

# H RTP PROMISING PRACTICES

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## The Industry Partnership Drives Training Solutions

Fourth in the series: *Promising Practices Illustrating the Four Essential Elements of High Road Training Partnerships*

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### Overview

This brief provides a deep dive into the essential element that the industry partnership drives training solutions. It details a number of promising practices gleaned from the field for how to implement the critical components of this essential element. It also offers some specific examples of where and how these promising practices have been developed by the High Road Training Partnerships (H RTP) that participated in the California Workforce Development Board's (CWDB) demonstration initiative. A listing of each of the H RTPs that is referenced throughout is provided at the end of this brief.

### Critical Components

Promising practices have been identified for each of the following components that enable a H RTP to drive training solutions that meet their industry needs. They cover the full spectrum of decisions from determining what types of training and education programs may be needed to how they are provided and how success is supported. These practices come from partnerships at all stages of development and across various industries.

- ❖ **Demand:** Determine what needs to be taught for current and future jobs, skills and career paths
- ❖ **Supply:** Understand types of learners and any unique attributes or barriers to address
- ❖ **Education and Training Providers:** Decide if, when and how to work with community colleges and other providers
- ❖ **Education and Training Methods:** Design curriculum and contextualize learning to best meet industry needs
- ❖ **Support Success and Address “Failure”:** Address operational needs, work environment and wrap-around supports

## Promising Practices

### ❖ **Demand:** Determine What Needs to Be Taught/ Learned

Because the industry partnership is defining its training needs, it must generate the list of in-demand jobs, skill sets and career pathways. “Starting with the jobs” is critical to any next decisions about what and how training solutions are developed. As critical as knowing what the demand is for the industry is how the H RTP comes to know it. H RTPs have found a full complement of promising practices to determine what the needed jobs and skills are that go beyond traditional industry analyses that inform the education and training programs to offer.

#### ***Promising Practice: Get As Specific As Possible Defining Needs***

Because the industry partnership is defining the needs, it must generate the list of in-demand jobs, skill sets and pathways. When H RTPs are as specific as possible, it allows the trainings to be as relevant as possible. While some jobs may be pretty standard across multiple employers in the partnership, others may have variation and require the partnership to identify the needs as distinctly as possible since the goal is to fulfill actual demand and not simply get people through trainings or achieve certifications that may help generically.

Example: The Service Employees International Union (SEIU)-United Healthcare Workers (UHW) Education Fund (The Ed Fund) collected the actual job descriptions and requirements for each priority position across multiple employers to develop a

bank or library that captures the most relevant requirements, not just of education attainment requirements but also necessary experience and skills.

Example: In the water industry, Jewish Vocational Services (JVS) went beyond the foundational BAYWORK industry assessment to review, with technical assistance from the California State Federation, all of the publicly posted key job descriptions across various water agencies to capture similar information.

Example: When the Worker Education and Resource Center (WERC) developed the health care navigator apprentice program in Los Angeles, they determined it was important that apprentices learned the value and skill of patient-centered language and code-switching: employing one communication style for professional audiences and another to build trusted relationships with patients. Their program then went beyond the number of classroom hours and on-the-job training required of a registered apprenticeship and built in targeted skill training for those particular types of jobs.

### ***Promising Practice: Account for Future Needs***

As important as identifying current needs for jobs and skills is identifying the skills that will become necessary as jobs evolve and the future of work is different. This is particularly important as technology changes the nature of many jobs.

Example: The Ed Fund undertook a formal study with the McKinsey Global Institute to assess the potential skill changes that will be needed as a result of expected automation changes. It was very helpful because it identified not only what percent of the activities associated with a particular job would expect to change due to automation, but also what that would mean for valuable skills that would remain necessary for a particular job. The study found that “up to 48% of activities for medical assistance could be automated by 2030 (such as collecting data, performing physical activities for predictable environments such as preparing treatment rooms and giving medications) with other activities being less prone to automation.”

As a result, the study concluded that those “workers will require more social and emotion skills—interacting and managing and critical thinking—and cognitive capabilities to apply their expertise.” These types of skills were identified as necessary across a range of occupations in that industry. The study found, for example, that “for most employers, the largest pain point faced in workforce needs is profession-agnostic: workers lack social and emotional skills.” Knowing

this gives the partners in the H RTP confidence that the programs they design to develop these skills in workers will be helpful even as the industry becomes more automated.

## ❖ **Supply: Understand Types of Learners and Any Unique Attributes or Barriers to Address**

Knowing the target audience is essential to developing any effective education or training program. That includes understanding the difference in what learners bring if they are incumbents in the industry workforce, new entrants or those not even yet able to work but are part of a pipeline being built for the future. Each will justify their own unique solutions. It also means understanding what barriers have kept learners from participating or succeeding at program offerings in the past. When there is a dearth of supply for the most in-demand jobs the industry needs, H RTPs have developed a range of ways to build up the number of qualified workers by focusing on incumbents and building a pipeline that works for their industry.

### ***Promising Practice: Provide Ways for Workers to Know What's Available***

Having model training programs or career pathways may be irrelevant if workers don't know how to get to them or use them. H RTPs have developed a number of innovative ways to support workers so that supply really can meet demand. These include:

- Having career counselors that are linked to the actual employers where the jobs exist allows learners to know not only what's out there, but what's right for them. "High-touch" personal career mapping can be as important as mapping out the job pathways themselves. Counselors can encourage incumbent workers or new learners to "think big" and envision careers that employers in their industry need but they had not thought of as options for themselves.
- Navigation: Workers can fill out personal surveys that pre-informs their time with a career counselor about the workers' preferences, interests, skills sets and attitudinal readiness. They can also use automation, such as a live chat, personas and/or visual pathways on H RTP websites that allow learners to consider their options.
- Career Fairs: These can be full or partial day events that allow workers to talk to others about what is needed to advance.
- Outreach: The Ed Fund has developed a formal Member-to-Member program

with SEIU-UHW that deploys SEIU-UHW union members dedicated to the task of outreach to other union members specifically about available education and training programs, using individual and group conversations and union communication channels to broaden awareness.

### ***Promising Practice: Ask the Workers What Barriers They've Faced***

Many of the H RTPs have surveyed employees or training participants about what kinds of barriers they have experienced in previous attempts to advance their careers or education. These have resulted in findings that guide the development of the H RTP training programs specifically to the workers in their industries, especially for incumbent worker programs. For example:

- Workers may have tried many college or other courses that don't lead to the certifications they need or get the certifications that aren't linked to any jobs available.
- They can earn college credits that don't transfer to other programs that lead to jobs that are in demand in their industry.
- They can be stymied by logistical challenges, such as transportation and difficult commutes to community college offerings, and work schedules that don't allow consistent participation in classes.
- They can take foundational classes, such as English as a Second Language that do not address specific skills needed, such as ability to pass an interview or speak the terminology of a certain job.

Knowing which of these factors most affect the industry where the jobs and career pathways exist allows the H RTP to address these barriers in program design specifically for their industry's needs.

### ***Promising Practice: Address Unique Learning Needs of Adult Workers vs Adult Learners***

Community colleges and other education providers excel at teaching to adult learners. Yet, if the learners are primarily adult workers holding down one or multiple jobs, the approach will need to reflect that and may require different pedagogy and supports than an adult learner who is not also working. The H RTPs in this initiative have found it is significant to devise engaging methods that literally keep people awake if they are coming off a night shift or second job, ensure the instruction is relevant to their current or future work, and build in the employer supports for either time off or acknowledgement from their supervisor that reinforces the value of the workers' efforts.

### ***Promising Practice: Develop Incumbent Workers to Meet Demand (“Grow Your Own”)***

Some H RTPs have found it most effective to meet their industry demands and develop programs that groom incumbent workers.

Example: The Santa Clara Valley Transportation Authority (VTA), a participating member of the California Transit Works! (CTW!) consortium, was the first transit agency in the nation to offer apprenticeships for coach operators and mechanics. It began the program to help fill a void expected by the so-called “Silver Tsunami”—a wave of retirement-eligible workers expected to leave the transit industry over the next five to ten years. As reported in a COWS study of the apprenticeship program, VTA’s Chief Operating Officer, Inez Evans said “We were having trouble filling those positions even with nationwide searches. So, we decided to get together with our union and create a program where we’re training up the next generation of transit workers ourselves.” VTA expanded its program to “grow our own” by adding new technical training programs for overhead line and track workers and light rail operator apprenticeships.

### ***Promising Practice: Prepare the Pipeline to Meet Demand***

Programs designed to support incumbents may be very different than those that invest in the “pipeline” to create larger pools of prepared workers for in-demand jobs. Incumbent programs will likely have workers already equipped with some basic job skills and ability to operate in the particular industry environment but may need foundational or technical skills to advance into key jobs the industry partnership has identified as critical. Non-incumbents may need a broader array of supports to be prepared for even the training programs that can then feed into the jobs.

Example: For pipeline programs, H RTPs are developing customized pre-apprenticeship type approaches that can feed directly into developed apprenticeship programs or a range of career opportunities within partner employers. The West Oakland Job Resource Center (WOJRC), for example, is developing a Transportation, Distribution and Logistics (TDL) Workforce Pipeline program, including a pre-apprenticeship program that will feed into a formal apprenticeship program. The Ed Fund developed the new High Road to Health Care Careers program to ready workers for existing and developing apprenticeship programs for in-demand positions with partner employers. H RTPs in this initiative also have developed rigorous recruitment approaches to identify new learners, including entering into contracts and formal relationships with a number of select community-based organizations to help reach new workers.

### ***Promising Practice: Reach Further Upstream to Youth Not Yet in Workforce***

Some H RTPs have found that their industry will not have enough qualified workers even with strong pipeline programs. They have innovated by developing programs that build awareness about the types of jobs they will need at the high school and even middle school level.

Example: JVS has launched two efforts aimed at high school teachers and school counselors. One is the “Workshop on Wheels” that offers guided tours for teachers to go on worksites to familiarize them with what utility workers do and connects the curriculum they teach in a class to the real world. They show how a calculation in a water treatment plant may be comparable to a math, physics, or electronics problem covered in a high school class setting. They also offer a week long externship for teachers in high school and middle schools to spend time at local and wastewater agencies, testing the impact of reaching larger numbers of high school students as potential workers by the teachers exposing the students to the work—rather than trying to get a small group of students into on-site experiences.

### **❖ Providers: Decide If, When and How to Work With Community Colleges and Other Providers**

Critical to determining what training solutions will best serve the industry is to first have a good sense of what’s already out there, and as importantly, how effective is it for what the industry needs. Included in how H RTPs think about providing programs is the attributes of teachers and trainers so those delivering the courses are a good fit for what the learners need to succeed.

### ***Promising Practice: Broadly Inventory Potential Providers***

Most industry assessments list the educational attainment needs for different jobs, skills, and career tracks that are in demand for that industry. The assessments also provide the offerings of education and training providers, usually found in the local community college system at a minimum. H RTPs in this initiative have gone beyond that to deepen their assessment of whether the provider(s) can meet their needs.

Example: Some H RTPs, such as JVS, have undertaken intensive grass roots outreach and surveys of community-based resources and non-profit training organizations, to inventory what’s available for the H RTP to tap into as they develop programs.



### ***Promising Practice: Assess Effectiveness of Providers***

Going beyond an inventory of what education and training providers are offering, HRTPs also look at the outcomes of those programs and ability to meet the industry partnership's goals. HRTPs have cross-walked the information in inventories for relevancy to what's needed for their employers and workers/learners, factoring in the barriers such as transportation and work schedule challenges, costs and "stackability" of credits.

Example: As part of its County-wide workforce study in 2018, WERC included an environmental scan of internal County workforce development programs which prepare people for entry-level employment with the County or seek to move current County employees in career limiting positions into career ladders, including those that provide opportunities for youth and exposure to careers and internships. WERC looked at the outcomes and results of those programs as part of making recommendations for training program pilots for targeted positions that result in permanent employment.

Example: In the private sector health care field, an analysis done for The Ed Fund of 1,300 medical assistants, for example, found that less than 10% found a pathway up after graduating from for-profit training providers. While the providers may be readily available and relied upon by workers left to their own devices to choose education providers, those providers don't also deliver the results that meet the workers and employers' needs.

Example: Existing education and training providers may simply not be able to provide the simulated experiences unique to the needs of the industry partnership. At the Port of Los Angeles (Port of LA), for example, the H RTP set out to develop an approach to its new Lasher Training program that included classroom training, hands-on training and testing in an environment more akin to conditions on an actual ship. Because existing community providers did not have this, the H RTP needed to build its own equipment with container configurations and walkways that would simulate the narrow confines of the spacing environment of working on the job itself.

### ***Promising Practice: Decide If, When and How to Work With Community Colleges***

The public community college system is a major resource and an obvious potential solution given that it is a cornerstone of California's overall workforce preparedness. They can be cost-effective for students, have expertise in areas that the H RTP couldn't replicate on their own, and can provide credit bearing training that, even if not necessary



for a particular job, can be valuable to a learner's life-time career. Yet, as H RTPs reported, collaboration can be challenging, time consuming and require tenacity to achieve the flexibility that an industry partnership may require.

H RTPs in this initiative have developed strategic and thoughtful ways of working with community colleges that brings the best of the parties' strengths to meet the industry partnerships' needs. These include first figuring out whether existing courses offered will be sufficient, whether developing customized programs would be better, identifying champions for the joint effort and developing clear channels of communication and accountability. Those are broken out further below.

### *Recognize Commons Goals:*

Recent policy changes, such as the Strong Workforce Program (SWP) run by the California Community Colleges Chancellor's Office, furthers the alignment between the goals of H RTPs and community colleges. The overall goal of the SWP is to "develop more workforce opportunity and lift low-wage workers into living wage jobs," providing significant funding that is partially indexed to incentive measures including:

- Completion: Career Technical Education (CTE) certificate or degree
- Transfer: To a four-year institution
- Employment: Employment in second and fourth quarter after exit
- Earnings: Median change in earnings second quarter after exit, # attaining living wage

H RTPs can approach community colleges with a shared interest in meeting these goals and leverage this to build new and innovative programs together.

### *Internalize the Challenges of Collaboration:*

Since college credits from many programs aren't transferable and, without strong collaboration with the H RTP, may not lead to the jobs and skills that employers in the partnership actually need or meet the learners where they are at in their work life.

Even if H RTPs choose to customize their work with community colleges, often the community colleges are unable to commit to offer the courses needed without a guaranteed number of students—and not just for one semester but more—in order to justify the development of something. Yet the H RTP may not be able to know that information in advance. H RTPs may also have multiple employers in their partnership who require slightly different requirements between them, requiring the curriculum to be modified, which can be difficult for colleges to do on a systemic basis.

Example: CTW! has worked for years in strong collaboration with community colleges to address many of these challenges and has developed practical insights for other H RTPs.

Example: Through this initiative, a tool was developed for interested H RTPs providing things to consider in working with community colleges. It covers critical information such as understanding the community college decision making processes and players, timelines, and the nuances of different types of credit bearing, certification and contract education programs.

### *Over Communicate:*

Most H RTPs found that ultimately having a single point of contact at each college along with a champion for the overall effort was helpful. Erring on the side of over-communicating to ensure nothing gets missed among potentially multiple players with different roles is also helpful.

### *Get to Scale and Industry Standardization:*

A significant factor to consider is the role community colleges can play in helping a H RTP bring their efforts to scale and standardize an approach for their industry. Some H RTPs identified this as a major challenge to utilizing community colleges as the solution to their education needs, given the way community colleges are more decentralized both in terms of decision making and delivery of classes. Setting up regional apprenticeship programs—let alone statewide programs—brings up a host of complexities to work through.

Example: As JVS addresses this, they've found one of the benefits of working with an established apprenticeship program is that they go to the community colleges in the vicinity of the employers and identify the courses, such as Auto 50, that meet the requirements for that particular trade. Ultimately, JVS hopes to be able to direct apprentices to other colleges that offer the same courses closer to home. But for some of the trades, such as Instrumentation, the availability of courses won't be there and if it's only offered at one community college, that can present huge transportation issues for workers to get to that college. JVS is working with colleges to address this issue.

### ***Promising Practice: Get Teachers/Trainers With Attributes That Fit the Need***

Integral to finding the best solutions that meet industry needs is to ensure that whoever is actually doing the teaching and training have the attributes that fit the H RTP's unique

needs.

### *Develop Job Descriptions:*

When customizing courses with community colleges, some H RTPs have found it effective to join the development of the curriculum with a dedicated instructor and shape the expectations for the teaching role with newly developed “job descriptions” as well.

Example: This may require more advanced planning and organization but The Ed Fund, for example, found it worked very well when they partnered with a local community college on teaching foundational skills for health care workers. The Ed Fund started with a range of samples from the Council of Adult Basic Education and worked with dedicated faculty at the college itself in a very collaborative process to adjust the descriptions to land on one that could work for all. This provided greater buy-in and joint ownership of the courses.

### *Adult Education Trainers:*

When providing their own training programs, most H RTPs in this initiative found what was most important was to have trainers skilled at teaching adult workers more than those who brought specific content or academic expertise. All identified the importance of trainers who could teach in formats that were less lecture and classroom oriented and more problem solving and experiential with scenarios that the learners could relate to from their current work or life experiences.

Example: The Building Skills Partnership’s (BSP) Green Janitor Education Program, for example, is a model of this approach, incorporating the “why” changes needed to be made into the training and incorporating workers’ real world experiences cleaning buildings with new tools and equipment into the exercises and discussions.

### *So Much More Than an Instructor:*

When the training program is based on preparing the whole person for roles that value into the lived experience and cultural understanding of the participants, the teachers assume many roles.

Example: In the ground-breaking Emergency Medical Technician (EMT) Apprenticeship program in Los Angeles that prepares young men of color from disadvantaged backgrounds to work as EMTs within their own communities, “the

lead instructor also serves as a mentor, using a trauma-informed approach to support apprentices throughout the program. The mentor applies multiple modalities to develop leadership and personal transformation including professional behavior expectations and community service.” According to WERC, “he’s a kind of coach, role model, and mentor all in one.”

### *Workers/Unions as Trainers:*

Many of the HRTPs tapped into the expertise of incumbent worker leaders, mentors and union staff to lead the trainings themselves.

Example: WOJRC relies on the expertise of the Teamsters union that has staff and leaders who come from knowing their industry to lead the courses.

Example: For the Machinist Apprenticeship Program that JVS relies on, the International Association of Machinists helps provide training.

Example: Other HRTPs tap into formal mentor programs, such as at Joint Workforce Investment in public transportation, where mentors teach apprentices a scenario-based course to establish work expectations and introduce strategies for effective teamwork. CTW! shares these methods across the consortium of transit agency partnerships.

## ❖ **Education and Training Methods: Design Curriculum and Contextualize Learning to Meet Industry Needs**

When the industry partnership determines the education and training needed, they can best determine if off the shelf or more customized curriculum is best. They can contextualize the learning in ways that benefit the workers and employers in their industry and develop teaching styles and methods that reinforce the learner’s ability to apply specific knowledge, skills and competencies to specific jobs and build toward career advancement.

### ***Promising Practice: Tap Into Worker Wisdom to Design and Evaluate Curriculum***

One of the defining traits of an H RTP is the essential role of incorporating worker wisdom. This extends to curriculum design when courses and programs are customized.

Example: The Port of LA has those with experience in the Lasher role help design

the curriculum for its new Lasher training program and BSP incorporated front-line janitors in designing and evaluating its signature ESL and Green Janitor Education Programs.

Example: The Ed Fund, working with the SEIU-UHW union and health care employers, developed a formal Workforce Education Leaders Program for High Road to Healthcare Careers to help determine key aspects of its pilot program, including program content, delivery mechanisms (in-person, online, blended) and development of wraparound support services.

Example: The public transit agencies and the unions in the CTW! consortium have a wealth of experience building curriculum for innovative apprenticeship programs based on worker voice.

### ***Promising Practice: Standardize Curriculum and Bring to Scale***

When H RTPs solve for industry needs and have the goal of bringing as much of the industry onto the high road as possible, this extends to curriculum as well.

Example: The Hospitality Training Academy (HTA) has developed standardized curriculum for three pathways in the hospitality industry with plans to do so for more than 100 needed jobs in the future.

Example: By working jointly in the CTW! consortium, public transit agencies and transit unions can build off curriculum developed for various transit apprenticeships.

### ***Promising Practice: Contextualize Learning for Unique Industry Needs***

In adult education, the term “contextualized instruction” describes a set of teaching and assessment practices that are aimed directly at developing the skills and knowledge that adults need to deal with specific situations or perform specific tasks. H RTPs have developed innovative ways to extend that to the broadest forms of learning.

#### ***On-the-Job Training:***

Registered apprenticeship programs, by definition, incorporate formal on-the-job training to ensure the learning includes the skills needed in the context of the actual work environment that apprentices will be performing as they move through the program and career ladders. Even when the training a H RTP offers is not a formal apprenticeship program, the intent is to go beyond classroom education to actual practice for what the job itself involves.

Example: WOJRC, JVS, The Ed Fund, JWI and other public transit agency partnerships in the CTW! Consortium have or are developing registered apprenticeship programs that serve their industry's needs, and pre-apprenticeship programs that can feed into those. Each provide on-the-job experience.

Example: As mentioned above, the Port of LA's pilot Lasher training will set up a simulated setting for workers to be trained that mimics actual lashing of huge container ships in tight quarters.

### *English Language Learners:*

A number of HRTPs specifically address the needs of English Language Learners in how they contextualize learning so that the language skills acquired are most relevant for particular jobs and provide learners greater chances of success in both getting and retaining jobs.

Example: In collaboration with the Los Angeles Unified School District (LAUSD) Division of Adult and Career Education (DACE), HTA has operated two cohorts for Hospitality Careers serving immigrants from different parts of the world. To address the language skill needs of immigrant job seekers, HTA has developed a curriculum whose passive English skills (understanding) exceed their active skills (speaking). This intensive 144-hour course focuses on providing workers with skills to pass interviews and communicate effectively in customer interactions once hired. Those completing this training were referred to high road hospitality employers for entry-level positions, which serve as on-ramps for well-paid, family-sustaining jobs. Eleven out of eleven participants from the first cohort received job offers. This program provides English language skills but also the technical skills needed to obtain and retain employment on a career pathway in the hospitality industry. As part of the class, students receive training in customer service, server/busser, barista, housekeeping, knife cuts, ergonomics, and SERV Safe Food Handlers Certification.

Example: To accommodate a range of learning styles and languages, The Ed Fund tested out the team-teaching methods developed as the Integrated Basic Education Skills and Training (I-BEST) model in Washington State. This meant a doubling-up of instructors and a small teacher-student ratio for classes, which may not be cost-effective if brought to scale but evidences the commitment to try methods that can support those for whom English isn't their primary language. In the spirit of continuous learning, the partnership will assess the outcomes of this

approach to determine if it is viable in the long run.

### *Is This Job Right for You?*

A number of HRTPs have built into education and training programs explicit portions designed to expose learners to the real world of the jobs they are seeking.

Example: WERC includes in its orientation to the EMT apprenticeship program explicit trauma situations that a worker would likely face if hired as an EMT, including providing immediate support to those who may be “triggered” by such exposure from lived experiences in their own past.

Example: The Ed Fund includes role plays and scenarios that can help workers holding one job in a hospital (such as custodian) understand the day-to-day duties of another in-demand job (such as medical assistant) prior to entering the more intensive training for the new role. WOJRC works with the Teamsters union in trade apprenticeships to ensure participants understand the physical demands of the jobs they are training for.

## ❖ **Support Success and Address “Failure:” Address Operations, Work Environment and Learner Supports**

Because HRTPs are determining the education and training needs for their industry, they are also able to provide the most comprehensive supports for success and many have adopted specific ways to deal with what may otherwise be perceived as “failure” by students. HRTPs in this initiative found it important to build in feedback loops, operational support, and to take the long view with learners on their journey.

### ***Promising Practice: Explicitly Address Operational Considerations Up Front***

HRTPs have found that identifying—and explicitly addressing—operational considerations up front can really affect overall programmatic effectiveness. This includes things such as securing commitments of release time for incumbent workers, providing “backfill” to continue operations and wage replacement while incumbent workers are away from their jobs in training, and delivering on the job training supports that may involve added duties for supervisors, mentors or more senior workers supporting apprenticeships.

The importance of this can’t be overstated and can involve cascading commitments down from leadership to the supervisor level, as many times supervisors charged with



getting work done in operations are reluctant to “let go” of the workers they count on even though the supervisors may see the value of training in general for the organization. Other times, front-line supervisors and department directors are the strongest champions of the program and can help spread its adoption when cultivated explicitly.

### ***Promising Practice: Explicitly Factor in Work Environment and Impact on the Whole Person***

HRTPs have found that a powerful way to support learners’ success once they have landed the job or started an apprenticeship program is to intentionally build in formal mentor support.

Example: As COWS reports in its 2018 case study on JWI’s coach operator apprenticeships and use of mentors in public transit, “the most stressful phase of the apprenticeship, probation begins after apprentices begin their first work day and have completed two JWI class days. The mentors provide a critical safety net during this period. An apprentice can call their mentor anytime for guidance. They rely on mentors for help with issues on and off the road. Mentors also help apprentices with soft skills and adjusting to shop floor culture.”

### ***Promising Practice: Provide High Touch Support and Multiple Chances***

A number of HRTPs operate under the premise that there will be “no punishment for failing.” They allow learners to re-take courses and tests after they may not finish or pass them the first time, providing 1:1 support, tutoring or other high touch supports.

Example: BSP, for example, builds in feedback loops throughout the process so they can identify where the challenges are for individual workers. They don’t set limits on how many times workers can take language training programs and encourage their overall career journey.

### ***Promising Practice: Use Lattices and Not Just Career Ladders***

Having a range of career paths that may be lateral rather than only linear allows workers and training participants to succeed at in-demand jobs and skills that may not be as much of a stretch for them or better suited to their interests and abilities.

Example: This has proven true for HTA’s training participants in the broad range of hospitality industry positions as well as for The Ed Fund in health care positions.

### ***Promising Practice: Meet the Need to “Earn While You Learn”***

A particularly effective way to support workers’ success in education and training programs is to provide income and financial support so that workers can commit without undue financial hardship on themselves or their families. This is integral to apprenticeship programs and can be pivotal for success in other “Earn While Learn” programs. It is easier to achieve when employers are directly involved in the joint training efforts than if the programs are designed and delivered from the workforce or education systems.

***Promising Practice: Implement Wrap-Around Supports***

Education, training, and support services are all necessary in finding success. Most of the HRTPs in this initiative provide comprehensive “wrap-around supports” that help program participants deal with issues that may come up while in the program or learning the job.

Wrap-around supports are a holistic measure taken to support success.

Example: Upon placement in a job, WOJRC clients are assigned a financial and career coach to assist them in pursuing long-term careers in the TDL industry. The aim of the overall program is to reduce lost work days due to tardiness, no-show, and work injuries. They are also exploring a program called the Building Sustainable Fathers Program developed by Alameda County’s Father Corps initiative to support formerly incarcerated fathers separated from their children.

Example: WERC has piloted an innovative approach to peer-supports and emotional counseling that allows those who may be new to the workforce and placed in community facing positions to have strong support so they can bring their lived experiences to the essential positions the County of Los Angeles needs. This is detailed more fully in another brief in this series explaining the essential element of incorporating worker wisdom throughout partnership efforts.

**High Road Training Partnerships: Participating in the CWDB Demonstration Initiative—By Industry**

Health Care	
Convener	Shirley Ware Education Center (SWEC) SEIU-UHW Education Fund (The Ed Fund)

Health Care	
Employer Representatives	Kaiser Permanente Dignity Health Alameda Health
Worker Representatives	SEIU-UHW West, SEIU Local 1021, and worker leaders
Hospitality	
Convener	Hospitality Training Academy (HTA)
Employer Representatives	JW Marriott Los Angeles L.A. LIVE The Ritz-Carlton Los Angeles Sheraton Grand Los Angeles Courtyard by Marriott Los Angeles L.A. LIVE Residence Inn by Marriott Los Angeles L.A. LIVE Concession Companies Operating At LAX
Worker Representatives	UNITE HERE Local 11
Goods Movement	
Convener	The Port of Los Angeles (The Port of LA) (Labor Relations & Workforce Development Division)
Employer Representatives	Pacific Maritime Association (PMA)
Worker Representatives	International Longshore and Warehouse Union (ILWU) Locals 13, 63, 9
Public Sector	
Convener	Worker Education and Resource Center (WERC)

Public Sector	
Employer Representatives	LA County Chief Executive Office LA County Depts of Health Services, Parks & Recreation, Public Works, Beaches and Harbor, Fire, and Internal Services Ambulance and transport companies
Worker Representatives	SEIU Local 721 Los Angeles & Orange County Building Trades Councils
Water	
Convener	Jewish Vocational Services (JVS)
Employer Representatives	BAYWORK consortium of water agencies City and County of San Francisco
Worker Representatives	IAM Local 1414 and AFSCME
Public Transit	
Convener	California Transit Works! (CTW!)
Employer Representatives	Santa Clara Valley Transportation Authority Alameda Transit District Golden Gate Transit District
Worker Representatives	Amalgamated Transit Union (ATU) Locals 192, 265, 1575
Distribution & Logistics	
Convener	West Oakland Job Resource Center (WOJRC)
Employer Representatives	Employers located at the Oakland Army Base (OAB)
Worker Representatives	Northern California Teamsters Apprentice Training and Education Fund, Teamsters Local 70 and business agents

Janitorial Services	
Convener	Building Skills Partnership
Employer Representatives	Over 40 Janitorial employers in California BOMA Greater Los Angeles Leadership Training and Education Fund (LTEF)
Worker Representatives	SEIU-United Service Workers West (USWW)

## About This Series

Through the H RTP Initiative, the CWDB invested close to \$10 million to develop, refine, and expand the number of skill-focused, industry-based training partnerships that advance equity by linking workforce innovation to regional challenges of job quality, economic mobility and environmental sustainability. The UC Berkeley Labor Center was commissioned by the CWDB to gather key learnings from the field from the eight H RTPs that were funded in the demonstration phase of the initiative. This brief is part of a series that includes an overview and explanation of the Essential Elements of successful High Road Training Partnerships as well as promising practices and examples of those essential elements across all of the participating H RTPs. For further information on the specific projects undertaken by the H RTPs in this CWDB initiative and the impact they have had on advancing the goals of equity, climate resiliency and job quality, see the project overviews written by the UCLA Labor Center, commissioned by the CWDB to lead the evaluation process for the initiative. For more information about the H RTP initiative, see <https://cwdb.ca.gov/initiatives/high-road-training-partnerships/>.



















































