CHESAPEAKE BAY PROGRAM

Workgroup 8: Landscape Analysis

WE Strategies – 08/02/2024

Chesapeake Bay Program
Science. Restoration. Partnership.

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Objectives

The Chesapeake Bay Program (CBP) Diversity, Equity, Inclusion, and Justice (DEIJ) Implementation Plan aims to grow the racial and ethnic diversity, help CBP partners develop into leaders who understand and embrace cultural diversity, and provide partners with the tools to assess their progress[1]. This research's objective is to address the recommendations from the Literature Scan conducted in October 2023.

The recommendations and ensuing questions are categorized and associated with DEIJ Objectives. The research project was to examine participants' understanding of, attitudes about, and experiences with green and emerging jobs. Discussion groups were designed to generate discussion and gather information from participants about their knowledge and questions around emerging jobs. Questions for the discussion groups were designed around the following categories and questions from the Literature Scan:

- Area 1: Accessing Green Jobs at all Levels (DEIJ Objectives 2, 3, 6)
    - *What is the specific workforce needs for each field's green and emerging jobs?*
    - *From where and how do CBP partners recruit and hire (at all levels, including leadership)?*
    - *How are existing employees from underrepresented groups retrained or reskilled for emerging jobs? Is there a plan for retraining or reskilling?*
- Area 2: Maintaining Diversity within CBP (DEIJ Objectives 4, 5, 6)
    - *How do CBP partners support strong retention practices?*
    - *What are the barriers to workers from underrepresented communities to access and possess emerging jobs? Are there diverse workers at each level of CBP partner organizations?*
- Area 3: Career Pathways to Advancement Questions (DEIJ Objectives 2, 4, 5)
    - *What are the pathways to advancement for diverse workers to access emerging jobs?*
    - *How are prospective employees trained and compensated?*
        - *As workers increase their skills, do they also see their wages increase?*
        - *Are there unindentured apprenticeships and internships available to prospective employees?*

[1] See the DEIJ Plan here: https://www.chesapeakebay.net/what/publications/cbp-deij-strategy-implementation-plan

Methodology

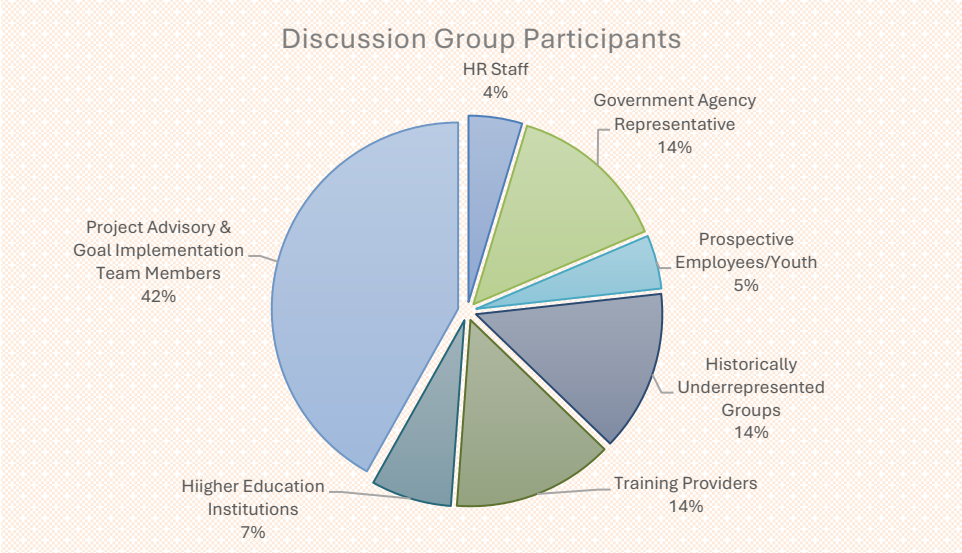
Discussion groups were the main method of primary data collection for this research project. Additionally, the WE Strategies and CBP Teams developed a database of training providers who provide training for green jobs (see Appendix E). The discussion group design was organized by participants who may have similar perspectives or experiences as it pertains to green jobs. Discussion groups included narrative and discussion-based questions, as well as polls. Facilitators were given leeway to go off-script as needed to gather as much relevant information as possible.

Participant Recruitment

The discussion groups were 60-75 minutes in length. The groups were conducted in February 2024 in a virtual format. As seen in Figure 1 below, Participants were invited to take part based on the following categories:

- Project Advisory and Goal Implementation Team Members (PAT/GIT)
- Human Resources staff
- Prospective and existing employees (including students)
- Federal, state, and local government agency representatives
- Historically underrepresented groups (BIPOC, LGBTQ+, low income, etc.)
- Higher education institutions (sciences faculty, career services staff)
- Training providers

Figure 1: Discussion Groups Categories



The number of participants from each group is summarized in Table 1.

Table 1. Total participants by participant type

Group	Total
HR Staff	2
Government agency representatives	6
Prospective employees/youth	2
Historically underrepresented groups	6
Training Providers	6
Higher Education Institutions	3
Project Advisory & Goal Implementation Team members	18
Total	**43**

The WE Strategies team developed draft recruitment emails for each participant type, which were sent by the CBP team; any emails sent by the WE Strategies team were followed up with emails or reminders from the CBP team.

Facilitator Protocols

Based on the key objectives, the research project leader developed draft moderator protocols to guide the discussion groups. The protocols were submitted to WE Strategies and the CBP Project Advisory Team (PAT) for review and approval. At the start of each discussion group, participants were asked for candor and confidentiality of conversations taking place in the group. During discussion group discussions, facilitators used several strategies to gather information, including responding to poll questions and asking open-ended discussion questions. Facilitators were told that they could ask questions that were not directly written on the protocol if it would help guide participants to open about the topics.

After facilitators conducted and led the discussion groups, a report was submitted to the lead investigator. Facilitators were directed to send their reports within 48 hours (about 2 days) of the discussion groups for retention. The lead investigator then summarized and analyzed the findings for this report. A copy of the report template can be found in Appendix D.

Qualitative Research Analysis

Qualitative research differs from quantitative research in that it is not easily generalizable. While quantitative research asserts that there is one reality that can be measured,

considered independent of the inquirer or researcher, and that there is an absolute truth, qualitative research assumes no one reality (that realities are divergent), that researcher and participant influence one another, and that there is no absolute truth; thus, qualitative research can be difficult to generalize (Anney, 2014). However, various researchers, such as Guba (1981) and Lincoln (1995), have outlined concepts to define high-quality qualitative research. These concepts include:

1. Credibility (Do members of the community being researched feel that the findings represent their experience?)
2. Transferability (Can findings be applied to other contexts?)
3. Dependability (Would another researcher identify similar findings?)
4. Confirmability (Do findings reflect the participants' responses and not the researcher's perspectives and interests?)
5. Authenticity (Does the research represent a range of viewpoints on the topic?) (Treharne & Riggs, 2014)

Research results can be considered transferable when a researcher uses purposeful sampling and thick description. Contextual details can paint a picture of what participants' viewpoints and experiences are, which contributes to the robustness of the research project (Anney, 2014). Additionally, participants must be selected based on specific purposes associated with answering the research questions.

As this study intentionally selected participants who could speak to their experience with diversity and job quality in the green and emerging jobs field, purposeful sampling is a significant part of this study (Anney, 2014). Along with intentional sampling of participants, a research project that provides detailed description of participants' responses allows the reader to transfer the findings to another context (Anney, 2014).

This research project will mostly focus on transferability as the goal is to identify whether the recommendations from the research scan in 2023 are still relevant. The qualitative portion centered on information-gathering, primarily to identify and understand the experiences of those eligible for or relate to green and emerging jobs. Taken as a whole, the research project findings will inform the final recommendations in support of achieving the established DEIJ Objectives. Below are some initial themes that emerged from discussion groups:

Initial Themes

Note: These are initial themes that stood out during the first round of data review.

- When defining green jobs:
    - Being outdoors / "on the ground"
    - Related to science
    - Anything outdoors or that helps the environment, pollution reduction

    - Environmental policy
    - Conservation and preservation of natural resources
    - Jobs that do not cause harm
    - Jobs focusing on agriculture or land (trash, water, etc.)
- When discussing the reasons or benefits in green jobs:
    - Passion for the environment and clean energy
    - Cultural or familial connections to the environment
    - Partnerships with district agencies
    - Enjoying the outdoors
- The participants were in roles that included:
    - Policy-related work
    - Science/lab-related work
    - Park management and outdoor work
- When asked questions about how to learn about emerging jobs and acquire the necessary skills and training to access them:
    - Funding is restricted (grant-funded, little external funding)
    - Youth participants mentioned not knowing about any ways to learn about emerging jobs, no platforms for training or advancement, and no next steps after a training program has been completed
    - Conflicting findings on degree requirements and expectations
        - Federal/state agencies say there is no need of a degree past a bachelor's degree
        - HR staff mention providing support for GRE prep and advanced degrees
        - Historically underrepresented participants mentioned needing higher degrees for the right connections; "you need to have degrees to have respect"
    - Recruiting through parks, social media, college/high school career fairs, recruitment events, career services programs
- When asked about barriers to green and emerging jobs:
    - Underrepresented participants mentioned feeling underappreciated, facing burnout, and having many hats at once. They discussed having to choose between practicality and higher paying jobs, as they did not often feel as though they were well compensated.
    - One of the most often mentioned barriers was a low salary. Training providers and prospective employees specifically mentioned that the living wages do not match learned skills. While there are advanced training programs, they often require payment, and there is a lack of funding for programs in rural areas.
    - Prospective employees also mentioned that it is difficult to advance in field positions, only in administrative positions, and that seasonal positions are the only way for them to enter the green jobs industry.

Findings

Each of the sections below highlights a different focus area from the initial literature scan and the findings from discussion groups that relate to that focus area. All discussion group protocols can be found in Appendix A, more information from discussion groups (overviews and descriptions of their most poignant themes) are in Appendix B, and all poll data can be found in Appendix C.

Area I: Accessing Green Jobs at all Levels (DEIJ Objectives 2, 3, 6)

For our purposes, the term "green Jobs" refers to any job that produces goods or services that help the environment or conserve natural resources, or any jobs that involve making a process more environmentally friendly or use fewer natural resources (BLS, 2013). The term "Emerging Jobs" refers to green jobs that meet one or more of the following criteria: (Based on the discussions from advisory group) (1) the job will knowingly exist and be filled in the next 2-3 years, (2) the job are proximate or adjacent to any type of green job, or (3) the job will transition from a non-green job to a green job in the next 2-3 years, requiring employees to be retrained or reskilled. The term "emerging job" allows us to focus this analysis and its recommendations on jobs closely aligned with the Chesapeake Bay Program's plan and greatest concerns for the next 2-3 years.

Based upon the specific workforce needs and data collected across several focus groups, the following findings emerged:

Finding 1: There are various training providers and training programs for all levels educational attainment within Chesapeake Bay.

108 training providers have been documented during the data collection process, including 12 training providers completing an additional training provider information form. For each of these training providers data was collected including general program Information, student eligibility, program impact and outcomes, and student's ability to access such instruction.

- Of the 108 training providers documented, more than 50% do not require participants to have any educational attainment to enroll in training; while on the other end of the spectrum, 44% of training providers require a higher level of educational attainment aligning with the advanced-level training.
- Of the 12 training providers we surveyed beyond the publicly available information, 83% have the capacity to successfully train 75+ people to completion each year.

This tool underscores the finding that across these six states connected to Chesapeake Bay, training providers are well-positioned capacity-wise to accept and train new cohorts within the green, emerging jobs network.

Finding 2: Through training providers, job seekers in all six states have access to training programs aligned with the employment needs outlined by the GIT, in all but four instances.

The workforce survey analysis provided current and emerging workforce needs for each of the Goal Implementation Teams (GIT) including sustainable fisheries, habitats, water quality, Healthy Watersheds, Stewardship of the Bay, Partnership and leadership enhancement Scientific, Technical Assessment and Reporting. Furthermore, each GIT has identified various roles within their sphere of influence that are critical to their goals. Table 2 below outlines the employment needs of each of the Goal Implementation Teams, along with the identification of at least one training provider that can develop talent for those roles in each of the six states.

- The findings spotlight the ability of training providers to deliver programs in each of the six states, that aligns with the need of each GIT, in all but four instances.

Table 2. Total participants by participant type

Identified Employment Needs per GIT							
State within CB	**GIT 1 - Sustainable Fisheries**	**GIT 2 - Vital Habitats**	**GIT 3 - Water Quality**	**GIT 4 - Maintaining Healthy Watersheds**	**GIT 5 Fostering Healthy Watersheds**	**GIT 6 - Enhancing Partnering, Leadership, and Management**	**STAR - Scientific Technical Assessment & Reporting**
	Oyster Aquaculture	Nature-Based Engineers	Environmental Testing Scientists	Land Protection Professionals	Land Maintenance	BMP Creation	Infrastructure Planning
Maryland	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pennsylvania	No	Yes	Yes	Yes	Yes	Yes	Yes
West Virginia	No	Yes	Yes	Yes	Yes	Yes	Yes
Delaware	Yes	Yes	Yes	Yes	Yes	No	Yes
Washington DC	No	Yes	Yes	Yes	Yes	Yes	Yes

Finding 3: There is a lack of systems enabling CBP partners and employers to impactfully engage with training providers.

Engaging with training providers, human resources staff, higher education organizations, historically underrepresented groups, and current and prospective employees provided valuable insights on the recruitment process. Training providers that address the GIT needs for green and emerging jobs are overwhelmingly available in most states (see Table above).

- High ranking human resources staff were unaware of the training providers available in their state, while often relying on select higher education institutions for recruitment. Multiple vacancies across all GITs, along with access to many training providers, highlights the potential lack of information and communication with training programs.
- 84% of all discussion group participants acknowledged a lack of communication between employers and training providers.
- Students voiced their concern about HR departments often relying solely on specific higher education organizations for recruitment, with limited opportunities available, such as internships for graduate students.

The findings emphasize a lack of foundational systems for meaningful engagement between employers and training providers. As a result, employers cannot share their demand for skilled workers with the organizations training job seekers. The current process is more akin to ad-hoc recruitment and a tacit understanding to continue using the same channels without expansion.

Area II: Maintaining Diversity within CBP (DEIJ Objectives 4, 5, 6)

Finding 4: Underrepresented community members face barriers that perpetuate inequitable outcomes in accessing green and emerging jobs across multiple levels of Chesapeake Bay Programs and Partners.

A common theme that kept reemerging from discussion groups is the lack of systems to support underrepresented community members in accessing green and emerging jobs. When looking at training providers' pipelines, there was limited participation from underrepresented community members. Of the responses received from training providers, nearly a third had 0 – 25% BIPOC participants complete the offered training. Additionally, two-thirds of training providers surveyed have not served participants facing barriers to employment, such as returning citizens, those at risk of being homeless, and English language learners. This showcases the lack of diversity in program participants and potentially the lack of an updated outreach strategy for existing providers.

Instead, people from underrepresented communities established their own ad-hoc systems to lower the barriers they face by advocating for themselves through circulating opportunities within their communities and attempting to build internal coalitions. Analyzing discussion group responses, such barriers and inequitable outcomes manifest in multiple ways:

- Positions that are lesser-known, or publicized by word-of-mouth, remain out of reach for underrepresented individuals. Prospective employees do not have the systemic or structural support they need to move up in their careers.
- Underrepresented employees are pressured to leave science-related jobs to work in DEIJ-related jobs; while jobs may provide them with strong skills and training, they find themselves not using those skills because they are boxed to only advocate for DEIJ responsibilities and issues. In turn, their opportunities for growth are limited because they are tied to the DEIJ role rather than the role originally hired for.
- There is often segregation between community colleges and four-year institutions. While there are certifications that help employees develop skills to advance in their career, having to pay for advanced training programs, and a lack of funding for trainees, contribute to the barriers to access.

Finding 4a: There is a lack of systems to promote job retention and diversity across bay programs.

While there are many activities happening across and within Bay programs that can promote retention and diversity, there were no systems identified to maintain retention of employees. Employers noted some incentives they provide, such as professional development opportunities. However, when asked about the systems in place that are used to provide career advancement and retention, members of other groups noted that the systems were not always clear and often required knowing someone in the system.

- There is no systematic process to train *current* workers, leaving a gap in mid-level positions. Employees from underrepresented groups expressed the lack of clear pathways for advancement from entry-level to mid-level jobs.
- Mentorship, professional development, and training opportunities are driven by personal relationships and interactions, resulting in increased barriers to access for prospective employees, and in turn, inequitable outcomes.
- For those in entry-level jobs, information on career pathways for emerging jobs is not readily available to employees who are already in a green job, limiting their advancement potential into mid-level, gateway positions.

Area III: Career Pathways to Advancement (DEIJ Objectives 2, 4, 5)

Finding 5: There is misalignment between the opportunities and desires for advancement among ethnic and racially diverse groups regarding green jobs, regardless of entry for employment.

There are a variety of opportunities for advancement in the green and emerging job market. Incentives such as tuition assistance and part-time working options are available to

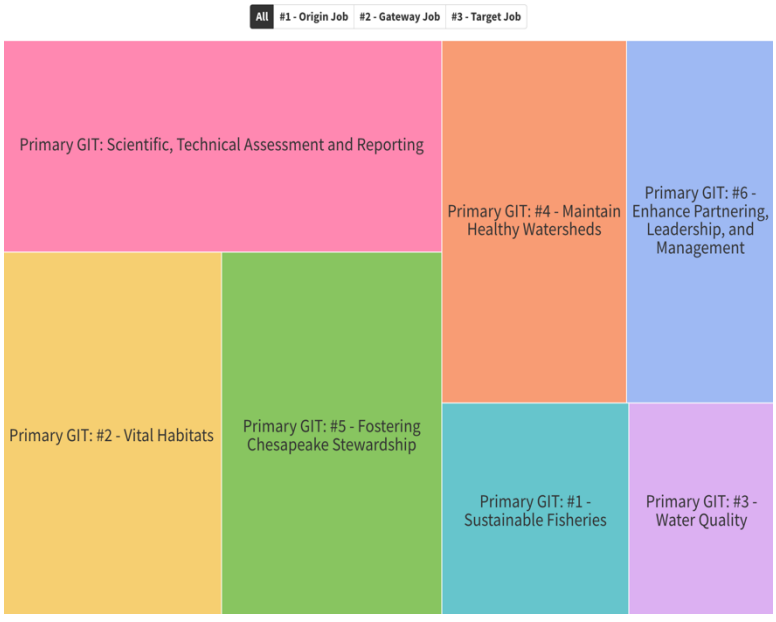
prospective employees who may want to advance in their roles. The presence of advancement opportunities, along with a lack of engagement among ethnic and racially diverse groups points to a clear misalignment. Analysis of discussion group responses underline the following gaps:

- Low wages keep diverse groups from wanting to or being able to access those opportunities. Employer expectations and the compensation structure do not align.
- When internships are offered, they often require travel and are unpaid, and many of the green jobs mentioned by participants were seasonal.
- Pay raises based on skill-building are not automatic and must be requested by employees.

The desire of diverse groups to progress in their career conflicts with the confusion around pathways in green jobs. While prospective employees express interest in advancing in their jobs, they have limited knowledge about what is required to get emerging jobs or learn more about them. Even structured programs do not always lay out clear steps for future employment (such as a 3-year employee program described by one participant).

Career Network Map

The WE Strategies team worked to develop an interactive career network map, providing representation of pathways within green emerging jobs. The *Career Network Map* highlights various roles that are aligned to the workforce needs of each Goal Implementation Team (GIT).



The cover of this map presents the six GITs and STAR team. Within each GIT, jobs are shown and separated by Job Level and each job has contextual information, such as salary and education level required. The size of the box represents the number of identified positions within each category and Job Leve. The tool focuses on showcasing various gateways available to job seekers that cross the traditional career progression.

This tool is about understanding how job seekers can unlock Gateway Job opportunities. There is an opportunity to understand how to include job seekers into these gateway roles that will increase diversity in these roles. Career paths are not linear, therefore there are multiple pathways that a job seeker can take to achieve career goals to work towards Target Job positions. For access to the career network map and user guide, please see Appendix F.

In addition, the career network map was presented for a Career and Workforce Programming Workshop with CBP partner participants to evaluate the validity and usability of the tool. Feedback is summarized in Appendix H, including recommendations to increase the scope of the career pathways map for future projects.

Research Limitations

The major limitation in this project was the limited number of participants. All members of the WE Strategies and CBP teams worked together to try and recruit participants; with such a limited number, the results of this research project represent a limited number of experiences. Ideally, we would have seen 8-10 individuals in each discussion group so that no 1-2 people carried the bulk of the responses. However, due to the few participants, we were also able to gather more in-depth information and gain a deeper understanding of the participants' perceptions and experiences.

In addition to the limited number of participants, having a spread of participants across the Chesapeake Bay states would have contributed to the database. As seen in representation data from the database above, Pennsylvania, West Virginia, and Delaware had the least representation in the database. Gathering information about where discussion group participants were from geographically would have improved the findings. Another limitation was the amount of time; with more funding and time, this project could have involved more inquiry and added actions such as member-checking, and more interviews with questions based on the participants' initial responses in the discussion groups.

Specifically, participants from the Historically Underrepresented group could have been asked if they knew about the specific initiatives and outreach that members of the Federal and State Government Agencies and the PAT/GIT groups noted. Additionally, members of groups related to professional jobs (the two groups as well as Training Providers and HR staff) could have been asked inclusion-specific questions about what kinds of actions their

organizations take, or they as individuals take, to support inclusion and equity in their field. Finally, more time could have been used for analyzing the systems, practices, and processes in various organizations overseeing emerging jobs to identify inequities perpetuated by policy or systems.

The research project scope presented some limitations. School curriculum and activities were beyond the project's scope but are still a vital part in addressing the long-term sustainability of attracting diverse groups of people to work within the CBP sphere of influence. The WE Strategies team understands that the decision-making power of the CBP is limited. The ability to implement the recommendations will be constrained by the CBP's governance and organizational structure. However, it is worth noting that the CBP can take a more pro-active approach, even without the decision-making powers, to create a sphere of influence around its partner organizations and relevant stakeholders. See Appendix H for more information.

Recommendations

This section outlines three main recommendations, along with activates to support their implementation. The recommendations are based on the initial literature scan, a variety of initiatives that states/regions with similar objectives are pursuing, and existing literature relating to diversity, equity, inclusion, and justice in emerging and green jobs, as well as the findings discussed in earlier sections. In addition, the recommendations were presented for a Career and Workforce Programming Workshop with CBP partner participants to evaluate possible implementation opportunities and threats, which can be found in Appendix H.

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

To eliminate inequitable outcomes resulting from barriers to career advancement, a multi-prong approach needs to be taken. The following section outlines two main activities designed to bolster a sustainable, systematic structure.

1a. Level the playing field by creating a shared knowledge base of career opportunities and pathways of emerging jobs

The CBP is highly encouraged to commission work on an expanded version of the career map produced by WE Strategies, focused on specific emerging jobs that would be needed within the next 5-10 years. Resources should be spent on identifying priority emerging roles and the pathways connecting from and to the opportunities. The work should be cross-sectional in nature, utilizing input from all relevant stakeholders. Identifying the various

career pathways that participants can take, and making this resource accessible to all, is an essential step to eliminate barriers that produce inequitable outcomes.

While there is often a push to hire underrepresented group members to entry-level and higher-level positions, there is a need for structural support for employees to progress into mid-level positions (Boren & Rayfield, 2022; Fernandez & Zanden, 2024). Potential pathways can include job training courses, internship programs, and origin job opportunities that unlock gateway positions, where the future pathway available to employees is clearly laid out. All stakeholders, including employers, training providers, underrepresented communities and current and prospective employees need to be involved in creating this knowledge resource to ensure its validity and accuracy.

1b. Ensure people who face employment barriers have access to relevant support services.

People facing employment barriers, including from underrepresented communities, encounter several obstacles that prohibit their career advancement. Eliminating the obstacles requires an intentional design of training incentives. This includes services such as childcare support, transportation assistance, and stipend provisions to increase the likelihood of prospective and current workers undergoing training and entering the emerging jobs field (Kane & Tomer, 2023). Furthermore, the database created by the CBP and WE Strategies shows that many of the training opportunities for emerging jobs are in-person or hybrid delivery (see Appendix E). Offering flexible training options, such as asynchronous or virtual sessions, will lower the barriers to access.

2. <u>Develop and disseminate a long-term plan to directly engage with current and prospective employees from underrepresented groups.</u>

Meaningfully engaging with underrepresented groups requires a comprehensive approach to ensure long-term sustainability and efficacy. The recommendation weaves two important items together: identification of underrepresented communities, and meaningful engagement.

2a. Commission and implement a strategic engagement plan

Creating a strategic engagement plan is an essential step in building lasting relationships with underrepresented communities. The plan should identify various organizations, universities, community colleges and trade schools that predominantly serve underrepresented communities and begin establishing a presence in those locations. After identification comes engagement, and the career map knowledge base of emerging jobs can be disseminated throughout these identified channels.

In addition, partnering with community-based organizations that already serve underrepresented groups can accelerate the process of identification, as well as act as a talent pool to bridge the needed gap in representation (JFF, 2024a; Slenk, 2022). For example, BlackOak Collective is a networking organization in DC, Maryland, and Virginia, which focuses on growing green jobs specifically for Black jobseekers wanting to work in sustainability and environmentalism. Establishing long-term and mutually beneficial relationships with such organizations will not only brighten the prospect of attracting talent from underrepresented communities, but also increase the likelihood of employee retention.

2b. Establish centralized mentorship opportunities between entry-level employees and higher-level roles

Employers should invest in centralized mentorship opportunities for current employees, be transparent about career pathways, and clearly outline transition plans. Employees within the Chesapeake Bay network should be matchmade with each other as mentors and mentees, based on their job level. This level of connection can foster deep relationships and uniquely sets them up to expand their skills. It could also lead to more meaningful engagement within the workplace, such as joining affinity groups and deepening bonds with coworkers, further improving employee retention.

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

The CBP should foster more relationships with training providers, built on mutual benefit, to meet the needs of emerging jobs in Chesapeake Bay. Evidence from the findings point to a clear collaborative deficiency between the Chesapeake Bay program and training providers. There is no centralized resource space for CBP to access information about training providers, and vice versa. As a result, there are limited opportunities for CBP to interface with their counterparts who provide training programs. The following two activities seek to remedy this shortage.

3a. Establish direct communication with training providers to align employer demands with training programs' supply of jobseekers

Build and execute a strategy that puts training providers and employers within the CBP program in the same channels. Actively involving training providers will open pathways for better job matching between employers and prospective employees. Through this engagement, employers can share their future capacity needs, along with specific technical requirements. In the same way, training providers will be able to tailor their curriculum to better match employer emerging skill needs. On the other hand, trainees will feel confident and motivated that their skills are in demand, bolstering their prospects of landing a good, viable job.

For this pipeline to function effectively, the relationship must be built and maintained on mutual benefit and, if needed, go through periodic realignment.

3b. Organize an annual convening to host the CBP, employers, and training providers within Chesapeake Bay.

To further expand and strengthen the number of communication channels, an annual convention should be organized between all CBP partners and training providers. The space can be used to share details about career maps from different employers and training providers, disseminate job vacancies (like career fairs), and conduct workshops for employers and training providers to increase their collaboration. This would be the prime opportunity for different partners to network and collaborate, all in the service of accessing a talented pool of diverse candidates to address each of the Goal Implementation Team (GIT) needs and prepare future cohorts with appropriate skills development to close the gaps within emerging jobs.

Conclusion

While this project demonstrates the many challenges in reaching underrepresented communities and displaying linear pathways and incentives to accessing green jobs, it also highlights the breadth and availability of training providers across all states and Goal Implementation Teams (GITs). The research recommends several actions that the CBP can take to address the found challenges.

To recruit and sustain more diverse representation in the green jobs' workforce, the CBP needs to consider a variety of responses to systemic barriers, such as building a shared knowledge base of trainings and opportunities, as well as provide support services to participants. Compensating underrepresented community members for their often-invisible labor, creating clear links between skill acquisition and wage increases, explicitly showcasing pathways to advancement, creating centralized mentorship opportunities, and supporting underrepresented community members through PLCs and organization partnerships are all ways to move toward achieving the goals of the DEIJ Implementation Plan.

While some interventions are specific to the participants in the discussion groups, the recommendations focus on actions that would improve the CBP's engagement with training providers and prospective employees. Although the project was constrained by research limitations that limited the scope, the findings and recommendations are well-positioned to positively impact the CBP and its partners during implementation.

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Appendices

Appendix A: Discussion Group Protocols

Chesapeake Bay Program DEIJ Initiative
Group Discussion Protocols and Questions
Historically Underrepresented Groups

Introduction/Overview

Hello!
My name is _____. I am with WE Strategies and we are working on a project to identify and eliminate barriers that prevent underrepresented groups from learning about and accessing emerging green jobs and develop an inventory of existing career/workforce programs and the types of career pathways supported by these programs. Thank you so much for taking the time to join us.

This conversation is for us to collect information about your experiences and perceptions of existing and emerging green jobs. When we say, "emerging jobs," we are talking about jobs that fall under Chesapeake Bay partner organizations that either exist currently, or that will need to exist and be filled in the next 2-3 years.

We are recording this session and will be taking notes because we want to capture your full experiences. Please know that **everything you share in this group is confidential**. We also ask that you do not share what others have said outside of this group. This focus group will take approximately 60-75 minutes; we ask that you eliminate any distractions during that time so that we can focus on our discussion here.

There are no right or wrong answers here; we want to know your perspectives and perceptions. We are not looking for any particular answers. Additionally, we want you to feel comfortable saying both good and critical things. We want to understand your viewpoints, not promote any specific ideas. Feel free to be completely candid - the more honest you can be, the more helpful your remarks will be. While we will report the themes and findings of multiple focus groups back to the Chesapeake Bay Program partners, we will not attribute them to any particular individuals, and any defining attributes or characteristics will be changed or made confidential.

A word about technology - my colleague/I will help monitor the chat and other features. If you have a question or did not get to contribute to a response, you can use the "raise your hand" feature (on the bottom of your screen you can use your arrow to open your participant list. on the mac, you can find your hand raise function by hovering next to your name. On the PC, you can find your hand raise function by clicking the three dots on the bottom of your screen). Can we all try it? Raise your hand (acknowledge understanding).

Are there any questions for us before we get started? Great, now let's begin.

Practice Questions

Can you each please introduce yourself? Tell us your name, your role, and something you appreciate about the environment or being outdoors. *(Moderator models a very brief introduction*).

Thank you, I appreciate hearing a bit about each of you. We are also going to practice responding to polls. (*show poll-- pause for responses--show results*).

Poll Practice:

1. What is your primary role?
    a. *Youth organization member*
    b. *Green jobs trainer*
    c. *HR-related role*
    d. *Another role*
2. How familiar are you with the CBP Diversity, Equity, Inclusion, and Justice program initiatives and the strategies as follows:

- Enhance communication and outreach with underrepresented stakeholders
- Create and expand employment opportunities for underrepresented individuals and communities by strengthening connections to existing resources and creating new avenues for career building
- Promote environmental justice through the meaningful involvement and fair treatment of all people, regardless of race, color, national origin or income, in the implementation of the *Chesapeake Bay Watershed Agreement*
- Advance diversity, equity, inclusion and justice in all aspects of organizational culture and work

    a. *Very familiar*
    b. *I know a little*
    c. *Unaware of any initiatives*

Great, thank you! Now we are going to go through some verbal questions, then we'll do some more poll questions before we wrap up.

As we go through these questions, please use the "raise hand" function to speak; we want to hear everyone's voices, so please leave your hand raised until we call on you.

Main Questions

Verbal questions:

1. How would you define a green job?

Share the definition of a green job:
For our purposes today, we are going to use the term "green job" to refer to any job that produces goods or services that benefit the environment or conserve natural resources or any jobs that involve making a process more environmentally friendly or use fewer natural resources.

2. Why did you take a green job, or if you are not in one, are you interested in taking a green job?

Share the definition of an emerging job:
"Emerging jobs" refer to green jobs that meet one or more of the following criteria: (1) the job will knowingly exist and be filled in the next 2-3 years, (2) the job are proximate or adjacent to any type of green job, or (3) the job will transition from a non-green job to a green job in the next 2-3 years, requiring employees to be retrained or reskilled. The term "emerging job" allows us to focus this analysis and its recommendations on jobs closely aligned with the Chesapeake Bay Program's plan and greatest concerns for the next 2-3 years.

3. Please briefly tell me what you do and whether you know if there are opportunities for advancement in your role.
    a. Are you interested in advancing in your job? Why or why not?
    b. Are there any incentives to advancing in your job?
4. Do you know how to learn about more emerging jobs?
    a. If so, how?
    b. What kind of training or skills do you need to access them?
    c. Do you know how to access relevant training or acquire those skills? Does your employer offer training?
        i. If you are required to have a higher degree to access an emerging job, are there programs or opportunities to seek a higher degree (either through your employer or another program)?
    d. As you become more skilled in a job, does your wage increase?
5. If you are not currently in a green job, or are considering leaving your job, what are the barriers to taking or staying in your job?
6. What does your organization do to support workers from underrepresented communities to learn about emerging jobs?
    a. Does your organization sponsor any training or programs to help workers from underrepresented communities to learn about emerging jobs? If so, what?
7. What does your organization do to hire workers from underrepresented communities?
8. What does your organization do to train up current workers from underrepresented communities? Is there a plan to do so?
9.

We are nearing the end of our time together and I want to give you all a poll. Please take about 7 minutes to answer the poll questions.

Poll Questions:

1. My job offers flexible or accessible work options or supports me in getting to work (such as remote and work-from-home options or transportation assistance). *(strongly disagree / disagree / agree / strongly agree)*
2. Do you consider your job to provide a livable wage? *(yes / no / unsure)*
3. The U.S. Departments of Labor and Commerce define a "good quality job" with 8 principles. Does your job meet the following criteria for "good" benefits? Full-time and part-time workers are provided family-sustaining benefits that promote economic security and mobility. These include health insurance, a retirement plan, workers' compensation benefits, work-family benefits such as paid leave and caregiving supports, and others that may arise from engagement with workers. Workers are empowered and encouraged to use these benefits. Please remember that all responses are confidential. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
4. Does your job meet the following criteria for "good" recruitment and hiring? Qualified applicants are actively recruited – especially those from underserved communities. Applicants are free from discrimination, including unequal treatment or application of selection criteria that are unrelated to job performance. Applicants are evaluated with relevant skills-based requirements. Unnecessary educational, credentials, and experience requirements are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
5. Does your job meet the following criteria for "good" diversity and equity practices? All workers have equal opportunity. Workers are respected, empowered, and treated fairly. DEIA is a core value and practiced norm in the workplace. Individuals from underserved communities do not face systemic barriers in the workplace. Underserved communities are persons adversely affected by persistent poverty, discrimination, or inequality, including Black, Indigenous, people of color; LGBTQ+ individuals; women; immigrants; veterans; individuals with disabilities; individuals in rural communities; individuals without a college degree; individuals with or recovering from substance use disorder; and justice-involved individuals. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
6. Does your job meet the following criteria for "good" empowerment and representation practices? Workers can form and join unions. Workers can engage in protected, concerted activity without fear of retaliation. Workers contribute to decisions about their work, how it is performed, and organizational direction. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*

7. Does your job meet the following criteria for "good" job security and working conditions? Workers have a safe, healthy, and accessible workplace, built on input from workers and their representatives. Workers have job security without arbitrary or discriminatory discipline or dismissal. They have adequate hours and predictable schedules. The use of electronic monitoring, data, and algorithms is transparent, equitable, and carefully deployed with input from workers. Workers are free from harassment, discrimination, and retaliation at work. Workers are properly classified under applicable laws. Temporary or contractor labor solutions are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
8. Does your job meet the following criteria for "good" organizational culture? All workers belong, are valued, contribute meaningfully to the organization, and are engaged and respected especially by leadership. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
9. Does your job meet the following criteria for "good" pay? All workers are paid a stable and predictable living wage before overtime, tips, and commissions. Workers' pay is fair, transparent, and equitable. Workers' wages increase with increased skills and experience. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
10. Does your job meet the following criteria for "good" skill and career advancement opportunities? Workers have equitable opportunities and tools to progress to future good jobs within their organizations or outside them. Workers have transparent promotion or advancement opportunities. Workers have access to quality employer- or labor-management-provided training and education. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
11. An "emerging job" refers to green jobs that will need to exist and be filled in the next 2-3 years. Are you aware of any jobs in your field that will need to exist and be filled in the next 2-3 years? *(yes / no / unsure)*
12. Do you know what you need to do to access an emerging job (for example, specific job training, taking courses, signing up for available programs, etc.)? *(yes / no / unsure)*

Closing

Exit Question:
We are nearing the end of our time together. Is there anything else you want us to know before we close?

Closing:
Thank you again for your time and your participation today. This has been very helpful information. As a reminder, this information is confidential, and we will report themes and findings to CBP without attribution. Thank you.

Chesapeake Bay Program DEIJ Initiative
Group Discussion Protocols and Questions
Federal, State, and Local Government Agencies

Introduction/Overview

Hello!
My name is _____. I am with WE Strategies and we are working on a project to identify and eliminate barriers that prevent underrepresented groups from learning about and accessing emerging green jobs and develop an inventory of existing career/workforce programs and the types of career pathways supported by these programs. Thank you so much for taking the time to join us.

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Practice Questions

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    c. *HR-related role*
    d. *Another role*
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- Create and expand employment opportunities for underrepresented individuals and communities by strengthening connections to existing resources and creating new avenues for career building
- Promote environmental justice through the meaningful involvement and fair treatment of all people, regardless of race, color, national origin or income, in the implementation of the *Chesapeake Bay Watershed Agreement*
- Advance diversity, equity, inclusion and justice in all aspects of organizational culture and work

    a. *Very familiar*
    b. *I know a little*
    c. *Unaware of any initiatives*

Great, thank you! Now we are going to go through some verbal questions, then we'll do some more poll questions before we wrap up.

As we go through these questions, please use the "raise hand" function to speak; we want to hear everyone's voices, so please leave your hand raised until we call on you.

Main Questions

Verbal questions:

1. How would you define a green job?

Share the definition of a green job:
For our purposes today, we are going to use the term "green job" to refer to any job that produces goods or services that benefit the environment or conserve natural resources or any jobs that involve making a process more environmentally friendly or use fewer natural resources.

2. Why did you take a green job, or if you are not in one, are you interested in taking a green job?

Share the definition of an emerging job:
"Emerging jobs" refer to green jobs that meet one or more of the following criteria: (1) the job will knowingly exist and be filled in the next 2-3 years, (2) the job are proximate or adjacent to any type of green job, or (3) the job will transition from a non-green job to a green job in the next 2-3 years, requiring employees to be retrained or reskilled. The term "emerging job" allows us to focus this analysis and its recommendations on jobs closely aligned with the Chesapeake Bay Program's plan and greatest concerns for the next 2-3 years.

3. Please briefly tell me what you do and whether you know if there are opportunities for advancement in your role.
    a. Are you interested in advancing in your job? Why or why not?
    b. Are there any incentives to advancing in your job?
4. Do you know how to learn about more emerging jobs?
    a. If so, how?
    b. What kind of training or skills do you need to access them?
    c. Do you know how to access relevant training or acquire those skills? Does your employer offer training?
        i. If you are required to have a higher degree to access an emerging job, are there programs or opportunities to seek a higher degree (either through your employer or another program)?
    d. As you become more skilled in a job, does your wage increase?
5. If you are not currently in a green job, or are considering leaving your job, what are the barriers to taking or staying in your job?
6. What does your organization do to support workers from underrepresented communities to learn about emerging jobs?
    a. Does your organization sponsor any training or programs to help workers from underrepresented communities to learn about emerging jobs? If so, what?
7. What does your organization do to hire workers from underrepresented communities?
8. What does your organization do to train up current workers from underrepresented communities? Is there a plan to do so?

We are nearing the end of our time together and I want to give you all a poll. Please take about 7 minutes to answer the poll questions.

Poll Questions:

1. My job offers flexible or accessible work options or supports me in getting to work (such as remote and work-from-home options or transportation assistance). *(strongly disagree / disagree / agree / strongly agree)*
2. Do you consider your job to provide a livable wage? *(yes / no / unsure)*
3. The U.S. Departments of Labor and Commerce define a "good quality job" with 8 principles. Does your job meet the following criteria for "good" benefits? Full-time and part-time workers are provided family-sustaining benefits that promote economic security and mobility. These include health insurance, a retirement plan, workers' compensation benefits, work-family benefits such as paid leave and caregiving supports, and others that may arise from engagement with workers. Workers are empowered and encouraged to use these benefits. Please remember that all responses are confidential. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
4. Does your job meet the following criteria for "good" recruitment and hiring? Qualified applicants are actively recruited – especially those from underserved communities. Applicants are free from discrimination, including unequal treatment or application of selection criteria that are unrelated to job performance. Applicants are evaluated with relevant skills-based requirements. Unnecessary educational, credentials, and experience requirements are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
5. Does your job meet the following criteria for "good" diversity and equity practices? All workers have equal opportunity. Workers are respected, empowered, and treated fairly. DEIA is a core value and practiced norm in the workplace. Individuals from underserved communities do not face systemic barriers in the workplace. Underserved communities are persons adversely affected by persistent poverty, discrimination, or inequality, including Black, Indigenous, people of color; LGBTQ+ individuals; women; immigrants; veterans; individuals with disabilities; individuals in rural communities; individuals without a college degree; individuals with or recovering from substance use disorder; and justice-involved individuals. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
6. Does your job meet the following criteria for "good" empowerment and representation practices? Workers can form and join unions. Workers can engage in protected, concerted activity without fear of retaliation. Workers contribute to decisions about their work, how it is performed, and organizational direction. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*

7. Does your job meet the following criteria for "good" job security and working conditions? Workers have a safe, healthy, and accessible workplace, built on input from workers and their representatives. Workers have job security without arbitrary or discriminatory discipline or dismissal. They have adequate hours and predictable schedules. The use of electronic monitoring, data, and algorithms is transparent, equitable, and carefully deployed with input from workers. Workers are free from harassment, discrimination, and retaliation at work. Workers are properly classified under applicable laws. Temporary or contractor labor solutions are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
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9. Does your job meet the following criteria for "good" pay? All workers are paid a stable and predictable living wage before overtime, tips, and commissions. Workers' pay is fair, transparent, and equitable. Workers' wages increase with increased skills and experience. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
10. Does your job meet the following criteria for "good" skill and career advancement opportunities? Workers have equitable opportunities and tools to progress to future good jobs within their organizations or outside them. Workers have transparent promotion or advancement opportunities. Workers have access to quality employer- or labor-management-provided training and education. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
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Closing

Exit Question:
We are nearing the end of our time together. Is there anything else you want us to know before we close?

Closing:
Thank you again for your time and your participation today. This has been very helpful information. As a reminder, this information is confidential, and we will report themes and findings to CBP without attribution. Thank you.

Chesapeake Bay Program DEIJ Initiative

Group Discussion Protocols and Questions for HR Staff

Introduction/Overview

Hello!
My name is _____. I am with WE Strategies and we are working on a project to identify and eliminate barriers that prevent underrepresented groups from learning about and accessing emerging green jobs and develop an inventory of existing career/workforce programs and the types of career pathways supported by these programs. Thank you so much for taking the time to join us.

This conversation is for us to collect information about your experiences and perceptions of existing and emerging green jobs. When we say, "emerging jobs," we are talking about jobs that fall under Chesapeake Bay partner organizations that either exist currently, or that will need to exist and be filled in the next 2-3 years.

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Practice Questions

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- Advance diversity, equity, inclusion and justice in all aspects of organizational culture and work

    a. *Very familiar*
    b. *I know a little*
    c. *Unaware of any initiatives*

Great, thank you! Now we are going to go through some verbal questions, then we'll do some more poll questions before we wrap up.

As we go through these questions, please use the "raise hand" function to speak; we want to hear everyone's voices, so please leave your hand raised until we call on you.

Main Questions

Verbal questions:

1. How would you define a green job?

Share the definition of a green job:

For our purposes today, we are going to use the term "green job" to refer to any job that produces goods or services that benefit the environment or conserve natural resources or

any jobs that involve making a process more environmentally friendly or use fewer natural resources.

2. Why did you take a green job, or if you are not in one, are you interested in taking a green job?

Share the definition of an emerging job:
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        i. If you are required to have a higher degree to access an emerging job, are there programs or opportunities to seek a higher degree (either through your employer or another program)?
    d. As you become more skilled in a job, does your wage increase?
5. If you are not currently in a green job, or are considering leaving your job, what are the barriers to taking or staying in your job?
6. What does your organization do to support workers from underrepresented communities to access and get green jobs?
7. What does your organization do to hire workers from underrepresented communities?
8. What does your organization do to train up current workers from underrepresented communities? Is there a plan to do so?
9. Are you able to add insights to implementation? As an individual, do you have leverage to enact what you've learned?

We are nearing the end of our time together and I want to give you all a poll. Please take about 7 minutes to answer the poll questions.

Poll Questions:

1. My job offers flexible or accessible work options or supports me in getting to work (such as remote and work-from-home options or transportation assistance). *(strongly disagree / disagree / agree / strongly agree)*
2. Do you consider your job to provide a livable wage? *(yes / no / unsure)*
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8. Does your job meet the following criteria for "good" organizational culture? All workers belong, are valued, contribute meaningfully to the organization, and are engaged and respected especially by leadership. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
9. Does your job meet the following criteria for "good" pay? All workers are paid a stable and predictable living wage before overtime, tips, and commissions. Workers' pay is fair, transparent, and equitable. Workers' wages increase with increased skills and experience. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
10. Does your job meet the following criteria for "good" skill and career advancement opportunities? Workers have equitable opportunities and tools to progress to future good jobs within their organizations or outside them. Workers have transparent promotion or advancement opportunities. Workers have access to quality employer- or labor-management-provided training and education. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
11. An "emerging job" refers to green jobs that will need to exist and be filled in the next 2-3 years. Are you aware of any jobs in your field that will need to exist and be filled in the next 2-3 years? *(yes / no / unsure)*
12. Do you know what you need to do to access an emerging job (for example, specific job training, taking courses, signing up for available programs, etc.)? *(yes / no / unsure)*

Closing

Exit Question:
We are nearing the end of our time together. Is there anything else you want us to know before we close?

Closing:
Thank you again for your time and your participation today. This has been very helpful information. As a reminder, this information is confidential, and we will report themes and findings to CBP without attribution. Thank you.

Chesapeake Bay Program DEIJ Initiative
Group Discussion Protocols and Questions
Training Providers

Introduction/Overview

Hello!
My name is _____. I am with WE Strategies and we are working on a project to identify and eliminate barriers that prevent underrepresented groups from learning about and accessing emerging green jobs and develop an inventory of existing career/workforce programs and the types of career pathways supported by these programs. Thank you so much for taking the time to join us.

This conversation is for us to collect information about your experiences and perceptions of existing and emerging green jobs. When we say, "emerging jobs," we are talking about jobs that fall under Chesapeake Bay partner organizations that either exist currently, or that will need to exist and be filled in the next 2-3 years.

We are recording this session and will be taking notes because we want to capture your full experiences. Please know that **everything you share in this group is confidential**. We also ask that you do not share what others have said outside of this group. This focus group will take approximately 60-75 minutes; we ask that you eliminate any distractions during that time so that we can focus on our discussion here.

There are no right or wrong answers here; we want to know your perspectives and perceptions. We are not looking for any particular answers. Additionally, we want you to feel comfortable saying both good and critical things. We want to understand your viewpoints, not promote any specific ideas. Feel free to be completely candid - the more honest you can be, the more helpful your remarks will be. While we will report the themes and findings of multiple focus groups back to the Chesapeake Bay Program partners, we will not attribute them to any particular individuals, and any defining attributes or characteristics will be changed or made confidential.

A word about technology - my colleague/I will help monitor the chat and other features. If you have a question or did not get to contribute to a response, you can use the "raise your hand" feature (on the bottom of your screen you can use your arrow to open your participant list. on the mac, you can find your hand raise function by hovering next to your name. On the PC, you can find your hand raise function by clicking the three dots on the bottom of your screen). Can we all try it? Raise your hand (acknowledge understanding).

Are there any questions for us before we get started? Great, now let's begin.

Practice Questions

Can you each please introduce yourself? Tell us your name, your role, and something you appreciate about the environment or being outdoors. *(Moderator models a very brief introduction*).

Thank you, I appreciate hearing a bit about each of you. We are also going to practice responding to polls. (*show poll-- pause for responses--show results*).

Poll Practice:

1. What is your primary role?
    a. *Youth organization member*
    b. *Green jobs trainer*
    c. *HR-related role*
    d. *Another role*
2. How familiar are you with the CBP Diversity, Equity, Inclusion, and Justice program initiatives and the strategies as follows:

- Enhance communication and outreach with underrepresented stakeholders
- Create and expand employment opportunities for underrepresented individuals and communities by strengthening connections to existing resources and creating new avenues for career building
- Promote environmental justice through the meaningful involvement and fair treatment of all people, regardless of race, color, national origin or income, in the implementation of the *Chesapeake Bay Watershed Agreement*
- Advance diversity, equity, inclusion and justice in all aspects of organizational culture and work

    a. *Very familiar*
    b. *I know a little*
    c. *Unaware of any initiatives*

Great, thank you! Now we are going to go through some verbal questions, then we'll do some more poll questions before we wrap up.

As we go through these questions, please use the "raise hand" function to speak; we want to hear everyone's voices, so please leave your hand raised until we call on you.

Main Questions

Verbal questions:

1. How would you define a green job?

Share the definition of a green job:
For our purposes today, we are going to use the term "green job" to refer to any job that produces goods or services that benefit the environment or conserve natural resources or any jobs that involve making a process more environmentally friendly or use fewer natural resources.

2. How and why did you become a training provider for green jobs?

Share the definition of an emerging job:
"Emerging jobs" refer to green jobs that meet one or more of the following criteria: (1) the job will knowingly exist and be filled in the next 2-3 years, (2) the job are proximate or adjacent to any type of green job, or (3) the job will transition from a non-green job to a green job in the next 2-3 years, requiring employees to be retrained or reskilled. The term "emerging job" allows us to focus this analysis and its recommendations on jobs closely aligned with the Chesapeake Bay Program's plan and greatest concerns for the next 2-3 years.

3. Do you know how to learn about more emerging jobs?
    a. If so, how?
    b. Do you know what kind of training prospective employees need to access emerging jobs?
    c. What kind of training or skills do they need to access them?
    d. Do you know how to access relevant training or acquire those skills to provide training? To your knowledge, do your trainees' employers help them acquire training or skills to access emerging jobs?
        i. If trainees are required to have a higher degree to access an emerging job, are there programs or opportunities to seek a higher degree (either through your employer or another program)?
    e. To your knowledge, as trainees become more skilled in a job, does their wage increase?
4. What do you or your organization do to support workers from underrepresented communities to learn about emerging jobs?
    a. Do you or your organization sponsor any training or programs to help workers from underrepresented communities to learn about emerging jobs? If so, what?
5. What do you or your organization do to hire workers from underrepresented communities?
6. What do you or your organization do to train up current workers from underrepresented communities? Is there a plan to do so?

We are nearing the end of our time together and I want to give you all a poll. Please take about 7 minutes to answer the poll questions.

Poll Questions:

1. The jobs I train others for offer flexible or accessible work options or support them in getting to work (such as remote and work-from-home options or transportation assistance). *(strongly disagree / disagree / agree / strongly agree)*
2. Do you consider the jobs you train for to provide a livable wage? *(yes / no / unsure)*
3. The U.S. Departments of Labor and Commerce define a "good quality job" with 8 principles. Do the jobs you train for meet the following criteria for "good" benefits? Full-time and part-time workers are provided family-sustaining benefits that promote economic security and mobility. These include health insurance, a retirement plan, workers' compensation benefits, work-family benefits such as paid leave and caregiving supports, and others that may arise from engagement with workers. Workers are empowered and encouraged to use these benefits. Please remember that all responses are confidential. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
4. Do the jobs you train for meet the following criteria for "good" recruitment and hiring? Qualified applicants are actively recruited – especially those from underserved communities. Applicants are free from discrimination, including unequal treatment or application of selection criteria that are unrelated to job performance. Applicants are evaluated with relevant skills-based requirements. Unnecessary educational, credentials, and experience requirements are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
5. Do the jobs you train for meet the following criteria for "good" diversity and equity practices? All workers have equal opportunity. Workers are respected, empowered, and treated fairly. DEIA is a core value and practiced norm in the workplace. Individuals from underserved communities do not face systemic barriers in the workplace. Underserved communities are persons adversely affected by persistent poverty, discrimination, or inequality, including Black, Indigenous, people of color; LGBTQ+ individuals; women; immigrants; veterans; individuals with disabilities; individuals in rural communities; individuals without a college degree; individuals with or recovering from substance use disorder; and justice-involved individuals. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
6. Do the jobs you train for meet the following criteria for "good" empowerment and representation practices? Workers can form and join unions. Workers can engage in protected, concerted activity without fear of retaliation. Workers contribute to decisions about their work, how it is performed, and organizational direction. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
7. Do the jobs you train for meet the following criteria for "good" job security and working conditions? Workers have a safe, healthy, and accessible

workplace, built on input from workers and their representatives. Workers have job security without arbitrary or discriminatory discipline or dismissal. They have adequate hours and predictable schedules. The use of electronic monitoring, data, and algorithms is transparent, equitable, and carefully deployed with input from workers. Workers are free from harassment, discrimination, and retaliation at work. Workers are properly classified under applicable laws. Temporary or contractor labor solutions are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*

8. Do the jobs you train for meet the following criteria for "good" organizational culture? All workers belong, are valued, contribute meaningfully to the organization, and are engaged and respected especially by leadership. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
9. Do the jobs you train for meet the following criteria for "good" pay? All workers are paid a stable and predictable living wage before overtime, tips, and commissions. Workers' pay is fair, transparent, and equitable. Workers' wages increase with increased skills and experience. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
10. Do the jobs you train for meet the following criteria for "good" skill and career advancement opportunities? Workers have equitable opportunities and tools to progress to future good jobs within their organizations or outside them. Workers have transparent promotion or advancement opportunities. Workers have access to quality employer- or labor-management-provided training and education. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
11. An "emerging job" refers to green jobs that will need to exist and be filled in the next 2-3 years. Are you aware of any jobs that will need to exist and be filled in the next 2-3 years? *(yes / no / unsure)*
12. Do you or your organization help trainees learn what to do to access emerging jobs (for example, specific job training, taking courses, signing up for available programs, etc.)? *(yes / no / unsure)*

Closing

Exit Question:
We are nearing the end of our time together. Is there anything else you want us to know before we close?

Closing:
Thank you again for your time and your participation today. This has been very helpful information. As a reminder, this information is confidential, and we will report themes and findings to CBP without attribution. Thank you.

Chesapeake Bay Program DEIJ Initiative
Group Discussion Protocols and Questions
Prospective Employees & Youth

Introduction/Overview

Hello!
My name is _____. I am with WE Strategies and we are working on a project to identify and eliminate barriers that prevent underrepresented groups from learning about and accessing emerging green jobs and develop an inventory of existing career/workforce programs and the types of career pathways supported by these programs. Thank you so much for taking the time to join us.

This conversation is for us to collect information about your experiences and perceptions of existing and emerging green jobs. When we say, "emerging jobs," we are talking about jobs that fall under Chesapeake Bay partner organizations that either exist currently, or that will need to exist and be filled in the next 2-3 years.

We are recording this session and will be taking notes because we want to capture your full experiences. Please know that **everything you share in this group is confidential**. We also ask that you do not share what others have said outside of this group. This focus group will take approximately 60-75 minutes; we ask that you eliminate any distractions during that time so that we can focus on our discussion here.

There are no right or wrong answers here; we want to know your perspectives and perceptions. We are not looking for any particular answers. Additionally, we want you to feel comfortable saying both good and critical things. We want to understand your viewpoints, not promote any specific ideas. Feel free to be completely candid - the more honest you can be, the more helpful your remarks will be. While we will report the themes and findings of multiple focus groups back to the Chesapeake Bay Program partners, we will not attribute them to any particular individuals, and any defining attributes or characteristics will be changed or made confidential.

A word about technology - my colleague/I will help monitor the chat and other features. If you have a question or did not get to contribute to a response, you can use the "raise your hand" feature (on the bottom of your screen you can use your arrow to open your participant list. on the mac, you can find your hand raise function by hovering next to your name. On the PC, you can find your hand raise function by clicking the three dots on the bottom of your screen). Can we all try it? Raise your hand (acknowledge understanding).

Are there any questions for us before we get started? Great, now let's begin.

Practice Questions

Can you each please introduce yourself? Tell us your name, your role, and something you appreciate about the environment or being outdoors. *(Moderator models a very brief introduction*).

Thank you, I appreciate hearing a bit about each of you. We are also going to practice responding to polls. (*show poll-- pause for responses--show results*).

Poll Practice:

1. What is your primary role?
    a. *Youth organization member*
    b. *Green jobs trainer*
    c. *HR-related role*
    d. *Another role*
2. How familiar are you with the CBP Diversity, Equity, Inclusion, and Justice program initiatives and the strategies as follows:

- Enhance communication and outreach with underrepresented stakeholders
- Create and expand employment opportunities for underrepresented individuals and communities by strengthening connections to existing resources and creating new avenues for career building
- Promote environmental justice through the meaningful involvement and fair treatment of all people, regardless of race, color, national origin or income, in the implementation of the *Chesapeake Bay Watershed Agreement*
- Advance diversity, equity, inclusion and justice in all aspects of organizational culture and work

    a. *Very familiar*
    b. *I know a little*
    c. *Unaware of any initiatives*

Great, thank you! Now we are going to go through some verbal questions, then we'll do some more poll questions before we wrap up.

As we go through these questions, please use the "raise hand" function to speak; we want to hear everyone's voices, so please leave your hand raised until we call on you.

Main Questions

Verbal questions:

1. How would you define a green job?

Share the definition of a green job:
For our purposes today, we are going to use the term "green job" to refer to any job that produces goods or services that benefit the environment or conserve natural resources or any jobs that involve making a process more environmentally friendly or use fewer natural resources.

2. Why did you take a green job, or if you are not in one, are you interested in taking a green job?

Share the definition of an emerging job:
"Emerging jobs" refer to green jobs that meet one or more of the following criteria: (1) the job will knowingly exist and be filled in the next 2-3 years, (2) the job are proximate or adjacent to any type of green job, or (3) the job will transition from a non-green job to a green job in the next 2-3 years, requiring employees to be retrained or reskilled. The term "emerging job" allows us to focus this analysis and its recommendations on jobs closely aligned with the Chesapeake Bay Program's plan and greatest concerns for the next 2-3 years.

3. Do you know how to learn about more emerging jobs?
    a. If so, how?
    b. What kind of training or skills do you need to access them?
    c. Do you know how to access relevant training or acquire those skills? Does your employer offer training?
        i. If you are required to have a higher degree to access an emerging job, are there programs or opportunities to seek a higher degree (either through your employer or another program)?
    d. As you become more skilled in a job, does your wage increase?
4. If you are not currently in a green job, or are considering leaving your job, what are the barriers to taking or staying in your job?
5. Does your program have ways for you to learn about emerging jobs?
    a. Does your program offer training or pathways to access emerging jobs?
6. Are you interested in applying for an emerging job?
7. Do you know what skills and requirements there would be for you to get an emerging job?

We are nearing the end of our time together and I want to give you all a poll. Please take about 7 minutes to answer the poll questions.

Poll Questions:

1. An "emerging job" refers to green jobs that will need to exist and be filled in the next 2-3 years. Are you aware of any jobs that will need to exist and be filled in the next 2-3 years? *(I am not interested in an emerging job / yes / no / unsure)*

2. Do you know what you need to do to access an emerging job (for example, specific job training, taking courses, signing up for available programs, etc.)? *(yes / no / unsure)*
3. The U.S. Departments of Labor and Commerce define a "good quality job" with 8 principles. Does the job you are interested in meet the following criteria for "good" benefits? Full-time and part-time workers are provided family-sustaining benefits that promote economic security and mobility. These include health insurance, a retirement plan, workers' compensation benefits, work-family benefits such as paid leave and caregiving supports, and others that may arise from engagement with workers. Workers are empowered and encouraged to use these benefits. Please remember that all responses are confidential. *(I am not interested in an emerging job / strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
4. Does the job meet the following criteria for "good" recruitment and hiring? Qualified applicants are actively recruited – especially those from underserved communities. Applicants are free from discrimination, including unequal treatment or application of selection criteria that are unrelated to job performance. Applicants are evaluated with relevant skills-based requirements. Unnecessary educational, credentials, and experience requirements are minimized. *(I am not interested in an emerging job / strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
5. Does the job meet the following criteria for "good" diversity and equity practices? All workers have equal opportunity. Workers are respected, empowered, and treated fairly. DEIA is a core value and practiced norm in the workplace. Individuals from underserved communities do not face systemic barriers in the workplace. Underserved communities are persons adversely affected by persistent poverty, discrimination, or inequality, including Black, Indigenous, people of color; LGBTQ+ individuals; women; immigrants; veterans; individuals with disabilities; individuals in rural communities; individuals without a college degree; individuals with or recovering from substance use disorder; and justice-involved individuals. *(I am not interested in an emerging job / strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
6. Does the job meet the following criteria for "good" empowerment and representation practices? Workers can form and join unions. Workers can engage in protected, concerted activity without fear of retaliation. Workers contribute to decisions about their work, how it is performed, and organizational direction. *(I am not interested in an emerging job / strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
7. Does the job meet the following criteria for "good" job security and working conditions? Workers have a safe, healthy, and accessible workplace, built on input from workers and their representatives. Workers have job security without arbitrary or discriminatory discipline or dismissal. They have adequate hours

and predictable schedules. The use of electronic monitoring, data, and algorithms is transparent, equitable, and carefully deployed with input from workers. Workers are free from harassment, discrimination, and retaliation at work. Workers are properly classified under applicable laws. Temporary or contractor labor solutions are minimized. *(I am not interested in an emerging job / strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*

8. Does the job meet the following criteria for "good" organizational culture? All workers belong, are valued, contribute meaningfully to the organization, and are engaged and respected especially by leadership. *(I am not interested in an emerging job / strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
9. Does the job meet the following criteria for "good" pay? All workers are paid a stable and predictable living wage before overtime, tips, and commissions. Workers' pay is fair, transparent, and equitable. Workers' wages increase with increased skills and experience. *(I am not interested in an emerging job / strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
10. Does the job meet the following criteria for "good" skill and career advancement opportunities? Workers have equitable opportunities and tools to progress to future good jobs within their organizations or outside them. Workers have transparent promotion or advancement opportunities. Workers have access to quality employer- or labor-management-provided training and education. *(I am not interested in an emerging job / strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*

Closing

Exit Question:
We are nearing the end of our time together. Is there anything else you want us to know before we close?

Closing:
Thank you again for your time and your participation today. This has been very helpful information. As a reminder, this information is confidential, and we will report themes and findings to CBP without attribution. Thank you.

Chesapeake Bay Program DEIJ Initiative
Group Discussion Protocols and Questions
Higher Education Institutions

Introduction/Overview

Hello!
My name is _____. I am with WE Strategies and we are working on a project to identify and eliminate barriers that prevent underrepresented groups from learning about and accessing emerging green jobs and develop an inventory of existing career/workforce programs and the types of career pathways supported by these programs. Thank you so much for taking the time to join us.

This conversation is for us to collect information about your experiences and perceptions of existing and emerging green jobs. When we say, "emerging jobs," we are talking about jobs that fall under Chesapeake Bay partner organizations that either exist currently, or that will need to exist and be filled in the next 2-3 years.

We are recording this session and will be taking notes because we want to capture your full experiences. Please know that **everything you share in this group is confidential**. We also ask that you do not share what others have said outside of this group. This focus group will take approximately 60-75 minutes; we ask that you eliminate any distractions during that time so that we can focus on our discussion here.

There are no right or wrong answers here; we want to know your perspectives and perceptions. We are not looking for any particular answers. Additionally, we want you to feel comfortable saying both good and critical things. We want to understand your viewpoints, not promote any specific ideas. Feel free to be completely candid - the more honest you can be, the more helpful your remarks will be. While we will report the themes and findings of multiple focus groups back to the Chesapeake Bay Program partners, we will not attribute them to any particular individuals, and any defining attributes or characteristics will be changed or made confidential.

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Are there any questions for us before we get started? Great, now let's begin.

Practice Questions

Can you each please introduce yourself? Tell us your name, your role, and something you appreciate about the environment or being outdoors. *(Moderator models a very brief introduction*).

Thank you, I appreciate hearing a bit about each of you. We are also going to practice responding to polls. (*show poll-- pause for responses--show results*).

Poll Practice:

1. What is your primary role?
    a. *Youth organization member*
    b. *Green jobs trainer*
    c. *HR-related role*
    d. *Another role*
2. How familiar are you with the CBP Diversity, Equity, Inclusion, and Justice program initiatives and the strategies as follows:

- Enhance communication and outreach with underrepresented stakeholders
- Create and expand employment opportunities for underrepresented individuals and communities by strengthening connections to existing resources and creating new avenues for career building
- Promote environmental justice through the meaningful involvement and fair treatment of all people, regardless of race, color, national origin or income, in the implementation of the *Chesapeake Bay Watershed Agreement*
- Advance diversity, equity, inclusion and justice in all aspects of organizational culture and work

    a. *Very familiar*
    b. *I know a little*
    c. *Unaware of any initiatives*

Great, thank you! Now we are going to go through some verbal questions, then we'll do some more poll questions before we wrap up.

As we go through these questions, please use the "raise hand" function to speak; we want to hear everyone's voices, so please leave your hand raised until we call on you.

Main Questions

Verbal questions:

1. How would you define a green job?

Share the definition of a green job:
For our purposes today, we are going to use the term "green job" to refer to any job that produces goods or services that benefit the environment or conserve natural resources or any jobs that involve making a process more environmentally friendly or use fewer natural resources.

2. To what extent does your institution offer courses, pathways, or other programs for students to learn about green jobs?
    a. What courses or majors does your institution offer?
    b. What kind of internships or apprenticeships does your institution offer?

Share the definition of an emerging job:
"Emerging jobs" refer to green jobs that meet one or more of the following criteria: (1) the job will knowingly exist and be filled in the next 2-3 years, (2) the job are proximate or adjacent to any type of green job, or (3) the job will transition from a non-green job to a green job in the next 2-3 years, requiring employees to be retrained or reskilled. The term "emerging job" allows us to focus this analysis and its recommendations on jobs closely aligned with the Chesapeake Bay Program's plan and greatest concerns for the next 2-3 years.

3. Do students at your institution know how to learn about more emerging jobs?
    a. If so, how? (examples: through their department, a career center, etc.).
4. Does your institution have any partnerships with organizations or companies that offer emerging jobs?
    a. Is your institution interested in such partnerships?
5. To your knowledge, do the courses and programs offered at your institution adequately prepare students for emerging jobs?
    a. Does your institution do any sort of survey or data collection from students about their jobs once they have left your institution? If so, what has the data shown about student readiness for the job market after leaving your institution?
6. Does your institution do anything to specifically recruit from historically underrepresented groups for emerging jobs?
    a. Does your institution do anything to specifically support students from historically underrepresented groups for any kind of job? If so, what?

We are nearing the end of our time together and I want to give you all a poll. Please take about 7 minutes to answer the poll questions.

Poll Questions:

1. The U.S. Departments of Labor and Commerce define a "good quality job" with 8 principles. Does your institution share with students the following criteria for "good" benefits? Full-time and part-time workers are provided family-sustaining benefits that promote economic security and mobility. These include health insurance, a retirement plan, workers' compensation benefits, work-family benefits such as paid leave and caregiving supports, and others that may arise from engagement with workers. Workers are empowered and encouraged to use these benefits. Please remember that all responses are confidential. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
2. Does your institution share with students the following criteria for "good" recruitment and hiring? Qualified applicants are actively recruited – especially those from underserved communities. Applicants are free from discrimination, including unequal treatment or application of selection criteria that are unrelated to job performance. Applicants are evaluated with relevant skills-based requirements. Unnecessary educational, credentials, and experience requirements are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
3. Does your institution share with students the following criteria for "good" diversity and equity practices? All workers have equal opportunity. Workers are respected, empowered, and treated fairly. DEIA is a core value and practiced norm in the workplace. Individuals from underserved communities do not face systemic barriers in the workplace. Underserved communities are persons adversely affected by persistent poverty, discrimination, or inequality, including Black, Indigenous, people of color; LGBTQ+ individuals; women; immigrants; veterans; individuals with disabilities; individuals in rural communities; individuals without a college degree; individuals with or recovering from substance use disorder; and justice-involved individuals. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
4. Does your institution share with students the following criteria for "good" empowerment and representation practices? Workers can form and join unions. Workers can engage in protected, concerted activity without fear of retaliation. Workers contribute to decisions about their work, how it is performed, and organizational direction. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
5. Does your institution share with students the following criteria for "good" job security and working conditions? Workers have a safe, healthy, and accessible workplace, built on input from workers and their representatives. Workers have job security without arbitrary or discriminatory discipline or dismissal. They have

adequate hours and predictable schedules. The use of electronic monitoring, data, and algorithms is transparent, equitable, and carefully deployed with input from workers. Workers are free from harassment, discrimination, and retaliation at work. Workers are properly classified under applicable laws. Temporary or contractor labor solutions are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*

6. Does your institution share with students the following criteria for "good" organizational culture? All workers belong, are valued, contribute meaningfully to the organization, and are engaged and respected especially by leadership. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
7. Does your institution share with students the following criteria for "good" pay? All workers are paid a stable and predictable living wage before overtime, tips, and commissions. Workers' pay is fair, transparent, and equitable. Workers' wages increase with increased skills and experience. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
8. Does your institution share with students the following criteria for "good" skill and career advancement opportunities? Workers have equitable opportunities and tools to progress to future good jobs within their organizations or outside them. Workers have transparent promotion or advancement opportunities. Workers have access to quality employer- or labor-management-provided training and education. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
9. An "emerging job" refers to green jobs that will need to exist and be filled in the next 2-3 years. Does your institution share with students jobs in the green jobs field that will need to exist and be filled in the next 2-3 years? *(yes / no / unsure)*
10. Do students at your institution know what they need to do to access an emerging job (for example, specific job training, taking courses, signing up for available programs, etc.)? *(yes / no / unsure)*

Closing

Exit Question:
We are nearing the end of our time together. Is there anything else you want us to know before we close?

Closing:
Thank you again for your time and your participation today. This has been very helpful information. As a reminder, this information is confidential, and we will report themes and findings to CBP without attribution. Thank you.

Chesapeake Bay Program DEIJ Initiative
Group Discussion Protocols and Questions
Project Advisory Team/Goal Implementation Team

Introduction/Overview

Hello!
My name is _____. I am with WE Strategies; as you know, we are working on a project to identify and eliminate barriers that prevent underrepresented groups from learning about and accessing emerging green jobs and develop an inventory of existing career/workforce programs and the types of career pathways supported by these programs. Thank you so much for taking the time to join us.

This conversation is for us to collect information about your experiences and perceptions of existing and emerging green jobs. When we say, "emerging jobs," we are talking about jobs that fall under Chesapeake Bay partner organizations that either exist currently, or that will need to exist and be filled in the next 2-3 years.

We are recording this session and will be taking notes because we want to capture your full experiences. Please know that **everything you share in this group is confidential**. We also ask that you do not share what others have said outside of this group. This discussion will take approximately 60-75 minutes; we ask that you eliminate any distractions during that time so that we can focus on our discussion here.

There are no right or wrong answers here; we want to know your perspectives and perceptions. We are not looking for any particular answers. Additionally, we want you to feel comfortable saying both good and critical things. We want to understand your viewpoints, not promote any specific ideas. Feel free to be completely candid - the more honest you can be, the more helpful your remarks will be. While we will report the themes and findings in our final report, we will not attribute them to any particular individuals, and any defining attributes or characteristics will be changed or made confidential.

A word about technology - my colleague/I will help monitor the chat and other features. If you have a question or did not get to contribute to a response, you can use the "raise your hand" feature (on the bottom of your screen you can use your arrow to open your participant list. on the mac, you can find your hand raise function by hovering next to your name. On the PC, you can find your hand raise function by clicking the three dots on the bottom of your screen). Can we all try it? Raise your hand (acknowledge understanding).

Are there any questions for us before we get started? Great, now let's begin.

Practice Questions

Can you each please introduce yourself? Tell us your name, your role, and something you appreciate about the environment or being outdoors. *(Moderator models a very brief introduction*).

Thank you, I appreciate hearing a bit about each of you. We are also going to practice responding to polls. (*show poll-- pause for responses--show results*).

Poll Practice:

1. What is your primary role?
    a. *Youth organization member*
    b. *Green jobs trainer*
    c. *HR-related role*
    d. *Another role*
2. How familiar are you with the CBP Diversity, Equity, Inclusion, and Justice program initiatives and the strategies as follows:

- Enhance communication and outreach with underrepresented stakeholders
- Create and expand employment opportunities for underrepresented individuals and communities by strengthening connections to existing resources and creating new avenues for career building
- Promote environmental justice through the meaningful involvement and fair treatment of all people, regardless of race, color, national origin or income, in the implementation of the *Chesapeake Bay Watershed Agreement*
- Advance diversity, equity, inclusion and justice in all aspects of organizational culture and work

    a. *Very familiar*
    b. *I know a little*
    c. *Unaware of any initiatives*

Great, thank you! Now we are going to go through some verbal questions, then we'll do some more poll questions before we wrap up.

As we go through these questions, please use the "raise hand" function to speak; we want to hear everyone's voices, so please leave your hand raised until we call on you.

Main Questions

Verbal questions:

1. How would you define a green job?

Share the definition of a green job:
For our purposes today, we are going to use the term "green job" to refer to any job that produces goods or services that benefit the environment or conserve natural resources or any jobs that involve making a process more environmentally friendly or use fewer natural resources.

2. Why did you choose to work in a green job?
    a. What do you hope to accomplish in the green job market through this Project Advisory Team?

Share the definition of an emerging job:
"Emerging jobs" refer to green jobs that meet one or more of the following criteria: (1) the job will knowingly exist and be filled in the next 2-3 years, (2) the job are proximate or adjacent to any type of green job, or (3) the job will transition from a non-green job to a green job in the next 2-3 years, requiring employees to be retrained or reskilled. The term "emerging job" allows us to focus this analysis and its recommendations on jobs closely aligned with the Chesapeake Bay Program's plan and greatest concerns for the next 2-3 years.

3. What do you know about emerging jobs to come in the next few years, that may not be easily accessible information?
4. Do you know how to promote more emerging jobs?
    a. If so, how?
    b. Do you know how to offer relevant training for potential employees who may want to access emerging jobs?
    c. To your knowledge, if an employee becomes more skilled in a particular area, does their wage increase as their skills increase? If it depends on the organization, which organizations increase wages with skills?
5. What do the Chesapeake Bay Partner organizations do to support workers from underrepresented communities to learn about emerging jobs?
    a. Does your specific organization sponsor any training or programs to help workers from underrepresented communities to learn about emerging jobs? If so, what?
6. What does your specific organization do to hire workers from underrepresented communities?
7. What does your specific organization do to train up current workers from underrepresented communities? Is there a plan to do so?
8. What impact do you think the Project Advisory Team has had so far on the emerging job market and increasing access to emerging jobs?

We are nearing the end of our time together and I want to give you all a poll. Please take about 7 minutes to answer the poll questions.

Poll Questions:

1. My job offers flexible or accessible work options or supports me in getting to work (such as remote and work-from-home options or transportation assistance). *(strongly disagree / disagree / agree / strongly agree)*
2. Do you consider your job to provide a livable wage? *(yes / no / unsure)*
3. The U.S. Departments of Labor and Commerce define a "good quality job" with 8 principles. Does your job meet the following criteria for "good" benefits? Full-time and part-time workers are provided family-sustaining benefits that promote economic security and mobility. These include health insurance, a retirement plan, workers' compensation benefits, work-family benefits such as paid leave and caregiving supports, and others that may arise from engagement with workers. Workers are empowered and encouraged to use these benefits. Please remember that all responses are confidential. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
4. Does your job meet the following criteria for "good" recruitment and hiring? Qualified applicants are actively recruited – especially those from underserved communities. Applicants are free from discrimination, including unequal treatment or application of selection criteria that are unrelated to job performance. Applicants are evaluated with relevant skills-based requirements. Unnecessary educational, credentials, and experience requirements are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
5. Does your job meet the following criteria for "good" diversity and equity practices? All workers have equal opportunity. Workers are respected, empowered, and treated fairly. DEIA is a core value and practiced norm in the workplace. Individuals from underserved communities do not face systemic barriers in the workplace. Underserved communities are persons adversely affected by persistent poverty, discrimination, or inequality, including Black, Indigenous, people of color; LGBTQ+ individuals; women; immigrants; veterans; individuals with disabilities; individuals in rural communities; individuals without a college degree; individuals with or recovering from substance use disorder; and justice-involved individuals. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
6. Does your job meet the following criteria for "good" empowerment and representation practices? Workers can form and join unions. Workers can engage in protected, concerted activity without fear of retaliation. Workers contribute to decisions about their work, how it is performed, and organizational direction. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
7. Does your job meet the following criteria for "good" job security and working conditions? Workers have a safe, healthy, and accessible workplace, built on input from workers and their representatives. Workers have job security without

arbitrary or discriminatory discipline or dismissal. They have adequate hours and predictable schedules. The use of electronic monitoring, data, and algorithms is transparent, equitable, and carefully deployed with input from workers. Workers are free from harassment, discrimination, and retaliation at work. Workers are properly classified under applicable laws. Temporary or contractor labor solutions are minimized. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*

8. Does your job meet the following criteria for "good" organizational culture? All workers belong, are valued, contribute meaningfully to the organization, and are engaged and respected especially by leadership. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
9. Does your job meet the following criteria for "good" pay? All workers are paid a stable and predictable living wage before overtime, tips, and commissions. Workers' pay is fair, transparent, and equitable. Workers' wages increase with increased skills and experience. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
10. Does your job meet the following criteria for "good" skill and career advancement opportunities? Workers have equitable opportunities and tools to progress to future good jobs within their organizations or outside them. Workers have transparent promotion or advancement opportunities. Workers have access to quality employer- or labor-management-provided training and education. *(strongly disagree / disagree / agree / strongly agree / blank space for filling in more)*
11. An "emerging job" refers to green jobs that will need to exist and be filled in the next 2-3 years. Are you aware of any jobs in your field that will need to exist and be filled in the next 2-3 years? *(yes / no / unsure)*
12. Do you know what you need to do to access an emerging job (for example, specific job training, taking courses, signing up for available programs, etc.)? *(yes / no / unsure)*

Closing

Exit Question:
We are nearing the end of our time together. Is there anything else you want us to know before we close?

Closing:
Thank you again for your time and your participation today. This has been very helpful information. As a reminder, this information is confidential, and we will report themes and findings without attribution. Thank you.

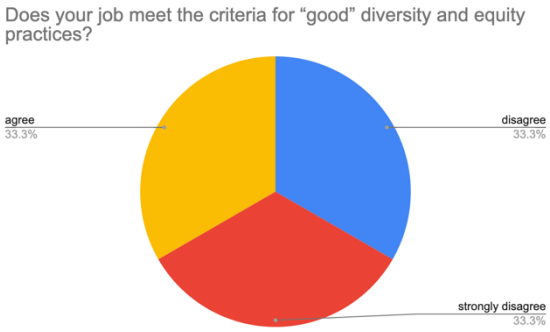
Appendix B: Discussion Group Overviews

Note: Each overview contains a brief description of that discussion group's conversation, followed by the most poignant or salient graph; all other poll data can be found in Appendix C: Poll Data.

Historically Underrepresented Groups

Overall, participants from the historically underrepresented groups discussed challenges with low compensation, a lack of accessibility to opportunities, and the great pressure they feel to take on DEIJ responsibilities, often leaving their science-related interests behind. Additionally, with a push for more diversity in higher level positions and entry level positions, there is inadequate support for mid-level positions. Participants also discussed not having clear pathways forward to advance in their careers, and that this lack of advancement starts in academia. The themes that emerged from this group were:

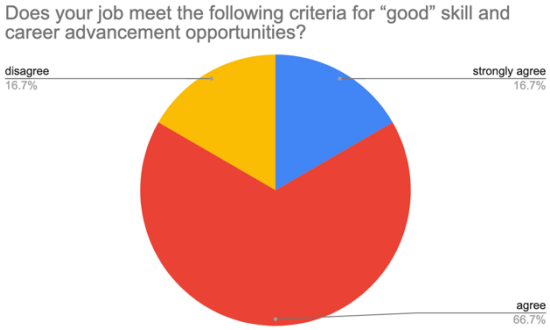
- ***High expectations and low compensation.***
- ***Challenges in accessibility.***
- ***Experiences and challenges of racialization.***



Federal and State Government Agencies

The participants from this group had contrasting statements about advancement from the previous group (historically underrepresented groups). Participants discussed the plethora of opportunities for advancement, and the many ways they as individuals and as organizations support historically underrepresented groups. While most participants were not aware of the CBP initiatives to diversify and expand green job employment, they agreed that they receive strong support and are satisfied with their jobs. The themes that emerged from this group were:

- ***"There is still room for advancement."***
- ***Supporting historically underrepresented groups.***



Human Resources Staff*

In this group, the participants were satisfied in their own work, but felt limited in their roles because they were working in small organizations or felt that they did not have more time to devote to supporting underrepresented communities and individuals. They saw the support they do provide and have provided as successful for their overall organizations. Participants mainly spoke about their own personal and leadership experiences, and less about the experiences of their organizations’ employees. The themes that emerged from this group were:

- ***Opportunities for advancement and training.***
- ***Finding and supporting employees from underrepresented groups.***

**As this group only had 1 participant complete the poll, this section does not include poll data. All poll data can be found in Appendix C.*

Training Providers

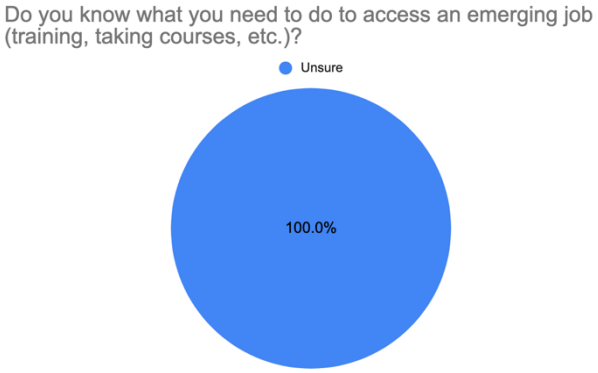
Overall, training providers discussed the various pathways to advancement and opportunities for training that organizations provided. However, all participants mentioned that while there are opportunities, accessing those opportunities is a challenge. Whether financial, physical, or skill-related, it is challenging for members of historically underrepresented groups (based on race, another marginalized status, or income-level) to access training and pathways to advancement. The themes that emerged from this group were:

- ***Opportunities for advancement.***
- ***Challenges in accessibility.***

Prospective Employees

In this group, participants discussed that they had no way to learn about emerging jobs, and that they faced challenges of both limited wages and limited opportunities. Participants also stated that there were no incentives offered to advance in their jobs, and while they are interested in emerging work, they have no information about how to access emerging jobs or additional training. The themes that emerged from this group were:

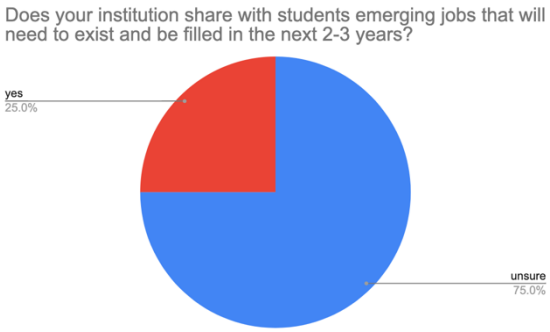
- ***No way to learn about emerging jobs.***
- ***Limited wages and opportunities.***



Higher Education Institutions

In this group, participants were generally passionate about their discussion responses. Various participants were unsure whether their institutions shared emerging jobs that were hiring and stated that their institutions do not share with them what the criteria for "good pay" are. Participants did describe how their institutions help students from underrepresented communities while also discussing the challenges in reaching students from those same communities. While participants discussed challenges within their institutions in providing access to opportunities to students, they also had a slight deficit mindset when it came to students and focused more on what the students did not know or could not do, rather than their strengths and abilities, particularly following the COVID-19 pandemic. The themes that emerged from this group were:

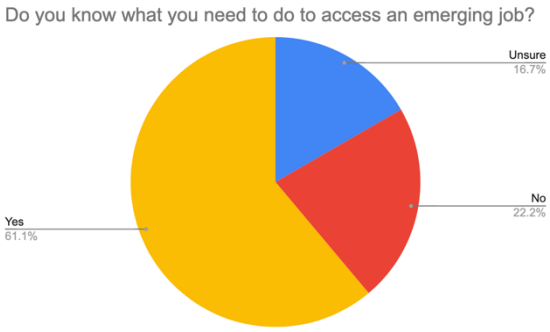
- ***Status of and challenges to equity work at higher education institutions.***
- ***Students face challenges:*** Participants also discussed that students face challenges such as having accredited knowledge and basic skills, but without project management or people skills. Since COVID-19, participants are concerned with students' interpersonal interactions, writing, and teamwork skills. Participants mentioned being able to clearly see who went into higher education before and after COVID. Participants also mentioned concerns with students quitting.
- ***Outreach, support, and publicizing opportunities.***
- ***Discrepancies around requirements and expectations for green jobs.***



Project Advisory Team/Goal Implementation (PAT/GIT) Team Leaders

Similarly to other groups, the PAT/GIT group also discussed low wages and limited access to learning about emerging and green job opportunities. Members of this group discussed feeling a duty to the environment to take on a green job. Participants discussed being stewards of the environment. While many of this group's participants were in an administrative role, there were a few who were part of a 3-year training program. All members of the group were interested in advancing in their jobs. Out of all participant groups, this group had the highest percentage of participants who knew how to access emerging jobs. The themes that emerged from this group were:

- ***Low wages.***
- ***Outreach to underrepresented communities.***
- ***Limited platforms to access further training.***

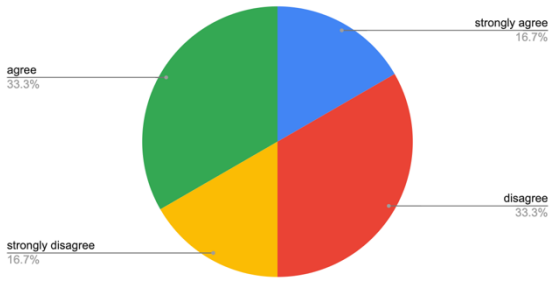


Appendix C: Poll Data

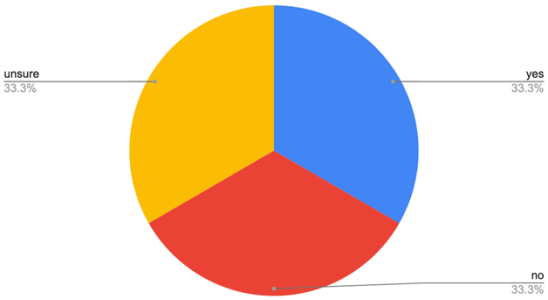
Note: For any groups that had fewer than 3 participants, the results of the polls are directly included rather than graphed.

Historically Underrepresented Groups

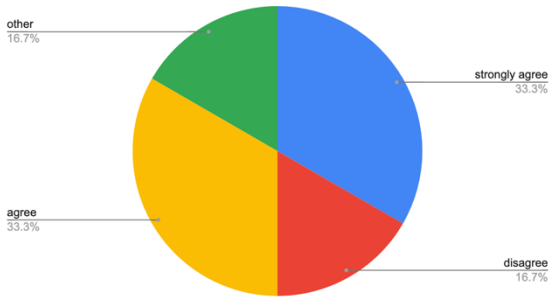
My job offers flexible or accessible work options, or supports me in getting to work.



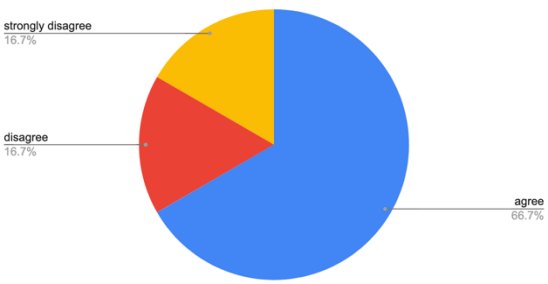
Do you consider your job to provide a livable wage?



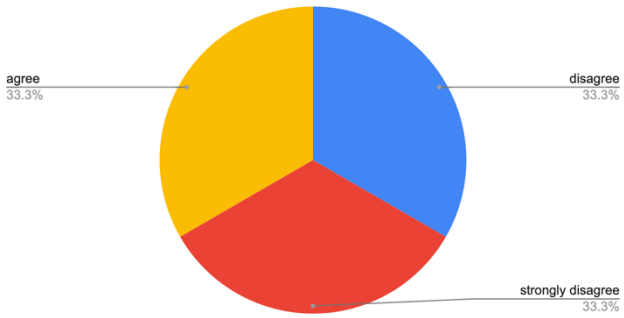
Does your job meet the criteria for "good" benefits?



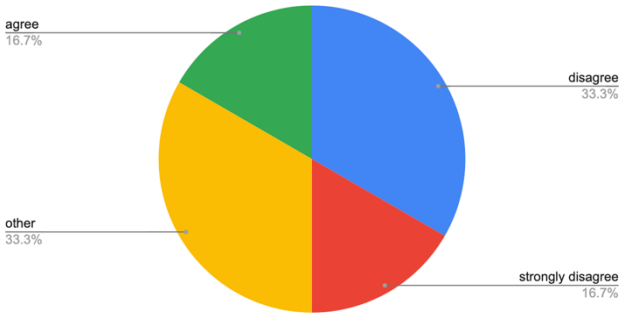
Does your job meet the criteria for "good" recruitment and hiring?



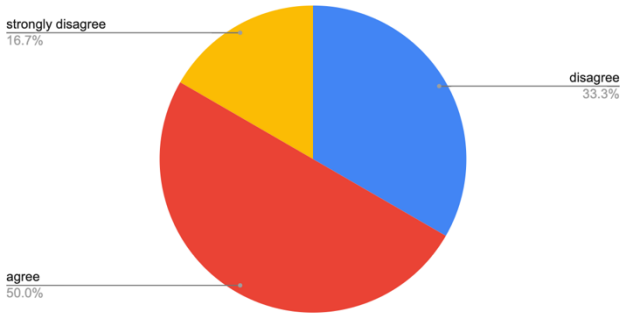
Does your job meet the criteria for “good” diversity and equity practices?



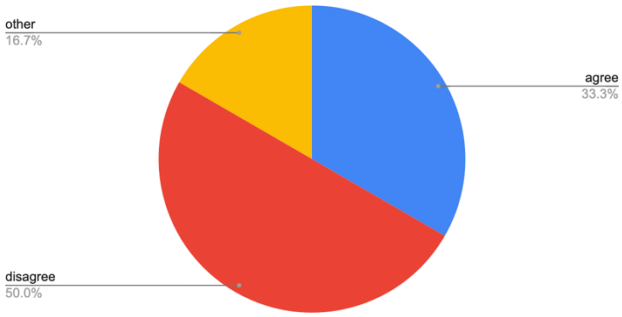
Does your job meet the criteria for “good” empowerment and representation practices?



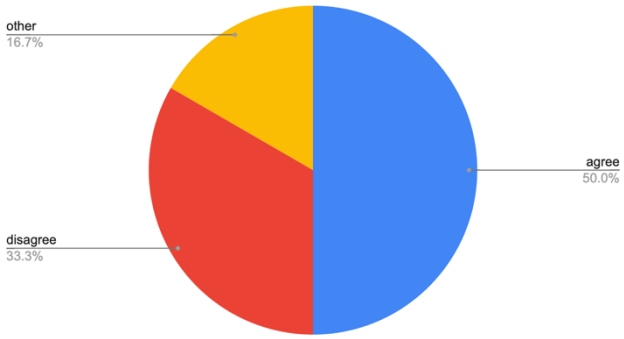
Does your job meet the criteria for “good” job security and working conditions?



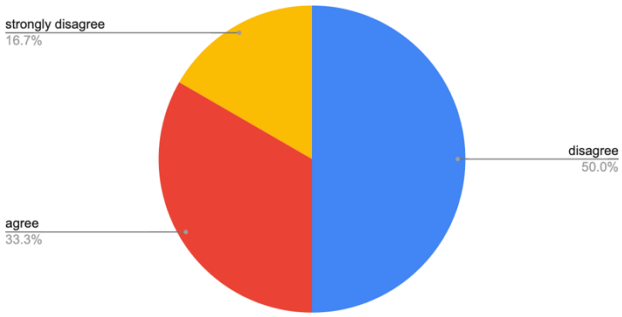
Does your job meet the criteria for “good” organizational culture?



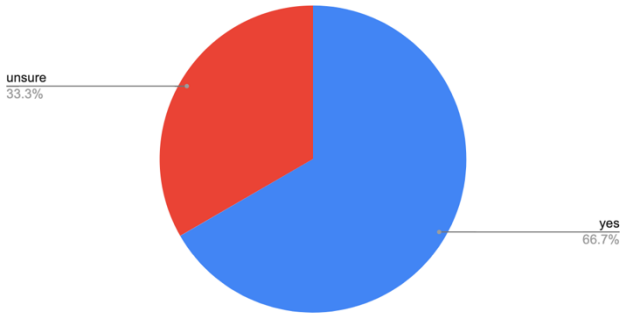
Does your job meet the criteria for “good” pay?



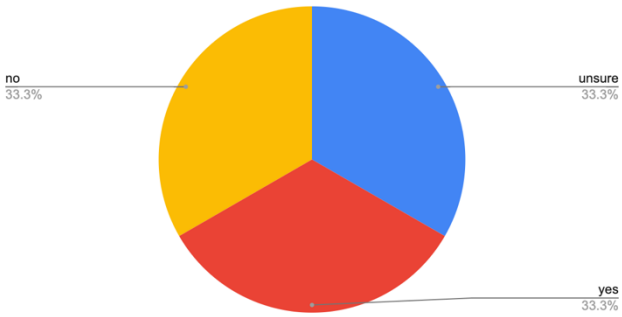
Does your job meet the criteria for “good” skill and career advancement opportunities?



Are you aware of any emerging jobs in your field that will need to exist and be filled in the next 2-3 years?

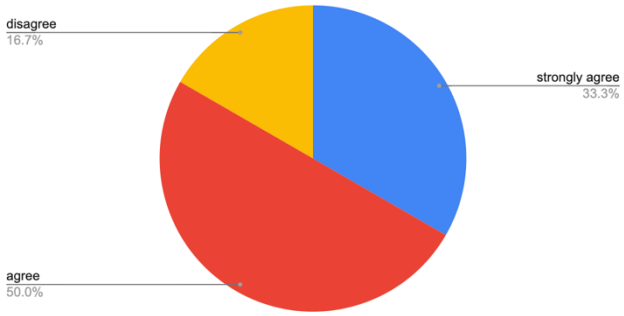


Do you know what you need to do to access an emerging job (for example, specific job training)?

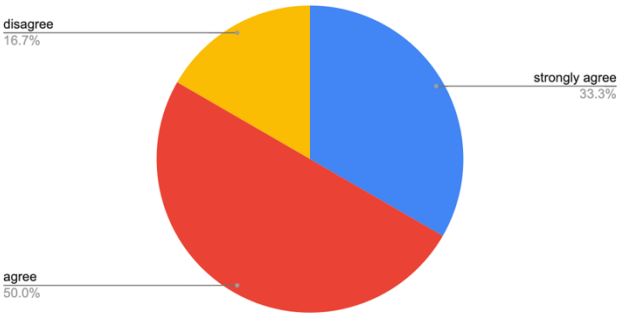


Federal, State, and Local Government Agencies

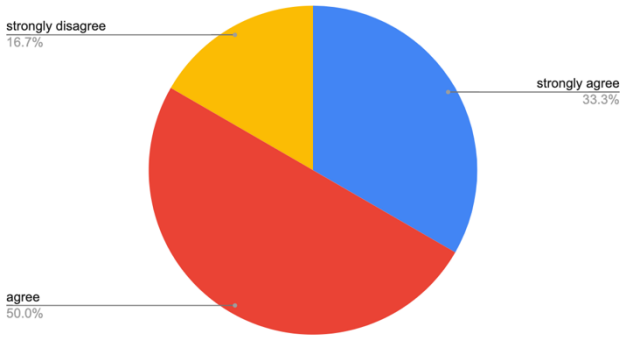
My job offers flexible or accessible work options, or supports me in getting to work.



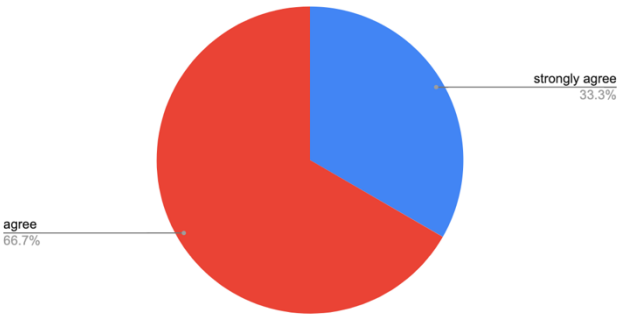
My job offers flexible or accessible work options, or supports me in getting to work.



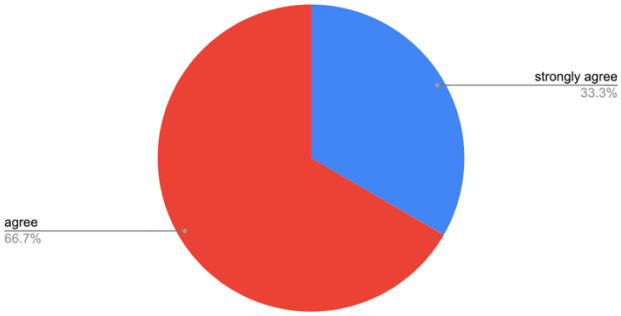
Does your job meet the criteria for “good” benefits?



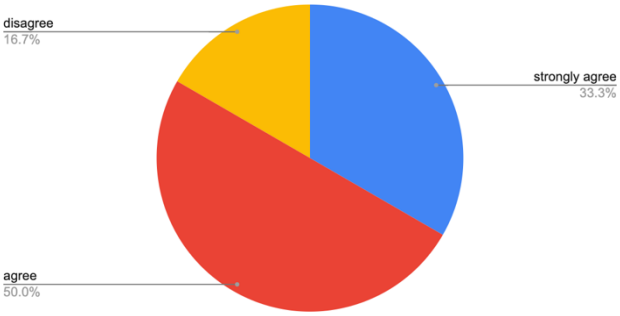
Does your job meet the criteria for “good” recruitment and hiring?



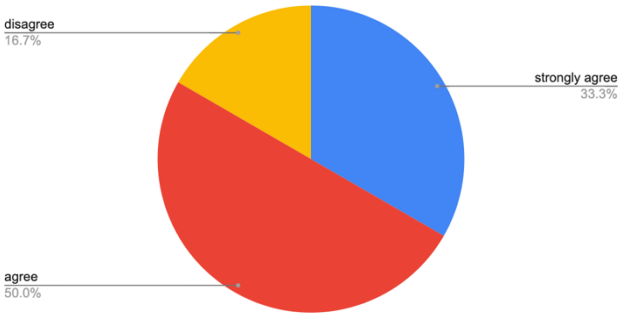
Does your job meet the criteria for “good” diversity and equity practices?



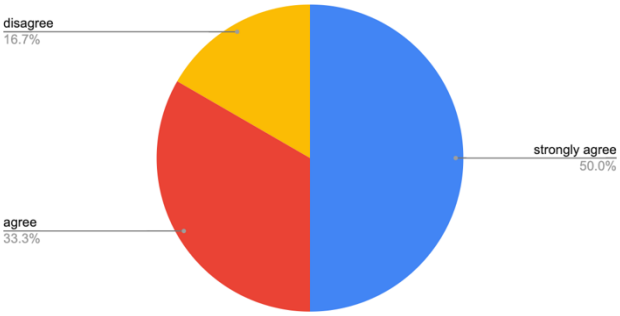
Does your job meet the criteria for “good” empowerment and representation practices?



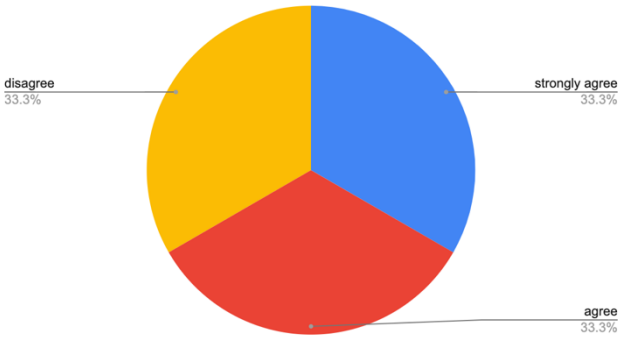
Does your job meet the criteria for “good” job security and working conditions?



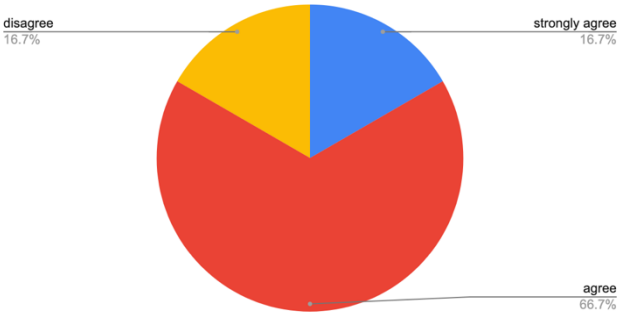
Does your job meet the criteria for “good” organizational culture?



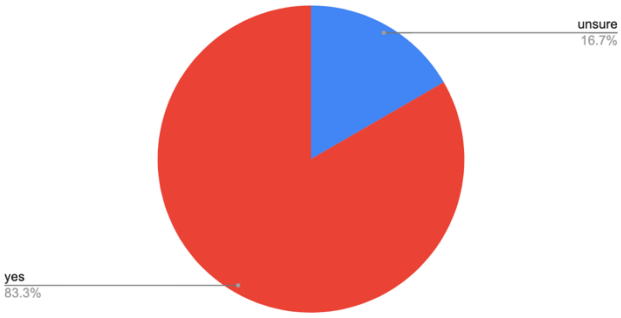
Does your job meet the criteria for “good” pay?



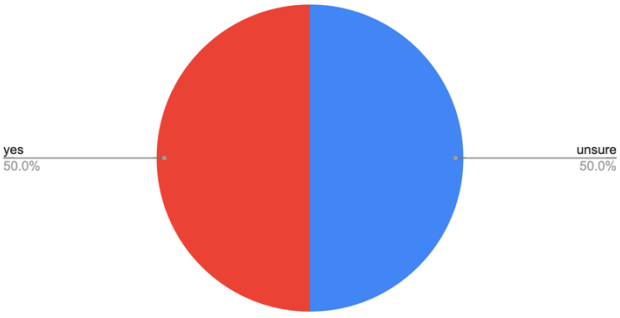
Does your job meet the criteria for “good” skill and career advancement opportunities?



Are you aware of any jobs in your field that will need to exist and be filled in the next 2-3 years?



Do you know what you need to do to access an emerging job (for example, specific job training)?



Human Resources Staff

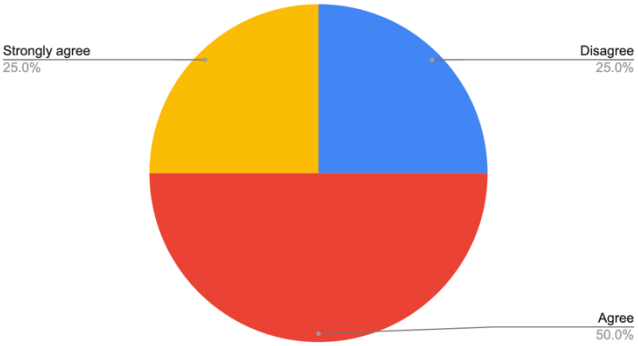
Because there was only 1 participant who responded to the poll questions, rather than graph the data, the responses to questions are shown below.

My job offers flexible or accessible work options or supports me in getting to work.	Do you consider your job to provide a livable wage?	Does your job meet the criteria for "good" benefits?	Does your job meet the criteria for "good" recruitment and hiring?	Does your job meet the criteria for "good" diversity and equity practices?	Does your job meet the criteria for "good" empowerment and representation practices?
agree	unsure	agree	strongly agree	strongly agree	strongly agree

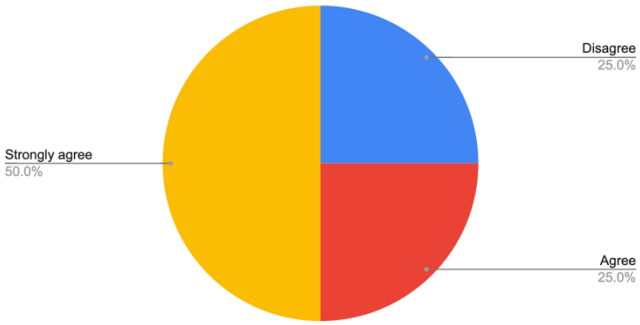
Does your job meet the criteria for "good" job security and working conditions?	Does your job meet the criteria for "good" organizational culture?	Does your job meet the criteria for "good" pay?	Does your job meet the criteria for "good" skill and career advancement opportunities?	Are you aware of any emerging jobs in your field that will need to exist and be filled in the next 2-3 years?	Do you know what you need to do to access an emerging job (for example, specific job training)?
strongly agree	strongly agree	agree	strongly agree	yes	yes

Training Providers

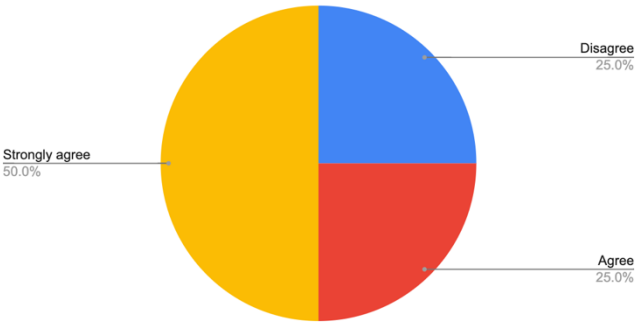
Does your job meet the criteria for “good” benefits?



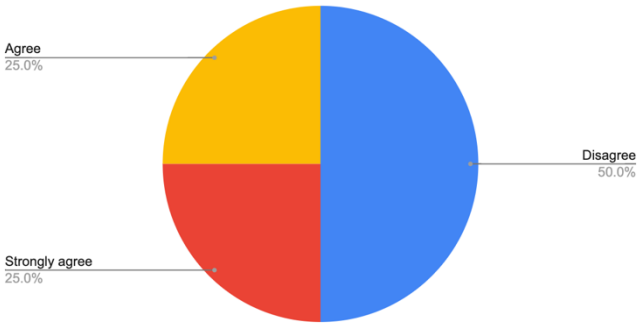
Does your job meet the criteria for “good” recruitment and hiring?



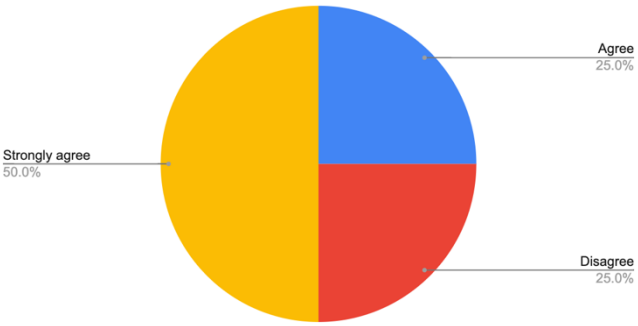
Does your job meet the criteria for “good” diversity and equity practices?



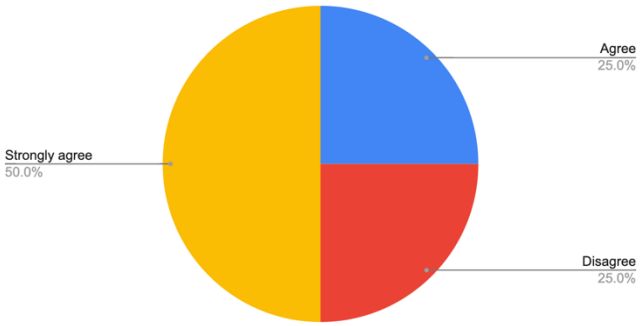
Does your job meet the criteria for “good” empowerment and representation practices? :



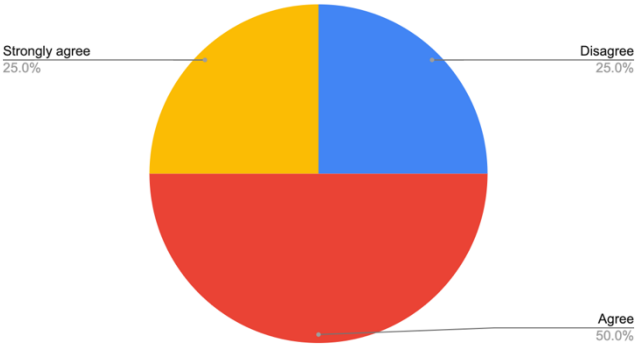
Does your job meet the criteria for “good” job security and working conditions?



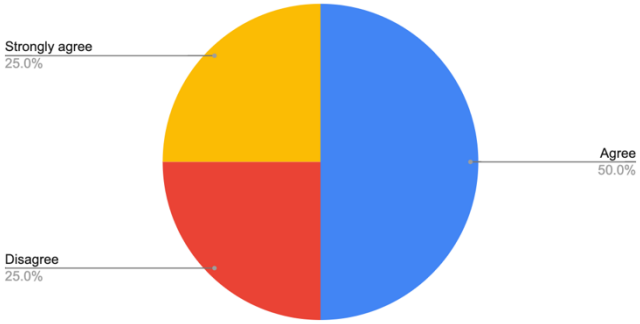
Does your job meet the criteria for “good” organizational culture?



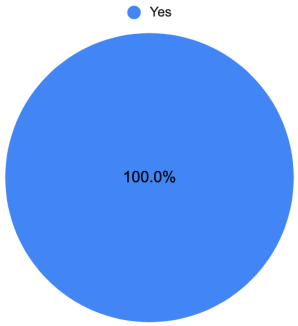
Does your job meet the criteria for “good” pay?



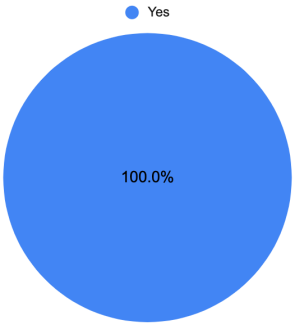
Does your job meet the criteria for “good” skill and career advancement opportunities?



Are you aware of any emerging jobs in your field that will need to exist and be filled in the next 5 years?



Do you or your organization help trainees learn what to do to access emerging jobs?



Prospective Employees

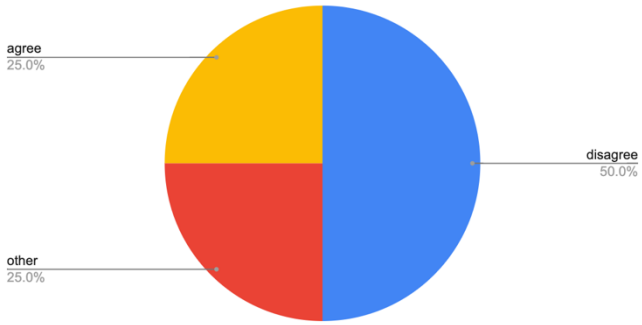
Because there were only 2 participants in this group, the responses to questions are shown below.

Are you aware of any jobs that will need to exist and be filled in the next 5 years?	Do you know what you need to do to access an emerging job (for example, specific job training)?	Does your job meet the criteria for "good" benefits?	Does your job meet the criteria for "good" recruitment and hiring?	Does your job meet the criteria for "good" diversity and equity practices?
Unsure	Unsure	Disagree	Other	Disagree
Yes	Unsure	Agree	Agree	Agree

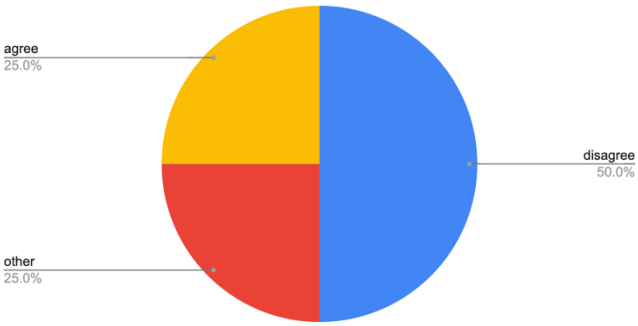
Does your job meet the criteria for "good" empowerment and representation practices? :	Does your job meet the criteria for "good" job security and working conditions?	Does your job meet the criteria for "good" organizational culture?	Does your job meet the criteria for "good" pay?	Does your job meet the criteria for "good" skill and career advancement opportunities?
Disagree	Agree	Disagree	Disagree	Agree
Agree	Agree	Agree	Agree	Agree

Higher Education Institutions

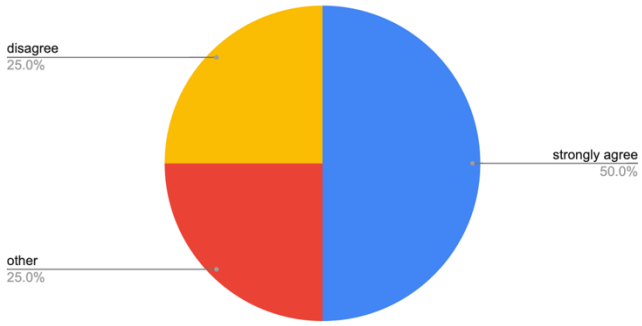
Does your institution share with students the criteria for “good” benefits?



Does your institution share with students the criteria for “good” recruitment and hiring?

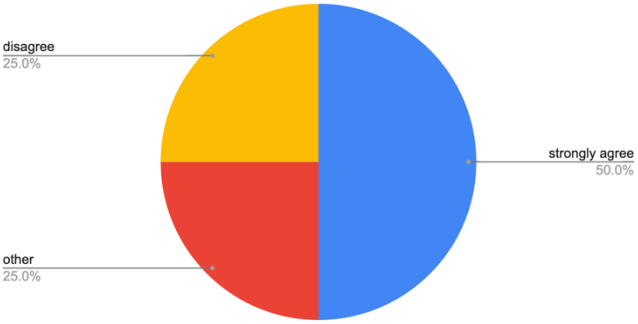


Does your institution share with students the criteria for “good” diversity and equity practices?

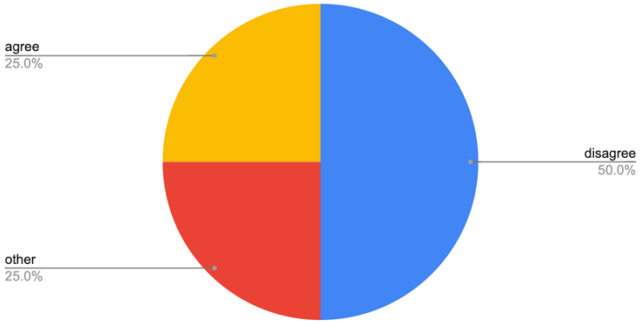


Does your institution share with students the criteria for "good" empowerment and representation practices?

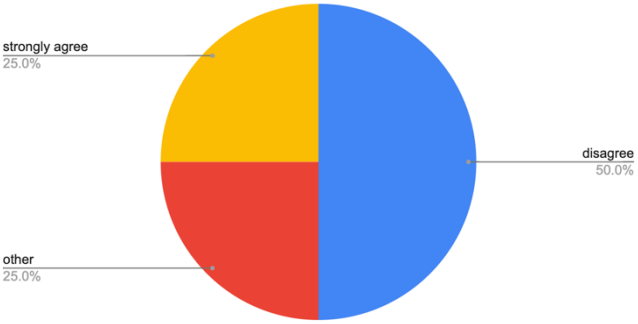
Does your institution share with students the criteria for “good” job security and working conditions? :



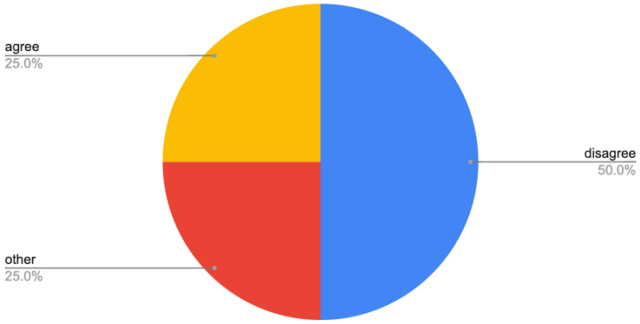
Does your institution share with students the criteria for “good” organizational culture?



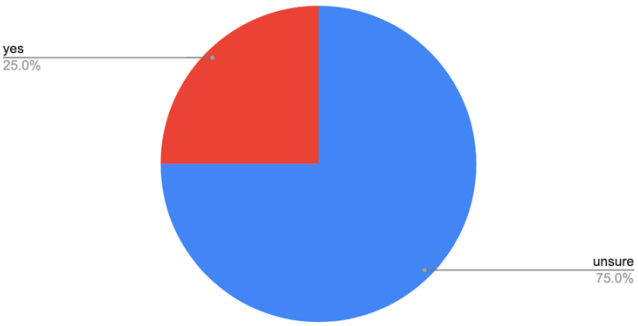
Does your institution share with students the criteria for “good” pay?



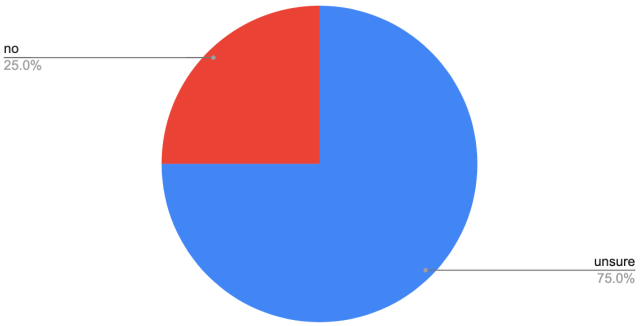
Does your institution share with students the criteria for “good” skill and career advancement opportunities?



Does your institution share with students emerging jobs that will need to exist and be filled in the next 2-3 years?

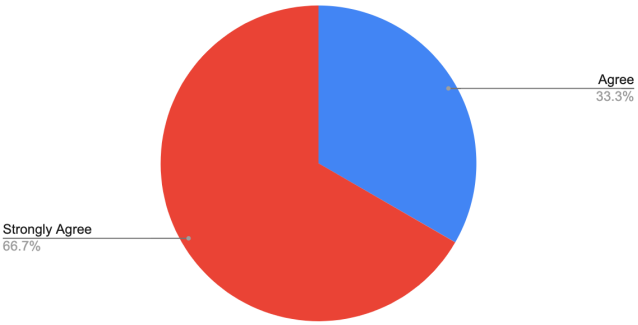


Do students at your institution know what they need to do to access an emerging job (for example, specific job training)?

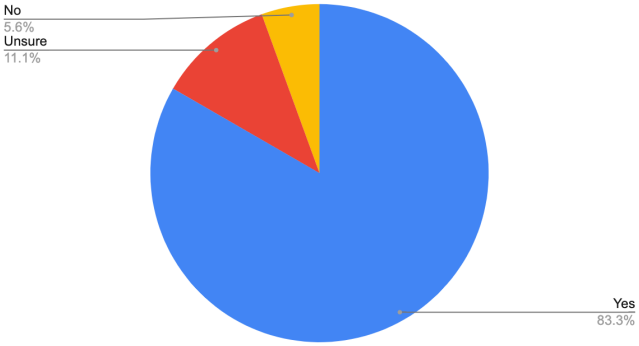


Project Advisory Team/Goal Implementation Team Leaders

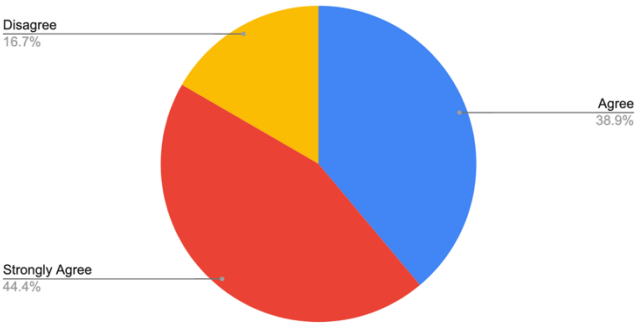
My job offers flexible or accessible work options, or supports me in getting to work.



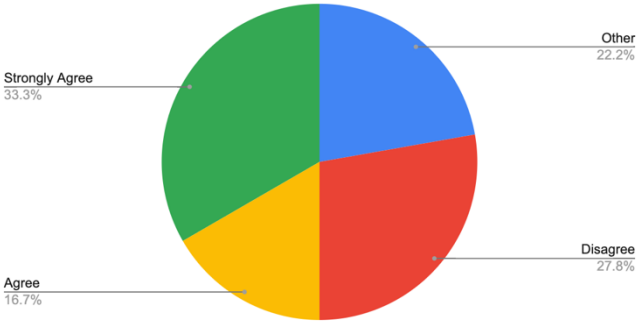
Do you consider your job to provide a livable wage?



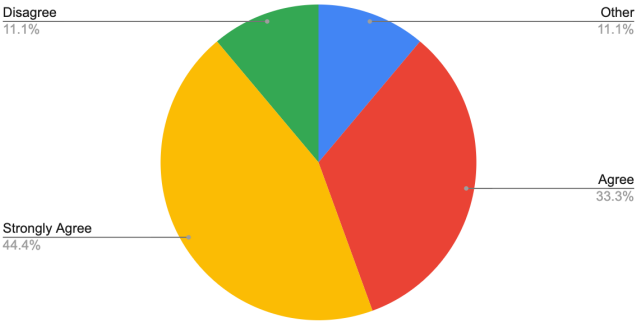
Does your job meet the criteria for “good” diversity and equity practices?



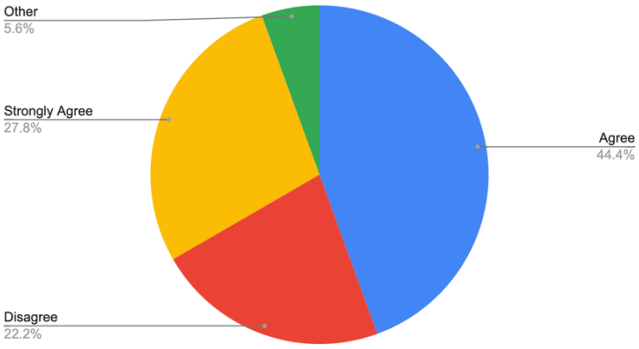
Does your job meet the following for “good” empowerment and representation practices?



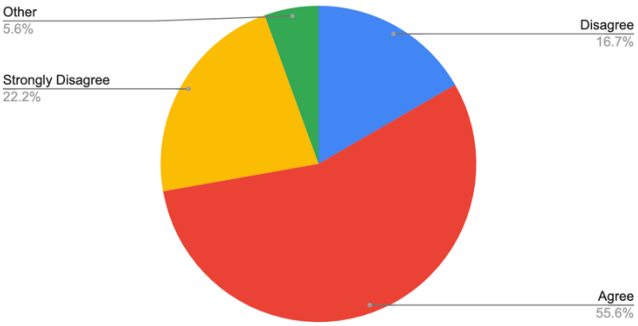
Does your job meet the criteria for “good” organizational culture?



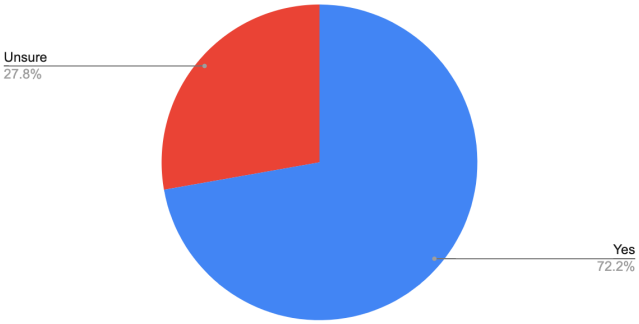
Does your job meet the criteria for “good” pay?



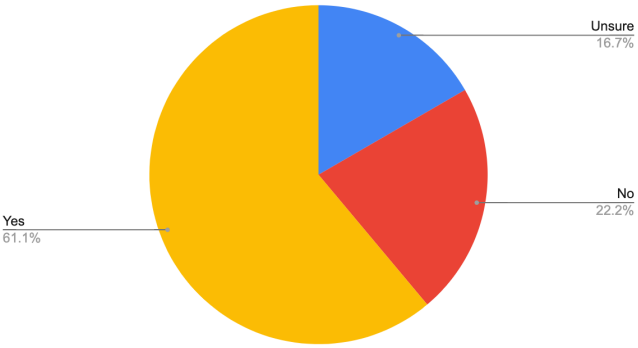
Does your job meet the criteria for “good” skill and career advancement opportunities?



Are you aware of any jobs in your field that will need to exist and be filled in the next 2-3 years?



Do you know what you need to do to access an emerging job?



Appendix D: Facilitator Report Template

CBP Group Discussion Report Template

Name of participant group (youth, HR staff, etc.):
Number of participants:
Date and time of group discussion:
Name of Facilitator:

Please use the following questions as a guide. Include any quotes or phrases that stood out to you (you are welcome to list out your responses in bullet points). This report, along with others, will be used to compile a final, narrative report about all the findings from the discussion groups. Do not worry about anonymizing identifying details at this point; that will be done by the lead researcher in the next step of this process.

Defining Green Jobs

Overall, how did the participants define a "green job?" Were there terms or phrases that were repeated?

Why did participants take green jobs? What reasons or benefits did they list? If they expressed interest in taking green jobs, did they say why? If they were not interested in green jobs, why not?

Describe the roles of the various participants and their interest in advancing in their jobs. What kinds of incentives were participants offered (or not offered) to advance in their jobs?

For participants that knew how to learn about emerging jobs, what were the avenues to learn about them? What kind of skills and training are necessary for participants to access the jobs? Did participants know how to access the training or acquire skills (and do their employers train them or offer opportunities to do so)? If employers train them, are there prerequisites (such as higher degrees) to access emerging jobs, and does the employer provide or sponsor these?

What were the barriers that participants listed in taking or staying in their current jobs?

Group-Specific questions

For HR staff:
What do organizations do for workers from underrepresented communities to:

Access and get green jobs?

Hire workers?

Train up current workers from the community? Did HR staff mention any plans to do so?

Are HR staff able to add their insights and thoughts to their organization's implementation/hiring processes? Do they, as individuals, get to use what they have learned in their roles?

For professional jobs (green job organizations, etc.):
What do organizations do for workers from underrepresented communities to:

Learn about emerging jobs? (And do organizations sponsor training/programs to help workers from underrepresented communities learn about emerging jobs? What do they do?)

Hire workers?

Train up current workers? (Is there a plan to train up current workers from underrepresented communities?)

For youth:
Do youth programs have ways for them to learn about emerging jobs, and/or offer training or pathways to access those jobs?

To what extent did you express interest in applying for emerging jobs? Do they know what would be required to get emerging jobs?

Poll

Please paste the results of the poll here and share your interpretation of the results based on the conversation:

Additional Details

What other details or information was shared, that you did not already report above?

Appendix E: CBP and WE Strategies Database

Link to database: https://shorturl.at/75Pt9

Chesapeake Bay Trust Career and Workforce Programming Database Manual

This document serves as an instructional guide on the uses and key aspects of the *Career and Workforce Training Provider Database.* The Career and Workforce Programming Database is a tool to showcase specific information training providers that prepare job seekers in green jobs industry in the Chesapeake Bay region. This guide provides background on the areas for which data will be showcased.

Career and Workforce Programming Database

The *Database* is broken down into four sections with 39 total fields distributed as outlined below. The table below shows the various fields represented by columns within the database tool. Each field can filter responses using the *Field Description* row drop-down filter. This will isolate relevant training providers based on the field that was selected. If there is information missing in this form, the information is not publicly available.

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.	9

Each field is accompanied by a short description providing insight on specific information being sought. As this project is connected to the DEIJ Landscape Analysis you can find information in certain fields that are related to certain outcomes. Such examples are highlighted below.

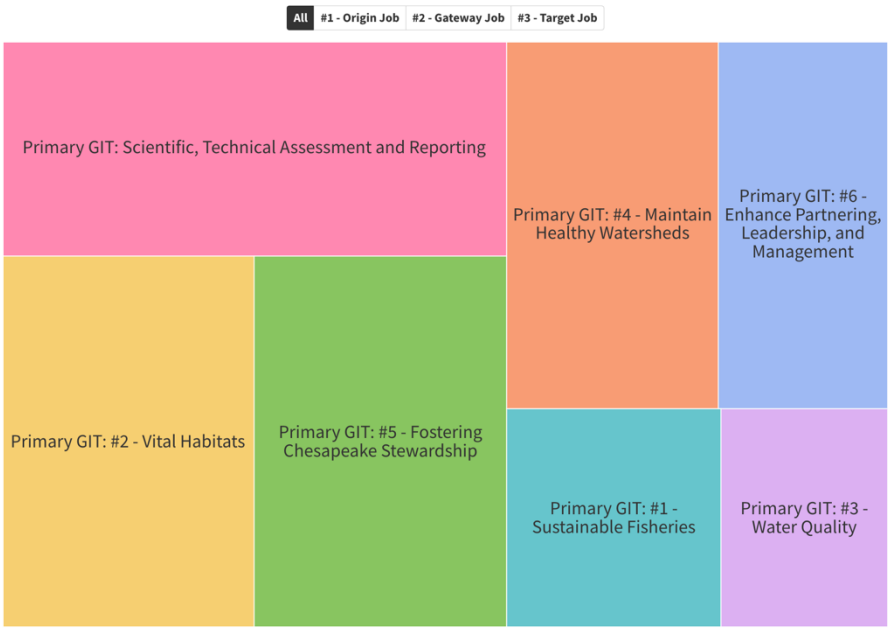
Column *L*
Type of Training Offered
Shows the type of training that is offered

Column *AD*
With which primary occupational skillset does this program closely align?
Shows occupational skillset is instructed by the provider

Column *AF*
Potential Employment Needs per Goal Implementation Team (GIT)
Shows the alignment of training to GIT employment needs

Chesapeake Bay Trust
Empowering people. Restoring nature.

Appendix F: Chesapeake Bay Trust Career Network Map



https://shorturl.at/emmEI

About

This document serves as an instructional guide on the uses and key aspects of the *Career Network Map*. The *Career Network Map* provides representation of pathways within green emerging jobs. This guide provides background on how to navigate the map.

The *Career Network Map* highlights various roles that are aligned to the workforce needs of each Goal Implementation Team (GIT). The cover of this map presents the six GITs and STAR team. Within each GIT, jobs are shown and separated by Job Level and each job has contextual information, such as salary and education level required. The size of the box represents the number of identified positions within each category and Job Leve. **The tool focuses on showcasing various gateways available to job seekers that cross the traditional career progression.**

*What this Tool **IS***

*What this tool is **NOT***

Appendix G: Additional Resources and Tools

The organization Jobs for the Future (JFF) has a toolkit that includes resources to support underrepresented communities in job training programs including the following sections: building critical skills of job readiness, training design to facilitate women's success in apprenticeships, and outreach and recruitment of women. The toolkit, which includes tips, presentations, and self-assessments, can be found here: https://www.jff.org/idea/adding-gender-lens-nontraditional-jobs-training-programs/.

The Workforce Transformation Policy Council outlines recommendations to improve workforce systems through training. While some of these recommendations are reflected in this report, the entirety of it is here, and includes what other states and areas are doing in their training programs to find success: https://www.jff.org/idea/transforming-training-and-the-eligible-training-provider-list-to-serve-the-u-s-workforce/.

JFF also has a guide to impact systems change, and includes categories such as partnership building, policy and funding advocacy, and incorporating youth and community voice: https://info.jff.org/building-equitable-pathways-avenues-toward-systems-change.

Appendix H: CBP Career and Workforce Programming Workshop – Feedback Summary

On Thursday July 25th, 2024, WE Strategies hosted a Chesapeake Bay Program Career and Workforce Programming Workshop in Annapolis. The workshop was attended by approximately 25 participants (in-person and virtually) from various organizations and roles within the Chesapeake Bay Network of partners.

The goal of the workshop was to walk through the findings and share the resulting recommendations. Participants were asked to react and provide feedback on project elements and identify implementation strategies and actions that can be used to help strengthen and connect pathways to environmental careers, and to build out the workforce needed to support Chesapeake Bay conservation work into the future.

This appendix highlights feedback received on two main elements. First, the interactive career map, and second, the road to implementing the recommendation:

Interactive Career Map:

Participants valued the interactive career map as a needed tool to chart someone's potential path in emerging, green jobs within the CBP network. At its inception, the Career Network Map was designed to highlight various roles that are aligned to the workforce needs of each Goal Implementation Team (GIT). The tool focuses on showcasing various gateways available to job seekers that cross the traditional career progression.

It is clear from participants, however, that there is a need for a more comprehensive Career Network Map that goes beyond the initial scope of this project. Feedback for future iterations of the network career map includes the following:

Dynamic View options:

- A view showing every job type represented first, then sort by job and see the GITs those jobs could be useful/available in.
- Alternative sort by Origin or Target jobs first, not by GIT
    - Show GIT overlaps
    - Highlight transferrable skills
- Use GITs as tags, but main organizing or filter should be closer to environmental job boards (policy/advocacy, conservation, education, science, etc.)
- Keyword search

Additions:

- Add employers for each job classification
- Add qualifications and requirements needed for training besides education (Driver's License, certifications, etc.)
- Highlight the transferrable skills from an origin job to a gateway job (e.g., how to sell the skills you have built)
- Skills and competencies that are developed in the position

Recommendations – Realms of Concern & Influence:

An essential part of the workshop was to dissect the recommendations and chart a path foreword towards implementation. Soliciting feedback on the road to implementation, participants highlighted areas of influence where the CBP is well-positioned to enact changes, as well as areas of concern, where the CBP has fewer decision-making powers to implement needed changes. The discussion stressed the capabilities that the CBP has in its arsenal to start moving towards achieving its larger plans for DEIJ.

It is important to note, if an item is within the realm of concern, that doesn't necessarily mean the CBP is unable to affect it's change. Rather, the CBP would need to work in creative ways to bolster its influence with related partners. In turn, this builds a sphere of influence that can go beyond the immediate vicinity of CBP, hence, extending the organization's effective decision-making powers. Participant feedback includes the following:

Realm of Influence:

- Convening and enabling connections & sharing could be achieved or at least attempted on a trial basis
- GIT funding & CBT could leverage other funds for a "Job fair"
- Once training providers are identified, some of the work can be a=carried on at the GIT level. There is already a desire to have more people using our tools and data. Working with training providers might help us train the trainers and maintain relationships
- Bringing stakeholders together
- Bringing together information from broad sources into a centralized location
- Creating a shared knowledge base of career opportunities and pathways based on training network of provider.
- GIT 6: Enhancing Partnering, Leadership, and Management could possibly identify a convening opportunity
- Mentor program could be developed, but capacity might prove to be a challenge.
    - In that case, a pilot program working as a proof of concept can be focused on instead, and then scaled accordingly once it's proven its effectiveness.

Realm of Concern:

- HR reps at agencies and organization should be made aware of this tool and trained in its uses
- Providing support services to people with employment barriers
- People's plates are full and there is not good access to funds for staff/coordination positions.
- We can create a plan, but we don't have control over what the partners do with their staff and time. Unless it is in a grant agreement, then we don't have control over what they do

The CBP is highly encouraged to leverage (and expand) their sphere of influence to effectively implement the recommendations of this project.