

South Williamsburg

Workforce Development

Needs and Resources Study

Prepared
for
**United Jewish Organizations of Williamsburg, Inc.
and the Consortium for Worker Education**

By
David Rubel, Consultant
Community Planning and Development
2004

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ACKNOWLEDGEMENTS

The impetus for this study came out conversations between the Consortium for Worker Education (CWE) and the United Jewish Organizations of Williamsburg, Inc. (UJO). The UJO is particularly grateful to Ken Fisher of the Government and Public Policy unit at Philips Nizer law firm (and former City Council member representing the Williamsburg area), for bringing these two organizations together to work on this most worthwhile endeavor. The UJO would like to thank Robert Norris and Martin Osterreich of the Consortium for Worker Education for their oversight and valuable comments. The UJO would also like to thank Rabbi Morris Shmidman of the World Council of Orthodox Jewish Communities for providing financial and technical support for the study.

About the United Jewish Organizations of Williamsburg, Inc. (UJO)

The United Jewish Organizations of Williamsburg, Inc. (UJO) has served the Williamsburg community for the past 36 years. It was created to help the Yiddish speaking community of the Williamsburg section of Brooklyn. It is an umbrella organization for more than 140 social, educational and charitable institutions, tenant and community organizations in South Williamsburg. The primary purpose of the UJO is to help families achieve stability and economic independence. Through its office at 32 Penn Street, the UJO operates a wide range of housing, social services and community development programs. The UJO is both multi-service and multi-issue. The UJO has been a catalyst for some of the most important community initiatives in protecting the environment, developing new housing opportunities, delivery of social services and multi-ethnic group coalition building. For more information, please call 718-643-9700.

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Executive Summary

The impetus for this study came from the efforts of the UJO to create a workforce development system in the Chassidic community of South Williamsburg. In the past 10 years, an increasing number of young adults have been struggling to build careers that can support their families. This phenomenon has been witnessed through the work of the UJO; however, a systematic investigation had never been undertaken. Because of the unique cultural and social system of the Chassidic community, programs that work in other high need communities cannot be easily replicated here. After six years of operating and experimenting with different types of vocational education and training programs, we saw that there were resources from both inside and outside the community that were not being well utilized.

The co-sponsor of the Study is the Consortium for Workforce Development (CWE). CWE, an organization that was created local unions, today operates the largest employee education and training system in New York City. CWE's participation grew out of their work with neighborhoods that were closest in proximity to the 9/11 World Trade Center disaster.

This study describes and analyzes existing conditions, and offers recommendations for building bridges between the local Chassidic workforce and both Chassidic and non-Chassidic employers. The questions that guided this report were derived from the current work of the UJO, discussions with employers, other CBO's and public policy organizations engaged in workforce development. Through a combination of four methods of information gathering: government generated population and economic data, interviews, focus groups and a survey, the study offers new and meaningful findings. Some of the findings in the study offer corroboration for widely held assumptions. Other findings come as a surprise. The usefulness of this study is that it is a working document for practitioners; it will be updated and revised as we move ahead with implementing the recommendations presented here.

The research has been designed to lead to recommendations that can be implemented now; it will act as a road map for strategic planning for the next three to five years. One of the objectives of the study is that it will become a catalyst for new and committed leadership

for the issue of workforce development and family self sufficiency. While the research was limited to the South Williamsburg area, the significance of the findings definitely extends to the other Chassidic Jewish communities in Brooklyn and upstate New York. We are very optimistic that the implementation of these recommendations will have a substantive, lasting and beneficial effect.

Sincerely,

David Niederman

Rabbi David Niederman, Executive Director
United Jewish Organizations of Williamsburg, Inc. (UJO)

Robert Norris

Robert Norris, Deputy Director
Consortium for Worker Education (CWE)

Main Findings

1.	<p>Summary Finding: Serious problems exist side by side with untapped resources. The study extensively documents a troubling demographic growth trend for under-employment and lack of career direction among the young people entering the labor market. At the same, there are funds available that could be used to cover the cost of one year full and part time career track training programs. A formal workforce development system, with active advisory participation from community leaders, employers and volunteers has not been developed.</p>
2.	<p>Dramatic economic changes will need to take place to absorb the net growth in the Chassidic workforce: For every one male person getting ready to retire (ages 65 to 67 , there are nine males entering the workforce (ages 19 to 21) . This ratio of the number of young male adults getting ready to enter the workforce to the number of older male adults getting ready to retire is four times greater in South Williamsburg than the New York City metropolitan area.</p>
3.	<p>Due to a very high birth rate and low retirement rate, the challenge for economic growth will only increase in the next ten years. Annual net growth in the Chassidic workforce will continue for at least another seven years. The current generation of adult workers was born after 1945; they will not start to retire until 2010. There will not be significant retirement numbers for another 7 to 17 years. The number of young adults entering the workforce in ten years will be almost twice as large as the number today.</p>
4.	<p>Poverty remains a way of life for the majority of families. According to the 2000 Census, 56% of the total population live in households with incomes below the Federal Poverty Level. 80% of the total population live in households with incomes below 200% of the Federal Poverty Level. Between 1990 and 2000 the number of people living in households with incomes below the Federal Poverty Level increased by 4,422 or 21.6%.</p>
5.	<p>New York State Department of Labor Occupational Outlook and Wages Report for New York City 1998-2008: The Report offers encouraging information on projected areas of high job demand in the New York City economy. Several of these career track areas, that have high net job growth, can be developed with training programs in the Chassidic community. They include: Retail and wholesale salespersons, mechanics and service repairs, construction trades helpers, and warehouse shipping.</p>
6.	<p>Current distribution of Workforce population: The workforce is heavily concentrated in sectors with low paying jobs. When the composition of the South Williamsburg economy was compared with the five boroughs, the following findings were revealed: a very high concentration in not-for-profit sector; very little representation in government employment and construction.</p>

7.	<i>High School Graduation Rates are Very Low.</i> For the population group (males and females) age 25 or older, the number of people with high school graduation or higher is only 27% in South Williamsburg. This figure contrasts sharply with the rest of the City. The number of people graduating high school (GED or diploma) are as follows: Bronx- 62%, Manhattan 79.7%, Brooklyn 69%, Queens 74%, and Staten Island 82%. A similar contrast between South Williamsburg and the rest of the City was evident with the number of college graduates.
8.	<i>Employee Survey Results- Career Track Choices:</i> the following career areas had the greatest amount of interest: construction trades, financial services, and information technology. The area with the least amount of interest was in self-employment- entrepreneur. When the respondents were asked which training they would be most interested in: Insurance, warehouse manager, sales, special education, and information technology received the most interest (in that order).
9.	<i>Employee Survey Results- Career Development Support Services:</i> there is very strong interest in career preparation services and programs. Two thirds of respondents would like to be able to access professional career counseling. Two thirds of respondents would like to participate in various career choices workshops (workshops that cover issues such as entry level requirements, testing, openings, and some instruction) workshops. Almost all respondents are willing to pay at least \$500 for training. 28 respondents are willing to pay between \$500 and \$1,500. 15 respondents are willing to pay 1,500 to \$5,000.
10.	<i>Focus groups revealed large number of participants are uncertain about a career path:</i> Focus groups participants (majority were below 25 years of age) described problem of having little confidence in choosing a career track. They wanted more opportunities to figure out how to match their aptitude and interests with a career track.
11.	<i>The Williamsburg area does not have any New York State Department of Labor Eligible Training Providers.</i> Under the new Workforce Investment Act system, only schools that have been approved by the New York State Department of Labor can receive tuition vouchers. The tuition vouchers are used to cover the cost of a wide range of career skills training. Most of the Chassidic males entering the workforce have not had any formal skills based training and are eligible to use the tuition voucher.
12.	<i>The Federal Pell Grant Program is not being used in Williamsburg to cover the cost of vocational education.</i> The Pell Grants could be used to cover the cost of one year of intensive career track education. Pell funds are widely used to cover the cost of three years of rabbinical study for men between the ages of 19 and 21. The Williamsburg area does not have any adult education proprietary schools. Pell funds could be much better utilized by one of the following two options: 1) create partnerships whereby an accredited school offers classes in Williamsburg

	<i>and uses the Pell grant to cover the tuition; 2) UJO could develop an accredited school in Williamsburg.</i>
13.	<i>One year general business administration program would have the most demand.</i> <i>19 out of 20 focus group participants said that they would enroll in a one year general business administration learning program. A one year general business administration training program could offer the same amount of required classroom instruction as most college BA business administration programs. Since a customized one year program will only offer business related classes, (dropping the electives and liberal arts requirements), students would end up with the same actual amount of classroom credit instruction as a two or four year college (most two or four year college business majors require between 24 to 30 credit hours).</i>
14.	<i>Strong interest in training that leads to certification and a recognized credential:</i> <i>Focus group respondents said they wanted to pursue a training path that lead to some form of recognized certification. A career track that requires passing a recognized exam would give job seekers the credential to make them more competitive in the market place.</i>

A list of short and long term recommendations can be found in chapter six.

Chapter One**Introduction****Overview**

South Williamsburg is home to one of the largest Chassidic communities in the world. The impetus for this study came out conversations between the Consortium for Worker Education (CWE) and the United Jewish Organizations of Williamsburg, Inc. (UJO). The last time that a serious study was conducted of its workforce needs and resources of the Chassidic community was in 1972. From a handful of people in 1946, today there is a vibrant population of slightly more than 50,000 people. However, there are growing pains. Traditional sources of employment have had to adapt to a rapidly changing and complex regional economy. The goal of this study is to determine how workforce development system can respond to unmet needs problems and generate new resources.

The South Williamsburg Chassidic community operates within a social system that includes customs, traditions, and values that clearly set it apart from mainstream society. From outward appearances, few communities are more deceptive than South Williamsburg. Its streets are filled with neatly maintained homes and apartment buildings. Lee Avenue, a bustling commercial corridor with hundreds of stores, runs through the heart of the neighborhood. Due to its steady and significant population growth, the community is also experiencing an unprecedented construction boom for housing. However, the casual observer would never know that behind the walls of many dwellings, are overcrowded, poor and very stressful domestic living conditions. Poverty has become a chronic part of community life for thousands of families.

While the community's economic problems are not new, a combination of factors have resulted in a situation in which the extent of poverty is greater today than it has ever been. According to the 2000 Census, the majority of South Williamsburg families, even with a full time working parent, have incomes that hover around the Federal poverty level. Demographic trends are placing huge pressures on the community's limited resources. The community has a very high birth rate. The number of young male adults entering the workforce is four times as high as New York City's. The local economy can no longer absorb

the large numbers of young adults entering the workforce each year. As regional economy continues to change, there are fewer and fewer career opportunities for people who do not possess a college degree. This situation existed in 1990 and continued throughout the decade. For this situation to change, new and substantive approaches are necessary

Traditionally, one of the biggest sources of economic strength has been the small family business. Yet, when the children of a family with six to eight children grow up to be adults, they cannot all be absorbed in the family business. This is a problem that many societies have had to struggle with.

For a workforce development strategy to be successful, it must be based on the unique religious traditions and lifestyles of the Chassidic community; at the same time, such strategies must account for regional economic trends and already proven and successful approaches to employment training and skills upgrade. The United Jewish Organizations of Williamsburg, Inc.(UJO) has sponsored this needs and resources assessment study with these concerns and objectives as a guide. The goal of this study is to identify a group of practical long and short term strategies.

The United Jewish Organizations of Williamsburg, Inc. (UJO) and its Williamsburg Learning Institute (WLI): The UJO has been actively involved in operating workforce development and community economic development programs since 1995. Between 1995 and 2002, the UJO was a partner in the New York Community Trust (NYCT) Neighborhood Strategies Project and the Greater Williamsburg Collaborative (GWC). The Neighborhood Strategies Project was a citywide six year demonstration project in community economic and workforce development. The other three partners included St. Nicholas Neighborhood Preservation Corporation, Brooklyn Navy Yard Development Corporation and Los Sures. In 1997, with funding from the NYCT, the UJO launched a vocational education school known as the Williamsburg Learning Institute (WLI).

The WLI began by offering classes in basic computer literacy, computerized bookkeeping and English as a Second Language. Several hundred students took classes in the first full year of operation. Some of the students requested skills training that would lead to a career. In response, in 1999, the WLI launched a demonstration career track training program based on the Microsoft Certified Systems Engineer (MCSE) certification credential. The intensive classes, taught by instructors from Baruch College branch of CUNY, offered the students enough instruction to pass at least one Microsoft certification exam. The job position was for an entry level position in network administration support. 13 out of 21

students passed the Microsoft exam. A separate career track offered instruction in database administration.

A volunteer advisory committee of Information Technology professionals (corporate, government and self-employed) was created with 15 people participating. The advisory board offered advice on specific curriculum issues, testing, certification and job market demand. Equally important, some of the volunteers ran orientation workshops and offered one to one help with interviewing, workplace culture, information technology job leads and internships. Despite considerable discrimination encountered in the job development phase, nine of the students were hired in full time computer systems jobs with salaries averaging around \$30,000. Because of government contract requirements and performance goals, it was too costly to continue the instruction. (a separate five page evaluation is available).

When the program ended, the UJO continued to offer the classes in basic computer literacy (word processing, spreadsheets, computerized bookkeeping) and ESL for free. While there continues to be very strong demand for these classes, they do not solve the problem of the need for training for specific career tracks.

In 2001, the WLI began offering classes in real estate sales license, insurance brokerage and notary public. All of these classes are operated on a private pay basis. These classes are taught in Williamsburg with instructors from other adult education proprietary schools. The students are responsible for finding employment. At least 150 people have enrolled in these classes. In 2003, the UJO experimented with commercial drivers license (CDL) classes with a school in Greenpoint.

The cumulative experience of the past eight years brought the UJO to the point where outside technical assistance was needed. . The UJO sought out the expertise of the **Consortium for Worker Education (CWE)**. The CWE is the largest operator of workforce development programs in the City; it has a long track record of creating new strategies and programs to address difficult problems. After several discussions with CWE senior staff, it was decided that in order to go forward, a comprehensive approach, drawing on different sources of information, including a survey and focus groups, was necessary.

Study Format: The three sections in this introductory chapter describe the extent of knowledge prior to undertaking the study and the main concerns that will be addressed. Chapters two, three, and four cover the new research. Chapter five has recommendations for implementing an action strategy.

1. Brief Description of Challenges, Resources, and Social and Economic Trends

A. Challenges

1. Demographic trends show that under-employment and poverty are only getting worse. The Chassidic community of South Williamsburg has one of the highest birthrates in New York City. While family businesses have always been part of the social and economic fabric, they can only absorb a limited number of new children. Today, due to a very high birthrate, there is a ratio of one to nine people entering and leaving the workforce. Many of these new workers will have to seek employment outside the Chassidic community.

2. Few local opportunities for learning marketable skills: Despite more than 30 years of various Federal, State and City government funded programs for employment training and workforce development, Chassidic Williamsburg still lacks a comprehensive and professional career counseling, skills training and placement center or a single accredited vocational training school. Existing efforts, while helpful, are not meeting the needs. Either through a partnership with one of the local colleges, adult education proprietary schools, or through a not for profit corporation, a much more intensive technical education program needs to be set up in Williamsburg. At some point in their education, a much greater emphasis on marketable employment skills should become a central component of the Yeshiva curriculum and education system.

3. Seven Years after the passage of the Welfare Reform Act of 1996. The Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996 has not had a noticeable effect on the Chassidic community. Participation in Aid to Families with Dependent Children (AFDC) was not very common in the Chassidic community. The government benefit programs that are widely used are Food Stamps and Medicaid. Both programs saw few changes from the Welfare Reform Act.

4. Because of religious rules, the most common and well established paths for gaining employment skills are not used by the Chassidic community. For the vast

majority of Americans, a career track begins with high school graduation and a minimum of 2 years of college education. Any professional career track involves at least 4 years of college, and in most cases, graduate school. In Williamsburg, the course requirements of a two or four year degree are seen as secondary to religious instruction. Almost no one goes to college. Consequently, any career track that begins with a two year associates degree or a four year bachelors degree is off limits.

5. Chassidic Jews face discrimination when they apply for jobs outside the Chassidic community. While objective data are not available, there is extensive anecdotal data regarding discrimination in the non-Chassidic economy. Employers find the dress and culture too foreign for their workplace. The challenge is to build bridges to employers. Once employers see that Chassidic Jews make good employees, they will be more willing to hiring them.

6. Most areas of job growth projected by New York State Department of Labor are beyond the reach of the Chassidic community. The New York State Department of Labor conducts extensive research on which parts of the economy will experience the greatest amount of job growth. Most of the areas that are experiencing the highest amount of growth and demand also have entry level requirements that Chassidic Jews would not possess. There are also other areas, such as sales, brokering, construction, that are projected to have high job growth. These areas do not require any college education. They need to be more fully studied to see if a sector based training program can be launched in Williamsburg.

7. In the fast changing and highly competitive regional economy of the New York metropolitan area, the Chassidic community is suffering from a lag in adapting to employment trends. New York City has one of the most dynamic economies in the world. A person entering the job market today will find it very different from 30 years ago. Some of the most significant changes include the huge influx of immigrants over the past 20 years, the sharp decline in manufacturing jobs, the growth in the service and arts sectors. With each passing year, fewer and fewer jobs are open to people without at least a two year college degree. Each of these factors are resulting in a more challenging jobs market for Chassidic people.

8. **Credentials and certification.** The system of certification and credentials has very little presence in Williamsburg. In the regional economy, this system is firmly entrenched in most career tracks. Without a license or some other form of State or company regulated certification credential, a person is prohibited from practicing their job skills. They are also unlikely to be hired over another job candidate with a license or other form of certification. Certification also has the additional benefit that applies directly to the educational and career needs of the Chassidic community: 1) it is a system that offers the individual the validation that they were able master an established body of knowledge and skills; 2) it can be a partial substitute for the two or four year college degree. Career paths, that require passing an industry recognized exam, need to be developed in the Chassidic community.

B. Resources and Strategies: New Strategies in Workforce Development Must Build on Existing Strengths and Under Utilized Resources.

While the weaknesses, documented above, are deep seated, the Williamsburg Chassidic community also has some impressive strengths and under-utilized resources. A goal of this study is to offer short and long term recommendations for maximizing existing resources and generating new ones. The short term recommendations are designed for immediate implementation; the long term recommendations require a two to five year period for implementation.

1. A Committed and Studious Workforce: Most of the workforce in the Chassidic community are married men with serious family responsibilities. The average family has six children. The desire to work and provide for one's family is a very strong one. Chassidic males are used to long hours of intensive Talmudic study. Their very strong commitment to study can be applied to learning new marketable skills and trades. These skills can be transferred to well paying career tracks. Over the past four years, the UJO has been involved in designing training programs that transfer these skills into career track areas such Information Technology and real estate.

2. Community business leaders can offer expertise and advice: There is an impressive pool of business experience and expertise within the Chassidic community. A wide range of successful businesses operate under Chassidic ownership (manufacturing, finance, small business, real estate, export, import). An advisory board of volunteer business leaders could help identify which proposals will have the greatest chances of success. In a community with little exposure to outside media and information sources, the established business leadership is trusted as source for respected information. These board members could also play a critical role in encouraging the new entrants to focus on those values and skills areas that are most important to success (written and spoken English language skills, diligence, skills based training, hard work). New strategies to are needed to maximize this very valuable resource. In addition to local leadership, contact with outside experts could also be encouraged. The UJO was successful in bringing together an advisory board of outside IT professionals for its Microsoft project.

3. UJO already has an established track record in training and workforce development projects: the UJO has been deeply involved in the past six years in the area of workforce development. It was one of four community partners in the Greater Williamsburg Collaborative-Neighborhood Strategies Project (a six year demonstration program in community economic development funded by the New York Community Trust). The UJO has been offering classes in ESL, basic computer literacy and career track training since 1997. It has pioneered partnerships with career track training programs from outside the community including Baruch College and several vocational adult schools. In these partnerships, the schools send their teachers to UJO sites in Williamsburg for classroom instruction.

4. Federal, State and City Government Resources, including contracted programs are not widely utilized. According to the New York State Commission on Skills Development and Career Education 2000, *Catalog of Workforce Preparation Programs* (a publication of the New York State Assembly, March, 2001), describes programs, covering a wide range with a total of \$400,000,000 grant dollars. *None of these programs operate in the Chassidic Community of Williamsburg.* There were 55 different programs described in the Catalog. After a careful review of all of the programs, only one small grant was identified as operating

either directly or indirectly in the Chassidic community of Williamsburg. Most of these programs are offered through the local public school system, SUNY or CUNY campuses and the New York State counties Board of Cooperative Educational Services (BOCES). Since Chassidic Jews do not enroll in these schools, they cannot access any of these workforce development programs.

5. Federal Pell Grants could cover the cost of a one year intensive training program:

The Federal Pell grant program could be much better utilized to cover the cost of one year of intensive career track vocational education. Only schools that have received accreditation (based on the Federal Department of Education regulations) are allowed to accept the Pell grant to cover the cost of tuition. Presently, none of the accredited schools that operate in the New York City area offer any classes in Williamsburg.

C. Research Questions for the South Williamsburg Workforce Development Needs and Resources Assessment Study

Prior to undertaking the research for this study, the UJO formulated a set of concerns that they wanted addressed in the study. Based on this discussion of hurdles, trends, challenges and resources, a list of pertinent questions was prepared by UJO staff and board members. The following questions will be explored in the body of the Study.

1. **How much change took place in the young adult population between 1990 and 2000 in UJO catchment area census tracts?**
2. **Where are the largest gaps between needs, consumer demand and available workforce development programs and services?**
3. **What can be done to improve the credentials of young adults when they graduate from the local Yeshiva system? Examples include: “recognized credentials” based training and testing.**
4. **What changes have taken place in local hiring since the 9/11 World Trade Center disaster? Are people entering the job market since 9/11 experiencing increased difficulty getting entry level jobs.**

5. How much in government dollars for workforce development are being spent in Williamsburg? What is the inventory of existing programs. To what extent is the Williamsburg Chassidic community maximizing existing government funded workforce development resources?
6. Can the Chassidic community support a proprietary adult vocational school (using Pell and Tap funds) based in South Williamsburg?
7. How can local employers be encouraged to work with UJO on workforce development strategies? What are the issues inherent in the formation of a Workforce Development advisory board (which would have representation from different career areas and local educational institutions).
8. How can information from NYS-Dept. of Labor Employment Trends Report be used in shaping training initiatives.
9. Are new ideas and approaches being utilized? Are there any “best practices” that can be adapted to the Chassidic community of Williamsburg?
10. How are regional and national social, economic and political changes impacting the lives of the residents of your neighborhood (welfare reform, information technology, immigration, changes in the economy and real estate market)? Are there new strategies local service providers could use to respond to new needs?
11. What is the status of former UJO Williamsburg Learning Institute students (including Microsoft network and database administration students, ESL, bookkeeping)? Call former students and find out their status and assess how their experience could be used for new programming. How helpful were the classes? Strengths and weaknesses? What kind of new classes would they be interested in?

1-D. Methodological Concerns and Issues

The impetus for this study was the increasing poverty of the Chassidic community of South Williamsburg. The Chassidic community is concentrated in 12 census tracts that lie in the area south of Broadway. Study catchment area: the study will concentrate on the area known as South Williamsburg. This area is comprised of the following 12 Kings County census tracts: 507, 509, 525, 529, 531, 533, 535, 537, 539, 545, 547, 549. The Chassidic

community lives in these 12 census tracts. The study will use data showing the total population living in this catchment area. The population analysis will include data on both the Chassidic and non-Chassidic population of South Williamsburg.



Chapter Two.**Workforce Population Profile**
Documentation and Analysis of
Demographic Data and Local Services

This chapter will look at two areas of information: available demographic data from the 2000 Census, workforce development related resources currently available in Williamsburg. The Census data will offer an opportunity for a deeper understanding of the issues involved with local workforce development. These issues include: population changes, income and poverty, how much net economic growth is necessary to absorb new workers, education levels, and in what sectors of the economy are people most and least concentrated (sector based strategies are considered by most practitioners to have the greatest likelihood for success). Each set of data will be analyzed to see how the composition of the South Williamsburg workforce compares with City and borough wide figures. The data can also confirm or call into question many commonly held perceptions about the Chassidic workforce:

- A sector in which very few people are presently employed may be appropriate for encouraging new workforce development strategies.
- A sector with a large concentration of local employment may be appropriate for strategies to encourage expansion.
- A sector that is presently perceived by many as having good income prospects and likelihood of success may in fact lead to neither.

This data will be very helpful for charting changes and developing long term strategies. It can be reviewed every ten years to see how sector based changes are taking place. It can also track changes in population, workforce distribution, family income and education.

Due to the very close proximity of the Williamsburg community to the Ground Zero area, the last section of this chapter will look at the impact of the 9/11 World Trade Center disaster on the Williamsburg Chassidic community.

A. Overview of Population, Growth, Household Income and Poverty

A-1. 2000 Census Total Population Figures:

One of the most urgent reasons for undertaking this study is the rate of population growth in the Williamsburg Chassidic community. Population growth is one of the primary reasons for the pressure to find new career tracks. Brooklyn Community District One, which includes all of South Williamsburg, has the third highest number of births in the City (of the 59 Community Districts). In 2001, there were 3,131 live births (birth rate and other health related public information that just covers the Chassidic community is not available). The issue of a very high birth rate is very significant. In most developed countries, the birth rate is stable at two children per family or even less. In the United States, the birth rate is 2.08 children. While anyone familiar with the Chassidic community of Williamsburg is keenly aware that there is a high birthrate, the actual numbers, and how they effect the workforce, have not been documented before.

Chart 1. Population Growth in South Williamsburg Study Area

Census Tract	1990	2000
507	512	694
509	933	1,698
525	3,518	3,530
529	4,155	4,384
531	1,771	2,624
533	7,228	7,302
535	4,716	4,918
537	1,630	2,059
539	4,951	3,992
545	6,222	7,726
547	1,597	3,364
549	1,190	1,546
Total	38,423.00	43,837

Source: United States Census

- **The South Williamsburg area grew by 14% between 1990 and 2000. During this same time, the total population of New York City grew by 9.4%**

Census data only covers period up to 1999. During the period since the Census was taken, 2000 to 2003, the South Williamsburg area has been experiencing a major residential building boom. At least 1,000 new units of housing have built in South Williamsburg- bringing the total population closer to 50,000 people.

A-2. Large net growth of workforce population. Four times as high as New York City.

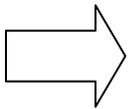
To assess the challenge for workforce development, it is necessary to calculate net growth of the Chassidic workforce population. Net growth means the actual number of new jobs that must be created to meet the new entrants to the workforce. The net growth is calculated by subtracting the number of people entering the workforce from the number of people who are retiring or close to retirement. This calculation will give a close estimate of the number of jobs that have to be created each year to absorb the new workers. This calculation is very important for understanding the magnitude and severity of the problem of under-employment and unemployment in the young worker population. If the Chassidic owned businesses cannot absorb new workers, and if new workers cannot find employment outside this network, then the problem of economic self-sufficiency will become an acute situation.

A-2-a Comparison of Net Workforce Growth for Males

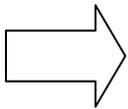
Area of Comparison	Ages 19 to 21 Males	Ages 65 to 67 Males	Ratio of People entering to People leaving the workforce
South Williamsburg Study Area	1,322	153	For every 8.6 people entering workforce, 1 person is leaving
New York City Metropolitan Area			For every 1.9 people entering workforce, 1 person is leaving
Brooklyn			For every 2.5 people entering workforce, 1 person is leaving
Queens			For every 2.1 people entering workforce, 1 person is leaving.
Manhattan			For every 1.9 people entering workforce, 1 person is leaving
Bronx			For every 3.1 people entering workforce, 1 person is leaving
Staten Island			For every 2.0 people entering workforce, 1 person is leaving

Source: 2000 Census

Analysis: One of biggest issues in workforce development is economic growth. If an economy is growing, it can absorb more young entry level workers. If an economy is stagnant, entry level workers will have a very difficult time finding employment. One likely consequence is that there will be a surplus of labor and a depression of wages. The chart data shows to what extent the local economy has to grow to absorb new workers. The challenge of economic growth in South Williamsburg is four times greater than all of the other comparable areas (with exception of Bronx).



In the South Williamsburg Study Area, for every 1 male person retiring or getting near retirement, there were 9 males entering or getting ready to enter the workforce.



The net growth rate of workforce participation in South Williamsburg is four times higher than New York City.

A high birth rate places significant strain on small family businesses and networking

resources: Even in families where there is a business that can be passed on from one generation to the next, it is a concern as to whether these families have businesses that can absorb each child. A business that supported one family will not have to grow large enough to support four or five families. The issue of high birth rate also places much strain on networking opportunities. Networking and family contacts are a highly valuable resource for launching a career. Parents are responsible for helping all of their children find careers. However, when parents have six to eight children to help, instead of two, this resource becomes stretched to the limit. In addition to their own immediate children, there are spouses, cousins, and other extended family members. Any job contacts and various networking opportunities have to go first to family members. This situation is very different outside the Chassidic community where the average family has only two children.

The problem of net job growth will only get worse in the next ten years. The actual number of births and birth rate are not steady factors. On the contrary, the birth rate has significantly increased with each new generation. The religious beliefs of the Chassidic community prohibit the practice of family planning.

A-2-b. Projected Net Growth Based on 2000 Census Figures

Comparison Area	Number of Males ages 1,2,3	Number of males ages 9, 10, 11	Number of males ages 19, 20, 21	Change From Ages 1,2,3 to 19, 20, 21	Percent Change
South Williamsburg	2,121	1660	1322	799	60%
Brooklyn					
New York City					

Source: 2000 Census

This chart looks at whether changes in the birth rate will effect the number of males entering the workforce. The chart shows that there are 799 more males at ages 1,2,3 than there are at ages 19, 20, 21. A 60% increase. While the increase for 10 years from now is only 24.8% or 328 males, in one generation it will be 60%.

The findings in A-2-b are the most serious for anyone involved with workforce development issues in the Chassidic Williamsburg community. There are only two ways that these large numbers of new workers will be able to find jobs over the next ten years:

1. The network of Chassidic businesses has to experience dramatic growth to match the numbers of new workers looking for jobs.
2. new bridges have to be built to the non-Chassidic New York City regional employment market.

This issue deserves immediate and substantial action by community and business leaders. It will be discussed in terms of an action strategy in the recommendations section.

A-3. 2000 Census Family Income and Poverty Indicators

Census Tracts	Total Population	Below Poverty Level	Below 200% of Poverty Level
507	694	324	470
509	1,698	970	1,351
525	3,530	2,097	2,916
529	4,384	2,252	3,204
531	2,624	1,225	2,146
533	7,302	4,748	6,202
535	4,918	3,144	4,085
537	2,059	1,083	1,661
539	3,992	2,254	3,233
545	7,726	4,477	6,485
547	3,364	1,756	2,814
549	1,546	482	727
TOTAL	43837	24812	35294

Source: 2000 Census

Analysis: The Census data clearly shows that poverty remains widespread in South Williamsburg. In fact, despite a time of national prosperity, the extent of poverty actually increased during the 1990's. In 2003, for a family with 8 members, the Federal Poverty Level is \$30,960 and \$61,920 for 200% of the Federal Poverty Level.

- *According to the 2000 Census, 56% of the total population live in households with incomes below the Federal Poverty Level.*
- *According to the 2000 Census, 80% of the total population live in households with incomes below 200% of the Federal Poverty Level.*
- *Between 1990 and 2000 the number of people living in households with incomes below the Federal Poverty Level increased by 4,422 or 21.6%.*

Even with government benefits program such as Food Stamps and Medicaid, many families are stretched to the limit: A family with an annual income of 31,000, with six children to support, must be under significant stress to make ends meet. Also, annual household costs are much higher for a Chassidic family. Chassidic families pay tuition fees so that their children can attend private Yeshiva schools.

Due to the passage of the Welfare Reform Act of 1996 and the Workforce Investment Act (WIA) in 1998, adults living in households with incomes below 200% of the Federal Poverty level are now eligible to participate in most government funded workforce development programs. Consequently, the vast majority of residents are eligible to access these government funded training programs.

Comparison of the Percent of People Living Below Poverty Level with Other Areas

Area of Comparison	Below Poverty Level	Below 200% of Poverty Level
South Williamsburg Study Area	56%	80%
Bklyn Community District One	34.7%	58.7%
Brooklyn	25%	45%
New York City	21%	39.7%

Source: 2000 Census, New York City Department of City Planning

Ranking of Brooklyn Community District One with the other 58 Community Districts.

- *CD 1 ranks 3rd citywide for number of people living with incomes below the Federal Poverty Level.*
- *CD 1 ranks 4th citywide for number of people living with incomes below 200% of the Federal Poverty Level*
- *The Chart shows that the number of people living in poverty and below 200% of the poverty level are even higher in South Williamsburg than the community district as a whole.*

Analysis: There are several reasons why poverty persists in a neighborhood where most families have at least one working parent. Chassidic families are much larger than the average Brooklyn or New York City family. The average Chassidic family has between 5 and 8 children. The first language for all Chassidic children is Yiddish; English is their second language. The Yeshiva education system, though based on very demanding standards of educational excellence and a rigorous schedule of instruction, is not equipped to offer the young men classroom instruction that will lead to marketable job skills. Furthermore, religious beliefs and dress style are not accepted in most workplace environments.

Women are also not fulfilling their economic potential. A woman who is raising four to six children has little time for employment. Women are also discouraged from traveling outside of Williamsburg (or other Orthodox Jewish neighborhoods) for employment. Existing child care opportunities lag far behind demand. Together, these five reasons, keep many Chassidic adults from fulfilling their economic potential as breadwinners.

A-4. 2000 Census Median Family Income

The median income factor shows the number of families at the 50% point in a community. In the chart below, as an example, in Census tract 507, half of the families make more than \$18,214, and the other half make less than \$18,214.

Median Family Income (1999 Dollars)		
South Williamsburg Study Area	Census Tract	Median Family Income
	507	18,214
	509	17,023
	525	13,929
	529	19,208
	531	24,375
	533	13,750
	535	17,361
	537	16,813
	539	20,847
	545	16,102
	547	16,536
	549	26,875
Bklyn Community District One		27,285
Brooklyn		36,188
New York City		41,887

Source: 2000 Census

Analysis: The median family income indicator provides more evidence of the widespread extent of poverty in South Williamsburg. While the census tracts show a range of median income, the highest point in the range, \$26,875 is still in the low to moderate income range. Of the 12 census tracts, seven of them were below 50% of Brooklyn's median family income. It is important to also point out that these income figures do not show actual family size. A family of three or a family of eight can be earning the same amount of income.

2-B (2). Workforce Sector Profile

This section looks at the distribution of the South Williamsburg workforce by specific employment sectors and the overall workforce participation among adults. The following questions will be looked at: What is the present composition of the South Williamsburg workforce? In what industries are they concentrated? Are adults heavily concentrated in specific areas and under represented in others? How does the South Williamsburg workforce compare with other areas? The significance of this data is that it can tell which sectors of the economy are over utilized or under utilized. Later in the study, this data will be compared with New York State Department of Labor Employment Trends and Wages to see to what

extent the workforce is concentrated in areas projected to have the largest amount of job growth and good wages.

2-B-(2)-a. Employment by Specific Industry, Trade or Profession (Total Population)

South Williamsburg Study Area Industry Type of Work- Total Population (P49)		
Industry	Number	Percent
Educational, Health, Social Services	2,165	24
Manufacturing	1,460	16
Retail Trade	1,323	17
Wholesale Trade	691	8
Finance, Real Estate, Insurance	729	8
Construction	308	3
Food Services	437	4.8
Administrative	274	3.0
Management	0	0
Professional, scientific, technical	422	4.7
Other Employment	1,149	12.0
Total	8958	100

source: 2000 Census

Analysis: 88% of the workforce is concentrated in the above listed industry areas. The Census data confirms wide spread community perceptions about the make up of the local workforce. Most adults are concentrated in sectors of the economy that are known for low wages; conversely, there is little representation in the professions (law, medicine, and other jobs that require advanced degrees), management, scientific and technical skills. These findings should come as no surprise since the latter group requires at a minimum graduation from a four year secular college.

2-B-(2)-b. Geographic Comparison of the Percentage Breakdown of Employment by Specific Industry, Trade or Profession (Males Only)

Geographic Area of Comparison	Education, Health, Social Services	Manufacturing	Retail Trade	Wholesale Trade	Finance, Real estate, Insurance	Professional, Scientific, management	Food Services	Admin. Support	Construction
South Williamsburg	18	15.6	14.7	8.1	7.5	4.1	5.7	2.2	4.3
Brooklyn	13	8	10	4	10	5.7	6.0	4.0	9
Manhattan	13	5	7	3	18	14.6	6.6	2.5	3
Queens									
Bronx									

Source: 2000 Census

Analysis: The data clearly shows that breakdown of employment in South Williamsburg is very different from other parts of the City. The South Williamsburg workforce is not well represented in areas where salaries are on the high side (or least high enough to support a middle income family) such as with professional, scientific and management. However, the chart does show that South Williamsburg workforce is concentrated in several areas where there is potential for growth- manufacturing, retail and wholesale trade. These areas that should be considered for a sector based training strategy.

B-3. Employment by Sector of the Economy in South Williamsburg Study Area

2-a. Comparison of Employment by Economic Sector (Percentage Breakdown Males only)

	Private Company	Self Employed	Government	Not for Profit	Total
South Williamsburg	67.4	10.4	6	16	100
Community District One (1990 Census)	79.5	5	15.3	7.8	100
Brooklyn	67	10	15.7	8	100
Queens	70.5	10.4	13.6	5	100
Bronx	67	7	17.0	8	100
Manhattan	66.5	15	8.1	9	100
Staten Island	61	10	23.5	5	100

Source: 1990 and 2000 Census

Analysis: The chart shows that on a comparative basis, the four main sectors of employment, are very different in South Williamsburg, from other geographic areas. The areas of difference should definitely factor into any long term programming efforts.

- **Private company:** the extent of private company employment is comparable with the other boroughs.
- **Government:** The main difference between South Williamsburg and other geographic areas is in the role of government and the not for profit sector. It is clear that government is not a big source of employment. Government employment is a valuable source of jobs with full benefits package and an income that can at least offer modest support for a family.
- **Self-employment:** Self-employment is not as widespread as commonly held perceptions by the community.

- **Not for profit sector:** The not for profit sector in South Williamsburg is between two and three times as large as the borough comparison groups. This sector is mostly made up of the private Yeshiva school system. The Williamsburg Yeshiva school system has an estimated student population of 15,000 children and youth. The salaries are very low wage field with the average salary for a teacher in the area of

B-3. Workforce Participation, Employment and Unemployment Males 16 Years and Older (Percentage breakdown)

Area of Comparison	Employed	Un-Employed	Not in Labor force
South Williamsburg Study Area	52.6	3.1	44.1
Bklyn CD One	57.4	6.1	36.3
Brooklyn	55.3	6.3	38.1
Queens	61.2	4.8	33.8
Bronx	48.8	7.6	43.4
Manhattan	64.7	5.7	29.3
Staten Island	65	3.9	30.7

Source: 2000 Census

Analysis: The Census is the only data available that offers data on participation in the labor force by neighborhood. The comparison with other local geographic areas shows that the South Williamsburg area is quite different. The Census defines “not in labor force” as students, retired workers, taking care of a sick person and seasonal workers. This indicator could reveal a very important and overlooked problem. It is possible that many more males than previously thought are not in the labor force.

B-4 Educational Attainment For People 25 years or Older (total population) By Percent Breakdown

Area of Comparison	High School Graduate or higher	College Graduate
South Williamsburg	27.0	4.5
Bklyn Comm. District One		
Brooklyn	68.8	21.8
Manhattan	78.7	49.4
Bronx	62.3	14.6
Queens	74.4	24.3
Staten Island	82.6	23.2
New York City		27.4

Source: 2000 Census

Analysis: The low numbers for high school graduation, GED and college education for South Williamsburg are no surprise. Attending a two or four year college is discouraged in South Williamsburg. After high school, almost all males attend schools known as “Kollels” for advanced instruction in Jewish religious studies. However, the 2000 Census data does firmly corroborate this widely held perception. The contrast between South Williamsburg and the rest of the City is stark. This piece of data explains why any strategy to build bridges between the Chassidic workforce and the outside New York economy will be difficult to implement. The low numbers are a problem when Chassidic Jews compete for jobs with people who have some college education or a degree. The number of jobs that require a college education continues to climb.

C. Existing Services and Resources in South Williamsburg

Where are the largest gaps between needs, consumer demand and available workforce development programs and services?

In a perfect workforce development system, people would have close access to the following network of programs and services: aptitude testing and assessment, career counseling, affordable or free skills based training, job placement, and career ladder training. The One Stop System that is the centerpiece of the Workforce Investment Act is supposed to offer most of these professional services. As of this writing, a One Stop site has not been set up in Brooklyn. Even when it does become fully operational, a patchwork of government funded programs will still be necessary to fill in the gaps.

C-1. Few opportunities to explore through classroom education a set of marketable skills and possible career path: Because of a very different set of values and customs, the Chassidic community is unlike any other New York City neighborhood. In the Chassidic Williamsburg, after finishing high school, almost all men attend three years of seminary religious studies known as the Kollel. Unlike the secular colleges, the post high school religious colleges do not offer any career counseling or general job skills preparation classes (eg. Resume writing, interviewing skills, computer literacy, ESL, bookkeeping). The system outside of Williamsburg is filled with free or low cost opportunities for young people

to explore career choices. The New York City Department of Education high schools all have strong vocational programs or pre-college academic classes. A wide range of vocational related classes are available. In college, it is quite common for students to change their majors several times before deciding on the way they will pursue to graduation. The public education system offers ample opportunity to any student who wants to try out several different career paths.

The career education network in Williamsburg is at best minimal. However, since young people are not attending two or four year colleges, they are also saving tuition dollars. This saving in tuition dollars can be used to cover the cost of classes at local adult education proprietary schools.

C-2. Existing network of CBO providers: Four CBO's currently operate programs that are directly or indirectly related to workforce development: UJO, Opportunity Development Association (ODA), Arbit Farmitlung (Work Association) and Project Care.

1. **UJO/Williamsburg Learning Institute:** the UJO operates free English as a Second Language (ESL), basic computer literacy, and computerized bookkeeping (*Quickbooks*) throughout the year. The classes are open to anyone. Real estate sales license classes are offered several times a year for a \$300.00 tuition fee. The UJO has experimented with more demanding career track program such as Microsoft certification network and database administration.
1. **ODA:** the ODA does not operate any employee based programs. All of its programs are targeted to business owners. These programs include SBA loan assistance, entrepreneurial assistance, marketing, business plans, and import-export.
2. **Arbit Farmitlung:** offers job placement services. Operated by volunteers with no government funding.
3. **Project Care:** offers job placement services. Project Care has a five year contract with the New York City Department of Employment for job placement services.

D. Documentation of Effect of 9/11 World Trade Center Disaster

What changes have taken place in local hiring since the 9/11 World Trade Center disaster? Are people entering the job market since 9/11 experiencing difficulty getting entry level jobs

The Chassidic Williamsburg community was definitely affected by the 9/11 World Trade Center Disaster. Most of the hardship has been caused by indirect loss of business. Families have been affected in one of the following ways: loss of job, reduction in hours, difficulty in finding new employment or loss of business income. The most common way that this loss has been identified is in the number of people who have applied for government health insurance programs because their would no longer offer them coverage.

1. proximity to ground zero: The most likely reason why the Williamsburg area was affected is because of its close proximity to ground zero. After Chinatown/ Lower East Side, the Williamsburg area is the closest community, with a large low income population, to ground zero. According to the 2000 Census, the Williamsburg area (also known as Community District One) ranked third highest for the number of families living with incomes below the poverty level. However, it was the only neighborhood with a high number of poor people within a mile of the World Trade Center site. All of the other neighborhoods are either middle or upper income. The people who live in these neighborhoods (Soho, Tribeca, Greenwich Village, Chelsea-Clinton, East Side) have more resources to weather the economic storms brought on by the 9/11 disaster. Thousands of Williamsburg children actually watched the horrible disaster unfold from the windows of the schools.

2. In order to ascertain the extent of the number of families affected, the UJO has conducted an informal survey of its own staff, reviewed client intake records, the UJO has also contacted a local mental health agency and principals of local private schools. Each person interviewed was asked whether the clients they see have experienced any of the following economic hardship conditions since the 9/11 World Trade Center Disaster.:

- Loss of job
- Reduction in hours
- Difficulty finding a job
- Reduction in business income
- Closing business

3. Findings

Based on interviews with staff at the UJO and reviewing client statistics, the following information was gathered:

- the period after 9/11 saw the number of people requesting food voucher nearly double (from 100-125 to 250).
- There was a significant increase in the number of families requesting Child Health Plus insurance after 9/11. In the six months prior to 9/11, there were 133 request for CHP. In the period of January, 2002 to October ,2002, there were 793 requests. The monthly average of requests for CHP increased from 22 to 79.

The questions related to the effect of the 9/11 World Trade Center disaster were asked at each of the employers focus groups. While there was a consensus that business has been much more difficult in the past year and a half, other factors, such as the national recession, were mentioned as also having a direct impact.

Employer interviews: During the period of January to October of 2003, five informal focus group meetings were held with local employers.

E. Summary of Main Findings

1. ***Poverty remains a way of life for the majority of families.*** According to the 2000 Census, 56% of the total population live in households with incomes below the Federal Poverty Level. 80% of the total population live in households with incomes below 200% of the Federal Poverty Level. Between 1990 and 2000 the number of people living in households with incomes below the Federal Poverty Level increased by 4,422 or 21.6%.
2. ***There is a large disjuncture between the number of young people entering the workforce and older people retiring.*** The ratio of the number of young male adults (ages 19 to 21) getting ready to enter the workforce to the number of older male adults getting ready to retire (age 65 to 67) is four times greater in South Williamsburg than the New York City metropolitan area. For every one male person getting ready to retire, there are 9 males entering the workforce.
3. ***Due to a very high birth rate and low retirement rate, the challenge for economic growth will only increase in the next ten years.*** Annual net growth in the Chassidic workforce will continue for at least another seven years. The current generation of adult workers were born after 1945; they will not start to retire until 2010. There will not be significant retirement numbers for another 7 to 17 years. The number of

- young adults entering the workforce in ten years will be almost twice as large as the number today.*
4. ***New York State Department of Labor Occupational Outlook and Wages Report for New York City 1998-2008:*** *The Report offers encouraging information on projected areas of high job demand in the New York City economy. Several of these career track areas, that have high net job growth, can be developed with training programs in the Chassidic community. They include: Retail and wholesale salespersons, mechanics and service repairs, construction trades helpers, and warehouse shipping.*

 5. ***Current distribution of Workforce population:*** *The workforce is heavily concentrated in sectors with low paying jobs. When the composition of the South Williamsburg economy was compared with the five boroughs, the following findings were revealed: a very high concentration in not-for-profit sector; very little representation in government employment and construction.*

 6. ***High School Graduation Rates are Very Low.*** *For the population group (males and females) age 25 or older, the number of people with high school graduation or higher is only 27% in South Williamsburg. This figure contrasts sharply with the rest of the City. The number of people graduating high school (GED or diploma) are as follows: Bronx- 62%, Manhattan 79.7%, Brooklyn 69%, Queens 74%, and Staten Island 82%. A similar contrast between South Williamsburg and the rest of the City was evident with the number of college graduates.*

Chapter Three**Employee Community Survey, Focus Groups and Interviews**

To answer a whole range of important questions on workforce development issues as they relate to South Williamsburg, three separate methods of information gathering were undertaken: focus groups, survey and interviews. A community wide survey of employers and employees was undertaken. The purpose of the survey was to gather as much input as possible from the two main stakeholders in the local South Williamsburg community workforce development system. Focus groups were held with students enrolled in UJO classes; employers, and two community wide public information meetings were held. Interviews were conducted with the staff of the four organizations that offer workforce development related services. Together, these three sources of information offer a powerful complement to the data generated by the government agencies and presented in the preceding chapter.

A. Workforce Development Survey: distribution strategy, results and analysis.

1) Survey: The development and distribution of community wide survey were undertaken during the months of May through August of 2003. The purpose of the survey was to gather information from as many young adults as possible on such issues as demand for specific areas of training, self assessment of weaknesses and strengths, and interest in different types of workforce development services. The employees survey asked a total of 14 questions. The employers survey asked a total of 11 questions. The questions were prepared in either a yes/no or multiple choice format. Two separate surveys were prepared: 1) employees and 2) employers. To see the actual survey and questions, please refer to the appendix for copies of the actual two surveys.

2) Survey community distribution strategy: To ensure that the survey is filled out by large representative body, a campaign was implemented around the distribution of the survey. Articles describing the survey and why it is important to fill out were published in the weekly

newspaper Der Yid. The employee survey was translated into Yiddish and re-printed. Copies of the Yiddish version of the employee survey were mailed to 9,000 households. A brochure was prepared that explained the survey and the workforce development study project. The brochure was translated into Yiddish and enclosed with each survey questionnaire. To further increase awareness of the survey and the study, a town hall meeting was held on May 26 at Moshe Hall on Bedford Avenue (over 150 people attended). Banners promoting the study and survey were posted in the neighborhood. A third community meeting was held on August 27th. Despite the extensive outreach efforts, only a total of 129 surveys were completed and sent back to the UJO. The sampling is even smaller since the respondents did not give answers to all of the questions. However, the survey results still offer guidance for future planning and career training and support services endeavors.

3) Survey Findings:

1. Which career areas have the most interest? number 1 through 4 (1 most interest and 4 least interest).

Career Track	1 (most interest)	2	3	4 (least interest)
construction trades	36	3	6	20
Financial services	31	9	8	20
information technology	29	8	14	24
Sales	26	9	8	18
Special education	26	6	3	28
Real estate, insurance	24	2	14	41
warehouse manager	22	2	15	17
Accounting	22	3	6	35
Business administration	20	11	14	29
self employment, entrepreneur	16	3	2	52

2. Do you want to improve your English Language Skills? 48 Yes 47 No

beginning level: 49 Yes 45 No

Which ESL skills are you most interested in improving? (rank 1 through 4).

Pronunciation: 1) 18 2) 3 3) 26 4) 22

spelling and reading 1) 11 2) 18 3) 20 4) 23
 spoken and written grammar 1) 15 2) 10 3) 22 4) 25

3. What type of training do you have the most interest in? number 1 through 4 (1 most interest and 4 least interest).

Training Area	1	2	3	4
Insurance	28	5	2	16
Warehouse manager	24	5	10	16
Sales	22	7	6	16
Special education	21	1	1	25
Basic computer skills	20	2	14	41
Information technology	20	8	8	15
Construction	19	5	10	26
English as a Second Language	17	8	8	34
Real estate	16	3	9	36
General business administration	15	8	11	30
Accounting	15	5	3	29
Office manager	13	6	11	28

Analysis: The survey findings definitely run counter to prevailing community perceptions. The career track with the most interest is construction trades. The area with the least amount of interest is in self employment. According to interviews with workforce development staff, classes in construction (plumbing, electrical, welding, carpentry) have never been offered in South Williamsburg. The information can be helpful for developing a demonstration program in offering training in the various career tracks. The results show that if an organization decided to offer career track training classes in any of the above areas, there should be enough interest to fill a small class. The results also show that there is a wide range of careers interest. The survey response does not reflect the experience of the UJO. The UJO has been offering classes in real estate sales license for two years. Each class is filled to capacity with around 16 students.

The responses to the English language skills questions show that there is a significant gap between student perceptions and the UJO’s own experience in running ESL classes. Half of the respondents do not see any need for skills improvement. In the specific skills areas, more

than half of the respondents showed no or little interest in classes. Based on interviews with UJO ESL teachers, all enrolled students needed help in areas of writing, spelling and grammar.

4. How much time are you willing to commit to a career track training program? (A typical career track classroom training program involves between 6 to 10 hours per week).

<u>42</u>	less than six months
<u>40</u>	six months
<u>14</u>	one to two years
<u>14</u>	more than two years

5. Would you find professional career counseling helpful?

44 yes

22 no

6. Who do you primarily turn to for career advice?

family members	<u> </u> 49
friends	<u> </u> 24
relatives	<u> </u> 4
other source	<u> </u> 4
no one	<u> </u> 18

7. Would you be interested in a class or workshops that discussed several different career options, what kind of training and certification may be required, entry level job prospects, career growth?

<u>55</u>	Yes
<u>21</u>	No.

8. Are you willing to attend training classes that require commuting?

55 Yes
34 No.

9. How much money are you willing to spend on vocational training?

58 Up to \$500
28 \$500 to \$1,500
15 \$1,500 to \$5,000

analysis: These four questions address the extent that young people can arrive at a well reasoned decision regarding a career choice. These questions also address the issue of realistic expectations of what is required to succeed with career track training. A lack of realistic expectations may be a direct result of the scarcity of professional career advice. The answers show that most young people have few places to turn to for experienced and/or professional career advice. 18 respondents said that they have no one to go to for career advice. This finding along with the next one offers ample evidence of a lack of professional advice. Professional career counseling should be made available.

The answers to the other questions offer encouraging evidence for expanding career track training options. The experience of the UJO is that career track training programs must be based on a very strong commitment (money, time and interest) from participants. Almost everyone said they are willing to pay at least \$500 for training. 28 respondents recognized that training is a serious undertaking and are willing to devote a year or more to it.

Most respondents see the need for a two step approach to career track training. An example of how this would be implemented is with the following two steps: The first step is to have a serious orientation workshop with some instruction (16 to 24 hours). Based on the experience with the first step, the trainee is better equipped to make a decision on which career track program to enroll in. The second step is to enroll in a career track program.

10. Do you have any interest in training/career opportunities identified by the New York State Department of Labor (NYS-DOL) as having high demand by local employers.

_____ retail sales

17_____ managers

6_____ computer support specialists

10_____ general office support

_8_____ electricians

25_____ real estate (not identified by DOL as having high growth potential)

11. Have you experienced greater difficulty with finding a job since the 9/11 World Trade Center Disaster.

2_____ yes

25_____ no

comments: _____

B. Community meetings and focus groups: During the period of April 1 to August 30, 2003, focus groups and community meetings were held. The same questions that were asked in the survey were used in the focus groups. The focus groups also included an open discussion format to gather additional information on workforce issues from a representative body.

B-1) Community Meetings with employers: Below is a brief description of information obtained through these interviews.

1) a meeting of employers took place on May 24th.

- Approximately 25 people attended a 3-hour meeting at the home of Zalman Hirsch. Among them were members of the Arbit Farmitlung or Worker's Help Association Board.

- Good potential jobs: CPA (requires college education), construction, plumbing, sheetrock layers and contractors.
- Construction trades people felt that members of the community should be encouraged to take on blue-collar work. Potential job seekers shy away from such work because they are concerned about being seen in clothes that are different from the common Chassidic dress.
- Importance of English language skills was stressed once again. Members of the business community all feel that it is absolutely necessary for young men to know English if they plan on going into any kind of business.
- There was a suggestion to set up a Chassidic Community Chamber of Commerce.
- Set up a mentor program, staffed by successful retirees, who can help guide young entrepreneurs in their budding efforts to establish their own businesses. A local version of SCORE.

2) A town hall meeting to introduce the project to the community (people looking a job, new skills or career change) was held on the evening of May 26 at the on Bedford Avenue. An estimated 150 people attended. Speakers included Rabbi David Niederman, a vice president with New York Life Insurance, David Rubel, project consultant and Adam Oded, UJO director of workforce development. After the speeches, there were another 30 minutes of questions and answers.

3) On June 1, an employers meeting (two hours) was held with the board of directors of the United Talmudical Academy (UTA). The UTA board is comprised of business owners. The members were informed of the CWE-UJO study project and its goals. A brief discussion of the key findings from the study took place. The employers survey questionnaire was read and reviewed by the people in attendance. Suggestions were taken on issues raised in the questionnaire. June 1 Employers Meeting (UTA board of directors): the following suggestions were made regarding workforce development:

- teacher training especially in ESL. The various Yeshivot of Williamsburg employ an estimated number of teachers. The suggestion was that most of the teachers need to improve their English language skills.
- Sales representatives
- Construction
- Brokers such as customs, importing
- 5 banks in Williamsburg, not one Chassidic Jewish employee, same with United States Post Office, same with the Pfizer Company plant (should look into Woodhull Hospital).

- video conferencing
- lab technicians, some lab testing may not require a college education
- GED: everyone agreed with the importance of the GED
- Auto repair for leased cars
- Draftsman
- Everyone agreed with the UJO suggestion that we develop a general one year business administration program (modeled after the various class offerings of the City University of New York's colleges two and four year programs).
- Some agreed to participate in a business advisory board
- People need help with their sense of confidence, confidence building measures

B-2) Focus groups with UJO ESL classes students: August 18th. A total of 20 male students participated in the focus group (two separate groups were asked the same set of questions over a 1.5 hour period). The students came from the UJO's ESL classes. With the exception of one person, all of the students were between the ages of 21 and 27. In addition to answering the questions below, the students were encouraged to talk freely and share their own observations about the employment situation.

1. how many students think that in five years you will have a job that can comfortably support your family?

Will have job 10

Will not have job _____

Unsure: 9

2. Is there anything preventing you from making money? examples, language, skills, confidence,

14 _____ lack of skills

4 _____ self confidence

13 _____ language

3. Do you know which career area you think you have a talent for?

3 yes

6 no

4. how much time do you think is sufficient for training

1 one year

4 six months

4 1.5 years

5. how much classroom time (4 hours per week) do you think is sufficient for English language skills improvement?

0 6 weeks

10 8 weeks

9 6 months

6. How many think it is important to have strong written and spoken English language skills?

8 yes

0 no, I can still make money with weak English language skills

7. How many would seek employment outside of the Chassidic community?

18 Outside the Chassidic and Orthodox Jewish community

2 Seek job only in Chassidic and Orthodox Jewish community

8. Would you like to work towards one year general business skills career track with a recognized credential or certification.

20 students said that they would be willing to invest a year in this type of program. In the second group, they were asked how much they would pay out of pocket:

2 more than 2,000

1 \$2000

3 \$1,000

1 \$500

0 free

9. Do you think you have a talent or aptitude for a specific type of work?

_____4_____ yes _____4__ not sure

10. how do you expect to develop your career? Family or relatives business, outside the community, on my own,

In second group, no one had a family business or relatives to rely upon.

11. How many hours per week are you willing to devote to an unpaid job internship?

 0 none

 4 10 hours

 4 20 hours

Focus Group Discussions: In both groups, these questions lead to a discussion of the importance of providing a structure where the students could get a taste of something without having to commit a lot of money and time. As the responses show, the majority of students have not made a career choice. Suggested methods included holding informational workshops and short term classroom instruction (10 to 15 hours per career area).

C. Summary

- **Employee Survey Results- Career Track Choices:** *the following career areas had the greatest amount of interest: construction trades, financial services, and information technology. The area with the least amount of interest was in self-employment- entrepreneur. When the respondents were asked which training they would be most interested in: Insurance, warehouse manager, sales, special education, and information technology received the most interest (in that order).*
- **Employee Survey Results- Career Development Support Services:** *there is very strong interest in career preparation services and programs. Two thirds of respondents would like to be able to access professional career counseling. Two thirds of respondents would like to participate in various career choices workshops (workshops that cover issues such as entry level requirements, testing, openings, and some instruction) workshops. Almost all respondents are willing to pay at least \$500 for training. 28 respondents are willing to pay between \$500 and \$1,500. 15 respondents are willing to pay 1,500 to \$5,000.*

- ***Focus groups revealed large number of participants are uncertain about a career path: Focus groups participants (majority were below 25 years of age) described problem of having little confidence in choosing a career track. They wanted more opportunities to figure out how to match their aptitude and interests with a career track.***



UJO Construction Managers Training Class

Chapter Four

Discussion of Strategies and Resources

Below are nine questions that together represent the various workforce development issues confronting the Chassidic community in Williamsburg. The nine questions were formulated out of the experiences of the UJO and its Williamsburg Learning Institute (WLI) over the past five years. The answers came from research and a series of interviews with representatives from the business and education sectors and staff from other CBO's. The answers that follow each question are only a starting point for an action strategy. They are intended as a guide that can be updated on an annual or bi-annual basis.

- 1. How does the existing Williamsburg network of programs and services operate regarding skills assessment, aptitude and personality testing, career counseling, workforce preparation skills? To what extent is the Chassidic Williamsburg participating in the New York City Workforce Investment Act (WIA) system?***

The existing network of job preparedness and career development services is minimal at best. The following types of services are not offered in the Chassidic community: skills assessment, aptitude and personality testing (examples such as Myer-Briggs and Strong), and career counseling. The absence of free professional career counseling is a very big unmet need. In most high schools and colleges, students are encouraged to avail themselves of free career counseling. The yeshiva and kollel schools do not offer this. As the survey shows, most career planning information comes from:

The UJO started offering career counseling in 2003 with funding from the New York State EDGE program; however, those funds are limited and only cover participants enrolled in the EDGE program (40 to 60 clients per year). Job placement services are offered by Project Care and the Arbit Farmitlung (Workers Help Association). The Brooklyn site for the One Stop System of the WIA has not been set up as of this writing.

2. ***How much in government grant dollars for workforce development are being spent in Williamsburg? To what extent is the Williamsburg Chassidic community maximizing existing government funded workforce development resources?***

Federal, State and City Government Resources, including contracted programs are not widely utilized . As documented in the first chapter of this study, very little New York State and New York City government grant dollars are being spent on workforce development in the Williamsburg Chassidic community (almost all Federal Workforce Investment Act WIA dollars are disbursed through State and City grants). According to the New York State Commission on Skills Development and Career Education 2000, *Catalog of Workforce Preparation Programs* (a publication of the New York State Assembly, March, 2001), describes programs, covering a wide range with a total of \$400,000,000 grant dollars. *None of these programs operate in the Chassidic Community of Williamsburg.* There were 55 different programs described in the Catalog. After a careful review of all of the programs, only one small grant was identified as operating either directly or indirectly in the Chassidic community of Williamsburg. Most of these programs are offered through the New York City Department of Education, Board of Cooperative Educational Services (BOCES) CUNY or SUNY campuses. Since Chassidic Jews do not enroll in these schools, they cannot access any of these workforce development programs.

In the summer of 2003, the UJO partnered with Kingsborough Community College-CUNY and applied for the New York State Education Department Adult Basic Education and Family Literacy RFP. The application was turned down.

The New York City Department of Education Office of Adult and Continuing Education (OACE) is the recipient of various New York State Education Department dollars for adult education. This OACE partners with CBO's to offer free instruction in ESL, basic computer literacy, Adult Basic Education and several career track training programs including: practical nursing, emergency medical technician, computer repair, air conditioning and refrigeration repair. While some meetings have taken place with the local DOE office, this resource has not been developed in the Chassidic community of Williamsburg.

3. *Can the Chassidic community support a proprietary adult vocational school (using Pell and Tap funds) based in South Williamsburg?*

The Pell Grant is a Federal Program to help students from low income families cover the cost of college and vocational education. The Pell Grant covers in tuition for a total of hours. It can be used to cover vocational or college education; can be used for full or half time enrollment (six hours per semester). The maximum Pell award in 2000-2001 was \$3,300. The Pell grant can only be used by an United States Department of Education accredited school. The other requirement for the Pell Grant is evidence of either high school graduation or passing the GED exam. There are three national organizations that are approved and offer accreditation to vocational education schools in New York City: Accrediting Council for Independent Colleges and Schools (ACICS) , Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT), and the Accrediting Council for Continuing Education and Training (ACCET).

There are two strategy options: create an accredited school in the Williamsburg area. It takes between three to five years to receive accreditation. 2) partner with one or more established and accredited schools. New York City has a wide range of accredited schools that can accept the Pell Grant. Some of these schools offer the range of classes that appear to have the most consumer demand. In the appendix, a list of all accredited schools, with course offerings of most interest to the Chassidic community, has been included. A partnership between the UJO and an accredited school could be implemented immediately. The advantages include that the UJO could pick a school that offers career track training in areas in high demand.

4. *How can local employers be encouraged to work with UJO on workforce development strategies? What composition should the formation of a Workforce Development advisory board (which would have representation from different career areas and local educational institutions) look like. Reconvening of the UJO Information Technology advisory board.*

A large body of research on workforce development has proven the importance of employer driven strategies. The input into all aspects of workforce development from specific skills to attitudes is crucial to the success of any program. The Williamsburg Chassidic community has an impressive body of entrepreneurial and business administration knowledge and expertise to tap into from both inside and outside the community. The UJO has experimented twice with creating advisory boards of employers and economic

development professionals. One of the goals of the UJO-CWE project is to create a viable and lasting employer advisory board comprised of people from both within and outside the community.

5. *How can information from New York State -Dept. of Labor Employment Trends Report 1998-2008 be used in shaping new career track training initiatives.*

The New York State Department of Labor conducts extensive research on employment trends. One area of research is “Occupations with Favorable Employment Prospects, 1998-2008. There are three categories for job growth projection: fastest growth occupations 2) largest growth occupations and 3) largest number of net openings per year. The actual one page fact sheet is available in the Appendix. Many of these jobs are in areas where an educational or cultural requirement prevents access by Chassidic Jews. An example of this can be found with health services. Health services jobs where there is direct contact with patients are discouraged in the community. The following jobs have been projected to be at top of one or more of the three categories and could be good career tracks for Chassidic Jews:

- Computer support specialists
- General office work
- Electricians
- Salespersons, retail

New York State Department of Labor Occupational Outlook and Wages Report for New York City : Another helpful report published by the New York State Department of Labor is the Occupational Outlook and Wages for New York City (2001 edition). This highly detailed report looks almost all occupations and projects job growth (or loss) and salary range, and educational requirements. The report gives six different types of educational requirements. The first four require some minimum two or four years of college education. The last two do not require any college education. Below is a chart that shows the jobs that will both experience an above average net job growth, salaries that can support a family and are open to the Chassidic community.

Definitions: Job openings: the number of jobs offered through either employees leaving or new jobs created. This number shows the annual amount of turnover in a selected work area.

Net job growth: the new jobs created to meet growth demands.

New York State Department of Labor Employment Trends and Wages 1998-2008

Career	Annual Job Openings	Annual Net Job Growth	Average Wage in 1998
1. secretaries, clerical, general office support	76,230	10,810	15.00
2. helpers, construction trades	36,000	4,240	10.89
3. Mechanics and Service repairers	13,240	3,720	14.00 to 28.00
4. Salespersons retail	25,580	3,630	9.86
5. Cashiers	20,470	2,960	7.39
6. bank and financing support work (tellers, accounts)	13,480	1,650	12.50
7. Sales supervisors	9,520	1180	23.48
8. salespersons wholesale	8,660	1,100	23.03
9. Bookkeeping	8780	1050	15.07
10. Human services workers	4380	860	11.20
11. Construction supervisors	1,500	690	27.33
12. truck drivers, light	670	670	12.29
13. Telemarketers	3,050	660	10.52
14. Painters glaziers	2,670	660	19.20
15. Counter and retail clerks	3850	590	8.69
16. Licensed practical nurses	920	570	16.18
17. Data processing and office machines	6,600	550	13.00
18. Teacher aides, para- professionals	3250	470	
19. Postal services and mail clerks	1,600	470	10.00 to 16.00
20. precision metal workers	1,480	450	12.00 to 24.00
21. Plumbers	1,710	430	23.60
22. warehouse shipping, stock	4,220	420	11.00 to 13.00
23. Printing, binding	1,900	330	12.00
24. Food Service and lodging Managers	1870	290	18.09
25. selected Insurance support work (adjusters, claims clerks)	1,470	240	16.00
26. Inspectors (machines, testers)	1,210	220	13.00 to 18.00
27. Sales products, scientific products	1,450	190	26.69
28. bus drivers, school	690	180	19.39
29. Real estate brokers	570	150	29.05
30. police and detectives	550	150	29.89
31. Real estate sales agents	510	130	23.68
32. insurance sales	420	110	22.70
33. Dispatchers	740	110	18.13
34. Computer programmer aides	190	80	18.54
35. Construction, building inspectors	90	70	21.69
36. Pharmacy technicians	230	70	10.30
37. Surgical technicians	220	70	13.79
38. Library technical assistants	150	50	12.15
39. EKG technicians	320	40	15.88
40. cardiology technicians	70	30	20.20
41. Opticians, dispensing and measuring	60	20	13.70
42. Electroneuro-diagnostic technicians	20	0	18.470

Source: New York State Department of Labor 1998-2008 Wages Outlook

Analysis: The New York State Department of Labor Employment Trends Report points to several career tracks (retail and wholesale sales, household appliance repair, bookkeeping, construction trades) that meet the following criteria: educational and cultural compliance, good wages and very high annual turnover and net job growth. The Trends Report offers little encouragement for real estate and insurance. These are two career areas that have been very popular with the Chassidic community. The UJO has offered classes in real estate sales license since 2002.

6. *Are new ideas and approaches being utilized? Are there any “best practices” that can be adapted to the Chassidic community of Williamsburg?*

In New York City alone, several hundred organizations, including CBO’s, educational institutions, citywide organizations participate in a network for providing workforce development services. Local public policy organizations such as the New York City Employment and Training Center and Center for an Urban Future, as well as numerous national organizations, are involved in conducting research on best practices. The UJO was also a member of a major NYC community economic development demonstration project (1995 to 2001) under the sponsorship of the New York Community Trust Foundation known as the “Neighborhood Strategies Project” (a full evaluation of this project was prepared by the Chapin Institute). The most popular finding in both local and national research centers around the practice of “sector based training”

Sector based training requires concentrating all training and job development in one specific area of the economy such as printing, culinary arts, computer programming software, trucking, etc. The success of sector based training is that strong employer relationships will be developed with the CBO’s that operate the training programs. The importance of a sector based strategy is not a new concept. Most immigrant communities, including the Chassidic community after World War II, have experienced significant economic success by being able to concentrate in one economic area.

The main concern for today is in identifying those sectors that may be most promising for the Chassidic community. The big question for today is which sectors could be better maximized or new areas that could be developed.

7. *How are regional and national social, economic and political changes impacting the lives of the residents of your neighborhood (welfare reform, information technology, immigration, changes in the economy and real estate market). Are there new strategies local service providers could use to responding to new needs?*

The Chassidic community is not an island cut off from the rest of the City and country. Large regional and national trends also impact here in South Williamsburg. Examples include real estate, immigrant, outsourcing and Information Technology. **Outsourcing to countries with lower employment costs:** Outsourcing to countries such as India is becoming a big trend for back office support and information technology jobs. Oracle and Hewlett Packard have relocated more than 5,000 computer related skills jobs to India. A study by the Forrester Research predicts that U.S. companies will transfer 3.3 million jobs overseas by 2015, compared with just 102,000 service jobs shifted in 2000 (an article with more examples of the same phenomenon appeared in the New York Times on 10/8/03). **Real estate:** The cost of housing has skyrocketed in the Williamsburg area. For low income families that wish to remain in Williamsburg, their only option is a government subsidized apartment or support from their parents. **Recent immigrants compete for jobs:** In the past 20 years, New York City has seen the largest inflow of immigrant resettlement since the turn of the century. The public colleges are filled with recent immigrants. Armed with a college degree and a lot of motivation, recent immigrants may find themselves in greater demand than Chassidic Jews for job openings.

8. *What is the status of former UJO Williamsburg Learning Institute students (including Microsoft network and database administration students, ESL, bookkeeping). Call former students and find out their status and assess how their experience could be used for new programming. How helpful were the classes? Strengths and weaknesses? What kind of new classes would they be interested in?*

Between 1999 and 2000, the UJO ran a career track training program on site in Williamsburg for Microsoft network administration and database administration. Between the fall of 2000 and 2001, nine of the graduates had secured new employment based on the skills they had acquired during the program. The salary range was between 28,000 and 40,000. The nine people found jobs in a variety of sectors including government, nonprofit, Wall Street, and independent consulting. For this study, all of the nine were contacted to see what had happened in the past two years.

Chapter Five

Recommendations

Action Strategy Recommendations		Time Frame
1.	A community advisory committee, comprised of Chassidic business leaders, should be created for workforce development issues. <i>Use findings from study to act as a catalyst for building community ownership and leadership for the issue of employment. The Study documented that there is a significant disequilibrium with the local Chassidic workforce. The number of people entering is four times as high as the number people retiring. Also the trend is not going to improve over the next ten years. This finding should act as a very loud cry for action. The success the community has had with building housing needs to be replicated in the area of workforce development. Other communities can offer a blueprint for action.</i>	Start today
2.	Expand the UJO-trade school partnership self-pay system of offering classroom instruction in Williamsburg. <i>The Williamsburg area does not have any New York State Department of Labor Eligible Training Providers. This void actually offers an important opportunity to create a system for career skills instruction. To fill this void, the UJO has been offering proprietary schools classroom space in Williamsburg. The UJO is responsible for the student recruitment, enrollment and classroom support. These partnerships between the UJO and adult proprietary schools have already proven to be very popular with the community. This partnership model could be expanded to offer a consumer driven group of classes offered each year in Williamsburg. The survey showed that the majority of respondents are willing to pay for at least \$500 for classes. Based on the survey results, offer classroom instruction in those areas) that showed the greatest amount of interest (Insurance, warehouse manager, sales, special education ,information technology, construction trades and household appliance repairs.</i>	Start Today
3.	Bring in outside experts to participate in workforce development advisory board: <i>The challenges confronting the Chassidic workforce would greatly benefit from the expertise of business professionals from both inside and outside the community. A SCORE type program of retired professionals (and employed professionals) who can offer one to one assistance should also be developed.</i>	Start today
4.	Form partnerships with accredited schools that accept the Federal Pell Grants. <i>The New York City area has close to 80 adult education proprietary schools that are accredited and can accept the Federal Pell grant. Some of these schools are offering one year programs in career track areas (information technology (IT), appliance repair,</i>	Start today

	<p><i>plumbing, electrical, CDL license, CAD design and drafting, culinary arts, business administration) that would be of great demand in the Chassidic community. Through a partnership with the UJO, these schools can offer intensive classroom career track education in Williamsburg.</i></p>	
5.	<p>Design a one year general business administration program to meet professional development needs of Chassidic employees: <i>a one year program should be designed that will be based on the needs of employers and employees. The program would provide a foundation for working in a range of businesses (big, small, export, retail, wholesale). It would offer classes in business operations including sales, bookkeeping, marketing, inventory, business plan development, regulations and entrepreneurial. The best elements of established and well regarded business schools will be incorporated into the program. An advisory committee of outside respected experts including university business school faculty and corporate executives should participate in the design and oversight of this new program. The one year business administration program would include a set of year end exams and (if all exams are passed) a certificate. The certificate will be evidence that a student has mastered an important and much in demand sets of skills.</i></p>	Start today
6.	<p>Certification and credentials: <i>All career track training should include some form of a certification exam. Most career track training already involves passage of a recognized exam. Certification offers an objective standard that exists inside and outside the Chassidic community. It offers the students an opportunity to show that they mastered the material, the employer that they have some basic skills proficiency, and in many cases a career ladder based on a series of tests. In the absence of any college education, certification offers a competing standard</i></p>	One year
7.	<p>UJO should offer a two step career path program that would involve aptitude testing, career counseling and short term introductory classes (18 to 24 hours) that lead to longer term career track training (six months or more).</p>	One year
8.	<p>Encourage Williamsburg area corporate and government employers to hire Chassidic Jews: <i>With few exceptions, none of the local bank branches, post offices, large employers (Woodhull Hospital, Pfizer plant) and chain stores have Chassidic Jewish employees. The UJO should reach out to these employers and find out the job requirements for employment. The UJO should help these businesses to advertise new job opening. Similar efforts should be directed at City government jobs.</i></p>	One year

Chapter 6.**Appendices****Bibliography**

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New York State Dept. of Labor- Approved Eligible Training Providers (ETP's) For the Borough of Brooklyn as of 4/1/02

(Organized by zip code/neighborhood area)

School	Neighborhood	Zip Code	Courses
Universal Emergency Care	Downtown area	11201	Emergency Medical Technician
ASA Institute	Downtown area	11201	Computer programming
SOVED Institute of Technology	Downtown area	11201	CISCO, MCSE Network administration
SUNY Brooklyn Education Opportunity Center	Downtown area	11201	Medical billing, office computer skills
Security Works Inc.	Downtown area	11201	Security guard
Long Island University	Downtown area	11201	Para-legal, computer office skills, web page design
Computer Career Center	Downtown area	11201	Microsoft 2000 Network administration MCSE
Career Educational Consultants	Downtown area	11201	Office support and administration
New York Technical College	Downtown area	11201	Locksmith, pest control, medical billing, telephone cable, CISCO
NYSARC	Downtown area	11201	Janitorial services
Hope Program	Downtown area	11201	Housekeeping, janitor, mail machine
Allen School	Downtown area	11201	Medical assistant, nurse technician
FEGS	Downtown area	11201	Directed health care worker
BERK trade and Business School	Downtown area	11201	Auto mechanic
ICOS	Boro Park/ Ocean Parkway	11204	Oracle database
National Vocational School	Boro Park/ Ocean Parkway	11204	Truck driver
Community Associates Development Corp	Fort Greene	11205	Accounting, computer office skills
Career Advance Inc.	Fort Greene	11205	Accounting
Brooklyn College	Midwood	11210	See course catalogue
Learning Institute Beauty Sciences	Bensonhurst	11214	Hairdresser

School	Neighborhood	Zip Code	Courses
FYI Digital Inc.	Gravesend	11223	JAVA, XML programming, Oracle
Real Estate Education Center	Gravesend	11223	Sales license
Medgar Evers College	Crown Heights	11225	Bookkeeping, accounting
Brooklyn Institute for Children	East Flatbush	11226	Day care administration, business, family day care
Charles Stuart School	Sheepshead Bay	11229	Locksmith
DCIC	Sheepshead Bay	11229	Medical billing, MOUS, UNIX, A+
First Net Technology	Sheepshead Bay	11229	JAVA, QA
School of Computer Art	Midwood	11230	Computer graphic design
Center for Computer Technology	Midwood	11230	
COJO Flatbush	Midwood	11230	Basic skills, job preparation
Opportunities for a Better Tomorrow	Sunset Park	11232	Clerical
Family Home Care Services of New York	Sunset Park	11232	Alzheimer's support, Home health aide, Personal Care Attendant
Joshua 13 Real Corp	Mill Basin	11234	Home improvement
EDP School of Computer Arts	Brighton Beach/Sheepshead Bay	11235	Quality assurance, Unix Sun Solaris, MOUS
BIT Inc.	Brighton Beach/Sheepshead Bay	11235	JAVA, web developer
International Development Institute	Brighton Beach/Sheepshead Bay	11235	Home health aide, oil burner maintenance, air conditioning refrigerator
Centurion Professional Training	Brighton Beach/Sheepshead Bay	11235	Autocad, bookkeeping, medical billing, QA, accounting
SAMS Consulting Services	Brighton Beach/Sheepshead Bay	11235	C++, Java, Enterprise Java,
Kingsborough Community College	Manhattan Beach	11235	ESL, medical billing, computerized accounting, Paralegal
Total Security Training Services	Canarsie	11236	Security guard
Gold Security Training School			Security guard
ACCESS Center CUNY			Home health aide

Source: New York State Department of Labor April, 2002

Analysis: As of April, 2002, there weren't any Eligible Training Providers (ETP's) operating in the Williamsburg area. The greater Williamsburg area has only a few skills training programs –mostly offered by CBO's. The two main sources of education, proprietary schools and colleges, are located outside the neighborhood or are nearby in downtown Brooklyn. Nearly half of the ETP's are located in the neighborhoods of Brighton Beach, Sheepshead Bay, Gravesend and Midwood. The chart clearly points to the need to create education and training opportunities that are operating within the Workforce Investment System framework in the Williamsburg area.