CALIFORNIA ENERGY COMMISSION

CALIFORNIA NATURAL RESOURCES AGENCY

California Energy Commission

Clean Transportation Program

FINAL PROJECT REPORT

Green Economy Lab

Zero-Emission Vehicle Training for San Joaquin County

Prepared for: California Energy Commission

Prepared by: Housing Authority of the County of San Joaquin

Green Economy Lab

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Sandy Paben
Carena Lane
Primary Authors

Green Economy Lab
1700 W Fremont St
Stockton, CA 95806
Green Economy Lab (www.greeneconomylab.org)

Agreement Number: ARV-21-057

Susan Ejlalmaneshan
Commission Agreement Manager

Charles Smith
Branch Manager
STRATEGY, EQUITY, AND ECONOMIC BENEFITS BRANCH

Hannon Rasool
Director
FUELS AND TRANSPORTATION

Drew Bohan
Executive Director

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Your guidance, expertise, and unwavering support have helped shape the Green Economy Lab into a thriving training hub. Through this collaboration, countless individuals have gained valuable job training and access to employment opportunities, leading to increased wages and economic advancement.

We deeply appreciate the collective effort that has made this initiative a model for workforce development in the green economy.

PREFACE

Assembly Bill 118 (Núñez, Chapter 750, Statutes of 2007) created the Clean Transportation Program. The statute authorizes the California Energy Commission (CEC) to develop and deploy alternative and renewable fuels and advanced transportation technologies to help attain the state's climate change and clean air goals. Assembly Bill 126 (Reyes, Chapter 319, Statutes of 2023) reauthorized the funding program through July 1, 2035, and focused the program on zero-emission transportation.

The Clean Transportation Program has an annual budget of about $100 million and provides financial support for projects that:

- Develop and deploy zero-emission technology and fuels in the marketplace.
- Produce alternative and renewable low-carbon fuels in California.
- Deploy zero-emission fueling infrastructure, fueling stations, and equipment.
- Establish workforce-training programs and conduct public outreach on the benefits of alternative transportation fuels and vehicle technologies.

To be eligible for funding under the Clean Transportation Program, a project must be consistent with the CEC's annual Clean Transportation Program Investment Plan Update. The CEC issued GFO-21-602, "Inclusive, Diverse, Equitable, Accessible, and Local Zero-Emission Vehicle Workforce Pilot" to provide workforce training and development that support zero-emission vehicles and related infrastructure and commercial technologies in California. In response to GFO-21-602, the recipient submitted an application for the "ZEV Training for San Joaquin County" project which was proposed for funding in the CEC's notice of proposed awards on April 8, 2022, and the agreement was executed as ARV-21-057 on July 12, 2022.

ABSTRACT

The Green Economy Lab, located in Stockton, California, was established as a workforce training and incubator hub aimed at advancing green economy jobs in the San Joaquin Valley. The "Zero-Emission Vehicle Training for San Joaquin County" (ARV-21-057), or Mobility Workforce Development Project, developed a comprehensive training program focused on electric vehicle mechanics, electric vehicle charging station installation and maintenance, customer service, electrician certification, and high school diploma attainment for the Green Economy Lab. This final report assesses the Mobility Workforce Development Project's success in achieving agreement goals and presents an overview of the Green Economy Lab's impacts, key challenges, and opportunities for scaling similar initiatives to other regions.

The Green Economy Lab's integrated approach of combining industry-aligned training, direct employment partnerships, and comprehensive support services demonstrates a successful model for workforce development in the emerging green economy. Through strategic partnerships with organizations such as Grid Alternatives, the San Joaquin County Office of Education, the San Joaquin Council of Governments, and the Port of Stockton, the Green Economy Lab expanded its reach, offering employment pathways and hands-on training opportunities in multiple sectors. Community engagement efforts, including targeted outreach and accessible enrollment processes, facilitated participation from underserved populations. And supportive services, such as job placement assistance and resume development, were instrumental in securing employment opportunities for program graduates. To date, 156 individuals have participated in training programs, with 75 securing jobs, leading to an average income increase of 78 percent.

Keywords: Green Economy Lab, electric vehicle, training, workforce development, community engagement, electrification, electricians

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EXECUTIVE SUMMARY

The Green Economy Lab in Stockton, California was founded to serve as a workforce training center and incubator for green economy jobs, addressing critical employment barriers and fostering economic growth in the San Joaquin Valley. The Green Economy Lab was established from a 2019 Jobs Plus grant from the U.S. Department of Housing and Urban Development, that identified key obstacles to employment, including transportation, training, and childcare. In response, the Housing Authority of the County of San Joaquin proposed the "Zero-Emission Vehicle Training for San Joaquin County" project (ARV-21-057), or Mobility Workforce Development Project, for funding from the "Inclusive, Diverse, Equitable, Accessible, and Local Zero-Emission Vehicle Workforce Pilot" (GFO-21-602) solicitation to develop a range of industry-focused training programs at the Green Economy Lab to provide participants with the skills and credentials needed for careers in the growing green economy.

Key Project Objectives

Training Program Development

The Green Economy Lab's mission is to create pathways to sustainable, well-paying jobs through hands-on training and direct employment partnerships. To support this mission, the Mobility Workforce Development Project sought to facilitate employment in the zero-emission vehicle industry for San Joaquin County residents, particularly those in disadvantaged communities. The project developed a variety of courses including:

- EV Mechanic Boot Camp – Training in diagnosing, repairing, and testing electric vehicles.
- EV Charging Station Installation and Maintenance – Instruction on installation, connectivity, maintenance, troubleshooting, and OSHA certification.
- Customer Service Training – Development of core business skills, including communication, workplace etiquette, and ethics.
- Electrician Certification Trainee Program – In partnership with the Western Electrical Contractors Association providing Electrician Trainee cards that enable entry into apprenticeships.
- High School Diploma Program – A flexible, independent study pathway for participants seeking a full high school diploma.

Community Engagement and Strategic Partnerships

The Green Economy Lab has become a central hub for training and networking. Following its relocation to a new facility in June 2024, community participation grew significantly, catalyzing collaborations with Grid Alternatives, the San Joaquin County Office of Education, the San Joaquin Council of Governments, the Port of Stockton, the Small Business Development Center, Míocar, and the Open Innovation Centers.

These partnerships have expanded the Green Economy Lab's training scope beyond electrification to other emerging green economy sectors. Additionally, having on-site partners

such as bike share and car share programs have further improved access to employment opportunities.

Program Outcomes and Employment Impact

The Green Economy Lab's workforce development model has delivered measurable results:

- Total trained participants: 156
- Total employed post-training: 75
- Average income increase: 78 percent

Direct employment partnerships with organizations like Míocar, Bike Stockton, and Amazon provided immediate job opportunities. A dedicated job board, an online job portal (mygreenjobs.org), and job development support services—resume assistance, mock interviews, and placement incentives—further strengthened outcomes.

Future Considerations and Expansion Opportunities

The Green Economy Lab has established itself as a model for workforce development in the green economy, demonstrating the effectiveness of industry-aligned training, community engagement, and strategic partnerships. Moving forward, expansion efforts may focus on:

- Scaling training programs to include additional clean energy and sustainability-focused industries.
- Enhancing employer partnerships to create more direct job pipelines for graduates.
- Increasing outreach efforts to further engage underserved communities and expand access to workforce development resources.

By aligning training with industry demand and providing wraparound services, the Green Economy Lab can serve as a blueprint for regions seeking sustainable workforce solutions in the growing green economy.

CHAPTER 1:
Introduction and Program Overview

Project Context and the Green Economy Lab

As the global economy shifts toward sustainable practices, workforce development initiatives must align with emerging industries. The Green Economy Lab (Lab) was designed to serve as a hub for jobs and training to equip San Joaquin County residents with the skills necessary for employment in the expanding green economy. The Lab integrates industry-driven training, direct employment pathways, and community partnerships to deliver an accessible and inclusive workforce development model. It also serves as an incubator for green economy jobs that bring together industry, workforce opportunities, and policy development in the San Joaquin Valley region.

The Lab's vision took shape in 2019, when the Housing Authority of the County of San Joaquin (HACSJ) received a Jobs Plus grant from the U.S. Department of Housing and Urban Development. Through that initiative, residents identified transportation, training, and childcare as critical needs. In response, HACSJ established the Green Economy Lab to provide comprehensive workforce solutions tailored to the community.

Program Overview and Design

With support from the California Energy Commission's "Inclusive, Diverse, Equitable, Accessible, and Local Zero-Emission Vehicle Workforce Pilot" (GFO-21-602) solicitation, under the "Zero-Emission Vehicle Training for San Joaquin County" agreement (ARV-21-057), the Green Economy Lab launched the Mobility Workforce Development Project. This comprehensive training program delivered training in electric vehicle (EV) mechanics, EV charging station installation and maintenance, customer service, electrician certification, and high school diploma attainment.

The primary goal of the project was to establish zero-emission vehicle (ZEV) training for the San Joaquin County residents, particularly those in disadvantaged communities, and to facilitate employment in the ZEV industry. Project objectives included enrolling, training, and placing participants as EV mechanics, EV charging station installers or maintenance technicians, and/or ZEV customer service representatives.

As of June 2025, 75 residents who participated in the Mobility Workforce Development Project have secured jobs with an average increase in income of 78 percent. These outcomes demonstrate the project's role in advancing workforce opportunities and clean transportation goals.

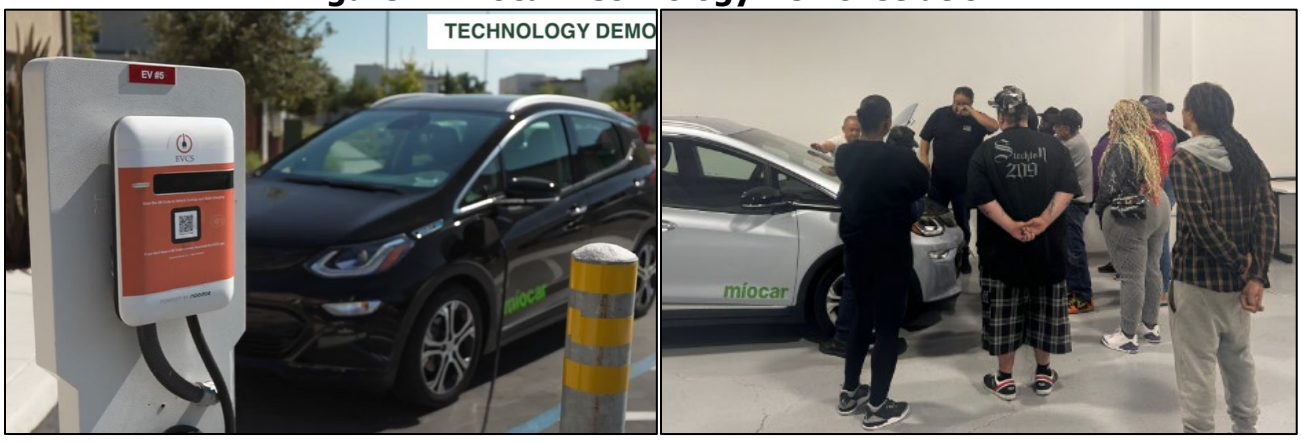
CHAPTER 2:
Community Engagement, Partnership, and Outreach

Partnerships

Strategic partnership and sustained outreach were central to the Green Economy Lab's impact. Following the Lab's relocation to a centralized facility in June 2024, community participation grew significantly, positioning the Lab as a hub for education, training, and career development. Through this project, the Lab has established collaborations with:

- Grid Alternatives: Solar energy training and employment opportunities in solar industry jobs.
- San Joaquin County Office of Education: Core partner for the project's high school diploma program.
- San Joaquin Council of Governments: Administrator of bike share and car share programs that also generate employment opportunities.
- Port of Stockton: Partner for electric forklift training.
- San Joaquin Small Business Development Center: Entrepreneurial training and business support providing hands-on certification training for small businesses.
- Open Innovation Centers: Incubator workshops for supporting entrepreneurship.
- Míocar: Local electric car-share provider that created direct employment opportunities for participants and supported hands-on demonstrations of EV technology in training programs by donating a car.

Figure 1: Míocar Technology Demonstration



Electric vehicle technology demonstration from local business partner Míocar.

Source: The Green Economy Lab

These partnerships broadened the Lab's offerings beyond electrification to encompass additional green economy sectors. On-site programs such as bike share and car share created convenient, direct access to job opportunities. By aligning with community organizations and

local employers, the Lab built a robust, community centered program that has led to quality jobs across multiple sectors.

Outreach

The Lab engaged local employers through targeted meetings to align training with workforce needs. A key outcome of this outreach was a partnership with the Port of Stockton to deliver electric forklift training beginning in summer 2025.

Recruitment

Recruitment prioritized underserved communities at least three weeks before each training started. Channels included social media campaigns and flyers posted at housing management offices, community centers, schools, parent boards, and other on-site programs.

To streamline access, the Lab implemented a QR code-based digital application, supported by job developers who assisted applicants throughout each step. Flyers included the QR code, a direct link to the enrollment questionnaire, and a staff contact for questions or assistance. Since courses were entry-level and free of cost, barriers to enrollment were limited; staff provided phone-based assistance as needed. After applications were submitted, a job developer contacted each applicant to confirm goals and communicate that the program offers both training and job placement support.

CHAPTER 3: Instruction, Training, and Participant Services

Instruction and Training

The Green Economy Lab's curriculum focuses on job readiness in high-demand roles, blending classroom instruction, hands on practice, and field demonstrations to serve diverse learning styles. Programs developed under the Mobility Workforce Development Project included:

- EV Car Mechanic Boot Camp: Diagnosing, repairing, and testing EVs and components.
- EV Charging Station Installation and Maintenance: Fundamentals of installation, connectivity, maintenance, troubleshooting, and safety; OSHA 10 certification awarded upon completion.
- Customer Service Training: Interpersonal communication, soft skills, ethics, workplace etiquette, and related competencies for ZEV-related roles.
- Electrician Trainee Program: In partnership with the Western Electrical Contractors Association, enabling participants to receive an Electrician Trainee card to pursue employment with electrical contractors and/or enter into an apprenticeship.
- High School Diploma Program: Independent study with flexible, individualized scheduling to complete a full diploma.

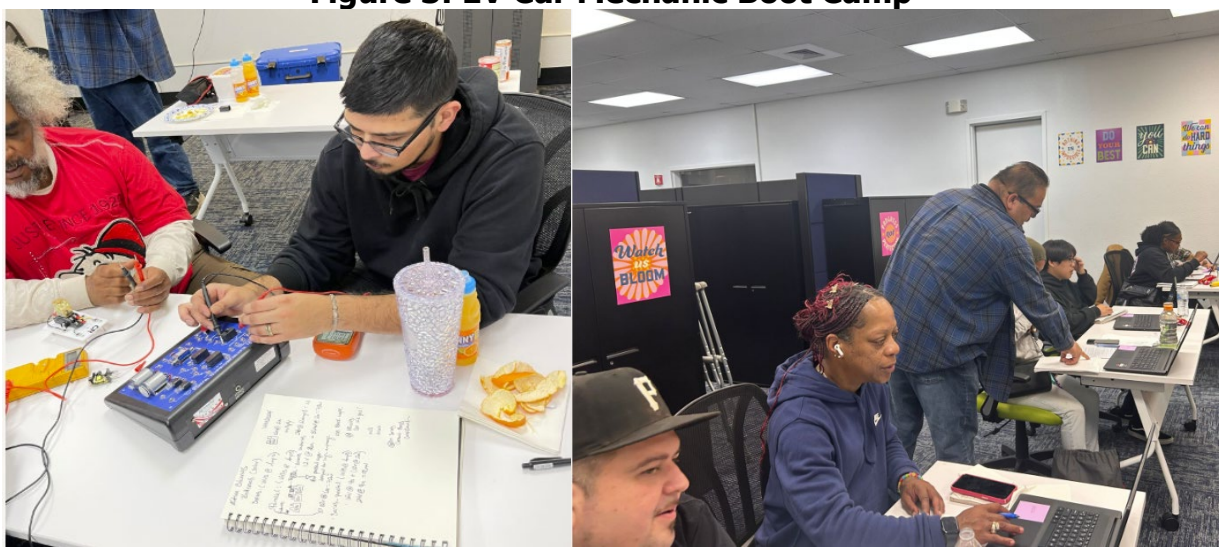
Figures 2 through 4 illustrate some of the training provided, including equipment familiarization, hands-on diagnostics, and charger component training used across different courses.

Figure 2: Charging Station Demonstration

Instructor explaining the electric components inside an EV charger during the August 2024 EV Charging Station Installation and Maintenance class.

Source: The Green Economy Lab

Figure 3: EV Car Mechanic Boot Camp



Hands-on learning in the EV Car Mechanic Boot Camp, October 2024. Left image: Students practice using test equipment to troubleshoot circuits. Right image: Students receive real-time instructor support while completing coursework.

Source: The Green Economy Lab

Figure 4: Electromechanical Trainer

Electromechanical Trainer used across EV electrician courses.
Source: The Green Economy Lab

All classes developed under the project met or exceeded initial enrollment targets. To date, 156 individuals have completed a training program as shown in Table 1.

Table 1: Class Enrollment and Completion

Class	Enrollment Goal	Number of Cohorts	Enrolled	Completed
EV Charging Station Maintenance and Installation	20	4	103	54
EV Car Mechanic Boot Camp	5	2	60	28
Electrician Training Program	5*	2	8	2
Customer Service Program	20	7	198	55
High School Diploma Program	15*	Ongoing-individualized	40	17
Total	**65**	**15**	**269**	**156**

* The original scope of the project included a Data Analytics course (with an enrollment goal of 5 participants) and a Math and Reading Tutoring course (with an enrollment goal of 15 participants). Based on employer outreach and participant priorities, the Lab pivoted to launch the Electrician Training Program and High School Diploma Program instead, which maintained the enrollment goals of the originally intended courses.

Supportive Services

In addition to technical instruction, the Lab offered a range of services designed to remove barriers to employment and help participants successfully transition into the workforce. A dedicated job developer conducted individualized needs assessments and provided targeted support, from career exploration to resume/cover letter development, mock interviews, and ongoing follow up, ensuring participants were ready for placement in ZEV aligned roles.

Supportive services offered included:

- Career guidance: One-on-one counseling to align training with goals.
- Resume and interview preparation: Application assistance and mock interviews.
- Job matching: Direct placement with employer partners, including Míocar, Bike Stockton, and Amazon.
- Stipends and employment incentives: Participants who completed the EV charging installation and maintenance course received a $750 stipend, while customer service graduates who secured employment received a $100 incentive.

Employment Outcomes

Employer partnerships created clear hiring pathways. Collaborations with Míocar (EV car share), Bike Stockton (e-bike share), and Amazon led to placements aligned with participant skills, supported by the job developer's coaching. Participants received job leads by email, phone, and text; a Lab-based board was updated weekly, and mygreenjobs.org aggregated green job postings for easy access.

Table 2 compares participant employment status before and after completion of program. At enrollment, 34 participants were employed and 122 were unemployed. Following training, 75 participants had secured jobs, including 4 who were hired directly by program partners (i.e., Míocar, Bike Stockton, and Amazon). As a result, the number of unemployed participants

decreased to 81, reflecting an increase of 41 participants entering employment. These outcomes highlight the program's positive impact on job placement.

Table 2: Pre- and Post- Training Employment

Training Status	Participants Employed	Participants Unemployed
Pre-training	34	122
Post-training	75	81

Source: The Green Economy Lab

Through targeted employer partnerships and individualized placement support, the Lab established durable employment pathways that improved economic stability for participants and their families.

Figure 6: Student Presentation

Two training participants hired by project partners Míocar and Bike Stockton presenting to classmates.

Source: The Green Economy Lab

Participant Surveys and Demographics

Participants completed pre- and post-training surveys online or on paper, with assistance available from the job developer. Pre-surveys captured baseline data (income, employment status, household structure, and participant needs). Post-surveys gathered feedback on training quality and experience. Survey instruments are included in Appendix A and Appendix B.

Demographic data collected at enrollment (as summarized in Table 3) reflects the diversity of participants and highlights the program's service to underrepresented individuals. All participants in the training program resided in both a disadvantaged and low-income community.

Table 3: Program Demographics

Demographic Category	Subgroup	Count
Gender	Male	68
	Female	88
Marital Status	Single	113
	Married	35
	Divorced/Separated/ Widowed	8
Race	White/Caucasian	10
	Hispanic/Latino	56
	Black/African American	77
	Asian	13

Source: The Green Economy Lab

Based on post-training surveys, key feedback about the training programs included:

- Participants wanted longer training programs (more than 9 classes).
- Participants requested more hands-on experiences (e.g., activities, computer work)
- Participants consistently praised the quality of instructors, noting reliability, clear explanations, and real-world experience.

Figure 7: Customer Service Class Completion

Students displaying their course completion certificate during the August 2024 Customer Service class graduation.

Source: The Green Economy Lab

Lessons Learned

Many participants struggled to complete the customer service program due to scheduling conflicts, including challenges related to balancing personal responsibilities. Some participants faced difficulties securing reliable childcare, which made it hard for them to attend sessions

consistently or stay engaged throughout the program. Since the training period was short, two days per week (total of 4 hours) for four weeks, two missed classes were an automatic drop. The classes were in the evening from 4pm to 6pm, which is outside of school hours. From this experience, the Lab learned that:

- Treat the stipend process as a living document, with adjustments as needed.
- Include instructors in all communications related to class attendance, drops, and scheduling.
- Consider offering more flexible scheduling, make-up sessions, or hybrid options to better accommodate participants' needs.

Conclusion

The Green Economy Lab has proven that targeted training, employer partnership, and supportive services can successfully connect residents of San Joaquin County, particularly those in disadvantaged communities, to the growing opportunities of the clean energy economy. By providing industry-recognized credentials, building bridges to employers and addressing barriers such as transportation and childcare, the Lab has positioned itself as both a training center and a community anchor.

The project's outcomes, 156 individuals trained, 75 placed into jobs, and an average income increase of 78 percent, demonstrate the potential of workforce programs that combine technical skill-building with wraparound support. Moreover, the Lab's partnership with local employers and organizations ensure that training aligns with real world labor market demand, while stipends and modest incentives reduce barriers to immediate employment.

Looking ahead, sustaining and scaling the Green Economy Lab will be critical to meeting California's clean transportation and climate goals. Extending course offerings, extending the length of technical trainings, and formalizing employer pipelines can further enhance participant success. Continued investment and policy alignment will enable the Lab to adapt as the green economy evolves, ensuring that San Joaquin County's workforce is prepared for the industries of the future. In this way, the Green Economy Lab not only delivers on its original mission but also offers a replicable model for other communities seeking to build equitable access to clean economy careers.

GLOSSARY

BIKE SHARE—A system or service where bicycles are made available for people to rent for short periods, often through a network of docking stations or in a dockless format.

CALIFORNIA ENERGY COMMISSION (CEC)—The state agency established by the Warren-Alquist State Energy Resources Conservation and Development Act in 1974 (Public Resources Code, Sections 25000 et seq.) responsible for energy policy. The Energy Commission's five major areas of responsibilities are:

- Forecasting future statewide energy needs
- Licensing power plants sufficient to meet those needs
- Promoting energy conservation and efficiency measures
- Developing renewable and alternative energy resources, including providing assistance to develop clean transportation fuels
- Planning for and directing state response to energy emergencies.

CAR SHARE—A car rental model that provides temporary access to a vehicle for a short period, such as by the hour or day, through a digital platform or membership service.

CLEAN TRANSPORTATION PROGRAM—A California Energy Commission program providing funding to support innovation and accelerate the development and deployment of zero-emission transportation and fuel technologies.

DISADVANTAGED COMMUNITIES—The top 25% of census tracts experiencing disproportionate amounts of pollution, environmental degradation, and socioeconomic and public health conditions according to the Office of Environmental Health Hazard Assessment's CalEnviroScreen 4.0 tool.

ELECTRIC VEHICLE (EV)—A broad category that includes all vehicles that are fully powered by Electricity or an Electric Motor.

GREEN ECONOMY LAB—an incubator for climate practices and job creation, that brings together the private sector and community-based organizations in Stockton and the San Joaquin Valley region.

HOUSING AUTHORITY OF THE COUNTY OF SAN JOAQUIN (HACSJ)—A county agency that provides and advocates for safe, affordable and attractive living environments for low income working families, elderly, and disabled residents of San Joaquin County.

JOBS PLUS—A grant funding opportunity from the U.S. Department of Housing and Urban Development designed to increase earnings and employment opportunities for public housing residents. It focuses on a place-based approach, providing employment-related services, financial incentives, and community support for work. The program aims to foster economic resilience by incentivizing and enabling employment.

JOB DEVELOPER—A job role at the Green Economy Lab tasked with connecting program participants with employment opportunities by assessing their skills, building relationships with employers, and assisting with job search activities.

LOW-INCOME COMMUNITIES—Low-income communities are defined as the census tracts where the median household income is at or below 80% of the statewide median income. Alternatively, a community can be considered low-income if it falls below the threshold designated as low-income by the California Department of Housing and Community Development.

OSHA 10 CERTIFICATION—A safety training program designed to provide an introduction to workplace safety and health hazards. The training covers topics like hazard recognition, avoidance, abatement, and prevention.

WESTERN ELECTRICAL CONTRACTORS ASSOCIATION—A nonprofit organization serving merit shop electrical and low voltage contractors, their employees, and the industry suppliers that support them.

ZERO-EMISSION VEHICLE (ZEV)—Vehicles which produce no emissions from the on-board source of power (e.g., an electric vehicle).

APPENDIX A:
Pre-Training Survey

Pre-training survey to learn more about participants' participation in the program.

1. Prior to participation in the workforce development program, what was your occupation?
   - Employed. Previous occupation: _____
   - Unemployed.

2. What was your income last year?
   - I did not have any income last year.
   - Less than $10,000
   - $10,000 to $14,999
   - $15,000 to $24,999
   - $25,000 to $34,999
   - $35,000 to $49,999
   - $50,000 to $74,999
   - $75,000 to $99,000
   - $100,000 to $149,999
   - $150,000 to $199,999

3. How many people exclusively rely on you for income?
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - More than 6

4. What kind of skills do you hope to learn from participation in this training program? Please check all that apply.
   - Computer programming
   - Mechanical
   - Management
   - Administrative
   - Analytical
   - Other technical skills
   - Other types of skills, please specify: _____

5. [Optional] Please describe what you hope to learn from your participation in this training program.

We would next like to ask you some questions about your household structure.

6. Including yourself, how many people live in your current household?
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - More than 6

7. What is your gender?
   - Male
   - Female
   - Other, please specify: _____
   - Prefer not to answer

8. In what year were you born?

9. Do you have the ability to pay for goods or services using any of the following methods?
   - Debit Card: Yes | No | I am not sure
   - Credit Card: Yes | No | I am not sure
   - Payment apps (e.g., Venmo, PayPal): Yes | No | I am not sure
   - Cash: Yes | No | I am not sure

10. What is the highest level of education you have completed?
   - Less than high school
   - Currently in high school
   - High school GED
   - Currently in 2-year college
   - 2-year college
   - Some college completed, currently not in school

11. What is your race? Please check all that apply.
   - African American
   - Central Asian (e.g., Mongolian, Kazakhstani, etc.)
   - East Asian (e.g., Chinese, Korean, Japanese, etc.)
   - Hispanic or Latino
   - Middle-Eastern
   - Native American or Alaskan Native
   - Native Hawaiian or Pacific Islander
   - South Asian (e.g., Indian, Pakistani, etc.)
   - Southeast Asian (e.g., Vietnamese, Filipino, etc.)
   - White
   - Other, please specify: _____
   - Prefer not to answer

12. Please choose the answer that best fits the following statement.
The housing that I live in is…
- Rented
- Occupied without payment of rent
- Owned by me or someone in this household **with** a mortgage or loan
- Owned by me or someone in this household **without** a mortgage or loan

13. How much (in dollars) does your household approximately pay for rent/mortgage each month for this housing?

14. What is the primary language you speak at home?
- English
- Amharic
- Arabic
- Cantonese
- French
- Japanese
- Korean
- Somali
- Spanish
- Tagalog
- Vietnamese
- Other, please specify: _____
- Prefer not to answer

15. Please indicate two streets that cross near your HOME location as well as the zip code.
- Zip code: _____
- Street #1: _____
- Street #2: _____

16. Please write out the full street name (e.g., Ave, Street, Blvd, etc.) and indicate N, S, W, E if applicable.
- Street #1: _____
- Street #2: _____

17. What is your employment status? (Please check all that apply.)
- Employed full-time
- Employed part-time
- Independent contractor for ride-hailing and/or delivery services (e.g., Uber, Lyft, DoorDash, etc.)
- Self-employed
- Student
- Stay-at-home parent
- Unemployed, active job seeker
- Unemployed, not currently seeking a job
- Retired

APPENDIX B:
Post-Training Survey

Post training survey for EV Mechanic Car Mechanic Boot Camp training class December 2024.

Thank you for attending the EV Mechanic Boot Camp Training at the Green Economy Lab! The training was hopefully informative and valuable. To help improve training programs and ensure we continue to meet your needs, please take a few minutes to complete this brief survey about your experience. Your feedback will guide us in making future training more effective and relevant.

Today's Date: _____

1. Training Content

- How relevant was the content to your role or goals?
  (Very relevant | Somewhat relevant | Not relevant)
- Was the information presented clearly?
  (Strongly agree | Agree | Neutral | Disagree | Strongly disagree)
- Did the training meet your expectations?
  (Exceeded expectations | Met expectations | Did not meet expectations)

2. Trainer Evaluation

- How effective was the trainer in presenting the materials?
  (Excellent | Good | Average | Poor)
- Did the trainer encourage participation and engagement?
  (Yes, actively | Sometimes | Not at all)
- How knowledgeable did the trainer appear to be on the topic?
  (Very knowledgeable | Somewhat knowledgeable | Not knowledgeable)

3. Learning Materials and Resources

- Were the materials (handouts, slides, etc.) useful?
  (Very useful | Somewhat useful | Not useful)
- How helpful were the provided resources (e.g., tools, guides, etc.) for applying the concepts?
  (Very helpful | Somewhat helpful | Not helpful)

4. Training Format and Delivery

- Was the training format (e.g., online, in-person, hybrid) suitable for the content?
  (Yes | No | Somewhat)
- Was the duration of the training appropriate?
  (Too long | Just right | Too short)

- How would you rate the pacing of the training?
  (Too fast | Just right | Too slow)

5. Interaction and Engagement
   - Were there enough opportunities for questions and discussions?
     (Yes | No | Somewhat)
   - Did you feel comfortable participating and asking questions?
     (Yes | No)
6. Skills and knowledge
   - Do you feel more confident in your abilities after the training?
     (Much more confident | Somewhat more confident | No change)
   - How likely are you to apply what you've learned in your work or job relating to the training?
     (Very likely | Likely | Unlikely)
7. Suggestions and Improvements
   - What was the most valuable aspect of the training?
   - What could have been improved about the training?
   - Any additional comments or suggestions