inspecting your bike, fixing flat tires, greasing a chain, cleaning a bike, and building a tool kit.

### [\*\*Bike Safety by National Highway Traffic Safety Administration\*\*](#)

[Resource]

The National Highway Traffic Safety Administration provides an overview of bike safety, covering everything from how to fit a helmet and avoid crashes to road rules.

## **Buses**

### [\*\*Battery Electric Bus Familiarization\*\*](#) [Training and Education]

The Transportation Learning Center provides three courses to help transit bus technicians gain a fundamental understanding of battery electric bus (BEB) technology. The sessions cover the BEB overview, high voltage safety considerations, and battery charging approaches.

### [\*\*Zero Emissions Bus Simulator Training\*\*](#) [Training and Education]

FAAC Commercial has a bus simulator to train students using battery electric bus vehicle models on regenerative braking, electric bus familiarization, operation, and consumption optimization.

### **[Zero Emission Buses Workforces Transition Resources](#)** [Resource]

Transitioning from work with the 12- and 24-volt electrical systems in traditional diesel and CNG buses to Zero Emission buses, with upwards of 800 volts, requires a significant commitment to additional skills training and development. The Transit Workforce Center of the Federal Transit Administration is producing resources as part of a nationally coordinated effort to help prepare frontline technicians with the training needed to meet the challenges and demands of this new technology.

### **[Workforce Development and Bus Fleet Electrification](#)** [Resource]

San Diego Workforce Partnership provides a report summarizing how school districts can transition to electrifying their bus fleets and resources for technician training.

### **[California Commercial Driver's License](#)**

The Department of Motor Vehicles issues commercial driver's licenses. This license ensures that drivers are well-equipped to handle electric buses and trucks' unique characteristics and requirements. The training for obtaining this license includes sections on battery electric vehicle operation, charging protocols, range management, and safety measures.

### **On-Demand Transit/Microtransit**

#### **[On-Demand Transit Service Guide](#)**

Via provides needs and solutions for on-demand microtransit projects for any public entity, from large transit agencies to small municipal governments. It answers the questions: what do you want to build, and what help do you need to build it? Highlighting the flexibility, customization, and speed to launch a service.

# Appendix II:

## Funding Resources

Building, supporting, and continually developing an organization's workforce takes time and money. Organizations require funding. Fortunately, several funding opportunities and resources can help with this. Below are some resources that list funding opportunities.

### **[U.S. Bank Foundation Community Possible Grant](#)** (Page 3)

The U.S. Bank supports programs and organizations that provide training for small business development, as well as programs that support individuals across all skill and experience levels, to ensure they can gain employment that supports individuals and their families.

Examples of grant support include:

1. Small business technical assistance programs.
2. Job skills and career readiness training programs with comprehensive placement services are available for low—and moderate-income individuals entering or re-entering the workforce.
3. Reskilling or retraining for jobs in renewable or clean energy.
4. Building and maintaining infrastructure to support renewable energy, including EV charging stations and bike/transportation programs.

### **[U.S. Department of Transportation Discretionary Grant Dashboard](#)**

The DOT Discretionary Grant Dashboard identifies grant opportunities that help communities meet their transportation infrastructure needs. This dashboard allows you to filter funding opportunities for “Technical Assistance, Workforce Development, and Training/Education” and will also identify grants for rural and tribal communities.



### **Clean Transportation Program - California Energy Commission**

The California Energy Commission's Clean Transportation Program provides funding to support innovation and accelerate the development of advanced transportation and fuel technologies. This program plays a key role in addressing California's goals on climate change, petroleum reduction, the adoption of zero-emission vehicles, and air quality standards.

### **California Workforce Development Board**

Resources and funding opportunities for workforce development.

### **Department of Labor Funding Opportunities**

List of funding opportunities associated with workforce development.

### **GrantWatch**

A tool to search grants in Workforce Development and can filter by location, funding source, recipient, and other advanced search options.

### **Environmental Workforce Development and Job Training Grants**

Environmental Workforce Development and Job Training Grants allow nonprofits, local governments, and other organizations to recruit, train, and place unemployed and underemployed residents of areas affected by the presence of brownfields with quality jobs.

### **Resource Center - The Transit Center**

List of funding opportunities for workforce development programs.

# Appendix III:

## Additional Resources

### [Transit Workforce Center](#)

The Transit Workforce Center is the Federal Transit Administration's first-ever national technical assistance center for transit workforce development. Its mission is to help urban, suburban, tribal, and rural public transportation entities recruit, hire, train, and retain the diverse workforce needed now and in the future.

### [The American Transit Training and Apprenticeship Innovators Network \(ATTAIN\)](#)

Peer networks were created for transit agencies and labor unions to explore new apprenticeship programs or enhance existing programs for their frontline workforce.

### [American Public Transportation Association \(APTA\) Workforce Mini-Guides](#)

A six-part topical series containing industry insights and stories, case studies, lessons learned, best practices from interviews with dozens of transit and industry professionals, and highlights from APTA's comprehensive Transit Workforce Readiness Guide.

### [Archive - Jobs for the Future](#)

This tool will filter different research, resources, and publications posted by Jobs for the Future (JFF). JFF is a national nonprofit that drives the transformation of the U.S. education and workforce systems to achieve equitable economic advancement for all.

## **Resource Library - National Fund Workforce Solutions**

The National Fund for Workforce Solutions invests in a dynamic national network of about 30 communities, taking a demand-driven, evidence-based approach to workforce development. The National Fund's robust library of tools and resources can assist employers, workforce practitioners, and community leaders in their efforts to create a more equitable workforce.

## **Workforce Diversity Wednesdays**

As part of NABSA's update to their Workforce Diversity Toolkit and strategy to increase diversity in the shared micromobility workforce at all levels, they are also launching a blog and social media series that spotlights jobs in shared micromobility throughout the year called "Workforce Diversity Wednesdays." In these series, NABSA will post interviews with individuals in the shared micromobility industry highlighting their work and role with the hopes of encouraging more diversity and representation in the field.