

	Reference as used in report	Name of intervention	Country	Web link and contact details	Sector	Description (what delivered, to who and what was progression focus)	Regional	Institutions involved	Type of evidence
1	Green A , Froy F, Kispeter E and Sissons P (2017) <i>How do cities lead an inclusive growth agenda?</i> JRF , Inclusive Case Study for Portland	Portland Plan (City wide regional development plan which includes workforce development)	US	https://www.jrf.org.uk/sites/default/files/jrf/files_research/internationalcities_portland.pdf		Worksystems, Inc. and Oregon Employment Department have convened industry teams for each of the region's target industries. Recent initiatives include a \$10.4 million ProStep Grant to train 3,500 people for jobs in the Advanced Manufacturing and IT/Software industries and support the training needs of 120 local companies. Columbia-Willamette Workforce Collaborative and partners worked with 160+ manufacturers to develop the Manufacturing Workforce Plan. Worksystems, Metropolitan Alliance for Workforce Equity, and Construction Apprenticeship Workforce Solutions (CAWS) have designed and implement the City of Portland's community benefit agreement.	City of Portland	?	?
2	- Scully Russ, E. (2013). The dual promise of green jobs: A qualitative study of federally funded energy training programmes in the USA. European Journal of Training and Development. 37(3), 257-272			Need SAGE to access full text: http://journals.sagepub.com/doi/abs/10.1177/1523422315599624	Energy and environment	Abstract. The Problem: In light of the 2008 recession, new government investment to stimulate the development of new green markets has been unprecedented. One area that has received significant attention is workforce development to support the education and training of workers in new knowledge and skills required to convert and maintain green enterprises. Yet many question whether the U.S. workforce development system, which has been described as fragmented and incoherent, has the capacity to respond. The Solution: The article presents findings of a comparative case study of two Energy Training Partnerships (ETPs) funded by the U.S. Department of Labor to stimulate a comprehensive workforce development strategy for green jobs in two regions. It provides new insight into the challenges and effective practices of meeting the needs of the green economy as well as improving the functioning of the U.S. workforce development system. The Stakeholders: Scholars and practitioners concerned with the effective and equitable functioning of the labor market, including human resource development, workforce development, and economic development, will be interested in this article. In addition, advocates and policymakers seeking innovative approaches to supporting the green economy and green jobs may find this article useful.	Regional	Funded by the Department of Labor	? (paper not available online)

<p>3 Jayaraman, S. (2014) Restaurant Opportunities Centers United: serving the service sector. In M. Conway and R. Giloth, Connecting people to work: Workforce intermediaries and sector strategies. New York: Aspen Institute. 77–191</p>	<p>Restaurant Careers Centre</p>	<p>US</p>	<p>http://rocunited.org/</p>	<p>Hospitality</p>	<p>The mission of the Restaurant Opportunities Centers (ROC) United is to improve wages and working conditions for the nation's restaurant workforce. One of the initiatives they are involved in is COLORS restaurants. ROC set out to develop formalized career ladders in this informal industry and to help immigrants and workers of color advance along these ladders. ROC first organized forty immigrant workers to open their own worker-owned restaurant, COLORS, in 2006. ROC then developed COLORS to serve as a venue in which workers could obtain hands-on restaurant training and experience in a guided environment. At COLORS and in partner restaurants around the country, ROC provides much-needed customer service, culinary, and front-of-house advanced training through the COLORS CHOW Institute, placing workers in high-end, livingwage jobs. COLORS and CHOW provide thousands of workers in the industry the opportunity to obtain a standardized certificate in advanced restaurant skills that is increasingly recognized by employers across the country as the sign of a highly trained candidate. ROC's workforce-development model provides low-wage workers with restaurant-specific English skills and customer service, wine, and serving skills in order to obtain living-wage jobs in the industry. Each of ROC's twelve fully-staffed local affiliates runs multiple eight-week training sessions and then works with graduates to further strengthen their soft skills and prospects for job placement. Through relationships with responsible employers and by providing workers with comprehensive training and confidence building, ROC has been able to help bussers and runners obtain positions as waiters in fine-dining restaurants, where they can earn living wages.</p>	<p>In two cities</p>	<p>ROC forms partnerships with community colleges to facilitate skills acquisition and advancement for the workers it serves.</p>	<p>Descriptive</p>
<p>4 Werner, A., Koralek, R., Roy, R., Schwartz, D., Collins, A., Loprest, P. and Stolte, A. (2016). <i>Descriptive Implementation and Outcome Study Report: National Implementation Evaluation of the Health Profession Opportunity Grants (HPOG) to Serve TANF Recipients and Other Low-Income Individuals</i>. OPRE Report No. 2016-30. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services</p>	<p>Health Profession Opportunity Grants (HPOG) Program</p>	<p>US</p>	<p>http://www.career-pathways.org/acf-sponsored-studies/hpog/</p>	<p>Healthcare</p>	<p>Grants fund to: • Prepare participants for healthcare sector employment in positions that pay well and are expected either to experience labor shortages or to be in high demand • Target skills and competencies demanded by the healthcare industry • Support career pathways, such as articulated career ladders • Result in employer- or industry-recognized portable educational credentials (e.g., certificates or degrees) and professional certifications and licenses (e.g., thirdparty certification, a credential awarded by a Registered Apprenticeship program) • Combine support services with education and training services to help participants overcome barriers to employment • Provide training services at times and locations that are easily accessible to targeted populations. Targeted at low income and benefits recipients. Progression focus in on educational attainment, obtaining jobs in healthcare, increasing wages and job quality. Participants received pre-training services such as soft skills, intro to healthcare courses, college and basic skills training and pre-requisite subject courses for healthcare training. They also received academic and training support (e.g. case management, counselling), personal and family support (e.g. with transport and childcare) and employment assistance services (e.g. job choice advice, job search/placement assistance, job readiness workshops) and could refer onto community support as necessary.</p>	<p>National initiative (across 23 states)</p>	<p>Grantees included government agencies, community-based organizations, post-secondary educational institutions, and tribalaffiliated organizations</p>	<p>Descriptive and qualitative evidence</p>

<p>5 Abt Associates (2009). Hotel Career Center. Boston: Skillworks and 2. Mt. Auburn Associates (2014) <i>Healthcare Training Institute: Final Report</i>, SkillWorks Funders Group</p>	<p>Hotel Career Centre</p>	<p>US</p>	<p>Current contact: BEST Hospitality Training http://besthtc.org/ 101 Station Landing, Fourth Floor, Medford, MA 02155 Tel: 617-542-1177</p>	<p>Hospitality</p>	<p>The programme aimed to help low-income immigrants move towards economic self-sufficiency and help Hilton properties train high-performing employees. The partnership provided training, placement and career coaching to pre-employment participants through the Hospitality Training Program (HTP) and job-specific language and computer skills training and intensive career coaching to incumbent employees through the Hotel Career Center (HCC). The focused career coaching helped participants develop and pursue short- and long-term career goals. The HTP was a six week programme which included hotel tours, resume/interview assistance, preparation for job placement and, during the last two weeks, job shadowing opportunities for students. HCC was a virtual centre that provided on-site instruction for employees of properties managed by the Hilton Corporation. Over the five years of implementation, 185 incumbent workers enrolled in HCC services. HCC's main program components were English for Advancement, computer classes, and individualized career coaching. HCC offered classes throughout the year and participants generally attended two days per week. The curriculum was customised to reflect the career goals of participants and their current job needs. For example, if the class was mostly comprised of individuals working in the hotel's kitchen and banquet service areas, the course would focus on vocabulary needed for these positions and those next along the career ladder. Career coaching occurred as needed but at least once a month and included meetings with students as well as their direct supervisors. Often supervisors would indicate specific skills a student needed to advance to the next level. The coach would then work with the student on these skills in class and one-on-one to increase proficiency.</p>	<p>Greater Boston area</p>	<p>SkillsWork funded an expansion of an existing partnership between the International Institute of Boston (IIB), the Hilton Hotel Corporation, and the Massachusetts Lodging Association Education Foundation (MLA). By Year 5 there were 56 employers in this network. Regional programme.</p>	<p>Descriptive and qualitative evidence over 5 years</p>
<p>6 European Commission (2017) <i>Digital Transformation Monitor, France: Industrie du Futur</i>, European Commission</p>	<p>Industrie du Futur</p>	<p>France</p>		<p>Not sectoral, relevant due to work on partnerships</p>	<p>The cross-cutting "Industrie du Futur" (Industry of the Future (IdF)) programme was launched by the French government in April 2015. It aims to support companies to deploy digital technologies, to transform companies and business models as well as to modernise production practices. IdF targets selected priority markets and comprises five pillars, respectively cutting-edge technologies, business transformation, training, international cooperation and promotion of IdF. The initial design phase relied more on steering by the government, however with involvement and in consultations with industry, science and social partners, in order to determine future priorities and actions for digital transformation. The subsequent practical implementation of IdF is however largely undertaken by partners through IdFA and at the regional level, which also gives IdF a grounding in a bottom-up approach.</p>	<p>National</p>	<p>Government, industry, R&D organisations</p>	<p>Evidence still emerging, lessons learnt from set up</p>

Emerald Cities Collaborative (ECC)	US	The ECC is a partnership structure which includes the employers working in green industries, unions, community organisations, and research and technical assistance providers.	Energy and environment	A workforce intermediary designed to support linking disadvantaged groups to careers in the green building sector. The programme engages employers in the green construction, infrastructure and energy sectors which are targeted areas of growth. There is a diversity of jobs in the sector including energy auditors, solar panel installers, weatherisation technicians, plumbers, insulators, glazers, electricians, and labourers. The programme created apprenticeship routes through building and construction trade unions which were designed to connect participants to high quality training opportunities and to support entrance into long-term career opportunities. The ECC provides a range of programme support including funding, project management, training and certification, infrastructure development assistance and a local hire planning service.	National?	http://emeraldcities.org/	Little evidence as to what the impact of these activities has been.
Job Training and Economic Development (JTED) Illinois	US		Various	JTED provides grants to communitybased organizations (CBOs) to support training programs developed in partnership with local businesses to serve low-income job seekers and low-wage incumbent workers. It is a job training program that directly funds eligible community organisations to help improve individuals' job and career potential, businesses' competitiveness, and communities' vitality. It promotes community-business partnerships that bring community-based job training providers into direct partnership with local businesses to help them identify and satisfy their workforce needs 2) It funds job-linked training to give disadvantaged job seekers the skills and connections they need to get good jobs with quality employers and to help disadvantaged workers already on the job to develop the skills they need to be more productive 3) It targets key local industries and occupations that pay well, offer opportunities for advancement, and contribute significantly to community economic vitality 4) It is flexible but accountable, so while JTED supports a variety of creative job training initiatives, all providers secure a significant share of funding based on performance in job placement and retention for disadvantaged job seekers, and job retention and wage growth for incumbent workers.	City of Chicago	Chicago Jobs council which is a citywide coalition of 100 community based organisations, civic groups and individuals. Great Cities Institute, a research institute. Centre for Urban Economic Development at University of Illinois which provides technical assistance to community organisations.	Matched comparison group

Schrock, G. & Jenkins, D. (2006). **An evaluation of Illinois' JTED program.** Chicago: Chicago Jobs Council.

9 Gasper, J. and Henderson, K. (2014) Sector-Focused Career Centers Evaluation: Effects on Employment and Earnings After One Year. New York: New York City Center for Economic Opportunity.

Workforce 1 Careers Centres	US	http://www.nyc.gov/html/sbs/wf1/html/about/about.shtml	Manufacturing, Construction, Transportation and Healthcare	An addition/amendment to existing careers centres serving New York City, sector focussed careers centres were launched in 2008 to provide industry specific job services and training to unemployed and incumbent workers. Focussed on sectors with competitive wages, offering at least 30 hr weeks and with advancement opportunities. The centres provide a range of services focussed on job placement and career advancement: industry-specific education and training, career advisement, job search counselling, and support services tailored to targeted sector/s. Scholarships are available to jobseekers for industry-specific training offered to cover the cost of specialised occupational training (e.g. commercial driver's license training or medical assistant courses). The Industrial and Transportation Career Centre targets low income individuals interested in accessing higher-wage occupations with career advancement potential and Workforce1 Healthcare Career Centres targets low-income individuals who are already working in clinical healthcare field and who want to access new or higher-wage occupations or obtain entry-level positions. Both offer various no-cost industry-specific training (e.g. commercial driving training, inventory management training, supervisory training, and dispatcher training and EMT training, paramedic training, patient care technician (PCT) training, dental assistant training).	New York City	Small Business Service, 250 local employers and 15 healthcare community partners including community colleges, public libraries and community organisations.	Matched comparison group using PSM
WIN A STEP UP	US		Health and social care	WIN A STEP UP is a workforce development intervention aimed at improving the working situation of Nursing Assistants (NAs) in North Carolina's nursing homes in an effort to decrease turnover and improve quality of care. A pilot program, it assessed the situation of NAs in North Carolina and develop a workforce intervention for NAs to improve their job satisfaction and retention. Provided a 33-hr curriculum covering clinical and interpersonal skills and distributed financial incentives to participants as they proceeded through the curriculum and completed their retention commitments. Also evaluated as part of Better Jobs Better Care initiative.	State of North Carolina	A core feature of the program is that it required commitments from each NA, the nursing home management, and the WIN A STEP UP program staff.	Matched control group

10 Morgan, J. and Konrad, T. (2008) 'A mixed-method evaluation of a Workforce development intervention for nursing assistants in nursing homes: the case of WIN A STEP UP', The Gerontologist, Vol. 48, No.1, pp. 71-9

11	Sissons, P. and Jones, K. (2016). Local industrial strategy and skills policy in England: Assessing the linkages and limitations – a case study of the Sheffield City Deal. Local Economy 31(8): 857-872	Sheffield City Deal	UK		Business, finance, creative digital, and ICT, Engineering, advanced manufacturing and construction, Hospitality, retail and logistics, Care	One of the delivery strands for this initiative was focused on adult skills. The programme was delivered through a group of intermediaries and skills providers. The intermediaries focus was on employer engagement, and through discussions they seek to identify where employers have skills gaps or training needs. The programme was also targeted at Small and Medium Enterprises (SMEs), with the particular aim of engaging firms who have not previously, or do not tend to, engage with publicly funded training provision. The type and level of upskilling for adults in employment is not specified by the programme administration and there is a relatively large degree of flexibility over how training funding can be spent. Sheffield's 'Skills Made Easy' aimed to create the skills that employers need in the city region by brokering apprenticeships with local small and medium sized enterprises that had not previously engaged with publicly-funded training schemes.	Sheffield region	?	No evaluation available yet, some limited information on outcomes
12	From a presentation	Birmingham Skills Investment Plan 2016-2026	UK		STEM <ul style="list-style-type: none"> Multi-agency awareness raising campaign to upskill the workforce; promoting the benefits of better skills and qualification levels to employers and employees Encouraging employers to commit to investing in increasing qualifications of workforce from basic skills levels to higher level qualifications A guide and toolkit for employers and employees. Working with employers in phase one to respond to the skills challenge by investing in training and improving qualifications. This includes a strategy to enable the lowest-skilled and least-advantaged citizens in the region to progress towards high-skill, high-value jobs in STEM industries, which: illustrates the various routes into jobs in HSR and STEM-related industries at all levels; provides a "line of sight" to those jobs for people furthest from achieving them; includes an entry point to the pathway for those with the lowest skills and furthest to travel in terms of learning and qualifications. Key elements: Strategic partnership co-ordination. Robust progression infrastructure. Tailored and targeted provision. An holistic approach. Employer involvement. Outreach, promotion and engagement in communities. Peer support and role models. The model is based on narrowing the distance between employers and groups and communities of interest. The model allows for entry - below level 2 - and builds skills and competences in stem where the destination may be higher a qualification an apprenticeship or a job. The message being - Even when you are in work, you can step forward and continue to develop relevant higher skills. It will involve a number of key elements. Aims to widen learners knowledge of local opportunities via employer talks, sector taster sessions and wex placements. Encourage learners to pursue vocational aims through ongoing careers guidance, vocational qualification and IAG to clarify how these relate to opportunities and aspirations and action planning for the future with short, medium and long term planning	Birmingham City	L&WI, Birmingham City Council,	No evaluation available yet, some limited information on outputs	

13	Elvery J and Spence C (2011) <i>Health Careers Collaborative of Greater Cincinnati Return on Investment Report: 2011</i> , Greater Cincinnati Workforce Network	Health Careers Collaborative of Greater Cincinnati (HCC)	US	http://www.competitiveworkforce.com/Health-Care.html	Healthcare	The HCC partnership endeavors to understand the workforce needs of employers, coordinate education and training programs to meet those needs, and to provide support services for participants leading to advancement in health care employment. Incumbent and unemployed workers are eligible participate in programs. Measures success through retention rates and participation in training programmes.	City of Cincinnati	Employers, community organisations, training providers and strategic partners (e.g. regional Workforce Investment Board).	Outcomes compared to a control group
14	Martinson, K., Copson, E., Gardiner, K. and Kitrosser, D. (2018). <i>Instituto del Progreso Latino, Carreras en Salud Program: Implementation and Early Impact Report</i> , OPRE Report # 2018-06, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.	Instituto del Progreso Latino's Carreras en Salud (Careers in Health) Program: sponsored by Pathways for Advancing Careers and Educaton (PACE)	US	http://www.career-pathways.org/acf-sponsored-studies/pace/	Healthcare	The Carreras en Salud program consists of five elements: (1) a structured healthcare training pathway, starting at low skill levels; (2) contextualized and accelerated basic skills and ESL instruction; (3) academic advising and non-academic supports; (4) financial assistance; and (5) employment services. Aimed at low income/ low skilled adults and providing training and employment steps to locally in-demand jobs, along with support. Specific focus is on Latino population and helping them improve their basic skills and enroll in training.	Chicago (but PACE is a national initiative)		Outcomes compared to a control group and qualitative data

15 Eddington, N. and P. Toner (2012), "Skills Formation Strategies in Queensland: A Skills Shortage?", <i>OECD Local Economic and Employment Development (LEED) Working Papers</i> , No. 2012/07, OECD Publishing	Queensland Skill Formation Strategy (SFS)	AUS		Healthcare, Manufacturing and sub-industries	The health sector programme engaged in a six month scoping phase to identify priority areas, using detailed labour market and industry analysis as well as industry forums and workshops/seminars. 6 priority areas. 1. Industry-wide job redesign to encourage shared skill sets for health professionals and broadening job roles. Promote training in both specific competencies and more general skills to help build career pathways and raise job quality. Requires number of qualifications to be reduced. Sub-project allocated low level clinical tasks from allied health professionals to their assistants in an enhanced assistant role. Used a co-ordinator to improve relationships between health sector and education providers. 2. Strengthening education and training pathways by building the capacity of the health industry to host trainees and of the VET sector to provide appropriate training. Included sub-regional efforts to identify streamlined vocational pathways for students which specifically meet th needs of local industry. Other streams approached things differently.	State of Queensland	State departments e.g. Department of Employment, Economic Development and Innovation, local government, industry peak organisations, or service providers such as TAFE colleges.	Outcomes of scoping exercise
16 Mt. Auburn Associates. (2014c). Hospitality Training Center: Final Report. <i>The SkillWorks Funders Group.</i>	Hospitality Training Centre (HTC) - Funded as part of SkillsWork initiative	US	Current contact: BEST Hospitality Training: http://besthtc.org/ 101 Station Landing, Fourth Floor, Medford, MA 02155, Tel: 617-542-1177	Hospitality	The Hospitality Training Center partnership (HTC) provides pre-employment and incumbent training for the hospitality sector. Its mission is to "provide individuals the education, skills, and training to excel in the hospitality industry and in their personal lives." HTC provides job skill development and adult education programming for union members, usually current employees of the partner hotels, and occupational training programs for individuals interested in starting a new job in the hospitality sector. Regardless of their goals, almost all of the HTC participants enrolled in SkillWorks received some level of career or academic coaching. Many SkillWorks participants worked with a coach on an advancement strategy that did not involve further occupational training, but rather included more general skill enhancement (computer workshops, guest services training), adult basic education (job-based English language classes, pre-GED, and GED courses), or postsecondary education-related services. A number of SkillWorks participants pursued additional education or training at HTC as a complement or supplement to their primary advancement pathway. Roughly one-third took at least one computer or ESOL course, and more than 40 percent took at least one class offering a certificate in CPR, alcohol safety, or food safety. Roughly 80 percent of the 429 SkillWorks participants were born outside the U.S., and more than half (54 percent) of the participants reported that the English language was a significant barrier to job advancement. Only 13 percent had earned a college degree of two years or more. Thirty-two percent of participants had no high school diploma or GED, and 9 percent never got past eighth grade.	Greater Boston area	BEST Corp., the designated training provider for UNITE HERE Local 26, the hospitality sector labor union that represents workers at all 29 unionized hotels in the greater Boston area, leads the partnership. In addition to the training provider, union, and employers, the partnership involves several community partners, including the Urban League of Eastern Massachusetts, Project Place, X-Cel, Inc. Adult Education, Julie's Learning Program, and the Boston Private Industry Council.	Outcomes, no control

<p>17 Mt. Auburn Associates. (2014c). <i>SkillWorks Phase II Evaluation: Overview of Outcomes</i>. The SkillWorks Funders Group.</p>	<p>Pennsylvania Mechatronics Partnerships</p>	<p>US</p>	<p>https://www.skillworks.org/workforce-partnerships.php</p>	<p>Multiple sectors including Health, Hospitality, Construction, Manufacturing, Automotive, Financial Services, Energy</p>	<p>Aims to help low income individuals attain family supporting jobs and businesses find skilled workers. Six core principles: workforce development should help low-skilled individuals get the skills they need to support their families; dual customers - should serve both employers and individuals; career ladder services should be available to help individuals access education and training at the right point given their skill level and career stage; workforce partnerships; sectoral organisation of services; systems change not just funding training. Rests on three core components: workforce partnerships, public policy/advocacy and capacity building. Uses workforce partnerships to deliver. Aimed at both incumbents and job seekers. Describes focus for incumbents in terms of: advancement along a career pathway, promotion and wage increases. Also skills and educational gains via postsecondary credential attainment. Each sector partnership operated differently (see other entries for further details).</p>	<p>City of Boston</p>	<p>SkillWorks is a workforce funder collaborative and public/private partnership between the Boston Foundation and the City of Boston which has been running since 2003. It brings together philanthropy, government, community organisations and employers.</p>	<p>Outcomes, no control</p>
<p>18 Morgan, J., Farrar, B., Jason, K. & Konrad, T. (2012). <i>Evaluation of the Jobs to Careers: Promoting Work-Based Learning for Quality Care Program</i></p>	<p>Jobs to Careers program</p>	<p>US</p>		<p>Health and social care</p>	<p>Jobs to Careers: Promoting Work-Based Learning for Quality Care is an initiative that seeks to advance and reward the skill and career development of low-wage incumbent workers providing care and services on the front lines of health and health care systems. Jobs to Careers supports partnerships of employers, educational institutions and other organizations in 17 demonstration sites to create lasting improvements in the quality of care provided to patients by frontline workers (FLW). The Jobs to Careers program targeted systems that train, develop, and advance frontline health and health care workers and tested new models of work-based learning The Jobs to Careers demonstration sites incorporated workplace-based learning into their environments by adopting the following strategies:</p> <p>Embedding the curriculum into the work process. The curriculum often had to be modified at demonstration sites to ensure lessons were relevant to employer needs, and applicable to the tasks and responsibilities of the job position.</p> <p>Embedding learning into the work process. Many demonstration sites offered classes on site, paid participating workers for educational release time, and included job shadowing in the training program. Participants were also encouraged to connect experiences from work with discussions in the classroom.</p> <p>Embedding assessment into the work process. In some demonstration sites, preceptors (nurses, supervisors, or other skilled staff) formally evaluated participants, in addition to educational instructors. Some assignments were directly related to participant's current jobs.</p> <p>Incorporating coworker/instructor involvement. Project directors solicited nurses, other</p>	<p>National initiative</p>	<p>The project is a \$15.8-million national initiative of the Robert Wood Johnson Foundation (RWJF), in collaboration with The Hitachi Foundation and the Department of Labor.</p>	<p>Outcomes, no control</p>

<p>19 Mt. Auburn Associates. (2014). <i>Year Up Financial Services Partnership: Final Report</i>. The SkillWorks Funders Group.</p>	<p>Year Up Financial Services Partnership</p>	<p>US</p>	<p>https://www.yearup.org/</p>	<p>Financial Services</p>	<p>Targeted at disadvantaged young people. Mainly a pre-entry programme, but with a small group of job incumbents already working in financial services who had previously graduated from the pre-employment programme. Aimed to promote long term career advancement and offer broader range of services to alumni such as college preparatory training to reduce need for development education for college-level requirements and career development services through one-on-one advising from Year Up, college and career advancement coaching, and monthly seminars held after business hours. This organisation also received funding through Pathways for Advancing Careers and Education (PACE) and continues its work with young people.</p>	<p>City of Boston</p>	<p>Year Up was an existing organisation that received funding from SkillsWorks</p>	<p>Outcomes, no control</p>
<p>20 Auburn Associates. (2014b). <i>Healthcare Training Institute: Final Report</i>. The SkillWorks Funders Group.</p>	<p>Health Care Training Institute (HTI) - Funded as part of SkillsWork initiative, led by JVS</p>	<p>US</p>		<p>Healthcare</p>	<p>HTI's mission is to help low-income workers and jobseekers in the Boston area improve their skills, enter and succeed in college, and fill vacancies in high-demand healthcare occupations that offer family sustaining wages. It sought to institutionalise a sectoral career ladders project in health care through an employment pipeline for residents that streamlined and simplified the recruiting and hiring process for health care employers, the goal was for partner employers to be able to access a well-qualified and trained entry-level workforce. Targeted both job incumbents and pre-entry. HTI developed new training offerings for incumbent workers in response to needs identified by partner employers (e.g. computer training and technical skills training). The computer training offerings included a short introductory course teaching environmental service and food service workers with little to no computer experience how to access the hospital intranet (developed for BIDMC) and a pair of six-month-long courses preparing clerical workers for Microsoft Office certifications (developed for BWH). Lower-level employees of the partner hospitals were given GED training to help them progress. Some courses aimed at mostly new entry-level employees. HTI also had a long-term commitment to helping incumbent workers prepare for, enter, and progress through college toward postsecondary certificates and degrees. Provided preparatory classes included ESOL and pre-college reading, writing, and math classes to prepare students for college placement exams so that they could bypass developmental education coursework. From the start, most students work with an academic coach, who provided guidance and support. HTI also developed specialised courses which bridged workplace education and postsecondary pathways (e.g. preparatory classes for hospital departments that required entry-level employees to get national certification specific to their work).</p>	<p>City of Boston</p>	<p>HTI was a partnership involving six health care-related employers and three community organizations. Led by Jewish Vocational Service (JVS).</p>	<p>Outcomes, no control</p>

21 Scott G, Wilson R (2006) *Community Health Worker Advancement: A Research Summary*, The SkillWorks Funders Group

<p>Community Health Worker Initiative of Boston (The evaluation is of activities funded by Skills Work)</p>	<p>US</p>	<p>http://chwinitiative.bostonabcd.org/</p>	<p>Healthcare</p>	<p>CHW was a workforce partnership and policy initiative. The goals of the Initiative were three-fold: first, support the educational and career advancement of low-income individuals leading to family-sustaining wages; second, meet employers' needs for skilled community health workers; and, finally, improve healthcare services in underserved communities through the increased professionalization of the community health worker occupation. The occupation generally includes public health workers who apply a unique understanding of their target populations' experience, language, and/or culture in the provision of client advocacy, health education, outreach, and health system navigation. Community health workers are employed in a variety of settings, including health centers, community-based organizations, public health agencies, and other health care providers. The CHW Initiative was designed not only to address the individual education and training needs of community health workers, but also to address the broader policy and administrative issues that would help the emerging profession become more established. The CHW Initiative was initially designed to meet the training needs of incumbent community health workers. The Initiative did not provide training directly, but instead leveraged existing training resources and spurred the development of additional CHW training aimed at advancing experienced CHWs. The Initiative supported the development of an additional training module aimed at experienced CHW professionals. The CHW Initiative employed career and academic coaches to provide one-on-one support to participating community health workers. If their goals required educational advancement, then the focus of coaching became academic coaching. If short-term goals focused on promotion, then career counseling was the emphasis. CHW Initiative worked with postsecondary partners to spur the development of CHW certificates and associates degree programs at the postsecondary level.</p>	<p>City of Boston</p>	<p>More than 30 organisations including 11 employers, training providers, educational institutions, policy and advocacy organizations, and other workforce stakeholders. A community-based organization, led the coalition.</p>	<p>Outcomes, no control</p>
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22 Roder A, Clymer C and Wyckoff L (2008) *Targeting Industries, Training Workers and Improving Opportunities: The Final Report from the Sectoral Employment Initiative*, Public Private Ventures

<p>Sectoral Employment Initiative (SEI)</p>	<p>US</p>		<p>Six projects focussed on skills training in health care, manufacturing, paralegal and information technology industries</p>	<p>Aims of programme: (1) To test whether low-income participants in sectoral programs experience positive changes; and (2) To determine whether programs might be able to foster systemic change within sectors that traditionally pay low wages and offer unfavorable working conditions. One of the projects was QUEST (see additional entry) which aimed to create mobility programs to move entry-level workers into higher-level nursing positions. Establish core competencies for workers in local hospitals to replace elements of the training curricula, shortening class time and helping workers advance more quickly. Pilot a remediation program to open access to career paths to lower-skilled workers. Seek education and funding for basic education and training. Others were ARCH (paralegal) which aimed to: alter the traditional practice of hiring college graduates for paralegal positions by demonstrating that less-educated participants could master skills and become good employees. PhAME aimed to retain and expand the region's manufacturing base by addressing workforce needs through training skilled machinists. Develop relationships with college technical programs so students can continue their education. Create an employer consortium to address needs of small businesses. Southern Good Faith Fund (healthcare) aimed to: Build relationships with key educators, employers and policymakers. Become an advocate for the poor in welfare reform discussions to create career pathways in the healthcare field. Training, Inc. (IT) aimed to: Assist Essex County College in providing better academic advising and in developing course tracks that combine basic skills remediation with hands-on experience in computer science. WIRE-Net (manufacturing) aimed to: convince local training providers to incorporate standardized skills into their curricula and urge employers to hire and promote workers based on those skills</p>	<p>9 projects, each one a local project</p>	<p>Range of community organisations who aimed to work with colleges and employers in a range of different ways.</p>	<p>Outcomes, no control</p>
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23 Mt. Auburn Associates (2014) <i>NorthEastern University Emergency Medical Careers Partnership Final Report</i> , The SkillsWork Funders Group	Northeastern University Emergency Medical Careers Partnership (EMCP) (evaluation of SkillsWork funded activity)	US		Healthcare	EMCP aimed to create new educational pipelines connecting lower-skilled workers to entry-level emergency medical technician (EMT)-Basic positions and connecting lower-level incumbent workers to EMTParamedic positions. EMCP provided a range of classes and services designed to help jobseekers and incumbent workers access occupational credentials needed for employment and advancement in the emergency medical services industry. The program that the partnership implemented had two separate tracks: an EMT-Basic certification program for pre-employment participants and an EMT-Paramedic certification program for incumbent participants in EMT-Basic positions. One of the primary goals of EMCP was to provide incumbent workers with opportunities to advance up the EMT/paramedic career ladder through education and training that would lead to occupational credentials. The program that EMCP ultimately implemented was an EMTParamedic certification program for incumbent EMT-Basics. while workers were receiving training, employers supported them in a variety of ways, such as paid release time, tuition reimbursement, and sometimes on-the-job tutoring or other support for learning at work. The EMCP team at Northeastern tried to build mechanisms into the courses to better serve working adults such as awarding academic credit for past work experience, creating experiential learning opportunities at their current jobs, and offering online academic programming.	City of Boston	Northeastern University which led the initiative and worked with employers and adult education providers	Outcomes, no control
24 Mt. Auburn Associates (2014) <i>Partnership for Automotive Career Education Final Report</i> , The SkillsWorks Funders Group	Partnership for Automotive Career Education (PACE) evaluation of SkillsWork funded activities	US		Automotive	Through a five-and-a-half-month training course, PACE prepares individuals to work in the automotive sector by offering both technical training and other skills and services, including English and math, financial literacy/counseling, case management, professional development, job search assistance, and two years of post-placement services. The PACE training program targets low-income, low-skilled individuals. None of the PACE participants were working in the automotive sector when they entered the PACE program, but 45 percent were employed in part-time or low skilled jobs.	City of Boston	Automotive employers, Workforce training provider and schools	Outcomes, no control

25	Schrock G (2013) Reworking Workforce Development: Chicago's Sectoral Workforce Centres: <i>Economic Development Quarterly</i> 27(3) 163-178	Chicago's Sectoral Workforce Centres	US		Services and Manufacturing	<p>Delivered Service Work (SW) and Manufacturing Works (MW) programmes were delivered using funds earmarked for core and intensive services which were redirected toward a statewide sector-specific service delivery infrastructure. Sector Centers were designed with employers as their primary customer. The primary task of the centers was to provide employers in their targeted industry sector with recruitment assistance, training resources, labor market information, and other types of value-added services. Aimed to increase access to good jobs for low-income and disadvantaged jobseekers as well as more effectively serve the needs of local employers. A central objective for job seekers was to reassert the importance of occupational skills training linked to career "ladders" or "pathways"; however, access to good jobs and employers offering opportunities for skills development and self-sufficiency. Each center was expected to target employers offering career opportunities providing a "self-sufficiency wage" and benefits, and career ladders and opportunities for advancement within the company and/or sector. If employers did not offer such job opportunities, the Sector Centers were supposed to work with employers to identify external career ladders to self-sufficiency. The majority (57%) of the 166 businesses it served in 2007 placed job orders, one quarter (25%) took part in free "Lean Simulation" trainings offered in conjunction with the Chicago Manufacturing Center, the region's manufacturing extension affiliate, whereas a similar share (23%) received one-on-one consultation to identify skill gaps and process improvements (Table 1). A smaller share worked with MW's training partner, Truman College, to identify potential incumbent worker training projects. SW's business service activities were almost exclusively recruitment related.</p>	City of Chicago	City of Chicago Mayor's Office, initiative involved employers	Outcomes, no control and qualitative
26	Murphy H, Bennett L, Klenk H, Ray K and Stevens C (2018) <i>Step Up: Trialling new approaches supporting lowpaid workers to progress their careers</i> , Learning and Work Institute	Step Up	UK		Some elements had a sectoral focus, these were in: creative and cultural; cleaning; restaurant and hospitality.	<p>There were six models trialled to target a specific group of low paid London workers to test and learn from new approaches to supporting earnings progression. Participants needed to be in stable work (14hrs a week for last 12 months) and low income (below average hourly wage for London at the time). Each project had a distinct delivery model, but each had a specialist coach providing one to one support (e.g. goal setting, action planning, identification of opportunities, referral onto partners/other services). Peer mentoring, group support sessions and job brokerage were also available in some projects, with the support package tailored to the target group.</p>	London	Six voluntary sector organisations designed and delivered the pilots.	Outcomes, no control, qualitative, cost benefit

27	Hamilton, V. (2012) <i>Career pathway and cluster skill development: promising models from the United States</i> . OECD Local Economic and Employment Development (LEED) Working Papers. Paris:OECD Publishing	Pennsylvania Mechatronics Partnerships	US		Manufacturing	Manufacturing employers were losing their skilled industrial maintenance workers to retirement, and there was an inadequate "pipeline" of new entrants. In addition, the job requirements were shifting, requiring cross-trained technicians that had more advanced technical skills. to address the need for workers skilled in "mechatronics" - a high-tech version of the old industrial maintenance job that combines mechanical, electrical and controls engineering with computer science. Driven by input from employer partnerships in food processing, metals and metal fabrication, plastics and other businesses, an advanced manufacturing integrated systems technician certification program was designed and delivered. The programme was innovative because is bridged the gulf between for-credit and non-credit programmes at community colleges. If offered stackable credentials which is a sequential education and training programme that offers many "on-ramps" and "off-ramps" for students. They begin with foundational skills that are relevant to all jobs and careers. These include general competencies such as teamwork, professionalism, interpersonal skills, and academic competences such as reading and mathematics. They next progress to industry-related competencies. In Mechatronics, these include competencies such as maintenance, installation and repair or industrial safety. Finally, occupation related skills focus on particular jobs themselves and may be unique to each company or each industry. Examples might include training on a specific piece of equipment or learning the unique attributes of snack food packaging. This approach also recognizes the new reality that there is no "typical" training pathway. Workers and students enter programmes in a variety of ways and at different stages of their career progressions.	City of Reading	Employers partnered with Reading Area Community College, secondary career and technology centers, and the Berks and Lancaster County Workforce Investment Boards.	Outputs in terms of educational attainment only
28	Center on Wisconsin Strategy (2005) <i>Skilled workers, strong economy: preparing for jobs with a future in South Central Wisconsin</i> . Madison, WI: Center on Wisconsin Strategy	Jobs with a Future (JWF)	US	See https://www.cows.org/ for further details, but initiative does not seem live	Manufacturing and Healthcare	JWF was a strategic collaboration of workforce development institutions and a forum to discuss diverse programmes and better align them, and to develop and implement a stronger strategic vision for skills development. It worked on developing industry-based partnerships to work with educational institutions to identify and solve skills, recruitment and retention problems. JWF sponsored career-track training programs for nearly 1,000 incumbent and dislocated workers throughout the region. It helped workers by: increasing the availability and relevance of training; offering a chance to move up, and; providing better information on labour market opportunities. The Industry Partnership Project (2002 -2004) provided partnership-based training for incumbent and dislocated workers in health care and manufacturing (these industries were selected as they had a growing need for skilled workers); and worked with local training providers to develop fast-track skills training to do this. The programme established a range of mechanisms and forums for partnership working and resulted in more, and more targeted, occupational specific training, with greater access for small firms, due to group purchasing of training (e.g. customised workplace basic education) designed to meet the needs of all partners.	Sub-state	Local government, education providers, unions, 100 regional employers	Outputs of programme

<p>29 Washko, M., Gottlieb, A., Wilson, K., Henineman, J., Stone, R. & Caro, F. (2007). <i>Extended Care Career Ladder Initiative (ECCLI) Qualitative Evaluation Project: Final Report</i>. Boston: Commonwealth Corporation</p>	<p>Extended Care Career Ladder Initiative</p>	<p>US</p>	<p>https://www.leadingage.org/sites/default/files/ECCLI_Final_Report.pdf</p>	<p>Healthcare</p>	<p>ECCLI is a competitive grant program available to Massachusetts nursing homes and home health agencies to support development of career ladders and other training initiatives for the long term care frontline workforce. Primary goal is to enhance the quality and outcomes of resident/client care while simultaneously addressing the dual problems of recruiting and retaining a skilled direct care workforce. 11 participating nursing homes all created career ladders for certified nursing assistants (CNAs) and home health aides (HHAs). Some also created ladders for other entry-level staff. Typically the approach to career ladders involved creating incremental steps with associated modest wage increases. Career ladder steps focused training on both clinical skills (e.g. nutrition, skin assessment, transferring) and soft skills (e.g. communication, mentoring, leadership). Some organisations developed a bridge to nursing component that prepared employees to enter a college-level nursing program. Because grant recipients had the freedom to design career ladders to meet their particular needs, structure, training content and rewards varied. The majority relied on partner organisations (community colleges, Regional Employment Boards, Workforce Investment Boards) to provide training in order to access expertise appropriate to their goals. A wider range of frontline workers were trained in communication skills, conflict management and teamwork. Supervisors were taught basic supervision and capacity building in order to incorporate new CNA/HHA skills into work practices. ESOL and ABE classes provided many employees with educational opportunities to improve their language skills or to prepare for college level classes. Mentor training was often part of a career ladder in nursing homes and part of soft skills training for home health aides.</p>	<p>State of Massachusetts</p>	<p>Employers, range of training delivery partners</p>	<p>Qualitative</p>
<p>30 1. 50. Thom, G., Agur, M., Mackay, S., Chipato, F., MacLeod, K., Hope, H. & Stanfield, C. (2016). <i>Evaluation of the UK Futures Programme: conclusions and guidance</i>. London: UKCES and 2. Mackay S, Chipato F and Thom G (2016). Evaluation of UK Futures Programme: Final Report on Productivity Challenge 3: Pay and Progression Pathways in Hospitality and Retail. London: UKCES</p>	<p>Productivity Challenge 3: Pay and Progression Pathways in Hospitality and Retail. Part of UK Futures Programme</p>	<p>UK</p>	<p>N/A</p>	<p>Hospitality and retail</p>	<p>The initiative funded small scale projects aimed at addressing pay and progression in retail and hospitality. 7 initiatives were funded. Relevant ones are listed here. Project 1. involved the development of progression routes, training, support and other tools for staff career development at a hotel chain, with help from partners. An app was developed to enable employees in the hospitality sector to access information and resources to support progression. The app provides access to a career map showing possible progression routes, as well as access to training and support to help facilitate progression. It enables users to set career goals, access relevant training and receive job advice from career coaches. Project 3: was a collaboration between a restaurant, a hotel and a large hospitality business. It involved the creation of progression pathways for employees in a local area that is heavily dependent on the hospitality sector. The project aimed to address low retention of staff among hospitality businesses, and the lack of long term career opportunities, which was acting as a barrier to attracting high quality staff within the partner businesses. The project involved the creation of a formalised CPD model, based on one which had been developed by one of the partners, and the situating of this within a skills and qualifications framework that would be delivered within a business, rather than education setting. The project also developed a toolkit, which is a collection of good practice and guidance on key areas with examples and case studies from the three partner employers. Project 4: Another project also focused on developing employee progression pathways, through the provision of support for hospitality SMEs within one particular holiday destination. The aim of the project was to achieve a demonstrable improvement in employee retention, development and progression within a location where hospitality is a key sector for the local economy. In order to deliver on this goal, an Employee</p>	<p>UK wide</p>	<p>Employers, government,</p>	<p>Qualitative</p>

31	Robert Wood Johnson Foundation (2011) <i>Better Jobs Better Care: Building a Strong Long-Term Care Workforce</i> , RWJF National Program	Better Jobs Better Care	US		Healthcare	Better Jobs Better Care, which ran from July 2002 to August 2008, focused on changing long-term-care policy and practice to reduce vacancy and turnover rates among nursing assistants, home health aides and personal care attendants, and to improve the quality of that direct-care workforce. Based upon two simple but powerful concepts. First, quality long-term care depends on the availability of a stable, competent and committed workforce. Second, unless employers can offer direct-care workers improved working conditions, better training and quality jobs, the epidemic of high turnover and vacancy rates that has plagued the longterm-care field will continue. All five demonstration projects made practice and policy changes to strengthen the direct-care workforce in their states.	Operated in five states	Five non-profit organisations bid for funding and were awarded separate grants to undertake demonstration projects. This was combined with applied research grants to a range of institutions to investigate changes to practice.	Qualitative and outcomes assessment
32	Payne J (2011) <i>Scotland's Skills Utilisation Programme: and Interim Evaluation</i> , SKOPE Research Paper No. 101, ESRC Centre on Skills, Knowledge and Organisational Performance	Enhancing skills utilisation by private and public social care providers. This is one of a number of pilot projects delivered under Scotland's Skills Utilisation Programme (the only one with a sectoral focus)	UK		Social care	To deliver a management qualification (the B121) for supervisors in the social care sector and to link this to improved skills utilisation in the workplace.	National	Open University (OU) in Scotland	Qualitative and outputs

33 1. Roder A and Elliott E (2018) *Escalating Gains: The Elements of Project QUEST's Success*, Economic Mobility Corporation and 2. Elliott M and Roder A (2017) *Escalating Gains: Project QUEST'S Sectoral Strategy Pays Off*, Economic Mobility Corporation

Project QUEST	US	http://www.questsa.org/	The evaluation evidence relates to work in healthcare, but QUEST also targets in manufacturing and technology sectors.	Project QUEST's mission is to increase San Antonio residents' earnings by helping them access well-paying careers in strong sectors of the local economy. QUEST provides comprehensive support and resources to help individuals complete occupational training programs at local community colleges and professional training institutes, pass certification exams, and obtain jobs in targeted industries. QUEST's services include: <ul style="list-style-type: none"> • financial assistance to cover tuition and fees for classes, books, transportation, uniforms, licensing exams, and tutoring • remedial instruction in math and reading to help individuals pass college placement tests • counseling to address personal and academic concerns and provide motivation and emotional support • referrals to outside agencies for assistance with utility bills, childcare, food, and other services as well as direct financial assistance with other supports on an as-needed basis • weekly meetings that focus on life skills, including time management, study skills, critical thinking, and conflict resolution • accountability through required attendance at weekly meetings and submission of class attendance sheets signed by instructors in order to continue receiving support • job placement assistance, including help with writing résumés and interviewing, as well as referrals to employers that are hiring. 	Regional	Run by two community organising groups: COPS (Communities Organized for Public Service) and Metro Alliance, partnered with: St. Philip's College and San Antonio College.	RCT
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34 1. Buford, E. & Dresser, L. (2014). The Wisconsin Regional Training Partnership: The Evolution of an Intermediary, the Shifting Target of Twenty-First Century Manufacturing, and the Continuing Relevance of Unions in Labour Markets. In Conway, M. and Giloth, R. *Connecting People to Work: Workforce Intermediaries and Sector Strategies*. New York: Aspen Institute. 113-130 and 2. 28. Maguire, S., Freely, J., Clymer, C., Conway, M. & Schwartz, D. (2010). *Tuning In to Local Labor Markets: Findings From the Sectoral Employment Impact Study*. Public/Private Ventures.

Winconsin Regional Training Partnership (WRTP) partnered with BIG STEP (also part of WorkAdvance model)	US	http://www.wrtp.org/	Manufacturing, Construction and Healthcare	In operation since early 1990s. The WRTP is a workforce intermediary focussed on joint labour-management leadership of initiatives which can secure funding to respond to jointly identified needs. It is more than any single project, acting as an industry voice and industry driven solution generator. WRTP is connected with high quality jobs at all levels (i.e. it is not limited to entry level jobs). It aims to retain and attract high-wage jobs in Milwaukee and create career opportunities for low-income and unemployed community residents. WRTP develops training programs (generally lasting between two and eight weeks) in response to specific employers' requests or to clearly identified labor market needs and runs short-term pre-employment training programs in the construction, manufacturing and healthcare sectors. Training leads to certification for nursing assistants, medical assistants and in construction trades. It also covers essential employability skills (e.g. attendance, timeliness, sectoral cultures). The construction trades training was an 80 hour course including technical material, contextualised maths, safety awareness and instruction on the use of relevant tools and machines. There was an extensive screening process to help identify candidates with the ability to benefit from the programme and the potential to be successful in the target industries, and any industry specific requirements (e.g. clean drivers license). To provide support, WRTP utilised voluntary and community organisations and outsourced case management to a community development agency. WorkAdvance model involved an association of employers and unions developing training programs (2-8 weeks) in response to employer's requests.	Milwaukee	Works with employers, unions and community organisations, with particularly close ties to industry.	RCT
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35	Maguire, S., Freely, J., Clymer, C., Conway, M. & Schwartz, D. (2010). Tuning In to Local Labor Markets: Findings From the Sectoral Employment Impact Study. Public/Private Ventures.	Per Scholas (also part of WorkAdvance model)	US	https://perscholas.org/	IT	Founded in 1995, Per Scholas uses technology to improve the lives of residents in one of the poorest areas of the US. A social venture, it refurbishes end of life computers and distributes them to community residents. Business donating computers are prospects for helping place programme graduates. The programme prepares participants for jobs related to the repair and maintenance of personal computers, printers and copiers, as well as installation and troubleshooting computer networks, through a combination of skills training, certification and internships/work experience. Per Scholas pays the fee for those who wish to take an A+ certification at the end of the programme, and the certificate is used as a guide for the curriculum. Training is over 15 weeks and takes 500 hours. The programme also includes career mentoring, counselling, job placement and employability workshops and internships in the Per Scholas recycling and refurbishing centre or with local employers.	New York City	Partners with schools, non profits and community colleges. Also CompTIA a trade association of manufacturers, distributors and IT employers. Relationships were also built with staff agencies in response to employer outsourcing.	RCT
36	Maguire, S., Freely, J., Clymer, C., Conway, M. & Schwartz, D. (2010). Tuning In to Local Labor Markets: Findings From the Sectoral Employment Impact Study. Public/Private Ventures.	Jewish Vocational Service- Boston (JVS Boston) - JVS also involved in separate healthcare sector project funded through SkillsWork (see entry for HTI)	US	https://www.jvs-boston.org/	Clerical and Medical office occupations	This a community-based nonprofit workforce employment service active for over 70 years. The organisation aims to serve a diverse range of Boston's disadvantaged populations, including refugees, immigrants and welfare recipients. Its training programs in medical billing and accounting were evaluated, but its work is broader. Each training program was provided over 20 to 22 weeks for 20 to 25 hours per week. JVS-Boston engaged its target industry by forming employer advisory committees and building individual relationships with local businesses. JVS-Boston study participants were primarily women and included a large number of young adults and current or former welfare recipients. It also works with incumbent workers, including through long-term contracts with healthcare providers. The occupational skills training programme provides technical skills training, job readiness workshops and basic skills support, and lasted around 20-22 weeks. End of programme support is also offered via case management, referrals to outside agencies and access to other services (e.g. tax preparation assistance). JVS-Boston is committed to providing long term follow up to help graduates stay in work or find new jobs.	City of Boston	Uses sector based advisory boards to help design the occupational skills training curriculum. Local hospitals involved in making curriculum industry relevant.	RCT

37	<p>1. Hendra, R., Greenberg, D., Hamilton, G., Oppenheim, A., Pennington, A., Schaberg, K. and Tessler, B. (2016). <i>Encouraging Evidence on a Sector-Focused Advancement Strategy Two-Year Impacts from the WorkAdvance Demonstration</i>, MDRC and 2. Tessler B (2013) <i>WorkAdvance: Testing a New Approach to Increase Employment Advancement for Low-Skilled Adults</i>, MDRC Policy Brief</p>	Work Advance	US	https://www.mdrc.org/project/workadvance#overview	<p>Varies according to economic conditions, but includes IT, transportation, manufacturing, health care, and environmental remediation</p>	<p>WorkAdvance is an evidence-based program designed to help low-income adults prepare for, enter, and succeed in quality jobs, in high-demand fields with opportunities for career growth. It is based on the theory that strategic upgrades in human capital — that is, education and employment-related skills and experience — will lead to advancement in the labor market, but only if training and job preparation are directly aligned with specific job openings. Each WorkAdvance provider is focussed on occupations in just one or two industry sectors. Each provider implements the model differently, tailoring it to its chosen industry sector as well as its region. All of the programs aim to implement the following core elements of the WorkAdvance model: • Intensive screening of applicants; • Sector-focused preemployment services (e.g. CV prep, soft skills, interview training); • Sector-specific occupational skills training; • Sector-specific job development and placement; • Postemployment retention and advancement services. Targets low wage and unemployed adults. Aim to improve wages and employment rates as well as advancement in current job. Involved some partner employers who helped identify staff members suitable for programmes.</p>	New York City	<p>Designed by the New York City Center for Economic Opportunity (CEO), a unit of the Mayor's Office, and MDRC, a nonprofit, nonpartisan education and social policy research organisation. Operated by four providers in four locations: Per Scholas (New York City); St. Nicks Alliance (New York City); Madison Strategies Group (Tulsa, Oklahoma); Towards Employment (greater Cleveland area, Ohio) and its subcontractor, Compass (Youngstown, Ohio).</p>	RCT
38	<p>Kazis R and Molina F (2016) <i>Implementing the WorkAdvance Model: Lessons for Practitioners</i>, MDRC</p>	Work Advance (this entry draws on a paper which provides advice to practitioners on the basis of the evaluative evidence from WorkAdvance)	US	https://www.mdrc.org/project/workadvance#overview	Multiple (see other WorkAdvance entry)	See other Work Advance entry.	National initiative		RCT

39	Farrell, M., and K. Martinson (2017). <i>The San Diego County Bridge to Employment in the Healthcare Industry Program: Implementation and Early Impact Report, OPRE Report # 2017-41, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services</i>	Bridge to Employment in the Healthcare Industry program	US	http://www.career-pathways.org/acf-sponsored-studies/pace/	Healthcare	This is one of nine projects evaluated as part of Pathways for Advancing Careers and Education (PACE) evaluation. It is funded by Health Opportunities Progression Grants (see e.g. Year Up) and include key features of a "career pathways framework". Career pathways programs are designed to address barriers by providing well-defined training steps targeted to locally in-demand jobs, combined with a range of financial, academic, employment, and personal supports and services. The Bridge to Employment program gave students Individual Training Account vouchers they could use at any accredited training provider in San Diego, along with case management, supportive services, and employment services. The Bridge to Employment program consisted of five components: (1) Assessments to determine eligibility for training programs; (2) Navigation and case management services to help students choose their training and address barriers to participation; (3) Individual training account (ITA) vouchers to cover the cost of training; (4) Supportive services for transportation, child care, and other services; and (5) Employment services to help participants find employment after training.	San Diego (but PACE is a national initiative)	San Diego Workforce Partnership. SDWP contracted with three "navigator" organizations to operate the program throughout San Diego County: Comprehensive Training Services (CTS), Metropolitan Area Advisory Committee (MAAC), and North County Lifeline (Lifeline). Each organization served a different area of San Diego County.	RCT
40	Glosser, A., Judkins, D., and C. Morrison. (2017). <i>Workforce Development Council of Seattle-King County Health Careers for All Program: Implementation and Early Impact Report, OPRE Report #2017-106, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services</i>	Workforce Development Council of Seattle-King County Health Careers for All Program	US	http://www.seekingwdc.org/	Healthcare	Evaluated as part of PACE. The program had four key elements: (1) navigation and case management services; (2) tuition-free access to occupational training in healthcare fields, funded through "cohorts" (course packages open exclusively to participants and fully funded by the program) based at community and technical colleges or through Individual Training Accounts; (3) employment services; and (4) financial assistance during and immediately following training to help address barriers to program completion or employment. Health Careers for All was funded by the Health Profession Opportunity Grants (HPOG) Program from 2010 to 2015. HPOG, administered by ACF, was created to provide education and training to Temporary Assistance for Needy Families (TANF) recipients and other low-income individuals for occupations in the healthcare field that pay well and are expected to either experience labor shortages or be in high demand.	City of Seattle (but PACE a national initiative)	Workforce Development Council partnered with TRAC Associates (TRAC), a for-profit, community-based organization that provides employment services in the greater Seattle, Washington area.	RCT

41	<p>Gardiner, K., Rolston, H., D., Fein, D. and S. Cho (2017). Pima Community College Pathways to Healthcare Program: Implementation and Early Impact Report, OPRE Report No. 2017-10, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.</p>	<p>Pima Pathways to Healthcare</p>	<p>US</p>		<p>Healthcare</p>	<p>Evaluated as part of PACE. Pathways to Healthcare combined several key components: Mapping 16 existing occupational training programs into five “pathways” helped students who might otherwise find the course catalog confusing understand how completing one credential can lead to a higher credential and higher paying job. Intensive and proactive staff guidance and advising helped students and program staff identify and address barriers to participating in the program, select a training program, persist in and complete the chosen program, and subsequently enter employment. Scholarships for tuition, books, and other supplies to reduce the cost of training.</p> <p>Two compressed and contextualized basic skills (“bridge”) programs helped students with low levels of basic skills enroll directly in one of the 16 occupational programs.</p> <p>Employment supports helped program completers locate employment through coaching for job interviews and help with resume writing.</p>	<p>Led by one college in Tucson</p> <p>Pima Community College (PCC) in Tucson, Arizona, and Pima County One Stop (PCOS), the local workforce agency</p>	<p>RCT</p>
41	<p>Hendra, R., Riccio, J., Dorsett, R., Greenberg, D., Knight, G., Phillips, J., Robins, P., Vegeris, S. and Walter, J. (2011). Breaking the low-pay, no-pay cycle: Final evidence from the UK Employment Retention and Advancement (ERA) demonstration. London</p>	<p>UK Employment Retention and Advancement (ERA) programme</p>	<p>UK</p>		<p>No specific sectoral focus</p>	<p>Targeted long term unemployed, unemployed long parents and lone parents working part time and receiving wage supplements under New Deal. Sought to improve the labour market prospects of low-paid workers and long term unemployed people. Participants had access to a set of 'post-employment' job coaching and financial incentives added to the job placement services that unemployed people could normally receive through JCP. Once employed, ERA participants could receive at least 2 years of advice and assistance from an employment adviser to help them continue working and advance in work.</p>	<p>National</p> <p>DWP, US and UK research partners, JCP</p>	<p>RCT</p>

<p>43 Martinson, K. (2007) <i>Building skills and promoting job advancement: the promise of employer-focused strategies</i>, The Urban Institute</p>	<p>Covers a range of interventions</p>	<p>US</p>	<p>N/A as this is a review</p>	<p>Reviews interventions across a range of sectors</p>	<p>Range of initiatives discussed, including SkillsWorks Boston (reviewed in other items) which is seen as a successful career ladder approach. Also Kentucky Careers Pathways. The latter gives grants to local partnerships of community colleges and businesses to develop and implement career ladders that focus on job and educational advancement for low-income individuals and meet business needs. Based on employer input, these career pathways lay out a sequence of connected skill upgrading and job opportunities, with each education step on the ladder leading to a job or further training.</p>		<p>N/A review of range of approaches</p>	<p>Review</p>
<p>44 Stacey, J. (2015), <i>Supporting Quality Jobs in Tourism</i>, OECD Tourism Papers, 2015/02, OECD Publishing</p>	<p>N/A this is a review paper with recommendations for sectoral based strategies</p>			<p>Tourism</p>	<p>N/A review paper</p>			<p>Review</p>

45	Devins D, Bickerstaffe T, Mitchell B and Halliday S (2014) <i>Improving Progression in Low-Paid, Low-Skilled Retail, Catering and Care Jobs</i> , Joseph Rowntree Foundation	N/A draws on best practice examples from employers of	UK		Retail, catering and care	No delivery. Review of best practice amongst employers.	N/A review of range of approaches	Review
46	Sissons, P. and Green, A. (2017). More than a match? Assessing the HRM challenge of engaging employers to support retention and progression. <i>Human Resource Management Journal</i> .	N/A review paper	UK		No specific sectoral focus		N/A evidence review	Review

47	Wilson ,T., Gardiner, L. and Krasnowski, K. (2013) Work in progress: low pay and progression in London and the UK. London: CESI	N/A discussion paper	UK		No specific sectoral focus	Review paper, main relevant points are about how to best measure progression and what efforts have been successful in promoting it.			Review
48	Tait, C (2017) At the Crossroads: The Future of British Retail, Fabian Society, London	Policy Report	UK		Retail	N/A strategy paper			Review and strategy suggestions

49 Hamilton, V. (2012) *Career pathway and cluster skill development: promising models from the United States*. OECD Local Economic and Employment Development (LEED) Working Papers. Paris:OECD Publishing

Fresno California/PG&E's PowerPathway™	US		Energy and utilities	<p>Fresno California/PG&E's PowerPathway™ is an industry-led initiative (introduced in 2008). PG&E, one of California's largest energy and utility companies, responded to their aging workforce saw an opportunity to engage the public education and workforce system to create a new pipeline of utility workers. Utilities employers developed new sets of skills requirements for new kinds of energy workers to meet stringent state laws. Entry level wages for the sector were high and the industry provided good jobs. A new credit based programme was developed at Fresno City College (a 12 week Bridge to Apprenticeship/Utility Worker programme) to prepare workers for a career as a Utility Worker or Line Worker. The course includes technical skills, soft skills, and physical conditioning. There were specific offerings for returning Veterans, which help map military skills to the energy industry. Workforce Investment Board in Fresno supported the programme by securing participants which required them to reengineer how they worked (they needed a greater understanding of employer requirements). The programme required a lot of political influence to get up and running. There was extensive screening of applicants to the initial programme (several thousand to achieve 30 students). Applicants needed to be physically fit, drug free, and went through an assessment that measured basic skills, interest and aptitude. Uses a cohort approach to building talent pools in the region. The programme is now in its fifth cohort of students. <i>Previous programmes have been very successful with most students going on to become PG&E employees.</i></p>	City of Fresno	Industry led by power company, with community colleges and Workforce Investment Boards.	Sparse outcome data	
50		Glasgow City Deal has an in work progression element in Care. No evaluation evidence yet.		Care	A pilot labour market progression programme in the Care sector to support the training and development of staff in low income jobs, boosting wages and reducing reliance on in-work benefits.	Glasgow	No evidence yet	

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	Plymouth City Deal potentially has a relevant element, but no evaluation evidence yet.				City Deal agreed with Plymouth LEP. The City Deal contains an element which was aimed at improving the wage progression of young workers. The project has received £750,000 in funding and was developed jointly with the Department for Work and Pensions (DWP) and the Cabinet Office. The pilot, which is contracted to an existing Work Programme provider, tests 'a range of approaches to help young people to progress in their careers and increase their earnings' (Plymouth and the South West Peninsula City Deal prospectus, p.11). The delivery model is a caseworker-led approach which can include the following provisions: access to specific skill development activities; personalised career plan; targeted information, advice and guidance (IAG) linked to career aspirations; and, re-employment activity (ibid.). The programme is on a voluntary basis and targets progression across a mix of within and between employers	Plymouth	No evidence yet
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