

San Francisco Bay Area Regional Prosperity Plan  
**Final Report Outline for Sub-Grantees**

**A. Project Profile (1 page maximum)**

**Project Name:**

Construction Careers Initiative

**Lead and Partner Organizations:**

Lead:

- Working Partnerships USA

Partners:

- Bay Area Apprenticeship Coordinators Assoc.
- South Bay Apprenticeship Coordinators Assoc.
- Santa Clara Building Trades Council
- San Mateo Building Trades Council
- San Mateo Workforce Investment Board
- work2future Workforce Investment Board
- NOVA Workforce Investment Board
- San Mateo County Union Community Alliance
- San Mateo County Community College District
- California Division of Apprenticeship Standards

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**Sub-Grant Program:**

Economic Prosperity

**Project Type:**

- Workforce Development and Training
- Job Search and Hiring Process

**Total Grant Amount:**

\$125,000

**Total Match (if any):**

N/A (leveraged grant of \$500,000 secured from CWIB but not yet invoiced on)

**Geographic Coverage of Project:**

Santa Clara & San Mateo Counties

Brief Description (150 words maximum): Develop and field-test a replicable model for a Construction Careers Pipeline that leverages new state law and industry needs to create a coordinated pipeline for LMI workers to access construction apprenticeships, putting them on the pathway to middle-wage careers in the construction industry.

## **B. Project Description (1 page maximum)**

### **1. Goals and Objectives** *Describe what the project expected to achieve, why there was a need for this project, who would have benefited, and how they would have benefited.*

The Construction Careers Initiative is a new two-county collaboration formed to address two issues: 1) the lack of a clear, widely-known and industry-accepted pathway for underrepresented low-income workers to enter apprenticeship programs, and 2) the challenge of recruiting qualified new workers to meet the needs of an anticipated construction boom coupled with a coming wave of retirements.

The **Construction Careers Initiative (CCI)** will bring together the public workforce development system, industry, labor, state and local government entities and community organizations to:

- Design and pilot an innovative, industry-administered **pre-apprenticeship program** to prepare job seekers for high-demand jobs in building trades occupations and encourage post-secondary education.
- Leverage new state law (AB 554) to **transform entry into apprenticeship** by creating a Community Workforce Pipeline into construction apprenticeships with the Workforce Investment Boards in a central coordinating role, in partnership with the industry-operated Joint Apprenticeship Training Centers (JATCs) and community college districts.
- Establish and pilot-test a **replicable model for coordination and integration** of training and job placement services between local WIBs, JATCs and community colleges to create a pathway for qualified low-income and disadvantaged workers into middle-wage construction careers.

### **2. Work Plan** *Describe the key tasks and deliverables for the project. Include information on outreach and engagement activities.*

- Month 1: CCI Coordinating Committee established to provide oversight and coordination between the two counties, including shared drafting of model agreements, policies, processes and curriculum, as well as grant administration.
- Months 2-3: Each county workgroup adopts a formal agreement to delineate relationships, process, roles and responsibilities between local JATCs, WIBs and CBO and training partners.
- Months 3-5: WIBs and JATCs in each county work together to align operating policies, improve coordination of training programs, establish cross-referral and co-enrollment of trainees, and develop policies on reporting and promoting training successes and outcomes.
- Month 4: Each county develops a timeline for a pilot pre-apprenticeship program, drawing upon local construction schedules to determine the optimal timing for classes.
- Months 5-9: Pilot pre-apprenticeship programs held.
- Months 9-10: Assessment and evaluation of the model based on performance of the pilot classes.
- Month 10: Second round of pilot classes launched using leveraged funding.
- Month 12: Regional workshop to present model and evaluation outcomes for replication.

### **3. Role of Lead and Partners** *List the lead and partner organizations and briefly describe the role each organization fulfilled on the project.*

- Project management and administration: **Working Partnerships USA (WPUSA)**
- Convene and facilitate San Mateo working group: **San Mateo County Union Community Alliance (SMCUCA)** and **San Mateo Building Trades Council (SMBTC)**
- Convene and facilitate Santa Clara working group: **WPUSA** and **Santa Clara Building Trades Council (SCBTC)**
- Pre-apprenticeship class design, oversight, and placement of graduates as apprentices: **All partners with leadership from Bay Area Apprenticeship Coordinators Association (BAACA)** and **South Bay Apprenticeship Coordinators Association (SBACA)**
- Providing national industry curriculum and coordination with local employers: **SMBTC** and **SCBTC**
- Recruitment, screening, outreach and assessment: **WPUSA** and **SMCUCA**, **assisted by work2future, NOVA** and **United Way Bay Area, San Mateo Community Services Director.**
- Classroom facilities: **College of San Mateo (CSM)** and **work2future**
- Promoting alignment with the Registered Apprenticeship system and replication by additional JATCs: **California Dept. of Industrial Relations, Division of Apprenticeship Standards (DAS)**

### **C. Challenges and Outcomes (1 page maximum)**

#### **4. Challenges *Describe the main challenges faced of implementing the project. How did your team address them? Describe what worked well and what did not work. What would you have done differently if you could start over?***

For the first pilot class in Santa Clara County, recruitment of students was a challenge, due primarily to the issues involved with coordination among project partners which resulted in a very short window (approximately 2 weeks) available for outreach, recruitment and screening. Subsequent classes built in a longer period (6 to 8 weeks) for outreach which was more successful. Our most effective outreach channels have been through establishing relationships with local community organizations, educational providers and others who can serve a trusted intermediaries to out the work out to their members or clients; this type of outreach requires building in enough time to reach the community partners, give them information and answer and questions, and them for them in turn to disseminate the information.

The project was also challenged by rapid turnover and changes in the operational status of the San Mateo County WIB, one of the partners on the project. In San Mateo County, based on our agreement with the San Mateo County WIB, we anticipated outreach, enrollment, tracking and funding support from our WIB. However, unexpected circumstances including: (1) the WIB administrative move from the Human Services Agency to the County Managers Office and (2) ensuing funding limitations; (3) turnover of three WIB Directors in less than two years and (4) merger talks prevented the WIB from fulfilling these partnership responsibilities.

This led to a new partnership with Peninsula Works (a new San Mateo County One-Stop) and outsourcing of the outreach functions to UWBA, SM Community Services. It also led to challenges in providing wrap-around services and supports for class participants. In phase 2 of the project (after the conclusion of this pilot), the San Mateo WIB will enroll participants in WIA through Peninsula Works, but this was not possible in the pilot class.

#### **5. Outcomes *Describe key outcomes, achievements, successes, deliverables, findings and/or lessons learned for the project. Describe who benefited from this project (may be individuals, groups or organizations) and how.***

- Developed a model for a Construction Careers Pipeline that increases low-wage workers' access to apprenticeship; meets industry needs; satisfies the provisions of AB 554; and can be replicated by WIBs, community colleges, CBOs and JATC/industry partners throughout the Bay Area.
- Field tested the model through a pilot pre-apprenticeship training and placement program. In the initial pilot classes, 27 students graduated with the national industry-recognized MC3 certificate, and 17 to date have entered employment in the construction industry, with a number of graduates still in the process of applying for apprenticeship programs. Two more classes are currently under way with leveraged funds and on track to graduate an estimated 34 more students.
- Held a workshop with partners from throughout California to make the model available for replication. In addition, a group of over 50 stakeholders from 4 North Bay counties met in late March to learn about the Construction Careers initiative and initiated plans to replicate this model as a multi-county program in the North Bay.
- The effectiveness of this model was recognized by the California WIB which in June 2014 awarded the Construction Careers Initiative a \$500,000 grant with work2future as lead agency to hold 6 additional classes in 2015. As discussed above, the first two of those classes are now underway.

**D. Replicability and Dissemination (1 page maximum)**

**6. Replicability** *Describe what, how and where (within the region) the above mentioned project outcomes may be applied to address similar issues as your project.*

The CCI has created a model a community workforce pathway into apprenticeship that can be replicated across the Bay Area in a collaborative approach that builds a pipeline for local LMI residents to become apprentices. This model is applicable in any community where significant construction employment (either new or replacement jobs) is projected. The participation of DAS, the regulatory agency for over 600 apprenticeship training programs throughout the state, can further help support replication of this model by apprenticeship programs.

As discussed above, stakeholders in the four North Bay counties have come together and are now seeking to replicate this model.

The model can also be replicated in other industries where there are strong joint labor-management training partnerships—for example, in health care services, hospitality or transportation sectors.

**7. Tools and Resources** *List the tools and resources developed through this project. These may include policies and strategies, analysis and communication tools, collateral material, key findings, etc. Please attach copies of the materials to this report.*

MOUs and other materials have been attached as deliverables to prior grant progress reports. We have also developed a powerpoint and outreach materials that are available upon request.

**8. Sharing and Dissemination** *Describe how and with whom you will share these tools and resources over the next 12 months. How can other communities access the tools and resources developed through this process?*

They have been shared upon request from organizations various communities throughout the grant period, as well as at the replication workshop held in Sacramento. Tools developed and lessons learned from the CCI will also be shared at the poster session at the upcoming Regional Prosperity Plan Capstone Conference. In addition, as part of the grant from the CWIB, Construction Careers Initiative representatives are attending quarterly grantee meetings at which we share tools, resources and lessons learned with other pre-apprenticeship grantees throughout the state.

Any other communities interested in learning about the Construction Careers Initiative can contact Working Partnerships USA or the San Mateo County Union Community Alliance.

**E. Recommendations and Next Steps (1 page maximum)**

**9. Recommendations** *List and describe the top four to five recommendations from your project. Recommendations may include but are not limited to (1) policies, projects and/or programs that may be adopted at the local and/or regional level (name agencies and/or organizations where possible); (2) tools, approaches and/or methodologies that may be adopted for analysis, communication and/or decision-making; (3) funding, capacity-building and/or engagement strategies for target communities (specify geographic areas where possible); and/or (4) implementation of specific projects and/or programs to support regional goals.*

1. Institutionalize the CCI program and secure ongoing funding.
2. Maintain the central role of the industry workgroups in overseeing the program design and delivery and facilitating placements. Ensure that planned training slots in a given year are in alignment with the industry workgroup's projections for industry demand for new apprentices.
3. Expand explicit agreement for recognition of the MC3 certificate to additional apprenticeship programs.
4. Develop articulation agreements with community colleges to provide college credit for CCI graduates.
5. Work with local government entities to establish targeted hiring of local CCI graduates as apprentices on public works projects.
6. Embed pre-apprenticeship career exploration in K-12 career pathways.

**10. Next Steps** *Describe the next steps for your project and how the proposed recommendations will be institutionalized in your community.*

- The CCI is on track to hold 6 classes totaling 120 students in 2015.
- We intend to apply for additional funding from several sources to continue the program in 2016.
- The industry workgroups continue to serve in their oversight role and are expanding to additional members.
- Discussions are underway as to how to appropriately recognize and value the MC3 in each of the different State-certified apprenticeships.
- Discussions are also underway with San Mateo County College District and with the County of Santa Clara regarding targeted hiring of apprentices.