

CREATING SUSTAINABLE JOB OPPORTUNITIES FOR ADULTS IN NEWARK,
NJ: A WORKFORCE SKILLS DEVELOPMENT PROGRAM

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ABSTRACT

Newark is New Jersey's largest city and its ills are well documented. In the inner city, poverty and crime are rampant, unemployment is high, and educational achievement levels are low. Many jobs that once existed have been outsourced, and nothing has come in to take their place. This initiative is a workforce development project. It is a joint effort between various community groups and a local Laborers union and its training fund. The community groups conducted the initial screening while the union will conduct final interviews and selection according to the criteria for union membership. The most important initial outcomes were that community members became aware of the opportunity, that contractors were signed on by the union, and that trainees became union members and ultimately obtain stable employment. It is believed that this would eventually improve the economic and social conditions of the community as a whole. Thus far, only one training class has been held in Newark, and 22 trainees have joined the new Laborers Local #55. More than 50 area contractors have been signed, and several members have gone to work. The initiative has been a moderate success thus far, in terms of the number of city residents trained and working. It is a success in terms of training graduates who actually became union members (100%), and has been repeated in a number of different communities. It is recommended that the project be continued.

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I: COMMUNITY CONTEXT

1. Community Profile

The city of Newark, New Jersey, presents a study in contrasts. On the one hand, it is a large, vibrant port city that is located within minutes of Manhattan and several major airports. Many hospitals and Universities are located both in and around Newark, and there is a great amount of wealth and commerce in the area. On the other hand, Newark has a city center that has few opportunities for the residents there to have a job that provides a living wage. Poverty and crime are rampant, unemployment is high, and educational achievement levels are low. This project seeks to address the inequity of this situation by connecting some of the inner city residents with well-paying construction jobs that exist in the area, but that they have been unable to access previously.

Newark, New Jersey is the largest city in New Jersey with a population of 273,546 in the metropolitan area and 2,052,984 in the five-county area surrounding it. It has an area of 24.14 square miles. English is the primary spoken language and the population density is 11,839 people per square mile (US Census, 2006). It is a major east coast port of entry and the largest city in the most densely populated state in the nation. Manufacturing was traditionally Newark's most important economic activity, but it has been surpassed in recent years by transportation-related industries and telecommunications firms (City-Data.com, 2008). There are seven major highways, railway routes, and a world-class shipping terminal to go along with Newark International Airport. Newark is also one of the nation's leading centers for wholesale trade in chemicals and machinery, and is the third-largest center for the insurance

industry in the U.S. Other components of its service economy are also growing and are dominated by medical and high technology research and development activities.

Colleges located in the city include Rutgers University-Newark, New Jersey Institute of Technology, Essex County College, and the University of Medicine and Dentistry of New Jersey (UMDNJ). Seven other colleges are located within seven miles of Newark. The six major hospitals and medical centers located in Newark are Columbus Hospital, Mount Carmel Guild, Newark Beth Israel medical Center, St. James Hospital, St. Michael's Medical Center, and UMDNJ University Hospital. The city's library needs are met by the Newark Public Library, headquartered at 5 Washington Street, and several branches in different locations throughout the city. There are also many banks and their branches located throughout the city. The city's travel needs are served by Newark International Airport, and by Amtrak, which has stations at Newark International Airport and at Raymond Plaza West.

In order to gain further insight into the barriers and opportunities that residents of Newark have, it is helpful to learn about the residents themselves and how they live and work. During the 1990s, the city of Newark ended four decades of steep population loss, with the population declining by only half of one percent during the decade (Brookings Institute, 2003). This was due primarily to an influx of immigrants, many from South American and Caribbean countries such as Ecuador, Brazil, and the Dominican Republic. The metro area is currently stratified along racial and ethnic lines with African Americans being the primary residents of the southern half of the city and the western suburbs and with Hispanics living in the northern half of the city and in the suburbs to the north and south.

The city lost 160,000 residents between 1950 and 1990, and the suburbs grew by 7% (Brookings Institute, 2003). Today it has a population of around 270,000 in a five county area of over 2 million residents.

A racial breakdown of the population of Newark shows that over 53% of the residents are black, more than 29% are Hispanic, just over 14% are White and Non-Hispanic, 14% are of other races, over 4% are of two or more races, and less than 1% each are American Indian or Asian Indian.

Only 10% of the region's workforce is employed in the city, and nearly 60% of the residents of the city commute outside the city to work. A breakdown of the largest employers and their numbers of employees can be seen in Table 1.

Table 1 - Newark's Largest Private Employers

<i>Largest private employers</i>	<i>Number of employees (City-Data.com 2005)</i>
Newark Liberty International Airport	24,000
Verizon Communications	17,100
Prudential Financial, Inc.	16,850
Continental Airlines	11,000
University of Medicine/Dentistry	11,000
Public Service Enterprise Group	10,800
Prudential Insurance	4,492
City of Newark	3,984
Horizon Blue Cross & Blue Shield of NJ	3,900

Employment of males in Newark is spread across several industries with 14% in construction; 6% in administrative, support and waste management services; 5% in accommodations and food services; 5% in transportation, courier, and support activities; 5% in educational services, 4% in public administration, and 3% in health care (City-Data.com, 2008).

The occupations for males in these industries are production-related workers (6%); building/grounds and maintenance workers (6%); drivers; laborers and material handlers (6%); material recording, scheduling, dispatching, and distributing workers (5%); construction laborers (5%); and protective service workers, including supervisors (4%) (City-Data.com, 2008).

Employment of females in Newark is also spread across several industries with 16% in health care; 10% in educational services; 7% in finance and insurance; 6% in accommodation and food services; 6% in administrative, support and waste management services; 5% in social assistance; and 5% in public administration (City-Data.com, 2008).

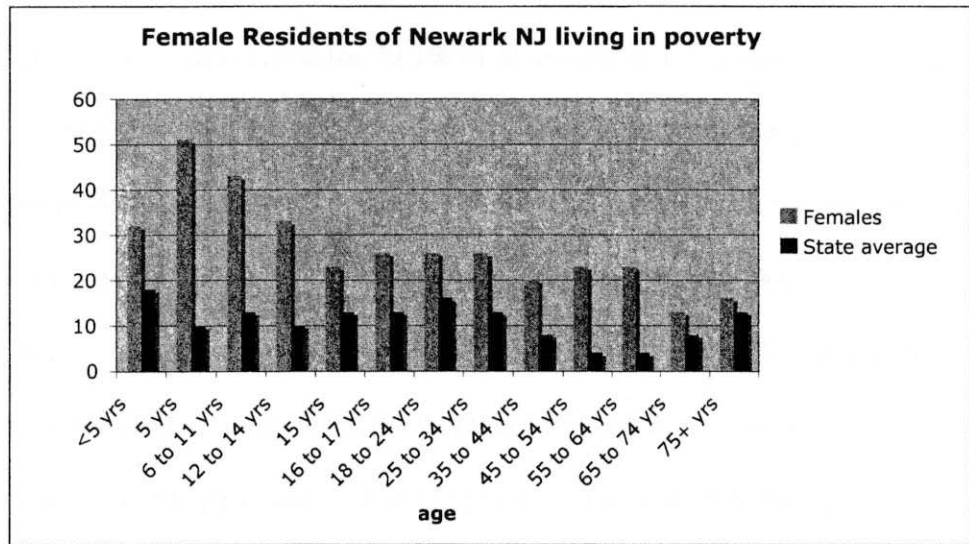
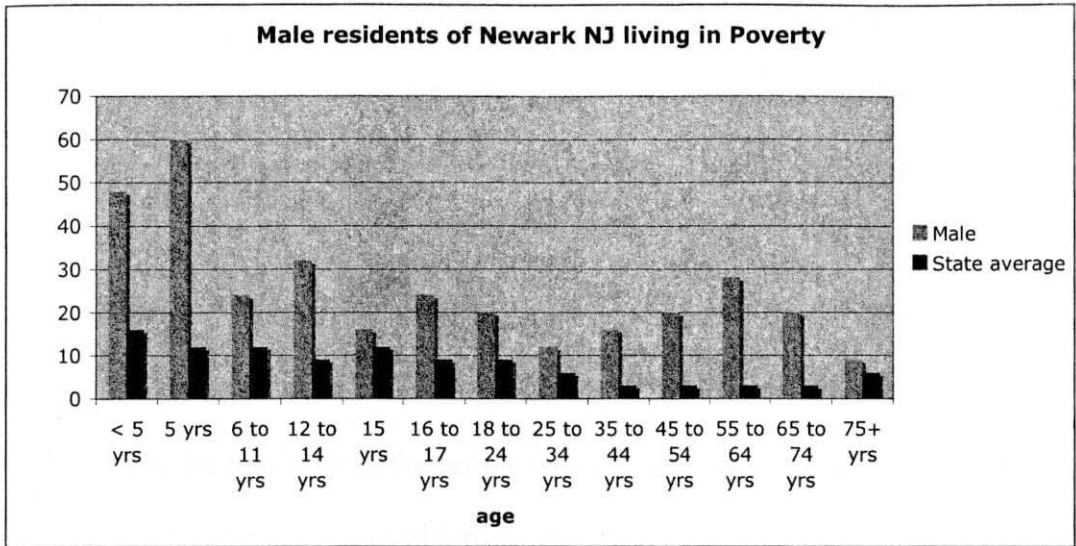
Occupations held by females in these industries are office and administrative support workers, including supervisors (8%); nursing, psychiatric workers and home health aides (6%); secretaries and administrative assistants (6%); buildings, grounds, and maintenance workers (5%); production workers, including supervisors (4%); cashiers (4%); and information and record clerks (4%) (City-Data.com, 2008).

Contrary to the national demographic where 35 to 45 year olds comprise the largest segment of the population, in Newark the largest segment is the 20 to 24 year old age group. This statistic is significant in that individuals in the 20 to 24 year old age range usually differ significantly from those in the 35 to 45 year old age group in terms of accumulated assets, disposable income, automobile ownership, and fringe benefits such as health and life insurance. In addition to the age segment disparity, 20% of the households are headed by a single parent, which also makes it more difficult for those individuals to build assets. When the entire population is considered once more, only

slightly more than half of the population was employed in the year 2000 (Brookings Institute, 2003).

Only one in eleven residents holds a college degree, which is the lowest education level among the nation's 100 largest cities (Brookings Institute, 2003). Over one-third (42%) of the resident adults do not have a High School degree, and the dropout rate is 33.8%. In addition, 52% of the population is not literate. The low education level cuts across all racial and ethnic lines in Newark (Brookings Institute, 2003).

One of the results of the preceding circumstances is that the median income of Newark has shrunk, until in the year 2000 it ranked 96th among the 100 largest cities at \$30,996. Over 43% of the population makes less than \$25,000 a year, and in some neighborhoods over 40% of the population lives in poverty with 45% of all Newark families with children living near or below the poverty line (Brookings Institute, 2003). In 2007, 23.9% of Newark residents had income below the poverty level compared to the state average of 8.6%. Almost 15% of the residents of Newark had income below 50% of the poverty level in 2007, compared with 3.9% statewide (City-Data.com, 2008). Graph 1 and Graph 2 provide a breakdown by gender and age group of the residents of Newark who are living in poverty.



A look at family types living in poverty in Newark shows that 21.4% of the families are married/couple families, 9% are male with no wife present, and 69.6% are female with no husband present (City-Data.com, Poverty Rate Data, 2008).

The median cost of a home or condo in Newark in 2007 was \$317,400, while the median household income was \$34,452 (city-data.com, 2008). Most people can't afford to own, so 69.46% rent and 13.9% of available housing units are vacant. Over 40% of

renter households spend more than 30% of their income for housing, making it nearly impossible to save enough money for a down payment on a house, resulting in the fact that Newark has the lowest home ownership rate among large U.S. cities (Brookings Institute, 2003).

The abuse and sale of illegal drugs is also a major problem for Newark, both in terms of the costs to the city for law enforcement procedures and health and welfare costs, as well as the implications for people who are actively using drugs or who have an arrest record to be allowed access to jobs by prospective employers. The effect that drug abuse and sales have on the community is readily reflected by the city's crime statistics. In 2003, drug arrests accounted for 39.1% of all arrests made in Newark, and drug arrests increased 663% between 1980 and 2003 (King, 2008). At the same time, the violent crime rate in Newark rated an 8 on a scale of 1 to 10, and the property crime rate was a 7. The US average for both types of crime was a 3 (bestplaces.net, 2007).

To summarize, when compared to averages for the rest of the nation, the academic achievement of the residents is lower, the median income is lower, the crime rate is higher, and the percentage of single parent households is higher. When compared in a more localized context by comparing Newark average statistics with the average statistics of the rest of New Jersey, we find that the median house value is above the state average; the percentage of people who are unemployed is significantly above the state average; the percentage of city residents who are black/African American is significantly above the state average; the percentage of foreign born residents is significantly above the state average; the median age of the residents of the city is below the state average; the number of people who rent their homes is above the state average; and the number of

residents who possess a bachelor's degree or higher is significantly below the state average (City-Data.com, 2008).

2. Community Needs Assessment

The demographics of Newark illustrate many of the classic conditions of a low to middle income (LMI) neighborhood. A combination of an erosion of the manufacturing base, a lack of access to well-paying jobs (as illustrated by the high poverty level versus the unemployment level), a high concentration of minority and immigrant residents, low median income, high poverty rate, low educational attainment by the residents, and an overall high crime rate are all indicators of a poor neighborhood. This does not mean that jobs that pay well do not exist in the LMI neighborhood and vicinity; it simply means that barriers exist to the entrance of the residents into these jobs. One such occupation that exists and can be an avenue to good wages with health and retirement benefits along with a career ladder is construction. Generally, these wages and benefits are found in the unionized sector of the industry so that would be the best avenue taken by residents to achieve success in this career path. Indeed, increasing union membership among American workers is listed as one of the three key strategies for increasing the number of people employed in "good" jobs in a paper published recently by the Economic Policy Institute (2009)

3. Target Community for the Project

The program was designed for the unemployed and underemployed population of Newark, and public meetings were held in each of Newark's five wards to announce this project. No specific neighborhood was targeted for the initial round of training offered.

II: PROBLEM ANALYSIS

1. Problem Statement

One problem that can be identified is that people in minority neighborhoods in Newark, New Jersey are not taking advantage of existing opportunities to join construction union apprenticeship programs, even though the opportunity to do so exists, the levels of unemployment are high, and the need for good sustainable jobs with a career path exists.

Compounding the problem is the fact that the construction trade unions are not actively recruiting a significant number of applicants from these LMI communities for their apprenticeship programs.

The main reason that the trade unions have been reluctant to recruit in the LMI neighborhoods is the lack of job-readiness of the residents. Any trade apprenticeship program has pre-determined requirements for the acceptance of an individual into the program, and a significant portion of the population cannot meet them. Significant deficiencies exist in job readiness skills and the attainment or demonstration of a required education level, especially in literacy and math skills. A drug-free policy also exists for most unions, and this, too, provides a significant barrier to many individuals.

2. Stakeholders

Stakeholders in this project include unemployed and underemployed residents of the five wards of Newark, all other residents of Newark's five wards, the businesses located in Newark's five wards, the contractors involved in weatherization and/or residential work in Newark, New Jersey Laborers Local #55, the city government of Newark, and to a lesser degree the government of the state of New Jersey.

3. "CED-ness" of the Project

The primary beneficiaries of this program will be the members who successfully complete the training program. If they follow the path laid out for them, they will have valuable job skills and employment opportunities for the rest of their lives. These jobs will also provide them with a good wage and health and pension benefits.

The community as a whole will also benefit from the jobs that result from this initiative. As more people successfully complete the program and secure employment, the unemployment rate will drop, the amount of overall income in the community will increase, and the spending power of the community will increase. This should lead to better financial performances for the businesses that are already located there and eventually to the creation of other business opportunities. This change in conditions will conceivably result in the creation of jobs for other members of the community.

The union will also benefit in that it will continue to have a supply of skilled laborers to send to signatory contractors in fulfillment of their part of the contract. In addition, as in other such situations, the payroll deductions for fringe benefits from the working population helps to fund the health and pension benefits of those who have already retired. An active membership also helps the union to achieve political objectives.

Ultimately, the interaction between these three primary stakeholders should result in an ongoing cycle of resident employment, an active union presence in the community, and a growth in the overall assets of the community.

III: LITERATURE REVIEW

This summary of a workforce development strategy implies that education and employability or job-readiness training is important, as is basic skill training and ongoing support. In other words, in order to be a viable strategy, workforce development cannot consist simply of job skills training. If other types of knowledge or skills deficiencies are noted as barriers to employment, these too, need to be addressed.

The first thing to look at when considering workforce development as a viable initiative for a specific area are the poverty and unemployment levels in the targeted community. If the poverty and unemployment levels are high compared to, say, a statewide average, they provide evidence that a workforce development intervention is needed. As stated in the report by the Brookings Institution on Urban and Metropolitan Policy (2003) "income and poverty levels reflect the ability of residents to provide for themselves and their families, their capacity to support neighborhood businesses, and their prospect for building assets for the future." The data obtained from every demographic statistical analysis available clearly establishes that high levels of poverty and low overall income levels are prevalent in Newark.

Barriers to employment that exist in a region must be identified and their removal incorporated into any economic development plan that hopes to be successful. Examining data for the presence of these barriers is important because a city's vitality, both economically and socially is dependent upon the ability of the residents to earn a good living (Brookings Institution on Urban and Metropolitan Policy, 2003).

A major barrier that should be considered is the education level of the community in general, because it is well documented that the educational achievements of the residents of an area provide a barometer as to whether or not the area experiences economic success (Brookings Institution on Urban and Metropolitan Policy, 2003). The low level of educational achievement among Newark's residents is apparent from the available data and has an impact on their ability to find work. Estimates show drop out rates of greater than 40% of Newark's youth, and estimated math and reading levels for out of school youth and TANF recipients at about a 5th grade level. According to employers in the area, this lack of educational attainment is a significant barrier to employment (Stokes, 2002).

Probably the next important thing to look for is the job-readiness of the population. Education level constitutes one part of job-readiness. Life skills, or soft skills, can be said to be another. Basically this means the ability to come to work on time each day and "give a day's work for a day's pay". This is a skill that is not easily quantifiable, but its importance is obtainable through employer interviews and is often cited as an issue by employers. In Newark, research has shown that employers find that a lack of employability skills is a major problem. Employees are frequently absent or come in late. They behave unprofessionally in the workplace, and are not good at resolving issues without confrontation. These things constitute a major barricade to continuing employment at the jobsites where they occur (Stokes, 2002).

In addition to determining literacy, math, and employability skills, it is very important that the initiative consider what type of jobs will be the best fit the region, and will also be sustainable jobs with a career path, a living wage, and room for advancement.

It is these kinds of jobs that will ultimately help residents to achieve economic security (Brookings Institution on Urban and Metropolitan Policy, 2003). In Newark, entry-level construction jobs are available for people who are seeking employment. Stokes (2002) lists construction jobs as a promising employment sector in Newark for entry-level work that provides a decent wage and has a career path.

The eventual success of a workforce development intervention plan for Newark will depend on what the prospects are for construction work in general and whether there are better opportunities in some sectors when compared to others. According to a projection for the years 2006 to 2016 in the *Occupational Outlook Handbook, 2008-2009 Edition* produced by the US Bureau of Labor Statistics (2009), employment in construction is expected to increase by 10.2 percent, from 7.7 million to 8.5 million. Most of this demand will come from commercial construction as well as municipal and transportation construction such as bridges and tunnels.

Clearly the expectation is that the demand for construction workers will grow. A comparison of the pay and benefits available in union jobs compared to the pay and benefits available in non-union jobs will tell the story of which is more desirable. A recent comparison shows that union work provides higher pay and better benefits than non-union work. On average, union members earned about one-third more in compensation than those in the non-union sector. Further, union membership benefited minorities even more, with women averaging slightly less than 40 percent more, African-American workers earning 45 percent more, and Hispanic workers earning almost 55 percent more than their counterparts in the non-union sector (USDOL, 2000). In addition to the difference in actual wages paid a union worker, consideration should be

given to additional compensation such as pension plans, paid leave, and health insurance plans between union members and non-union workers. Union members are 18 percent to 28 percent more likely to have employer-provided health insurance and from 23 percent to 54 percent more likely to participate in an employer-provided pension plan (Mishel & Walters, 2003). While these benefits are not directly into the pocket of the recipients, they eventually help the entire community by freeing up space and time in emergency rooms, and allowing workers to retire and remain relatively independent of community support services.

When construction jobs are considered by themselves, information from the US Bureau of Labor Statistics (2004) shows median weekly earnings for a union construction worker to be \$839 as compared to \$588 for a non-union construction worker. This is a difference of \$305, or 52 percent in pay level.

When construction jobs are examined in a different context, however, there is some controversy as to how accepting of minorities the trade unions are. This is important, as the demographics of Newark show that a majority of the residents are African American or Hispanic. A 2008 joint study by the Milwaukee branch of the NAACP and the University of Wisconsin-Milwaukee uses apprenticeship numbers to illustrate how accepting the various trade unions are of minorities in their ranks. The study was done to illustrate the rate of apprenticeship of African-Americans in construction trades, but mentions that Hispanic rates were even lower. The study showed that while the Laborers union had an apprenticeship rate of 36%, and the Bricklayers union had an apprenticeship rate of 30%, there were four unions with apprenticeship rates between 10% and 15%, and 11 whose rates were less than 7%. (Wisconsin Department of

Workforce Development (DWD) Bureau of Apprenticeship Standards (BAS) as of September 20, 2007).

This information illustrates a situation that varies from city to city, yet exists to some degree in all of them. The situation is that while some unions like the Laborers and bricklayers already have a substantial number of minority members and are accepting a substantial number of new apprentices, many of the construction trade unions have very few if any minority members, and are not showing signs of adding many as apprentices. This situation will conceivably limit the employment options of anyone completing a construction-related workforce development training program.

Since it appears that construction jobs will increase in number, and that union jobs are preferable for someone who wishes to make a good wage, it becomes necessary to explore different avenues that can be taken to bring entry level residents into the trades and to put them to work once they have been recruited. A look at other workforce development models can help provide some insight as to the shape the initiative should take and some research of current growth areas within the industry will help form a plan.

Holzer (2007) writes about the use of sectoral training and career ladders, incumbent worker training, and apprenticeship training as being good approaches to aiding unskilled or marginally skilled workers to progress from low paying or entry level jobs to jobs that require more skills and consequently pay a higher wage. This is very much in line with the program envisioned, where participants can take advantage of the Laborers training program to take many other types of skills training after they have finished the initial course and become members of the local. They can work their way up to supervisory positions within the companies they work for or follow a career path in the

union to become a steward, organizer, business agent, instructor, or one of several other positions.

As stated earlier, the training will teach core construction competencies as well as hazardous waste worker training and weatherization training. The importance of the hazardous waste and weatherization training is magnified by the fact that there is a new administration in Washington, D.C. and it is restoring Superfund money for hazardous waste sites as well as greatly increasing the funding for weatherization of homes and businesses, virtually assuring that both of these areas will need workers. Weatherization is considered by many to be a good way to provide entry-level employment to people who need it. Raquel Pinderhughes (2007) cites weatherization work as one of the entry-level employment opportunities for residents of Berkeley, California with barriers to employment in her case study. Similarly, weatherization (energy efficiency) is cited in the publication *Green Collar Jobs in America's Cities: Building Pathways out of Poverty and Careers in the Clean Energy Economy* published by the Apollo Alliance and Green for All (2008). The publication cites the impending shortage of construction workers, and talks about the type of workers they will need in this field, saying that in order for the cities of America to have new buildings built and existing buildings retrofit, not only will the workers need traditional construction skills, they will also need to be trained in energy efficiency.

A review of the relevant literature shows that a workforce development project involving construction trade training and union membership can be successful if it is structured and presented correctly.

IV: PROJECT DESIGN AND LOGIC MODEL

In response to the problem of the high unemployment rate among Newark's citizens, a workforce initiative has been developed that will address the problem from the point of view of construction trade union membership and opportunities. This point of view was chosen because it provides a narrower look at a very large problem, thus making quantifying success or failure easier to do.

The initiative is the result of a joint effort by the New Jersey Building Laborers Training and Apprenticeship Fund, The Garden State Alliance for a New Economy (GANE), Halsey Street Green Solutions, the Urban Enterprise Institute (UEI), the Newark Works program, the Mayor's Office of Constituent Services, and the Newark Housing Authority and plans to provide entry level job skills and construction skills training to unemployed or underemployed residents of Newark. The community groups will conduct the majority of the recruitment and screening. The union's training fund will then interview those recruited and select those who will be accepted. The training program will consist of employability skills, construction safety, environmental hazard awareness, hazard communication, basic construction skills, hazardous waste worker, and weatherization training. The curriculum is primarily supplied by the Laborers International Union of North America (LIUNA) through the LIUNA Training and Education Fund, which provides curriculum free of charge to affiliated funds, and instructor training nationally for the Laborers Union. The curriculum provides for the administration of both written and performance assessments for every major training component and each participant must pass these assessments in order to continue the

program. The effort is to not only to help the participants get a job, but to make sure that they are safe, knowledgeable, productive and valuable workers. This will keep them in demand by employers and build their self-confidence at the same time. It is hoped that over time, members will appreciate the fact that training benefits them and their future, and that they will take advantage of further training that is offered by the training fund.

Upon successful completion of the program, participants will be offered membership in a new Laborers' residential local, Local 55. The local will dispatch the new members to jobs being performed by signatory contractors and will also keep track of their health, pension, and any other benefits. The participants will be urged throughout their careers to continue to take training to make themselves eligible for advancement within the weatherization industry, or to take jobs in other types of construction, such as new construction, retrofit, or environmental abatement. The belief is that combining the skills training with the union membership will provide residents with a career path at a livable wage and also connect them with employers whenever the job they are working on ends. An overall view of the initiative is illustrated in the Project Logic Model, shown in Table 2.

Table 2 - Project Logic Model

Long-term Outcome	A decrease in the unemployment rate in Newark, New Jersey.
Intermediate Outcomes	<ul style="list-style-type: none"> • More residents of Newark are achieving journey-worker status with a construction trade union. • More residents of Newark have a job that pays a sustainable wage, has fringe benefits, and has a career path.

Short term outcomes	<ul style="list-style-type: none"> • An increased number of residents of Newark are successfully completing a construction trade union apprenticeship program. • An increased awareness among community members about the availability and value of the union apprenticeship programs. • A greater number of job opportunities for residents in work that can't be outsourced.
Outputs	<ul style="list-style-type: none"> • 100 Community members successfully graduate employability and construction skills training program. • Community-based organizations use their contacts to recruit applicants to the program. • Contractors agree to hire graduates of the training program.
Activities	<ul style="list-style-type: none"> • Identify and meet with community-based organizations to enlist their help in recruiting trainees. • Hold informational meetings for residents and CBOs about the training program. • Identify/select curriculum and write the lesson plan for the program. • Contact local politicians and media members to garner good will and publicity for the program. • Train community members in targeted skill sets. • Locate and attempt to procure any additional funding that can be used for the program. • Identify and meet with contractors who may be willing to hire graduates of the program. • Identify the skill sets that the training will encompass. • Perform screening activities for applicants, i.e. education level, substance use/abuse • Monitor and evaluate the program on a monthly and yearly basis.

Inputs	<ul style="list-style-type: none"> • Start-up funding • Manpower with training experience • Manpower with organizing capabilities • Food for trainees during training sessions • Stipends for trainees to aid in transportation and child care costs • A basic tool kit to be given to each trainee • A training location • Sufficient and correct tools, materials, and diagnostic equipment for teaching the curriculum • Training curriculum
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To aid in assuring the success of the initiative as much as possible, it is a good idea to take a final look at the overall prospects of the initiative by subjecting it to a test of its strengths, weaknesses, obstacles and threats, otherwise known as a SWOT analysis.

The SWOT analysis of the project is shown in Table 3.

Table 3 - SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Union has strong political connections in the area. • Union will bear the brunt of funding • Union has experienced, professional instructors • Coalition members represent a cross section of the residents for diverse input and feedback. • At least one local coalition group (GANE) has ties to a national organization and its expertise • Union has many experienced organizers working on the project who know the community quite well. • Workforce needs projections predict a shortage of construction workers in the coming years due to the retirement of a large percentage of the current workforce and a lack of new workers in the trade to take their place. Leads to better opportunities for those who successfully complete the training. • Instruction will include employment skills as well as entry level construction 	<ul style="list-style-type: none"> • Enrollment requirements involving academic abilities and drug/alcohol testing may exclude a large number of potential trainees. • Coalition members may sometimes disagree on strategy. • Training duration is 6 weeks. May be too much for some. • Class times not flexible. Meant to make people understand that they need to show up on time, but may cause some trainees to be rejected due to other issues like dropping kids off at school or other location with a specific drop-off time. • Potential friction among participants in the class could cause problems in delivering training. • Location found for training may still not be easy to get to for everyone. • Training may be too physically demanding for some trainees.

<p>skills and some hazardous waste abatement skills. The certifications from the hazardous waste worker portion of the class are valuable to the trainee regardless of the eventual outcome of the class.</p> <ul style="list-style-type: none"> • Much of the training is interactive in the classroom or "hands-on". • Union has a vested interest in developing a workforce with the skill sets that are being taught to help them gain a presence in the residential construction market. • Wages offered through union contracts are above average for the area, raising the interest of residents in successfully completing the training program. • Help of the coalition members in spreading the word to the community about the training opportunity. • Large number of possible trainees in the area. High population density, high rate of unemployment. • Construction work cannot be out-sourced. • Limited union benefit package offered if trainees make it through and into the union, (primarily health care, for now) 	
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> • One of the main objectives of this training is weatherization of a house, which is tied to energy efficiency, which is "green", which has attracted funding from the federal government all the way down to local governments. • "Green" and energy efficiency initiatives will continue to be popular and receive funding for many years according to current projections. • The election of the new president, who very likely will push funding for initiatives such as this as part of his energy plan. • There is a pot of \$50,000,000 set aside by the local utility in New Jersey as a payment to offset its carbon footprint. 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> • Utility company may try to get legislation passed so that it gets to have control of how weatherization is performed, perhaps to the extent of having it done only by their own subsidiary company. (They want to try to get the money back) • The president may not get all portions of his energy bill passed, adversely affecting funding. • The economy may sink even further than it has, and drastically reduce any funding for construction projects as well as causing grant money to dry up. • Union may deem that the results don't justify the expenditures, and pull out of the initiative.

This money is supposed to be used to help fund the weatherization of houses in the community.

- Skills learned in this initiative can be used in the construction of new houses when the market recovers.
- Many of the skills learned are also transferable to the commercial market, if necessary.
- The lessons learned in this initiative can be applied to similar endeavors being undertaken by the union in other major metropolitan areas.
- Success with this initiative could lead to more funding, more successful trainees, and a gradual improvement in the overall quality of the neighborhood.
- Many other skills training classes are available through the union.
- A career path is available to participants who graduate the program, within the industry or the union.

Additionally, participants may move to other unions, or outside the industry to municipal employment after they have gained experience as Laborers.

- Other trades may copy the model and start their own initiatives, shrinking the pool of qualified trainees available.
- Costs of healthcare may continue to rise, until they are too high to be included as a benefit, making the job less desirable to some.

V: METHODOLOGY AND IMPLEMENTATION PLAN

1. Project Participants and Beneficiaries

The main organizations involved in this initiative are the New Jersey Building Laborers Training and Apprenticeship Fund, the Garden State Alliance for a New Economy (GANE), Halsey Street Solutions, and the Newark Urban Environmental Institute. The participants can be a resident from any of the five city wards. The organizing department of the union will work with the community group to provide outreach to the community to inform the residents about the training opportunity and to recruit individuals to enroll. The New Jersey Building Laborers Training and Apprenticeship fund in Monroe Township will provide the training. The training director and several of the instructors at the site will be involved to some degree. Trainees will be bussed to the training center with the possibility of a training site being opened in downtown Newark at some point in the future.

There are beneficiaries in the community other than the participants themselves, GANE, and the union. First among these would be the families of the participants, who will see a gain in family income when the participant begins work, as well as having health insurance to aid them when they are sick or injured. Local businesses are likely to realize more revenue as the participants gradually build wealth. Health care facilities will receive more timely income due to payments from insurance companies, and emergency rooms will be less crowded as families with insurance will go to their doctor's office when ill, rather than to the emergency room. The police department and other city agencies will save money because workers and their families will be less likely to get in

trouble or to need welfare or other assistance. Property values for everyone that owns a home should gradually go higher as more of the participants purchase or fix up their own houses after a few years on the job. As the spin-off of increased community wealth continues, entire neighborhoods should see improvement in both housing stock and available amenities, further increasing the values of the properties located there.

2. Community Role

The community organizations will have the primary responsibility of recruitment and screening for the program. They will use a set of criteria that they and the union have agreed upon to judge whether or not a person will be accepted. The main criteria are that a person must possess basic literacy and numeracy competencies as well as be free of drug dependency. A criminal record is not a barrier to acceptance into the program.

3. Host Organization/Group

Once the participants have been identified, the primary responsibility switches to the Laborers union, specifically the training fund director, and the instructors from the fund. They will be the people who set up transportation to and from the training fund, conduct the classes, feed the participants, and provide guidance on the Laborers union and the participants' possible role in it. The Laborers will provide almost all of the funding for the project, either through secured grant funding, or with their own funds. They also will supply the training location, curriculum, tools and equipment, food, transportation, and anything else necessary to conduct the training.

4. Project Staffing

The training program will be six weeks long. Training topics will include employability skills, construction health and safety training, lead awareness and environmental hazard awareness, hazardous waste abatement worker training, basic carpentry skills, door and window installation, drywall installation, and weatherization skills such as sealing air leaks in a house and installing insulation. There will be not more than 25 participants in the class. Two instructors will conduct the training and the training director will oversee and coordinate the entire effort. Administrative staff employed by the Training Fund will support the instructors and directors. Upon completion of the initial training, The business manager and staff of Local 55 will bear primary responsibility for signing union contractors to agreements with Local 55, assigning jobs to the members, and tracking the hours worked, benefits earned, dues paid, etc, for each member.

5. Project Implementation - Schedule and Timeframe

The training program began in the spring of 2009 and will continue indefinitely. Due to the length of the program and the other demands on the training fund, it is uncertain how many classes can be offered there in a year. However, a new local is being formed for residential workers and graduates of the program will be encouraged to join it. This local plans to open a hall in downtown Newark, and once established it should enable the union to increase the amount of training it does. Table 4 shows the timeline for planning, preparing, and conducting the initial training session.

Table 4 - Project Timeline

Activity	Start Date	End Date
Start-up meeting	1/12/09	1/12/09
Screening process	1/26/09	2/27/09
Curriculum identified/procured	1/26/09	2/27/09
Trainers identified	1/26/09	2/6/09
Budget creation	1/12/09	2/27/09
Procure funding	1/13/09	4/6/09
Add training to training fund calendar	2/23/09	2/27/09
Purchase training supplies	3/2/09	3/13/09
Rent or lease buses/drivers for needed times	3/9/09	3/13/09
Build training mock up	3/13/09	3/28/09
Contact/procure caterer for lunches during training	3/13/09	3/20/09
Contact politicians and media	1/12/09	5/20/09
Get contractor commitment	1/12/09	5/20/09
Begin training	4/6/09	4/6/09
Complete training	5/15/09	5/15/09
Graduation ceremony	5/20/09	5/20/09

6. Budget

Creation of the budget is an activity on which many of the other activities hinge.

The budget will need to be created not only for monitoring by the union, but also to be submitted for possible grant funding. An estimated budget for the project is shown in

Table 5.

Table 5 - Project Budget

Cost Explanation	Cost Amount
All tools and materials to conduct training	\$25,000
Salaries and fringes for 2 instructors to conduct training (6wks)	\$19,615
Training director's salaries and fringes (2 wks total)	\$4,807
Office staff salaries and fringes (1 wk total)	\$711
Miscellaneous (postage, shipping curriculum, etc.)	\$200
Participant transportation	\$6,000

Meals	\$9,000
Tool belts for participants (graduation)	\$4,000
Total:	\$69,333

In creating this budget, certain assumptions were made. The cost of tools and materials was estimated as though the training fund possessed no tools to conduct the training with, and would need to purchase them all. The estimated salaries for instructors was based on a total compensation package of \$85,000 per year, and that for the director on a total package of \$125,000 per year. Office staff and miscellaneous costs make up a very small percentage of the total estimate. The estimated transportation costs are based on hiring two buses at a cost \$100 a day each, for 30 days. Meal cost estimates are based on a calculation of \$10 a day for all students and training staff for a total of 30 days. The cost for tool belts is based on a cost of \$160 per belt for 25 students. This will not only serve as a "graduation gift", but will also help to ensure that the trainee has the tools he or she needs when hired. Curriculum is not listed in the budget, as it is acquired free from the national training arm of the Laborers International Union of North America (LIUNA), the LIUNA Training and Education Fund.

As stated previously, the union will provide funding for the training program through a combination of its own money and by utilizing a grant available through LIUNA Training and Education Fund. At the time of the first training session, the grant covered all the expenses for four weeks of the program. The existing grant language did not cover the weatherization training. It was hoped that GANE or the union would be able to procure the money for the weatherization portion of the training by soliciting funding from the state which were being made available through the American Resource and Recovery Act (ARRA), or through energy efficiency block grants being made available to states through a program by the United States Department of Energy

(USDOE). If additional funding could be secured, the entire training initiative could be paid for with grant funding.

VI: MONITORING

1. Monitoring Indicators

Items that need to be monitored for the program include participant satisfaction with training; the cost of training; the number of people entering the program compared to the number of successful graduates of the program; the number of successful trainees that become members of the Laborers Union; the number of successful trainees who gain employment in the field of weatherization; and the number of weatherization contractors signed to a contract by the union to hire weatherization workers. Community indicators would include changes in the unemployment rate; changes in the assets of the community; and changes in the community's knowledge of the union and the workforce development project.

2. Methods, Tools and Forms

The New Jersey Building Laborers Training and Apprenticeship Fund will conduct nearly all of the monitoring as a part of its normal business activities. Tools used by the training fund include class rosters; written and performance assessments; training exit surveys; and instructor interviews. Monitoring will be conducted on an on-going basis by the administrators of Local 55 and by the administrative staff of the training fund. Tools will include a membership roster; a work list; a contractor list; training records; dues and benefits payroll submittal records; and feedback from employers and union stewards.

3. Teams and Tasks

The administrative staffs of both the training fund and Local 55 will maintain the monitoring records in fulfillment of the requirements of the law, the union's bylaws, the requirements of grants, and for tracking and maintaining benefits for the members. The staff members of the various community organizations may contribute to the reports as needed.

4. Monitoring Schedule

Some monitoring is done almost constantly, such as monitoring the performance of workers in the field. Some is done as part of a specific process, such as tracking the applicants of a new class from the initial field through the final successful trainees. Other types of monitoring are done in a certain time frame, such as monthly reports to the administration of the union, grant reports as required in the grant language, and quarterly or yearly reports as required by the union's Board of Trustees or the local, state or federal government.

VII: EVALUATION

1. Evaluation Variables and Indicators

Upon implementation of the project, it will be necessary to evaluate it in order to judge its effectiveness. This information will be required by all major stakeholders including the granting agencies, the Laborers union, and the community organizations, so they can decide if it is in their best interest to continue. The project evaluation plan matrix shown in Table 6 provides a concise view of how the program might be evaluated.

Table 6- Project Evaluation Plan Matrix

Outcomes	Indicators	Data Gathering Methods	Sources	Timeframe
Long-Term Outcome: decrease in the unemployment rate in Newark	<ul style="list-style-type: none"> • Less jobless claims made • Less people identified as jobless and looking for work 	<ul style="list-style-type: none"> • Document Review 	<ul style="list-style-type: none"> • BLS charts Newark Labor Department statistics 	<ul style="list-style-type: none"> • Each year for first five years of project
Intermediate Outcome: More Newark residents achieve Journeyworker status with a trade union and have a job that pays a living wage, is sustainable, and has a career path.	<ul style="list-style-type: none"> • Increase in Newark residents who work primarily as a union craft person. 	<ul style="list-style-type: none"> • Document Review • Surveys of graduates 	<ul style="list-style-type: none"> • Union records • Participants 	<ul style="list-style-type: none"> • Yearly
Short-Term Outcome 1: the number of	<ul style="list-style-type: none"> • More residents of Newark 	<ul style="list-style-type: none"> • Document review • Surveys 	<ul style="list-style-type: none"> • Union records • Participants 	<ul style="list-style-type: none"> • Quarterly

community members graduating from an apprenticeship program increases	successfully complete a trade union apprenticeship program			
Short-Term Outcome 2: Communities are more aware of the training program and the benefits of union employment	<ul style="list-style-type: none"> Increased number of applicants for program. Feedback from residents and CBOs 	<ul style="list-style-type: none"> Document Review Surveys 	<ul style="list-style-type: none"> Records of attendance at community meetings to recruit participants Community members 	<ul style="list-style-type: none"> Quarterly
Short-Term Outcome 3: More community members employed in a job that can't be outsourced, i.e. manufacturing jobs	<ul style="list-style-type: none"> Percentage of those employed in construction increases in comparison with other sectors 	<ul style="list-style-type: none"> Document Reviews 	<ul style="list-style-type: none"> BLS records 	<ul style="list-style-type: none"> Yearly, or at grant renewal

2. Data Gathering Methods, Tools and Forms

The New Jersey Laborers Building and Apprenticeship Training Fund, like all the funds in the LIUNA training network, will track the progress and employment of the graduates who become members for as long as they remain members. This information will offer one glimpse into the long-term outcome of the initiative, although it will not be inclusive of those who do not join the union, or who drop out or move away after a period of time. It is believed that retrieving data from these individuals will be difficult, if not impossible.

The union routinely collects quantitative and qualitative data from its members. The quantitative data comes from training records and employer contribution records from the jobs they have worked on. The data is put into a nationwide data recording system called TRAC and can easily be accessed when needed. The union collects qualitative data through the use of surveys. For instance, at the end of every training session participants must fill out evaluations on the instructor, the facility, and the curriculum. When needed, the union will conduct mass mailings to members to collect feedback from them. Although the management of the union has not yet established what it considers to be a successful percentage of graduates who become union members, it would prefer that every trainee become a member. In addition, qualitative data is accumulated about each member's success or failure on the job through feedback from employers and their representatives, and from reports of the stewards on the jobs where members are employed.

3. Data Analysis

Any granting agency typically wants to know that it is funding an initiative that they consider successful. The grant that is currently being used wants to know how many participants graduate from the hazardous waste worker portion of the program and wants them to be tracked for one year so that they can learn how many hours the participant worked in the field of hazardous waste abatement. This is a somewhat narrow evaluation and extends for only a short period of time. The New Jersey Laborers Building and Apprenticeship Training Fund, like all the funds in the LIUNA training network, will track the training progress of the members, and Local 55 will track the employment of

the graduates who become members for as long as they remain members. They will use the information to track things such as member fringe benefit contributions and dues contributions. In most locals, the fringes are directly tied to negotiated hourly contributions, so it is very important to the union to be able to track them in case a discrepancy occurs. This information will offer one glimpse into the long-term outcome of the initiative, although it will not be inclusive of those who do not join the union, or who drop out or move away after a period of time.

The community-based organizations (CBOs) can get most of the data they need from the union. They need the data to help convince new recruits that the program works well and has tangible results. The same data can be used for applications for grant renewals or for new grants. They can also present the data to local political entities to keep them up-to-date on the successes of the program, especially around city budget time.

The main problem with evaluating the success of the program will be with evaluating the progress of those individuals who do not join the Laborers union, but opt to pursue a different direction. Conducting surveys through the mail or by telephone will be the most likely way to see what sort of job they have. This approach, however, is limited. When a person is not a union member, they are less likely to respond to a union-sponsored survey. If they move, there is no way to track them unless they volunteer the information. An option under consideration is to have the CBOs track the progress of those training participants who immediately opt to not become a member of the Laborers union.

4. Evaluation Team and Tasks

Several stakeholders will evaluate the success or failure of this initiative, primarily through the monitoring activities of Local 55. The union will of course to evaluate to see if the expenditure of time and money for this project is resulting in increased membership and market share. Community-based organizations and local government will evaluate to see if the unemployment rate for the city has decreased, and if the neighborhoods show the signs of increasing economic vitality such as new businesses opening or existing businesses expanding and other indicators like an increase in the percentage of residents who own their own homes. Also, the granting agencies, whoever they may be at the time, are always interested in the results produced by the money spent.

5. Evaluation Schedule

The evaluation of this project will be conducted from the time of the graduation of the first trainees and continue for a number of years by all the stakeholders. The granting agency involved requires only one annual report, but as long as the initiative is grant funded, this will need to be completed. The union, as stated earlier, is always evaluating the success of any venture to see if it makes sense to stay involved. As the grantee, the union also supplies the data to the granting agency or agencies as stipulated in the grant. State and local governments perform ongoing evaluations, as do community-based organizations to keep abreast of conditions in the city and to help them plan whether to continue projects or to plan to implement new ones.

VIII: SUSTAINABILITY

Monitoring and evaluation have shown that this project is replicable. This is evidenced by the fact that the training program has been conducted in several cities in Delaware and New Jersey and the trainees in these locations have joined the new local. Currently they are either working or awaiting jobs as the stimulus money is released and the local signs contracts with contractors. In New Jersey, training has been provided in three other cities thus far, with a total of 55 successful trainees graduated.

Sustainability is further evidenced by the fact that very similar initiatives are underway in various cities in the states of Washington, Oregon, California, Nevada, Michigan, Washington DC, New York, and Pennsylvania, with more in the planning stages in other states. While some particulars vary, the basics of the program are the same in each area. There is extensive job training brought about by a partnership between community organizations and the Laborers unions in those areas, which ultimately results in community members gaining membership in a new or existing union. Ultimately, it is expected that the weatherization market will move beyond the state programs for those in need, to the entire market. Fuel prices will continue to rise in the future, and this will make the return on investment more attractive to the average homeowner. It is believed that initially, rebate programs or financing incentives will help to jump start this segment of the market, but that it will become sustainable on its own in the future. The size of this market is huge, and if it grows as expected, the number of workers needed will be correspondingly large, and will be needed for a large number of years. Estimates are that it will take around 40 years to weatherize the existing homes in

the country, not including commercial structures. If the weatherization market does not meet expectations, then the workers who have joined the union will have the ability to move to the new residential construction or remodeling markets, or even to the commercial side of the industry.

IX: RESULTS

Public meetings for community awareness and input were begun in September of 2008. At this time, interested community members and potential applicants heard from NJBLTAF and GANE about the program. Community members were encouraged to help set the standards for admission for the applicants and to help provide input on the logistics of how access to training could best be provided for them.

The initial session was followed by two others, one in October and one in November. These sessions provided a total of 90 people who were interested in taking part in the first round of training. Between these meetings and the beginning of training in March, 75 of the 90 interested people attended the interview sessions conducted by NJBLTAF. Of these, 27 were selected to go through the drug/alcohol screening process. Twenty-five of these made it into the program. When class began in March 2009, 23 people attended. Twenty-two graduated from the six-week program when it ended in April 2009.

Of the 25 making it into the program initially, 23 were African-American males. Fifteen of these participants had high school diplomas; among them two participants with some college education while the remainder had General Equivalency Degrees (GED). There was also one Hispanic participant with a college degree. Eleven of the 25 applicants were employed at the time of the interview.

The trainees attended city council meetings after class to inform the council that they were being trained and would soon be ready to work. In addition, there was a "Skills Day" type of demonstration where the participants performed some weatherization activities on a neighborhood house. Even though it took place in January

before the actual training began, this activity received press coverage and really elevated the profile of the program both in New Jersey and in the rest of the country.

Participants also learned about the way a trade union works and were given an opportunity to join the newly formed Laborers Residential Local Union 55. All have done so.

By August, three of the trainees were employed with three different contractors. Since that time, employment of the new members has averaged out to five or six members working each month. In that time, the total number of contractors signed to agreements with the local has increased to 14 energy efficiency work-related contractors, and 40 residential work-related contractors. While employed, each worker receives a compensation package of \$22.40/hr. Of the compensation package amount, \$17.40 is pay and \$5.00 is in the benefit package.

Since there has not been full employment in the first year, some of the new members have not made their required dues payment. The Local has understood the economic situation, and while the new members are not considered to be in good standing, the union has kept them on a list to call for jobs, at which time they will have seven days to catch up on their dues payments. This situation looks likely to improve soon, because ten to fifteen members are expected to be hired by developers who were able to buy discounted properties from the city with the caveat that they perform energy efficiency work on the properties and hire members of Local 55 to do the work.

There have been a few challenges in placing people in jobs. A large challenge has been the economic downturn. But there has also been the somewhat unexpected challenge of the refusal of work offered to some members. It was believed that this

would not be an issue with anyone who successfully completed the entire class, yet it happened. An additional challenge has occurred due to the opposition to the entrance of labor unions into weatherization work by established community agencies that have been doing weatherization work. They could have hired some of the members to complement their own crews, or signed agreements with the local in order to reach the number of new workers that are needed, but so far that has not happened.

There have been no more training sessions in Newark as of April 2010. This is due in part to a decision by the regional management of LIUNA to expand the training to other locations in New Jersey and Delaware, and later to the fact that the New Jersey Laborers Training fund applied for and received a \$2.9 million dollar grant from the state of New Jersey to supply weatherization training to 600 individuals throughout the state over the course of 2010 and 2011. There is currently a training session planned for both years in Newark under this grant.

As of April 2010, none of the new members had moved up into foreman or supervisory positions with the companies they have worked for, but three have been selected by the Business Manager of Local 55 to begin Union Steward training in the summer of 2010.

X: CONCLUSIONS AND RECOMMENDATIONS

1. Prospects of Attaining Intermediate and Long-Term Outcomes

The project can thus far be described as successful, although in a limited fashion. Some of the short-term objectives have been achieved, yet it will take some time to see if the intermediate and long-term objectives will be achieved. The most notable of the short-term objectives achieved is the fact that all of the trainees who graduated the program also joined the union. This has sometimes proven to be a place where the workforce development project has broken down in other union/community training endeavors. Historically, there have been instances where participants have graduated from a community workforce training program only to find that the union locals would not let them join, even though the unions were contributors to the training fund that did the training. This could be for a variety of reasons, the most prevalent being that the locals were loathe to add new members when they had members out of work. This led to wasted effort on the part of the participants, and a bad community view of the workforce development project. The project described in this paper is different in that a new local was created for the residential industry, and the first members of the local were to be the new trainees thus both entities are served. The new local has trained members as it attempts to make inroads into the overwhelmingly non-union residential construction market, and the trainees who devoted so much time and effort to the successful completion of the training program actually join a union.

This project can be considered a success because the training given and the jobs created are for work that cannot be outsourced. Unlike training for manufacturing jobs

that can be outsourced to a different location at any time, this program is focused on work that cannot be moved, houses. The skills learned can be applied to building new houses or remodeling existing houses in addition to weatherizing existing homes. In addition, as members of the union, they belong to an organization that is always looking for opportunities for the members, whether it be lobbying for labor-friendly language in legislation, identifying new trends and opportunities, or providing upgrade training to help the members achieve a wider skill set. The additional career paths and training for them can only enhance the ability of the member to take advantage of different employment opportunities, and to stay working as steadily as possible.

The training program was not yet part of an apprenticeship program at the beginning of the project, so thus far the trainees are not apprentices. This will likely change soon though, as LIUNA Training will soon submit a national model for home performance or weatherization laborers to the US Department of Labor Employment and Training Administration. Training funds across the country can then use this model to submit to their state agencies for approval, and then implement the new apprenticeship program at their new locals, including the one that covers the city of Newark. Once this occurs, members will have several clear career paths they can embark on.

At this time, it is a fact that this project has not trained as many of the people of Newark as was envisioned in the original plan. One reason for this is the fact that a mandated change by the LIUNA regional office caused the training to be done in several other locations in New Jersey and Delaware. Another, equally important reason is the fact that the NJBLTAF sought and was awarded a grant from the state of New Jersey to do statewide training for residents in a number of locations. While these events are not

bad, and are in fact good for other cities with similar demographics, it meant that the scope of the original Newark project ultimately was far from its original intent. This means that the community's knowledge of the program and of the existence of the local is less than it could be, and that the impact on the targeted community economically is not what was envisioned for this time frame at the outset. Twenty-five people are not that many when considered in the context of a city of this size, and press releases are soon forgotten.

2. Personal Thoughts

It is recommended that the Laborers and their coalition partners return to Newark soon to continue recruiting trainees into the program. While it is true that the Laborers now have an obligation to train in other locations, and that this is a benefit to those locations, it is also true that Newark is the largest city in New Jersey, and has the demographics of a quintessential economically troubled city. Here is arguably the largest pool of people in need of jobs in the state, and getting training and jobs to the people who live here will be of benefit not just to those residents, but will also provide a high level of positive publicity to the project. This will allow more residents to know of the opportunity and for the project to continue.

It is also recommended that an apprenticeship program be implemented. This will allow the new members to become well trained in the field of weatherization and other facets of residential construction. It will make them aware of the career paths they can take in the field of construction, and give them skills to succeed in other areas, such as advancing in the structure of the union, or moving to a parallel industry, such as becoming an inspector or safety official.

A final recommendation is that the union continues to recruit in the city of Newark after the grant funding has been discontinued. There is a large body of people who are motivated to have the opportunity to get a good job at a livable wage through the union. It is believed that these individuals would also be motivated to work for the good of the union by attending meetings, attending rallies, walking the picket line if necessary, and becoming active politically. So not only would the members, their families, and the community benefit by the employment and building of assets afforded by the union job, the union would benefit by having members who are motivated instead of members who take their membership for granted. In fact, the organizing department could recruit new organizers from this new base, who could then identify and recruit new members, observe work and organizing possibilities in the area, and in general, be a positive and knowledgeable presence for the union in the community.

The workforce development project for the city of Newark, New Jersey shows great promise of success. Initial community meetings have demonstrated a great deal of interest in the program by members of the community. The union has shown itself to be committed to the project by committing time, funding, curriculum, a training location, and transportation for participants. The CBOs are taking an active part in the recruiting and screening of potential participants, and by agreeing to be a partner for grant applications.

In addition to the commitment of the union and the community, the present administration in Washington has shown a huge commitment to increasing the employment level in the country in general and boosting employment in LMI neighborhoods in particular. The ARRA and the grants from the DOE and other federal

agencies have vastly increased the funding level that is going to states and communities and there is a large and growing sentiment in the country that these "green" weatherization jobs and other "green" jobs provide "pathways out of poverty" for many people. These people include Raquel Pinderhughes, who has published many influential works on using green jobs training and employment as a way out of poverty, and Van Jones, founder of "Green for All", author of the bestselling book *The Green Collar Economy*, and formerly special advisor to President Obama on green jobs. If ever the time was right for an initiative such as this one, it is now, with a favorable administration and a groundswell of interest all across the country in using weatherization and other entry level jobs to help people out of poverty.

Not only is there a desire to create jobs, they are being created with the understanding that unless there is a living wage attached to the job, it will only keep the worker among the working poor of the country. To that end, language requiring the payment of a prevailing wage was written into the ARRA, to wit:

PREVAILING WAGES: All laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to the Recovery Act shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor (Section 1606, 2009)

While this initiative is certainly not a cure-all for the economic ills of any community, it does present a significant and viable opportunity as a major component of any community economic development effort.

XI: APPENDICES

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2. Monitoring Reports

A summary of the monitoring reports follows:

Training of initial class completed in May of 2009.

22 people completed the program successfully.

No other training sessions held as of April, 2010.

All 22 members joined Laborers Local 55.

August, 2009 - three members Local 55 hired.

August, 2009 - three contractors signed to agreements with Local 55.

August, 2009 - April, 2010 - Employment averages 5-6 members of Local 55 per month.

August, 2009 - April, 2010-51 more contractors sign agreements with Local 55

August, 2009 - April, 2010 - Several members in arrears for dues payments, but maintained on "call list" due to poor economy.

3. Others

Minority Outreach Training Program grant report by director of NJBLTF

Annual Report and Summary of the Minority Outreach Training Program

Conducted Under the Hazardous Waste Worker Training Program (HWWTP)

Funded Through The National Institute of Environmental Health Sciences - NIEHS

Conducted by the New Jersey Building Laborers Training and Apprenticeship Fund

August 1, 2008 to July 31, 2009

Our Training Fund serves the entire state of New Jersey, one of the nation's most diverse states, a place with large concentrations of minority populations, most notably African American, Asian American, and Hispanic. The New Jersey Building Laborers Training and Apprenticeship Fund has partnered with several organizations for the recruitment phase of the Minority Outreach Program. The Fund worked with the

non-profit organizations, Halsey Street Green Solutions and the Newark Urban Environmental Institute to identify and recruit candidates for the program. The application process for this program had five stages; Orientation, Work Keys Testing, Interview, Drug Test and Selection. The Training Fund contracted with Halsey Street Green Solutions in Newark and held public meetings in each of Newark's five wards with assistance from the Newark Works program, the Mayor's Office of Constituent Services, the Newark Housing Authority, and with each of the city's five ward council members among others. From these meetings, Halsey Street identified potential candidates for screening.

The actual screening process began with several orientations in which the entire program was explained to the candidates including what was expected of them. Those continuing were given a reading and math assessment, utilizing the Work Keys Testing system. This gauged their comprehension of the basic skills needed. Participants who passed the minimum standards then met for a personal interview with a panel of the partnering organizations as well as a representative from our Residential Local Union and the Training Center. All questions were germane to the program and did not violate any equal opportunity or discrimination laws. The interview also gave prospective applicants an opportunity to ask us any questions. The recruits were then given a date to participate in the Drug Screening. After the test results came back we completed the selection process and invitations to attend the class went out.

We conducted one 6 week training cycle in the 2008 - 2009 grant period. The dates of the training were March 9, 2009 thru April 17, 2009 the classes were held Monday through Friday 8:00am to 4:30 pm.

6 Week Training Cycle

Week 1: Life Skills - 40 Hours

Week 2: Craft Orientation - 40 Hours

OSHA 10 Hour Construction Industry Safety Training Program

CPR/AED/First Aid

Tool and Material Identification

Injury Prevention

Week 3 and 4: Hazardous Waste Worker Training Program - 80Hours

Week 5: Insulation and Weatherization Basics - 40 Hours

"Green Awareness"

Energy audits

Sealing air leaks, caulking, expandable foam

Wrapping pipes, hot water heaters, boilers etc.

Applying fiberglass insulation

Week 6: Material Handling/Replacements -40 Hours

Removing and replacing appliances

Basic plumbing and electrical safety issues

Changing shower heads, faucets/washers

Changing light bulbs

and twenty three began the class. All in all 22 students completed the six week program. Which shows the dedication that the trainees because there was a "no tolerance policy for lateness or absences.

This program was designed to offer training to unemployed and underemployed residents of Newark, NJ, in preparation for our Nations recent Stimulus Package evolving around residential weatherization. All graduating students were given an opportunity to join our newly chartered Residential Local Union # 55. This class learned the importance of working together and joining the Local Unions organizing approaches to local hire. After class hours they met at Council meetings held in Newark and continue to do so, to inform the local government that they are ready to work. The stimulus money has not hit the ground yet in New Jersey, (only in an administrative capacity) and the next few months will tell as jobs are starting to come to blossom now. We have had some news coverage behind this initiative.

<http://www.greenforall.org/blog/new-video-from-newark-weatherize>

<http://www.laborers55.org/media/article1.html>

All of the 22 graduating students have gained entry into Laborers International Union Residential Local #55 and all continue to be active participants in local union business. Three trainees have been sent out to work,. They are receiving \$22.40 total package, which includes \$17.40 in the pay check and \$5.00 being sent into a benefit package. Their scope of work has been weatherization of houses in New Jerseys Home Performance Program as well as retrofitting residential properties. The contractors utilizing these new members and recent graduates are Green Light Solutions, Camara

Home Improvements, and Green Salmon Solutions. They are pleased with the work ethic and skill set of these individuals and look forward to hiring more as the market expands.

After getting feed back from the Instructors, Local Union Representatives, Contractors and students, there are adjustments to our curriculum that will be taken.

1. We need to spend more time on math reorientation in the Life Skills portion.

Extra time was needed to explain basic math skills.

2. We need to expand the 1 week of weatherization training to 2 weeks

There is a large amount technical and hands on training required and the additional week would benefit the participants. We will do so by utilizing the LIUNA Training and Education Funds 2 week Weatherization Technician/Installer Curriculum in future sessions.

Providing a training program of this nature not only improved the lives of 22 Newark residents, it also improved the compassion and skill sets of the entire staff at The New Jersey Building Laborers Training and Apprenticeship Fund. Not only did the students learn but being witness to people embracing an opportunity in such a positive fashion pushed the instructors to the next level, challenging them even more. Thank you for the funding.

Donald Howard

Training Director

New Jersey Building Laborers

Training and Apprenticeship

Fund

Job training program - first in North Jersey - draws crowd

Thursday, January 21, 2010

LAST UPDATED: THURSDAY JANUARY 21, 2010, 11:40 PM

BY ANDREA ALEXANDER

THE RECORD

STAFF WRITER

PATERSON - One man had been laid off from a job in information technology. Another woman lost her job helping others find work. Some had recently gotten out of prison and were seeking a new direction in life.

More than 150 people packed a meeting room at the Riverside Terrace Apartment complex Thursday night hoping to be accepted into a free training program to learn how to weatherize old homes and make them more energy efficient. Only 25 slots are available for the 10-week course, which starts Feb. 8 at Passaic County Technical Institute in Wayne.

New Jersey, which has received \$116 million in federal stimulus funds for weatherization projects, is looking to train workers to conduct energy inspections, remove and replace windows and doors, and install insulation. The program, led by the New Jersey Building Laborers Training and Apprenticeship Fund, will be offered in every county in the state.

Passaic County is the first in North Jersey where the training is being offered. Applicants will be interviewed to determine whom to accept into the program.

"I have a wife and kids and I am trying to push forward," said Michael Scibetta, 41, of Pompton Lakes, who was laid off from his job as a corporate chef. "I want a new future and I believe I am in the right place."

Many in the room used words like "awesome" and "great" to describe the chance at free job training in a growing field during bleak economic times.

"I never thought I'd be unemployed," said Janiva Gomez, 30, of Paterson, who had helped people find jobs for a company that closed.

"It's difficult to afford any kind of training," she said. "With unemployment income it's impossible."

She is supporting three children on unemployment with help from her boyfriend. But if she is accepted to the training "it opens doors," she said. "Maybe I'll star fixing homes on my own."

For others in the group such as Edwin Lopez, 32, of Paterson, getting accepted could mean a chance to build a new life. Lopez is looking to start over after serving 8 ½ years in prison for armed robbery. A criminal record does not disqualify people from the program.

"It's a life changing opportunity for me," said Lopez, who wants to earn enough to support his children. "For a person like myself with a criminal record it would show me there are people out there who care as long as you care about yourself."

Weatherization workers are expected to be in demand because of the federal stimulus package. New Jersey's \$116 million in weatherization money will be funneled into the counties for the next three years. Bergen County expects to receive \$5 million for weatherization; Passaic County anticipates getting \$3 million.

Bergen County anticipates that it will weatherize 700 homes within the next three years. Passaic County figures to weatherize 350 homes with its share of federal funding. President Obama has made weatherization a cornerstone of both his energy policy and the economic recovery. Homeowners who meet federal income guidelines can have their homes weatherized for free — and receive new energy-efficient boilers and appliances, while having their windows caulked and insulation installed.

Training for 'Green' Jobs Comes to Passaic County

Wednesday, January 20, 2010

BY RICHARD COWEN

THE RECORD

STAFF WRITER

PATERSON — The state is offering free job training to Passaic County residents interested in learning how to weatherize old homes and make them energy efficient. New Jersey, which has received \$116 million in federal stimulus funds for weatherization projects, is looking to train workers to conduct energy inspections, replace old boilers and install insulation. A free, 10-week training course is scheduled to begin in February at Passaic County Technical Institute in Wayne.

An orientation session is set for Thursday at 6:30 p.m. at the Riverside Terrace apartment complex, 10 Harris Place, Paterson. The orientation is open to Passaic County residents, 18 or older, who have a driver's license and possess either a high school diploma or a GED.

"We're looking for people who are motivated," said Don Howard, the training director for the New Jersey Building Laborers Training and Apprenticeship Fund. "You don't have to have experience, but do have to have a willingness to learn."

Howard said the training program at Passaic County Technical Institute is scheduled to get underway either Feb. 1 or Feb. 8, as soon as the class can be filled. The training class is looking for 20 and 25 people, he said.

The 10-week training session is broken down into two parts. The first part teaches "life skills" and the second part offers all the technical training in weatherization. Trainees will be offered job placement at the end of the 10 weeks, Howard said.

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