

# Identify Train Place

A playbook to build tomorrow's  
highway construction workforce



U.S. Department of Transportation  
**Federal Highway Administration**



#RoadsToYourFuture

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Source: FHWA

## Introduction

### America depends on the highway system. The highway system depends on qualified workers.

Roads and bridges in need of repair. A growing shortage of highway construction workers nationwide. Both are vital to the transportation industry and our economy. These deficits compromise the industry's ability to deliver highway projects.

A survey conducted by the Associated General Contractors of America (AGC) in 2015 found that construction firms across the country were struggling to fill open positions. A [follow-up survey in 2018](#) showed the same trend. Many open positions are trade occupations essential to highway construction – heavy equipment operators, cement masons, and iron workers. The survey respondents said they can only fill 60 percent or less of open jobs in these critical occupations.

But all parties agree that something needs to be done nationwide to fill the workforce gaps. The lifeline of America's freedom and economy—its transportation system—depends on it. The U.S. Department of Transportation's Federal Highway Administration (FHWA) has formed some important partnerships to tackle the worker shortage in highway construction. The solution: Identify, Train, and Place workers so they can build #RoadsToYourFuture.

## From Part-time Restaurant Worker to Heavy Equipment Operator

Francisco "Frank" De La Torre was looking for a new opportunity.

"I was working at a restaurant," Frank said. "It was bad hours and low pay, so I wanted to try something new."

He saw a sign-up sheet for a highway construction training program at a local Workforce Development Center. He signed his name and received a call from a program representative the next day.

Frank completed the training through **ARIZONA@WORK**, a part of the American Job Center network. Now he is a heavy equipment operator, driving scrapers, dump trucks, and other machinery at job sites throughout Arizona.

"The training really changed my life," Frank said. "Now I'm doing something that is really cool. I don't know what I would be doing if I didn't do this."



Source: Rummel Construction

## The Highway Construction Workforce Pilot

To help trained workers find jobs and to help build a workforce for making transportation improvements, the U.S. Department of Labor Employment and Training Administration (ETA), the U.S. Department of Transportation Federal Highway Administration (FHWA), the American Association of State Highway and Transportation Officials (AASHTO), the Associated General Contractors of America (AGC), and American Road & Transportation Builders Association (ARTBA), working with many regional and local partners, designed a pilot to develop a new model for identifying, training, and placing individuals in highway construction jobs.

The national organizations selected 12 locations to include in the pilot: six cities and six states. They considered several factors when choosing locations, including workforce data, union and non-union operations, urban and rural dynamics, existing relationships between state/local association member organizations and state/local Workforce Development Boards (WDBs), and connections to existing workforce development projects already underway.

Stakeholders in pilot locations worked throughout the two-year time frame to identify successful strategies. This playbook is your opportunity to learn from them and use that knowledge to solve your own highway workforce issues.

*“This has been wonderful. It brings everyone together. Each group has a piece to this puzzle to get people into jobs where they can support themselves and their families.”*

*- Lisa Neie, FHWA*





*Source: Fotosearch*

## Pilot Partner Organizations

The Highway Construction Workforce Pilot was a true partnership seeking solutions to address worker shortages. Multiple national organizations participated, as well as many regional, state, and local agencies and firms. This shared effort forged a new model for highway construction workforce development. Many thanks to all who contributed.

- **Associated General Contractors of America (AGC)**
- **American Association of State Highway and Transportation Officials (AASHTO)**
- **American Road & Transportation Builders Association (ARTBA)**
- **U.S. Department of Labor, Employment and Training Administration (ETA)**
- **U.S. Department of Transportation, Federal Highway Administration (FHWA)**

## About this Playbook

Athletes need a playbook for success on the field. This document was developed to do the same for you. This Playbook is specific to the Highway Construction Workforce Pilot and it provides a concise set of approaches—plays—to help you form a working group that is well-equipped to fill vacant highway construction jobs in your area.

This playbook includes:

- Best practices for organizing state, local, or tribal stakeholders
- Success stories from multiple pilot locations
- Complete, game-ready programs that can be implemented immediately
- Observations about issues others have faced in identifying, training, and placing workers in highway construction jobs

## How to Use the Plays

The plays that follow provide helpful tips and guiding principles, not strict rules. Like any list of strategies and tactics, they are not all-inclusive, nor will all be relevant to your specific needs. The knowledge and expertise they provide can be used in part or in whole, in any combination and in any order.

That said, they do represent many common experiences shared from multiple locations across the country. It is likely that you will find some of the challenges they address to be familiar to your situation.

## It's Okay to Call Audibles

When using this playbook, it is fine to change up the plays to suit your local needs. In fact, we encourage it. This pilot did not solve every problem in the highway construction workforce system. It was a first step, and there are still many open questions.

As you execute these plays and develop new ones, share your experiences with us as we are sharing those from the pilot locations with you. By adding your expertise to the knowledge base, you will ensure that transportation workforce development continues to improve. And you can know that you played a role in developing the best transportation workforce in the world.

## Introducing Roads To Your Future

As mentioned, this playbook is a first step, a pivot point. We expect this to just be the beginning of a new national partnership model for construction workforce development. We know that clear communication between all parties will be crucial. So, we developed a communication campaign called Roads To Your Future that can be used by anyone, anywhere across the country.

FHWA developed outreach materials, packaged messaging, and a social media hashtag—#RoadsToYourFuture—for your use. This way, we can keep up with each other and build on our collective efforts. The outreach materials can be downloaded for free at [www.fhwa.dot.gov/innovativeprograms/centers/workforce\\_dev/hcwp/pilots/outreach\\_materials.aspx](http://www.fhwa.dot.gov/innovativeprograms/centers/workforce_dev/hcwp/pilots/outreach_materials.aspx)

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Share your experiences by using **#RoadsToYourFuture** on social media!

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## Play 1: Let Industry Quarterback Your Team

The pilot was not intended as a government prescription to identify, train, and place construction workers. Instead, we found that the most successful pilot locations put industry and trade groups in the lead to explain the needs of the highway construction industry at ground level—job positions, required skills, and core competencies. Then, existing government programs could be tailored to meet those needs or, if that was not possible, new programs or partnerships could be formed.

Construction firms have the best sense of the skills and number of workers needed to fulfill project requirements. Therefore, participation of individual firms in your workforce development efforts is invaluable. They bring direct knowledge straight from the front lines.

**TIP:** Participation of individual construction firms in your efforts is invaluable.

Defining a lead role for industry in your working group also helps align your other partners towards more meaningful outcomes, bringing greater focus and accountability to your team. Many of the critical lessons learned from the pilot locations are a result of aligning stakeholders from government, education, and the community to directly address the needs of local construction firms.

### AGC Leads the Way in the Arizona Pilot

Arizona faces many of the same highway construction workforce challenges that others do—lack of qualified candidates, low retention rates, and worker transportation issues. When forming their pilot working group, the Arizona pilot decided to have the local AGC chapter lead the effort because it was better connected to individual construction firms and could help direct the effort toward practical solutions.

“Having AGC leading the pilot group was the key to our success, because that brought industry to the table,” said Lisa Neie, the FHWA representative for the Arizona pilot. “We’ve had engagement from all sectors and they brought ideas that we probably wouldn’t have thought of otherwise.”

Neie said that full engagement set the stage for their activities to continue beyond the pilot time frame.

“Everyone’s invested and everyone works at it,” she said. “I don’t see people at the end of this pilot saying, ‘Okay, we have this process. Now we’re moving on.’ I see it continuing and growing.”

Source: Fotosearch



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## Play 2: Organize Your Players for Success

The most successful pilot working groups had the deepest bench, with all important players in transportation workforce development represented on the team.

This includes the highway construction industry, the Federal government (FHWA and ETA), State DOTs, tribal agencies, Workforce Development Boards (WDBs), other state, city and local government agencies, community colleges, and local community groups, among others.

### Collaborate

When reaching out to potential partners to form a working group, recruit as far and wide as possible. Ask the primary partners to identify others who should be included—anyone who can bring the skills and expertise necessary to bring new ideas to the table should be encouraged to participate. Having a broad coalition of partners can help ideas spread from one group to another in ways that they would not otherwise.

### Identify, Train, Place

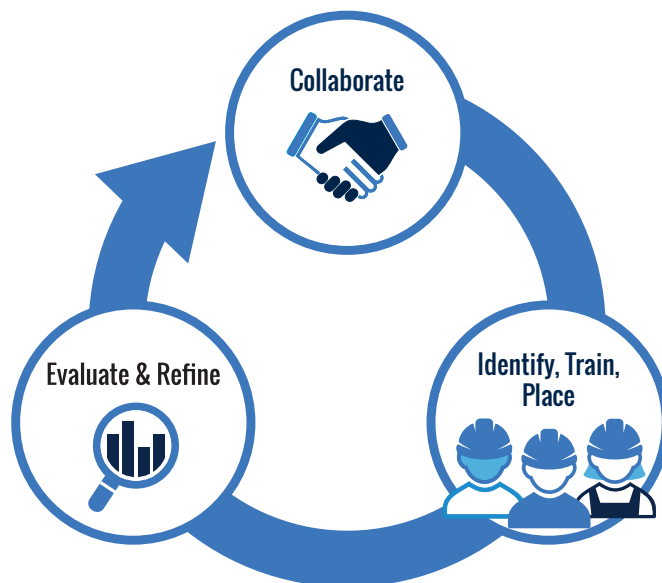
There is a strong tendency in any far-ranging activity like this for each group to focus only on its area of expertise or “silo.” This tunnel vision can lead to efforts being done piecemeal and some important elements being left out. For instance, there may be quality training available in your area, but if there are no mechanisms for identifying quality candidates, the training will be underutilized. Therefore, your diverse group must represent and address all three steps in the workforce development process – identify, train, and place.

### Evaluate and Refine

It is hard to refine efforts when we work alone, because we lack the objective perspective that an outside party can bring. Therefore, your group should commit to frank discussion and honest appraisal of successes and failures. Evaluate activities regularly, then refine your processes to incorporate what you’ve learned before you continue.

### Practice Over and Over ... and Over

Solving the highway construction worker problem will not be a quick hit, one-off effort. Form your group for the long term. Set expectations within your group so members know they are committing to continual cycles of collaboration, placing workers, and evaluation. The good news: you will get better at it each time!



**TIP:** Commit to frank discussion and honest appraisal of successes and failures.



## L.A.'s Diverse Team and Deep Bench Build Career Pathways

To tackle their construction workforce problems, stakeholders in Los Angeles developed a streamlined process that transitions interested candidates into certified construction workers.

It starts with outreach. The South Bay Workforce Investment Board developed a Construction Utilities Pathway Program (CUPP) that conducts information sessions for potential workers every other Friday night. The sessions build a potential local talent pool for local major construction projects.

For candidates interested in pursuing the opportunity, the California Department of Transportation (Caltrans) then provides pathway counseling and access to training through a pre-apprenticeship program called the Multi-Craft Core Curriculum (MC3).

Coastline Community College also provides candidates with nationally-accredited training specific to construction, including OSHA 30-hour Construction, 7405-Fall Protection Awareness, and 7300-Confined Space Awareness, among others. The college even works with unions and firms to provide participants with tools and uniforms for the job.

So far, 50 candidates have completed the training through this new integrated process. Thirty-two are already on the job and the remaining 18 are working with case managers to overcome their challenges to employment.

The most successful pilot working groups used this kind of integrated approach – bringing everyone together and then assigning roles based on strengths. The result is a start-to-finish process that works and new workers on construction projects.

## Play 3: Focus on Fundamentals

In most cases, we found that construction companies prefer to train workers on the specific trade skills of their job. This includes construction techniques and practices, as well as equipment operations, all the way from power drills to motor graders.

What they say they need most, however, are workers who have the basic job and life skills to succeed on a construction site. These include basic math, oral and written communication skills, and OSHA 10-hour safety and health training.

If workers are rushed into technical construction training before they have those foundational skills, they can fail to get or stay on jobs. This was a consistent theme from the pilot locations.

### Assess Your Local Needs

Performing a needs assessment is an important first step to help identify the skills that your local firms require. Often, stakeholders in the transportation workforce development community “don’t know what they don’t know.” They assume that national workforce needs and trends are always relevant and applicable to their state, city, county, or tribal lands. Some of these gaps may track to national workforce data, but some may not.

In Pittsburgh, for example, a needs assessment performed by the pilot working group found a need for front-line supervisors that was not indicated in national workforce data. They addressed this by matching candidates to the mid-level managerial and job skill uptraining needed to fill the gap.

**TIP:** Don’t assume the training needs of industry. Assess them before developing training programs.

## From Unemployed to Career Passion

Kierre McMorris-Hayes had been unemployed for four years when he saw a flier that changed his life.

The flier was for a program called Youth Build that helped people get their GED and job training. “I decided to give it a try and did really well,” Kierre said. “Through that program, I was introduced to a highway construction training program through ARIZONA@WORK.”

Kierre was unsure at first, but quickly took to the program, finding a passion in heavy mechanics. “I just felt like there was something there,” he said. “And when I saw all the machines on the job site, I wanted to know how they worked.”

After graduating the program, Kierre was hired as a mechanic helper by local firm Rummel Construction.

“And a year later, I’m still here,” Kierre said.



## Play 4: Communicate the Value of Highway Construction Careers

Many pilot locations expressed two overarching challenges to getting sufficient applicants for highway construction jobs:

- **Poor understanding of the true opportunities in the field.** Working group discussions from across the pilot community identified a gap between the perception of highway construction careers and the reality. Young people aspiring to join the workforce in the 21st century are more aware of the impact of technology on society and the workplace, and they see the construction trades in general as requiring nothing more than manual labor. Therefore, it is important to communicate that highway construction involves many cutting-edge technologies, including LIDAR, GIS, and joystick-operated heavy machinery, among others.
- **A social perception that a college degree is always preferable to a highway construction internship.** The push for college attendance by many school systems also presents a challenge. Therefore, it is crucial to work with educators and school advisors in your area to communicate that highway construction is a viable career option. Workers start earning money on day one and their wages increase sharply after as little as six months. There is also great upward mobility in construction, where it is possible to rise to lead an entire company without a college degree.

To help you get the word out, FHWA created a suite of marketing materials that are available for free download at [www.fhwa.dot.gov/innovativeprograms/centers/workforce\\_dev/hcwp/pilots/outreach\\_materials.aspx](http://www.fhwa.dot.gov/innovativeprograms/centers/workforce_dev/hcwp/pilots/outreach_materials.aspx)

**TIP:** Work with your local school system to communicate the value of highway construction opportunities during student counseling.

### The Other Four-Year Degree

Stakeholders in Pennsylvania have developed a few creative ways to market the highway construction industry to potential candidates. The first one involves redefining what the career field actually is.

Richard Barcaskey, the Executive Director of the Construction Association of Western Pennsylvania (CAWP), tells students that a college degree is not the only way to success.

“We call construction apprenticeships ‘The other four year degree,’” Barcaskey said. “But unlike college, construction apprentices start making money day one.”

The CAWP has also developed a gaming app called Future Road Builders that lets users explore a virtual highway construction project to see the skills needed for the job. Learn more at [www.futureroadbuilders.com](http://www.futureroadbuilders.com)

“We educate them about the various apprenticeship programs in the highway industry and what the jobs actually require, lead them through the process, and then let them make a decision,” Barcaskey said.



*Future Road Builder Gaming app*

## Play 5: Find and Fill the Small Cracks

Sometimes there are unexpected places in the employment cycle where viable candidates are lost because they lack the basic abilities we often take for granted – things like basic educational and interpersonal skills.

It is important to identify those needs early in the recruitment process and ensure that candidates get the encouragement and remedial training they need to continue.

In Los Angeles, recruiters and trainers noticed that some candidates stopped pursuing construction training when they failed the basic math test.

“To keep them in the system, we encouraged them not to quit and then we got them some remedial math training at the local community college,” said Will McClure, who represented FHWA in the Los Angeles pilot. “We also helped them with softer skills like interviewing techniques.”

McClure said that in most cases, this just comes down to one person helping another.

“We’re watching our candidates and meeting them at points where they might fail, then offering them options,” he said. “We don’t let them just walk out the door.”

Work with local community organizations beyond the transportation industry to help identify the small cracks where people are leaving your workforce development system. Many provide or have access to supporting efforts that can bridge the gap between industry needs and worker capabilities.

**“We’re watching our candidates and meeting them at points where they might fail, then offering them options. We don’t let them just walk out the door.” - Will McClure, FHWA**

# Denver Navigates Workers Toward a Better Future

Stakeholders in the Denver metro area have formed a unique collaborative to identify, train, and place highway construction workers.

The Colorado Resource (CORE) Partners was formed to connect local technical training programs including community and technical colleges, trade associations, and registered apprenticeship programs.

Part of CORE is an employment platform called WORKNOW that helps workers get into construction jobs and then advance in the industry. To ensure that workers have the best chance at long-term success, WORKNOW developed what they call the Navigator program.

WORKNOW Navigators provide one-on-one help to job candidates in four primary areas:

- Inform – They work to understand the worker's goals and provide options for training, employment, or advancement.
- Assess – Navigators help members identify their relevant skills and strengths, and then enroll them in support services.
- Connect – Navigators share upcoming employment events with members, submit enrollment forms, and connect members with mentorships and coaching services.
- Advance – They provide a 30-day check-in with workers and promote up-skill and peer-to-peer mentoring.

Navigators and members report numerous benefits to this approach, including more direct job placement connections, convenient Navigator locations, increased retention rates, and whole-person family support.

To learn more about WORKNOW, visit [www/work-now.org](http://www/work-now.org)

Source: Fotosearch

## Play 6: Bring Community Colleges into the Game



Source: Fotosearch

Community colleges have proven to be partners of choice across a number of pilot locations, including Los Angeles, Alabama, and Pittsburgh, among others.

These schools, as well as tribal colleges, are especially suited to addressing the workforce development needs of local communities. They bring extensive experience in providing continuing education and training services to the very people that pilot activities target as potential highway construction workers.

Community and tribal colleges can help define training needs, provide needed curricula and training aids, host training classes or events, and identify instructors.

They can also be a great resource for marketing highway construction careers to job seekers. Tribal and community colleges are accustomed to launching advertising campaigns to build their student body and have advising staff that are already in touch with people who are considering career options. Advisors can even vet candidates for the jobs you need to fill and help steer them your way.

### Alabama Uses Higher Ed. to Get Workers Hired

The pilot working group in Alabama expanded its partnership to include representatives from community colleges in the state and developed a scalable model for construction worker training.

It started with curriculum development. **AIDT**, an independent agency under the supervision of the Secretary of Commerce, created a course of study that starts by teaching students basic skills needed for construction and helps them earn initial certificates.

AIDT made the curriculum available to Alabama community colleges and the schools developed courses and outreach to fill them up.

“The partnership between AIDT and the colleges was crucial,” said Mark Bartlett, the FHWA representative for the Alabama pilot working group. “Once the colleges had the curriculum and knew there was a demand, they really took the ball and ran with it.”



## Play 7: Start with Proven Strategies

Many groups found success by leveraging existing, game-ready programs and re-purposing them to meet highway construction needs. These additional resources can come from other service providers, other funding sources, and even other industries.

For example, the working group for the Arizona pilot designed its training program by pulling parts and pieces from training designed for the vertical construction industry.

**TIP:** Existing programs and products offer the quickest path to addressing local highway workforce development shortfalls.

### Avoid Attempts to “Reinvent the Wheel”

Existing programs and products offer the quickest path to addressing local highway workforce development shortfalls. Chances are someone, somewhere has developed and delivered a training or education solution that you can use. This will save your group considerable effort and preserve scarce resources. In fact, most products can be modified to meet any local need.

Products developed by pilot locations are only the first step. Your stakeholder group may identify different, additional, or altogether new products to pursue. This is where creating a vibrant and focused working group can pay off – the more participants and viewpoints you bring into the fold, the more likely your group will be able to identify resources and possibly funding sources to complete the projects you identify.

## Game-Ready Training

Some programs stood out as proven, scalable, items that others can adopt immediately. They include:

- **Arizona Industry Readiness Course** – this one-week training course prepares potential workers for a career in highway construction. Covering the basic work and life skills required to obtain a position, trainees also participate in field trips to highway construction sites where they are directly exposed to the real-world conditions they will encounter on the job.
- **Pittsburgh Heavy Highway Construction Course** – developed by the Pittsburgh location of the USDOL’s Job Corps program, this training covers a wide range of skills needed by the highway transportation industry, including rigging and signaling, scaffolding, rod tying, pipe laying and forklift operations. Students between the ages of 17.5 and 24 graduate with industry-recognized construction credentials.
- **Alabama Road Construction Training Course** – this curriculum takes a modular approach to preparing workers for highway construction jobs. An initial orientation phase provides trainees with foundational skills, including basic math, written and interpersonal skills, and the OSHA 10-hour Safety Certificate. Other sessions teach more advanced skills, such as team building, critical thinking, and conflict resolution. The course culminates by connecting graduates to construction firms for job interviews.

## Play 8: Keep Your Eye on the Ball

At its core, the objective of the pilot was to find innovative ways to identify, train, and place workers into highway construction jobs. As mentioned in Play 2, your efforts will not be a short-term undertaking and it can be easy to lose focus on the overriding mission. As time goes on and members of your working group change, it is imperative that your team maintain its vision.

For partner working groups, this means you should:

- **Identify needed skills and job requirements.** As mentioned in Play 1, this information should come from industry as much as possible. Then your partners in education and training can hone their offerings directly to those occupations, skill levels, and job needs.
- **Find existing training programs that provide those skills, or build new ones.** Many times training resources are available, but the key players do not know about them. This is one area where having a diverse team that communicates well from the beginning will pay off.
- **Recruit trainees to attend and complete the training.** This can be as simple as a flyer in a workforce development center or a presentation at a high school. However you choose to do it, marketing available training is essential to raising awareness. Several pilots found that just making an individual aware of training was all it took to get started.
- **Place graduates into jobs with construction firms.** By building close relationships with these firms through your pilot working group and crafting training programs to meet their immediate needs, you set everyone up for an easy transition to the work site, both workers and companies.
- **Evaluate success and refine your strategies.** Evaluation is part of any effective strategy. Define “what success looks like” for each strategy, measure your results against that benchmark, and then continue to make well-informed decisions. This could even mean tracking individual people who are placed into highway construction jobs. And remember, it is okay for a strategy to fail. The only lasting failure is when you don’t adjust and do better next time!

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**TIP:** Ask yourself this question any time your group considers a new idea: “How will this help us identify, train, and place people into needed highway construction jobs?”

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## Post-Game Takeaways

As you and your stakeholders start new transportation workforce development activities that build upon the plays in this playbook, consider some of the national outcomes and lessons learned from the pilot locations listed below as guidance.

### Plan for the long game

Standing up pilot locations and active working groups proved to be more difficult than expected, especially the time frames for those groups to identify and implement pilot activities. That is why Play 2 is so important for the efficiency and longevity of your team. Create lasting management and communication ties among all players from the outset. Also, consider succession planning to transition new people onto the team as others rotate out.

### Account for short highway construction seasons in some places

For locations that have highway construction “seasons” due to weather and/or other requirements, consider how and when you plan your local workforce development activities—particularly if you are focusing on training and placement. Fall training sessions, for example, will turn out potential employees at the time of year when they are least needed. So, time your activities so trainees graduate directly into the construction season—generally February to April for most cold-weather states.

### Minimize the distinction between vertical and horizontal construction

Many highway construction skills are transferable across various construction modes, whether a crew is working on buildings (vertical) or highway (horizontal) construction projects. So, training workers for non-highway projects may add good candidates to the future pool of available highway workers and eventually benefit the highway construction industry.

### Consider worker transportation issues

It is important to assess the transportation status of the trainee or worker as part of the enrollment or hiring process. Keep in mind that it may be more difficult to convince a firm to hire a worker who does not have reliable transportation to a job site. Traditional solutions include distributing bus tickets and passes, as well as gas cards to help get workers into employment.

### Expect some surprises

Some states/cities faced barriers to assessment and implementation that could not be foreseen, such as:

- Tight local labor markets (low unemployment), reflecting the improved national economy
- Uncertainty in public funding, which can contribute to an “up and down” highway or bridge program in your area

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We want to hear from you! Email your takeaways to [RoadsToYourFuture@dot.gov](mailto:RoadsToYourFuture@dot.gov)

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## Next Steps and Resources

It's your turn to join us! As this pilot transitions into a lasting national partnership, we want to support your efforts in any way we can. FHWA and our partners are committed to helping you launch and grow your construction workforce development efforts, so you can identify, train, and place highway construction workers in your area.

Below are just some of the resources available to you. Find more at:  
[www.fhwa.dot.gov/RoadsToYourFuture](http://www.fhwa.dot.gov/RoadsToYourFuture)

## #RoadsToYourFuture Outreach Materials

A collection of free outreach and marketing materials was created for your workforce development efforts. Many of them can be customized with your local information, including posters, flyers, mailer cards, even social media graphics. Download any time at [https://www.fhwa.dot.gov/innovativeprograms/centers/workforce\\_dev/hcwp/pilots/outreach\\_materials.aspx](https://www.fhwa.dot.gov/innovativeprograms/centers/workforce_dev/hcwp/pilots/outreach_materials.aspx)

## Coaching

FHWA is available to answer questions about your workforce challenges, point you toward a specific resource, or even connect you with others across the country. FHWA will also host peer exchanges to provide opportunities for you to interact with people from the pilot locations, learn from them, and share your ideas.

## Roads To Your Future Communication Network

We have developed an email database of pilot participants and others related to this effort. We plan to use this network to share news and valuable information, and also to hear from you. To be added to this distribution list, please email us at [RoadsToYourFuture@dot.gov](mailto:RoadsToYourFuture@dot.gov).

## Winning Examples

- **Denver WORKNOW Navigator Program.** WORKNOW saw a need to help potential construction workers with the smaller life needs that were keeping them from getting, or sometimes even seeking, employment. Volunteer “Navigators” assist candidates with everything from finding training to help filling out job applications and more. [www.work-now.org](http://www.work-now.org)
- **Construction Apprenticeship Readiness Program.** This 8-week / 180 hour training offered by Long Beach City College, CA exposes participants to the construction industry and prepares them for apprenticeship opportunities. Trainees receive hands-on trade skills and safety training using nationally-recognized curricula. [www.lbcc.edu/post/construction-apprenticeship](http://www.lbcc.edu/post/construction-apprenticeship)
- **Future Road Builders Gaming App.** This free game has videos, images, and assessment questions that give users a better understanding of the highway construction industry. The app allows prospective workers to interact with each phase of a virtual highway construction project across a number of skilled trades. [www.futureroadbuilders.com](http://www.futureroadbuilders.com)

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Find more resources, ideas, and information at  
[www.fhwa.dot.gov/RoadsToYourFuture](http://www.fhwa.dot.gov/RoadsToYourFuture)

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## Cheat Sheet ☒

Everyone needs a little help keeping it together in the middle of the game. Here's a one-page summary of the plays to help you and your team focus on identifying, training, and placing workers. Use it as a hand out at meetings, a takeaway after presentations, or just tack it to your bulletin board.

### ☐ Play 1: Let Industry Quarterback Your Team

Define a lead role for the industry representatives on your working group. Construction firms have the best sense of the kinds of workers they need and the number needed to fill available and upcoming work.

### ☐ Play 2: Organize Your Players for Success

The most successful pilot locations had the deepest bench. Recruit as far and wide as possible from potential partners to form your working group.

### ☐ Play 3: Focus on Fundamentals

Construction firms prefer to train workers on the specific trade skills of their job. Look to provide workers with basic job and life skills, including basic math, oral and written communication skills, and initial safety training like OSHA 10-hour.

### ☐ Play 4: Communicate the Value of Highway Construction Careers

You must communicate the true value of a highway construction career. To help you get the word out, FHWA created a suite of free marketing materials that are available for download at [www.fhwa.dot.gov/innovativeprograms/centers/workforce\\_dev/hcwp/pilots/outreach\\_materials.aspx](http://www.fhwa.dot.gov/innovativeprograms/centers/workforce_dev/hcwp/pilots/outreach_materials.aspx)

### ☐ Play 5: Find and Fill the Small Cracks

Work with local community organizations beyond the transportation industry to help identify and fill the small cracks where people are leaving your workforce development system.

### ☐ Play 6: Bring Community Colleges into the Game

Community and tribal colleges are especially suited to addressing the workforce development needs of local communities. They can help define training needs, provide needed curricula or training aids, host training classes or events, and identify instructors.

### ☐ Play 7: Start with Proven Strategies

Existing programs and products offer the quickest path to addressing local highway workforce development shortfalls. Chances are someone, somewhere has developed and delivered a training and education solution that you can use.

### ☐ Play 8: Keep Your Eye on the Ball

Your efforts will not be a short term undertaking, so do not lose focus on the overriding mission. As time goes on, it is imperative that your team maintain its vision.

Now get in the game! Post your experiences using **#RoadsToYourFuture**.

