

H RTP PROMISING PRACTICES

Incorporate Worker Wisdom Throughout the Partnership

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

UC Berkeley Labor Center
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Overview

This brief provides a deep dive into the essential element of incorporating worker wisdom throughout the partnership. 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 reference throughout is provided at the end of this brief.

Critical Components

Promising practices have been identified for each of the following components that are critical for a successful H RTP to incorporate worker wisdom across the full spectrum of partnership. Those practices come from partnerships at all stages of development and across various industries.

- ❖ **Industry Demand:** To fully understand industry and workforce needs
- ❖ **Commitment:** To build strong support for the partnership itself
- ❖ **Infrastructure:** To have balanced governance and decision-making

- ❖ **Program:** To effectively design, deliver and evaluate programs
- ❖ **Reinforcement:** To reinforce trainings and support success on the job
- ❖ **Whole Person Support:** To turn what could be barriers into strengths

Promising Practices

❖ **Industry Demand: To Fully Understand Industry and Workforce Needs**

Having worker and/or union participation in a H RTP's industry analysis process will provide a richer sense of what is going on in the industry. It can better inform understandings of the changing nature of work, the skills needed for workers to succeed on the job, and barriers that have made it hard to meet workforce demand in the past.

Promising Practice: Use Focus Groups/Surveys to Solicit Worker Input

These can augment more traditional industry analyses and may provide information not otherwise heard or from perspectives not otherwise valued.

Example: The **West Oakland Job Resource Center (WOJRC)** initiated a study of the warehouse industry that included a labor market analysis, a historical analysis, and the development of a socially responsible staffing agency business plan. With the support of the East Bay Alliance for a Sustainable Economy (EBASE), a series of focus groups with temporary workers found that the work is in precarious and unstable jobs, which generate risks for temporary workers.

Example: When McKinsey surveyed workers in the health care industry for the **Service Employees International Union (SEIU)-United Healthcare Workers (UHW) Education Fund (The Ed Fund)**, they were able to identify what kept workers from participating in existing training or education programs that could help fill in-demand positions. The Ed Fund went further with an online Student Experience Survey that generated over 1,500 responses and further findings on barriers and worker interests that were followed up with in-person focus groups with workers already in key in-demand jobs.

Example: The **California Transit Works! (CTW!)** consortium of public transit agencies has years of experience bringing in the voice of the worker and has developed the following best practices for focus groups:

- Conduct regular focus groups of field level workers. Focus group participants are those well-respected by their coworkers for mastery of the work, and for being “team players.”
- Use the Vegas Rule (as in “what’s said in Vegas stays in Vegas”) for focus groups, so workers are free to express themselves without fear of retribution. Consider having focus groups facilitated by a third party neutral.
- Ask open-ended questions to truly gain worker insight from the field, such as: “What do you see are the top three issues for _____? How would you solve them?” “How did you learn to do your job? What suggestions do you have that would improve training/learning/job mastery?” (not “Give me your opinion on my specific proposal”). Always end with: “Do you have anything else you’d like to say, that we haven’t yet discussed?”
- Summarize key insights and suggestions from focus groups, using their own voices as much as possible; bring summaries back to focus group participants for more discussion, revision, and validation.
- Utilize focus group results at the partnership leadership level to determine next steps. Include key focus group participants in leadership discussions.

Promising Practice: Use the Industry Needs Assessment with Union Staff

Since most union representatives service several companies under contract in a given area for a particular industry, they are a key source of knowledge of trends and developments within a unionized sector.

Example: In addition to worker surveys and focus groups, another approach that can be helpful is to use the Industry Needs Assessment developed by the Wisconsin Regional Training Partnership. It has proven effective in gathering knowledge that key Union Representatives have about the industries they serve. The focus groups were intentionally conducted with the union stewards of the buildings because they could represent a range of views and not just individual worker perspectives and they had been involved over the years in leadership and problem solving around training.

The tool is a questionnaire meant to be administered not as a general survey but rather as a communication asset that allows for trusted, on-going conversations about what is impacting employers’ ability to keep and grow jobs. It is a participatory action tool that is done verbally and allows for pursuing lines of thought that may not even be on a survey.

Promising Practice: Use Worker Voice to Assess Skills Needed

To identify specific skills needed for in-demand jobs, it is also critical to include worker voice. Having workers who know the jobs well can make sure the H RTP is solving not just for the particular jobs but the particular skills needed for those jobs.

Example: The Technical Work Group at the **Port of Los Angeles (Port of LA)** that is developing a pilot training for lashers of large ships includes leaders of the International Longshore and Warehouse Union (ILWU) who have performed the job duties themselves and understand the actual skills needed. They bring the actual experience that is invaluable to understanding what the demand really is and how to meet it.

Example: **CTWI** distilled the best practices for how to assess the skills that are needed, creating ways for veteran workers to define job mastery/professionalism.

- Utilize worker focus group processes. Include a good cross section of field workers for best results (as defined by the partnership leadership team).
- Distill the findings from the focus groups into a worker-designed “Skills Checklist” for a particular job occupation. This qualitative set of worker-defined metrics defines field level, on the job skills mastery, and is the “roadmap” for future partnership trainings and peer mentoring programs. (It will complement the usual “job requirements” used by human resource and technical training departments or schools.)
- The “Skills Checklist” should be in a straightforward format and use language that is easily understood by all. It is not a test to screen people out. It is a tool to help all workers succeed on the job.
- Test the new “Skills Checklist” and make periodic adjustments, as needed.
- Utilize the new “Skills Checklist” regularly and keep metrics, to measure trends and results over time.

❖ Commitment: To Build Strong Support for the Partnership Itself

H RTPs have shown how powerful it is to include worker voice to achieve greater buy-in for the partnerships itself, developing the following promising practices.

Promising Practice: Take a Comprehensive Approach to Incorporating Worker Voice

Example: **CTW!** captures lessons learned in a number of promising practices it has identified below from its experience in public transit:

- When worker voice is institutionalized into the partnership at every level, partnership activities gain a broader acceptance and buy-in at the field level. This is an organizational culture change and will unfold slowly over time, as trust builds at all levels and program activities are effective.
- Expansion of the partnership and its activities to other job classifications and/or departments should be carefully thought out and implemented in a stepwise fashion. Do not rush to expand, unless each step that is important to a good partnership can be replicated for the new area (champions; organizational capacity; focus groups; etc.).
- Be wary of “The partnership can solve everything” syndrome. The H RTP partnerships are only one tool in the tool chest. Multiple organizational issues will surface in the course of any H RTP meeting or program. Utilize existing organizational channels to address those issues (e.g., ongoing standing committees; collective bargaining).
- Pay attention to leadership development at all levels. People will change jobs for many reasons. Who will be the next set of leaders? Design all activities to give multiple opportunities for people to learn new responsibilities and develop leadership skills.
- Conduct regular “retreats” at the partnership leadership level; and at the program level. Don’t get caught up in the busyness of day-to-day work. Give yourselves regular time to reflect. Review the original vision, mission, and goals. Are you staying the course, or have you drifted? What new demands or industry developments need to be addressed? Keep the partnership “fresh” and relevant.

❖ Infrastructure: To Have Balanced Governance and Decision-Making

It is critical to formally integrate worker voice in leadership, strategy and decision-making bodies of the partnership.

Promising Practice: Designate Equal Representation on Governing Bodies

Federal law requires that any private sector partnerships that are operating under Taft-Hartley rules have an equal number of leadership positions for labor and management. Even without such a legal requirement, many HRTPs choose to set up such a balanced approach to formal leadership bodies.

Example: The **Building Skills Partnership (BSP)** represents a unique partnership between labor and management with a third of its board representing the SEIU-United Service Workers West (USWW), a third representing building service employers and client building owners, and a third representing the broader community. Despite coming from diverse backgrounds and working for organizations that are often on opposite ends of the bargaining table, BSP Board members are united in their commitment to the BSP's mission.

Example: The **West Oakland Job Resource Center (WOJRC)** has utilized an advisory committee that meets once a month that includes worker voice through participation from the Teamsters union, along with community-based partners and technical assistance providers. Also, staff from the intermediary and the Teamsters meet weekly as they develop an apprenticeship program complimented by the development of a socially responsible staffing agency.

Promising Practice: Include Formal Roles for Workers to Drive Program Committees

Many HRTPs include designated roles for workers to lead programmatic committees. In unionized settings, these provide direct ways for rank and file union members to take an active role.

Example: **The Ed Fund** created a "Workforce Education Leaders Program" to help lead its High Road to Health Careers. The Leaders Program clearly states, in its mission and purpose, that "the High Road to Healthcare Careers will be a worker-driven initiative throughout the planning, execution and scaling phases of the project. As such, we will be convening a working group of member leaders to provide input into all aspects of the pilot and to participate in labor-management partnership activities to drive our work. In addition to shaping the program's design, this group will assist in devising longer-term strategies to expand similar programming to additional regions and employers in subsequent iterations." This leaders program is an unpaid, voluntary position that, in addition to informing strategy, provides leadership development opportunities for more union members.

Promising Practice: Provide Paid Time Off to Support Worker Involvement

Example: **CTW!** has found through experience that it is important to give workers paid release time and/or create new positions that enable workers to truly own and run their own programs.

❖ **Program: To Effectively Design, Deliver and Evaluate Programs**

Ensure that those who know the work best can help shape the trainings, including designing curriculum and supports that better ensure the trainings will be relevant and effective. One of the things we've found from all of the H RTPs is their commitment to including workers "before during and after" trainings are conducted. Here are some approaches that have been used, the lessons learned and the impact worker voice has had with HRPTs in the field.

Promising Practice: Include Worker Voice in Curriculum Design

Example: Worker input is being used at the **Port of LA** as it develops its new pilot training program for lashers to round out the expertise already included in the curriculum they received from a long-standing training for lashers in British Columbia. The ILWU, Pacific Maritime Association (PMA), and the Port of LA held a workshop with the lashing trainers that the Partnership would use for the pilot program. The purpose of the workshop was two-fold: 1) to develop a list of Knowledge, Skills and Abilities (KSAs) with the trainers and 2) have the trainers demonstrate their current training program so that the Technical Committee and consultants could evaluate the current program as it plans the pilot. While having the previously developed curriculum allows that partnership not to "reinvent the wheel," having employees who work at the Port of LA involved in augmenting it and customizing it for their unique situation ensures it will be most relevant to those being trained in the Los Angeles setting.

Example: The recent experience **BSP** had in developing its "green" janitor education program is instructive for why it is critical to have front-line worker input to design the most effective trainings needed to meet the partnership's goals. In an effort to embrace more "green" cleaning methods, janitorial companies brought in VacPacs, which were a new tool worn like backpacks by the workers cleaning the buildings. The companies said they were training the workers, but the feedback

BSP got from the workers was that they were getting injured and burned by the new equipment and they had no understanding of why they needed to use them. The company's training was not integrated into other existing trainings—such as English as a Second Language—that were already being provided by BSP and popular with the workers.

So BSP created a working group and set out to develop a new curriculum. They worked in tandem with the U.S. Green Building Council, bringing in its expertise. While substantively very strong, BSP realized the curriculum was developed more at a college level and wasn't as effective with the specific population that BSP had a proven track record of training. BSP conducted focus groups of workers with a range of experience working with green practices and found a lot of pushback to the new technology, even from those working at buildings with highest level of LEED certification and experience with "green" approaches.

The focus groups helped identify not only challenges that workers had with the new VacPacs, but also with other changes, such as switching to thinner trash bags that were meant to more quickly decompose as refuse in landfills. The workers shared how this change in materials plays out in the "real world:" the thinner bags kept ripping when actually used so the workers would double or triple them, defeating the purpose of the change. What became clear is that the workers had no rationale for why they were now using the thinner bags. When they did, they had an "aha moment" that allowed them to better embrace the new approaches. This informed how important it was to build "the why" component into the training curriculum.

The resulting Green Janitor Education Program is now setting the industry standard and has proven to provide not only improvements in energy use and costs, but also in workers' health. As Luis Fuentes, from SEIU-USWW said, "This program allows members to take ownership over what it is they're doing and working with on a daily basis and understanding the overall concept of why energy efficiency is important, not only to reduce energy use, but to create healthier work environment."

As importantly, having direct involvement serves as a leadership development tool. Workers become agents of change, creating new interactions and lines of communication with contractors and building managers. For the workers, BSP says that it "brings them out of the shadows" and provides more dignity and respect for their work. They can also be proud of the part they play in the environmental sustainability movement."

Example: In the health care industry, **The Ed Fund** held a one-day summit for former participants to gather their insights prior to developing the pre-appren-

ticeship program. They also conducted several one-to-one interviews with a small, diverse group of workers to test enthusiasm and specific ideas for the pre-apprenticeship program and career pathways in general. These interviews provided insights into what had interrupted learning in workers own lives in the past, how they could protect against that in any new programs and helped identify what type of wrap around services would be helpful to augment the education and training itself.

Example: At **Jewish Vocational Services (JVS)**, the job readiness training they are doing for an auto mechanic pre-apprenticeship program benefits from machinists who have done the work itself. They utilize a work group whose membership includes a journey level mechanic who is a member of the Machinists union, local union staff, as well as a seasoned curriculum developer with years of experience with front-line worker trainings.

❖ **Reinforcement:** To Reinforce Trainings and Support Success on the Job

H RTPs utilize the expertise of incumbent workers who can support participants once on the job. This has been found to help not only the participants succeed at their new jobs, but also provides leadership and career growth opportunities for incumbent workers. This is a core component of apprenticeship programs, which tap the experience and skill of more seasoned workers in formal training roles assigned to those learning on the job.

Promising Practice: Allow Workers to Shadow Other Workers

Tapping into peer knowledge and exposure into co-worker’s jobs is what makes “shadowing” programs so attractive to workers who want to better understand if a new or job or career path is what they want to embark upon through more education and training.

Example: As **The Ed Fund** found in its 2017 focus groups with health care workers employed by partner employers: “Shadowing and career advising are the biggest draws of the program—many want to see what they would be getting into before pursuing a new career and would welcome access to someone who is knowledgeable to provide support and guidance.”

Promising Practice: Develop Explicit Peer Mentor Programs

One of the promising practices that got the most traction in the cross-fertilization of ideas between the H RTPs in this initiative was peer mentoring programs. Workers often

need more than training to succeed at the job. Structured peer mentoring programs become a powerful way to advance support workers once on the job, and they also advance equity, build leadership, and deepen commitment to the partnership, union, and employer. H RTPs also attribute them to getting better operational outcomes and improved morale.

Example: The coach operator apprenticeship developed in partnership with public transit bakes in the support of a mentor for new hires to help them succeed through probation and beyond. The case study conducted by COWS in 2018 found that, “Despite the intense preparation of the classroom and field training, the first weeks as a coach operator proved the most stressful. Armando Barbosa credits the mentorship program with helping him successfully complete probation. ‘You put your life on hold through probation because you’re not sure of the career. My mentor drove the bus on my first day. It helped with the stress because I had the opportunity to ask questions and see how it should be done. Each situation is different from the next. I was very worried about crashing the bus for the first six months. The mentors were always there if you are ready to accept help.’”

Example: **CTW!** has summarized the best practices of a mentor program, gleaned from years of experience with conducting them in partnership with public transit:

1. Create peer mentoring programs based on the principle of “It’s Our Work”
 - Design worker ownership/leadership into all peer-mentoring programs. Note that Peer Mentors are not the same as “line instructors” who work under the supervision of training staff. Peer Mentors work alongside new workers in the field. Most peer mentoring takes place on the job.
 - Promote an “apprenticeship” model: “master” and “journey” level skilled veteran workers (“peer mentors”) helping new “apprentices” (“mentees”) learn the job in both informal and formal settings.
 - Establish clear criteria and processes for peer mentor selection; training; and evaluation; this is a key area for the partnership leadership team, to build trust and program effectiveness between the partners.
 - Create opportunities for peer mentor/mentee classroom learning, on paid time. This enables both peer mentors and mentees to have quality discussions and reflect on job experiences.
 - Utilize the worker designed “Skills Checklist” as a foundation for peer mentoring. Design regular methods for metrics and evaluation of peer mentoring program effectiveness.

2. Build the skills, roles, and responsibilities of peer mentors. Conduct regular mentor meetings to:
 - Discuss progress of mentees;
 - Discuss/solve issues that arise in process of mentoring (e.g. how to handle confidentiality);
 - Conduct mentor skills training (communications, coaching, problem solving);
 - Evaluate effectiveness of the program;
 - Discuss industry trends, organizational functioning, etc.

The impact of the mentor programs in public transportation has been felt not only by those new workers who have a better chance of succeeding, but also by the mentors themselves. Through formal mentoring program, bus operators have been built camaraderie and changed the culture at work. Bus operators have a renewed sense of pride over their work. They have produced some excellent short videos that convey that impact, on the mentors and mentees, on the partnership itself, and on helping meet the needs of the industry and the communities they serve. They also attribute the mentorship program with measurable improvement in outcomes that are important to not only the employer, the workers and their union, but the communities they serve.

While best practices have been developed, and the results are unequivocal, there is no simple formula to developing an apprenticeship or mentor program. It starts with having a strong partnership, committed to solving industry-identified challenges with respect for workers leading the way. The case study by COWS reported the following in that regard: "Partnerships interested need an approach," according to Deb Moy who has been intimately involved with facilitating them in California, "that is about asking questions of the workers. There is no checklist or template. Everything needs to start from the workers. All of our programs started because workers pointed out what was needed. They have the power to say, 'This is our work. This is what it means to be a professional.'"

According to management at the Santa Clara Valley Transit Authority (VTA), the mentor program there "has provided a new playing field to address workplace issues between management and labor. VTA has consciously adopted the idea that the mentorship program is flat with supervisors and mentors at the same level for the purpose of the program. Sharing the power has allowed for more genuine and useful conversations."

Example: In Los Angeles County, the **Worker Education and Resource Center (WERC)** has developed a mentorship program for its Community Health Worker apprenticeship program. The COWS case study of that program summarizes it as follows:

At the clinics, mentors worked with apprentices to train them on case management practices and orient them to the professional culture and structure of the multi-disciplinary medical home team. Mentors also exposed the apprentices to the broader community health ecosystem, introducing them to allied social service organizations and helping them develop professional networks.

WERC's high-touch mentor program provides critical support to apprentices as they adapt. Selected mentors have extensive practice expertise and relatable lived experience. They are also responsive, passionate, and generous with their time and advice. Mentors teach real-world skills by modeling patient management practices and guiding apprentices through patient cases. They instill the art of problem solving with compassion.

Technical training and guidance helped apprentices do the job, but emotional support enabled apprentices to stay on the job. Apprentices are taught boundary management and self-care as critical skills for the profession. Mentors provide support for difficult cases and instill self-care practices into daily check-ins and formal case review. By sharing their struggles, mentors create an environment for apprentices to share and accept help with theirs.

The County of Los Angeles includes a mentor program with its comprehensive approach to supporting workers in trauma-informed roles, such as community health navigators and the Emergency Medical Technician (EMT) to Firefighter career path. The mentors, in this case, help the new employees get used to the work environment. Mentors are trained in such things as active listening but will connect the new employees who may need more emotional supports for trauma reactions triggered by their work situation to the case managers who are a core part of the training supports.

Example: A number of industries have very few women and even with employers who have a large percentage of women in total, there may be very few women in a job title that is critical to industry need. The City of San Francisco is a case in point, where roughly 200 auto mechanics are employed, none of whom are women. To support diversity in that role, JVS has identified a mentor program to be one approach to help those women breaking into the field.

To support all of the participants in their pre-apprenticeship program, **JVS** will partner with employers, unions and apprenticeships on mentor training to identify mentors, develop curriculum and provide training for mentors. These mentors will be assigned to students as they enter pre-apprenticeships. Pre-apprentices will be paired with a journey-level mentor who will support the development of the pre-apprentice on the worksite. Mentors will be asked to participate in training prior to being paired with a pre-apprentice. This training will include an overview of the goals of the pre-apprenticeship and the mentoring process. Mentors will be selected by their employer and/or union based on their skills and competencies as a trades person and their ability to relate to students.

Example: Many worksites, such as on the docks at the **Port of LA**, now rely on informal mentoring between co-workers. These don't necessarily provide the structured support that could benefit both the trainee and their mentors. The critical learning from across the HRTPs is that the mentor program needs to be structured and intentional. Formal mentor programs allow the mentors to be acknowledged and supported as well as the mentees and provide another opportunity for rank and file leadership. In the hospitality industry, the **Hospitality Training Academy (HTA)** reports that the UNITE HERE Local 11 union provides the peer-to-peer mentoring program that benefits new workers in the hotels and restaurants participating in their partnership, and it is seen as a valuable union job retention program.

❖ **Whole Person Support: To Turn What Could Be Barriers Into Strengths**

Some HRTPs are breaking new ground in how they are developing comprehensive programs that support the whole person. They explicitly embrace the fact that many workers who have what are normally seen as barriers to employment also bring unique life/background skills that can be invaluable on the job. They acknowledge that creating cultural alignment between the work environment and the workers being brought into those environments is needed for good job matching, especially for those with limited work experience or high barriers to success.

Promising Practice: Valuing Cultural Affinity

Example: **WERC** has developed some promising practices at the County of Los Angeles, with a very intentional approach they are still testing and refining as it evolves. Whole person care is an approach to working with clients and patients that

acknowledges that you cannot just treat the condition or disease without looking at social determinants of health issues. This approach combines medical, mental, and behavioral health. Whole person care is a cornerstone of healthcare reform and has created opportunities for people who have lived experience to be very valuable on the healthcare team. Employment and economic security positively impact health and wellness. WERC has been adapting the whole person care concept to workforce development. High barriers to employment are not just academic or skill deficiencies but are barriers due to social detriments such as poverty, exposure to trauma, incarceration, homelessness, and discrimination that have made job attainment difficult.

WERC has found it is important not to think simply that once a person gets skills that they can do the job, but rather that a person may need intensive case management services, including mental health supports, to succeed once on the job. Intensive case management models in the mental health and recovery fields recognize that a peer can often connect and build a trusting relationship easier than a clinical, or this case academic professional.

This intentional focus on cultural affinity—defined not necessarily as demographic diversity or languages spoken, but on the more intangible attributes like empathy skills that make one comfortable and effective with a particular culture—is especially important as their public sector service “industry” of public sector changes. The County has a demand for workers who can connect with the population that finally qualifies for health insurance, but doesn’t know how to use the benefits, or is recently housed, or is willing to work, and wants a stable high road job. These occupations such as community health worker/navigator, intensive case manager, and emergency medical technician are in demand—and value the ability for these workers to be effective because they can empathize based on their cultural affinity to the people they serve.

Recruitment, work readiness, assessment, and training curricula are adapted to make sure that lived experience is validated as a competency that people with high barriers to employment may bring to the work. For example, interviews for these public-facing positions are comprised of role plays—where the applicants’ past background may no longer be seen as barrier but rather as relevant experience—more than written test taking. They also can factor in lived cultural experience as relevant—as work experience is—in trying to see if the job is a good match for the job applicant. The life skills these participants bring can’t be taught and yet are invaluable to be channeled into support for the public who needs culturally sensitive services.

Promising Practice: Providing Trauma Informed Support

Example: Another way **WERC** is developing this “whole person” approach to meeting critical job needs that overlaps with the above on cultural affinity is through the trauma informed supports they have created, in particular for the critical roles of Community Health Workers and the EMT to fire fighter career path. In the Community Health Worker Apprenticeship program, for example, they try to find people because of and not in spite of their lived experiences that may equip them to better deal with complex care patients. A Community Health Worker who may have successfully been through an addiction recovery program, for example, may be well versed in how not to be judgmental, start with where the patient is at, build rapport and provide encouragement for the baby steps that could truly bring about the long-term healthy behaviors needed to affect the patients’ blood pressure.

Since embarking on this approach, WERC has seen results for patients that surpass what the clinical medical team has been able to achieve; patients are sticking to their medications, are able to keep and make their doctor appointments, and are making daily life changes their doctors may have been recommending for years. The peer support concept is prevalent in the mental health and addiction recovery worlds so WERC tapped into that to build that supports that also draw on the wisdom of workers actual experiences.

Similarly, with the EMT roles, WERC has worked with the County-contracted ambulance companies to champion a comprehensive program that creates a more diverse population of EMTs. Being a credentialed EMT is a pre-requisite to qualify to apply for a position as a Los Angeles County/City fire fighter position. The H RTP has a commitment to making the demographics of the firefighter workforce—which are currently less racially and gender diverse than the County as a whole—more reflective of the demographics of the County.

To address this, WERC has developed a comprehensive approach that includes, along with job readiness and academic courses, trauma-informed care support services integrated into the curriculum. They also provide social workers and case managers who will support them for whatever comes up emotionally and they can have 1:1 time almost as a form of confidential therapy. The case managers stay with the participants when they are on the job itself, so that if issues come up that are traumatic and the EMTs don’t know what to do, or if they relapse or have a family member on the brink of crises that affects the EMT’s ability to be fully present or on the job, the case manager can help them through that. The case managers help

the candidates both get and keep the job through probation at least and WERC is testing to see how long the case management service is most necessary.

Promising Practice: Provide Financial and Family Supports

Example: **WOJRC** has developed promising practices that incorporate the needs of the “whole person” as part of a holistic framework. Worker voice is a critical element that allows for a better understanding of personal barriers as it allows in order to customize resources to meet each worker’s needs. This holistic approach allows for support beyond those affecting participation in the training programs themselves.

Two programs from WOJRC’s work in Oakland:

- Financial Literacy: This program is helpful for workers who may have been out of the labor force or had uneven income as they start to hold a high-quality job with a more permanent source of income. Some may not know how to manage the change, both financially with things like getting their credit scores up, and psychologically, with how to pace the pay they receive and not spend it all at once so they can reach longer term visions and dreams. Those used to variable or uncertain pay in “earn while learn” programs with a steady financial footing may not have experience knowing how to maximize their income for their long-term success. Having a way for workers to speak up about this—be they those on the job who have “been through that” or those who are new at the job and struggling—allows the H RTP to provide the comprehensive supports workers may need.
- Building Sustainable Fathers Program: This program provides support for training participants coming out of incarceration and looks at the parenting implications of being in a pre-apprenticeship or on-the-job training program. Alameda County developed the Father Core Program which WOJRC is exploring how it can use the strong case management and other approaches that have been helpful for fathers who have been away from their children for long stretches and are now in training. Pulling in the insights of other workers and those involved in the program allows the H RTP to create a more comprehensive approach to helping workers succeed.

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)
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-Carleton 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)
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-Contra Costa 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/>.

H RTP Initiative

The California Workforce Development Board (CWDB) designed the High Road Training Partnership (H RTP) initiative to model a sector approach that can address critical issues of equity, job quality, and environmental sustainability. H RTPs are industry-based, worker-focused training partnerships that build skills for California's high road employers. These firms compete based on quality of product and service, achieved through innovation and investment in human capital, and generate family-supporting jobs where workers have agency and voice.

This brief is part of a series that includes an overview of the principles of partnership, snapshot profiles of each of the H RTPs participating in the initiative, 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 more information on the initiative and other briefs in this series, see <https://cwdb.ca.gov/initiatives/high-road-training-partnerships/>

Essential Elements of an H RTP

1) Industry-Led Problem Solving

Foundational is that the industry leads the problem solving for the workforce demands unique to that industry. Industry includes both employers and workers or their representatives.

2) Partnership Itself is a Priority

Industry leaders conduct their problem solving through a dedicated and sustained partnership.

3) Worker Voice

Worker wisdom is explicitly incorporated throughout all aspects of the partnership.

4) Industry-Driven Training Solutions

The development, delivery, and reinforcement of education and training programs derive from what industry partners decide is needed.
