

GUIDE FOR CONNECTING IMMIGRANT CONSTRUCTION WORKERS TO QUALITY JOBS AND TRAINING OPPORTUNITIES

CREATED BY THE UNITY COUNCIL, THE CONSTRUCTION
TRADES WORKFORCE INITIATIVE, AND SOCIAL POLICY
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Addressing the Challenges Faced by Immigrant Construction Workers Seeking High Quality Jobs

Introduction

According to the American Immigration Council, immigrants account for 33% of California's workforce; within the state's construction industry, immigrants make up about 40% of workers. Although a significant number of immigrants work in construction, their access to well-paying jobs in the industry is lower because they face multiple barriers, such as limited financial resources and time to pursue additional training, difficulty transferring credentials earned abroad to the U.S. labor market,¹ biased hiring practices,² limited exposure to union jobs due to lack of work authorization and knowledge of union requirements, and apprehension that unions or large employers will report undocumented workers.

Recognizing these challenges in the San Francisco Bay Area, our team—which consists of The Unity Council, Construction Trades Workforce Initiative, and Social Policy Research Associates—applied for a Workforce Accelerator Fund grant to explore pathways for immigrant workers to access high quality jobs. We defined high quality jobs as those that provide family-sustaining wages (\$15.00/hour or more), have safe working conditions, and offer health benefits or wages high enough to purchase health insurance. We focused specifically on construction because immigrants make up a large share of the construction workforce and, prior to the COVID-19 pandemic, there was a shortage of skilled workers in this field.

This guide, which emerged from our team's work, is intended for organizations seeking to assist immigrant workers not only in the Bay Area but also in other regions of the country. To inform its development, we interviewed labor

¹ See Bernstein and Vilter (2018).

² Biased hiring practices include using educational degrees as a proxy for having skills, which contributes to hiring that excludes people who have required skills but not certain academic degrees (Fuller & Raman, 2017). Moreover, field experiments have shown that employers may discriminate based on name (Bertrand & Mullainathan, 2004; Nunley, Pugh, Romero, & Seals, 2015).

stakeholders, a local legal provider, staff of a promising program model, and immigrant workers. These conversations provided insight into current practices in our community that build programs and provide services to connect immigrant job seekers to union and non-union construction work.

In the sections that follow, we describe our process as we assessed the barriers that immigrant workers face as they seek to obtain unionized and non-unionized construction jobs. We also describe the strategies that exist in our community for addressing those barriers. In doing so, we explain how other teams can similarly map the immigrant job advancement journey in their own local areas, and we provide concrete suggestions and interview tools to facilitate this work.

“Our business manager has assisted with letters when workers are trying to apply for citizenship. They’ll say, “This individual has been a union member for X number of years and worked on these jobs.” He’s always willing to help.”

-Union Representative

How to Assess Your Local Area

In order to assess the immigrant job search and advancement process in your local area, you should assemble a team that is knowledgeable about the immigrant worker experience. Our mapping team included staff from a social equity non-profit organization, a non-profit partner of regional building and construction trades unions, a capacity-building and research firm, and immigrant job seekers. You might include other partners such as immigrant-serving organizations, immigrant advocacy groups, career and technical education providers, and labor union representatives. Your team will interview local stakeholders to learn how the job search and advancement process unfolds in practice. We include discussion guides and a [tip sheet for recruiting interview candidates](#) in the Appendices. The guides will help you interview [legal status subject matter experts](#), [union representatives](#), [immigrant workers and job seekers](#), and [organizations that help job seekers connect to jobs](#). To help you better

understand the process, the table below illustrates how we mapped the San Francisco Bay Area and shares some of our findings. Our interviews clarified important factors such as legal status, identification of local quality jobs and work requirements, and connections to quality jobs and training.

Mapping the Bay Area Immigrant Job Search and Advancement Process: an Example for the Field

CRITICAL FACTORS	KEY STAKEHOLDERS WE INTERVIEWED	HIGHLIGHTS OF WHAT WE LEARNED
<u>1. Legal status:</u> Work authorization widens job availability for all immigrants.	Immigration employment and immigration rights lawyers Immigrant-serving organizations Local unions	Work visas: At the moment, outside of limited careers in medicine and science, there are no legal pathways for skilled immigrant workers to obtain work visas. Self-employment: Laws vary by jurisdiction. Generally in California, a non-citizen or non-resident can own their own company (e.g., become a contractor) with an Individual Taxpayer Identification Number (ITIN). ³ Legal status support: A few unions we interviewed offer events and individualized support regarding gaining U.S. citizenship. For example, some help members through the citizenship application process; others host annual citizenship fairs that are open to the public.
<u>2. Identification of local quality jobs and work requirements:</u> Once you determine	Local unions Training programs	Quality jobs: In our local context this translated to union and non- union jobs and self-employment. English proficiency: Interviews with

³ Check your local laws to confirm applicability to your situation.

CRITICAL FACTORS	KEY STAKEHOLDERS WE INTERVIEWED	HIGHLIGHTS OF WHAT WE LEARNED
<p>how your team defines “quality jobs,” ascertain how available they are in your community and what is required of applicants.</p>	<p>with strong employer referral components</p> <p>Apprenticeship and pre-apprenticeship programs</p>	<p>nine unions suggest that limited English proficiency is usually not a barrier for entry. Bilingual co-workers and managers can often assist workers, and some unions offer English as a second language (ESL) classes to members. It is, however, a barrier for trades that have oral interviews and entrance tests in English and/or few bilingual employees.</p> <p>Education: 56% of unions interviewed do not require a high school diploma or GED.</p> <p>Driver’s license: 67% of unions interviewed require a driver’s license.</p> <p>Social security number: 56% of unions interviewed ask for a social security number.</p> <p>Union application requirements: Alameda and Contra Costa Counties Building Trades Application Processes and Requirements</p>
<p><u>3. Connections to quality jobs and training:</u></p> <p>Learn from interviews with local workers and job seekers, who can confirm and refine the mapped job search and advancement process.</p>	<p>Currently employed immigrant workers</p> <p>Immigrant job seekers</p>	<p>Employment access: Workers without work authorization tend to find jobs as day laborers or as subcontractors through their personal and professional networks.</p> <p>Training: Workers and job seekers expressed interest in a variety of occupational trainings (e.g., Multi-Craft Core Curriculum [MC3], electrician), especially Vocational English as a Second Language (VESL)</p>

CRITICAL FACTORS	KEY STAKEHOLDERS WE INTERVIEWED	HIGHLIGHTS OF WHAT WE LEARNED
		<p>training programs that include some instruction in their native language. VESL programs teach basic literacy skills that are applicable to the workplace (and to specific occupations) to people with limited English skills. California, like many other states, approved MC3, a comprehensive pre-apprenticeship training program in the building trades. Many of these trainings are offered through adult schools, which are more accessible because they require less documentation than, for example, community colleges or training funded by workforce boards.</p> <p>A majority of workers and job seekers reported that training programs often do not take into consideration work schedules and need for family time.</p> <p>Union jobs: Workers and job seekers expressed interest in union jobs because of the benefits they offer, such as stable work and healthcare plans. They thought, however, that they couldn't join a union without work authorization. They also said they did not know how to join a union.</p>

What to Do With the Data You Collect

After each set of interviews in the domains above (i.e., legal status, quality jobs and work requirements, and connections to local quality jobs and training), you

should debrief with your mapping team to discuss what you learned and to apply these learnings to your ongoing effort to connect immigrants with quality jobs. Document potential challenges or opportunities, research potential services or programs highlighted by interviewees, and iterate possible action steps. We applied our learnings in the following ways:

- We created a desk reference that outlines the various entry requirements for local unions.
- Recognizing a local gap in construction-specific ESL programs (i.e., VESL programs), we conducted a site visit to learn from an existing VESL program—an adult charter school with two construction VESL programs (described in the next section of the guide).
- Given job seekers' interest in a wide range of training opportunities, our team is engaged in developing additional programming to connect immigrant job seekers to quality jobs in other industries. (For more detail, see the section entitled "Alternative Models For Workforce Development Providers.")

Construye DC+: A Workforce Development Case Study

As part of our stakeholder outreach to explore workforce development models for immigrant job seekers, we engaged with representatives of Construye DC+ in Washington, DC. Construye DC+ is a unique partnership that seeks to build the capacity of Latinx individuals to thrive in the construction industry.

Construye DC+ was created by the Carlos Rosario International Public Charter School (also known as the Carlos Rosario School, or CRS)—the nation's first charter school for adult English-language learner immigrants—together with the Metro DC Hispanic Contractors Association (MDCHCA), Turner Construction, the Latino Safety Professionals Association (LSP), and the DC Department of Small and Local Business Development. The initiative supports Latinx workers in construction so they can attain industry certifications, achieve promotions, and take their business operations to the next level. CRS was approached by Turner Construction representatives, who were concerned about Latinx workers' injury rates on work sites (the highest of all racial/ethnic groups) and the high costs of bringing in skilled construction workers from far distances and providing them housing, and who understood formalized training as a way to address safety and

labor needs. CRS recognized that the lack of opportunities for higher paying jobs for Latinx workers in the construction industry was a growing problem, and they and their partners are working to increase their pool of bilingual candidates, including field supervisors, foremen, and project managers.

Construye DC+ provides leadership skills, safety awareness, and a deeper understanding of career paths in the construction industry. Students earn an OSHA-30 safety certificate. The program targets immigrant construction workers whose goals after the program include enrolling in an apprenticeship program, starting a small business, or pursuing additional education.

Lessons for workforce development providers in California from Construye DC+ include the following:

- **CRS' position as an adult charter school allows it to maintain flexibility in how it matriculates students.** Construye DC+ offers an alternative to WIOA-funded programs, which often include steep barriers to entry, such as right-to-work documentation.
- **CRS developed its own curriculum and training structure that is adaptable to the needs of its students.** Construye DC+ classes are taught in Spanish, class materials are provided in English, and the instructor is bilingual in English and Spanish. Other standardized curricula in the field are less flexible in their ability to provide instruction in languages outside of English. In addition, the school's subject matter (construction) experts are not teachers, so they are paired with teachers to bridge any gaps in technical skills while instructors provide bilingual assistance.
- **Construye DC+ found that language is often a steeper barrier to quality employment than a social security number or an ITIN.** As such, vocational ESL became a critical part of the training program.

TIME CONFLICTS BETWEEN WORK/TRAININGS/SCHOOL (AND CONFLICT WITH OBLIGATIONS)

A majority of interview participants reported experiencing conflicts as they sought to meet their work commitments and pursue trainings and classes to gain skills or knowledge. Like many immigrants, participants often felt obliged to support their families in their countries of origin, and so they prioritized work opportunities over trainings or classes.

I had to send money to Mexico, and I said, 'Well, either I stop working to go to school and stop sending money, or I don't go to school so I can keep sending money.' And I said, 'No, well, I have to send money.'

- Martin

What We Heard: A Job Seeker's Story

Our interviews with immigrant job seekers were an essential component of the mapping process. These conversations allowed us to hear first-hand about the challenges these individuals face and the strategies they use to find quality jobs. In recruiting for the interviews, we made sure to include diverse voices, including recruiting individuals working across the bay, with different levels of job experience, and age. The vignette below illustrates our general findings from 25 interviews with immigrant job seekers. Specifically, as Jaime's story illustrates, the immigrant job seekers we spoke with are interested in union jobs as well as training programs to help them advance in the workplace, but they often lack information on how to access them.

Jaime, a 27-year-old male, immigrated to the United States from Guatemala 7 years ago. While in Guatemala, he earned his high school diploma and completed some college. He did not have a lot of work experience before he arrived in the United States, but he managed to find a job through his uncle, who worked at a remodeling construction company. Jaime lacked experience and had no prior training in construction, but he was hired as a foreman assistant. During his 7 years in the U.S., he has been able to accumulate experience in carpentry, plumbing, and electrical wiring. Jaime is interested in pursuing additional training and/or transitioning to a union job because both offer training opportunities that could help him advance his career. As he described it:

Llegando aquí sin tener ninguna experiencia, sin tener nada de herramientas totalmente empiezas de cero. Y yo estuve 2 años nada más viendo, empezando a barrer, a limpiar, a tirar basura [Coming here without having any experience, without having any tools, you totally start from scratch. And I was just observing for 2 years, starting by sweeping, cleaning, throwing garbage away].

Although Jaime has had success working in construction, he has not been able to join a union or access training. He stated, “Bueno, en mi caso, yo no había escuchado de un sindicato y en mi caso sí me interesan los entrenamientos. Pero pues como inmigrante yo pienso que a veces no llegas a tener esa información y pues también algunas personas no quieren siempre abandonar el trabajo” [Well, in my case, I had not heard of a union, and in my case I am interested in training. But as an immigrant I think that sometimes you do not get that information, and also some do not always want to leave work].

“I don’t know how much light the employers would be willing to shine on this... But in the field, at the companies, undocumented people can work and they can be in the union, even though they can’t be in registered apprenticeships.”

-Union Representative

An Alternative Model for Workforce Development Providers

As we noted earlier, it is important to assess what your team learns from interviews with stakeholders and determine how these findings can be applied to your goal of helping to connect immigrants with quality jobs. In keeping with this, our team is exploring how we can broaden access to quality construction jobs and how we can apply our findings to other industries.

The Unity Council (TUC) has developed innovative workforce development programs for immigrant job seekers in the healthcare and transportation sectors that have successfully expedited skill acquisition, vocational certification, and technical language proficiency. Based on this experience, we believe these programs can serve as a replicable model for workforce development providers in other sectors, including construction, to establish pathways for immigrant job seekers to overcome barriers to securing high-paying, meaningful employment. Best practices from these programs include teaching industry-specific language and skills in English but providing staff support in other languages, using contextual teaching and learning concepts, partnering with adult schools as educational and training partners. In this section, we describe TUC's model and how it has been applied in the healthcare and transportation sectors, as a possible way to model sector-based training programs, including those in construction, for immigrant job seekers.

DIFFERENT WORK EXPERIENCE IN COUNTRY OF ORIGIN

Many participants had work experience outside of construction in their countries of origin. Often, they were connected to construction work in the United States through a relative or friend. Because many construction companies and sites do not ask for much experience, this line of work became a viable path for them.

“When I lived in Mexico, I worked as a taxi driver.... But here, since I don't have a license, I can't drive any type of vehicle.”
- Ramón

Components of the Model

TUC's integrated model includes a range of components for immigrant job seekers in the healthcare and transportation sectors:

- Screening for readiness to engage.
- Assessment of skills and gaps.
- Case management throughout the program to remove barriers, navigate systems, and access support services (with a focus on internal linkage to housing, financial, and temporary employment assistance).

- Job readiness training with a contextual teaching and learning approach.
- Vocational training that leads to certification and that teaches industry-specific language in English.
- Partnering with adult schools to deliver vocational training.
- Financial support for training fees, transportation costs, and application and exam costs.
- Job placement services (e.g., interviewing skills, application support, paid internship placement, reference letters, job placement support).
- Job retention follow-up.

One of the key aspects of the model is the provision of intensive coaching and comprehensive supports. These supports include financial resources for training and exam costs as well as substantial incentives and paid internships, all designed to ease participants' financial burden as they complete the program. TUC coordinates with training providers—such as adult and vocational schools—to provide sector-specific training that prepares participants for certification. Bilingual TUC staff provide tutoring and case management support to participants who are English language learners as they complete their subject matter vocational training.

The TUC model incorporates contextual teaching and learning (CTL) concepts. CTL is an active learning technique designed to help students connect what they already know to what they are expected to learn. One of the goals of a contextualized approach is to capture a student's attention by illustrating the relevance of the learning experience and drawing from prior knowledge. CTL emphasizes the acquisition of academic knowledge and/or skills in ways that are similar to those employed by craftsmen in technical occupations.

A key feature of the TUC model is the establishment of memoranda of understanding with local adult and vocational schools for expedited certification training. Community colleges have stringent requirements for sequenced classes, which can extend enrollment periods, making it difficult for students to earn required credits in a timely fashion. Students who cannot afford to remain enrolled often fall through the cracks, resulting in low completion rates. Local adult and vocational schools, on the other hand, offer more flexible and expedited curricula and can incorporate CTL in their training programs. For example, a medical assistant program can take two or three semesters through a community college, but under 6 months through an adult and vocational school.

POSITIVE VIEW ON TRAININGS

Although few had received formal training before or while working in the construction industry, participants were eager to do so in the future. Those who did receive training described positive experiences.

“Although few had received formal training before or while working in the construction industry, participants were eager to do so in the future. Those who did receive training described positive experiences. “I think [the trainings are] great because you get to see— They give you, they literally show you the job, like first-hand.”

- Iván

The TUC Model in the Healthcare Sector

Established in 2004 with a 4-year, \$4.5-million grant through the U.S. Department of Labor, the healthcare sector initiative responds to the region’s growing need for a culturally and linguistically diverse healthcare workforce. Currently, this is a cohort-based program funded by the Alameda County Social Services Agency and administered by TUC for CalWORKS recipients. Through a partnership with a local adult school, this program trains individuals and places them into jobs as medical assistants and related positions. In addition to providing paid training, the program covers the cost of all educational materials, transportation, childcare, and uniforms.

TUC’s training partner and subcontractor is Castro Valley Adult and Career Education (CVACE). The Clinical Medical Assistant Certificate Program course curriculum is designed to prepare students with the skills and knowledge required to pass the course and to meet the standards set by the California Certifying Board for Medical Assistants (CCBMA) certification exam. Participants receive instruction and support to complete the CCBMA exam application. Instruction includes skills, theory, and core soft skills; medical terminology ; and online medical administration. These are expedited programs that are typically completed within 500 program hours over the course of 4 months. Completion rates have consistently been at 75% of enrolled participants.

The TUC Model in the Transportation Sector

In August 2019, TUC launched the Bus Operator Talent Development Academy (in partnership with AC Transit) to create a pipeline for careers at AC Transit. The program builds essential workforce skills and prepares participants to earn the certificates they need in order to enter careers as commercial drivers. This was the first program of its kind, establishing a partnership between TUC, AC Transit, Piikup, and the Academy of Truck Driving. These core team members led all phases of program planning and implementation, including community outreach and recruitment, screening and enrollment, subject matter training, Class B testing, and linkages to wraparound support services (including housing access and emergency financial assistance due to the COVID-19 pandemic).

This highly sought after program received more than 400 applications from individuals throughout the East Bay. During the 6-week program, the pilot cohort of 25 participants gained essential workforce skills (e.g., conflict resolution, time management, professional communication, professional appearance, and punctuality) and received in-depth training and test preparation to obtain a Class B commercial driver's license with passenger endorsement—an essential step to becoming an AC Transit bus operator. Participants also received a training stipend and transportation vouchers, and all Department of Motor Vehicle fees were covered.

Recommendations for Practitioners

Because the ultimate goal in mapping the immigrant job search and advancement process is to improve access to high quality jobs, it is essential the findings from key stakeholders inform work on the ground. In other words, those who run workforce training programs and immigrant-serving organizations should benefit from the knowledge gained. With that in mind, based on what we learned from interviews with immigrant workers, legal experts, union representatives, and staff from promising practice programs, we have crafted six specific recommendations for workforce training programs and immigrant-serving organizations interested in more effectively meeting the needs of immigrant workers and job seekers.

1. Use a human-centered design approach to create your program, putting the immigrant worker's needs at the center. For example, choose a

training schedule that will allow workers to work and have sufficient family time at home.

2. Offer contextualized training programs taught in the primary language of immigrant participants, with training materials in English. This will allow participants to learn workplace terms in English while they are taught in their native language, which has been shown to accelerate access to employment.
3. Ensure that pre-apprenticeship and other training programs provide not only vocational training but also job readiness training and basic skills education for English language learners.
4. Use adult vocational schools to host training programs for immigrants, as they allow for more flexibility than other training providers. These schools can more nimbly approve new curricula, offer non-traditional class schedules, and provide participants without social security numbers access to training.
5. Use curricula that allow more than one path for graduates. For example, after a pre-apprenticeship program, graduates should feel supported to enter an apprenticeship, take another job, start their own business, or choose other types of training to further their career paths.
6. Promote training programs and union membership in immigrant communities in a way that demystifies the employment and training process.

Our mapping process revealed that there are currently no construction-related training programs in the San Francisco Bay Area that meet all these criteria. We hope that our community creates a responsive training program and that other regions around the state and country use the tools in this guide to explore what is happening in their communities to further expand immigrant workers' and job seekers' access to quality jobs.

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Appendices

Appendix A: Alameda and Contra Costa Counties Building Trades Application Processes and Requirements

Exhibit A1. Alameda County Building Trades Application Processes and Requirements

	Math Exam	Mechanical Exam	Oral Exam	Reading Comp. Exam	Physical Exam	Starting Hourly Wage	Application Dates	Test Dates	GED/ High School	Program Length	Additional Requirements	Contact Information
Local 595 (Electricians)	Y	N	Y	Y	N	\$21.70	January	Approx. July	Y	60 months	C or higher in Algebra (official transcript proof); must be 18 at time of application; CDL	Znecenter.org (510) 351-5282
UA Local 342 (Steamfitters, Plumbers, Pipefitters, HVAC, Landscapers)	Y	Y	Y	N	N	\$23.12	February	March	Y	60 months	Must be 18 at time of application; driver's license at time of employment	(925) 686-0730 agarcia@yahoo.com
Local 104 (Sheet Metal, HVAC)	Y	Y	N	N	Y	\$25.67	Open enrollment; apply online or in person	Anytime	Y	60 months	CA driver's license; minimum age of 17	(510) 483-9035, ext. 38 LindaM@4jatc.org
Local 483 (Sprinkler Fitters)	Y	Y	Y	N	Y	\$18.23	Once per month starting January	June	Y	60 months	Vehicle and driver's license	(510) 782-9483 Pauline@sprinklerfitters483.org
Local 8 (Elevator Constructors)	Y	Y	N	N	Y	\$32.73			Y	48 months	https://www.neiep.org/Help/default.aspx?id=ElevatorIndustryFAQ#Howolddo	(415) 285-2900 jleonard@neiep.org
Local 3 (Operating Engineers)	Y	N	N	Y	Y	\$21.05			Y	39 months	Driver's license	(916) 354-2029 RMTC@oe3jac.org
Heat and Frost (Asbestos)	Y	N	N	N	N				Y			

	Math Exam	Mechanical Exam	Oral Exam	Reading Comp. Exam	Physical Exam	Starting Hourly Wage	Application Dates	Test Dates	GED/ High School	Program Length	Additional Requirements	Contact Information
Laborers	N	N	N	N	Y		Open enrollment	Every Thursday	Y	24 months	Driver's license	(925) 474-1300 apprenticeship@abcnorcal.org
DC 16 Finish Trades (Painters, Glaziers, Carpet Layers, Allied Trades, Sign Display)	Y	N	N	N	N	\$13.27	Open enrollment	Monthly at different locations in Northern California	N (except Glaziers)	48–60 months	Minimum age of 17; driver's license; social security number; must be sponsored by a signatory contractor	(510) 785-8467 apprentice@dc16jattf.org
Local 92 (Boilermakers)	N	N	N	N	Y	\$25.76	1st Wednesday of each month, 7am–3pm	N/A	Y		Welding qualification will help	(928) 645-0277 ckeisling@gmail.com or Jovita174@aol.com
Local 378 (Ironworkers)	N	N	N	N	Y	\$17.00	Open enrollment		Y	48 months		(707) 746-7666 iwapprenticeship@yahoo.com
BAC Local 3 (Bricklayers, Tilers, Allied Craftworkers)	N	N	N	N	N	\$18.36	Every day, 8:30–11am	N/A	Y	42 months		(209) 830-7200 Josh@bac3train.com
Carpenters (Lathers, Millwrights, Piledrivers)	Y	N	Y	N	Y				Y	48 months	Minimum age of 17	(925) 474-1300 apprenticeship@abcnorcal.org
Plasterers	N	N	N	N	N	\$20.44	Open enrollment	N/A	Y	30 months		(916) 372-9860 ncpjatc@outlook.com
Local 81 (Roofers)	Y	N	N	N	Y	\$13.83	Open enrollment			42 months		
Cement Masons	N	N	N	N	Y	\$21.77	Open enrollment	N/A	N	36 months	Read and write in English	(925) 484-2271 nccmjatc@sbcglobal.net

Exhibit A2. Contra Costa County Building Trades Application Processes and Requirements

	Math Exam	Mechanical Exam	Oral Exam	Physical Exam	Starting Hourly Wage	Application Dates	Test Dates	GED/ High School	Program Length	Additional Requirements	Contact Information
Local 302 (Electricians)	Y	Y	Y	Y	\$19.10			Y	60 months	One year (2 semesters) of algebra in high school, college, or adult school, w/transcript as proof (Electrical Training ALLIANCE's Online Tech Math course meets this requirement)	(925) 228-2302
UA Local 159 (Steamfitters, Plumbers, Pipefitters, HVAC, Landscapers)	Y	Y	Y	N	\$20.71	April		Y	60 months		(925) 229-0400
Local 355 (Landscape and Irrigation Fitter, Utility Pipeline Installer)	Y	Y	Y	Y	\$12.00	Year-round		N	60 months		(707) 644-0355
Local 342 (HVAC)	N	N	N	N	\$23.12			Y	60 months		(925) 686-0730
Local 104 (Sheet Metal, HVAC)	Y	Y	N	Y	\$24.61			Y	60 months		(510) 483-9035, ext. 38
Sprinkler Fitters	Y	Y	Y	Y	\$18.23	Year-round		Y	60 months		(510) 782-9483
Elevator	Y	Y	Y	Y	\$32.73	Year-round		Y	48 months		(415) 285-2900
Stationary, Operating Engineers	Y	Y	Y	Y	\$18.11	Year-round		Y	48 months		(916) 354-2029
Heat and Frost Insulator, Asbestos Laborers	Y	Y	Y	Y	\$27.41	Year-round		Y	60 months	One year of algebra or geometry with passing grade	(707) 748-0160
Laborers	N	N	Y	Y	\$17.32	Year-round		N	24 months		(925) 556-0858
DC 16 Finish Trades	N	N	N	Y	\$13.68	Year-round		Y	48 months	Must pass a colorblindness test	(510) 785-8467

	Math Exam	Mechanical Exam	Oral Exam	Physical Exam	Starting Hourly Wage	Application Dates	Test Dates	GED/ High School	Program Length	Additional Requirements	Contact Information
(Painters, Glaziers, Carpet Layers, Allied Trades, Sign Display)											
Local 549 (Boilermakers)	N	N	N	Y	\$25.76	First Weds. of the month, 1–5pm		Y	48 months		(925) 427-4121
Ironworkers Local 118	N	N	N	Y	\$16.75	Year-round		Y	48 months	Applicants must appear in person to complete an application form (M–F, 9–11am)	(916) 428-7420
BAC Local 3 (Brickerlayers, Tile Setters, Allied Craftworkers)	N	N	N	Y	\$20.06	Year-round		N	42 months		(209) 830-7200
Carpenters, Lathers, Millwrights, Piledrivers	N	N	N	Y	60% of Journey-men	Year-round		Y	48 months		(510) 785-5885
Plasterers Local 300	N	N	N	N	\$20.44	Year-round		Y	30 months		(916) 372-9860
Roofers	Y	N	N	Y	\$13.83	Year-round		N	42 months		(510) 632-0505
Teamsters (non-apprenticeable)											
Cement Masons	N	N	N	Y	\$21.77	Year-round		N	36 months		(925) 484-2271

Appendix B: Legal Status Subject Matter Expert Discussion Guide

Introductory Information

Name of interviewee:

Name of grantee/site:

Date of Interview:

Interviewer:

Thank you for taking the time to speak with me today. This discussion is part of project which aims to increase the employment of immigrant workers in the unionized building and construction trades. From the information we gather from you and the other agencies we speak to, we'll be producing toolkits and guides to assist immigrant workers in succeeding in the building trades. With that in mind, we have some questions to ask you about your organization and the industry. The call should take an hour of your time.

Local Context

[Questions can be skipped if the information is already known/can be easily acquired online.]

1. I want to start by asking you to describe your organization.

- a. What is your organization's name?
- b. What type of organization is it?
- c. What do you do?
- d. Where are you located?

- e. What populations do you work with primarily? Do you work with immigrant workers in the building trades?
- 2. How would you describe the state of immigrant rights and/or immigrant worker rights at this moment in time?
 - a. What challenges are most prevalent in the local area?
- 3. How do you think immigrant workers in your community perceive the building trades?
- 4. What history does your organization have of working with the building trades (union or other employers)?
 - a. Are there any ways in which your organization collaborates or partners with organizations in the building trades? If so, please describe.
- 5. What type of legal assistance do you provide and to whom?
 - a. How does someone qualify for legal assistance for your organization?
 - b. Generally, what is the cost?

Focusing on Resources and Challenges

- 6. Are there any programs, initiatives, or strategies that you have seen used to help secure a change in legal status for unauthorized immigrant workers?
 - a. Do you know of any employer sponsorship programs? Visas?
 - b. Do you know if any of these initiatives exist in the building trades or could be implemented in this field?
 - c. What challenges do you foresee in establishing such initiatives?
- 7. What types of issues do immigrant workers reach out to your organization for?

For example: wage claims; workers' compensation claims; health and safety claims; union activity; unemployment or disability insurance claims; anti-discrimination claims; or retaliation issues.

- a. What issues are most common for authorized versus unauthorized workers?
- b. What issues are most common for workers in the building trades?
- c. Are the remedies that you can provide for authorized or unauthorized workers different? If so, how so?

8. What are the most common challenges to legal mobilization for immigrant workers?

For example: lack of knowledge about their rights; language barriers; employment status (temporary/contingent); legal status; or employer intimidation.

- a. Have you addressed some of these challenges? If so, how?

Is there anything else you would like us to know about immigrant workers in the local area or more broadly?

Appendix C: Union Discussion Guide

Introductory Information

Name of interviewee:

Name of grantee/site:

Date of Interview:

Interviewer:

Thank you for taking the time to speak with me today. This discussion is part of project which aims to increase the employment of immigrant workers in the unionized building and construction trades. From the information we gather from you and the other agencies we speak to, we'll be producing toolkits and guides to assist immigrant workers in succeeding in the building trades. With that in mind, we have some questions to ask you about your organization and the industry. The call should take an hour of your time.

Local Context

[Questions can be skipped if the information is already known/can be easily acquired online.]

1. I want to start by asking you to describe your organization or company.

- a. What is your organization's name?
- b. What type of organization is it?
- c. What do you do/what industry do you work in?
- d. Where are your headquarters and training centers located?

2. How would you describe the state of your industry/occupation at this moment in time?

- a. What do the employment opportunities look like in the local area?
- b. How optimistic are you about the industry's future?
 - i. In what areas do you perceive there to be gaps in the industry?

Union Membership

3. Could you describe the process for joining your union?

- a. What are the requirements [*or confirm requirements*]? How flexible are these requirements? Could you see a situation where there could be a modification to these requirements?
 - i. Do you ask whether or not an individual is a U.S. citizen as part of your application process?
 - ii. Would limited English language proficiency be a barrier to entering the union or working a union job?
- b. Can someone with experience join the union without going through the apprenticeship program? If so, what does that process look like?
 - i. How do you recognize prior learning? Have you used prior learning assessments?
 - ii. Would they need a high school diploma or GED?

4. How do you recruit new members?

- a. Is recruitment done in any other languages besides English? If not, would you consider doing outreach in another language?
- b. Do you have the application/test in another language? If not, would you consider offering it in another language?
- c. Have you targeted immigrant workers in particular? How do you consider unauthorized immigrant workers who have interest in joining the union?
- d. How would you describe the individuals conducting recruitment? Are they from the same cultural background or do they speak the same language as the workers you are trying to reach?

5. Can you describe your union members at this time?

- a. Do you know generally where they live? What type of credentials, education levels, or skills do they possess?
- b. How old are they generally? Are they mostly men? Do they speak another language besides English? If so, what languages? Are they mostly U.S. born or immigrants?

Apprenticeship Program Only

Next, discussing the individuals in your apprenticeship program...

6. How many applicants do you generally have for the apprenticeship program? How many do you do accept? Are you able to fill all the spots you have?

- a. Is how you recruit apprentices different than your overall recruitment strategy? If yes, how so?
- b. What do you look for in an apprentice?
 - i. English language proficiency? Other skills?
 - ii. Are there any skills or certifications that would impress you?
 - iii. How do you assess or take into account the MC3 when selecting an apprentice?
 - iv. Where could applicants to the apprenticeship program use additional help?
- c. How old are your apprentices generally? Are they mostly men? Do they speak another language besides English? If so, what languages? Are they mostly U.S. born or immigrants?
- d. Would you consider setting up a Spanish-only training apprenticeship program?

Focusing on Resources and Challenges

7. Where do you see pathways for current workers who are non-union to become union workers?

- a. Do you know of any initiatives or strategies that, in particular, support immigrant workers in joining unions?
- 8. Do you know of any initiatives where unions or participating contractors have created pathways to citizenship, residency, or visas?
- 9. Are there any initiatives or strategies that you are currently implementing to support your workers, particularly immigrant workers?
 - a. Is there assistance you provide to address the range of issues in the lives of your workers (e.g., helping them to figure out how to cash their paycheck, paying a phone bill) that isn't limited to occupational training/services?
 - b. Would you consider providing work-related ESL programs (e.g., to teach safety terms) or on-the-job English?
 - c. Are there any resources that you need to support your members?
 - i. For example, ESL classes or additional trainings?
- 10. Have you participated in PLAs [project labor agreements] with provisions aiming to increase training and business opportunities for local minorities and women? If so, what have been the outcomes of these provisions?
 - a. What effect, if any, do PLAs have on immigrant workers?
- 11. Who would you say are your partners?
 - a. Do you work with any workforce system partners, such as East Bay Works?
 - b. Education or training providers, such as local community colleges?
 - i. Have you considered creating ties with adult education or community colleges for ESL programs?
 - c. Any other organizations, such as pre-apprenticeship programs, or other programs targeting non-traditional prospective union members?

Appendix D: Worker and Job Seeker Discussion Guide

Introductory Information

Date of focus group:

Interviewer:

Thank you for taking the time to speak with me today. This discussion is part of project which aims to increase the employment of immigrant workers in the unionized building and construction trades. From the information we gather from you and other people we speak to, we'll be producing guides to help people who are interested in construction get good jobs. With that in mind, we have some questions to ask you about your experience in construction/the building trades. The discussion should take an hour of your time.

Participant Background(s) and Local Context

[This first section touches on the jobs focus group participants have held since coming to the United States and asks them to describe their typical work activities.]

1. Please introduce yourselves. Say your name, how many years you've been living in the USA, and what country you were born in.
2. What do you think of the local area?
 - a. How do you usually get around?
 - b. Do you have family in the area?

We're really interested in learning about where and how you work, and what would help you in getting or succeeding in a good job. So, I'm going to ask you a few questions about your current work.

3. Could you describe your current or newest work experience?

- a. What do you do? What are your typical daily work activities?
- b. Where do you usually work?
- c. How long have you been in that position/industry?
 - i. *[For those in construction]* Why did you enter that building/construction trade? Is this something you did in your home country? If so, how did you learn it?
- d. *[If the position is temporary/contingent]* How do you usually get more work?

4. Have you received any training to do that type of work? If so, please describe the training.

Focusing on Resources and Challenges

5. Have you heard of any training opportunities to increase your skills for the building/construction trades?

- a. If so, what are they? Where are they? Do you have to pay for them?
- b. Have you tried to go to these trainings? If so, what are they? If not, why not?
- c. Are there any challenges you would have if you were to attend training or educational programs?

6. Can you think of any trainings that would be helpful to you? If so, please describe.

- a. What time/date would work best for you?
- b. Would you prefer them to be in your native language or in English?

7. Have any of you gone to a course where you learn English? If so, where?

- a. What did you think of them? Was there anything challenging about going to that course or completing it?

One local training opportunity is a program that covers the construction industry and the skills needed to succeed in the industry (such as safety, blueprint reading, and how to use tools and materials). This program is called the MC3.

8. Have any of you heard about this program?

- a. Would you be interested in this type of program?
- b. Would you be interested if this training was done in Spanish or together with English instruction?

One way to enter the building/construction trades is by completing a training program called an apprenticeship. An apprenticeship program is a job training program where you study the trade while you work and earn wages. These programs take anywhere from 2 to 5 years.

9. Have you heard of apprenticeship programs?

- a. Are they something of interest to you all? Why or why not?

There are unions in many fields, including the building/construction trades.

10. Are any of you in a union or have any of you ever thought about joining a union?

- a. *[If yes]* Why did you join the union? How did you first hear about it?
- b. *[If no]* Why not? What would make you more likely to join a union?

Appendix E: Organizations That Help Job Seekers Discussion Guide

Introductory Information

Name of interviewee:

Name of grantee/site:

Date of Interview:

Interviewer:

Thank you for taking the time to speak with me today. This discussion is part of project which aims to increase the employment of immigrant workers in the unionized building and construction trades. From the information we gather from you and the other agencies we speak to, we'll be producing toolkits and guides to assist immigrant workers in succeeding in the building trades. With that in mind, we have some questions to ask you about your organization and the industry. The call should take an hour of your time.

Local Context

[Questions can be skipped if the information is already known/can be easily acquired online.]

1. I want to start by asking you to describe your organization.
 - a. What is your organization's name?
 - b. What type of organization is it?
 - c. What do you do?
 - d. Where are you located?
 - e. What populations do you work with primarily? Do you work with immigrant workers in the building trades?

2. How would you describe the state of immigrant rights and/or immigrant worker rights at this moment in time?

- a. What challenges are most prevalent in the local area?
- b. Is there any local or state policy that you see coming down the pipeline that could help immigrant workers?

3. How would you describe the type of immigrant workers who are looking to enter or are already in the building trades?

- a. What types of building trades are they trying to enter or are they working in?
- b. Do you know generally where they live? What type of credential, education levels, or skills do they possess?
- c. Unemployed, underemployed, or employed?
- d. Unskilled, semiskilled, or skilled workers?
- e. Are they mostly low income, middle income, or high income workers?
- f. Are they generally women or men? Do they speak another language besides English? If so, what languages?

4. How do you think immigrant workers in your community perceive the building trades?

5. What history does your organization have of working with the building trades (either unions or employers)?

- a. Are there any ways in which your organization collaborates or partners with organizations in the building trades? If so, please describe.

Focusing on Resources and Challenges

6. Generally, do you think that immigrant workers are prepared for their work in the building trades?

- a. Do they possess the skills needed for jobs in the building trades?
 - i. Are immigrant workers meeting employer requirements?
 - ii. In your opinion, are these requirements necessary for the jobs they are looking to enter?
 - b. Are there any skills, certifications, or degrees that would be beneficial for them to have?
 - c. Where could workers use additional help?
7. Does your agency/company provide or refer immigrant workers to any professional development or skill-building training? If so, what are those?
- a. What are the most common types of training that workers access?
 - b. Do you see a difference in the training or resources accessed by workers looking to enter the building trades versus those already employed in the industry?
 - i. Do they access different trainings or resources?
 - c. Are there any types of training that are not being accessed that you would like to see provided for immigrant workers?
8. Are there any obstacles you see for an immigrant worker entering or succeeding in a union? If so, what are those?
- a. Are there any strategies or approaches your organization has used to help immigrant workers enter unions in the building trades?
9. Is there anything you or your organization would like more clarity on or would like to better understand about the building trades?

Appendix F: Tips for Recruiting Interview Participants

To learn how the immigrant job search and advancement journey occurs in your community, you must gather insights from your partners and from members of the community. To facilitate that data gathering and to obtain a variety of perspectives, the following strategies may be helpful:

- For each stage of the journey that your team has mapped, identify key stakeholders to gather information from.
- Reach out broadly to ensure you obtain a variety of perspectives within all stakeholder groups. For example, try to engage a range of job seekers (e.g., individuals with experience searching for jobs in different industries).
- If interview response rates are low, consider offering a gift card or convening a focus group as part of an existing event. For example, if your organization hosts an annual job fair, the event could include a focus group session with job seekers.



GUIDE FOR CONNECTING IMMIGRANT CONSTRUCTION WORKERS TO QUALITY JOBS AND TRAINING OPPORTUNITIES

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