**Climate-Ready Workforce Employer Needs Assessment Survey Summary Report**

**Prepared by**

**The Ohio State University, College of Education and Human Ecology**

**Center on Education and Training for Employment**

Keli Bussell, Workforce Development Research Specialist

Traci Lepicki, Associate Director

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**Introduction**

The Ohio State University’s Center on Education and Training for Employment (CETE) conducted a needs assessment survey to aid in identifying workforce demands along with training and education needed to prepare individuals for those roles within the water resources and infrastructure section in the State of Ohio. At a national level, the 2019 US Census identified an increase in demand by 2029 in Hydrologists (6%), Environmental Engineers/Scientists (3-8%), and Data Analytics (32%).

To date, Ohio’s current and anticipated workforce demands within areas such as water quality monitoring and modeling, stormwater management, and watershed sciences have been anecdotally reported. To better understand Ohio’s specific needs, a survey was deployed across the state to learn about current workforce demand and anticipated needs from both public and private employers.

**Survey** **Methodology**

The were two primary goals for surveying employers in Ohio within the water resources and infrastructure sector. The first goal was to gather information to better understand the local workforce needs. The second goal was to identify the training needs associated with those workforce needs. Ultimately, it is intended that the survey results assist with identifying opportunities for necessary occupational analysis (whether job-specific or functional), serving as input for supporting curriculum development and/or alignment with current or future programming.

Specifically, occupations within the Agriculture, Food, & Natural Resources cluster were the initial targeted workforce. These occupations were identified as part of the American Water Works Association Water Career Clusters Map (Image 1) that is located within the Competency Model Clearinghouse’s Water and Wastewater Competency Model (Career OneStop, n.d.). Of the 17 occupations listed as Agriculture, Food, & Natural Resources (Image 1, red box), 16 were included in the survey. The occupation excluded was Electronics Systems Technician as this did not lend itself to the primary workforce focus.

A convenience sampling was initiated by inviting stakeholder partners of the grant to complete the survey. Additionally, snowball sampling occurred when these same stakeholders were asked to distribute the survey to organizations outside of the partnership that could possibly contribute to the survey as well.

Stakeholder partners convened September 26, 2024, to discuss the overall grant goals and expectations. Additionally, the survey was introduced with details regarding its goals and the target workforce it intended to capture within its results. Stakeholders were encouraged to consider other organizations that were not represented in the partnership that could contribute to the survey.

The survey was deployed on October 7, 2024, and active through October 25, 2024, using an anonymous link via Qualtrics so it was easily shareable. Stakeholder partners were provided instructions on who to share the link with within their networks. These instructions and the survey items can be found in Appendix A. The survey itself was not anonymous and details such as respondent name, organization, title, and email address were required in the event follow up was needed to clarify any responses.

Image 1.



**Respondent** **Summary**

A total of 62 respondents completed the survey across 52 organizations. Eighty-four percent represented public entities, 8% represented employers in the private sector, while 8% represented entities that were comprised of a blend of private and public sectors such as coalitions and alliances. Although some respondents were from the same organization, the majority did not appear to provide duplicate information based on the workforce they represented within their organization. Any duplicate responses were removed.

The largest organization to respond reported employing 1200 people in Ohio, while the smallest employed 1. Additionally, respondents were asked to account specifically the number of individuals employed within the targeted workforce in Ohio. The most reported was 215 with the least being 1. Furthermore, respondents were asked to provide specific locations in Ohio; some provided specific towns and cities while others offered a blanket, ‘statewide’ response. Thus, all responses that included the targeted workforce were included in the data analysis.

**Summary of Responses**

Respondents were asked to provide occupational titles within their organizations that align with the target workforce within this survey. It is common that organizations will use different titles to describe positions that perform similar duties and tasks. This can make it difficult to compare positions to one another. To create a common nomenclature, respondents were asked to align the titles within their organization with a common industry title. In the survey, this was referred to as a ‘title category.’ Most titles listed in the Agriculture, Food, & Natural Resources (AFNR) career cluster corresponded with the primary workforce identified within the focus of this grant.

It was expected that respondents would align their organizational titles to the AFNR titles; however, some titles were related to the Science, Technology, Engineering, and Mathematics (STEM) career pathway outlined in Image 1. For example, organizational titles such as Environmental Engineer, Biologist, and Chemist were aligned to the title categories ‘Environmental Sampling and Analysis Scientist’ or ‘Environmental Sampling and Analysis Technician.’

There was not necessarily a natural one-to-one alignment within this exercise. A clustered alignment formed. There are likely to be similar functions across titles that exist; however, the duties and tasks performed within each title were not exactly alike. For example, functions such as sample collection and data analysis are likely to occur within many of the organizational titles provided based on the organizational titles and how respondents aligned those titles to the categories.

If respondents did not feel their organizational titles aligned to any of the titles categories provided, they were encouraged to provide an alternative category, if not otherwise listed, that was common within industry. However, many did not align to the workforce within this scope of work (e.g., Educators, Grounds Maintenance, Civil Engineers). A full list of organizational titles and how respondents aligned them to categories can be found in Appendix B.

**In-demand categories**

To focus efforts in identifying the most in-demand needs among titles, the number of times a title category was aligned to an organization title was calculated. Table 1 below highlights the most common title categories identified by survey respondents. Additionally, they were identified to have the highest anticipated need for talent through the term of this grant.

Table 1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title Category** | **# of times org title aligned to category**  | **# currently filled** | **# currently vacant** | **# needed in 3 years** |
| Environmental Manager  | 20 | 121 | 41 | 122 |
| Environmental Sampling and Analysis Scientist | 21 | 391\* | 230\* | 380\* |
| Environmental Sampling and Analysis Technician  | 14 | 94 | 68 | 84 |

\*Note: large numbers were provided by a respondent from a statewide organization, specifically for the organizational title Environmental Specialist 2. Further clarification has been requested to verify context.

Until clarification from the respondent is provided, Table 2 provides a view of the same title categories with those counts not included.

Table 2.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title Category** | **# of times org title aligned to category**  | **# currently filled** | **# currently vacant** | **# needed in 3 years** |
| Environmental Manager  | 20 | 121 | 41 | 122 |
| Environmental Sampling and Analysis Scientist | 21 | 191\* | 30\* | 180\* |
| Environmental Sampling and Analysis Technician  | 14 | 94 | 68 | 84 |

In either scenario, Environmental Manager, Environmental Sampling and Analysis Scientist, and Environmental Sampling and Analysis Technician were the title categories identified within the targeted workforce that anticipate the highest needs over the next three years. Two of the most common organizational, or working titles, provided by the respondents across each of these three categories included Environmental Specialist and Environmental Scientist.

A descriptive summary analysis of responses for each of the three most in-demand categories identified is below:

**Environmental Manager:** Respondents aligned their titles to the Environmental Manager category 21 times across 18 unique organizational titles. The Environmental Manager was identified to have the second most anticipated number of positions in the next three years. However, the organizational, or working titles, provided by respondents that aligned to this category were very general and are assumed to encompass more managerial functions than technical functions. This assumption is made based on titles provided such as Superintendent, Administrator, Planner, Engineer, Director, and Chief. However, the title Specialist was aligned in a couple of instances. It is likely the case that some functions performed by the manager level positions do occur in the scientist and technician levels as well.

**Environmental Sampling and Analysis Scientist:** Multiple organizations aligned their workforce to the Environmental Sampling and Analysis Scientist category. Respondents aligned their titles to this category 21 times across 19 unique organizational titles. As mentioned previously, some organizational titles that respondents aligned to this category overlap with the STEM career pathway (e.g., Botanist, Chemist, Biologist); however, multiple titles fell within the AFNR pathway (e.g., Environmental Scientist, Environmental Specialist, Monitoring Coordinator, Inspector).

**Environmental Sampling and Analysis Technician:** Respondents across multiple organizations aligned their workforce to the Environmental Sampling and Analysis Technician category 14 times across 14 unique organizational titles. Titles such as Monitoring Technician, Lab Technician, Water Quality, and Storm Water Technician assume technical skills that are utilized as the primary function of these roles and are the target of this survey.

Respondents were also asked to provide information on education and training programs that prepare individuals for these roles. Similarly, they were asked to identify any skill gaps they are witnessing in new hires.

**Education and Training**

As mentioned, respondents were asked to indicate education and training programs that prepare individuals for entering the occupations identified in this survey. Respondents were asked to provide any known, minimum industry requirements for education and/or experience for the titles provided. For the Environmental Sampling and Analysis Scientist category, there was a range of responses – some of which reported to be unknown or zero to as high as a doctorate degree and everything in between. Similarly, for required experience by industry, it was reported to be as little as no experience to one to three years. Specifics related to degree were mostly general such as ‘bachelor’s degree’ or ‘master’s in science’ with some specific technical training identified as ‘Wetland Delineation Training’, ‘OEPA Certifications,’ and ‘Certified Mussel Surveyor,’ to name a few. Similar general responses were provided for the Environmental Sampling and Analysis Technician category; however, it was generally reported to require less degree-based education and even less technically-specific training than the Scientist category.

Respondents were also asked to provide specific technical skills gaps they have identified among recent hires for the positions they noted in their responses. The following gaps were provided:

* Basic knowledge in watershed issues
* Basic taxonomy
* Data analysis programs such as R
* General computer classes
* Identification of macroinvertebrates and fish species
* Interpreting topographic maps and construction plans
* Wetland identification/delineation
* More hands-on experiences

**Barriers to Entry**

Last, respondents were asked to identify what they believe to be challenges for individuals entering the workforce within the water resources and infrastructure sector. Overwhelming, respondents identified a general lack of career awareness, low wages, and new technologies to be barriers for potential applicants.

**Recommendations for Next Steps**

**Occupational analysis to inform curriculum**

The results of the survey lend to general analysis rather than analysis of specifics for each occupation provided. Varying factors such as size or function of the organization likely contribute to how different titles or categories function within each organization. However, the information provided does support the idea that individuals working within the three in-demand categories may be performing some similar functions. Examples of similar functions include data collection and analysis, general industry knowledge, and digital/computer skills which have also been identified as skill gaps.

It does not appear industry has set clear parameters for the three in-demand categories in Ohio. Based on this and the variability factors of the three categories within different organizations, a general functional analysis may best address the skillsets needed within the category titles (e.g., general knowledge, data analytics, and digital/computer skills). Functional analysis can assist with addressing skillsets that span across the three different categories and various job titles to address key skills that are necessary. This provides a blueprint for curriculum development within that function of work, no matter which position it technically exists within.

**Addressing barriers to entry**

To address barriers to entry, low wages will likely be the most difficult to address outside of high-level conversations within the field as many of the jobs exist within local government and would require targeted discussion around budget, etc.

To address the lack of awareness, creating and implementing a career awareness campaign could be of great benefit to the sector, especially locally. Targeting middle and high school students can help bring attention to the needs of the sector and highlight the careers available. While low wages will likely take time to address, it may bode well to include intrinsic-related marketing inspirations such as climate impact within career awareness campaigns to draw potential applicants. Additionally, highlighting the total rewards package that typically comes with working in sectors of Ohio’s government (e.g., better retirement and healthcare benefits) compared to the private sector could also be of benefit.

**References**

Career OneStop (n.d.), Competency Model Clearinghouse. Water and Wastewater Competency Model. Located October 1, 2024 at <https://www.careeronestop.org/COMPETENCYMODEL/competency-models/water-sector.aspx>.

US Census Bureau (2019). Population Estimates Continue to Show the Nation’s Growth is Slowing. Located October 1, 2024 at <https://www.census.gov/newsroom/press-releases/2019/popest-nation.html>

**Appendix A**

Greetings -

It was great to meet many of you at the NOAA Partner Kick-Off Meeting, September 26th.

During the meeting, we shared that you could expect an 'Employer Needs Survey' in early October. The primary goal of this survey is to identify education and training needs along with skill gaps to assist in prioritizing curriculum development and delivery as part of the NOAA grant. To do this, we want to reach as many employers as possible with employees in Ohio working within the technical fields of watershed restoration, storm water infrastructure, water and wastewater management, and water quality monitoring and treatment. In attempts to achieve this, we ask each of you to do the following with the survey link:

**Employers**: Complete the survey and share the link with any other employers you think can contribute to this effort.

**Training Providers** (current and future): Share the survey link with any employer partners you are aware of in your region who can contribute to this effort.

**Associations**: Share the survey link with your employer membership who can contribute to this effort.

Survey Link:  [shared link here]

We are asking the survey be completed no later than noon, Tuesday, October 22, 2024.

Thank you in advance for your assistance and please do not hesitate to reach out with any questions you may have.

Employer Survey - NOAA

Start of Block: Intro

Q1 The water resources and infrastructure sector is currently experiencing a shortage in workforce supply. The goal of this short survey is to gather information to understand the workforce and training needs of employers. The survey should take no longer than 15-25 minutes to complete.

You have been identified as someone who employs workers with technical skills in this field. Thank you in advance for your time contributing to this important work.

Please complete it no later than noon, October 22, 2024.

Please select the arrow below to begin the survey.

End of Block: Intro

Start of Block: Respondent and Organization Information

Q2 What is the name of your organization?

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Q3 We may wish to contact you with follow up questions about your responses.

Please enter your first, last name, email address, and title within the organization.

* First Name (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Last Name (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Email Address (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Title (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q4 How many employees in total does your organization employ in the State of Ohio? (Note: Do not count subcontractors or non-W2 workers)

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Q11 The following questions in this survey are intended to focus on the portion of your workforce that performs skilled work within the technical fields of watershed restoration, storm water infrastructure, water and wastewater management, and water quality monitoring and treatment. Specifically, we are interested in those employed in the State of Ohio. This does not include roles such as overall plant maintenance (e.g., electricians) and administration functions (e.g., human resources), etc.

Q5 Do you supervise employees with technical expertise in the described target workforce of this survey?

* Yes (1)
* No (2)

**Display This Question:**

**If Do you supervise employees with technical expertise in the described target workforce of this sur... = Yes**

Q6 How many employees do you supervise that work within the technical skills area as described for the target workforce of this survey?

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**Display This Question:**

**If Do you supervise employees with technical expertise in the described target workforce of this sur... = No**

Q9 How many employees within your organization work within the technical skills area as described for the target workforce of this survey?

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Q7 Please list the cities where the target workforce of this survey are employed.

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End of Block: Respondent and Organization Information

Start of Block: Position Titles

**Display This Question:**

**If Do you supervise employees with technical expertise in the described target workforce of this sur... = Yes**

Q8 How many different position titles cover the technical skills needed within your organization?

▼ 1 (1) ... 10 (10)

**Display This Question:**

**If Do you supervise employees with technical expertise in the described target workforce of this sur... = No**

Q10 How many different position titles cover the technical skills needed within your organization?

▼ 1 (1) ... 10 (10)

**Display This Question:**

**If How many different position titles cover the technical skills needed within your organization? = 10**

**Or How many different position titles cover the technical skills needed within your organization? = 10**

Q21 Please enter the title of each position.

* Position Title 1 (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position Title 2 (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position Title 3 (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position Title 4 (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position Title 5 (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position Title 6 (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position Title 7 (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position Title 8 (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position Title 9 (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position Title 10 (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

End of Block: Position Titles

Start of Block: Position Categories

Q24 We know that different organizations often call the same position different things. To align our vocabulary, we ask you select the title category that best fits each position/title you provided from the drop menu.

For example, if your organization has a job titled ‘Plant Technician’, this most likely represents the title category ‘Plant Operator’ from the drop-down list.

The drop-down list includes the following Title Categories:

* Collection Operator/Technician
* Conservation Manager
* Environmental Manager
* Environmental Sampling and Analysis Scientist
* Environmental Sampling and Analysis Technician
* High-Tech Operator
* Hydrologist
* Industrial Waste Operator
* Plant Operator
* System Operator
* Water Environment Manager
* Water Monitoring Technician
* Water Plant Operator
* Water Quality Manager
* Watershed Manager
* Waste Water Plant Operator
* Other (this does not include alternative categories to those listed here, but rather other positions not represented)

|  |  |
| --- | --- |
| Position Title | Title Category |
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Q44 For each position title in which you selected 'other', provide an appropriate category that is recognized and most commonly utilized across the sector. Please include both your organization's position title and the category.
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End of Block: Position Categories

Start of Block: Position Counts and Vacancies

Q53 For each position title, provide the total number of positions your organization employs (count both vacant and filled).

Next, provide how many of those positions are currently vacant.

Lastly, provide the number of total positions you anticipate needing in your organization for this title three years from now.

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| --- | --- | --- | --- |
| Position Title | Total # of positions (include both filled and vacant) | Total # of current vacancies for this position (2) | Total # of positions needed three years from now (3) |
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End of Block: Position Counts and Vacancies

Start of Block: Training/Education and Experience

Q64 Next, we want to learn more about the minimum requirements of training and education for this workforce; both as established by the industry and your organization. Please provide this information below for each position title.

|  |  |  |
| --- | --- | --- |
|  | Minimum education/training | Experience |
| Position Title | What is the minimum education/training required within the industry? | What is the minimum education/training required by your organization? | What minimum experience is required within the industry? | What minimum experience is required by your organization? |
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End of Block: Training/Education and Experience

Start of Block: Known available training/education

Q65 Next, we are interested in identifying the various training and education programs available to prepare this workforce. Please provide this information below for this position title.

|  |  |  |  |
| --- | --- | --- | --- |
| Position Title | Title of training/education program(e.g., Water Treatment Professions Certificate Training Program, Associate's in Environmental Sciences, etc.) | Level of training/education(e.g., short-term, certification training, Associate's, Bachelor's, etc.) | Name of training/education provider(e.g., Water Works Association, Cuyahoga Valley Career Center, Owens Community College, etc.) |
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End of Block: Known available training/education

Start of Block: Skills Gaps and Barriers

Q75 We are interested in the skill gaps of your recent hires, if applicable.

In the box below, share specific technical skills gaps you have identified among recent hires for the positions you have noted in this survey. Please be as specific as possible and name the position(s) you are referencing in your statements.

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Q76 As a final question, what barriers are contributing to current challenges you face when hiring for the positions you have identified in this survey? Please select all that apply.

* General lack of awareness of opportunities (1)
* Low wages (2)
* Lack of training and education programs (3)
* Poor benefits (4)
* Poor working conditions (5)
* New technologies (6)
* Other (7)

Display This Question:

If As a final question, what barriers are contributing to current challenges you face when hiring fo... = Other

Q77 Please describe any other barriers contributing to current hiring challenges.

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End of Block: Skills Gaps and Barriers

**Appendix B**

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| **Collection Operator/Technician**Field TechnicianLight Equipment OperatorMaintenance Specialist IStewardship TechUtilities ForemanUtilities LeadUtility Worker 1Utility Worker 2**Conservation Manager**Conservation PractitionerConservation TechnicianDistrict TechnicianEngineering SupervisorEngineering TechEnvironmental Specialist 3H2Ohio TechnicianLead TechnicianNatural Resource Area ManagerProgram Administrator 3Program CoordinatorProgram ManagerProgram SpecialistResource TechnicianStewardship CoordinatorStormwater TechnicianUrban ManagerUrban/Geomatic TechUrban/Resource Tech**High-Tech Operator**Chief Technology OfficerField Biologist**Hydrologist**HydrologistHydro MeteorologistProject ScientistStream Restoration Ecologist | **Plant Operator**O & M TechWastewater Class IIWastewater I**System Operator**Storm Water CoordinatorUtilities Operator**Watershed Manager**Assistant DirectorAssociate DirectorDeputy DirectorDirector of Special ProjectsEngineerExecutive DirectorGreen Infrastructure SeasonalProject ManagerReserve ManagerSr. Resource SpecStorm Water Outreach and Maintenance ManagerStormwater CoordinatorStormwater Program ManagerStormwater Program TechnicianWatershed CoordinatorWatershed Team Leader**Waste Water Plant Operator**Wastewater Operator ICrew Leader OperationsOperator 1Operator 2Operator 3OperatorTraineeWastewater OperatorWastewater Operator IIWastewater Operator IIIWWTP Ast. SuperintendentWWTP Operation TechnicianWWTP Superintendent | **Water Environment Manager** Aquatic BiologistDeputy Director of Public Utilities**Water Monitoring Technician**Aquatic Research Coordinator Customer Service TechnicianHydrologic TechnicianResearch EngineerWater Quality Technician**Water Plant Operator**Wastewater Plant OperatorWater Operator IWater Operator IIWater Operator IIIWTP Ast SuperintendentWTP Operation TechnicianWTP Superintendent**Water Quality Manager**Assistant Water Pollution Control ManagerNutrient Management SpecialistUtilities Technical Services ManagerWater Pollution Control Manager**Other**Civil EngineerCompliance InspectorConservation EngineerCrew LeaderEducatorEngineerEngineering InspectorEnvironmental TechnicianGrazing SpecialistGrounds MaintenanceHeavy Equipment OperatorInternLandscape ArchitectMaintenance |
| **Other Continued**Project ManagerProject SpecialistRegulatory and Assistance SpecialistRestoration DesignerShift LeaderStaff ScientistTrainer |  |  |
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| **Environmental Manager**Assistant ChiefsAssistant Environmental AdministratorChiefChief Scientist/Project MgrEnvironmental AdministratorEnvironmental Engineer 4Environmental ManagerEnvironmental Specialist 2Environmental Specialist 3Environmental SupervisorManagerField Operations SuperintendentProject EngineerSenior Environmental PlannerSenior Field DirectorSupervisorUtilities SupervisorWater Quality Engineer | **Environmental Sampling and Analysis Scientist**BiologistBotanistEnvironmental Engineer 2Environmental Scientist 2Environmental SpecialistEnvironmental Specialist 2Environmental Specialist 3Field BiologistMonitoring CoordinatorPrincipal ScientistResearch CoordinatorRestoration EcologistScientistStorm Water Operations and Investigations ManagerStormwater InspectorWater Innovation Postdoctoral FellowWater Pollution Control ChemistWetland Scientist | **Environmental Sampling and Analysis Technician** Environmental Compliance InspectorEnvironmental Scientist 1Environmental Specialist 2Flow Monitoring TechnicianHome Sewage Treatment Systems Environmental Health SpecialistIndustrial Compliance SpecialistInternsLab TechnicianLaboratory CoordinatorPrivate Water Environmental Health SpecialistResearch InternStorm Water TechnicianWater Quality TeamWetland Biologist |