

High Road Training Partnership: Resilient Workforce Program (RWP)

Narrative

Section 1: Project Design and Overview (30%)

Question - 1.0

Provide an introduction of your High Road strategy/ies. This should include an overview of the project and how it aligns with the High Road principles.

JVS's project will address industry needs in the Utilities industry, specifically with a focus on automotive occupations. JVS will deliver our established automotive pre-apprenticeship training program (ATPAT) in the Bay Area, which will prepare workers to become automotive service technicians across a broad array of automotive occupations. JVS has been delivering ATPAT since 2018, and JVS's ATPAT program is an extension of our well-established regional training consortia that addresses water and wastewater workforce needs in the Bay Area (BAYWORK) and Inland Empire (IEWorks). JVS developed ATPAT to create additional training and employment opportunities for workers exploring sectors adjacent to water and wastewater because across the automotive, water, and wastewater sectors, mechanic and machining skill sets were a common job skill set.

JVS's project incorporates the following High Road principles:

- **Job quality:** The automotive industry holds careers that are accessible to workers who have been impacted by longstanding inequities in educational and employment opportunities, including those without a Bachelor's degree, immigrants, people of color, underemployed workers, and unemployed workers.
- **Worker voice:** The automotive industry is heavily unionized, and there are many opportunities for workers to work with unions to advocate for safer work conditions, better wages, and stable work schedules.
- **Equity:** To enter the automotive industry, workers do not need a four-year degree, and they engage in short on-the-job training. This makes automotive occupations an accessible entry point for workers who can neither afford to engage in longer and costlier training programs or attain further postsecondary education to be qualified for automotive occupations. JVS will work with community colleges, labor representatives, and employers to deliver a high-quality training infrastructure that fully prepares workers for careers in the automotive industry.
- **Climate:** California's automotive industry is transforming into one that is expected to produce more electric vehicles to meet the state's ambitious goal of achieving net zero carbon pollution by 2045. To meet this ambitious goal, the automotive industry needs an adequate pipeline of talent prepared to address workforce needs.



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Question - 2.0

Explain your project objective: to increase access to High Road jobs for underserved populations, create pathways for job growth for incumbent workers, or other (explain) and how input from core (required) project partners has shaped program design. See the Application Guide and RFA for required and encouraged partners.

JVS's project objective is to increase awareness of and access to high road jobs in the automotive industry for underserved populations. The automotive industry is facing a shortage of qualified workers to fill new entrant positions due to several factors: lack of career awareness among younger workers, fewer graduates from qualifying postsecondary automotive training programs, and workforce turnover/retirements. The younger generation is more reluctant to enter the automotive industry because they perceive it as a 'lower-quality' industry that does not hold quality wages or career advancement opportunities. According to a 2022 TechForce Foundation Technician Supply & Demand Report, the automotive sector expects to see a need for 413,000 positions nationally from 2022 to 2026 to meet workforce demands. JVS's project will work to address these common challenges facing the automotive sector and create a diverse pipeline of qualified talent to enter careers in the automotive trades through our ATPAT program.

JVS's ATPAT program model was designed in collaboration with key industry stakeholders, including employers, community colleges, and unions. Our program model features training design elements that focus on the unique needs of our target populations (immigrants, low-income workers, justice-involved individuals, and workers from underrepresented communities such as communities of color, underemployed workers, and the long-term unemployed). These design elements included pre-apprenticeships, internships, high school awareness activities, and apprenticeships. We took a flexible approach to our program design and implementation. JVS also regularly evaluates our training services and solicits feedback from employers, participants, and worker representatives to adapt program elements to best address shifting worker and employer needs. Taking this responsive approach toward iterating our program design allows us to improve training outcomes for participants and address employment needs for employers.

Question - 3.0

Describe program design, including approach to/plans for training, for support services, and strategies for job placement or career advancement.

JVS will provide an 18-week Automotive Pre-Apprenticeship program (ATPAT) in partnership with City College of San Francisco (CCSF) to prepare participants for careers in the automotive industry. Our entry-level program is designed for people who are curious about starting a



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career in the automotive industry and/or have some experience in the automotive industry and would like to further develop their technical and soft skills needed to succeed in the automotive industry. ATPAT provides participants with technical automotive skills and soft skills to confidently navigate the job search process and eventually secure high road employment that offers opportunities for advancement and economic mobility. ATPAT provides nine weeks of career readiness, math, mechanical reasoning, and test-taking strategies through in-person classroom training. Participants will learn:

- Essential skills for automotive work
- Employer-sponsored on-the-job training opportunities (participating employers include SFMTA and Golden Gate Transit)
- Fundamentals of mechanical reasoning
- Best practices for test-taking
- Refresher for math and career readiness skills
- Safety standards and regulations of the automotive industry
- Hands-on automotive skills and work experience

Upon completion of classroom training, participants will engage in nine weeks of on-the-job training (OJT) where participants will apply their learned skills and receive mentorship from program partners. Participants will receive professional development training that covers key career readiness skills for a career in the automotive industry, including:

- Emotional intelligence
- Communication skills such as active listening and giving/receiving feedback
- Critical thinking, conflict resolution, de-escalation
- Relationship management, teamwork, and managing up
- Cultural competency

After participants successfully complete their 18-week ATPAT training, they will receive job search support for up to a year after program completion. This includes resume and interview preparation, attending job search support workshops, receiving career guidance if the participant finds the job search challenging, and providing JVS project staff with quarterly follow-ups regarding their employment.

All ATPAT participants will receive supportive services to ensure that they can successfully engage in and complete their training and secure employment. Participants will also receive supportive services for one-year post-placement for workers employed by SFMTA so they can retain employment. Supportive services include direct financial assistance so clients can meet their basic living essentials while enrolled in our programs (childcare, transportation, clothing,

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groceries, housing aid, utilities, technology equipment) and referrals to CBOs for clients' additional needs.

Question - 4.0

What evidence past from investments and best practices informs your proposed project?

What evidence of success and lessons learned will be applied to this proposed project?

ATPAT is an extension of JVS's successful BAYWORK regional training model established in 2009. BAYWORK is a regional Bay Area-based consortium of water and wastewater agencies whose objectives are to design and implement effective training programs, assess training gaps, inform bridge programs, and identify replication and expansion opportunities for other successful models. JVS incorporated best practices and lessons learned from BAYWORK to support the creation of ATPAT in the automotive sector, which requires working skills that overlap with skills required in the water and wastewater sector. JVS has been delivering our automotive pre-apprenticeship training program (ATPAT) since 2018. To date, we have achieved the following outcomes:

- One hundred eleven enrolled, with 79 completing it (71% completion rate). Of those completed, 40 secured employment (56%). We have seen 46 total placements at an average hourly starting wage of \$23.17. The additional six placed did not complete their training but went on to secure employment in the automotive or different sectors.
- Of those enrolled, 83% self-identified as BIPOC
- Of those completed, 80% self-identified as BIPOC
- Of those placed, 81% self-identified as BIPOC

In addition to leveraging lessons learned from BAYWORK, the ATPAT program model was informed by comprehensive labor market research, which provided us with a nuanced overview of the automotive labor market needs on the job seekers and employer sides. We leveraged multiple data sources (labor market research, JVS employer advisory boards, Lightcast, employer interviews) to not only verify labor market data but also to gain a deeper understanding of the competencies and skills needed to prepare job seekers for careers with benefits and advancement opportunities. As a result of our comprehensive labor market research and verification, JVS identified the automotive sector to be a high priority target industry in the Bay Area.

In the 5+ years of delivering ATPAT, we have learned several critical lessons that are integrated in our current program model:

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- We added test-taking strategies/mechanical reasoning workshops to our basic college math courses to better prepare students for apprenticeship tests. This support was vital for students who struggled with math and mechanical reasoning.
- Expanded supportive services were essential toward supporting participants as they moved through the program. We added enhanced wraparound services which contributed to higher successful completions, especially for those who faced significant financial hurdles during their training. Wraparound services included direct financial assistance for basic living needs (transportation, childcare, groceries, utility bills), work expenses (union dues), and technology equipment to participate in virtual aspects of the program.

Question - 5.0

Describe how the project creates access to quality jobs.

This project creates access to quality jobs by delivering JVS's ATPAT program, an accessible and equitable automotive pre-apprenticeship training program that prepares workers for entry-level automotive service technician positions. ATPAT is a response to the workforce shortage that the automotive sector has been experiencing for over a decade: there has been a prolonged drop in the number of students completing postsecondary programs for technician roles. Combined with a growing retirement rate in the automotive sector, the lack of new qualified workers is negatively impacting the automotive workforce. Additionally, turnover and a lack of career awareness of the automotive trades are driving the lack of qualified workers to fill new entrant positions.

The automotive sector is highly accessible to our target populations because automotive occupations typically do not require a four-year college degree, offer short training programs that quickly prepare workers for careers, and provide a steady and reliable income. Jobs within the automotive sector also hold opportunities for lateral and vertical career advancement, all of which can lead to salary gains for workers. All of these factors make the automotive sector an attractive sector for workers who face educational and employment barriers. The Bay Area is home to two of the top-paying metropolitan areas for automotive service technicians and mechanics (U.S. Bureau of Labor 2022 Statistics). In the San Francisco-Oakland-Hayward metropolitan area, workers earn an hourly mean wage of \$21.95, or \$66,450 annually. In the San Jose-Sunnyvale-Santa Clara metropolitan area, workers earn an hourly mean wage of \$37.42 or \$77,830 annually.

Question - 6.0

Describe how the project will create equity for workers.

JVS's project will create equity for workers by preparing workers who have been historically excluded from educational and employment opportunities through our ATPAT training



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program. We specifically focus on recruiting and enrolling underserved and/or underrepresented communities, including low-wage workers, communities of color, women, out-of-school youth, immigrants, and workers without a four-year college degree. We will work with employers (such as SFMTA) and unions (such as IAMAW Local 1414) to collaborate on equitable outreach, recruitment, and enrollment efforts for ATPAT.

Our ATPAT training program removes educational and employment barriers for enrolled participants and provides comprehensive support for them to successfully complete their training program, gain high road employment in the automotive sector, and achieve their economic goals. JVS will work with employers who are committed to providing a safe and stable working environment with above-living wages, benefits, and opportunities for career advancement. JVS will also work with industry worker representatives to ensure that our training model is worker-centric and places workers with high-quality employers.

Question - 7.0

Describe how the project will amplify worker's voice.

JVS's ATPAT program model centers on feedback from program participants and worker representatives to ensure that our ATPAT program is worker-led, relevant, and applicable in actual automotive occupations. Worker representatives, including IAMAW Local 1414, informed the design of our ATPAT pre-apprenticeship program model. JVS's program participants are also an important contributor in identifying opportunities to improve training access and successful outcomes, such as additional supportive services needed and/or adjustments we need to make to the training curriculum. Gathering worker feedback allows JVS to gain a deeper understanding of their true experience in the classroom, work-based learning, the changing nature of the job, the hard and soft skills necessary to succeed in the workplace, and their journey toward securing meaningful employment. JVS continues to build robust processes to gather and incorporate union voice, job seekers, and program graduates' voices in program design, evaluation, and iteration as needed. This work ensures that our training models are rapidly iterated and remain responsive to participants' academic and work experience needs.

Question - 8.0

(Optional) Describe how project will contribute to industry growth.

This project will contribute to industry growth by ensuring that there are diverse and qualified talent that can address the labor needs of automotive employers. The automotive industry is a significant source of employment and job creation for Californian residents, especially given the presence of major automakers in California (Tesla, General Motors, Ford). Currently, the automotive sector is being impacted by a lack of qualified talent to fill empty entry-level positions and replace more senior, retiring workers. The demand for automotive technicians is higher than what is being created by new growth: between 2022 and 2026, 178,000 new



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positions are attributed to growth demand as opposed to 413,000 positions needed during the same period. To address the labor need for automotive technicians, JVS's project will remove common barriers to training, employment, and career advancement for our targeted populations.

Question - 9.0

California strives toward achieving a carbon-neutral economy, and workers will be at the center of this effort. If applicable, please describe how your project will address climate mitigation, adaptation, and/or resilience.

JVS's project will address multiple climate concerns by producing a diverse pipeline of qualified workers to enter the automotive industry. The automotive industry is undergoing an enormous transformation given California's ambitious climate commitment (California Climate Commitment), under which the state aims to reduce air pollution by 71% and achieve 100% zero-emission vehicle sales over the next few decades. The automotive industry plays an enormous role in helping the state achieve its ambitious climate goals, as the automotive industry is a heavy contributor toward smog-causing pollution and usage of fossil fuels including oil and gas. Automotive service technicians and workers in adjacent automotive occupations will be critical players in ensuring that automobiles in California are able to meet required air quality levels.

Question - 10.0

Describe the priority industry this partnership will serve. If "other" was selected on the cover page, make the case as to why the industry was selected as a priority based on labor market demand, job quality, and access to good jobs. To describe the industry, you may use super sector (e.g., Transportation, Government/Public Sector).

JVS's project will target the automotive sector within the utility industry. California's automotive sector is an accessible entry point for workers who have been impacted by longstanding inequities in educational and employment opportunities, including workers who do not hold a Bachelor's degree, communities of color, immigrants, women of color, and justice-involved individuals. Automotive service technicians are an in-demand role: despite limited employment growth in this occupation, about 69,000 openings for this occupation are projected annually from 2020 to 2030 due to the need to replace retiring workers, a shortage of qualified workers to fill these positions, and inadequate training programs to prepare workers for this occupation. In the Bay Area, automotive service technicians earn an hourly mean wage of \$29.49, which is above the region's living wage for a single adult with no dependents. In addition to holding attractive starting wages, the automotive industry holds opportunities for advancement and economic mobility.

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Question - 11.0

Describe the occupation(s) targeted by the project.

JVS's project will train participants to become qualified automotive service technicians. The Bay Area is home to two of the top-paying metropolitan areas for automotive service technicians and mechanics (U.S. Bureau of Labor 2022 Statistics). In the San Francisco-Oakland-Hayward metropolitan area, workers earn an hourly mean wage of \$21.95, or \$66,450 annually. In the San Jose-Sunnyvale-Santa Clara metropolitan area, workers earn an hourly mean wage of \$37.42 or \$77,830 annually.

Automotive service technicians have various access points into and career advancement opportunities within the automotive industry, such as:

- **Bus and Truck Mechanic:** This occupation is an advancement opportunity for automotive service technicians and can lead to an increase of \$7,416 in mean salary annually.
- **Diesel Engine Specialist:** This occupation is an advancement opportunity for automotive service technicians and can lead to an increase of \$7,416 in mean salary annually.
- **Mobile Heavy Equipment Mechanic:** This occupation is an advancement opportunity for automotive service technicians and can lead to an increase of \$8,886 in mean salary annually.
- **Automotive Body and Related Repairer:** This occupation is a lateral advancement opportunity for automotive service technicians and can lead to an increase of \$9,276 in salary annually.
- **First-Line Supervisor of Mechanics:** This occupation is a lateral advancement opportunity for automotive service technicians and can lead to an increase of \$16,598 in mean salary annually.
- **Transportation Inspector:** This occupation is a lateral advancement opportunity for automotive service technicians and can lead to an increase of \$10,223 in mean salary annually.

In addition to the aforementioned automotive occupations, automotive service technicians are also eligible to move into adjacent industries (such as water and wastewater) if additional technical training is given. For these reasons, JVS's ATPAT program prepares workers for high road entry-level positions that allow for a wide range of automotive occupations and occupations in adjacent industries.



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Question - 12.0

Describe the region this partnership will serve. Use the region that best describes the scope of your project, such as defined by the CERF region, labor region, County, air district, and/or bioregion.

This project partnership will serve the San Francisco Bay Area as defined by CERF. In this region, 61.7% of ATPAT-targeted occupations are held by people of color. There are 1,217 employers posting for occupations being targeted by JVS's project and 7,390 unique job postings annually (Lightcast, August 2023). Automotive technicians make up the majority of unique job postings, with service technicians coming in second, making this region an ideal region to run JVS's ATPAT program.

Question - 13.0

Describe the target population(s) that will be recruited, enrolled, and served with this project. See the list in the application guide.

For recruitment, enrollment, and direct service, JVS's project will target job seekers and workers who have been systematically excluded from educational/economic opportunities and face barriers to thriving-wage employment and economic mobility, including:

- English language learners
- Justice-involved individuals
- Out-of-school youth aged 18-24 years
- Immigrants
- Low-income workers
- Other under-resourced communities such as communities of color, underemployed workers, and the long-term unemployed.

Question - 14.0

Will your project be serving new workers, incumbent workers, or both? Include participant outcomes and how the project design will achieve these.

Our project will be serving new workers with a focus on our target populations who have faced longstanding barriers in accessing equitable educational and/or employment opportunities. JVS's project plans to deliver three ATPAT cohorts over the course of two years, totaling 60 enrollments, with 48 completing (80% completion rate) with their required certificates and 38 being placed (80% placement rate of those completing). Our target placed wage is an initial hourly starting wage of \$21. We plan to identify 22 private employers that would be interested in hosting our ATPAT participants for internships during their training period.



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Question - 15.0

How will the project benefit underserved and/or under-resourced communities?

JVS's project will benefit underserved and under-resourced communities by ensuring that our target populations can be made aware of and connected to our accessible ATPAT program.

Economic mobility: JVS's project targets automotive occupations that are accessible to our target populations because they do not require a four-year college degree nor require the worker to participate in a prolonged mandatory training program. Occupations that require a four-year college degree are prohibitive to our target populations, especially for those who have been systematically blocked from accessing higher education. Our targeted automotive occupations hold decent starting wages and opportunities for lateral and vertical career advancement, all of which lead to salary gains for workers. The Bay Area is home to two of the top-paying metropolitan areas for automotive service technicians and mechanics (U.S. Bureau of Labor 2022 Statistics). In the San Francisco-Oakland-Hayward metropolitan area, workers earn an hourly mean wage of \$21.95, or \$66,450 annually. In the San Jose-Sunnyvale-Santa Clara metropolitan area, workers earn an hourly mean wage of \$37.42 or \$77,830 annually.

Human health: Air pollution generated by many sources, including diesel-powered vehicles, poses a significant risk to public health. Exposure to polluted air is linked to several adverse health outcomes, such as worsened asthma, hospitalizations, cancer, and premature death related to heart and lung disease. More than 90% of Californians breathe unhealthy air during some part of the year, harming people's health (California Air Resources Board). Automotive service technicians and adjacent targeted occupations by JVS's project play an important role in ensuring that automobiles are able to pass smog tests, as this is an important state standard to protect the ozone and limit harmful greenhouse gas emissions. JVS's project will ensure that there is an adequate pipeline of qualified talent to fill empty automotive service technician positions and adjacent occupations in the Bay Area.

To reinforce our project's focus on benefitting underserved and under-resourced communities, JVS will engage key regional industry stakeholders (job seekers and workers, employers, training providers, CBOs) to ensure that our ATPAT training program is accessible and truly supports workers in achieving quality jobs that lead to upward economic mobility. JVS will work with stakeholders to regularly evaluate our training services and engage workers to improve the training effectiveness as needed. Additionally, by working directly with employers to identify and address the hiring practices that prevent those from underserved communities from entering into and advancing in automotive careers, this project will benefit not only program participants but also the larger community.



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Question - 16.0

How will this project advance skills, opportunities, and career pathways for specific populations your project will be serving?

JVS's project will train participants with the initial technical and soft skills necessary to qualify for and succeed in automotive careers. We are targeting the automotive sector because automotive occupations are highly accessible to our target populations (workers do not need a four-year college degree, and workers can become qualified for careers through a shorter training program). Our project's targeted automotive careers hold high entry-level wages: automotive service technicians can earn an hourly mean wage of \$21.95, or \$66,450 annually, in the San Francisco-Oakland-Hayward metropolitan area (U.S. Bureau Labor of Statistics). Automotive service technicians are also connected with many lateral and vertical career advancement opportunities that can lead to higher mean annual earnings (see our response to Question 11 for more detail on wage increases).

Question - 17.0

Describe capacity and strategy to target, engage, and support the populations identified by your project.

JVS has a long and successful history of engaging regional partners to offer diverse strategies to reach our target populations, enroll them in our training programs, and connect them with supportive services so participants can successfully engage in and complete their training. JVS has a robust outreach network that allows us to reach and engage our target populations in becoming aware of and enrolling in our ATPAT program. We will work with our project partners (SFMTA, CCSF, IAMAW Local 1414) to conduct targeted outreach and recruitment of underrepresented workers in the Bay Area.

When participants are enrolled in JVS's ATPAT program, JVS offers participants with robust wraparound supportive services that include:

- Direct financial assistance so participants can successfully engage in and complete their training (childcare, transportation, clothing, groceries, housing aid, utilities, technology equipment to participate in virtual training);
- Referrals to CBOs for clients' additional needs and
- Post-placement supports for up to a year post-placement to ensure clients can retain employment.

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Question - 18.0

How will the project connect workers to quality jobs and/or entry-level work with clearly defined routes to advancement to quality jobs?

The automotive sector holds a high volume of accessible jobs that hold good starting wages (\$21.95/hr for automotive service technicians in the San Francisco metropolitan area; \$37.42/hr for automotive service technicians in the San Jose metropolitan area) and opportunities for lateral and vertical career advancement. The automotive sector is an ideal entry point for workers and job seekers who have been long excluded from quality educational and employment opportunities because the majority of jobs in the automotive sector do not require workers to hold a four-year college degree nor engage in a prolonged training program. Workers seeking to enter the automotive sector can engage in a fast-paced training program that can be as short as 18 weeks (such as JVS's ATPAT program), which includes a paid work-based learning component so participants can earn as they learn, and receive help from JVS and other core project partners to engage in a productive job search.

Question - 19.0

Provide a detailed explanation justifying your funding request. Include relevant information justifying any high costs allocated in your Budget Narrative and Supplemental Budget, including high staff salaries, travel, support services, contractor expenses, etc.

JVS's funding request supports the critical JVS staffing necessary to support three cohorts of ATPAT under this funding (48% of the project budget). Critical project staff include the program coordinator, the employment placement coordinator, the program manager, the program assistant, and the learning facilitator. These project staff will work directly with ATPAT participants throughout their training and during their job search after completing their training. The second largest direct program cost will go toward ATPAT participant wages and supportive services (17% of the project budget). Finally, we are allocating 10% of our project budget to fund the training providers (Community College of San Francisco, Construction Trades Workforce Initiative) so participants can receive the necessary basic technical skills to be prepared for automotive careers.

Question - 20.0

Describe how this grant will implement a previously funded development project (if applicable).

N/A. JVS's ATPAT program has not been funded by an H RTP RWP development project, but it has been funded by previous CWDB initiatives, including AB11111, WIOA 3.0, and H RTP CCI.



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Section 2: Partnerships (25%)

Question - 21.0

Partners and the partnership are described narratively here with specifics on roles, responsibilities, and any cash or in-kind contributions on the Partners Roles and Responsibilities tab.

All projects are required to include at least one industry and one worker representative partner. Demonstration of partnership commitments is required by way of Letters or of Support, Memorandums of Understanding (MOUs), or other partnership agreements uploaded for application submittal. Implementation projects must submit partnership agreements for required partners. For projects that impact workers covered by a collective bargaining agreement, a demonstration of partnership commitment from the applicable union(s) is required.

Describe partner Employer/Employer(s) Association San Francisco Municipal Transit Agency (SFMTA):

Since 1999, SFMTA has been responsible for the management of all ground transportation in the City of San Francisco. The SFMTA has oversight over the Municipal Railway public transit, bicycling, paratransit, parking, traffic, walking, and taxis. SFMTA serves San Francisco by creating accessible and functional transportation options so residents can connect with their community to enhance the city's economy, environment, and quality of life. SFMTA has been a highly engaged and committed workforce development partner to JVS through JVS's ATPAT program. For this project, SFMTA will:

- Work with JVS to support union-led outreach and recruitment strategies to reach this project's target populations and assess interested workers for training.
- Work with JVS, unions, CCSF, and partner CBOs to regularly evaluate training preparation services and engage workers to improve the training effectiveness as needed.
- Coordinate with JVS to provide supportive services to enrollees and program completers who gain employment with SFMTA.

Golden Gate Bridge, Highway and Transportation District (GGT):

The Golden Gate Bridge, Highway and Transportation District (GGT) is a special district of the State of California that operates and maintains the Golden Gate Bridge and two unified public transit systems – Golden Gate Transit and Golden Gate Ferry – connecting the counties of Marin, Sonoma, San Francisco, and Contra Costa. The District provides these public services under the authority of California State Law. For this project, GGT will:

- Work with JVS to support union-led outreach and recruitment strategies to reach this project's target populations and assess interested workers for training.



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- Work with JVS, unions, CCSF, and partner CBOs to regularly evaluate training preparation services and engage workers to improve the training effectiveness as needed.
- Coordinate with JVS to provide supportive services to enrollees and program completers who gain employment with GGT.

Question - 22.0

Describe partner Worker Representative/s IAMAW 1414:

IAMAW 1414 informed JVS's ATPAT registered pre-apprenticeship model to ensure that the model is truly preparing workers for high road union-based jobs in the automotive sector. For this project, IAMAW 1414 will:

- Participate in interviews and selection of applicants, planning meetings
- IAMAW 1414 members will supervise students during their internship
- Advocate for industry agencies to post apprentice positions
- Advocate the adoption/support of JVS's ATPAT program with other city agencies and employers.

Question - 23.0

Describe partner Training Provider(s)

Construction Trades Workforce Initiative (CTWI): CWTI will provide technical training in apprenticeship test prep (math and spatial awareness course). CWTI has a deep understanding of working with unions to support pre-apprenticeship training partners in developing best training practices that create high-caliber and safe workers, resulting in appropriate job placements and retention.

JVS: JVS will work with employers and other key industry partners to provide the necessary skill-based training for participants to become competitive candidates for the automotive occupations targeted through this project. JVS is a workforce development training provider based in San Francisco and serves the Bay Area region and beyond, including the Inland Empire in Southern California. With deep connections to regional employers, community leaders, and worker representative groups, JVS executes a successful dual approach that benefits both employers and job seekers. We work closely with local employers to understand their hiring needs so that we can help our clients build the skills necessary to gain employment and advance in these occupations. We conduct rigorous labor market analysis and leverage our close partnerships with employers – particularly through our industry-specific Advisory Boards – to ensure that our programs remain well-designed to prepare our clients for high-volume, in-demand jobs. As we strive to deliver effective, client-centered services, we continuously assess the job market, identify new opportunities, and develop responsive training programs.



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Question - 24.0

Select additional encouraged Partner Organization/s and describe

Community College

Question - 24.5

Please describe Community College

Community College of San Francisco (CCSF): Established in 1935, CCSF is an urban community college that serves over 60,000 students annually at several centers and sites throughout San Francisco. CCSF offers an affordable opportunity to earn associate degrees, prepare for transfer, and pursue career and technical education. CCSF provides free college tuition or the equivalent to all City College students who are San Francisco residents. For JVS's ATPAT program, CCSF will:

- Partner with JVS to provide program instruction and support.
- Work collaboratively with JVS, industry, and college partners to inform the program planning process.
- Provide customized training for ATPAT students enrolled in an introductory survey course of automotive shop class (Auto 50), vocational math class (TRST 4606), Forklift Operations certification, and student support services.
- Provide classroom space and meeting rooms for JVS-led classes (job readiness class and test preparation workshops).
- Support outreach, recruitment, and selection of applicants from this project's targeted populations, including women, POC, transitional-age youth, re-entry workers, and others from communities under-represented in the public transit sector.
- Provide critical information about student progress and outcomes as it relates to readiness for apprenticeship-level coursework, including attendance and academic performance that does not meet CCSF standards for matriculation.

Question - 25.0

Who will be the core conveners of the partnership? Include both organizations and individuals along with their role and commitment to engage and act on behalf of the partnership.

JVS will act as the lead convener of the project partnership, which will include the following core project members:

- Community College of San Francisco (CCSF)
- San Francisco Municipal Transportation Agency (SFMTA)
- Golden Gate Bridge, Highway and Transportation District (GGT)
- IAMAW Local 1414

JVS will take responsibility for ensuring that core project partners are able to fully engage in



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ATPAT per their partnership roles and responsibilities. For planned project partners, JVS will take the lead on coordinating these engagement efforts so we can broaden our pool of engaged partners to support ATPAT program delivery and participant employment needs. JVS key project staff that will regularly communicate with industry stakeholders will include [redacted], the Chief Strategy Officer, and [redacted], the Vice President of Programs.

Question - 26.0

Outline how the partnership will convene, prioritize, and engage throughout the grant period.

JVS will regularly communicate with core project partners and other key stakeholders throughout the grant period to determine project progress to date and iterate training program design as needed to ensure maximum accessibility and success for enrolled project participants. JVS staff will engage project partners to deliver JVS's ATPAT program throughout the duration of the program. IAMAW Local 1414 will support participants in gaining paid work-based learning experience during the program and employment after program completion. We will prioritize ensuring participant success throughout their training experience and hear directly from participants on how we can iterate any program elements to bolster participant success.

Question - 27.0

How will data and reporting be streamlined and reported back to the state with buy-in from core partners?

JVS will coordinate data and reporting to the state and gather information from project partners to track our project's progress in meeting activities and outcomes. JVS closely monitors performance and assesses whether we are meeting the needs of job seekers and employers alike through internal dashboards and data evaluation reports. JVS's evaluation methodology includes mapping program components (inputs/outputs) in program logic models, ensuring timely and accurate data collection, and creating partner agency feedback loops, all of which lead to program improvements and a strengthened data-driven learning culture. JVS has extended our data evaluation to disaggregate client outcomes by ethnicity to evaluate how we are achieving equitable racial and economic outcomes for all JVS clients. To track program outcomes and long-term worker/employer impact, JVS surveys all clients at regular intervals post-placement to track their job retention, wage growth, job satisfaction, and career advancement across time.



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Question - 28.0

Outline experience and demonstrate success working and convening employer and worker representatives to improve jobs and training. If applicable, include experience working with other pertinent stakeholders (community-based organizations/non-profits, social services agencies, subject matter experts, local workforce development boards, etc.).

Beyond the scope of this project, JVS has a long history of delivering workforce training services in the Bay Area in partnership with critical industry stakeholders (community colleges, employers, government agencies, worker representatives, community-based organizations, and training providers). JVS is an essential part of the Bay Area human service delivery network and is known for highlighting worker representatives and employer partnerships, as these partnerships inform our training strategies and ensure that we are meeting the workforce needs of workers and employers alike. Furthermore, having been an H RTP grantee for several years, JVS is deeply familiar with and aligns with the state's goal of building and sustaining high-road training infrastructure that uplifts workers into economic mobility and addresses workforce shortages.

Question - 29.0

Outline the relationship, history of working together, commitments, and formal and informal agreements. Describe how these partnerships align with the H RTP framework. This should include partnerships you have experience with and a history of working with.

JVS took an effective approach in designing and delivering our ATPAT program to lead workers into mechanic apprentice positions with SFMTA and/or to high-quality job placements in the private automotive sector. ATPAT was created out of a coordinated planning effort to identify and confirm employer host sites and paid work-based learning experiences and design protocols that would prepare students for careers in the automotive sector. We also worked with community colleges to confirm classroom training elements and assist with the development of any new courses that may be needed to fully prepare students for their pre-apprenticeships. Our CBO partners informed our outreach strategies, student support, and other key elements of the ATPAT program that would be critical for ensuring student success. This critical work has demonstrably increased the diversity of the applicant pool for soon-to-be-posted apprentice positions in San Francisco.

Since 2018, our work in San Francisco with City College of San Francisco (CCSF) and San Francisco Municipal Transportation Agency (SFMTA) has resulted in remarkable achievements, including:

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- Enrolled 111 participants, with 79 completing. Of those completed, 40 were placed. Of those who didn't complete it, six were also placed. All 46 ATPAT-placed participants earned an average starting wage of \$23.17/hr.
- Increased the chances of employment in City apprentice positions for the pre-apprentices by providing critical paid work experience at union shops, college credit for industry-recognized courses, OSHA and Automotive Service Excellence (ASE) certifications, and a 20-point bonus on the City's rigorous apprenticeship tests.

Our project will continue to leverage the strong sector partnerships and sector-driven worker education and training pathways that simultaneously address the needs of workers and employers alike in the automotive sector.

Question - 30.0

Describe how partners will ensure equitable recruitment, retention, and advancement of the targeted participants throughout the project.

All project partners will work together to conduct outreach to workers in the community. JVS will work closely with SFMTA and community-based organizations in San Francisco to support union-led outreach by leveraging our collective experience and recruitment strategies, as well as JVS's longstanding and extensive cross-referral partnerships with agencies specializing in public housing and public benefits. JVS will work with employers and unions to create pre-apprenticeship opportunities for ATPAT participants and support participants in gaining high-road employment after program completion. Furthermore, JVS will also encourage participating employers to create and/or offer equitable career advancement opportunities for placed participants.

Question - 31.0

If applicable, describe how this partnership builds community and economic resilience. (Optional)

N/A

Question - 32.0

If applicable, describe how this partnership addresses worker, employer, and industry needs as they respond and adapt to climate change and environmental sustainability. (Optional)

N/A



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Section 3: Program Measures of Success and Outcomes (25%)

Question - 33.0

Summarize your project outputs and outcomes and how they will expand/evolve your previous work. Response should focus on what the project will do with direct funding and what will be achieved within the grant term.

JVS's project will deliver three cohorts of ATPAT over two years. We expect to serve 60 participants across these three cohorts. Of the 60 enrolled participants, we are aiming for at least 48 participants graduating with their automotive technician certificates, and of those graduating, we expect at least 38 participants being placed in unsubsidized automotive technician roles. Our target placed wage is \$21/hr. JVS's ATPAT project will be an evolution of our previous ATPAT programming, as we will be able to leverage H RTP RWP funds to continue identifying best practices to support participant success as well as address labor market needs in the automotive sector.

Section 4: Deliverables, Budget and Work Plan (20%)

Question - 34.0

Complete the Outcomes and Deliverables tab, Work Plan, and Budget Documents. These should align with your funding ask and project narrative responses.

Outcomes & Deliverables

Identify your project outcomes and deliverables to be accomplished with grant funding by the end of the grant term, as well as the metric of success for each. Outputs and outcomes documented here will align with your work plan, where steps and dates to be completed are documented.

What will project do? List specific project outputs and outcomes (quantitative and/or qualitative).	How will this be measured/achieved? Describe how you will know if the project is successful (quantitative and/or qualitative targets).
Secure MOU with San Francisco Municipal Transportation Agency (SFMTA)	Signed MOU
Secure partners required to run automotive training program	MOUs with training provider and at least one employer
Partner buy-in on agreed-upon definitions of success	Include definitions in MOU

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What will project do?	How will this be measured/achieved?
List specific project outputs and outcomes (quantitative and/or qualitative).	Describe how you will know if the project is successful (quantitative and/or qualitative targets).
Use of a job quality framework to assess opportunities for improving job quality	At least one employer uses this framework to evaluate open mechanic or machinist roles