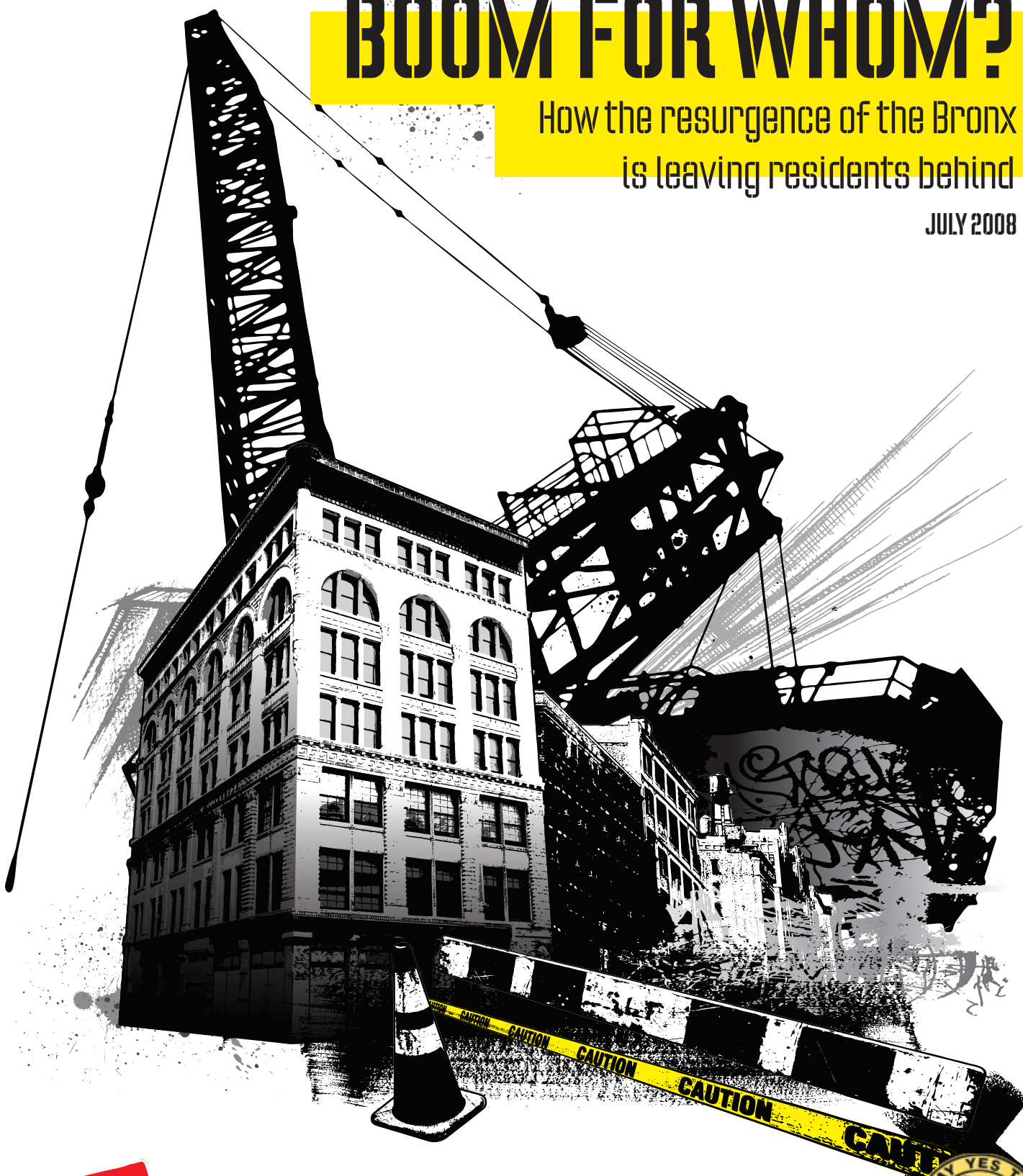


BOOM FOR WHOM?

How the resurgence of the Bronx
is leaving residents behind

JULY 2008



A report of the Northwest Bronx Community & Clergy Coalition and
the Community Development Project of the Urban Justice Center



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About the Authors

Northwest Bronx Community & Clergy Coalition (NWBCCC) is a thirty-four year old broad-based, membership-driven community organization that works to address issues of social injustice by organizing the people who live, work, worship and go to school in the Northwest Bronx on key issues such as housing, education, immigration, safety, local economic development, and jobs.

Sistas & Brothas United (SBU) Youth Leadership Program, an affiliate of the NWBCCC, is a grassroots, membership-led organization of low- and moderate-income teenagers and high school students in the Northwest Bronx. Through a combination of leadership development training, team building, advocacy, and academic support, SBU helps young people work together to improve their schools and neighborhoods, and serves as a civic leadership alternative to participation in the gang- and drug- cultures prevalent in our community. SBU provides opportunities for young people to assert power and control over major decisions being made by powerbrokers in their communities on policy issues of education, employment, community development, land-use and resource allocation.

The Community Development Project (CDP) of the Urban Justice Center (UJC) provides legal, technical, research and policy assistance to grassroots community-groups working for positive social change in low-income communities. CDP strives to support such groups in improvement efforts in the following areas: grassroots community organizing; affordable-housing and tenant organizing; sustainable economic development; technical assistance to not-for-profits; worker rights; environmental justice; and immigrant rights and organizing.

Acknowledgments

This report is dedicated to the youth members of Sistas and Brothas United who provided the leadership early on to set out into their community to broadly document the needs and develop proactive proposals to promote living-wage jobs for themselves and their community at large.

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Executive Summary

The Bronx is the poorest urban county in the United States,¹ a fact which speaks to the experience of those living in the Northwest Bronx. While the borough has recently emerged from a long period of racism-fuelled disinvestment to become a site of major investment, this has done little to improve the lives of those who reside, work, worship, and attend school in the area. In the Northwest Bronx, a community that is largely Black and Latino (79%), labor-force participation rates, employment rates, educational attainment, and income levels are lower than in the greater city, state, and the country overall. Despite heavily-subsidized local development, community members aren't experiencing lasting economic benefits. Higher percentages of the population in the Northwest Bronx are living in poverty and residents struggle to find sustainable, living-wage jobs. Meanwhile, schools fail to prepare students to go on to college or career-track work; instead, students are prepared only to enter the workforce in low-skilled, low-wage jobs that offer little opportunity for advancement. Youth have lower rates of school enrollment and employment than elsewhere, and a higher percentage of 16-19 year olds in the Northwest Bronx are neither enrolled in school nor employed. Unfortunately, these trends only serve to perpetuate the area's entrenched poverty.

In order to break the cycle of dead-end, part-time, and low-wage work that handicaps this community, the Northwest Bronx Community & Clergy Coalition (NWBCCC) has conducted a survey to identify ways in which to leverage opportunities between city and private investments and community needs. Specifically, the report found that:

- **32% of all adults surveyed are not employed and are looking for work.**
- **79% of community members who are unemployed and seeking work have been out of work for 6 months or more.**
- **79% of 14 and 15 year olds, 86% of 16 and 17 year olds, 74% of 18 to 24 year olds, and 43% of 25 to 65 year olds are currently looking for work.**
- **In each age group, the majority of community members surveyed did not know about job centers and did not think there were adequate resources in the community.**
- **Only 55% of employed adult community members with a high-school education or below make a living wage, compared to 79% of employed adults with a higher level of formal education. Only 32% of the community have attended some college or beyond.**

Residents of the Northwest Bronx need better information and support to attain the pre-requisites of the competitive job market. Opportunities to secure employment, build a work history, develop skills and qualifications, and access career-track and networking avenues such as internships and apprenticeships are needed to ensure financial viability. At this time, workforce-development programs remain underfunded and uncoordinated, and fail to provide the comprehensive support needed to develop new skills and qualifications. Additionally, they do not address structural inequalities—leaving workers in the Northwest Bronx, and Black and Latino workers generally, at a significant disadvantage. These programs must be funded and structured to help advance their qualifications and connect workers to jobs created by investment in their communities.

NWBCCC supports responsible investment in the community. This involves raising industry standards, enforcing workers' rights, and connecting living-wage job opportunities to the local Bronx workforce so that residents benefit from development projects. As this report will show, poverty and unemployment are critical issues in the community, especially for youth striving to establish work histories and prepare for college and career-track jobs. It *is* possible for future development to strengthen the community, but only if living wage jobs are created that can lift families out of poverty and dead end jobs.

CHAPTER 1: Introduction

From the 1960s through the 1990s, the Bronx experienced a long period of racism-fuelled disinvestment; during this time, the Northwest Bronx Community & Clergy Coalition (NWBCCC) fought to hold landlords, lenders and government officials responsible for reinvestment. NWBCCC's motto then and now is "Don't Move, Improve!" While some say that the Bronx is booming it is still a bust for many people who cannot find living-wage jobs that support their families. Rather than development at all costs, the Bronx now needs what it has always needed: responsible investment that helps the people who live, work, worship, and attend school here improve, not move.

The large developments currently underway in the Bronx include the Kingsbridge Armory, Yankee Stadium, Gateway Center at Bronx Terminal Market, and Croton Water Filtration Plant in Van Cortlandt Park, as well as waterfront development and for-profit development of affordable housing. The Bronx is increasingly seen as an attractive place to site major retail developments given the relatively cheap cost of land, access to low-wage workers, and excellent transportation links in the Bronx and to New Jersey and Westchester County. As this report will show, many of these developments have received significant subsidies from the city yet provide limited benefits to members of the community. The permanent jobs in these big developments remain at poverty wages. The River Plaza at 225th Street, completed in 2004, include highly profitable Target, Marshall's, Appleby's, and Starbucks, among other retail and food stores, the majority of whose jobs do not provide benefits or living wages. The Gateway Center at the Bronx Terminal Market just south of Yankee Stadium is also projected to include several national chains with a poor history of offering living-wages jobs.

Despite its proximity to tremendous affluence, the Bronx remains the poorest urban county in the United States. Although great amounts of money, including city and state funds, are being poured into these major redevelopment projects, people in the community aren't experiencing lasting economic benefits. If this trend continues, residents will not break out of dead-end, part-time, and low-wage work that perpetuates poverty. For this reason, NWBCCC is leveraging opportunities presented by city-led development projects and private investments to ensure that community members have a greater voice and more control in shaping major redevelopment projects. By building coalitions of community groups, unions, and elected officials such as the Kingsbridge Armory Redevelopment Alliance, NWBCCC hopes to support responsible investment in the community. The goal is to create sustainable, living-wage job opportunities with the right to organize unions without company opposition. Connecting living-wage job opportunities with the local Bronx workforce is crucial for residents to benefit from these projects. As this report will show, poverty and unemployment are critical issues in the community, especially for youth who have a hard time developing good work histories and preparing for college and career-track, living wage jobs.

Background and Methodology

The initiative to learn more about the education and employment experiences of community members initially grew out of conversations in 2006 with youth members of Sistat and Brothas United, the youth organizing arm of the Northwest Bronx Community and Clergy Coalition, as well as through NWBCCC's Strategic Planning process. Many of the SBU members were getting older and were trying to figure out what to do next, whether they had graduated from high school or did not have a high school degree. SBU youth played a lead role in developing and facilitating a community survey, which is the main source of primary data on community members' experiences contained in this report. Research for this report involved surveys of 351 community members, which were facilitated in high schools (including The Community School for Social Justice, Leadership Institute High School, Walton High School, Kennedy High School, and Clinton High School), at NWBCCC, SBU events and meetings, and through street outreach in neighborhoods including but not limited to Kingsbridge, Fordham, and Norwood. The information gathered from surveys and conversations with community members was supplemented by secondary research, employer canvassing, and consultation with policy and expert organizations on relevant issues.

NWBCCC's community is made up of the people who live, work, worship, and attend school in the Northwest Bronx (bounded by the Cross Bronx Expressway on the south, Southern Boulevard on the east, city limits on the north, and the Harlem River on the west). The research and data collection for this report focused primarily on the following zip codes: 10453, 10457, 10458, 10460, 10462, 10463, 10467, and 10468.

Because we were particularly interested in exploring and documenting the unique employment and education experiences of young people in the community, a large percentage of survey participants were youth and young adults. Of the 351 Bronx residents who participated in the survey, 341 participants provided their age. Of these, 22% were 14-15 years old (n=76), 21% were 16-17 years old (n=73), 14% were 18-24 (n=48), 39% were 25-65 years old (n=133), and 3% were over 65 years old (n=11).

Because some of the surveys were facilitated in high schools, the percentage of youth in schools is higher in our survey sample than it would be if the survey were a random sampling of youth in the community. For this reason, we relied on secondary data-sources to provide information regarding youth in the community who are not in school. In order to get a better sense of the experiences of youth from their perspective, the community surveys were supplemented by a follow-up questionnaire completed by 21 youth and a focus-group discussion engaging 30 youth.

The racial demographics of the community members who participated in our survey closely reflected the demographics of the larger Northwest Bronx community. The racial demographics of survey respondents who provided information on their race/ethnicity are as follows: 55% Latino; 29% African American or Black; 4% White; 2% Asian/Pacific Islander; 5% Other; 7% Multiple Races.

Figure 1: Race/Ethnicity of Survey Participants Compared to Census Data

	Northwest Bronx ²	Survey Participants
Hispanic or Latino	53%	55%
African American or Black	26%	29%
White	13%	4%
Asian	4%	2%
Other and Multiple races not Hispanic or Latino	3%	-
Other	-	5%
Multiple races	-	7%

Overview of Report

This report seeks to document the need for investment in living wage jobs and local community development as important strategies for a true resurgence of the Bronx. The following briefly outlines the structure of the report:

Chapter One: *Introduction*

Chapter Two: *Snapshot of the Northwest Bronx Community* places the report's findings and analysis related to the Northwest Bronx's employment and education needs within the broader context of the area's economic and social hardships.

Chapter Three: *Industry and Jobs in the Northwest Bronx* takes a more narrow-lens view of the area's job sector, particularly looking at trends and needs in its important retail and food service industry, as well as growth opportunities in other industries locally and city-wide.

Chapter Four: *Experiences of Northwest Bronx Community Members* looks at both the educational and the job search and preparedness experiences of youth, young adults, and adults in the Northwest Bronx.

Chapter Five: *Community Investments and Workforce Development* analyzes the development and investment projects in the Northwest Bronx community *vis a vis* the neighborhood's specific workforce and living needs.

Chapter Six: *Recommendations* concludes the report with a summary of steps that will help the Northwest Bronx community better benefit from the many large-scale projects and changes affecting the area.

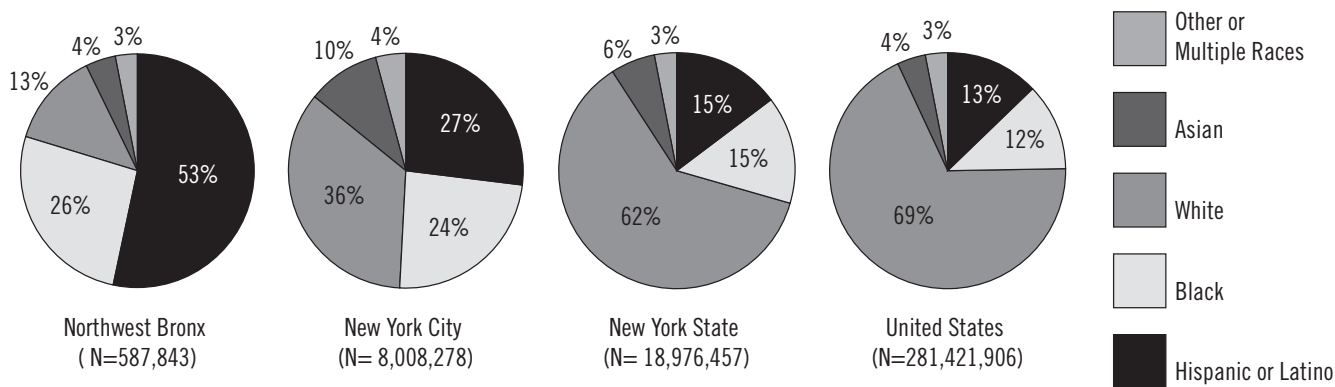
Appendix includes definitions of several important terms included in the report and the NWBCCC's Bronx Community Jobs Survey from which much of the report's data was compiled.

CHAPTER 2: Snapshot of the Northwest Bronx Community

The Northwest Bronx is a very diverse community with a large immigrant and Spanish-speaking population. The racial demographics of the community are as follows: 53% Hispanic or Latino; 26% Black; 13% White; 4% Asian; 3% Other or Multiple Races not Hispanic or Latino.³

As seen in Figure 2, the demographic make up of the Northwest Bronx varies greatly from that of the larger city, state, and country. Markedly, the percentage of people of color in the Northwest Bronx (87%) is nearly three times as large as that of the United States in general (31%). Predominantly Black and Latino (79%), the community’s history, experiences, and needs are unique and in stark contrast to those of the greater city.

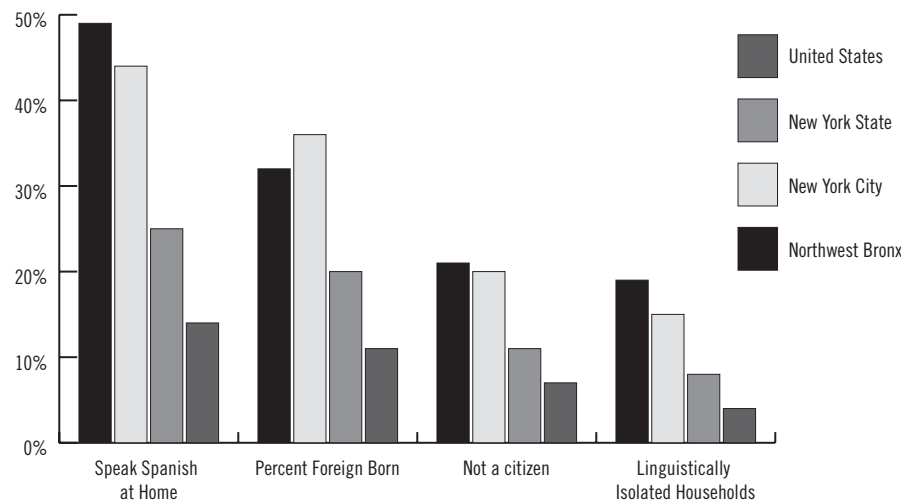
Figure 2: Race/Ethnicity: Comparing Northwest Bronx, New York City, New York State, and United States



Source: 2000 census data.

As shown in Figure 3, nearly a third (32%) of community members in the Northwest Bronx were born outside of the United States. Spanish is the language most frequently spoken at home (by 49% of total community members). Nearly one in five households (19%) in the Northwest Bronx are considered linguistically isolated according to the 2000 Census; 80% of these households speak Spanish.⁴ More than 1 in 5 (21%) community members are not citizens, and face particular challenges in accessing education and employment opportunities.⁵

Figure 3: Immigration and Language: Comparing Northwest Bronx, New York City, New York State, and United States



Source: U.S. Census Bureau, Census 2000, Summary File 3, P19, P20, P21.

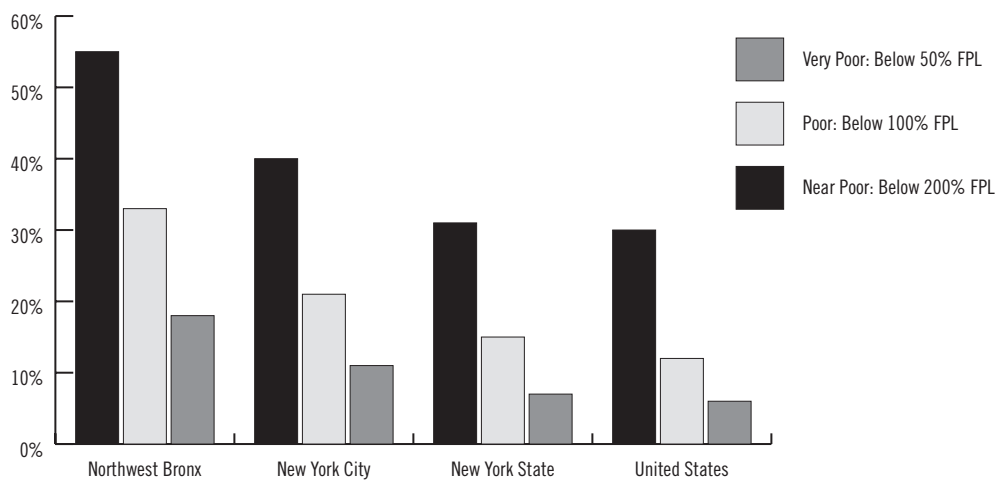
The Bronx is the poorest urban county in the United States, a fact which speaks to the experience of those living in the Northwest Bronx.⁶ In general, labor-force participation rates, employment rates, educational attainment, and income are lower in the Northwest Bronx community than in the city, state, and country overall. Higher percentages of the population in the Northwest Bronx are living in poverty.

Income and Poverty in the Northwest Bronx

In the Northwest Bronx in 1999, the per capita income was \$13,200, compared with \$22,402 in New York City, \$23,389 in New York State, and \$21,587 in the United States. The median household income in the Northwest Bronx (\$27,261) was over \$10,000 less than the median household income across New York City (\$38,379).⁷

As shown in Figure 4, the 2000 census revealed that over half (55%) of community members in the Northwest Bronx were near poverty, living below 200% of the federal poverty limit in 1999. This is a significantly higher percentage than in New York City (40%), New York State (31%), or the United States overall (30%).⁸ As demonstrated in Figure 5, 30% percent of households in the Northwest Bronx had no wage income; this rate was higher than in New York City (26%), New York State (24%), or the United States overall (22%).⁹

Figure 4: Federal Poverty Level: Comparing Northwest Bronx, New York City, New York State, and United States



Source: U.S. Census Bureau, Census 2000, Summary File 3, P88.

Figure 5: Per Capita and Household Income: Comparing Northwest Bronx, New York City, New York State, and United States

Income	Northwest Bronx	New York City	New York State	United States
Per capita income in 1999	\$13,200	\$22,402	\$23,389	\$21,587
Median Household Income in 1999	\$27,261	\$38,379	\$43,393	\$41,994
Households with No Wage or Salary Income	30%	26%	24%	22%

Source: U.S. Census Bureau, Census 2000, Summary File 3, P53, P82, P59.

Employment and Education in the Northwest Bronx

The lower incomes and higher rates of poverty experienced by Northwest Bronx community members are linked to opportunities for educational attainment and employment. As shown in Figure 6, a lower percentage of youth ages 15-24 in the Northwest Bronx are enrolled in school (57%) than throughout New York City (59%), New York State (64%), or the United States (60%).¹⁰ Given that fewer Northwest Bronx youth are enrolled in school, the community also has much lower rates of adults ages 25 and over who have a high school degree or the equivalent (57%) than in New York City overall (72%), New York State (79%), or the United States (80%). Furthermore, only 15% of Northwest Bronx community members ages

25 and over have a Bachelor's of Arts degree, compared with 48% of those in New York City, and over half of those in New York State (51%) and the United States overall (52%).¹¹ This disparity in levels of education completed seriously impacts the incomes of community members. The average impact on earnings of a college degree over a high-school degree is about 70%, which over a worker's lifetime translates into a real-dollar difference of around a million dollars.¹²

The Northwest Bronx community has lower rates of labor force participation (53%) than New York City (58%), New York State (61%), or the United States overall (64%), as illustrated in Figure 7. The rate of employment in the Northwest Bronx (85%) is nearly 10% lower than in the United States overall (94%).¹³

Figure 6: Comparing School Enrollment and Educational Attainment of Northwest Bronx, New York City, New York State, and United States

Education	Northwest Bronx	New York City	New York State	United States
15-24 Enrolled in School	57%	59%	64%	60%
25+ High School Graduate or Higher	57%	72%	79%	80%
25+ Some College or Higher	32%	48%	51%	52%
25+ BA Degree or Higher	15%	27%	27%	24%
25+ Graduate Degree or Higher	6%	12%	12%	9%

Source: U.S. Census Bureau, Census 2000, Summary File 3, P37

Figure 7: Employment and Labor Force Participation Rates of the Population 16 Years and Over: Comparing Northwest Bronx, New York City, New York State, and United States

Employment Status	Northwest Bronx	New York City	New York State	United States
In Labor Force, Employed or Unemployed	53%	58%	61%	64%
In Labor Force, Employed (Civilian)	85%	90%	93%	94%
In Labor Force, Unemployed (Civilian)	15%	10%	7%	6%
Not in Labor Force	47%	42%	39%	36%

Source: U.S. Census Bureau, Census 2000, Summary File 3, P43

Key terms*

Employed: All civilians 16 years old and over who were either (1) “at work” – those who did any work at all during the reference week as paid employees, worked in their own business or profession, worked on their own farm, or worked 15 hours or more as unpaid workers on a family farm or in a family business; or (2) were “with a job but not at work” – those who did not work during the reference week, but who had jobs or businesses from which they were temporarily absent.

Unemployed: All civilians 16 years old and over were classified as unemployed if they were neither “at work” nor “with a job but not at work” during the reference week, were looking for work during the last 4 weeks, and were available to start a job.

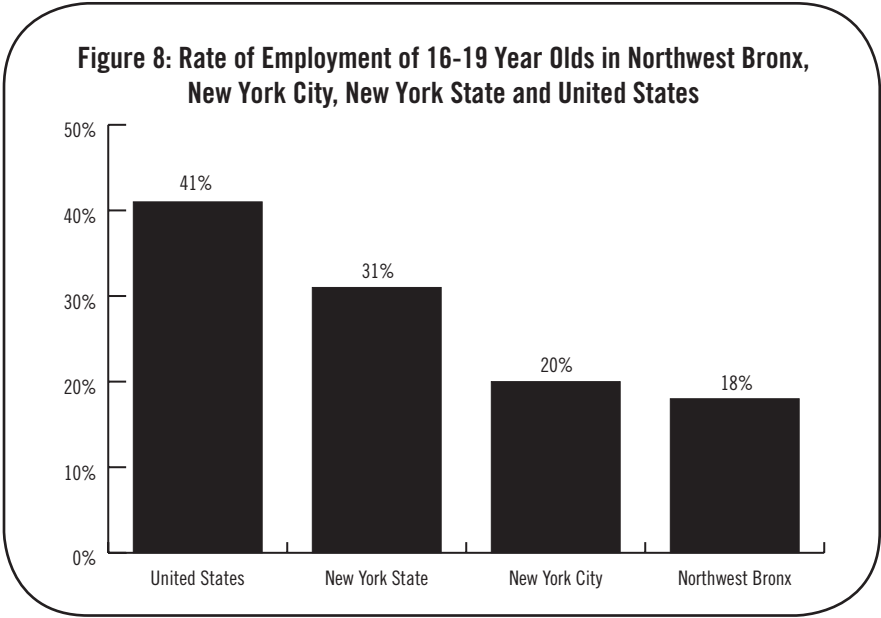
In the labor force: All people classified in the civilian labor force (i.e., “employed” and “unemployed” people), plus members of the U.S. Armed Forces.

Not in labor force: All people 16 years old and over who are not classified as members of the labor force. This category consists mainly of students, individuals taking care of home or family, retired workers, seasonal workers enumerated in an off-season who were not looking for work, all institutionalized people, and people doing only incidental unpaid family work.

*Summarized from Census 2000. Full definitions of these terms in the appendix.

Employment and Education Needs of Youth in the Community

Youth in New York City have the lowest rate of youth employment of all of the 20 largest cities in the country. According to the New York City think tank Center for an Urban Future, in 2007 fewer than 16 teens per 100 were employed—less than half the nationwide rate and youth from lower-income families have particular difficulty finding jobs.¹⁴ This discrepancy can be seen in Figure 8, which compares rates of employment for 16-19 year olds in the Northwest Bronx, New York City, New York State, and the United States. As seen in Figure 8, 16-19 year olds in the Northwest Bronx have an even lower rate of employment than in New York City overall. The lack of employment opportunities for youth, and particularly for lower income youth, is a critical issue, as the benefits of early employment “include a smoother transition to the labor market and higher weekly and yearly earnings for up to 15 years after graduating high school.”¹⁵



As demonstrated by the data contained in Figure 9, youth ages 16-19 in the Northwest Bronx community also experience higher rates of “disconnection” from school and work—meaning that they are neither attending school nor participating in the labor force. There are higher percentages of 16-19 year old youth in the Northwest Bronx who are not enrolled in school, not enrolled in school and unemployed, and not enrolled in school and not in the labor force than in the rest of the city, state, and country.

Eleven percent (11%) of civilian youth age 16-19 years old in the Northwest Bronx are not enrolled in school and not in the labor force, a much higher percentage than throughout New York City (9%), New York State (6%), and the United States (6%).¹⁶

**Figure 9: 16-19 Year Olds Not Enrolled in School; Not Employed:
Comparing Northwest Bronx, New York City, New York State, and United States**

Youth Education and Employment	Northwest Bronx	New York City	New York State	United States
Population 16 to 19 years: Civilian; Not enrolled in school	22%	19%	17%	20%
Population 16 to 19 years: Civilian; Not enrolled in school; Unemployed	5%	4%	3%	3%
Population 16 to 19 years: Civilian; Not enrolled in school; Not in labor force	11%	9%	6%	6%

Source: U.S. Census Bureau, Census 2000, Summary File 3, P38.

CHAPTER 3: Industry and Jobs in the Northwest Bronx

Although a goal of the Northwest Bronx Community & Clergy Coalition is to connect more community members with living-wage jobs, it is also critical to support and protect workers in low-wage industries, regardless of whether a community member is in this type of job long-term or the position is a stepping stone to higher-wage employment. This involves raising industry standards, protecting and monitoring worker treatment, and advocating for their rights. At the same time, it is critical to help workers prepare for employment in other types of industries by informing workers about and providing access to other types of more viable careers through training, apprenticeships, educational opportunities, and other workforce development programs.

As shown in Figure 10, the six industries most prevalent (in terms of establishments) in the Northwest Bronx include: retail, real estate, health care and social assistance, other services, accommodation and food services, and construction.¹⁷ With the exception of real estate, all of these industries experienced an increase in the number of establishments in the Northwest Bronx between 1998 and 2005. Several of these industries consist primarily of low-wage jobs, while others offer sustainable salaries and opportunities for career growth.

Figure 10: Change in Number of Establishments 1998-2005 by Industry in the Northwest Bronx

Industry	1998	2005	% change
Retail trade	1365	1533	+ 12%
Real estate and rental and leasing	1137	1079	- 5%
Health care and social assistance	806	932	+ 16%
Other services (except public administration)	809	869	+ 7%
Accommodation and food services	453	530	+ 17%
Construction	356	410	+ 15%
Professional, scientific and technical services	171	248	+ 45%
Wholesale trade	204	179	- 12%
Finance & insurance	182	175	- 4%
Admin, support, waste management, remediation services	158	164	+ 4%
Manufacturing	166	132	- 20%
Educational Services	99	104	+ 5%
All Other industries ²⁰ and Unclassified Establishments	322	270	+ 16%
Total	6228	6625	+ 6%

Source: U.S. Census Bureau, 1998 and 2005 County Business Patterns.

Figure 11 indicates that the ten industries employing the greatest number of workers in the Northwest Bronx (comprising 93% of the workforce) include:

- 1) Education, health, and social services
- 2) Retail
- 3) Finance, real estate, rental, and leasing
- 4) Professional, scientific, management, administrative, waste management
- 5) Arts, entertainment, recreation, accommodation, and food services
- 6) Transportation, warehousing, utilities
- 7) Other services
- 8) Manufacturing
- 9) Construction
- 10) Public administration



Figure 11: Number of Employees per industry in the Northwest Bronx

Industry	Number of Employees ²¹	Percentage of Total Workers in the Northwest Bronx
1. Educational, health and social services	55,849	29.6%
2. Retail trade	19,750	10.5%
3. Finance, insurance, real estate and rental and leasing	16,264	8.6%
4. Professional, scientific, management, administrative, and waste management services	16,023	8.5%
5. Arts, entertainment, recreation, accommodation and food services	14,965	7.9%
6. Transportation and warehousing, and utilities	12,294	6.5%
7. Other services (except public administration)	12,186	6.4%
8. Manufacturing	12,125	6.4%
9. Construction	8,442	4.5%
10. Public administration	8,433	4.5%
Total Employees in Top 10 Industries in Northwest Bronx	176,331	93.3%
Total Workers in Northwest Bronx	188,938	100%

Source: U.S. Census Bureau, Census 2000, Summary File 3, P49.

While this report focuses largely on employment opportunities and issues within the Bronx, it is important to note growth in industries city-wide, which present additional job opportunities for Bronx residents. Many Bronx residents already travel outside of the borough for work: while 85% of Manhattan residents work in the borough they live in, nearly as many Bronx residents work in Manhattan as in the Bronx.¹⁸ In coming years there will be significant new demand for employees in New York City, as a result of both industry growth and the anticipated retirement of skilled workers in an array of industries. Industries that will have a significant number of openings include health care, construction, automotive maintenance, commercial driving, science and technology, aviation, and manufacturing. These industries offer secure employment opportunities that pay living wages, have low barriers to entry into the field, and must be done locally given the nature of the work.¹⁹ Within each of these industries, the type and quality of jobs varies considerably, from regulated jobs with opportunities for career advancement, to unregulated jobs where workers frequently experience wage-and hour-violations. There is also variation in the type of education and training necessary to be hired for particular jobs within each industry.

Growth in Retail and Food Service Jobs

Figure 10 shows that the number of retail and food service establishments in the Northwest Bronx has grown in recent years. The 2000 Census reported that the retail industry in the Northwest Bronx employed 19,750 people, or 10.5% of all people working in the Northwest Bronx.

Local growth in these two industries is reflective of city-wide trends.²² In fact, retail salesperson is the job title with the highest number of anticipated annual average openings in the New York City Region between 2004 and 2014, with 12,730 retail salesperson positions expected to open each year.²³ Figure 11 shows that the arts, entertainment, recreation and accommodation and food services industry employs 14,965 workers, or 7.9% of employees working in the Northwest Bronx. Accommodation and food services alone accounts for the vast majority of these workers; 11,740 workers, or 6.2% of total workers in the Northwest Bronx, are employed in accommodation and food services.²⁴ As these positions are accessible to those without high levels of formal education, skills training, or prior work experience, they offer an important point-of-entry into the workforce.²⁵ Additionally, they serve as a source of income for those seeking to begin to build an employment history, such as youth.

While there are some positions, particularly in management, that can provide higher than minimum wage – managers of retail sales workers have a median annual salary of \$41,550, which is more than twice the average annual salary for retail salespersons– overwhelmingly jobs in both industries tend to be low wage and offer little opportunity for advancement. Furthermore workplaces are largely non-union and abuse is rampant.²⁶ For example, Figure 12 reveals that the median hourly wage for workers in food services and accommodations is only \$8.00. Based on an extensive survey of restaurant workers in New York City, the Restaurant Opportunities Center of New York (ROC-NY) and the New York City Restaurant Industry Coalition reported in “Behind the Kitchen Door: Pervasive Inequality in New York City’s Thriving Restaurant Industry,” that

well over half (59%) of restaurant workers experienced overtime wage violations. Ninety percent of workers surveyed did not have health insurance through their employers, and the vast majority (84%) did not get paid sick days. Furthermore, health and safety violations and discrimination based on race and/or immigration status were also significant problems for many workers.²⁷ These workplace issues particularly affect Latino and African American workers who disproportionately make up the workforce in these two industries.²⁸

Figure 12: 2006 National Wage Estimates by Selected Industry (all occupations)

Sector	Median Hourly Wage	Mean Hourly Wage	Mean Annual Wage
Accommodation and Food Services	\$8.00	\$9.45	\$19,650
Retail Trade	\$10.10	\$13.00	\$27,040
Real Estate and Rental and Leasing	\$13.34	\$17.32	\$36,020
Health Care and Social Assistance	\$14.72	\$19.74	\$41,050
Manufacturing	\$15.64	\$19.38	\$40,320
Construction	\$17.26	\$20.17	\$41,950
Educational Services	\$20.28	\$24.69	\$51,360
Professional, Scientific, Technical Services	\$23.44	\$29.13	\$60,590

*Source: US Dept of Labor

It is critical, therefore, to raise wage standards and ensure clear career ladders, including access to training to obtain promotions, in order to make these important industries work for the wellbeing and economic sustainability of its workers and the community.

Key terms

Minimum wage: The General Industry Minimum Wage Act states that all employees in New York State, including most domestic workers, must be paid at least \$7.15 per hour beginning January 1, 2007.²⁹

Living wage: This report defines living wage as at least \$10.00 per hour with benefits or \$11.50 per hour without benefits. There are many working definitions of living wage used throughout the country; we chose this definition after consulting with organizations working on living wage issues in New York City.

Self-sufficiency standard: The Self-Sufficiency Standard measures how much income is needed, for a family of a given composition in a given place, to adequately meet its basic needs – without private or public assistance.³⁰

Opportunities in Other Industry Jobs

Health care is the largest industry in New York City, and will continue to grow in coming years. The Center for an Urban Future predicts that nearly 20,000 openings in the health care industry through 2012.³¹ These jobs will offer employment opportunities at all levels of training, education, and experience. It is predicted that there will be a shortage of, and therefore a high demand for registered nurses, with 2,630 jobs expected to open annually between 2004 and 2014 in the New York City area, as shown in Figure 13. During the same time period, 2,550 home health aid jobs will open each year. While these positions do not call for the same type of education and training required of registered nurses, they tend to pay much lower salaries, provide inadequate training, and offer few opportunities for advancement.³²

It is also expected that more than 4,000 jobs in the construction industry are expected to open annually through 2012 in the city, both due to development projects underway or being planned throughout the city and because of the anticipated retirement of many unionized workers. Unions oversee training and professional development for the construction industry and new construction workers enter the industry through highly competitive apprenticeship programs, which generally have 5 to 10 applicants per available apprentice position.³³ Apprentices earn starting wages of above \$13 per hour with annual increases, and opportunity for higher salaries after completing the program. As shown in Figure 13, construction laborers in the New York City area earn a median salary of \$53,790.

Figure 13: Selected Occupations with High Projected Annual Openings in the NYC Region³⁵

Sector/Job Title	Median Annual Salary	Projected Annual Average Openings 2004-2014	Training Required
Accommodation/Food Services			
Combined Food Preparation and Serving Workers, Including Fast Food	\$15,490	1,230	Short-term on-the-job training
Cooks, Fast Food	\$16,780	320	Short-term on-the-job training
Automotive			
Automotive Service Technicians and Mechanics	\$35,450	310	Postsecondary vocational training
Bus and Truck Mechanics and Diesel Engine Specialists	\$53,170	170	Postsecondary vocational training
Commercial Driving			
Truck Drivers, Light or Delivery Services	\$31,720	300	Short-term on-the-job training
Construction			
Construction Laborer	\$53,790	240	Moderate-term on-the-job training
Construction Manager	\$106,440	290	Bachelor's Degree
Education			
Teacher Assistants	\$24,320	1,910	Short-term on-the-job training
Preschool Teachers, Except Special Education	\$38,010	400	Postsecondary vocational training
Teachers and Instructors, All Other	\$43,040	290	Bachelor's Degree
Health			
Home Health Aides	\$20,040	2,550	Short-term on-the-job training
Registered Nurses	\$76,490	2,630	Associates Degree
Manufacturing			
Team Assemblers	\$19,970	220	Moderate-term on-the-job training
First-Line Supervisors/Managers of Production and Operating Workers	\$51,700	170	Work experience in a related occupation
Real Estate			
Real Estate Sales Agents	\$71,610	360	Postsecondary vocational training
Property, Real Estate, and Community Association Managers	\$74,470	250	Bachelor's Degree
Retail			
Retail Salespersons	\$20,690	5,010	Short-term on-the-job training
First-Line Supervisors/Managers of Retail Sales Workers	\$41,550	620	Work experience in a related occupation
Science and Technology			
Computer Support Specialists	\$53,430	490	Associates Degree
Computer Systems Analysts	\$85,650	530	Bachelor's Degree
Social Services			
Social and Human Service Assistants	\$28,180	530	Moderate-term on-the-job training
Mental Health and Substance Abuse Social Workers	\$44,100	160	Master's Degree
Educational, Vocational, and School Counselors	\$57,910	260	Master's Degree

Source: New York State Department of Labor, Employment Prospect to 2014, New York City Region.

Other industries are expected to have large numbers of annual job openings as well, which could present important opportunities to community members in the Northwest Bronx; again, there will be a range in terms of the nature of the jobs, as well as the qualifications needed to be considered for these positions. For instance, while the manufacturing sector is expected to shrink overall (in terms of aggregate employment), because of anticipated retirements and the changes in qualifications needed in the industry, 1,000 jobs are expected to open annually in printing, food manufacturing, and apparel manufacturing through

2012; most of the positions in New York City will require workers who have industry-specific skills, including the ability to use high-tech applications.³⁶ As detailed in Figure 14, over 7,000 total jobs are expected to open annually in the fields of manufacturing, automotive maintenance, aviation, science and technology, and commercial driving.

Figure 14: Projected Annual Openings through 2012 by Industry in New York City

Industry	Projected Annual Openings through 2012
Automotive Maintenance	1,000
Aviation	400
Commercial Driving: Motor Vehicle Operators	1,140
Manufacturing	1,000
Science and Technology	3,700
Total	7,240

Source: Center for an Urban Future. "Chance of a Lifetime". May 2006.³⁷

Overall Current Trends and Needs

As previously mentioned, one in five (21%) community members are not citizens.³⁸ Non-citizens often face serious challenges in getting decent jobs, frequently work in low-road, unregulated jobs and are exploited by employers. Immigrants who do not have legal documents are more vulnerable as workers, as their immigration status creates a power imbalance benefiting the employer: workers are unable to negotiate the terms of their employment or seek recourse when their rights are violated, and are subject to threats and intimidation.³⁹ Documented immigrants and U.S. citizens may also be employed in unregulated jobs due to the limited opportunities available to them and the overall lack of enforcement of workplace regulations. Despite the many obstacles they face, many community members work in innovative ways to create opportunities for themselves. The data presented here may be limited in capturing the entrepreneurial, creative spirit of community members; community members may create or piece together opportunities, for instance, by working several part-time jobs and/or co-investing in a business with other community members.

"It feels great to own your own store and not answer to anyone. But it bothers me that I had to do this on my own. I am lucky compared all the people in the Bronx who don't have any place to get jobs." – Owner of a bodega in the Northwest Bronx

While these predictions provide an optimistic view of job openings in the New York City region, New York City is currently struggling with a recession. James A. Parrott, Ph.D., Deputy Director and Chief Economist of the Fiscal Policy Institute predicts that "job losses could total 100,000 or more and may take 2-3 years, or longer, to recover."⁴⁰ These issues clearly could impact the number of job openings and demand for workers predicted in this report. Youth particularly struggle in this context of economic depression, as adults begin to take jobs that they are overqualified for and that would otherwise be potential places of employment for new and young workers. These problems only serve to highlight the stark need for increased support for workers—including workforce development programs, enforcement of workers' rights, and connections between the local labor force and jobs created by local development—in order to assist community members with employment challenges, prevent worker exploitation, and prepare workers to meet job requirements.

CHAPTER 4: Experiences of Northwest Bronx Community Members

The experiences of Northwest Bronx community members captured by a survey of over 350 people clearly revealed that employment needs vary dramatically depending on age. Even younger and older youth have different needs. For example, most youth under 18 in our sample were in school and many had never been employed. As people get older, they tend to have more experience and access to better quality jobs; however, there are huge disparities based on people’s level of education. Survey results indicate that adults with higher levels of formal education (beyond a high-school degree) are more likely to be employed in “good jobs,” while youth, young adults, and adults with a high-school level education or below are more likely to be employed in low road, low-wage jobs.

Snapshot: The Job Search Experience in the Northwest Bronx

In order to get a sense of the types of industries and jobs available in the community, we canvassed 50 businesses located in the area of East Fordham Road and Grand Concourse, a busy shopping area in the Northwest Bronx.⁴¹ The businesses can be categorized as follows: 44 retail stores, 1 pharmacy, 3 banks, and 2 restaurants/food service establishments.

Here’s what we found:

Most businesses were not hiring. Of the 50 businesses that we canvassed: 29 were not hiring; 12 were hiring; 9 were unclear (we could not determine whether or not they were hiring).

The application process was confusing and difficult. Often, little clear information was available about the application process and/or the process presented significant barriers, requiring time and travel to another location or borough, access to the Internet, or repeat visits to the same business. Of the 38 businesses that were not hiring/were unclear, 10 advised the job seeker to come back at a later date.

Jobs paid below minimum wage, minimum wage, or slightly above minimum wage. Of the 10 businesses that provided information on wages, the starting wages reported were: \$5.75-\$6.00 per hour; “minimum wage,” but then said that was \$6.00-\$7.00 per hour; “minimum wage”; \$7.15 per hour; \$7.00-\$8.00 per hour; minimum wage to \$10.00 per hour for a sales associate (depending on experience); \$300/week for full time work; \$8.00 per hour; \$8.50 per hour; \$8.50 per hour. All of these pay rates fall below the median and mean hourly wage estimates for retail workers provided by the U.S. Department of Labor, as shown in Figure 12.

Youth: Experiences with Education and Employment

Eighty-eight percent of the youth and young adults (ages 14-24) in our survey were in school. As previously mentioned, this is a significantly higher rate than is actually the case in the community. In fact, according to Census data from 2000, only 57% of 15-24 year olds in the Northwest Bronx are enrolled in school.⁴² While the employment and education needs of young people in different age groups varied significantly, overall 81% of young people were looking for work. As might be expected, there were differences between age groups in terms of the types of jobs available to youth and young adults; however, our survey found that of those who were working, very few young people in any age group were paid a living wage (27% overall).

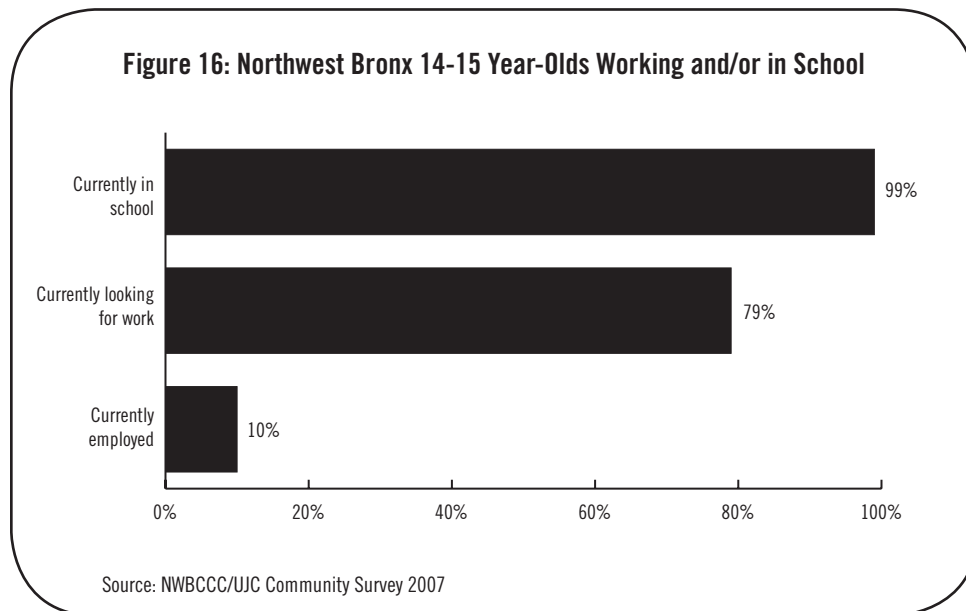
Figure 15: Youth in the Northwest Bronx: Education and Employment

Age:	14 and 15	16 and 17	18-24	Total
	N=76	N=73	N=48	N=197
In school	99%	96%	55%	88%
Currently looking	79%	86%	74%	81%
Employed	10%	24%	46%	24%
Employed, makes a living wage	0%	30%	33%	27%
Not employed, never been employed	83%	49%	26%	60%

Source: NWBCCC/UJC Community Survey 2007

14 and 15 Year Olds: Staying in School and Finding Work

The vast majority of younger youth (14 and 15 year olds) who we surveyed are in school; yet, this age group is particularly vulnerable to pressures that lead to early high school drop out. Many 14 and 15 year olds in the Northwest Bronx are experiencing financial need and are looking for work.⁴³ While anecdotal evidence found that this age group is less relied upon than their older counterparts to significantly provide financial support for their families, youth frequently need to generate income in order to purchase items that they might need but are otherwise not considered “necessities,” such as clothing for school.



While many people living in the Northwest Bronx began working when they were under 16, it is difficult for youth in this age group to find work, and those who do find employment tend to earn low wages.

- **Over half (51%) of community members in the Northwest Bronx who have ever been employed began working when they were under 16.**
- **Ten percent (10%) of 14 and 15 year olds reported being employed; of the few 14 and 15 year olds who were employed, none reported making a living wage.**

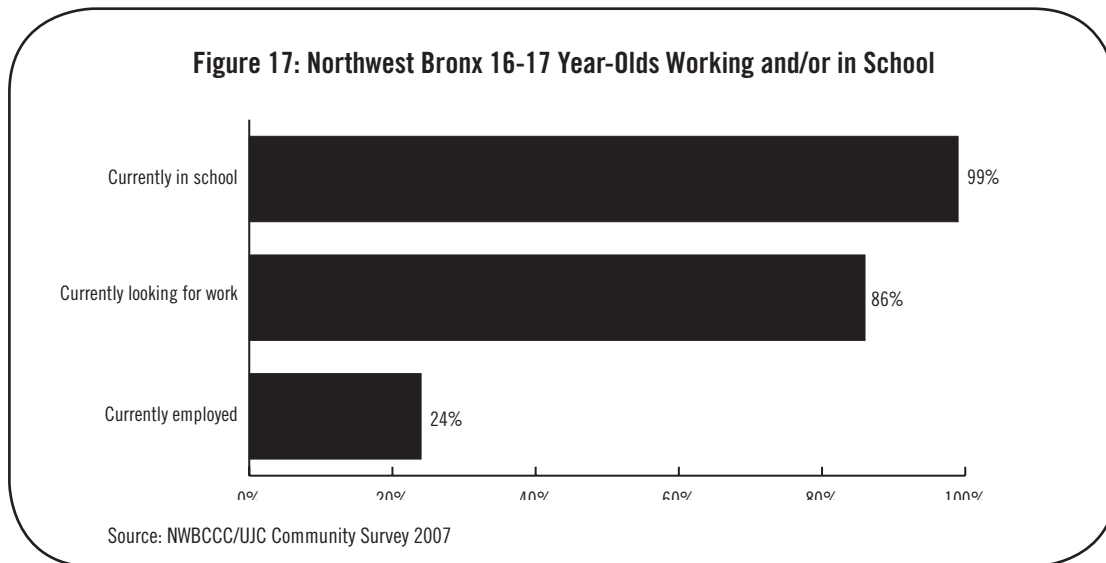
It is important that the education youth are receiving in school is connected in meaningful ways to other aspects of their lives, particularly responding to their current and future financial and work-related needs and realities. While it is critical to create a context in which youth can focus their energies and priorities on their education, it has been shown that working can support young people staying in school.⁴⁴ Therefore, year-round, age-appropriate services and programs to support 14 and 15 year olds in staying in school and preparing for future employment are essential. Youth of this age greatly benefit from programs, such as workshops, trainings and internships in schools that provide financial compensation, strengthen their connections to school, assist them in developing job-related skills and confidence, and support them and open up opportunities in accessing paid work in living wage industries in the future.



“Although I’m only 15 my parents treat me like an adult and I have to go out and find a job. I think it’s a good way to stay out of trouble and help out my family. My mom needs that extra money so I can help out by taking care of myself, buying my own food, and taking care of my basic needs so she doesn’t have to.” – 15-year-old Northwest Bronx community member

16 and 17 Year Olds: Preparing for Opportunities after High School

The vast majority of 16 and 17 year old youth in our survey were currently in school. Most youth in this age group are looking for work, and 49% of those who are not currently working have never been employed.



While some 16 and 17 year-olds are employed, they tend to work in low-wage jobs, because their qualifications and schedules often limit them to jobs in industries such as retail and fast food. As previously discussed, jobs in these industries usually pay low wages and have high rates of wage-and hour-violations. Jobs in these industries may provide a good starting point for young people wanting to build a work history, but 16 and 17 year olds also need support in building skills and qualifications outside of these jobs so that they don't remain trapped in low-wage positions in the long term.

- **Only 24% of 16 and 17 year-olds reported being employed; of those who are employed, only 30% (n=10) reported that they make a living wage.**

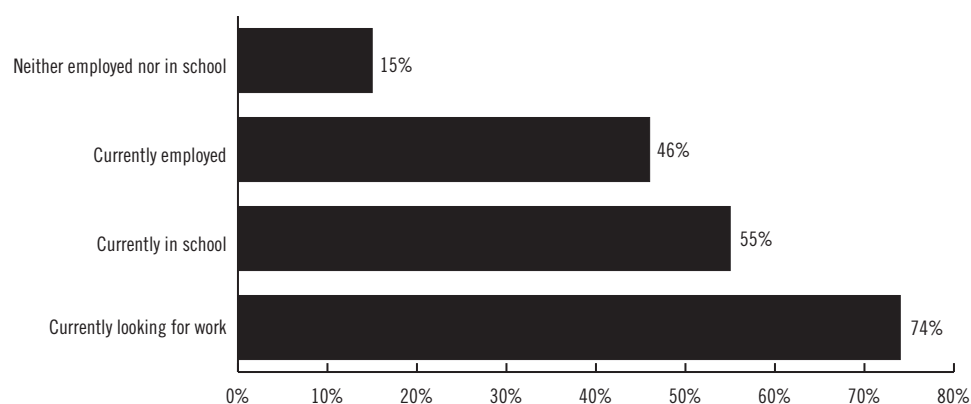
Sixteen and 17 year-old youth need support in entering the job market in order to have an income and begin to build a work history while they are still in school; they also need access to internships, apprenticeships, career counseling, and jobs that can assist them with preparing for a career through information and opportunities for skills advancement, professional development, and relationship-building and networking. In order to leave high school on either a college- or work-track (or both), youth need to be able to begin working and/or preparing at 16 or 17 if they haven't already started at 14 or 15. It is especially important that 16 and 17 year-olds who do not plan to continue their education immediately after high school have the opportunity to build the skills, qualifications, and experience needed to eventually enter career-track positions. Financial compensation is critical to allow youth to take advantage of such opportunities.

I'm graduating Clinton High School this year and I have no idea what I'm gonna do to find work after I graduate. It's a little scary because my parents expect me to keep my grades up in school, help out with bills around the house, and right now, no one in my school has prepared me for that". – Student, Dewitt Clinton High School

Young Adults 18-24 Years Old: Entering a Career Path

Work and job-related support are particularly crucial for this age group, as young adults either find themselves needing to support themselves financially to help put themselves through school, or they are out in the workforce for the first time as an adult. Compared with youth, a significantly lower percentage of young adults are in school. Although a higher percentage of young adults are employed, very few of them are employed in jobs that pay a living wage, and most 18-24 year olds who we surveyed were looking for work. It is important that community-based services (not just through schools) are available so those who are no longer in school have support in accessing the training and developing the skills needed to qualify for a quality job in a particular career.

Figure 18: Northwest Bronx 18-24 Year-Olds Entering a Career Path



Source: NWBCCC/UJC Community Survey 2007

- Fifty-five percent (55%) of the young adults surveyed are in school.
- Fifteen percent (15%) of young adults are neither employed nor enrolled in school.
- While nearly half (46%) of 18-24 year olds are employed, only a third (33%) of those who are employed make a living wage.
- Nearly three fourths (74%) of 18-24 year olds are currently looking for work.
- Twenty-six percent (26%) of 18-24 years old who are not currently working have never been employed.

Differences Between In-School and Out-of-School Young Adults

Access to work in general, and career-track opportunities in particular, are critical for both young adults who are in school and those who are not in school. However, in-school and out-of-school young adults may have different needs and encounter different challenges. While our sample size was too small to fully explore these differences, an analysis of surveys completed by 18-24 year old community members provide a glimpse into their experiences.

The vast majority of young adults who are in school are looking for work, as are half of those who are not in school. As might be expected, a higher rate of out of school young adults are employed full time and make a living wage; yet many young adults are neither in school nor employed.

In School

- 55% (23 of 48) young adults in our sample are in school;
- 94% (16 of 17) young adults who are in school are looking for work;
- Of the 8 young adults who are in school and employed (35%), only 1 (13%) makes a living wage;
- Of the 25 young adults who are not employed, 8 have never been employed (33%).

Young adults who are in school need support in accessing jobs that they can maintain in order to develop a work history and have an income while continuing their educations and building skills and qualifications that will support them in accessing career-track positions.

Not in School

- Of 18 of young adults who are not in school, 6 are not employed (33%);
- 1 out-of-school young adult is not employed and has never been employed (17%);
- Of the 9 young adults who are not in school and are employed, 5 make a living wage (56%).

Out of school young adults need community-based support in developing work qualifications and accessing sustainable, full-time career-track work opportunities.

Youth disconnected from work and school

Our survey sample captures mainly youth who are in school and/or working; however, Census data shows that too many youth in the Northwest Bronx are disconnected from both work and school. As Figure 19 illustrates, according to the 2000 Census, 11% of 16-19 year olds in the Northwest Bronx are not enrolled in school and are not in the labor force. In New York City, it is estimated that fewer than 1 in 10 youth disconnected from work and school currently receive services to support their achievement of education and employment goals.⁴⁵

As shown in Figure 19, in the Northwest Bronx community there are higher percentages of youth ages 16-19 years old that are not enrolled in school, not enrolled in school and unemployed, and not enrolled in school and not in the labor force than in the rest of the city state and country.



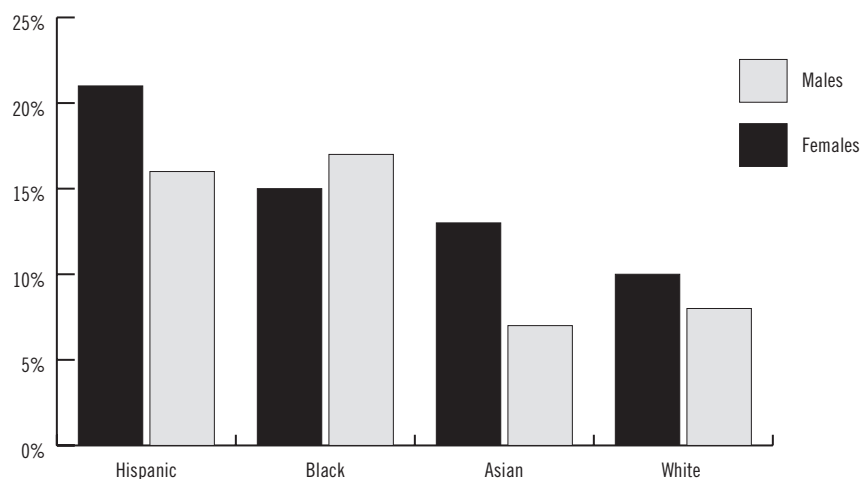
Figure 19: Youth Out of School and Unemployed: Comparing Northwest Bronx, New York City, New York State, and United States

16 to 19 year old civilians	Northwest Bronx	New York City	New York State	United States
Not enrolled in school	22%	19%	17%	20%
Not enrolled in school, Unemployed	5%	4%	3%	3%
Not enrolled in school; Not in labor force	11%	9%	6%	6%

Source: U.S. Census Bureau, Census 2000, Summary File 3, P38.

Among New York City youth, there are significant racial disparities both in terms of rates of disconnection from work and school and rates of employment, as can be seen in Figure 20. African American and Latino youth have much higher rates of disconnection from work and school and much lower employment rates than White and Asian youth.⁴⁶ The racial disparities resulting from structural inequalities and systemic racism have serious implications in terms of the education and employment opportunities for youth in the Northwest Bronx, where the majority of community members are Latino (53%) or Black (26%).⁴⁷

Figure 20: Disconnection and Employment Rates of 16-24 Year Olds in NYC by Race

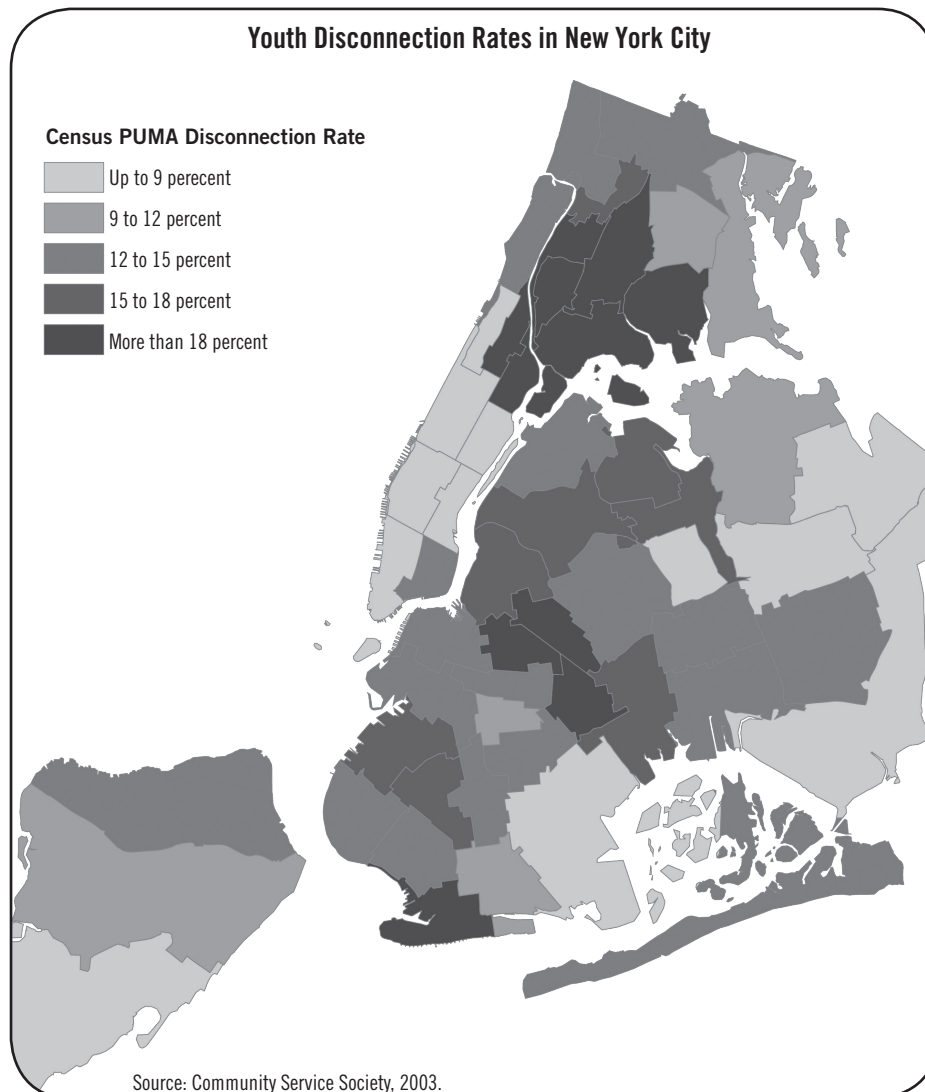


Source: Community Service Society, "Out of School, Out of Work... Out of Luck?"

Key Terms

Disconnected youth is a term frequently used by policymakers to refer to youth 16 to 24 years old “who are neither attending school nor participating in the labor force.”

Youth who are out of school and are unemployed face considerable challenges which are likely to shape their opportunities for work later in life. “Out of School, Out of Work...Out of Luck,” a report by Community Service Society of New York, explains, “Adults who have experienced prolonged spells of disconnection in their youth are more likely than other adults to experience long bouts of joblessness and earn lower wages throughout their lives.”⁴⁸ Because youth are networked and connected to their communities in so many other ways, we choose to use “youth disconnected from work and school” in this report instead of “disconnected youth.”

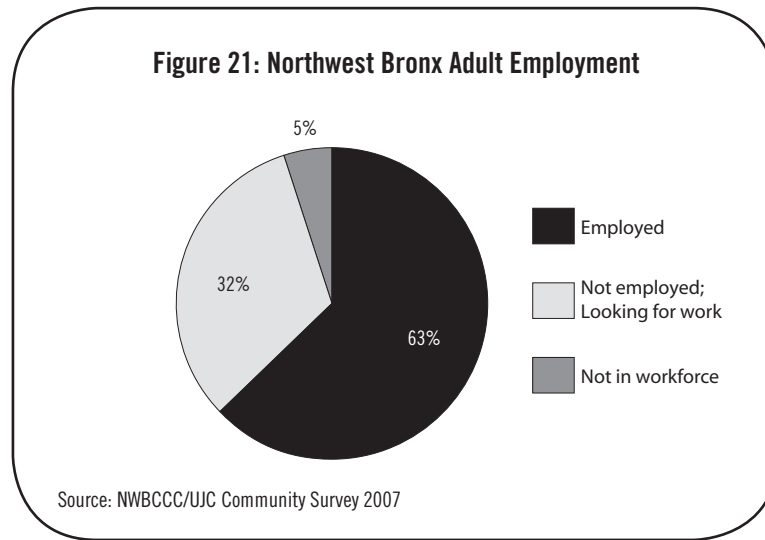


Youth and Young Adults: Different Needs with Common Themes

Youth and young adults in the Northwest Bronx have different needs depending on their ages and whether or not they are in school. This report documents a clear need for age-specific and youth- and young-adult-centered workforce-development programming both in schools and in the community. While different groups of young people have different work-related needs, overall youth and young adults in the Northwest Bronx need information and support in finding work and building a work history, developing work-related skills and qualifications, and accessing career-track opportunities (as well as networking opportunities), while ensuring that they have an income to meet their individual financial needs.

Adults: Experiences with Education and Employment

As might be expected, adults (ages 25-65) in the community have higher rates of employment than youth and tend to have better quality jobs.



- **Sixty-three percent (63%) of adults are employed. Eighty-one percent (81%) of adult workers who are employed have full-time jobs.**
- **Over three fourths (78%) of adult workers who are employed make a living wage.**

Nonetheless, our survey found extremely high rates of people who are not employed and are currently looking for work. According to the 2000 Census, 12% of civilians age 25-64 in the labor force in the Northwest Bronx are unemployed (compared to 8% in New York City, 5% in New York State, and 4% in the United States).⁴⁹ Our survey data found an even higher percentage of people in the community who are not employed and are looking for work. Furthermore, those who are out of work often remain unemployed for significant periods of time.

- **Thirty-two percent (32%) of all adults surveyed are not employed and are looking for work.**
- **Of community members who are not employed, 73% are looking for work.**
- **Of adult community members who are unemployed and looking for work, 79% have been unemployed for at least 6 months. Of those not employed and currently looking for work: 17% have been unemployed for 1-3 months; 4% have been unemployed 3-6 months; 35% have been unemployed 6 months-1 year; 44% have been unemployed for over a year.**

There are stark discrepancies in employment opportunities, including the quality of jobs adults hold, depending on their level of formal education. Adults with a junior high to high school level of education are greatly disadvantaged compared to those who have some college education, a college degree, or a graduate level education in terms of the quality of jobs they tend to hold. As shown in Figure 23, those with high school level education or below have lower rates of employment, are less likely to hold full time jobs, are less likely to make a living wage (even in full time jobs), are less likely to have health benefits through their employers, and are more likely to be looking for work than those with higher levels of formal education.



As Figure 23 shows, regardless of level of education completed, few adults are currently in school; 17% of adults in each category of educational attainment are still in school. Most adults in the community are not able to stop working in order to return to school; therefore, programs that support adults' continued work and steady income, while advancing their qualifications, are critical.

Figure 22: Groupings of Highest Level of Education Completed and School Enrollment Status

Highest Level of Education Completed Of Total Respondents	Percentage of Respondents Age 25-65	Number of Respondents N=102
Completed Junior High or Below, Some High School, High School, or Equivalent	41.2%	42
Completed some College, College, or Graduate School	58.8%	60

Source: NWBCCC/UJC Community Survey 2007

Figure 23: Impact of Education on Employment of People Ages 25-65

	Level of Education Completed	
	Completed Junior High or below to High School or Equivalent	Completed some College, College, or Graduate School
Currently in school	17% (18/102)	17% (17/102)
Employed	41% (16/39)	71% (42/59)
Employed, Full Time	77% (10/13)	83% (30/36)
Employed, Not Full Time	23% (3/13)	17% (6/36)
Employed, Has more than one job	22% (2/9)	14% (5/36)
Employed, Makes a living wage	55% (6/11)	79% (30/38)
Employed Full Time, Makes a living wage	63% (5/8)	79% (22/28)
Employed, Employer provides health benefits	69% (9/13)	83% (33/40)
Currently looking	52% (14/27)	38% (16/42)

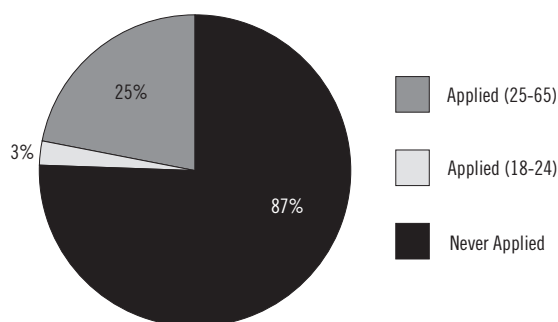
Source: NWBCCC/UJC Community Survey 2007

Union Opportunities: Connecting Community Members to Career-Track Jobs

Union jobs present a promising opportunity, as they usually provide living wages, benefits, and career ladders, and are accessible to those 18 and over who have a high school diploma or GED. Union apprenticeship programs and pre-apprentice programs (such as Project HIRE at Bronx Community College) are important entry-points for Bronx workers looking for living-wage jobs. Although few of the community members we surveyed had applied for union job openings, a high rate of the community members ages 25-65 who had applied reported that they were hired. As Figure 24 shows, very few community members ages 18-24 had applied to a union job (3 out of 38 respondents), indicating that young adults need to be better supported in connecting to union jobs, including provided more information about opportunities and openings.

- 24% (115) of respondents 18 years and older had applied for a union job.
- Only 8% (38) of young adults had applied, while 33% (77) of adults reported having applied,
- Seventy-nine percent (79%) of those age 25-65 who applied to a union job were hired (n=19).

Figure 24: Percentage of Young Adults and Adult Community Members who Applied for Union jobs



Source: NWBCCC/UJC Community Survey 2007

Community members ages 25-65 reported that the reasons they were not hired included lack of skills, lack of experience, or failure to meet testing requirements—issues which could be addressed through workforce-development programs. Young adult and adult community members need support in connecting to and accessing union job openings through programs that provide information about union jobs and their requirements, as well as training and preparation so that they are positioned and qualified for the apprenticeships and jobs that are available.

Northwest Bronx residents face unique needs when it comes to employment, job preparedness, and education. While these needs vary with age, community members consistently find themselves at a disadvantage when compared to other workers in New York City, State, and the country as a whole. However, great opportunities exist in the Northwest Bronx to help the community overcome this disadvantage and join the workforce as equally competitive members. Specifically, by bolstering education youth and young adults will be encouraged to both stay in school—thus ensuring better future job opportunities—and attain better jobs in the interim. Furthermore, connecting workers with local resources and providing continued worker development will enhance career-opportunities for all Northwest Bronx adults.

Young Adult Profile: Cesar Tejada, Member of SBU

My name is Cesar Tejada and I am 22 years old. My family is from the Dominican Republic; I was born in Harlem and raised in Washington Heights. In my neighborhood everyone took care of each other. Everyone knew each other from the old country and if they didn't, they knew each others' relatives.

I grew up fighting all the time. At school I was disobedient and didn't participate. I was always bored. I tried to get through by passing tests and trying to stay out of trouble, but there were always problems for me. I was angry at everyone because I thought no one deserved to have a good life more than I did. In the Dominican Republic my family was wealthy but over here there was nothing.

My mom could not support all of us on public assistance so when I got to high school I tried to get a job to help out. My mom did not like it but we needed the money so she let me work. Sistas and Brothas United and the Northwest Bronx Community & Clergy Coalition took me on a tour of the Carpenter's union's apprenticeship program. As an SBU leader I learned to take myself more seriously. I got tutoring and mentoring from the staff and even when I caused problems in school, they kept challenging me to step up as a leader. For the first time I found something that could help me get on track. I have recently started working at Yankee Stadium as a carpenter and I am officially a member of the Carpenter's Union, Local 608. It isn't an easy job but it's an honest job I'm good at and something I'm proud to do.

I want to become a union organizer or an asbestos supervisor. I am going to start in the Carpenters' Union and build my connections from there. Then I am going to make my move and climb up the ladder. As a member of SBU and the NWBCCC, I hope to share my story with other youth who've grown up like me so they can see that if they work hard they can get the job they want.

CHAPTER 5: Community Investments and Workforce Development

Community Development and Investment

Figure 25: Cost of Recent City-Backed Developments

Development	Cost of Development	Subsidies Received
Croton Filtration Plant	\$2.69 billion ⁵⁰	Completely financed by NYC, obviating need for subsidies. ⁵¹
Yankee Stadium	\$1.2 billion	\$797.9 million (384.6 NYC), 2007 figures. ⁵²
Bronx Terminal Market	\$349 million	\$25.6 million (NYC) with an additional \$21 million generated in tax revenues annually. ⁵³
Shops the Armory, Re-development of the Kingsbridge Armory	\$310 million ⁵⁴ (projected)	According to KARA, proposed subsidy will come from state historic tax credit. ⁵⁵
Total	\$4.549 billion	

Beginning in the late 1990’s, the pattern of disinvestment in the Bronx shifted, as large-scale developments began to move into the Northwest Bronx and surrounding communities, many with the support of city, state, or federal subsidies, or other public monies. This situation is not unique, as cities nationwide are devoting public resources to redevelopment. However, government-supported development does not necessarily address community issues prevalent where these projects are located, such as high rates of unemployment and low-wage jobs. In fact, as the Pratt Center for Community Development and New York City Employment and Training Coalition point out, “Without explicit efforts to link property redevelopment with efforts to put un- or underemployed people to work at family-supporting wages, the negative impacts of growth (displacement, housing cost appreciation) often affect the historically disadvantaged far more profoundly than its positive impacts do.”⁵⁶

Community investment and development can happen in two ways—with real, concrete benefits to community and its workforce, or without such benefits. The development that has been taking place in the Northwest Bronx largely has been of the latter type, allowing businesses and developers to exploit local workers (often, while benefiting from community buying power) in order to maximize profits. However, it is possible for development to happen in ways that truly strengthen the community. When the city or state provides subsidies for this type of project, they have a critical opportunity to play a purposeful role in ensuring that plans for development ensure the creation of living-wage jobs accessible to community members. For instance, the city can require developers and businesses to utilize hiring practices that give preference to local workers, participate in living-wage programs, and set up funds that invest back in the community; the city can also engage major employers in collaborative workforce-development programs in the community.⁵⁷

Kingsbridge Armory

NWBCCC organized the Kingsbridge Armory Redevelopment Alliance (KARA) along with the Retail, Wholesale and Department Store Union (RWDSU) in 2005 to secure broad support from unions, congregations, community agencies, businesses, and elected officials on a set of Community Benefit Principles that include living wages and a voice at work for the construction and permanent jobs in the Kingsbridge Armory; 2,000 new school seats in a small school campus; affordable recreation and community space; and complementary retail and entertainment facilities.

The campaign team organized a series of high-powered actions, tours, and negotiations that led to the creation of a task force at the New York City Economic Development Corporation (NYC EDC) in June 2006. At the urging of the KARA members on the task force, the NYC EDC released a ground-breaking Request For Proposals in September 2006 that *for the first time in city history* includes a preference for developers and retail tenants that pay a living wage. KARA plans to negotiate three agreements with the Kingsbridge Armory’s designated developer, the Related Companies, including a Community Benefit Agreement (CBA), a Labor Peace Agreement (LPA) and a Project Labor Agreement (PLA).

Key Terms

Community Benefits Agreement (CBA). A CBA is a legally enforceable contract, signed by community groups and a developer, setting forth a range of community benefits that the developer agrees to provide as part of a development project. A CBA is the result of a negotiation process between the developer and organized representatives of affected communities, in which the developer agrees to shape the development in a certain way or to provide specified community benefits. In exchange, the community groups promise to support the proposed project before government bodies that provide the necessary permits and subsidies. The CBA is both a process to work towards these mutually beneficial objectives, and a mechanism to enforce both sides' promises.⁵⁸

Labor Peace Agreement (LPA). A LPA is an agreement between a coalition or union and a developer in which the developer agrees to accept card-check neutrality for their direct employees and to require the tenants to accept it as well through the lease agreements in exchange for the promise of no community or labor disruptions of their workplaces.⁵⁹

Project Labor Agreement. A PLA is a comprehensive pre-hire collective bargaining agreement whereby the basic terms and conditions for labor are established in advance for everyone involved in the project. PLAs are accepted and requested by informed construction owners because they save money and guarantee quality assurance and craftwork every step of the way. Surprises are eliminated because under a PLA contractors make exact bids, and a typical PLA includes no-strike and no-lockout agreements. There are no hidden costs and no cost overruns.⁶⁰

Workforce Development

Many workforce-development programs in New York City are demand-driven: they aim to connect people with jobs while simultaneously seeking to encourage business growth and meet the workforce needs of employers and industries.⁶¹ This approach has many benefits, and under the Bloomberg administrations' Department of Small Business Services, which utilized a market-focused strategy, job placements per quarter have grown from about 130 in mid-2004 to approximately 4,300 by late 2007.⁶² At the same time, workforce-development programs remain riddled with significant problems that must be addressed if they are to effectively support the workers who need their services most. These issues include lack of program funding and coordination, failure to address structural inequalities and to provide people with comprehensive support in developing skills and qualifications, and the need for a local focus.

The labor market has changed throughout the country and, due in small part to outsourcing and more significantly to automation, low-skill quality jobs offering income security and benefits yet do not require high levels of skills have become extremely and increasingly scarce.⁶³ As previously mentioned, educational attainment has a tremendous impact on income; yet, existing workforce development structures do not support people in achieving the levels of education, skills, training, and other qualifications needed to meet the demands of the emerging job opportunities described in this report. Center for an Urban Future reports that with the retirement of skilled workers, a "skills gap" is emerging in the United States as job demands increase, but educational levels of the workforce remain the same.⁶⁴ Yet despite the high need for workforce development, the state and federal governments have significantly reduced investment in these types of programs, revealing a marked disinvestment in the needs of workers who, due to structural inequalities and other barriers, lack access to the educational and employment preparation needed for sustainable employment in the changing labor market.

Figure 26: Community members looking for work, knowledge of job centers, and views of resources

Age	14-15	16-17	18-24	25-65	Total
Currently looking	79%	86%	74%	43%	66%
Do not know about job centers	54%	66%	76%	74%	67%
Do not think there are adequate resources	58%	69%	70%	81%	72%

Source: NWBCCC/UJC Community Survey 2007

Workforce development programs must be age-specific and meet the particular needs of the community they serve, including immigrants and disconnected youth. They must be funded and structured to help people advance their qualifications, rather than merely connecting people to jobs at their current skill and education level, or failing to serve those without basic qualifications. This also reflects disparities by race, as Black and Latino workers in the New York metro area experience higher rates of unemployment than White workers—with Black workers experiencing double (12%) the unemployment rates of White workers (6%) in 2003.⁶⁵ This has significant implications, not only for individual workers or the Northwest Bronx community, but for the workforce and sustainability of the economy as a whole, since the demographics of the workforce are steadily changing: in 2050, White workers are expected to comprise only 53% of the workforce, compared to 73% in 2003.⁶³

It is critical to support all workers in building qualifications that will allow them to advance within specific employment sectors, both in their community and throughout New York City, through accessible, coordinated programs and local training opportunities.⁶⁷ Community members will not be able to take advantage of the quality jobs expected to open citywide in the coming years if they are not prepared to meet the demands of these jobs. While some workforce development programs do have a local focus, those that do not miss important opportunities to connect workers to jobs created by investment and development projects happen in their communities and to build community in a more comprehensive way.

In “Building in Good Jobs, Linking Economic and Workforce Development with Real Estate-Led Economic Development,” Pratt Center for Community Development and New York City Employment and Training Coalition advised: “Cities should look to provide training and placement services in partnership with local organizations. Research shows that...disadvantaged people seek employment training and placement within a five-mile radius of where they live, and that the most effective employment programs are deeply connected with both their communities and with employers.”⁶⁸ Yet, as Figure 26 illustrates, too few workforce development centers and youth workforce development programs are located in the Northwest Bronx, particularly considering the needs of the community and the employment opportunities that should be available to community members given the enormous developments that are currently taking place.

There is a need in the Northwest Bronx that is not being met, and a workforce eager to work that is not being utilized. As shown in Figure 26, most survey respondents reported that they are currently looking for work and that they do not feel there are adequate support services (i.e. training, job placement, career advice, etc.) available for community members in the community and its schools. As Figure 26 shows, there are few workforce programs in the community, but our survey shows that most community members do not know about them.

- **Seventy-nine percent of community members age 14-15 are looking for work.** Over half (54%) of 14 and 15 year olds do not know about job centers and 58% do not think there are adequate resources in the community.
- **Eighty-six percent of community members age 16-17 are looking for work.** Sixty-six percent do not know about job centers and 69% do not think there are adequate resources in the community.
- **Nearly three fourths (74%) of 18-24 year olds in the community are looking for work.** Seventy-six percent of young adults do not know about job centers and 70% do not think there are adequate services in the community.
- **Forty-three percent of community members age 25-65 are currently looking for work.** Nearly three fourths (74%) of survey respondents in this age category do not know about job centers, and 81% do not think there are adequate services in the community.

In all age groups, the majority of community members do not know about job centers and do not think there are adequate resources in the community. Overall, two-thirds (66%) of all community members are looking for work. Though most 14 and 15 year olds do not know about job centers or think there are adequate resources in the community, they are more likely to know about job centers and less likely to think there were too few resources in the community than older community members. This may be because they are most likely to be in school, and many schools do provide some sort of work-related services. Furthermore, it is likely that they have not dealt with the same struggles with work challenges (particularly over long periods of time) that older community members have faced. Clearly, there is a real issue with young adults and adults lacking knowledge of and access to job centers and other work-related resources in the community.



Education and Youth-Centered Workforce Development

The limited opportunities Northwest Bronx residents have to access living wage jobs in their adult years reflect a lack of investment in the community in general, and in education in particular. Schools in the Northwest Bronx have experienced the well-documented disinvestment in education in low-income communities of color throughout New York City, as evidenced by severe overcrowding. As shown in Figure 27, while overcrowded schools are an issue throughout New York City, with the percent of utilization of schools in the city at 103.5% (exceeding official capacity), many schools in the Northwest Bronx are even more severely overcrowded; Celia Cruz Bronx High School of Music at the Walton Campus is particularly overcrowded exceeding 150% of its capacity.

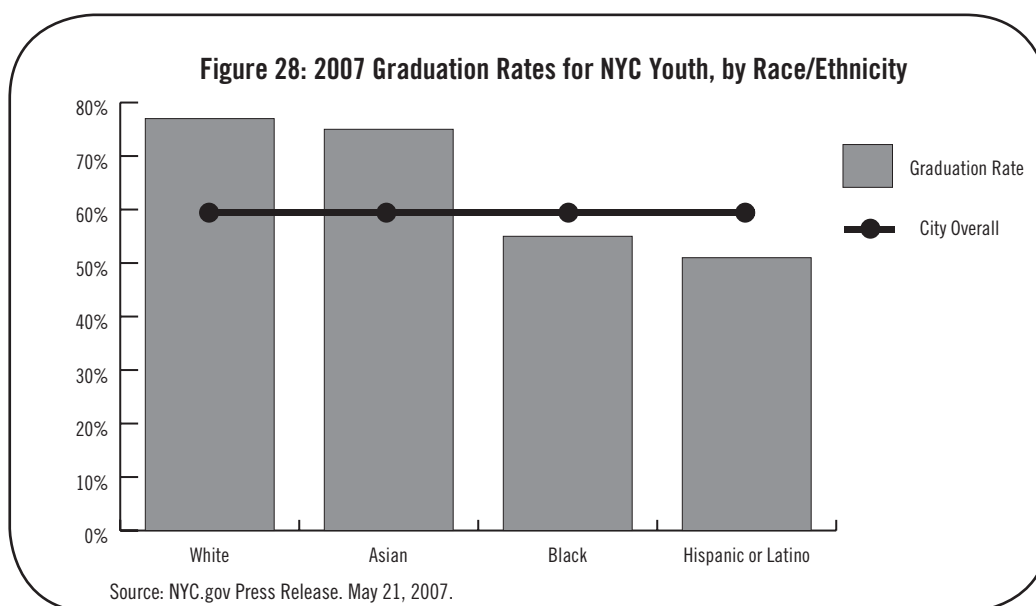
Figure 27: Percent of Utilization of Selected High Schools in the Northwest Bronx ⁶⁹

City Overall	Percent of Utilization* (2006)
	103.5%
Fordham High School for the Arts, Theodore Roosevelt Campus	115.3%
Belmont Preparatory High School, Theodore Roosevelt Campus	115.6%
John F. Kennedy High School, John F. Kennedy Educational Campus	119.9%
Walton High School, Walton Campus	133.3%
DeWitt Clinton High School	134.8%
Celia Cruz Bronx High School of Music, Walton Campus	151.6%

*When over 100%, school has exceeded official capacity.

Source: New York City Department of Education

While the New York City Department of Education has recently attempted to address issues of overcrowding and low graduation rates through their small school initiative—focusing instead on specialty areas or more innovative teaching techniques—these initiatives have failed to redress systemic educational problems and have not resulted in adequate support and development of their students, particularly from low-income communities of color such as the Northwest Bronx. As Figure 28 shows, graduation rates among Black and Latino students remain far lower than other students in New York.⁷⁰ In many cases problems in the small schools only replicate those in larger schools, and new reforms do not ensure safe, effective learning environments.⁷¹



Schools are failing to capitalize on the opportunity they have to provide general and specialized support, training, and services to their students that will help prepare them for current and future work-related opportunities. As Figure 29 shows, survey participants clearly felt that there are not enough services offered year-round to help young people build skills and connect to quality, career building jobs, particularly in ways that support them financially so that they can stay in school. As one 16-year-old student noted, school services are needed to “help me get an internship in the career field I want...I’m aware of the advantages it provides for later on when trying to get a job or go to college.”

Figure 29: Career Related Services in Schools

Age	14 and 15	16 and 17	18-24	Total
	N=71	N=66	N=22	N=159
Internships	32%	55%	59%	45%
Jobs inside school	6%	18%	41%	16%
Job training (i.e. apprenticeships)	7%	8%	46%	13%
Career or business classes	13%	18%	32%	18%
Other	6%	3%	0%	4%

Source: NWBCCC/UJC Community Survey 2007

When 30 youth community members attended a focus group and were asked questions about job readiness and what their schools were doing to help them find jobs, most students did not know of services offered by their schools. In larger schools, such as Walton High School, the support that was available was provided by guidance counselors who supplied students with working papers, Summer Youth Employment Program applications, and occasionally information about jobs or internships. In smaller schools, the support tended to take the form of bulletins and announcements about jobs and internships. Some students reported that, at times, guidance was available, but that there was no year-round support. None of the students could share any stories about how schools have specifically helped them to find or prepare for a job outside of the Summer Youth Employment Program (SYEP).

While the Summer Youth Employment Program is a critical program providing important work experience to thousands of youth throughout New York City, it is not enough. In 2007, SYEP provided job opportunities to 41,804 youth who were enrolled in the program; yet, 93,750 youth had applied. Even if the program is able to expand slightly in 2008 so that it can accept 42,000 youth as anticipated, thousands of youth will continue to be turned away.⁷² Drastic reductions in federal funding for SYEP over the past decade have limited the program’s ability to provide jobs for these youth. Indeed, SYEP now serves 20% fewer youth than it did nearly a decade ago, when the federal government provided funding for it.⁷³ During that time period, federal funding for the SYEP program dropped from \$42 million to only \$5 million; while the city has stepped in to help manage the loss of funding, the program is clearly unable to serve all of the city youth who need jobs.

“It’s a lottery and I never got accepted..”—17-year old regarding Summer Youth Employment

In a follow up questionnaire of 21 youth between the ages of 15 and 19:

- 19% (4 out of 21) were not in school, 3 of the 4 out of school youths did not know of any job-related services in the community;
- 71% (15 out of 21) of all youth did not know about job related services in the community;
- 40% (7 out of 17) of youth who were in school did not know of any services offered by their schools or reported that their schools had no career-related services;
- 56% (5 out of 9) of youth whose schools did provide job-related services reported that these services were helpful to them, while 44% (4/9) reported that they were not;
- 60% (6 out of 10) of students whose schools provided job-related services reported that these included paid opportunities, indicating that some schools recognize the need to provide financial compensation to support students in participating in these programs.



Schools are failing to prepare students to go on to college or to enter the workforce in careers; instead, students are prepared only to enter the workforce in low-skilled, low-wage jobs with little or no opportunity for advancement. Even in schools with a specific focus, it is difficult for schools to support students in career-track learning because of extensive baseline requirements and a mandated heavy focus on standardized testing. Youth should be encouraged to stay in school and need financial support and opportunities to develop career related skills. All schools should provide apprenticeships, internships, and career-related and job-readiness training, and should work to ensure that students are informed about these opportunities, that they are relevant to students' career and educational goals, and that these opportunities provide financial compensation (scholarships, stipends, etc.) whenever possible. Schools need to work in collaboration with the community to create more connections between youth coming out of schools and good jobs.

"Yes, because it got me money when I needed it most."—18-year-old alternative high school student on whether their school's job-related services were useful.

In order to address the issues of educational inequity, the New York City Department of Education needs to build more schools and also improve the current academic preparation for the high schools in the city. Schools Exploding at the Seams is a joint effort by NWBCCC, parents, students, teachers, principals, community based organizations, and elected officials to end overcrowding and increase the graduation rate in the New York City public school system. Sistas and Brothas United youth leaders fight to end overcrowding and have also been negotiating with the city's Department of Education for two years to open a new program in high schools called Student Success Centers. Youth leaders at SBU have called Student Success Centers a "One Stop Shop for Success" because they can provide a location inside schools where students can get necessary academic supports like tutoring and homework help, help from social workers who can help them deal with personal problems, better access to information about colleges, and support in finding jobs and internships.

Student Success Centers can provide a space in schools where students can receive job readiness training, support in preparing for jobs interviews, and connections to jobs and internships that will help prepare them to enter the workforce in career-track positions. Two years ago, SBU students working alongside member organizations of the Urban Youth Collaborative identified Student Success Centers as a promising strategy for improving college pathways in New York City high schools. Last year, the Collaborative secured \$200,000 in startup funds to open two Success Centers in Brooklyn and is currently requesting \$600,000 to continue the centers in Brooklyn and open two centers in the Bronx and one in Queens. If implemented throughout New York City's high schools, Student Success Centers can provide young people with the supports they need to graduate, go on to college, and participate in the competitive workforce.

Additionally, it is critical to provide support to youth and young adults who are currently disconnected from work and school so that they may achieve a sustainable position in the workforce. "Chance of a Lifetime," a report produced by Center for an Urban Future in May 2006, explains that the issues of growing numbers of "disconnected youth" and the need to replace aging workers poised for retirement present an opportunity to make connections between those who want to work and jobs that need to be filled. However, for the potential of this opportunity to be realized, youth disconnected from work and school need information about opportunities and access to and support in gaining the basic education and specific skills and competencies that employers are seeking.

CHAPTER 6: Recommendations

Harry C. Boyte said: “The public problems we face today are increasingly of the variety that can no longer be solved unless we revive the practical arts that are taught in community organizing... They are simply too complex and multifaceted to be solved unless we learn how to tap local community wisdom, community assets, and civic networks.”⁷⁴ NWBCCC believes that the people most affected by poverty, failing schools, and disinvestment should be at the table to make decisions about the future of their neighborhoods. We believe that community-development projects must be guided by stakeholder representatives that create opportunities for the whole community to share their vision and then hold developers accountable to this vision. It’s not just good policy; it’s essential to creating successful programs that lift families out of poverty. Bronx residents continue to face persistent poverty and dire job prospects, and an overcrowded public-school system that fails to prepare youth for higher education and the job market. As such, we recommend that these six policy solutions be immediately undertaken to effect real change in the Northwest Bronx community.

1. Raise wage and safety standards in all industries.

Regardless of the type of job, it is crucial to ensure that workers are being paid appropriate wages for all hours worked, and that wage-and hour-violations are addressed promptly by public agencies charged with protecting workers from abuse. All employers must comply with existing labor laws, regardless of immigration status, age, gender and other protected classes. Bronx workers need training to understand their rights under the law and how to protect themselves when faced with labor and safety violations. Industries that are concentrated in the Bronx, and companies located in the Bronx, should retool their business plans for the 21st century and provide high road, sustainable jobs.

2. Promote responsible public and private investment, including community benefits agreements, first source referral systems, and local hiring plans.

New development and investment in the community is important and it needs to happen in a way that creates permanent living wage jobs for community members. Without community benefits agreements (CBAs), these “investments” result in minimum wage jobs without benefits or a voice at work. Paired with labor peace agreements and project labor agreements, CBAs help workers achieve living wages and a voice at work in construction and permanent jobs.

3. Prepare workers to connect to good jobs and local resources.

Every worker in the Bronx should have the opportunity to receive high quality job training that leads to a living wage job. Businesses in the Bronx should have local hiring plans that provide a hiring preference to local workers and first source referral systems that increase coordination between workforce development agencies and businesses.

4. Meet the specific needs of youth by increasing the high school graduation rate and preparing students for higher education and the world of work.

Public high-school students in the Bronx should graduate high school prepared for higher education or the world of work. New high schools must be built to end overcrowding, with a new school construction formula created that takes into account housing construction and increases in the high-school student population from foreign immigration and intra-city movement. Student Success Centers that provide comprehensive services on small school campuses should be created to ensure that all students have support to pursue higher education and job training.

5. Take advantage of emerging opportunities to attract green jobs and resources to the Bronx that will lift families out of poverty, reduce greenhouse gasses, and improve both affordability and energy efficiency for everyone.

The burgeoning green-jobs sector should create living-wage job opportunities for Bronx residents. Efforts should be made to equate green jobs with living wages, because there is nothing green about perpetuating poverty. The Bronx is positioned well geographically and economically to attract resources from carbon offset programs, energy efficiency efforts, and local manufacturing of green products.

6. Create a path to citizenship for currently undocumented immigrant workers and their families.

Immigrants are crucial to the continued health of the New York economy, and both government and industry is better served by creating a path to citizenship for immigrant workers and their families. There must be national, just, and humane immigration reform that protects hard-working immigrants and their families from continued economic exploitation.

Appendix

Definitions from Census 2000 Summary File:

Employed. All civilians 16 years old and over who were either (1) “at work”—those who did any work at all during the reference week as paid employees, worked in their own business or profession, worked on their own farm, or worked 15 hours or more as unpaid workers on a family farm or in a family business; or (2) were “with a job but not at work”—those who did not work during the reference week, but who had jobs or businesses from which they were temporarily absent because of illness, bad weather, industrial dispute, vacation, or other personal reasons. Excluded from the employed are people whose only activity consisted of work around their own house (painting, repairing, or own home housework) or unpaid volunteer work for religious, charitable, and similar organizations. Also excluded are all institutionalized people and people on active duty in the United States Armed Forces.

Unemployed. All civilians 16 years old and over were classified as unemployed if they were neither “at work” nor “with a job but not at work” during the reference week, were looking for work during the last 4 weeks, and were available to start a job. Also included as unemployed were civilians 16 years old and over who: did not work at all during the reference week, were on temporary layoff from a job, had been informed that they would be recalled to work within the next 6 months or had been given a date to return to work, and were available to return to work during the reference week, except for temporary illness. Examples of job seeking activities were: registering at a public or private employment office, meeting with prospective employers, investigating possibilities for starting a professional practice or opening a business, placing or answering advertisements, writing letters of application, or being on a union or professional register.

Labor force. All people classified in the civilian labor force (i.e., “employed” and “unemployed” people), plus members of the U.S. Armed Forces (people on active duty with the United States Army, Air Force, Navy, Marine Corps, or Coast Guard).

Not in labor force. All people 16 years old and over who are not classified as members of the labor force. This category consists mainly of students, individuals taking care of home or family, retired workers, seasonal workers enumerated in an off-season who were not looking for work, institutionalized people (all institutionalized people are placed in this category regardless of any work activities they may have done in the reference week), and people doing only incidental unpaid family work (fewer than 15 hours during the reference week).

Bronx Community Jobs Survey

A project of the Northwest Bronx Community and Clergy Coalition and the Urban Justice Center

Thank you for participating in this important community survey!

Please answer the following questions based in your personal experience:

1. Number of people in your household, including yourself: _____

2. Do you have children? ☐ Yes ☐ No

If you don't have children please skip to question # 5.

3. If you have children, how many children do you have? _____

Ages of all children: _____

4. If you have children in school, please write how many of your children are attending each type of school.

- ☐ Elementary School _____
- ☐ Junior High/Middle School _____
- ☐ High School _____
- ☐ Alternative High School Setting _____
- ☐ GED Program _____
- ☐ College _____

5. Are you currently in school? ☐ Yes ☐ No

If you are not currently in school, please skip to question # 8.

6. If you are currently in school, what kind of school are you attending:

- ☐ Junior High School ☐ High School ☐ Alternative High School ☐ GED ☐ College ☐ Vocational School ☐ College ☐ Graduate school ☐ Other (specify) _____

7. If you are in school, does your school provide you with any of the following career and job-related services (please check all that apply):

- ☐ Internships
- ☐ Jobs inside the school
- ☐ Job training in field of interest (i.e. apprenticeships)
- ☐ Career/business classes
- ☐ Other (specify) _____

8. What is the highest level of education you've completed: (check one)

- ☐ Junior High School ☐ High School ☐ Alternative High School ☐ GED ☐ College ☐ Vocational School ☐ College ☐ Graduate school ☐ Other (specify) _____

9. At what age were you first employed? _____

10. Are you currently looking for work? ☐ Yes ☐ No

11. Are you currently employed: ☐ Yes ☐ No

If you answered no, please skip to question # 18.

If you are currently employed, please answer the following questions:

12. Do you currently have more than one job? ☐ Yes ☐ No

If you have more than one job, please respond to questions 12-16 in reference to the job where you work the most hours.

13. Please indicate your type of employment?

- ☐ Part time
- ☐ Full time
- ☐ Seasonal
- ☐ Temporary
- ☐ Other (specify) _____

14. Are you currently making at least \$10.00 per hour with medical benefits or \$11.50 per hour without benefits? ☐ Yes ☐ No

15. Does your current employer provide health benefits? ☐ Yes ☐ No

16. If your answer was yes, does your employer ask you to contribute anything towards those benefits?
☐ Yes ☐ No

17. What is your total individual yearly income (before taxes)?

- ☐ 0 to \$10,000
- ☐ \$11,000 to \$25,000
- ☐ \$26,000 to \$35,000
- ☐ \$36,000 to \$50,000
- ☐ \$51,000 to \$80,000
- ☐ Above \$80,000

If you are employed, please skip to question # 22.

If you are currently unemployed, please answer the following questions

18. How long have you been unemployed?

- ☐ Less than a month
- ☐ 1-3 months
- ☐ 3-6 months
- ☐ 6 months-1 year
- ☐ Over a year
- ☐ I have never been employed.

19. Are you collecting unemployment benefits?

- ☐ Yes ☐ No

20. Have you stopped searching for a job?

- ☐ Yes ☐ No

21. If you have stopped looking please answer briefly why?

(please check all that apply)

- ☐ I gave up
- ☐ I'm going back to school
- ☐ Personal health reasons (i.e. disability)
- ☐ I'm dependent on someone else for income
- ☐ I have a criminal record
- ☐ I'm under qualified
- ☐ Maternity/Paternity leave
- ☐ Other (please specify) _____

FOR ALL RESPONDENTS: Please answer the following questions about jobs and services in your community

22. Do you feel that there are adequate support services (i.e. training, job placement, career advise, etc) available for community members in this community and its schools? ☐ Yes ☐ No

23. Do you know whether there are job centers that provide job-related services in your community? ☐ Yes ☐ No

24. Where do you normally look for jobs? (Please check all that apply)

- ☐ Newspaper
- ☐ Internet
- ☐ Word of Mouth/Referral
- ☐ Walk-In
- ☐ Local Job Center
- ☐ Other (specify) _____

25. If you have heard about a job from a job center, please name the center(s)?

26. Have you ever applied to a union for a job? ☐ Yes ☐ No

27. If yes, were you hired? ☐ Yes ☐ No

28. If you were not hired for the union job, on what basis were you denied? (check all that apply)

- ☐ Did not pass testing requirements
- ☐ Lack of skills
- ☐ Lack of work experience
- ☐ Other (specify) _____

YOU'RE ALMOST FINISHED! So far you've told us about your experience with jobs and resources in your community, now tell us a little bit about yourself. **Again, this survey is completely confidential.**

<p>29. Number of people employed in your household, including yourself: _____</p> <p>30. What is your total household income, before taxes (include income from all individuals living with you):</p> <p><input type="checkbox"/> \$0 to \$10,000</p> <p><input type="checkbox"/> \$11,000 to \$25,000</p> <p><input type="checkbox"/> \$26,000 to \$35,000</p> <p><input type="checkbox"/> \$36,000 to \$50,000</p> <p><input type="checkbox"/> Above \$51,000</p>	<p>31. Gender:</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p> <p><input type="checkbox"/> TG/TS</p> <p>32. Age: _____</p> <p>33. Home Zip Code: _____</p> <p>34. Race/Ethnicity (please only check one):</p> <p><input type="checkbox"/> White (Non-Hispanic)</p> <p><input type="checkbox"/> Latino</p> <p><input type="checkbox"/> African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Pacific Islander</p> <p><input type="checkbox"/> South Asian/Middle Eastern</p> <p><input type="checkbox"/> Mixed race (specify) _____</p> <p><input type="checkbox"/> Other (specify) _____</p>
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**** For internal use only:**

Name of Surveyor: _____ Survey Number: _____	Date Completed: _____ Location Completed: _____
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Date completed _____

Northwest Bronx Community Jobs Survey: Follow up Questions for Youth

Please complete the following questions about job-related services that are available to you.

Section 1:

1. Are you in school? ☐ Yes ☐ No

If yes, please complete Section 1. If no, please go to Section 2.

2. What kind of school do you attend?
- ☐ Junior High School ☐ High School ☐ Alternative High School ☐ GED ☐ College
- ☐ Vocational School ☐ College ☐ Graduate school ☐ Other (specify) _____
3. What kind of job-related services are available to you at school?
- ☐ Internships
- ☐ Jobs inside the school
- ☐ Job training in field of interest (i.e. apprenticeships)
- ☐ Career/business classes
- ☐ Other (please specify): _____
- ☐ My school does not provide any job related services.
4. Are these services helpful to you? ☐ Yes ☐ No
- a. Why or why not? What, if anything, could make these services more useful to you? _____
5. Do you use these services? ☐ Yes ☐ No
- a. Why or why not? _____
6. Does your school offer paid job-related opportunities (for example, jobs or internships that are paid or offer stipends)?
- ☐ Yes ☐ No

Section 2:

7. What kind of job-related services are available to you in the community?
- ☐ Internships
- ☐ Jobs (for example, connections to jobs through a community-based program)
- ☐ Job training in field of interest (i.e. apprenticeships)

-
- ☐ Career/business classes
 - ☐ Other (please specify): _____
 - ☐ I do not know of any services in the community.

a. What organizations or programs provide these services? _____

8. Are these services helpful to you? ☐ Yes ☐ No

Why or why not? What, if anything, could make these services more useful to you? _____

9. Do you use these services? ☐ Yes ☐ No

a. Why or why not? _____

10. Are there paid opportunities through organizations or programs in your community (for example, jobs or internships that are paid or offer stipends)? ☐ Yes ☐ No

Section 3:

11. What is your age? _____

Thank you for completing the survey!

Form Number: _____

Employer Canvassing Form

Section 1: The Basics.

1. Your name: _____

2. Date: _____

Section 2: Complete the following for each business you visit or see in the area.

3. Name of business: _____

4. Type of business:

- ☐ Retail/Clothing
- ☐ Retail/Shoes
- ☐ Retail/Other (specify) _____
- ☐ Food Service
- ☐ Office
- ☐ Bank
- ☐ Other (specify) _____

5. Location/street address: _____

Section 3: For businesses where it is appropriate to walk-in, please complete the following section.

6. When you asked to speak to the person in charge of hiring, were they available to talk with you?

☐ Yes ☐ No

7. Who did you speak to? (Position) _____

8. Is the business hiring?

- ☐ Yes ☐ No
- ☐ I did not ask this question.
- ☐ The person I spoke to did not know the answer to this question.

9. If they are hiring, what type of positions are available?

Check all that apply.

- ☐ Full time
- ☐ Part time
- ☐ Seasonal
- ☐ Temporary
- ☐ I did not ask this question.

☐ The person I spoke to did not know the answer to this question.

10. What is the starting wage?

- ☐ Starting wage: _____
- ☐ I did not ask this question
- ☐ The person I spoke to did not know the answer to this question.

11. Were you able to get an application?

- ☐ Yes (If yes, please write the name and location of the business on the application.)
- ☐ No
- ☐ I did not ask this question

12. Was there a job description?

- ☐ Yes ☐ No
- ☐ I did not ask this question
- ☐ The person I spoke to did not know the answer to this question.

12. What are the requirements for the job? Check all that apply.

- ☐ Education requirement (specify) _____
- ☐ Job experience (specify) _____
- ☐ Skills (specify) _____
- ☐ Knowledge (specify) _____
- ☐ I did not ask this question
- ☐ The person I spoke to did not know the answer to this question.

13. Do they offer benefits?

- ☐ Yes ☐ No
- ☐ I did not ask this question
- ☐ The person I spoke to did not know the answer to this question.

14. If they offer benefits, what type of benefits do they offer?

- ☐ Benefits: _____
- ☐ I did not ask this question
- ☐ The person I spoke to did not know the answer to this question.

15. If they offer benefits, who are they available to?

- ☐ Available to: _____
- ☐ I did not ask this question
- ☐ The person I spoke to did not know the answer to this question.

Section 4: Please use this space to provide any qualitative information and notes about your experience with this business. Please include the following types of information:

- What did you notice about the 1) clientele, 2) managers, and 3) floor staff in terms of age, race, and gender?
- How were you treated? Were people willing to talk to you?
- Is there any additional information that will help us to better understand the answers to the information you supplied in this form?

Endnotes

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- 20 In order to condense this table, industries with under 100 establishments in the Northwest Bronx in both 1998 and 2005 were included in the same row as unclassified establishments. These industries were: Utilities; Transportation and Warehousing; Information, Management of Companies and Enterprises; Arts, Entertainment, and Recreation; and Auxiliaries.
- 21 Civilian Population age 16 years and over
- 22 CUF, Chance of a Lifetime, 2006
- 23 New York State Department of Labor, Workforce New York, Employment Prospects to 2014. Data Source: Occupational Employment Statistics Survey. Retrieved April 18, 2008 from: <http://www.labor.state.ny.us/workforceindustrydata/apps.asp?reg=nys&app=descriptor>
- 24 Census 2000, Summary File 3, P49.
- 25 Brennan Center Report, p. 49.
- 26 Brennan Center for Justice (2007). Unregulated Work in the Global City, p. 49.
- 27 The Restaurant Opportunities Center of New York (ROC-NY) and the New York City Restaurant Industry Coalition. "Behind the Kitchen Door: Pervasive Inequality in New York City's Thriving Restaurant Industry." January 25, 2005.
- 28 Brennan Center for Justice (2007). Unregulated Work in the Global City, p. 49.
- 29 New York State Department of Labor Website. Retrieved March 26, 2008 from: <http://www.labor.state.ny.us/workerprotection/laborstandards/workprot/minwage.shtm>
- 30 Pearce, D.; Brooks, J. "The Self Sufficiency Standard for the City of New York." Women's Center for Education and Career Advancement. September 2000.
- 31 CUF, Chance of a Lifetime, p. 12
- 32 CUF, Chance of a Lifetime

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- 39 Brennan Center Report, p. 36?
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- 43 According to the New York State Department of Labor, Fourteen and 15 year olds can legally work, though specific labor regulations apply, including that they may only work after school hours and during vacations. Retrieved March 27, 2008 from: <http://www.labor.state.ny.us/workerprotection/laborstandards/workprot/schlatttd.shm>
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