



Growing & Diversifying Union Membership

An IUPAT / iFTI
Gateway Program
Workbook



Prepared for
International Union of Painters and Allied Trades
and International Finishing Trades Institute

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Table of Contents

INTRODUCTION & HOW TO USE THIS WORKBOOK.	2
BUILD THE FOUNDATION	3
1. Define Barriers to New IUPAT Member Access and Success	3
2. Select Your IUPAT Gateway Type	5
3. Determine Desired Content for Your IUPAT Gateway Program	7
4. Get Your Union Team on Board.	8
DETERMINE POTENTIAL RESOURCES & PARTNERSHIPS	10
5. Identify Possible Costs and Resource Needs	10
6. Identify Critical External Partners	12
7. Identify Possible Funding Sources	14
ESTABLISH & STRENGTHEN PARTNERSHIPS	16
8. Build Partner Relationships.	16
9. Adult Schools and Community Colleges	17
10. Local Workforce Development Boards and American Job Centers	19
11. Employers.	20
12. Community Partners	21
13. Workers	22
DESIGN & BUILD YOUR PROGRAM	23
14. Design Your Gateway Program	23
15. Integrated Education and Training	27
16. Equitable Recruitment	30
17. Integrated Support Services	32
START & GROW YOUR PROGRAM	34
18. Steps to Launch and Maintain Your Gateway Program	34
19. Measure Impact and Use Data to Improve	35
20. Define a Sustainable Program Budget.	38
21. Sustain and Keep Growing Your Gateway Program	39

Introduction & How To Use This Workbook

An IUPAT District Council's Gateway program can address an urgent priority of the International Union of Painters and Allied Trades (IUPAT) and the International Finishing Trades Institute (iFTI): to grow and diversify union membership. By expanding Gateway programs, IUPAT will make progress toward achieving Diversity, Equity, Inclusion and Access (DEIA) goals and an improved journeyman:apprentice ratio.

IUPAT Gateway programs are structured classes that address workers' potential barriers to entry, safety, and success in the finishing trades. Through partnerships between the union and education and workforce service providers, Gateway programs find solutions for specific barriers that prevent people from entering union careers. These barriers may require aid and support in areas of need, such as communication and language, math skills and competencies, high school diploma or equivalency, transportation, childcare, application fees, and driver's license.

The IUPAT Gateway Program Workbook is a resource that will guide your team through building your Gateway program. This can be used by teams of union staff working in disciplines such as training and education, organizing, and servicing, as well as in collaboration with community partners. By adapting one or more approaches from the workbook to the needs of your District Council, signatory employers, and workers, your Gateway programs can create opportunities for the future workforce to connect with the IUPAT, build foundational skills, and launch and grow in careers in the finishing trades.

HOW TO USE THIS WORKBOOK

The IUPAT Gateway Program Workbook is intended for use by Directors of Training and other IUPAT and iFTI staff who are considering or involved in Gateway program design and implementation. It encourages you to form a collaborative team with your educational and community partners who will work with you to make your program a success.

You may or may not choose to use every tool; in fact, each tool can be used separately, depending on your needs and the stage of development of your Gateway program. Many of the tools include checklists or tables for you to complete as part of your design process. The tools also include lists of things to consider, links to additional resources, and examples drawn from IUPAT District Councils that have developed Gateway programs.

Build The Foundation

1. DEFINE BARRIERS TO NEW IUPAT MEMBER ACCESS AND SUCCESS

The overarching goal of IUPAT Gateway programs is to grow and diversify IUPAT membership. Toward this end, it is important to determine **which populations you aim to reach** and **what possible barriers** could prevent these potential new members from joining or staying in union apprenticeships and jobs. Clearly defining the populations you aim to serve, the barriers they might face, and which of these barriers you aim to resolve will inform the next steps of partnership development and program design and delivery.

Based on your understanding of the local community and representation in your District Council's membership, what populations do you aim to prioritize reaching?

- Black
- Latino
- Immigrants/English language learners
- Women
- Low-income
- Other:

What barriers to entering or staying in the union do you anticipate these new members could have?

- Not familiar with the finishing trades
- Limited English language fluency (for workplace communication and for training participation)
- Limited basic math skills
- Limited digital skills
- Childcare need
- Lack of or unreliable transportation
- Need for steady income
- Costs of application, drug test, DOL license, and other fees
- Substance abuse

- ❑ Criminal record
- ❑ Lack of work authorization/documentation
- ❑ Limited work readiness (attitude, time management, communication)
- ❑ Not feeling welcome or included in the workplace
- ❑ Lack of mentors or role models
- ❑ Other:

Which of these barriers to entering or staying in the union do you aim to address through your program and partnerships?

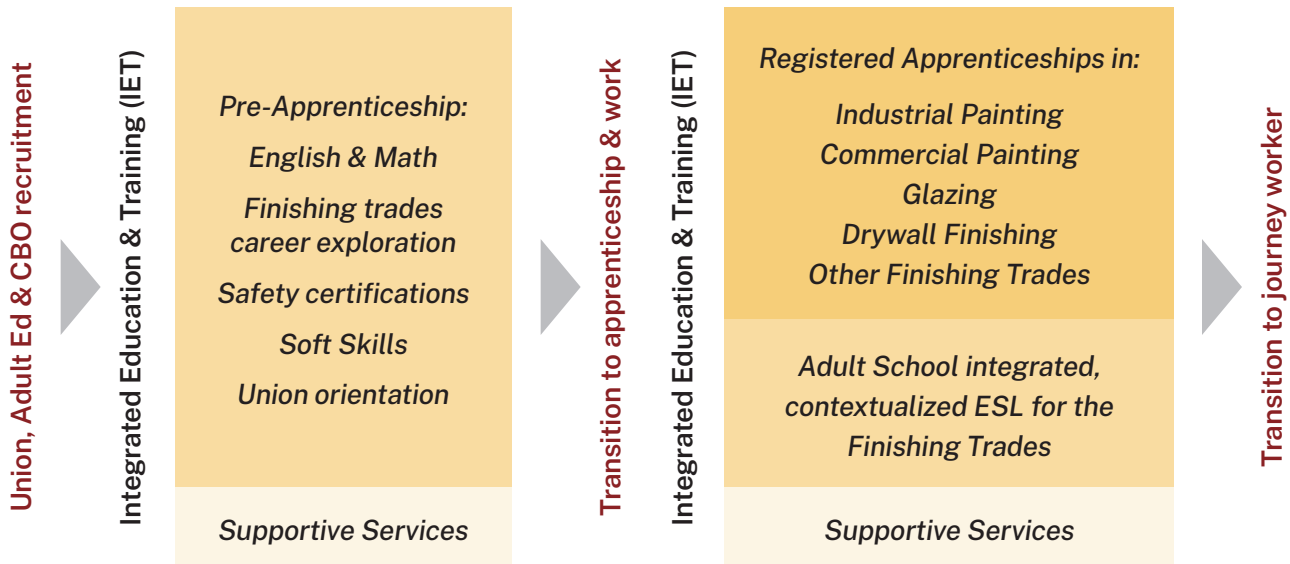
The [Equitable Apprenticeship Toolkit](#) includes several tools related to understanding barriers to apprenticeship entry and success.

SPOTLIGHT ON DC3: Kansas City, MO has a fast-growing immigrant population, with an increase in the number of foreign-born residents by 300 percent over the past quarter century. To increase union membership and retention in apprenticeship training, DC3's Director of Training and bilingual staff member chose to develop a Gateway program for immigrants, designed to improve English communication skills while introducing participants to opportunities in the finishing trades.



2. SELECT YOUR IUPAT GATEWAY TYPE

To address identified barriers to union membership and training success among potential new members, an IUPAT Gateway program offers **structured classroom instruction** and **supportive services** at key junctures on pathways into and through apprenticeships. An example is in the graphic below, which shows Gateway services integrated into both a pre-apprenticeship and a registered apprenticeship program. [The “Integrated Education & Training (IET)” approach is described in a dedicated tool.]



The basic Gateway design can be adapted in various ways, depending on the populations you’ve prioritized and their possible barriers to entry and success in apprenticeship and jobs. At your location, you may offer just **one** of these program types, or you may build **several** in sequence (as illustrated in the graphic above).

Which Gateway program type(s) suit your context?

Gateway Program Type	Participants	Anticipated Barriers to Address
IUPAT contextualized basic skills course with union orientation	Community members	<ul style="list-style-type: none"> ■ Not familiar with the finishing trades ■ Limited basic skills (English, math, digital)
IUPAT pre-apprenticeship w/ integrated basic skills training and supportive services	Community members, new union members	<ul style="list-style-type: none"> ■ Limited basic skills (English, math, digital) ■ Work readiness skills ■ Barriers to work readiness (childcare, transportation, substance abuse, criminal record, work authorization) ■ Not feeling welcome or included in the workplace
IUPAT apprenticeship with integrated basic skills training and supportive services	Current apprentices	<ul style="list-style-type: none"> ■ Current apprentices' basic skills and competencies (English, math, digital) ■ Retention needs (childcare, transportation) ■ Not feeling welcome or included in the workplace

SPOTLIGHT ON DC58: When DC58's Director of Training identified the need for English as a Second Language training across the district, he pursued partnerships with public adult education providers in Nashville, TN; Springfield, IL; and St. Louis, MO. Recognizing the unique challenges and opportunities in each area, DC58 staff worked to develop a contextualized ESL class for community members in Nashville, a pre-apprenticeship in Springfield, and ESL instruction integrated in apprenticeship classes in St. Louis.

3. DETERMINE DESIRED CONTENT FOR YOUR IUPAT GATEWAY PROGRAM

Your Gateway program's classroom instruction and supportive services should address the potential barriers to success in apprenticeship and employment that you have identified.

Remember that this classroom instruction coupled with available support services can be included in your apprenticeship program, offered as a pre-apprenticeship program, or offered to the community at your facility.

Also remember that you do not need to be the sole provider of the education and support services. Understanding what content and/or support is needed will help you identify the right partners to fulfill the need.

What classroom instruction topics will prepare participants for success in apprenticeship and on the job?

NOTE: Content should be *contextualized* for the finishing trades, because adults learn better when taught in the context of real life circumstances.

- Introductory skills in one or more IUPAT trades
- Contextualized basic skills (English as a second language, math, digital literacy)
- Safety or other jobsite-ready skills
- Soft skills (workplace communication, teamwork...)
- Union orientation
- Preparation for industry-recognized certification
- Other:

What support services will address barriers to participants' entry and success in apprenticeship and on the job?

NOTE: Support services should be *integrated*, meaning offered to all participants as part of the program, because services are more likely to be accessed when they're built in.

- Mentoring by a union member
- Cohort-based community-building
- Academic tutoring
- Transportation assistance (including driver's education, car ownership education)
- Childcare assistance
- Income support (paid work, stipend, public benefits access)
- Work tools and clothing
- Other:

[Example IUPAT Pre-Apprenticeship outline](#)

4. GET YOUR UNION TEAM ON BOARD

Before engaging external partners in designing a Gateway program, it is helpful to first get your Union team on board.

Who will be part of your union team?

Union Department	Roles	Our Team Member(s)
Training	<ul style="list-style-type: none"> <input type="checkbox"/> Develop external partnerships <input type="checkbox"/> Facilitate collaborative program design and delivery <input type="checkbox"/> Lead curriculum development <input type="checkbox"/> Facilitate access to the International Finishing Trades Institute (iFTI) Learning Management System (LMS) for delivery and tracking of training and certifications <input type="checkbox"/> Work with Joint Apprenticeship Training Committee (JATC) to ensure Gateway links to apprenticeship <input type="checkbox"/> Support co-teaching collaboration between IUPAT and adult school instructors (see description of IET approach below) 	
Organizing	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit workers at non-union sites by promoting union English classes and Gateway programs <input type="checkbox"/> Recruit new members into Gateway program <input type="checkbox"/> Support Gateway program participant retention and success <input type="checkbox"/> Identify participants' support service needs to inform Gateway program services and partnerships 	
Servicing	<ul style="list-style-type: none"> <input type="checkbox"/> Engage signatory contractors in Gateway program advisory groups and planning teams <input type="checkbox"/> Foster labor-management collaboration in program design and delivery <input type="checkbox"/> Recruit members into Gateway program 	

Union Department	Roles	Our Team Member(s)
DC Trustees	<ul style="list-style-type: none"> <input type="checkbox"/> Advise on program design and delivery <input type="checkbox"/> Identify resources to support Gateway programs 	
JATC	<ul style="list-style-type: none"> <input type="checkbox"/> Provide curriculum design input <input type="checkbox"/> Award pre-apprenticeship credit toward apprenticeship hours <input type="checkbox"/> Facilitate entry into apprenticeship 	
International Office	<ul style="list-style-type: none"> <input type="checkbox"/> Define and promote DEIA and membership goals <input type="checkbox"/> Share effective Gateway practices across DCs <input type="checkbox"/> Support peer exchange among union teams offering Gateway programs <input type="checkbox"/> Identify resources to support Gateway programs 	

SPOTLIGHT ON DC10: Recognizing the opportunity to welcome more English language learners into the apprenticeship program, DC10's Director of Training collaborated with the Director of Organizing to recruit community members into a new ESL class. They worked together with a community-based, federally-funded adult education provider, BakerRipley, to identify interested local residents and new union members who will benefit from the ESL class at the IUPAT training center.

Determine Potential Resources & Partnerships

5. IDENTIFY POSSIBLE COSTS AND RESOURCE NEEDS

Before you move ahead with partnership development and program design, it is important to analyze the costs you are likely to incur and what resources may be needed to run your Gateway program.

Some costs may be assumed under your existing budget. Other costs may be taken on by partners. In some cases, fundraising may be necessary on the part of your District Council or partners.

The specifics of your Gateway program design will really shape your budget. For now, aim to have just a rough sketch of what it will take to get this started.

What funding and resources will your Gateway program likely require?

NOTE: Your budget may not include every item shown in this example or may include others, so the table should be edited to suit your program.

Cost Parameters: (eg., per session, per # participants, per year...)		
Funding or Resource Need	Estimated Amount Needed	Potential Source(s)*
Project Coordinator		
IUPAT Instructor		
Basic Skills Instructor		
Facility		
Instructional Materials		

Funding or Resource Need	Estimated Amount Needed	Potential Source(s)*
Equipment		
Participant Stipends/Wages		
Participant Transportation		
Participant Tools, Uniforms, etc.		
Participant Refreshments		
Participant Support/Case Management		
Fees for certification exams, drug tests, etc.		
Recruitment/Advertising		
Graduation Event		
Project Administration		
Other:		

*Potential Sources may include your existing budget, facilities, staff, and other resources.

[Example Pre-Apprenticeship Per-Cohort Budget](#)

6. IDENTIFY CRITICAL EXTERNAL PARTNERS

Gateway programs are collaborative by nature and typically cannot be accomplished without the involvement of external partners. External partners facilitate recruitment of diverse community members, provide essential education and support services, and leverage public and private resources.

Who will your external partners be? Who will participate in your Gateway team?

External Partner	Roles	Our Partners and Point Persons
Adult Schools	<ul style="list-style-type: none"> ■ No-cost basic skills classes (English as a second language, math, GED, digital skills, job readiness...) 	
Community Colleges	<ul style="list-style-type: none"> ■ Basic skills classes ■ Career training classes ■ College credit ■ Student support services ■ Financial aid ■ Pathways to postsecondary certificates/degrees 	
Local Workforce Development Boards	<ul style="list-style-type: none"> ■ Supportive services (childcare, transportation, work clothes...) ■ Training subsidies ■ Wage subsidies ■ Participant stipends 	
Contractors	<ul style="list-style-type: none"> ■ Curriculum design input ■ Commitments to hire (and to diversity hiring) ■ Commitments to pre-apprentices' direct entry into apprenticeship and employment ■ Worksite visits or guest speakers ■ On-the-job training 	
Community-based Organizations (CBOs)	<ul style="list-style-type: none"> ■ Priority population outreach and recruitment ■ Wraparound support services ■ Access to community resources and public benefits 	

SPOTLIGHT ON DC6: In Columbus, Ohio, many apprentices were struggling to understand important safety and finishing trades concepts because of a language barrier. The Director of Training and High Road Alliance contacted several local adult education programs before finding one able to serve students in the geographic area where the DC6 training center is located. Now, an adult school ESL teacher attends apprenticeship classes to offer integrated language instruction, and apprentices are welcome to attend year-round evening ESL classes at the adult school to continue improving their English skills.



7. IDENTIFY POSSIBLE FUNDING SOURCES

Ideally, the bulk of funds and other resources necessary to launch your Gateway program will be available through your existing budget, staff, facilities, equipment, etc. and those of your partners. Even if it means “making do for now,” this will help keep your focus on designing and piloting a strong program and deepening partnerships. (See [Tool 21](#) for tips to sustain and grow your program after a successful pilot.)

If you or your partners need more funding to plan or implement your Gateway program, there are several sources you should consider. Seeking funding takes effort and may impact your start-up timeline.

What are potential sources of funding for your Gateway program?

Funding Need	Potential Sources
Classroom Instruction	<ul style="list-style-type: none"> ■ Local Workforce Development Board: Workforce Investment & Opportunity Act (WIOA) Title I Individual Training Accounts (ITAs) or Customized Training Contracts ■ Adult Education Provider WIOA Title II English as a Second Language, Adult Basic Education, High School Diploma/Equivalency, or Integrated English Literacy and Civics Education (IELCE) ■ State pre-apprenticeship and apprenticeship grant funding ■ Private foundation grant funding
Facilities and Equipment	<ul style="list-style-type: none"> ■ State and local apprenticeship grant funding ■ Private foundation grant funding
Participant Stipends/Wages	<ul style="list-style-type: none"> ■ Local Workforce Development Board: WIOA Title I On-the-Job Training (OJT) Funds and Youth Program Funding
Participant Transportation	<ul style="list-style-type: none"> ■ Local Workforce Development Board: WIOA Title I Supportive Services
Participant Tools, Uniforms, etc.	<ul style="list-style-type: none"> ■ Local Workforce Development Board: WIOA Title I Supportive Services
Planning and Coordination	<ul style="list-style-type: none"> ■ State pre-apprenticeship and apprenticeship grant funding ■ Private foundation grant funding

Funding Need	Potential Sources
Participant Support/Case Management	<ul style="list-style-type: none"> ■ Local Workforce Development Board: WIOA Title I Career Services ■ Private foundation grant funding

Other sources of funding may be used to support the costs of enrolling *specific populations* in your Gateway program. If you have identified these populations as likely or desirable candidates for your program, then it will be helpful to learn more about the funding available to support them. Populations with dedicated federal funding include veterans, Supplemental Nutrition Assistance Program (SNAP) recipients, and Temporary Assistance for Needy Families (TANF) recipients. For more information, see the [Federal Resources Playbook for Registered Apprenticeship](#).

SPOTLIGHT ON DC58 – SPRINGFIELD, IL: DC58’s Director of Training and Director of Business Development were fortunate to connect with Climate Jobs Illinois, a coalition of labor organizations led by AFL-CIO IL that advocates for a pro-worker, pro-climate agenda in Illinois. Climate Jobs IL had received federal Climate and Equitable Jobs Act funding to promote pre-apprenticeships to prepare a diverse workforce for union jobs. The new IUPAT pre-apprenticeship program will leverage this grant.



Establish & Strengthen Partnerships

8. BUILD PARTNER RELATIONSHIPS

Several steps should take place to establish each partner relationship and prepare for your work together on a Gateway program.

- ❑ **Get introduced or reach out on your own.** Identify an appropriate partner through your networks or through online research. A “cold call” or email may connect you to a new partner, or a personal introduction may help.
- ❑ **Make your case:** On first contact with the potential partner, explain the finishing trades, the union, your apprenticeship programs, and your need to offer a Gateway program.
- ❑ **Get to know each other:** Meet to share information about each other’s resources, priorities, limitations, and potential interest in collaboration.
- ❑ **Explore potential collaboration:** Suggest ways you think your Gateway program could be offered collaboratively, with benefits for all partners. Listen to what benefits your partner sees in collaboration.
- ❑ **Set common goals:** Clarify what you hope to design together and what the desired outcomes will be. Be specific about DEIA goals and specific populations you hope to reach and serve.
- ❑ **Define roles:** Identify what each partner can offer and what each partner needs from others.
- ❑ **Set a timeline:** Agree to and document deadlines and milestones to work toward. Share a version of the timeline/milestones, and add key dates to calendars.
- ❑ **Define communication norms:** Establish when and how you will keep in touch and meet to keep the process moving forward.
- ❑ **Formalize the partnership:** Determine what formal documentation is needed by each partner in order to collaborate. Draft a written agreement/Memorandum of Understanding (MOU) and secure signatures.

9. ADULT SCHOOLS AND COMMUNITY COLLEGES

What they offer: Both adult schools and community colleges deliver adult basic skills education and training that may be integrated with IUPAT training to address skills barriers faced by Gateway participants. These education partners may bring experience in:

- ❑ ESL, GED, or other basic skills classes of interest
- ❑ Career training (specifically in construction trades)
- ❑ Industry-recognized certification preparation (eg., OSHA 10, First Aid/CPR, Aerial Lift)
- ❑ Industry and union partnerships
- ❑ Co-teaching career training and basic skills education
- ❑ Contextualized basic skills education (i.e. math for construction trades)
- ❑ Career readiness/soft skills education
- ❑ Financial education
- ❑ Driver's education
- ❑ Other:

What a Gateway program offers them: Education providers typically aim for students to enroll in classes or programs, gain skills, complete, and transition to employment or further education. Often their funding depends on their demonstration of these student outcomes, which could happen through a Gateway program.

How they're funded: Adult education providers typically leverage a variety of public funding sources, including WIOA Title II: Adult Education and Literacy funds, which can be used to cover costs of integrated adult education and career training. They may receive Carl D. Perkins Act funds for career technical education, training, and services, as well as public education apportionment funding.

How to find them: To identify your best education partner, contact your local community college or K-12 school district and ask about adult education, adult basic skills classes, or English as a second language classes. You may also ask to speak with someone familiar with workforce development or workforce readiness instruction, or with pre-apprenticeship and apprenticeship programs.

Roles adult schools and community colleges might play in a Gateway program:

- ❑ Conduct skills assessment (eg., TABE test)
- ❑ Award college credit, certificates, and degrees
- ❑ Assign a qualified and experienced teacher to deliver classroom instruction
- ❑ Facilitate this teacher's collaboration with the IUPAT instructor inside and outside the classroom
- ❑ Facilitate and resource the teacher's participation in union classes or hands-on training hours
- ❑ Deliver support services to class participants (eg., tutoring, computer access, career counseling)
- ❑ Establish a formal agreement or MOU to deliver a collaborative program
- ❑ Cover costs of instruction delivered by the education partner

- ❑ Cover costs of teacher preparation and collaboration time
- ❑ Identify a primary point of contact for ongoing program development and oversight
- ❑ Other:

SPOTLIGHT ON DC77: The first IUPAT pre-apprenticeship in the Knoxville, TN area faced challenges recruiting and retaining potential new members. Since then, a new partnership with Cleveland State Community College (CSCC) is showing promise. CSCC has configured the pre-apprenticeship as a workforce development “bootcamp” acceptable for inclusion on the state workforce system’s Eligible Training Provider List (ETPL), making the program eligible for federal funds to cover training costs and supportive services. The State of TN Department of Labor’s Adult Education program will be available to offer concurrent construction math and personal finance training.



10. LOCAL WORKFORCE DEVELOPMENT BOARDS AND AMERICAN JOB CENTERS

What they offer: Local Workforce Development Boards (LWDBs) are designated by State Workforce Development Boards to deliver workforce services for adults, dislocated workers, and youth. This may include skills assessment, job search assistance, career counseling, internships, career training, on the job training, financial literacy, English language classes, childcare, transportation, and work clothes and tools to help job seekers prepare for and enter jobs. American Jobs Centers (AJCs), run by the LWDB or by community organizations, are the public access points where job seekers typically receive these WIOA resources and services.

What a Gateway program offers them: LWDBs and AJCs typically aim for their customers to define career goals, enroll in career services and training, gain skills, complete training, and transition to employment or further education. They also must show that customers achieve wage increases while enrolled. Their funding depends on their demonstration of these outcomes, which could happen through a Gateway program.

How they're funded: LWDBs and their AJCs receive federal funding under the Workforce Innovation and Opportunity Act (WIOA) Title 1.

How to find them: Find your LWDB using the [Workforce Development Board Finder](#). Find an American Job Center in your community using the [American Job Center Finder](#).

Roles LWDBs and AJCs might play in a Gateway program:

- Conduct skills or needs assessment
- Subsidize training provider costs (when the program is included on the state's Eligible Training Provider List or ETPL)
- Pay participant stipends for training participation
- Pay for on-the-job training hours
- Pay for supportive services (eg., transportation, childcare, work clothes, tools)
- Facilitate participant access to supportive services and stipends
- Establish a formal agreement or MOU to deliver a collaborative program
- Facilitate participants' enrollment in WIOA
- Identify primary points of contact for ongoing program development and oversight
- Other:

11. EMPLOYERS

What they offer: Employer involvement in a Gateway program is essential because a Gateway program must bridge to quality union jobs with local contractors. When employers play active roles in Gateway program design and delivery, participants are more likely to graduate prepared for hire and contractors are more likely to recruit job-ready new employees committed to careers in the trades.

What a Gateway program offers them: IUPAT Gateway programs can strengthen labor-management partnerships, which can support recruitment and retention, build skills, and provide employees with an enhanced experience in the workplace. Resources and examples of labor-management partnerships can be found on the U.S. Department of Labor [Labor Management Partnership Program](#) website. Specific benefits to employers of a Gateway program may include:

- Broaden and diversify the employee recruitment pool
- Contribute to the design of training curriculum and services that will improve a candidate's job readiness and success
- Receive referrals of pre-vetted candidates who have already received:
 - wraparound support services to address personal needs (eg., childcare, transportation)
 - education in basic skills such as English and math
 - support to secure a high school equivalency/GED
 - introductory training in a specific finishing trade
 - orientation to the benefits of union membership
 - jobsite-ready safety training
 - soft skills training
- Facilitate the hire of employees who have already demonstrated their interest in the finishing trades; may access ongoing support services, English classes, etc.; and enter with advanced standing in apprenticeship due to Gateway completion.

Roles employers might play in a Gateway program:

- Provide feedback on prior experiences with pre-apprenticeship or other diversity recruitment channels and how these could be improved upon
- Inform Gateway program curriculum and content, based on current employee recruitment and retention challenges
- Offer work experience (paid or unpaid) for participants who are not yet working (if allowable under local collective bargaining agreement)
- Contribute to the costs of Gateway program delivery
- Inform the Gateway program timeline to align with hiring cycles, etc.
- Commit to give pre-apprenticeship completers priority consideration for hire
- Commitment to sponsor apprentices
- Identify primary points of contact for ongoing program development and oversight
- Other:

“The biggest impediment to growth is being able to find enough qualified personnel... They need to be qualified. We're highly invested in anything we can do to build a bench of folks.” – Contractor

12. COMMUNITY PARTNERS

What they offer: Community partners include non-profit community organizations, faith organizations, ethnic community groups, public sector service provider entities, and others that have established ties to diverse local communities and provide them with a variety of accessible services.

What a Gateway program offers them: Community organizations typically aim to connect their customers and constituents with resources, including job training and employment. They may be required to report their customers' training, barrier removal, and employment outcomes to funders.

How they're funded: Non-profit community organizations may receive funding from a variety of sources, including public contracts, private grants, and individual donations. Public service provider entities, such as a local social services agency, rely on public funding.

How to find them: Personal referrals or a Google search may be your best means of identifying community partners who reach specific populations or provide specific services for which you've identified a need. Your local United Way or community foundation may maintain current listings of organizations in your area. [211.org](https://www.211.org) is also a source for information about local community organizations, resources, and services.

Roles community partners might play in a Gateway program:

- Refer Gateway candidates, particularly from target populations
- Conduct participant skills or needs assessments
- Provide wraparound support services during and/or after a Gateway program
- Cover costs of participant training or supportive services
- Facilitate participant access to supportive services and stipends
- Enroll participants in an institution or program (eg., WIOA)
- Establish a formal agreement or MOU to deliver a collaborative program
- Identify primary points of contact for ongoing program development and oversight
- Other:

13. WORKERS

What they offer: Workers' experiences and opinions should inform every Gateway program. Workers can share their past experience with training and employment, reflect on barriers to training and employment success, provide input on program design and curriculum, and participate in ongoing program review and improvement. Workers can also play important roles in Gateway program delivery, such as outreach and mentoring.

What a Gateway program offers them: Even for workers already in the union, a Gateway program can bring benefits to them personally or to a family or community member. Workers may see value in programs that support a growing and more diverse union membership.

Roles workers might play in a Gateway program:

- Worker focus group or interviews to inform Gateway program design
- Worker advisory group to inform Gateway program design
- Gateway program participant focus group or interviews for evaluation and improvement
- Worker advisory group to conduct periodic Gateway program review/evaluation
- Peer outreach and recruitment
- Peer mentoring of Gateway program participants by experienced union members
- Worker advocacy for pre-apprenticeship recognition or facilitated apprenticeship entry
- Other:

[Sample worker focus group protocol](#)



Design & Build Your Program

14. DESIGN YOUR GATEWAY PROGRAM

Once you have identified and established relationships with partners, you are ready to design a collaborative Gateway program. This worksheet will help you and partners to discuss key design considerations and determine an approach to your Gateway program. (The subsequent three worksheets will help you to build the component partnerships in your program: integrated education and training, integrated support services, and equitable recruitment.) Where appropriate, use this worksheet to name specific partners or individuals and their roles in program delivery.

Design Consideration	Approach
Program Partners	<ul style="list-style-type: none"> <input type="checkbox"/> IUPAT District Council: <input type="checkbox"/> IUPAT Finishing Trades Institute: <input type="checkbox"/> Adult education provider: <input type="checkbox"/> Workforce system: <input type="checkbox"/> Community organization(s): <input type="checkbox"/> Others:
Gateway Type	<ul style="list-style-type: none"> <input type="checkbox"/> Community class <input type="checkbox"/> Pre-apprenticeship <input type="checkbox"/> Support during apprenticeship <input type="checkbox"/> Other:
Program Location	<ul style="list-style-type: none"> <input type="checkbox"/> IUPAT training center <input type="checkbox"/> Education provider location <input type="checkbox"/> Other:

Design Consideration	Approach
Program Length (<i>total # hours, weeks, or ongoing</i>)	
Program Schedule (<i>days of the week, hours</i>)	
Instructor Names	<input type="checkbox"/> IUPAT instructor(s): <input type="checkbox"/> Education partner instructors:
Proposed Start Date	
Participant Recruitment Channels	<input type="checkbox"/> IUPAT organizers: <input type="checkbox"/> Contractors: <input type="checkbox"/> Current apprenticeship program/instructors: <input type="checkbox"/> High schools: <input type="checkbox"/> Adult schools: <input type="checkbox"/> Jobs Corps: <input type="checkbox"/> Community colleges: <input type="checkbox"/> Local workforce development board/career centers: <input type="checkbox"/> Community-based organizations: <input type="checkbox"/> Other:
Participants' Anticipated Basic Skills Needs	<input type="checkbox"/> English as a second language (ESL) <input type="checkbox"/> Construction math <input type="checkbox"/> Digital literacy <input type="checkbox"/> High school diploma/equivalency/GED <input type="checkbox"/> Other:
Assessment Providers (<i>of basic skills, support service needs, or other readiness</i>)	<input type="checkbox"/> Education provider: <input type="checkbox"/> Local workforce development board/career centers: <input type="checkbox"/> Union staff: <input type="checkbox"/> Community partners:

Design Consideration	Approach	
Proposed Curriculum Content and Providers	Curriculum Content	Provider
	<input type="checkbox"/> Introduction to the union	
	<input type="checkbox"/> Workplace safety	
	<input type="checkbox"/> IUPAT trades career exploration	
	<input type="checkbox"/> IUPAT trades introductory skills <ul style="list-style-type: none"> <input type="checkbox"/> Glazing <input type="checkbox"/> Industrial painting <input type="checkbox"/> Commercial painting <input type="checkbox"/> Drywall finishing <input type="checkbox"/> Trade show <input type="checkbox"/> Other: 	
	<input type="checkbox"/> Soft skills (communication, teamwork, etc.)	
	<input type="checkbox"/> ESL	
	<input type="checkbox"/> Construction math	
	<input type="checkbox"/> Digital literacy	
	<input type="checkbox"/> Other:	
Proposed Industry Certifications and Providers	<input type="checkbox"/> CPR/First Aid <input type="checkbox"/> OSHA 10 <input type="checkbox"/> Aerial Lift <input type="checkbox"/> Lead <input type="checkbox"/> Other:	
Proposed Hands-on Activities	<input type="checkbox"/> Paid work experience <input type="checkbox"/> Worksite visits or job shadowing <input type="checkbox"/> Classroom hands-on activities <input type="checkbox"/> Hands-on activities supported by an ESL/basic skills teacher <input type="checkbox"/> Other:	

Design Consideration	Approach	
Proposed Support Services	<ul style="list-style-type: none"> <input type="checkbox"/> Stipend for participation <input type="checkbox"/> Mentoring/coaching (eg., IUPAT's Mentorship Matters) <input type="checkbox"/> Peer support within class cohort <input type="checkbox"/> Academic support/tutoring <input type="checkbox"/> Transportation or car ownership assistance <input type="checkbox"/> Childcare <input type="checkbox"/> Work tools <input type="checkbox"/> Work clothing <input type="checkbox"/> Public benefits access (CalWORKs, SNAP, Veterans benefits) <input type="checkbox"/> Work tools and clothing <input type="checkbox"/> Assistance to obtain work authorization <input type="checkbox"/> Other: 	
Support for Transition to Apprenticeship	<ul style="list-style-type: none"> <input type="checkbox"/> Guaranteed interview for apprenticeship <input type="checkbox"/> Credit toward apprenticeship classroom hours <input type="checkbox"/> Credit toward apprenticeship hands-on hours <input type="checkbox"/> Alignment of Gateway/pre-apprenticeship schedule with apprenticeship start date <input type="checkbox"/> Alignment of Gateway/pre-apprenticeship schedule with hiring timelines <input type="checkbox"/> Other: 	
Partner Collaboration Norms	<ul style="list-style-type: none"> <input type="checkbox"/> Regular planning team meeting times: <input type="checkbox"/> Regular instructor co-planning meeting times: <input type="checkbox"/> Other: 	

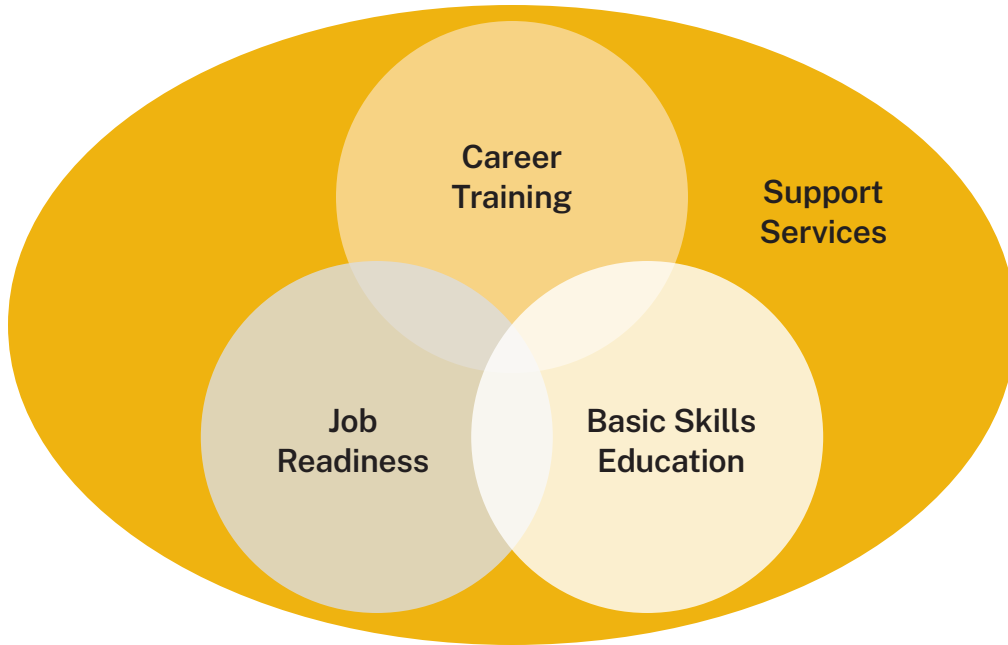
[Sample 5-week IUPAT Gateway Career Exploration pre-apprenticeship program outline.](#)

[Sample 4-week IUPAT Gateway Industrial Painting pre-apprenticeship program outline.](#)

[Sample pre-apprenticeship program budget.](#)

15. INTEGRATED EDUCATION AND TRAINING

What is Integrated Education and Training (IET)? IET is an instructional approach that provides *adult basic skills education* concurrently and contextually with *career training* and *workforce readiness* for the purpose of advancement in a specific occupation or industry. Strong IET programs also provide support services for participants.



The design and delivery of an IET program requires deep and on-going collaboration between a career training provider –in this case, IUPAT and the Finishing Trades Institute–and an adult basic skills education provider. Administrators of each must work together closely to create and manage the program. Two instructors –one from the finishing trades and one from the adult education provider –may co-teach in the classroom or coordinate instruction in separate classes.

Is IET a good approach for your Gateway program? IET is an evidence-based educational approach to addressing adults’ basic skills needs (such as English as a second language (ESL), math, reading and writing, and digital skills) while enabling workers to advance in their careers. Rather than having to *first* attend ESL classes or attain a GED, a worker can use time efficiently, learn basic skills in the context of real-life applications, and be working and earning income to meet financial obligations.

How will you and your adult education partner collaborate to design and deliver IET?

- Understand your partner’s level of experience and familiarity with the IET approach.
- Clarify whether your partner’s funding to deliver adult basic skills education requires or incentivizes IET.
- Identify who has the technical capacity and experience to lead the design of your IET program:
 - Your adult education provider partner

- Your state adult education department
- Another IUPAT district council with IET experience
- High Road Alliance or other third-party technical assistance provider
- Clarify roles and responsibilities in design and delivery. Who will:
 - Define finishing trades training outline and content:
 - Define contextualized basic skills content (eg., ESL, math, digital skills...):
 - Create Single Set of Learning Objectives:
 - Secure necessary adult education funding:
 - Deliver IET finishing trades instruction:
 - Deliver IET basic skills instruction:
 - Deliver IET workforce readiness instruction:
- Set schedule of partner meetings for IET program design
- Set schedule of IET class times
- Set schedule for and approach to teacher collaboration time

How will you integrate IUPAT training and basic skills education in your Gateway program?

This table is an example of multiple tools and resources that are available to support IET design. Please see the links below for additional resources.

STEP 1		STEP 2	
Occupational Skills Training		Basic Skills Education	
Unit/ Lesson	Content Knowledge Needed	Basic Skills or ESL Needed* <i>(*all skill areas may not need to be addressed)</i>	Contextualized Activity
		Math:	
		English:	
		Workforce Prep:	
		Math:	
		English:	
		Workforce Prep:	

STEP 1		STEP 2	
Occupational Skills Training		Basic Skills Education	
Unit/ Lesson	Content Knowledge Needed	Basic Skills or ESL Needed* (*all skill areas may not need to be addressed)	Contextualized Activity
		Math:	
		English:	
		Workforce Prep:	
		Math:	
		English:	
		Workforce Prep:	

From the Institute for the Study of Adult Literacy (ISAL), Pennsylvania State University, [Developing Basic Skills Curriculum for an IET](#), Tool #4: Identifying Contextualized Content.

What about using another language in training, for example, offering apprenticeship classes in Spanish? If all English learners in the program speak the same language, and if the apprenticeship instructor is bilingual or materials have been translated, then using this second language in the classroom may be appropriate. Even if English is not the *only* language used in training, an IET approach may be helpful if English learning is a goal. This [helpful resource](#) describes ways to support multilingualism in your training program.

Additional Resource Links:

- U.S. Department of Education’s [IET Design Toolkit](#)
- [IET for English Learners Desk Aid #2: Design and Plan](#)
- IUPAT’s [Vocational English as a Second Language \(VESL\) curriculum](#)
- High Road Alliance’s [Equitable Apprenticeship Toolkit](#)



16. EQUITABLE RECRUITMENT

There is no guarantee that people will show up to your first Gateway program classes. Fortunately, intentional recruitment activities can make a difference, and your internal and external partnerships will help to ensure that participants reflect the diversity of your community.

What can we do to make sure people know about and join the Gateway program?

Action	Keys to Success	Responsible Partner
Distribute language- and culturally-appropriate marketing materials	<ul style="list-style-type: none"> ☐ Identify key languages (not only the most common one) and racial/ethnic groups ☐ Identify translators ☐ Translate/adapt outreach flyers, program description, application forms, orientation materials, follow-up texts, etc. as needed ☐ Use images that reflect diverse communities ☐ Include contact information for bilingual and culturally diverse staff, if possible 	
Market on ethnic media	<ul style="list-style-type: none"> ☐ Connect with key ethnic media outlets ☐ Create marketing materials or scripts in appropriate languages and reflecting diverse communities ☐ Include contact information for bilingual and culturally diverse staff, if possible 	
Conduct outreach by trusted community organizations and peers	<ul style="list-style-type: none"> ☐ Identify individuals who are best positioned to reach and relate to diverse communities. ☐ Orient these individuals to the goals of the Gateway program and the marketing campaign. ☐ Follow up consistently to hear about success of outreach and any questions 	
Provide clear and complete program information	<ul style="list-style-type: none"> ☐ Distribute details about program eligibility, start date, schedule, and participation requirements ☐ Provide contact information for convenient questions/follow-up 	

Action	Keys to Success	Responsible Partner
Actively follow up	<ul style="list-style-type: none"> ☐ Maintain a list of anyone who has expressed interest ☐ Call individuals to confirm interest and hear any concerns ☐ Use texts to share key info about start dates, requirements, etc. 	
Consider revising eligibility and entrance requirements	<ul style="list-style-type: none"> ☐ Consider adapting eligibility requirements to facilitate access by diverse populations (i.e. lower required English level, remove GED requirement) ☐ Consider adjusting entrance requirements (i.e., no oral interview) 	
Build a culture of inclusion and diversity	<ul style="list-style-type: none"> ☐ Use images of diverse members ☐ Use all key languages in materials, signage, etc. ☐ Hire diverse staff, including instructors ☐ Incorporate in curriculum messages about inclusion, respect, and valuing diversity 	

[Sample Community ESL Class Flyer](#)

SPOTLIGHT ON DC16: A close working relationship between DC16’s Director of Training and the director of Oakland Adult and Career Education (OACE) has led to the registration with the State of California of a new pre-apprenticeship program. To ensure access and success among low-income Oakland residents, OACE will conduct outreach through its adult schools and via trusted community-based partners funded by the Oakland Workforce Development Board (OWDB). OACE will also deliver job readiness workshops during the pre-apprenticeship and will be available to provide basic math and ESL support as needed.

17. INTEGRATED SUPPORT SERVICES

In addition to classroom instruction, support services are an essential component of any Gateway program. Necessary support services will depend on the priority populations your Gateway program aims to serve and what possible barriers to success in training and employment they might face. *Integrated* support services are offered to every participant as part of program participation, rather than having to be identified and accessed on one's own.

Fortunately, support services are likely to be available through a number of partners and resources that exist in your community. Invite these partners to be part of your Gateway program team, and explore with them how their support services can be integrated into the Gateway program.

What support services will your Gateway program provide? Who will your support service partners be?

Partner	Possible Support Services Provided	Our Partners and Point Persons
Local Workforce Development Boards and American Job Centers	<ul style="list-style-type: none"> ■ WIOA eligibility determination and enrollment ■ Skills and needs assessments ■ Transportation vouchers ■ Childcare vouchers ■ Work uniforms ■ Work tools ■ Career counseling ■ Job search assistance 	
Adult Schools	<ul style="list-style-type: none"> ■ Education and career counseling ■ Tutoring 	
Community Colleges	<ul style="list-style-type: none"> ■ Education and career counseling ■ Tutoring ■ TANF recipient counseling and resources ■ Veterans counseling and resources 	
Community Based Organizations*	<ul style="list-style-type: none"> ■ Wraparound support services (eg., counseling, case management, connection to community resources, emergency resources...) 	

Partner	Possible Support Services Provided	Our Partners and Point Persons
Public Benefits Offices	<ul style="list-style-type: none"> Assistance with applications for Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Veterans benefits, etc. 	
IUPAT	<ul style="list-style-type: none"> Mentorship Matters peer mentoring Helping Hands mental health and substance abuse disorder resources 	
Other:	<ul style="list-style-type: none"> 	

*See 211.org for comprehensive information about local community organizations, resources, and services.

How will support services be integrated into your Gateway program?

Explore with your partners their interest and capacity to truly integrate their services.

- Offer partner services at the IUPAT training center.
- Offer partner services during Gateway classes.
- Offer partner services at the Gateway location, before or after Gateway classes.
- Facilitate participants’ travel to access support services at community locations.
- Coordinate data tracking and sharing to ensure participants receive support services.
- Other:

SPOTLIGHT ON DC91: In Louisville, DC91’s Summerworks pre-apprenticeship program grew out of a close partnership with the LWDB, Kentuckiana Works. Through this collaboration, participants in the 6-week classroom training received free work boots, tools, and a stipend, paid for with federal WIOA funds.

Start & Grow Your Program

18. STEPS TO LAUNCH AND MAINTAIN YOUR GATEWAY PROGRAM

Systems and norms for on-going communication and coordination will help your team to successfully launch and maintain a collaborative Gateway program. Having this structure in place will enable you to effectively integrate your respective resources and program elements, deliver high quality programming, and continuously troubleshoot and learn how your program can be improved.

What structure will you put in place for your Gateway program team?

- Establish a **working group** with representatives from all engaged partners
- Set a regular **working group meeting schedule**
- Set a regular schedule of instructor **curriculum co-planning meetings** (training instructor and basic skills teacher)
- Establish common implementation **goals, benchmarks, and target dates**
- Identify **factors that could affect program start-up and delivery** timelines and plans to address them
- Develop a plan for **data collection, reporting, and use** (see Tool #19)
- Other:

19. MEASURE IMPACT AND USE DATA TO IMPROVE

The data you gather from your Gateway program can be used in several ways: (1) monitor and communicate progress toward goals, (2) identify areas for improvement and growth, and (3) help to make a case for future funding. Ultimately, Gateway programs should be a “win-win-win-win” for all partners and participants, and data is necessary to demonstrate those benefits.

Gateway program partners should define which outcomes to track. You might want to know: how many people enrolled in the program? How many completed the classes? How many received CPR/ First Aid certification? How many entered the union? The table below is an example of a possible data tracking tool.

In addition to tracking participant *outcomes*, it is important to set goals and track data related to participant *demographics*. Without demographic data, you cannot tell whether you are reaching the groups you intend to reach, or how they are doing in the program. The example table below shows how one program chose to track outcomes for several priority demographic groups.

Example: Gateway Program Data Tracking Table

Outcome Metric	TOTAL	Latino	African American	Other Non-White	Women	Veteran
# participants recruited						
# participants enrolled in Gateway						
# participants achieved an industry certification (eg., CPR/ First Aid, OSHA 10, Forklift...)						
# participants achieved ESL skills gain						
# participants completed Gateway						
# transitioned to apprenticeship						

Outcome Metric	TOTAL	Latino	African American	Other Non-White	Women	Veteran
# transitioned to permanent employment						
Other metric:						

NOTE: Public workforce development systems and adult education partners that receive federal WIOA funding achieve payment points related to specific outcomes. For adult education providers, for example, WIOA funds may be tied to training participants' [Measurable Skills Gains](#) (MSGs). MSGs are defined somewhat differently from state to state. WIOA-funded partners may need to track specific outcome metrics in order to receive this funding.

What are the outcome metrics and categories your Gateway program will track?

Outcome Metrics	Demographic Categories
<input type="checkbox"/> # recruited <input type="checkbox"/> # enrolled <input type="checkbox"/> # achieved CPR/First Aid <input type="checkbox"/> # achieved OSHA 10 <input type="checkbox"/> # achieved other certification: <input type="checkbox"/> # achieved ESL skills <input type="checkbox"/> # achieved math skills <input type="checkbox"/> # achieved digital literacy skills <input type="checkbox"/> # achieved job readiness soft skills <input type="checkbox"/> # achieved employer-acknowledged skills gain <input type="checkbox"/> # completed <input type="checkbox"/> # transitioned to apprenticeship <input type="checkbox"/> # transitioned to employment <input type="checkbox"/> Other:	<input type="checkbox"/> Latino <input type="checkbox"/> African American <input type="checkbox"/> Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Other race/ethnicity: <input type="checkbox"/> Women <input type="checkbox"/> LGBTQ+ <input type="checkbox"/> Veteran <input type="checkbox"/> Formerly incarcerated <input type="checkbox"/> With a disability <input type="checkbox"/> Other:

How will your Gateway program team manage data collection, reporting, and use?

- Assign who will collect and report data (may include multiple partners)
 - IUPAT training center
 - Adult education provider
 - Workforce development services provider
 - JATC
 - Contractors
 - Community partner
 - Other:
- Establish common tracking tool/spreadsheet for Gateway-specific data
- Establish format for periodic data reports
- Set schedule for data compilation and analysis
- Set schedule for data reporting to partners and funders
- Set schedule for periodic data review by the Gateway team
- Other:



20. DEVELOP A SUSTAINABLE PROGRAM BUDGET

When you are ready to think about sustaining –or growing– a Gateway program, it is time to define the funding and resources you will need to run it each year, or by each cohort or session. Revisit the estimated costs and resource needs that guided your program development (Tool #5 in this Workbook), and use the understanding you have gained through piloting the program to create a realistic program budget. Remember that the budget may include costs covered by partners, in addition to your contributions.

What funding and resources does your Gateway program require?

NOTE: Your budget may not include every item shown in this example or may include others, so the table should be edited to suit your program.

Cost Parameters: (eg., per session, per # participants, per year...)		
Funding or Resource Need	Amount Needed	Source(s)
Project Coordinator		
IUPAT Instructor		
Basic Skills Instructor		
Facility		
Instructional Materials		
Equipment		
Participant Stipends/Wages		
Participant Transportation		
Participant Tools, Uniforms, etc.		
Participant Refreshments		
Participant Support/Case Management		
Recruitment/Advertising		
Graduation Event		
Project Administration		
Other:		

21. SUSTAIN AND KEEP GROWING YOUR GATEWAY PROGRAM

An IUPAT Gateway program will continue and grow if it has the leadership and support of the union, as well as the continued involvement of necessary partners.

Once you have developed a program budget, revisit internally and with partners the resources that are needed and will be available to sustain it. If there are gaps in the budget, you may consider reallocating resources internally. You may also choose to collaborate with partners on fundraising.

Along with partnerships you've already established, several others may help you to grow the program over time.

What strategic partnerships will help to sustain and grow your Gateway program?

- State-level education departments: identify funding, set policy, facilitate systems-level partnerships
- State-level workforce development departments: identify funding, set policy, oversee pre-apprenticeship and apprenticeship registration, facilitate systems-level partnerships
- Federal Department of Labor (DOL) and other departments: identify funding, connect to national best practices and technical assistance resources
- Charitable foundations: award grant funding
- Other:



