

Northeast Transportation Workforce Center (NETWC) Strategic Planning Document (Outcomes Focused)

Revised DRAFT: 9/29/15

An empowered transportation workforce for the 21st century



The Northeast Transportation Workforce Center (NETWC) is organized to make a significant contribution to ensuring the U.S. surface transportation system has a workforce that is resilient, skilled, efficient and effective in designing, operating, building and maintaining a 21st century transportation system that best supports the region and country's social and economic vitality. NETWC builds strategic partnerships and engages regional and national stakeholders to develop a skilled and career-ready transportation workforce throughout the region.

The NETWC was formed through an FHWA grant to compliment and create extended opportunities in transportation workforce development. NETWC is building a network that connects resources, promising practices, and, most importantly, innovative thinkers already engaged in transportation workforce development. The regional network supports and is supported by a National Network for the Transportation Workforce; five centers created together to work locally regionally and nationally, funded by grants through FHWA.

The NETWC network management team:

- University of Vermont Transportation Research Center
- Rutgers University Center for Advanced Infrastructure & Transportation (CAIT)
- Rutgers University Helderich Center for Workforce Development
- With support from ICF International, and
- the National Occupational Competency Testing Institute (NOCTI)

NETWC Stakeholders include multiple partners from Education, Labor and Transportation agencies and institutions across all modes and disciplines in 11 states and the District of Columbia.

Region: *Maine New Hampshire*

Massachusetts Rhode Island

Vermont Connecticut New York

New Jersey Delaware Pennsylvania Maryland District of Columbia

Stakeholder input to the center has focused the Center's attention on a set of key opportunities for the Center to pursue. The most important tasks included:

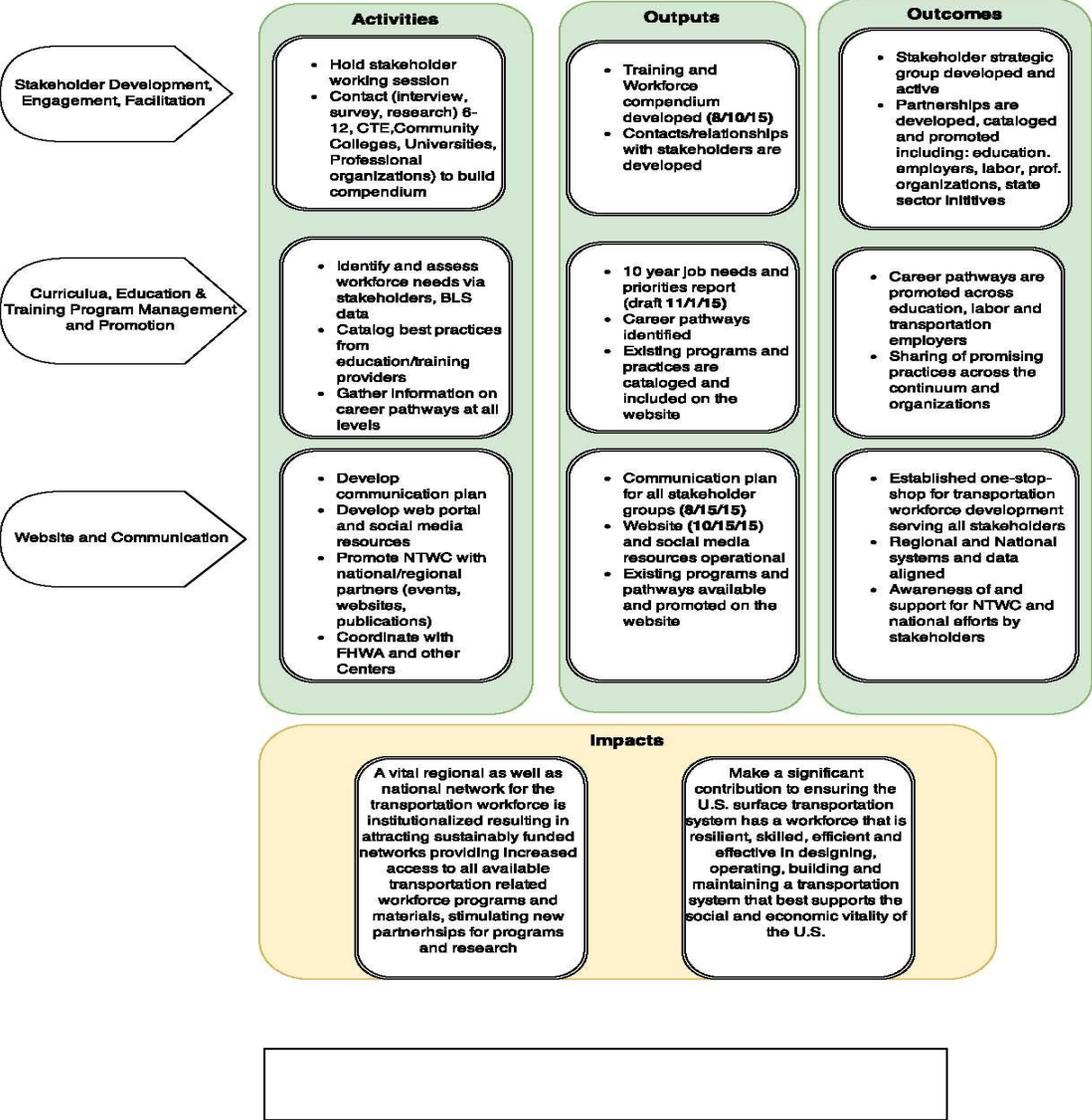
1. Developing a central clearing house containing information on existing training and education programs, a "one-stop-shop" for transportation workforce information via the Center's website;
2. Creating & supporting partnerships to address gaps in available training and education programs connected to Employer needs;
3. Provide alerts of new information, the availability of grants/funds, and training opportunities;
4. Create visible resources that will help employers and those wishing to join the workforce to find each other.

Impacts:

- Make a significant contribution to ensuring the U.S. surface transportation system has a workforce that is resilient, skilled, efficient and effective in designing, operating, building and maintaining a transportation system that best supports the social and economic vitality of the U.S.
- A vital regional as well as national network for the transportation workforce is institutionalized resulting in attracting sustainably funded networks, providing increased quality access to all available transportation related workforce programs and materials, stimulating new partnerships for programs and research.

NETWC Strategic Planning Document (Outcomes Focused)

Simplified logic model



NETWC Strategic Planning Document (Outcomes Focused)

The NETWC seeks to advance the desired impacts through four foci:

- 1: Stakeholder Development, Engagement & Facilitation
2. Curricula, Education & Training Program Management and Promotion
3. NETWC Communication, Outreach and Social Media
4. NETWC Network Sustainability

Focus 1: Stakeholder Development, Engagement, Facilitation

Outcome: Stakeholder strategic group developed and active

Activities	Responsible Party	Timeline	Output	Measurement
Convene stakeholder groups to gather data on job needs, gaps and priorities. This includes employers, labor groups, education/training providers. Invite key stakeholders for strategic group.	Rutgers UVM	1/15 - 1/16	Stakeholder sessions held/outreach to representatives in each state and D.C. Key stakeholders are invited to continue in strategic group(s). Strategic Advisors group serves as resource to NETWC. <i>(Task 2 - Working Session conducted - see April 30, 2015 Quarterly Progress Report)</i>	Track the number of stakeholders who have been invited, have attended, who are included in ongoing communication efforts. Include feedback on sessions via survey.
Develop methods for continued strategic stakeholder input	Rutgers UVM	1/15 ongoing	-Ongoing events for <i>Active Stakeholders</i> (broader group) -2x year meetings with <i>Strategic Advisor Stakeholders</i> (Stakeholders help shape the Plan and review/ test programs and methods)	Track number of stakeholders in each group, by type and sector. Track levels of activity.

Evaluation: Qualitative input from representative engaged stakeholders and NETWC program staff. Is the strategic stakeholder group helping to shape the NETWC efforts? What value do stakeholders find in the NETWC efforts?

Outcome: Partnerships are developed, catalogued and promoted

Partnerships are developed along the partnership continuum through engagement of stakeholders, collection of data, and outreach to organizations including: Schools, Professional organizations, Union/ labor groups, Workforce commissions, School counselors, Commercial and Economic development organizations, STEM initiatives, State sector initiatives	UVM and all	1/15 and ongoing	Partnerships are catalogued along the continuum (see attached) with documentation for each; reported to FHWA. Partnerships and contacts are recorded and updated in the NETWC Partnership Database Track and record all partnerships that are developed or found to exist, such as a partnership between a community college and an employer. Showcase partnerships as strategic opportunities.	Track number of partnerships on the continuum with the minimum goal of 20 new partnerships. Partnership forms submitted to FHWA quarterly
---	-------------	------------------	--	--

Activities	Responsible Party	Timeline	Output	Measurement
<p>Contact, interview, survey and research each group to develop a compendium of transportation related offerings: Grade 6-12 CTE Community Colleges Universities/Colleges Professional Organizations Employer and industry training councils FHWA initiatives</p>	<p>UVM and all</p>	<p>Due 8/10/15 (preliminary report submitted)</p>	<p>Compendium of organizations, stakeholders and programs developed and organized by state, developed into a searchable matrix, including information on subject, provider, audience and special populations</p> <p>This resource will provide the data background to the web site and continue to be added to and updated.</p>	<p>Tracking uses or downloads</p>
<p><i>Evaluation: Qualitative input from representative organizations and NETWC program staff. How do various partners perceive the strength and value of the partnerships? To what degree is the relationship mutually beneficial? What needs to be strengthened? How can the partnerships be structured as an enduring relationship? Who are compendium users? How valuable are the users finding the compendium for their needs?</i></p>				

Focus 2. Curricula, Education & Training Program Management and Promotion

Outcome: Career pathways are promoted across education, labor and transportation employers

Activities	Responsible Party	Timeline	Output	Measurement
Gather data from stakeholders on job needs and priorities via engagement sessions, interviews, data calls	ICF UVM Rutgers	1/15 – due 11/1/15 (2 nd edition due 6/30/16)	Job Needs and Priorities Report is compiled in draft format	Draft report is available by 11/1/15, Reviewed by NETWC personnel and stakeholders for scope and detail. (explore details on gaps and jobs)
Gather and analyze BLS jobs data & other sources needed to provide projections	ICF UVM Rutgers	1/15 – due 11/1/15 (2 nd edition due 6/30/16)	Job data is gathered, analyzed and in the Job Needs and Priorities Report	
Gather info on jobs with career growth and transitional skills	ICF UVM Rutgers	1/15 ongoing	Career pathways with career growth potential identified	# of pathways identified
Evaluate internal employer programs	Rutgers	1/15 ongoing	Employer programs that connect to pathways identified	# of employer programs identified
Professionalize non-credentialed positions	Rutgers	1/15 ongoing	Identify positions in this category	# non-credential positions professionalized and identified
Promote career pathways on the website and to various groups via outreach efforts	UVM NOCTI	1/15 ongoing	Material exists to share career pathways with education, labor and entities in the transportation field	# of pathways promoted, # and types of organizations contacted and connected with pathways promotions

Evaluation: What pathways have been identified and why? What employers and business partners have been included and to what extent? How have each of the sectors/partners embraced career pathways?

Outcome: Sharing of promising practices across the continuum and organizations

Grades 6-12 and CTE

Survey 6-12 and CTE Transportation programs	NOCTI	1/15 ongoing	Schools surveyed	# of schools and CTE centers surveyed
Review materials and determine development/revision needs	NOCTI	1/15 ongoing	Reviews completed Materials revised	# of material reviews completed # of curriculum materials revised
Provide professional development at national/statewide meetings on materials	NOCTI	1/15 ongoing	Professional development provided	# of professional development sessions held # of teachers trained with new materials
Build awareness of educators	NOCTI	1/15 ongoing	Educators aware of skill needs and pathways	# of teachers and counselors attending professional development sessions

Activities	Responsible Party	Timeline	Output	Measurement
Gather data on current transportation related enrollments	NOCTI UVM	1/15 ongoing	Enrollment data collected	# of students enrolled in the region in CTE or secondary transportation related programs
Recruit schools to strategic stakeholder group	NOCTI UVM	1/15 ongoing	Several select schools, geographically and programmatically diverse, join strategic group	# of schools, programs and states represented
<i>Evaluation: How as the CTE community embraced the professional development and transportation career materials? Has there been any noticeable change in enrollments? How have employer and business partners connected with CTE efforts?</i>				
Community Colleges				
Survey community colleges	UVM	1/15 ongoing	Survey sent to all Community Colleges in the region	# responding to survey
Build database of transportation related programs	UVM	1/15 ongoing	Database with links to Community Colleges exists on the portal	# of Community College programs on the website
Recruit CCs to strategic stakeholder group	UVM	1/15 ongoing	Groups of strategic and active stakeholders are involved with NETWC with representation from diverse states and programs	# of Community Colleges and programs involved with NETWC, # of programs, modes and states represented
<i>Evaluation: How have community colleges reacted to the request for information? What career pathways have been established with CTE or 4 year college programs? What community colleges have come forward as learning providers in transportation workforce development?</i>				
Universities				
Review transportation related certificate and degree programs	UVM	2/15 ongoing	Information about programs available on website	# of programs reviewed
Review workforce development activities of UTCs	UVM	2/15 ongoing	Information about workforce development activities of UTCs on website	# of UTCs with workforce activities
Collect information on employer-university connections	UVM	2/15 ongoing	Contacts made with both universities and employers, information cataloged on website	# of employer-university connections noted
Recruit universities to strategic stakeholder group	UVM	2/15 ongoing	Universities included in stakeholder groups	# of UTCs/Universities in stakeholder group, program types and states represented
<i>Evaluation: What universities and UTCs have become stakeholders with the NETWC? How has the relationship with NETWC and universities developed?</i>				

Activities	Responsible Party	Timeline	Output	Measurement
<i>Employer, Union and Industry Training and Apprenticeship programs (survey for information on)</i>				
Internal training tied to hiring and recruitment Career development programs Professional ongoing training or support Programs to transition skilled employees from other fields Training for recruitment of underrepresented employee groups	UVM	6/15 ongoing	Practices shared on website	# and range of programs represented covering various job types, transportation modes and geographic locations
Recruit industry to stakeholder groups	UVM	6/15 ongoing	Industry representation in stakeholder groups, diverse by mode, geography, type and size	
<i>Evaluation: To what extent at NETWC been able to bring employer and industry stakeholders to the effort? What promising practices have been highlighted and shared due to this effort? What has been the feedback from other employer and industry stakeholders?</i>				

Focus 3. NETWC Communication, Outreach and Social Media

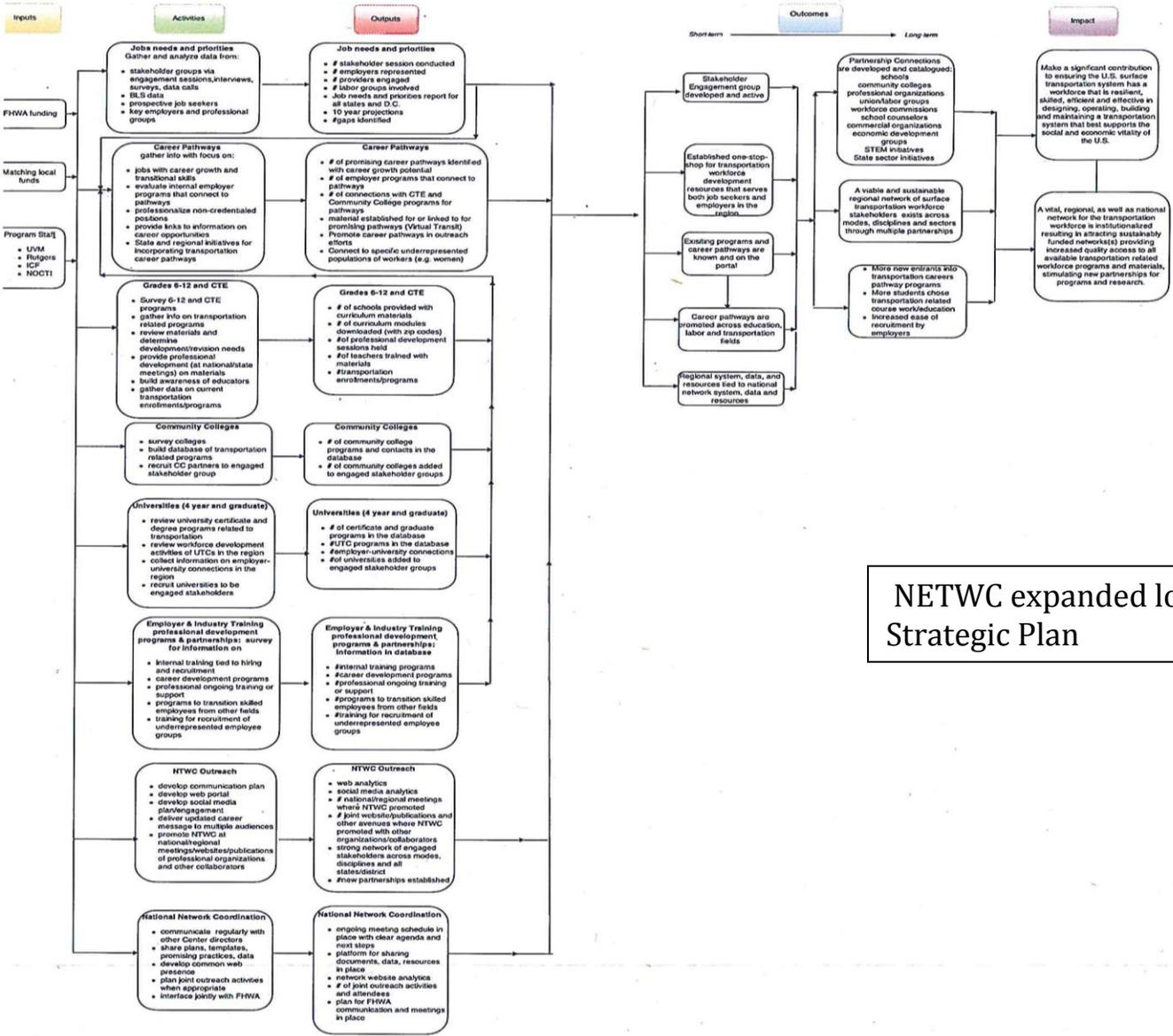
Outcome: Established one stop shop for transportation workforce development resources (serves both job seekers and employers in the region), builds awareness and support for NETWC and national efforts by stakeholders				
Activities	Responsible Party	Timeline	Output	Measurement
NETWC Outreach				
Develop and implement communication plan to promote NETWC and the website	UVM	Draft due 8/15/15 (submitted) Final due 9/30/15 (approx.)	Plan in place and shared with FHWA Integrate into strategic plan.	Plan provides for sustained and systematic engagement with stakeholders; Stakeholder satisfaction with communication quality, form, content and frequency
Develop website	UVM	Operational by 10/15/15	Website exists and is used by stakeholders.	# of visits, downloads of material, geographical reach # and type of stakeholders accessing
Develop social media outreach	UVM	Implement by 10/15/15	Analytics from social media (Facebook, blogs, Twitter)	# of followers, fans etc., nature of input and comments # and type of stakeholders
Promote NETWC at national and regional meetings, have links on websites, include in publications of professional orgs and other collaborators	UVM Rutgers NOCTI	1/15 ongoing	Promotion and attendance at regional and national meetings Notices in publications Cross links on websites of organizations and collaborators	# of meetings at which NETWC is promoted # of publication notices # of website cross-links
<i>Evaluation: Measurement metrics listed as well as qualitative and quantitative input from users including website survey, focus group with stakeholders on website usability (strengths and improvements needed). What value do users find in the website? Is navigation appropriate for audiences? What might need improvement or revision? How has the overall communication plan provided for an ongoing relationship with stakeholders?</i>				
Outcome: Regional and national systems and data aligned				
Centers share plans, templates, promising practices, data	UVM	On-going	Regular system for meeting, web platform for document sharing, data and resources are shared	Review of useful documents and discussions on the basecamp site.
Plan joint outreach activities when appropriate	UVM	On-going	National joint outreach and data gathering activities	Debrief of joint activities. Track # of events that one center promoted for all.
Interface jointly and coordinate with FHWA	UVM	On-going	Plan for FHWA meetings and communication Tangible results from FHWA assistance	Track FHWA promotion of the national network, both internally and externally beyond funding
<i>Evaluation: How has alignment and coordination with the other regional centers impacted the work of the NETWC? To what extent has coordination with FHWA been achieved? Is there a stronger recognition of transportation workforce needs and opportunities across key institutional stakeholders?</i>				

Focus 4. NETWC Network Sustainability

Outcome: A plan and partners are in place to support the activities and work of the NETWC in future years.

Activities	Responsible Party	Timeline	Output	Measurement
Establish clear and viable Partnerships for carrying activities forward. Build on communities of interest; identify key employer and sector partners for strategic linkages; co-sponsor and design activities to add value to existing organizations and networks	UVM Rutgers NOCTI	December 2016 for initial set of establish partnerships;	20+ identified and substantiated partnerships submitted to FHWA partnership tracking tool (see partnership type table attached)	Documentation of partnerships
		Ongoing	Establish partnerships (document) Communities of interest formalize and produce white papers or other resources Co-sponsorship of events and programs	Resources published and made available Increased/diversified participation noted
National Network for the Transportation Workforce (NNTW) established a dynamic web resource site that links all regional centers together and has cemented a national partnership together.	UVM Rutgers NNTW –all five centers and affiliates	September 30, 2016	NNTW website is operational and links all regional resources together.	Website operational – tracking metrics
			NNTW has mechanisms in place to take promote and implement national efforts and attract national funding.	NNTW national program agenda NNTW applications for funding
Future Network Funding opportunities are identified and established as likely future sources of support.			Required matching funds identified and secured for FY 17 and 18	Match is met.

Evaluation: *How has alignment and coordination with the other regional centers impacted the work of the NETWC? Is there a stronger recognition of transportation workforce needs and opportunities across key institutional stakeholders? Is NETWC recognized as a resource and potential partner in transportation workforce initiatives at the state, regional and national level?*



NETWC expanded logic model for Strategic Plan

APPENDIX: Partnership Type Table – National Network for the Transportation Workforce (DRAFT 03202015)

Partnership/ Relationship Type	Description	Attributes	Example
Networking	Sharing information and ideas	Parties meet and exchange the basics such as organizational goals, hoped for outcomes and how they might interact. Contact information is shared and the door is open for follow-up opportunities.	Regional center staff meets with the director of programs for a non-profit that advocates for employment for disabled individuals. Staff learn about employment barriers for this population and how the group has worked in other workforce development sectors. The non-profit program manager asks to be included in the mailing list for NETWC stakeholder information and invited to stakeholder sessions
Cooperating	Helping members accomplish their separate individual goals	All of the networking attributes plus sharing of advice, resources, information, contacts to help with goal attainment in a spirit of cooperation. There may be shared information on websites and promotional material where one organization links to another	A state AOT needs qualified maintenance workers while a local CTE needs more adult students.
Coordinating	Working separately on shared goals	All of the cooperating attributes but the organizations clearly have goals that overlap. They coordinate their work so actions of both organizations may benefit both goals and to minimize duplication. They may sign letters of support or publicly state their endorsement of the others projects and activities.	AOT agrees to share information on their material for prospective applicants (brochures, websites) about the CTE program while CTE agrees to promote information on AOT openings and employment on their website and through their counselors.
Collaborating	Working together toward a common goal but maintaining separate resources and responsibilities	All of the coordinating attributes but with one common and clearly articulated goal. All collaborators agree on the goal and approach and understand how their actions and responsibilities relate to the work of the other collaborator(s). Work is often done together, not separately.	The State Department of Labor (DOL) has a goal of tracking employment data in order to help support both job seekers and employers in growing a vibrant state economy. The NETWC has a goal of gathering labor market data in the transportation field to support their work of gathering information about transportation related education/training programs and job opening and gaps. The two groups recognize where their separate goals overlap, and the DOL agrees to provide labor market information from their data to the NETWC, the NETWC agrees to include the DOL in plans, outcomes and information from their efforts in building their “one-stop-shop” for transportation workforce and development.
Full Partnership	Shared goals, decisions, and resources within a single entity	MOUs may be signed that spell out responsibilities and expectations of each entity.	A community college would like to boost enrollments in STEM fields, particularly for women, while a CTE center is encouraging more women to enter Transportation related careers. They agree to hold joint events for girls and women, highlighting transportation careers and a career pathway that includes CTE and community college credentials. They also decide to include local four-year colleges in the effort and publish relevant outreach material about the pathway while each promotes their own institution’s brand and offerings

This table is based on the ideas from Michael Quinn Patton’s 2011 work Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use (p. 245). This is framework is presented as Degrees of Working Together and while one state may lead to another (e.g. Networking to Cooperating) the relationship is context and time related. For example, two groups may come together in a collaborating relationship for a specific public relations campaign but then return to a networking state after that campaign is concluded.