



TRAINING OPPORTUNITIES FOR ALL NYC EMPLOYEES

NEW YORK CITY COUNCIL COMMITTEE ON CIVIL SERVICE & LABOR

TESTIMONY BY ASSISTANT COMMISSIONER MICHAEL FORTE
DEPARTMENT OF CITYWIDE ADMINISTRATIVE SERVICES
TUESDAY, OCTOBER 30, 2007

Good afternoon Chairman Addabbo and members of the Committee on Civil Service & Labor. I am Michael Forte, Assistant Commissioner for Personnel Development, in the Department of Citywide Administrative Services (DCAS), Division of Citywide Personnel Services. On behalf of Commissioner Martha K. Hirst, I would like to thank you for this opportunity to update you on the training opportunities DCAS makes available to all New York City employees.

DCAS's mission is to ensure that City agencies have the critical resources and support they need to provide the best possible services to the public. Section 814 of the New York City Charter assigns DCAS the power and duty to "administer the city-wide safety incentive, training and development, and other such personnel programs of the city" and to "administer personnel programs of a city-wide nature or common to two or more departments where administration by separate agencies would be impracticable and uneconomical." DCAS fulfills these responsibilities through the provision of citywide employee training, enhanced educational opportunities, and professional development programs.

All of our programs, resources and services exist to enhance and support the efforts of City employees in developing innovative programs and delivering effective services to the citizens of New York City. It is a challenging and demanding responsibility, but we believe that such an investment in our workforce is critical to meeting the challenges our City faces and complements Mayor Bloomberg's commitment to improving NYC government through technology and the delivery of unprecedented levels of service to the public.

I would like to begin by describing the wide range of training programs, educational opportunities, and services provided to all City employees from entry to commissioner level, and then highlight some of our newest programs and initiatives as well as some agency-specific training programs.

TRAINING OPPORTUNITIES FOR ALL STAFF AT ALL LEVELS

The DCAS Bureau of Personnel Development is the central training resource within New York City government and is dedicated to assisting City agencies in their efforts to use training to enhance the economy, efficiency and effectiveness of their operations. To that end, we manage the Citywide Training Center and conduct Citywide Executive Development Programs.

The **Citywide Training Center (CTC)** provides a comprehensive curriculum of courses, workshops and seminars to meet the training and development needs of managerial, supervisory, administrative, clerical, auditing, procurement, professional, technical, and training personnel at all City agencies. The CTC's services are available to City employees in Mayoral and non-Mayoral agencies, elected officials' offices, boards and commissions.

CTC offers a wide range of courses designed to improve both individual and agency performance. Course categories include: Workplace Effectiveness, Communication, Management & Supervision, Computer/Technology Skills, Procurement, Auditing, a new employee orientation program and the Administrative Professional Certificate (APC) Program. Furthermore, all CTC training programs can be customized to meet agency-specific objectives, as well as location and time constraints.

Our expert faculty come from the public, private and non-profit sectors, and, as practitioners of the skills they teach, bring a wealth of experience to City-specific issues and situations. CTC currently offers more than 200 course titles and, in FY 2007, provided training to over 14,000 employees in nearly 1,000 class sessions. This represents an increase of over 2,000 employees as compared to FY 2006.

For many employees, the Citywide Training Center offers the opportunity to begin acquiring and refining basic workplace skills. Training in these areas not only enhances the job performance of the employees who participate, but also provides an important foundation for future career advancement. For example, employees with little or no computer skills are able to participate in hands-on computer training and become proficient in a host of workplace software applications such as Microsoft Outlook, Word, Excel and Access. Other CTC workplace foundation courses include basic customer service and both written and interpersonal communication classes including "Action Grammar," "Successful Letter/Memo Writing," and "Easy English for the Multi-Lingual

Writer.” Additionally, we offer a “Preparing for Supervision: Managing the Transition” course for employees with no prior supervisory experience.

One of the ways DCAS promotes the Citywide Training Center's many offerings is at its annual Training EXPO, which took place September 18th – 25th. The EXPO is a full week of training opportunities and special events targeted to City employees of all levels and professional disciplines. 1,122 employees representing approximately 50 agencies attended various EXPO events this September -- a 32 percent increase as compared to the prior Fiscal Year.

In addition to the CTC, DCAS offers specialized development opportunities for both seasoned executives and emerging leaders within City government through its **Citywide Executive Development Programs**. These programs include the Leadership Institute, Management Academy and Human Resource Program of Professional Practice. They focus on best and next practices for public sector executives with an emphasis on strategic change, leadership and management, innovation, and understanding key areas of City systems and processes.

Each of our executive development programs requires an extensive commitment on the part of the program participants and the agencies sponsoring them. Programs vary in length from 2.5 to 4 months, and consist of weekly seminars, site visits, application projects, and program presentations. Completion of our programs is a significant career accomplishment of which graduates can be proud.

NEW PROGRAMS AND INITIATIVES

I am also pleased to be able to update you today on three new enhancements to our executive development programs. First, beginning in January 2008, we will be launching our newest Citywide Executive Development program – The Project Management Practical (PMP.) Designed for managers and senior-level professionals from a variety of disciplines, the PMP will provide participants the opportunity to develop recognized project management skills to apply within their current work environment, as well as project management versatility that will allow them to collaborate more effectively. The program will be taught by certified Project Management Professionals (PMPs) and include a combination of classroom learning and project management application opportunities.

We are also pleased, as part of Citywide Executive Development, to be launching the Fred Hayes Prize to honor aspiring and emerging leaders in New York City government. This prize was named for a former City Budget Director whose long career at all levels of government was devoted to bringing sound and innovative management practices to public work. Fred's friends and colleagues have raised private funding and collaborated with us to honor his memory through the establishment of this cash award which will be made annually to an aspiring or emerging leader in City government.

Finally, our Human Resource Program of Professional Practice -- the program created by the Bloomberg Administration to enhance the skills of agency human resource professionals -- has recently been granted approved provider status by the Human Resource Certification Institute (HRCI). HRCI is the leading independent, internationally recognized certifying body for the HR profession, and all HR-related continuing education courses offered through our program are now pre-approved for recertification credit hours.

AGENCY-SPECIFIC TRAINING INITIATIVES

In addition to the courses and programs I already mentioned, DCAS also works with City agencies, including elected officials' offices, boards and commissions, to provide customized training programs for their employees. These customized examples have ranged from the training of the 311 Call Center Staff to the following recent examples:

- A change management program, "Leading and Embracing Continuous Change," for 500 Department of Homeless Services managers and supervisors in support of the five-year plan to eliminate homelessness in New York City;
- An agency-specific management and leadership development program being conducted for 1,600 Department of Environmental Protection staff as part of an effort to transform the agency culture;
- Customized "Consultative Leadership" course for 50 Department of Education borough personnel officers in support of district office restructuring; and,
- Dynamics of Customer "CARE" a two-day customer service program customized for nearly 600 of the City University of New York's Borough of Manhattan Community College front-line staff.

A number of our programs also support legislative initiatives of the Council through training the City employees charged with implementing these initiatives. These programs include:

- A Design and Construction Excellence (D+CE) series targeted to agency capital program staff which includes various “LEED” and a “Green Building” issue courses in support of Local Law 86 of 2005;
- A number of M/WBE training initiatives (M/WBE Intro, M/WBE Outreach & Capacity Building, and M/WBE Subcontracting Program Administration) in support of Local Law 129 of 2005, in cooperation with the Mayor’s Office of Contract Services (MOCS) and the Department of Small Business Services (SBS); and,
- A series of environmentally preferable purchasing classes in support of Local Laws 118, 119, 120, 121 and 123 of 2005, in cooperation with MOCS.

Of course, all of this represents only a small sample of our investment in the training and development of City employees. Much more information about our current courses and programs can be found on the internet at: www.nyc.gov/ctc and www.nyc.gov/executivedevelopment, as well as in your information packets. As the information and skill needs of City employees continue to change, we will continue to update our offerings and strategies to provide effective and relevant training opportunities and services. DCAS is committed to ensuring the excellence of these training and executive development programs and their relevance to the challenges of City government so that employees at all levels are well prepared to meet those challenges.

We are extremely proud of the quality, variety and cost-effectiveness of these programs, and I extend an open invitation to you, Chairman Addabbo, and other members of the Civil Service & Labor Committee to visit our Citywide Training Center, located at 2 Washington Street. This concludes my testimony, and I will now answer any questions you may have.



**NEW YORK CITY
CENTRAL LABOR COUNCIL
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“Pathways to Trade Professions – How is the City Addressing the Barriers?”

Testimony to New York City Council Committee on Civil Service and Labor

The New York City Central Labor Council / The Consortium for Worker Education
Edward F. Ott, Executive Director, New York City Central Labor Council
October 30th, 2007

Good afternoon. Thank you Chairman Addabbo and the other Council Members on the committee for holding this hearing today. I appreciate the opportunity to speak before you on this important subject matter. My name is Ed Ott; I am the Executive Director of the NYC Central Labor Council (CLC). I am here today to testify on behalf of the Consortium for Worker Education (CWE), the workforce training and education arm of the Labor Council. Since 1985, CWE has served as the workforce development system for incumbent workers in NYC, providing workers with training, education and job readiness transition skills.

Today’s economy, increasingly driven by new technologies and globalization, demands a workforce with the ability to adopt different skills. The only way for businesses to stay competitive is to reinvent themselves, which in process changes the makeup of jobs.

There was a time when people had one job that comprised their whole career. Now we’re in a period where we see workers changing jobs multiple times throughout their lifetime.

The only people who can keep up with this model are those who continue to update their

skill, which makes job training and development and education essential for continued success.

The labor movement recognized the need for workers to update their skills early on as job content started to change, and local unions began to establish education funds as part of their collective bargaining agreements. Through these funds, unions work with employers to expand education benefits for workers and their families, and provide specialized service training opportunities. The internal education programs unions use have received widespread attention from business, government and policymakers, and are national models for cutting-edge workforce learning. As the workforce system for existing labor/management partnerships, CWE delivers industry specific training, job upgrade and pre apprenticeship training to more than 60,000 union members annually.

Four areas I want to highlight for you today are in the industries of transportation, construction, information services, and health care:

- Commercial Drivers License
 - There is high demand for truck drivers who want to obtain commercial drivers licenses in the transportation industry. To that end, we offer classes for workers who need licenses to retain their jobs or move on to positions as drivers of mid-size trucks.
- Construction Skills Trades
 - The management side of this sector offers the highest job growth potential (in positions s/a estimators), and also creates new bridge opportunities for

minority contracting to open apprenticeship opportunities through a specialized program with larger unionized contracts.

- Information Services
 - The Consortium offers classes for workers to obtain jobs in computer repair and networking in the health care industry (i.e. personal care).
- Health Care
 - We also offer classes for Certified Nurses Aids (CAN) and Personal Care Aids (PCA), among others.

These services are all being offered to a wide range of New Yorkers: able bodied adults, a modicum of ex-offenders and other specialized groups, as well as youth aged out of foster care.

For the past three years, City Council funding has supported the Consortium's Worker Service Center (WSC) network, which delivers learning courses in basic skills, ESL, job readiness and computer literacy throughout the five boroughs. In FY '07, the WSC network served 13,000 community residents in approximately 67 community based organizations. The WSC system is the foundation of our larger workforce structure and we continue to build, expand capacity, and consolidate efforts with the aim of meeting more workers service needs. Studies have shown that early exposure to career options effects individual development later on and can therefore result in greater opportunities for workers. This has been relevant for students as early as on the middle school level,

which shows us that we must continue to invest in populations that exist on different planes of society.

Human capital is the determining factor in the success of our economy. If we don't recognize and support that notion with education and job training, we will be doing ourselves a major disservice. In an era of diminishing federal funding for workforce development, the City Council has taken the first step in recreating a workforce program that will support and increase the middle class and meet the needs of traditionally underserved populations. The target population includes unemployed New Yorkers, underemployed workers and low skilled workers.

The Council has joined with the CLC and the Consortium in forming a new system to help the long term unemployed population in the city, identified in the Community Service Society's (CSS) report and elaborated on in the Mayor's Poverty Commission Report (Commission for Economic Opportunity – CEO report). This new initiative is the "Jobs to Build On" (JtBO) program, funded by the Council through the sponsorship of Council Member Seabrook. JtBO forms a partnership with some of the city's most prestigious nonprofits and community based organizations, the city's labor movement and CWE. Working in collaboration with government and the business sector, this is a revolutionary approach to workforce development in this city and elsewhere [around the nation] that will allow us to take advantage of the integrated opportunities of the 21st century. Under JtBO, CWE (as the administrator) will:

- Partner with community based organizations serving residents where they live;

- Identify growing business sectors in need of workers;
- Train, upgrade and place newly skilled community residents into union and non union jobs;
- Partner with the business community in placing workers; and
- Offer innovative, including incentive, training and education packages to employers so they will hire workers who may not otherwise be able to develop career pathways, enabling them to enter the middle class.

The goals of this program are to secure good jobs and good wages in the construction, health care, transportation, and baking and culinary arts and hospitality industries, among others. The Consortium will use its existing framework to start working in certain industries, while looking to expand into other areas to connect the community with more job development opportunities, as well as provide skilled laborers to strengthen our city's economy. The need to train new workers is intensified by PlaNYC and its ability to generate tens of thousands of new jobs for the city once implemented. Through this interactive, interdependent network created by Jobs to Build On, emergent workers entering the system, labor, government and business will all be able to benefit from our continuously transforming workforce.

Testimony
of
Michael Mulgrew
Vice President
For
Career and Technical High Schools
United Federation of Teachers
to the
City Council Civil Service and Labor Committees
Oversight Hearing
on
Pathways to Trade Professions
October 30, 2007

Thank you.

I want to echo what President Weingarten said about how much on point Comptroller Thompson was in his remarks. It's also fitting that he gave his talk to business leaders at an Association for a Better New York breakfast. He told some of the city's top employers that "A competitive city is a skilled city. A skilled city is a city that works. A city that works is a city of hope."

To achieve all that, we need to nurture and expand a skilled workforce. The business community knows that. So do we in the labor movement. So do political leaders and educators. But at this time there are 200,000 young men and women between the ages of 16 and 24 with no discernable skills. In addition, there are many more working poor in New York, even as we have skilled-worker shortages in almost every major industry in New York City.

Meanwhile employers say they can't get the help they need.

I hear it all the time from employers. Even *The New York Times* (Oct. 24) reported on it. The paper quoted Automotive HS Principal Melissa Silberman as saying that once her students have the skills:

"There are jobs out there waiting for these kids. There is a real need for mechanics. A lot of baby boomers who became mechanics are retiring, and there are not a lot of people filling those spots. It's not something you can outsource to some other country. I tell the kids, 'People can't call Lexus and say, 'Can you troubleshoot my car for me over the phone?'"

Such a workforce requires regular training and skills upgrading. To a great degree, the city schools' Career and Technical Education programs do provide that. They are the only entity inside the school system addressing the

problem. Over the last seven years, CTE has proven to be successful. Students enrolled in CTE sequences graduate at an 18 percent higher rate than the non-CTE population. However, during the same period, the number of students enrolling in CTE declined.

The UFT believes that the CTE sequences in New York City need to be expanded and aligned with the workforce needs of the city.

Just as the comptroller outlines, we want more funding for CTE, funding that reflects actual costs.

We want to see more public-private partnerships developed.

We want academic intervention programs expanded for CTE-enrolled students.

We want CTE components added to the new DOE progress reports.

We want all students to have access to career development opportunities.

I agree with the Center for an Urban Future researcher David Fisher, who found in his workforce study “Work in Progress,” that unlike the practices of the previous administration, “issues of workforce development command the attention of the mayor and top city leaders.”

So far, so good.

What Fisher faults the Bloomberg administration for, and I agree, is a glaring “absence of coordination, [which] has meant overlap and duplication of some services, while other major needs have gone practically unaddressed.”

There is a lack of communication in the workforce-development community. Two years ago the DOE opened a construction school in Queens. That was a good move, since it marked the school system’s acknowledgment of a severe shortage of skilled workers in the city’s

construction industry. Because up until then the DOE was downsizing and closing programs, based on the assumption that there was no need for additional workers. But there's still a disconnect of communication and coordination between the industry's needs, the workforce development community and the school system. That disconnect needs to end.

There are more than 200 entities involved in worker training in the New York area, and most do excellent work. But in too many cases they do that work in isolation. There is no formal system for collaborating and sharing information and resources. The UFT is working with the Cornell University's School of Industrial and Labor Relations just to map out the existing programs—forget about their working together better.

Other states are doing something about funding and coordination. In California, state voters approved a \$10.4 billion school construction bond last year. The bond contained \$500 million for career tech facilities. In addition, a bill wending its way through the California legislature would simplify credentialing for career tech teachers, eliminate the requirement that their voc.ed teachers have a bachelor's degree, provide more flexibility in what they can teach, and require every high school student to take at least two career tech courses.

Let me lay out things the Council should consider adopting.

We'd like you to

- Support discrete funding in each school budget that guarantees shop upgrades and adequate supplies and material;
- Keep after the DOE to ensure that career and technical education students are allowed adequate time in the school schedule to meet the requirements of their certified programs;

- Advocate that the schools running CTE sequences receive credit in the DOE Progress Report;
- Use the Council's bully pulpit to ensure that the city emphasizes the hiring of qualified teachers in its recruitment efforts;
- Envision the schools not just as training grounds for emerging workers but as centers for adult retooling and training, too;
- Help the schools and industry to implement mechanisms that share information on workforce needs;
- Help create mechanisms for partnerships to be formed at the school level and create incentives for principals to prize partnerships;
- Ensure that when a business does commit resources to a program, the program isn't cut back, as was the case when Bushwick HS received a full-scale, state-of-the-art printing press and a major grant from XEROX to run a graphic arts program, only for XEROX to be told the school and the program would be closing.

Bottom line:

We need to streamline the training and employment services system and make it transparent.

We need to identify employers' labor market needs, then direct services to meeting that demand.

We need to end the disconnect, where little or no coordination goes on, between public and private agencies that provide workforce services.

We need a system that both focuses on training while being sensitive to the types of jobs companies need to fill or the jobs they anticipate creating.

Most important, we want career-track employment that pays a living wage,

We can do this. We can save young people from being economically disenfranchised by creating a system that uniformly teaches skill sets that business needs. Do this and it's all win-win. And how often do policy makers and legislators and union leaders and business people find themselves in a win-win situation?

Thank you.

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**Testimony of Sean A. Brennan
before the hearing of the Committee on
Civil Service and Labor**

**Re: Pathways to Trade Professions – How is the City Addressing Barriers?
October 30, 2007**

Good afternoon Chairman Addabbo, and distinguished committee members. My name is Sean Brennan and I am the Director of the Mason Tenders' District Council Training Fund. Our organization serves as the construction skills, and health and safety training provider for both Building and Construction Laborers' Local 79, and Asbestos, Lead, and Hazardous Waste Laborers' Local 78. These locals represent men and women working throughout the five boroughs as building construction laborers, mason tenders, plasterer's helpers, demolition workers, and asbestos and hazardous material abatement laborers.

Upon being informed of the subject matter of today's hearing, I realized that all the discussion will, in the end, boil down to one simple and coveted word. That word is opportunity.

With your indulgence, I'll begin by speaking briefly of something I experienced early in my career.

Shortly after becoming a union member, I was working on a job as an asbestos abatement worker. In my first week on the job, during a break, I mentioned to my Union Shop Steward that I'd really like to be a Shop Steward in the Local someday. He then turned to me and laughed saying, "You'll never get anywhere in this Local, your name doesn't end in a vowel." Clearly, he was implying that because I wasn't Italian, the doors of opportunity were closed to me. At the time that statement was probably true.

How times have changed. Through a series of very deliberate steps, my union has reinvented itself from an organization of exclusivity, to one of open opportunity and inclusion. I am privileged to say that I am a direct beneficiary of that transformation.

In my estimation, the single most important of those steps was our decision to embrace the concept of apprenticeship. Many of those who were denied access in the past are today reaping the rewards of union membership with opportunities for good paying jobs and a benefits package that maintains affordable healthcare and provides for a comfortable retirement. Apprenticeship access without available jobs, however, is, in effect, the brass ring that can never be reached.

This city is currently in a position to take deliberate steps of its own to ensure job opportunities throughout the construction industry for thousands more residents looking for a better life.

Like NY State, Nassau and Suffolk Counties on Long Island, and many other counties, towns and municipalities across the state, New York City could sign into law the requirement for apprenticeship participation by building contractors doing work on publicly funded projects. This measure would have resoundingly positive effects on apprenticeship recruitment in the trades.

To place it into perspective, this past April Local 79's apprenticeship program held a recruitment where over 1700 people applied. Of those, only approximately 200 will be granted an opportunity for membership based on the work available. Think of how many more of the 1700 would be needed to fill positions if all public work in the city required apprenticeship involvement.

Even with its clear intention of providing opportunity to a greater number of New Yorkers, there are those who would oppose such important legislation. These opponents are the same who routinely place profit first and people last. Please

do not fall victim to any argument that suggests apprenticeship language somehow benefits one group of contractors over another. Nothing could be further from the truth. In fact, compelling all contractors to consider embracing apprenticeship has proven to be both responsible for the community, and profitable for the companies.

In closing, it is my hope that the City Council will not simply remove a barrier, but build a pathway to a career in the building trades by supporting apprenticeship language in contracting.

Thank you.

City Council Testimony
Nontraditional Employment for Women (NEW)

Amy Peterson, President

Committee on Civil Service and Labor

Pathways to trade professions: How is the City addressing the barriers?

Thank you for the opportunity to speak to the Committee on Civil Service and Labor. NEW is grateful to the City Council for its continued support of our program. City Council funding for our programs and our City-owned facility have helped NEW to grow substantially in the last few years.

Founded in 1978, Nontraditional Employment for Women (NEW) prepares women for careers in the construction, transportation, and utility industries. NEW's proven model successfully places women in jobs conventionally held by men, and is the longest-running program of its kind in the nation.

NEW focuses on putting women in skilled, unionized jobs in the blue-collar trades with starting wages averaging \$15.00 per hour, benefits, and a path to higher-wage employment. These careers provide a real opportunity for women to move into the middle class and support their families. NEW primarily serves low-income minority women.

Over the last thirty years, NEW graduates have proven that they can compete and be successful in these jobs. These women have paved the way for the next generation of women. Building on their success, NEW's goal is to increase the percentage of women in these careers from three percent to seven percent in the next decade. NEW is partnering directly with unions and employers to make this happen.

Mayor Bloomberg's Commission on Construction Opportunity has made a significant difference for NEW and for women interested in nontraditional careers in New York City. As a result of the Commission's recommendations in October 2005:

- The Building and Construction Trades committed to filling ten percent of their apprentice slots with women for a four year period starting in 2006; and
- The New York State Department of Labor allowed graduates of Nontraditional Employment for Women to enter directly into apprenticeships, thus reducing the amount of time graduates wait to access such programs.

As a result, NEW substantially increased the number of women placed over the last two years. The building and construction trades are meeting their commitment to fill ten percent of their apprentice slots with women and since the Commission's recommendations in October 2005, 300 women have entered apprenticeships in the building and construction trades. The following unions are consistently placing NEW graduates in ten percent of the apprentice class slots: New York City District Council of Carpenters (exceed ten percent); International Brotherhood of Electrical Workers, Local 3; International Brotherhood of Electrical Workers, Local 3, Elevator Maintenance and Repair Division; Mason Tenders District Council, Local 79; International Union of Painters and Allied Trades, District Council 9; and United Association of Plumbers, Local 1.

City Council Testimony
Nontraditional Employment for Women (NEW)

Amy Peterson, President

Committee on Civil Service and Labor

Pathways to trade professions: How is the City addressing the barriers?

NEW graduates are successful in the blue-collar trades, in jobs historically shut down to women. The model currently being implemented by NEW, the building and construction trades unions, and the State Department of Labor can be replicated for other trades professions in New York City.

NEW recruits women that have a high school diploma or GED and have an interest in blue-collar trades. Each woman enters our free six-week pre-apprenticeship training program focusing on the construction industry, job readiness, trades math, hands-on shop classes, health and safety, and fitness.

NEW places its graduates in union apprenticeship programs to ensure that NEW graduates continue to receive both classroom and on-the-job training, work in safe conditions, and receive benefits, including pensions.

The story of one recent NEW graduate demonstrates the difference that the program can make in the lives of the women in New York City. Soraya* had been in drug treatment for almost a year and had lost custody of her children. Her time was almost up at her residential facility, and she did not yet have a job. When she began training at NEW, her drive and aptitude for a career in construction became evident. Every morning she arrived before her instructors. She didn't know the meaning of the word "downtime"; when there was no work to be done in class, she insisted on doing chores in the building such as cleaning the boiler room and restocking the water coolers. As a result of her efforts, Soraya graduated at the top of her training class and earned a spot in the NYC District Council of Carpenters union apprenticeship program. She is now employed with a major New York City based carpentry contractor, making over \$16.00 an hour and getting ready to move into her own apartment.

Women in New York City are ready for these opportunities and thanks to the support of the City Council and the Mayor, NEW has the capacity to serve more and more women each year. NEW welcomes additional trades opportunities.

NEW is looking to City Council members to help us reach out into the neighborhoods of New York City and attract women to our program. NEW needs to specifically focus on underserved areas of the City. In the last five years, NEW has grown from an organization training 150 women a year to an organization training 350 women a year. This year, NEW is focusing on strengthening its infrastructure to support this growth and continuing this expansion. NEW plans to enroll 400 women in fiscal year 2008.

There are limited opportunities for poor and minority women to obtain secure jobs that provide a living wage and essential benefits, such as health insurance. Eighty-five percent of the women NEW serves identify themselves as minorities. NEW serves women on public assistance and unemployment, women with housing issues, single heads of households, and women living in poverty. One-quarter of the women NEW serves are receiving public assistance, ten percent are survivors of domestic violence, one-eighth have a criminal background, and one-quarter are

City Council Testimony
Nontraditional Employment for Women (NEW)

Amy Peterson, President

Committee on Civil Service and Labor

Pathways to trade professions: How is the City addressing the barriers?

single parents. NEW serves women from all five boroughs in New York City and the surrounding counties. NEW students range from age 18 to over 50.

With the ongoing support of the Mayor's Commission on Construction Opportunity, the unions, and the New York City Council, NEW will continue to grow and help hundreds more women change their lives each year, while eliminating stereotypes and expanding career opportunities for women throughout New York City.

* Name changed to protect confidentiality.

FOR THE RECORD

Testimony
of
Randi Weingarten,
President,
United Federation of Teachers,
to the
Oversight Hearing of the City Council
Civil Service and Labor Committees
on
Pathways to trade professions
October 30, 2007

Thank you, Chairman Addabbo.

I'm appearing today not only in my capacity as president of the United Federation of Teachers but as chairwoman of the Municipal Labor Committee. Both the teachers union and the city's municipal workforce have a stake in seeing that professional development and training programs are in place from the middle schools and the high schools on and continuing throughout an individual's work life.

I am accompanied today by Michael Mulgrew the UFT Vice President for Career and Technical High Schools, who will also offer testimony.

I'm going to restrict my remarks on workforce development to looking at the city's Career and Technical Education programs and what the union believes these programs need to succeed.

In brief, they're a real success story, but the city treats them as unloved step-children.

Mr. Mulgrew will then present the union's perspective on how to tighten the fit between how the schools function and what the city's evolving workforce needs.

If the role of schools is to prepare the next generation for citizenship as well as to see that they become productive members of society, then our students should be preparing not so much for a job as a living-wage income from a good, skilled job. Because poverty and democratic citizenship don't mix.

Career and technical education, what used to be called vocational education, is a city program that for the most part works well. We know it works because my members staff its schools and see the results.

Our members teach skills in dozens of fields, including automotive repair, building trades, health care, transit technology, medical technology, law and justice, graphic illustration and graphic design, information technology, culinary arts and others. The union also works closely with the Advisory Council for CTE for the NYC Department of Education to ensure that school programs align with the greater New York area's workforce needs. The programs would work even better if the DOE backed them better.

We know the data show that students who go to CTE schools have higher attendance rates, higher Regents pass rates, higher graduation rates, higher rates of college enrollment and significantly lower dropout rates than the city average. CTE turns failing schools into successful ones. All it needs is consistent backing from the city. Instead we find fewer students enrolling, not more.

Merryl Tisch, a member of the state Board of Regents, warned a UFT conference last spring that the Contract for Excellence negotiated between the state and the city shows "no mention of any expansion of CTE programs for the city."

That's all the more reason why I want to congratulate City Comptroller William Thompson for his frank and fair assessment last week of the DOE's CTE caretaking. I second his remarks that the DOE has "relegated these nuts and bolts high schools to second-class status in spite of their proven record." When it comes to the city's commitment, "the jury is still out since [the DOE] just went through their third reorganization," as a Thompson spokesperson said, and it looks to be a hung jury.

Why shortchange schools such as Automotive High School in Brooklyn, which is doing wonders in giving job training and a first-rate academic education, too, to young people? These schools have dual

vocational and academic missions and soldier on despite the fact that just 11 percent of all CTE programs are state approved.

Thompson found that funding for CTE high schools was at a lower level than that granted for general academic high schools. That funding disparity compromises the ability of the DOE to offer programs that meet the needs of industry.

He found federal vocational education funding for CTE insufficient.

He found the DOE's new Fair Student Funding formula did not meet these schools' special needs.

He found principals reporting little direct assistance from the DOE in trying to develop critical partnerships with private industry. He called the difficulty the schools have in attracting qualified CTE teachers "their greatest challenge."

He found that the DOE had recently reduced the number of staff in its Central Administration assigned to CTE from 27 to 10.

That's a pretty damning bill of indictment. The mayor's response to the press: Scores are up, so how bad could the schools be?

That's the point. It's not that the schools are bad, but that the central administration is leaving them to sink or swim.

Last May, the UFT sponsored a day-long "Creating Futures Forum" conference. We brought together representatives from government, labor, industry and education to discuss the future of the city's economy and how career and technical education can help provide the work force for today's changing employment needs. The problem in a nutshell: how to align industry, labor and education so we engage as partners, not pass like ships in the night.

Among the participants was Councilman Addabbo, and I want to thank you again for your participation.

So, what do our kids need? They need access to decent jobs. More than 40 years ago, the great civil rights leader Bayard Rustin said that the best anti-poverty program is a good job. That's still true today. But the number of unskilled jobs keeps shrinking even as the things industry expects from our kids is changing. CTE creates an environment where students learn life skills. They learn to dress appropriately, to come to work on time. They learn to master literacy and math skills.

Society benefits, too, when career and technical education works for today's young people. A recent Columbia University study showed that halving the national dropout rate would save \$127,000 over the lifetime of every additional high school graduate. Savings would come from additional tax revenues and reduced public health and criminal justice costs. Turning out more highly skilled workers means economic development benefits for the city.

Finally, career and technical schooling isn't just education's past; it's education's future, too. Not only should the high schools be better funded and backed by Tweed, there ought to be more technology programs in middle schools leading up to CTE in high schools.

There ought to be a state-city partnership committed to reinvigorating CTE.

There needs to be a tighter fit between economic development agencies and education.

There should be more early internship programs.

There ought to be a fit between incubator industry projects and jobs for students and skilled young people.

That's just a short list.

Our culture has a saying: if it ain't broke, don't fix it. When it comes to our CTE high schools, the saying should be, if it's working well, don't break it. Or, to quote, Hippocrates, "First, do no harm."

Thank you.

#

**JOINT APPRENTICE AND
TRAINING COMMITTEE OF THE
ELEVATOR INDUSTRY**

SPONSORED BY:

**THE ELEVATOR INDUSTRIES
ASSOCIATION, INC.**

AND

**LOCAL UNION #3, IBEW
{EE DIVISION}**

**“ELEVATOR SERVICE, REPAIR
AND MODERNIZATION”
APPRENTICESHIP TRAINING
PROGRAM**

**COMPARATIVE SALARY ANALYSIS BETWEEN THE JATC'S
APPRENTICESHIP PROGRAM AND OTHER FOUR (4) YEAR COLLEGE
DEGREE AND/OR TECHNICAL TRAINING PROGRAMS
{SOURCE: NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS}**

Nicholas R. La Guardia, Director

APPRENTICESHIP – THE OTHER FOUR YEAR DEGREE

**BELOW IS A LIST OF FOUR YEAR COLLEGE DEGREES
RECEIVED FROM JUNE 2000 THRU JUNE 2006
BY MANY COLLEGE GRADUATES**

For comparison purposes, they are listed in order of the “Starting Salary” paid by companies located in major urban cities in the United States.

1. *Chemical Engineering*
2. *Electrical Engineering*
3. *Computer Engineering*
4. *Computer Science*
5. *Mechanical Engineering*
6. *Aerospace Engineering*
7. *Industrial Engineering*
8. *Accounting*
9. *Information Sciences*
10. *Civil Engineering*
11. *Economics/Finance*
12. *Business Administration*
13. *Teaching*
14. *Nursing*
15. *Marketing*
16. *Liberal Arts*

**WHERE DO YOU THINK A GRADUATE OF THE JATC’S
FOUR (4) YEAR APPRENTICESHIP PROGRAM WOULD
BE LISTED?**

**SEE INSIDE FOR THE ANSWER AND OTHER IMPORTANT
INFORMATION RELATIVE TO “APPRENTICESHIP – THE
OTHER FOUR (4) YEAR DEGREE.”**

AVERAGE STARTING SALARIES
LISTED IN HIGH-DOLLAR ORDER
FOR THE COLLEGE GRADUATING CLASS OF 2006
{Source: National Association of Colleges and Employers}

1. Chemical Engineering	\$ 54,256
* JATC APPRENTICE	\$ 52,020 (AS OF 2/27/07)
2. Electrical Engineering	\$ 52,009
3. Computer Engineering	\$ 51,499
4. Computer Science	\$ 51,292
5. Mechanical Engineering	\$ 51,046
6. Aerospace Engineering	\$ 50,701
7. Industrial Engineering	\$ 49,541
8. Accounting (General)	\$ 43,809
9. Information Services	\$ 43,732
10. Civil Engineering	\$ 43,462
11. Economics/Finance	\$ 42,902
12. Business Administration	\$ 39,448
13. Practical Nurse	\$ 38,785
14. Sales/Marketing	\$ 37,481
15. Teaching {Grades 1-9}	\$ 35,450
16. Liberal Arts	\$ 30,337

IT SHOULD ALSO BE NOTED THAT THE AVERAGE COST OF A FOUR (4) YEAR COLLEGE DEGREE, AT A STATE COLLEGE, IS OVER \$28,000. AT A PRIVATE COLLEGE, THE COST COULD BE AS HIGH AS \$80,000 DEPENDING ON THE COLLEGE. THOSE AMOUNTS DO NOT INCLUDE THE COST OF ROOM & BOARD AND ANY OTHER COLLEGE RELATED EXPENSES.

THE COST OF THE JATC'S FOUR (4) YEAR APPRENTICESHIP TRAINING PROGRAM IS \$0.00.

PAGE 3:

As a "Registered" J.A.T.C. apprentice you will be employed full-time during the day and are required to attend the J.A.T.C.'s Apprenticeship school, one night per week for four (4) hours, from September through June.

The starting salary for 1st year Apprentices is currently \$32,200.00 per year and, as an Apprentice, you are entitled to an annual raise of about \$5,000.00 per year, for each of the four years you successfully complete the requirements of the apprenticeship program.

As an Apprentice program graduate, you will receive a New York State Department of Labor "*Certificate of Completion of Apprenticeship Training.*" That certificate is recognized nationally in the field of "Elevator Service, Maintenance, Repair and Modernization." It entitles the recipient to fourteen (14) or more college credits towards an Associate Degree in Industrial Electricity. These credits are accepted at over 1,500 colleges and universities in the United States.

In addition, immediately upon graduation your salary is automatically increased to approximately \$60,000.00 per year. That \$60,000.00 annual rate-of-pay is based on the Apprentice beginning the program in June 2008 and graduating in June 2012, after completing the required four years of "related classroom instruction" and "on-the-job training."

PAGE 4:

If you were classified as a Journeyworker prior to or immediately upon graduation (some outstanding Apprentices are promoted to Journeyworker status in their fourth year) your salary could be as much as \$80,000.00 per year.

As a member of the International Brotherhood of Electrical Workers, Local Union No. 3 Elevator Division (hereinafter called "the Union"), you are entitled to the existing "Pension, Hospitalization, Annuity/HRA and Benefit Plan(s)" of the Electrical Industry, the Elevator Division Retirement Benefit Plan and the Dental Plan, all of which are paid for by your employer. In addition, as a member of the Elevator Division of Local Union #3, I.B.E.W., you are insured by a \$100,000.00 "Accidental Death and Dismemberment" insurance policy that covers you 24 hours per day, 7 days per week, which is sponsored by the J.A.T.C. and paid for by your employer. You are also entitled to participate in continuing educational training programs offered to all Local Union #3, I.B.E.W. 9A Helpers and Journeyworkers by the J.A.T.C. and provided "free-of-charge."

Labor Committee – 10/30

Chairman Addabbo and committee members. My name is Jack Kittle and I speak today on behalf of the 10,000 members of District Council 9 of the International Union of Painters and Allied Trades and the New York City Union Painting Industry.

Thank you for allowing us to share our thoughts on barriers to entering trade professions.

I am sure the administration has already testified about the Mayor's Commission on Opportunities in Construction. We applaud the Administration for their efforts in bringing together the various stakeholders on this issue and working positively to address a situation and see no reason to rehash what has probably been stated earlier today.

The way we see it, barriers to entering the construction trades occur because we go in to this issue with two common misperceptions.

The first misperception is that the construction industry is exclusive in its recruiting practices. I can't speak for others, but the painting industry has always been dominated by immigrants and minorities - sort of an entry level position on the way towards achieving the American Dream. The population at DC 9 has always mirrored the immigration patterns of New York City. Founded by Eastern European Jews - Irish, Italian, Greek and German immigrants soon followed during the European immigration wave early in the last century. We then went through a period when immigrants were coming from the former Soviet Union and other countries of the former communist block. Today, our membership is dominated by Central and South Americans, Africans, Asians and those from the various islands in the Caribbean. Our trades involve back breaking work that is often

sporadic. Each group that has come through has worked hard to educate their children to make sure they don't have follow into our business.

The apprenticeship program at District Council 9 currently includes a large population of minority and women students.

We represent a number of different trades:

The Painters/Paperhanger/Decorators program is currently 72% minority and 17% female.

The Bridge Painter program is now 85% minority and 16% female.

The Drywall Taper program is currently 90% minority and 10% female.

The Metal Polisher program is now 85% minority and 2% female.

The Glazier program is 36% minority and 2% female.

Overall, our enrolment is currently 78% minority and 8% female.

As you can see from these numbers, we don't care where you come from or what you look like. If you are willing to wake up every morning and work hard, there is a place for you at District Council 9.

The second misperception, in our view, is that the construction trades are a dumping ground for the unemployable. There is a pervasive belief that those young people who the school system has failed can just work in construction. This view dooms applicants to failure and has helped feed a large dropout rate in our program. We have been addressing this problem by partnering with a number of fine pre-apprenticeship programs – notably, Non Traditional Employment for Women, Construction Skills 2000 and Helmets to Hardhats. They all seem to do a great job of screening out those who are destined to failure and it has allowed us to use our resources more efficiently.

In our program, there are no barriers as to who can enter. There is, however, a barrier as to how many can enter. We cannot, and will not, bring in new recruits if we do not have jobs to offer them. Now, more than ever, there is a proliferation of low road contractors that feed the underground economy by paying their workers in cash, and operate unsafe worksites by flaunting labor laws and safety regulations. This is pervasive in the residential market and especially the affordable housing sector. If we continue to look the other way, and allow these conditions to continue, in an effort to build more affordable housing, we will soon find the union sector of the construction industry extinct.

The best thing we can do to break down barriers in construction is to stand up to the low road players and enforce the laws and demand labor standards on these projects. Given a fair chance to compete, the union side of the industry will be able to bring in new workers and give young people a chance to be trained in a productive trade that will allow them to make a living, feed a family, pay taxes and have the opportunity for their children to do better than them.

Again, we thank you for taking the time to listen and we are at your service if you think that we can help with any of the issues discussed today.

District Council 9, JAATF
MINORITY/GENDER Apprentice Breakdown

<u>Painters/Paperhangers/Decorators</u>	
Ethnicity	Gender
White: 73 (28%)	Male: 217 (83 %)
African: 100 (38%)	Female: 43 (17%)
Hispanic: 85 (33%)	
Other: 2 (0.8 %)	Total:260

<u>Glaziers</u>	
Ethnicity	Gender
White: 27 (64%)	Male: 41 (98%)
African: 10 (24 %)	Female: 1 (2%)
Hispanic: 5 (12 %)	
Other: 0	Total :42

<u>Tapers</u>	
Ethnicity	Gender
White: 6 (10%)	Male: 52 (90%)
African: 25 (43%)	Female: 6 (10%)
Hispanic: 27 (47%)	
Other: 0	Total: 58

<u>Metal Polishers</u>	
Ethnicity	Gender
White: 32 (15 %)	Male:206 (98%)
African: 13 (6%)	Female: 4 (2%)
Hispanic: 142 (68%)	
Other: 23 (11 %)	Total: 210

<u>Bridge Painters</u>	
Ethnicity	Gender
White: 41 (22%)	Male: 174 (92%)
African: 38 (20%)	Female: 16 (8%)
Hispanic: 108 (57%)	
Other: 4 (2%)	Total: 191

Grand Total: 761	Female: 70	9.2%
	White:179	23.5%
	African : 186	24.4%
	Hispanic : 367	48.2%
	Other: 29	3.8%

TRAINING FUND

International Union of Operating Engineers

Affiliated with the A.F.L.-C.I.O.

Office of

LOCAL UNION 14-14B

141-57 NORTHERN BOULEVARD

FLUSHING, N.Y. 11354



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International Union of Operating Engineers Local 14-14B has had an approved, registered apprenticeship program with the State of New York since 1994. It is a strong goal of Local 14 to recruit women, veterans, minorities and economically disadvantaged persons into our program. In order for us to make this "good faith effort", I am going to give you my input on how our apprenticeship program can be a viable part of the construction industry.

Registered apprenticeship programs that follow strict guidelines and standards can meet two objectives. First, it provides an equal and fair opportunity for New York City residents to find employment on public works projects that require skills. Second, apprenticeship training reduces workplace accidents and improves public safety. These undertakings are the foundation of apprenticeship which will, in the long term, make our economy strong.

Issues such as "Construction jobs for City Residents" can only be addressed by apprenticeship training. In order to transfer unemployed city residents into occupations, well-rounded apprenticeship training must be available. "Patch and Repair" solutions for social inequities will not solve employment problems. Operating Engineers Local 14-14B has been making constructive efforts to accommodate the needs of protected group members. We are building a reputation to enhance the progress of all those who are participating in our program. Therefore, a strong apprenticeship program will give a citizen the skills to give oneself a substantial career.

Bartel and Thomas ("Direct and Indirect Effects", 24-25) argue that "most industrial accidents are caused by complex epidemiological interaction of labor, equipment and workplace, such as workers' carelessness, inattentiveness, or lack of training". The rebuttal to this conservative argument is apprenticeship training. If each craftsperson successfully completed an apprenticeship program, you can make the workplace less ominous. Also, construction sites will be safer for the general public that are in the vicinity.

In order for apprenticeship program to have validity, it must have three levels of effectiveness:

1. Related instructions
2. Supplement instructions

3. On-the-job training

Related instructions are a series of lectures that emphasize knowledge, skills, abilities and other characteristics that are considered important to successful work performance. These subjects, which are covered in the classroom, orientates the apprentice to a variety of areas which are unlikely to be learned on the job. Therefore, apprentices must attend these organized instructions in order to learn the many standardized operating procedures and how their trade is applied to the construction industry.

Supplemental instructions on the tools, equipment and machines which involve the skills that are sufficiently broad enough to be applicable in the Operating Engineers trade are given. This takes place at the training site. It is known as "behavioral role modeling". This is where the apprentice observes and models the skills of a journeyperson. The apprentice is afforded the opportunity to transfer this training to the actual work setting. Supplement instruction is in a controlled environment which creates safer training for the industry.

The final category is "On-the-Job Training" which involves coaching and mentoring. Coaching consists of journeypersons periodically providing apprentices with feedback and advice concerning their job performance. Mentoring is where a journeyperson takes an apprentice "under their wings". "A substantial amount of evidence suggests that having a mentor can facilitate successful psychosocial outcomes" and lead to journeyperson status. ("Dreher and Ash", 1990). On-the-job training provides instructions where it is precisely applied. This gives the apprentice great exposure to the work environment. These three categories are inter-correlated and, if linked effectively, we will attain better job and skill performance for New York City residents.

Thank you for taking time out to assess the effectiveness of apprenticeship programs. It is a very complex undertaking! Hopefully, the Council can examine the design of programs and address any contaminating variables. Your research on apprenticeship programs should successfully reduce, control or eliminate any threats to apprenticeship training's validity. Operating Engineers Local 14-14B will never justify reluctance or refusal to evaluate our program. Therefore, if you would like us to demonstrate the competency of our Apprenticeship Training Program, please do not hesitate to contact me.

Yours truly,

James P. Conway
Director of Industry Advancement

Testimony of Jack Powers before the New York City Council Committee on Civil Service and Labor: Oversight - Pathways to trade professions: How is the City addressing the barriers? October 30, 2007

Jack Powers, Vice chairman, Graphic Arts Educational Advisory Commission, Advisory Council on Career and Technical Education

Good afternoon, Chairman Addabbo, and thank you for this opportunity to testify before your committee today.

My name is Jack Powers, and I am the vice chairman of the Graphic Arts Educational Advisory Commission, part of the Advisory Council on Career and Technical Education, an all-volunteer group from business, labor unions, non-profits, and academia mandated by state law to advise New York's schools on pathways to technical careers.

In my case, the Graphic Arts Commission supports teachers and programs in digital and offset printing, desktop publishing and graphic design, digital imaging and video editing and Web site development. Other Commissions within the Council support the building trades, automotive, cosmetology, travel and tourism, healthcare and many other important technical fields.

Think for a moment about the goals we set for public high school principals and the left-behind students they have to work with. In New York City, the children of the rich escape to high class or attend private schools that can cost \$30,000 per year. Working parents with less cash take second jobs and work double shifts to pay their kids' way into parochial schools, sometimes schools that are run on religious principles that the parents themselves don't share. In the free public school system, smart and motivated students with great test scores escape into one of the top-tier Specialized High Schools like Stuyvesant and Bronx Science. And every year, an organization called Prep for Prep cherry-picks the best minority students out of the public system for a fast-track program of mentoring, test prep and scholarships in the city's toniest private schools.

So what's left for the regular high school principal to work with? Kids with lower test

scores, whose parents have less money, motivation or grasp of the opportunities -- students who are probably not college material but who still need the basic tools to build successful lives.

These students used to be channeled into "vocational education." We're all college kids here, and we remember what people used to think of "voc ed" students when we were back in high school. They were the kids who weren't on an academic track, who wouldn't become doctors and lawyers and MBAs.

But that perception is way out of date. Nowadays, "voc ed" is called CTE -- Career and Technical Education, and it covers hundreds of job titles that are getting more complex, more computerized, more productive and more important to the way we run this city. A lot of these tech jobs require pretty good academic skills, and many need some college time or other post secondary coursework. A CTE student takes all five Regents exams that a regular student gets PLUS an extra 10 to 18 credits of specialized tech training PLUS a technical assessment exam.

Overall, CTE kids come from tough backgrounds -- lower incomes, lower test scores, generally at risk -- but they graduate more often and get better Regents results than the general high school population.

CTE works, especially for the kids who need it most. But CTE students -- and CTE teachers and principals -- aren't getting the tools they need to succeed in technical education, and the latest round of Department of Education reforms sounds like bad news for CTE.

There are three important challenges:

FUNDING

Compared to an English or math class, a technical topic costs more: special equipment, more classroom space, expensive materials and maintenance, money and time for certifications and tests, and more. CTE schools need more teachers and longer school days to cover all the material they present. Yet according to a New York City Independent Budget Office Fiscal Brief last August, CTE schools get less money allocated per capita than academic high schools.

The new funding formulas being introduced by the system don't seem to sufficiently address this disparity. This is a constant battle.

TEACHER DEVELOPMENT

In the world of work, employees are constantly retrained in the latest techniques, the newest equipment, the best practices as they evolve. But CTE teachers get very little opportunity for professional development in their technical topics.

At the Graphic Arts Commission, we're given at most two days per year to update teachers about digital imaging, electronic publishing, web development and animation, digital video – all fast-moving technologies. We've arranged for free night school classes for graphics faculty, but CTE teachers don't get compensated for attending these programs.

Skilled teachers are hard to find, and even harder now that the federal No Child Left Behind law requires that even a carpentry shop teacher needs an education certificate. Worse, the Department of Education recently eliminated the important CTE support staff that helped teachers get funding, training, certification and industry contacts.

We should be funding CTE-specific professional development and recruitment, and we should be supporting these teachers and their principals with whatever they need to succeed.

INDUSTRY INVOLVEMENT

Great things happen when schools and businesses get together. Our Graphic Arts programs have been enriched by the participation of great companies like Xerox, USA Today, Apple, NAK Advertising, TanaSeybert and other good corporate citizens. They help us train the teachers, they support our citywide graphics competition every year, they contribute tens of thousands of dollars for college scholarships for graphics students.

Industry is eager to help, but sometimes working with the educational bureaucracies at the city and state levels can frustrate even the most motivated do-gooder. I've been through nine Chancellors in my tenure on the advisory commission, and I've experienced the ebbs and flows of school system management first hand. The interface between the academy and the corporation is not always easy. We have different expectations and different lifestyles. But the Advisory Council model for bringing diverse constituencies together is a good one. Hearing about the great work people are doing in our quarterly Council sessions, I'm struck by

the endless variety of innovative partnership opportunities: internships, externships, mentoring, school advisory boards, class visits, job shadowing, apprenticeship programs, shop tours, contests and competitions.

I'd like to see the Advisory Council program expanded to include other industries beyond the ones now represented. And we could use some guidance on professional management techniques: how to recruit our Commission members, develop sponsorships, manage our contact networks, that sort of thing. We're all unpaid volunteers, but the energy and innovation that industry people bring to school partnerships should be harnessed and expanded.

CONCLUSION

The school system is run by people who went to college, and they expect everybody should go to college just like they did. But focusing exclusively on an academic career misses the larger point of education: to build yourself a life.

I guess the world needs English majors and psychology majors, but I know the world needs do-ers, people who work with their hands, who build things, fix things, make things work. New York City has a long tradition of teaching these subjects in venerable vocational schools like Transit Tech, the High School of Printing and Queens Vocational. These schools taught useful trade skills that gave students more than just pretty test scores; it gave them productive, fulfilling, independent and often lucrative careers. "Vocation" was really not a bad word for it.

We should keep the best of that tradition and update it to include the next generations of technically skilled citizens. New York's future depends on it.

Jack Powers
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NEW YORK CITY DEPARTMENT OF EDUCATION
AUTOMOTIVE HIGH SCHOOL
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Melissa Silberman, Principal



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"Powerful minds. Powering the world"

My name is Thomas Cassino, I am an instructor at Automotive High School for the past twenty-three years. I previously owned three auto repair shops on Long Island and one in Florida. In 1985 I sold my share of the business to my partners because we could not fill the shops with qualified and dependable mechanics. The technology was changing and there was no one to fill the void.

I came to Automotive High School in order to placate my wife, who told me at the ripe old age of 35 -- you can't play golf and fish while I go to work (she is now a retired teacher of 34 years). I realized after only one day of teaching, that this is what I was born to do. The satisfaction I get from teaching my craft to young people is priceless.

Automotive High School offers our students an excellent career path in automotive technology. We prepare our interns and graduates to enter a career that offers both high pay and advancement opportunities. This program also provides our graduates with a foundation for entering post secondary automotive technology programs and colleges. Current automotive technology requires that technicians have much higher skill levels in order to repair today's complex automobiles. Automotive High School provides work site experience from 9th grade through 12th grade.

The majority of students entering our school arrive with major academic deficiencies. Students with disabilities make up 24% of our population. These students also deserve a good education and access to career paths that will provide them with employment and self sufficiency in their adult lives. Eighty-four percent of our entering freshman class reads at least three grade levels below the state standard. The program at Automotive provides students with the applied academics and contextual learning experiences they will need in order to meet the New York State Regents requirements.

Automotive High School has a brand new Mercedes Benz sponsored program and has had a Toyota T-10 Training program since 1992. During this past year a new library and several vehicles were donated by Daimler Chrysler, providing the school with some much needed material resources.

Automotive High School is the only high school in New York City to achieve master certification in all eight National Automotive Technology Education Foundation (NATEF) and Automotive Service Excellence (ASE) automotive service areas.

Both the NATEF and Automotive Youth Education System (AYES) programs in place at our school provide certified automotive training programs recognized in all fifty states at the secondary and post-secondary levels. NATEF and AYES also help evaluate the providers of in-service technician training programs.

Automotive H.S. also has the support of The Greater New York Automotive Dealers Association which is affiliated with over 600 dealers in the tri-state area thus providing the school with a link to local dealerships.

NATEF/AYES along with the New York City Link Employment And Responsibility Now (L.E.A.R.N.) program, provides partial funding for a cooperative learning experience at automotive dealerships. This co-op experience gives our students an understanding as to what being a professional in a work environment is really like. All students at Automotive High School, must meet strict guidelines in order to have the opportunity to be a part of this co-op program.

One of our students on a work experience this summer worked at a Toyota dealer in Brooklyn on the end of his paid AYES internship, funded by L.E.A.R.N. The student asked if he could stay on without pay, saying "where could I get this kind of training for free". A 10th grade student placed at a Chevrolet dealer in Queens for the month of July until school started in September made \$2,400.00. This student, when asked if he was in a gang like the Crips or Bloods said "No I am a mechanic and glad to be one" I guess that says it all.

How many of us are in the same career that we started out in high school? We have all made some adjustments in our careers, just as we have made adjustment in our lives. No one can predict what the workplace of the future will look like to our students. We can only give them the necessary skills they need to succeed, in any work situation they might encounter.

Thank You,

Thomas J. Cassino

Instructor, AYES Coordinator



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"Powerful minds. Powering the world"

Automotive High School Career Program

Cooperative Education program

Co-Op funding through the NYCDOE, Link Employment And Responsibility Now program (L.E.A.R.N.)

Automotive Youth Education Systems (AYES) dealer Internships

AYES Automotive Career Passport Book

School to Work Competency Profile Chart

AYES Student Work Journals

AYES Certificate of Completion

Post secondary education placement through our college and career office

Ninth grade advisory class that is an introduction to automotive careers

Resumes writing class

Interviews at automobile manufacturer sponsored career fairs (BMW Toyota)

Workforce readiness skills training

Automotive Advisory with local industry partners

Greater New Automotive Dealers Association support and training programs



Louis J. Coletti
President & CEO

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TESTIMONY TO

THE NEW YORK

CITY COUNCIL

RE: CIVIL SERVICE AND LABOR

COMMITTEE

October 30, 2007

Submitted By
Henry C. Kita
Senior Vice President
Building Trades Employers' Association



Good afternoon.

My name is Henry Kita. I am the Senior Vice President of the Building Trades Employers' Association of New York City (BTEA). The BTEA represents 25 contractor associations comprised of 1,500 construction managers, general contractors and subcontractors who employ the over 100,000 members of the Building and Construction Trades Council. The BTEA represents the management half of the Construction Industry Partnership with our colleagues in the labor sector at the Building and Construction Trades Council.

I am here this afternoon to provide some comments and observations from the management perspective on the state of workforce education and training in the "unionized" New York City construction industry.

There is absolutely no doubt that workforce development exists as one of the major issues facing the New York City construction industry today. As you are no doubt aware, there is a construction boom taking place in New York City today, the likes of which we have not seen in a very, very long time. Major construction projects underway or in the planning stages such as the reconstruction of the World Trade Center site, Goldman Sachs, Bank of America Building, Atlantic Yards, Citi Park, the new Yankee Stadium, Javits Center and the Moynihan Station to name a few will greatly tax the workforce resources of our BTEA

member contractors and the construction trades unions whose members we employ.

We at the BTEA are in ongoing discussions with our brethren at the Building and Construction Trades Council regarding the need to provide competent well trained workers to be deployed at not only these major projects, but also the plethora of other smaller scale jobs out there. The Construction Skills Initiative that recruits high school youth and New York City Housing Authority residents for apprentice positions in the construction trades, represents an innovative approach to satisfying some of the workforce recruitment needs on the labor side of the construction industry equation. While we are confident that our incomparable apprentice programs will continue to produce the well trained workforce that we need to get the job done, we are also embroiled in the struggle to make certain that we have the necessary numbers of management staff needed to keep these jobs going.

To that end, the BTEA is working closely with the Consortium for Worker Education (CWE) utilizing funding from the City Council to develop several initiatives designed to update the training of our current management workforce as well as to recruit new management employees. Over the past eighteen months, the BTEA has utilized city and state grant funding from the CWE to provide a variety of technical, safety and management training to over 1,500 BTEA

contractor management staff. This is in addition to training already provided through in-house and BTEA member association training programs.

The BTEA is also currently working with the CWE to design a mentor/protégé training program that will attempt to recruit into the ranks of New York City's union contractor community, new Minority and Women's Business Enterprises (M/WBE's) who will become a part of our current great building boom. In addition to the knowledge and advice that will be imparted by the BTEA affiliated mentors to the M/WBE's in this program, there will be made available a variety of training and services relevant to the bonding, legal and financial needs of growing contractors. With the assistance of the City Council funding recently obtained by CWE, we hope to enroll up to 20 M/WBE's in this cutting edge mentor/protégé program in early 2008.

Concurrent to this M/WBE Mentor/Protégé Program, the BTEA will also be conducting a survey regarding the workforce education, training and hiring needs of our member contractors over the next three years. This survey will be a follow up to the seminal survey and report on local construction industry workforce needs entitled "Building Jobs/A Blueprint for the "new" New York" that was issued by the BTEA in 2004. We hope that this new survey will provide a road map for the development of future construction industry management training and recruitment programs.

Finally, the BTEA has recently collaborated with the Borough of Manhattan Community College through a grant from the Lower Manhattan Development Corporation on several training programs designed to recruit and train new candidates for entry level positions in management in the construction industry. The initial two classes in the area of job scheduling will be followed by a course in cost estimating...two workforce demand position in the management area. While these courses represent a modest start on addressing some of our demand areas, we are hoping to continue to grow these programs through funding sources such as the Consortium for Worker Education.

The few subject areas that I have touched upon here in this testimony today are but the tip of the iceberg as it relates to construction industry workforce education and training needs. We at the BTEA will be expanding our programming in this area in the coming months and years in order to accommodate the needs of our members and consequently the entire community that is New York City. We look forward to working with the City Administration and the City Council in addressing these needs in order to continue our part in the future economic and social development of New York City.

Thank you for allowing us to express our views on this subject matter here today.