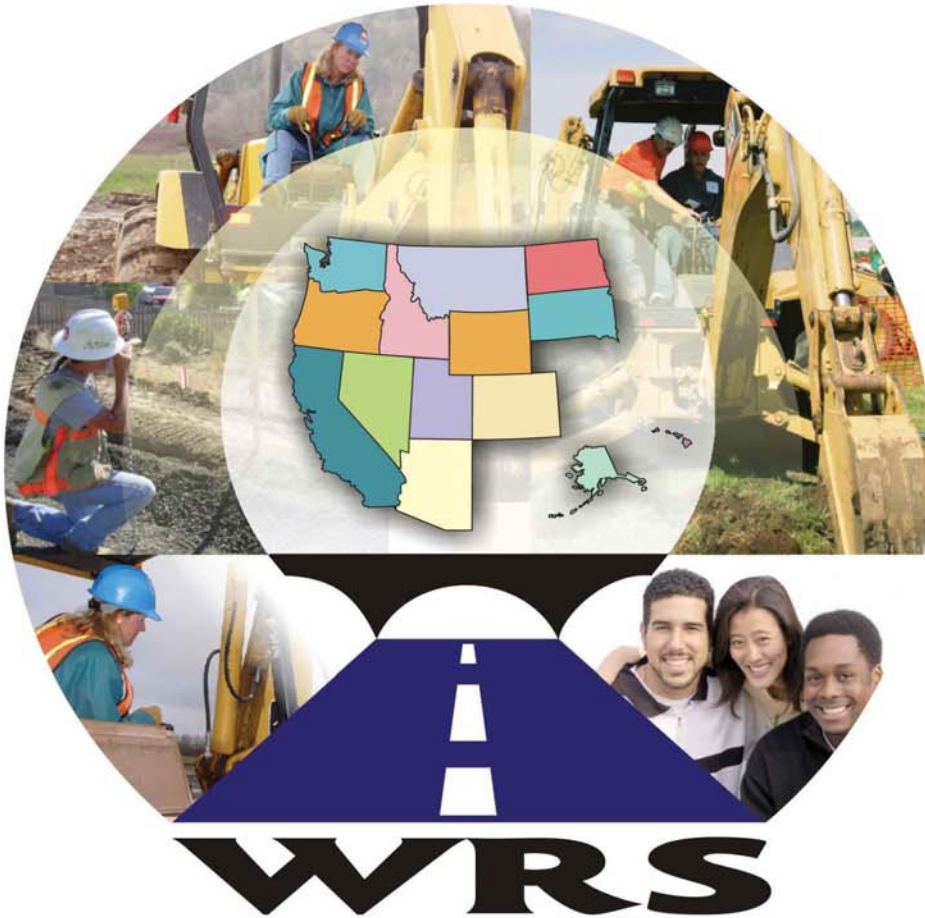


P o r t l a n d

PLAN OF ACTION



Western Regional Summit **Youth of Color and Women** **in the Highway Construction Trades**

SEPTEMBER 21, 22, 23, 2004



O r e g o n

Oregon Plan of Action:

Objectives and Action Steps for Recruiting, Training, Hiring, Retaining and Advancing Youth of Color and Women in the Highway Construction Trades in Oregon

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Acknowledgements

This Plan of Action is based on findings and suggestions from the Focus Group and Summit of the 2004 Oregon Department of Transportation Youth of Color and Women in the Highway Construction Trades Project, as well as research into best practices for the Project.

It is made possible by a contract with the Oregon Department of Transportation, with funding from the Federal Highway Administration.

Copies of the report are posted on the Oregon Tradeswomen, Inc. web site www.tradeswomen.net and the Oregon Department of Transportation Office of Civil Rights web site http://www.oregon.gov/ODOT/CS/CIVILRIGHTS/eo_program.shtml#EEO Link.

The Plan of Action would not be possible without the enthusiastic and creative input from the Visioning Committee, the Focus Group Participants, the Summit on Youth of Color and Women in the Highway Construction Trades Attendees, the Federal Highway Administration, Project Partners ExecuSTAF, F.M. Burch & Associates, Montesi & Associates, and the dedicated staff of the Oregon Department of Transportation Office of Civil Rights. These solutions came out of the knowledgeable and expert input from contractors, local, state and federal government agency representatives, unions, employer associations, apprenticeship programs, diversity advocates, educators, students, and especially valuable suggestions from tradesmen of color and tradeswomen.

Compiled and edited by Connie Ashbrook, Executive Director of Oregon Tradeswomen, Inc., with assistance provided by OTI staff members Molly Cochran and Elizabeth O'Neill.

Introduction

Oregon contractors, apprenticeship programs, unions, schools and community-based organizations have been developing strategies and conducting activities to educate and bring youth of color and women into construction for many years, with mixed results. While tremendous goodwill and energy has been devoted, a key factor to consider in this area is the importance of regular, sustained, targeted and in-depth interventions. Efforts have primarily been short-lived, not comprehensive, targeted to white male youth or adults, reaching a small audience or very local.

Successful efforts need leadership and funding to expand and coordinate practitioners and activities, to keep activities focused, to be comprehensive, and, very importantly, to sustain activities over time.

Systemic solutions will be suggested in terms of number and intensity of activities, comprehensiveness, and geographic reach, so that all Oregon residents may benefit, and duration, so that activities will continue over time, with minimal gaps in service and leadership.

In addition, a systemic approach means that the Oregon Department of Transportation (ODOT) does not do it alone, that stakeholders are engaged and become part of the solution, both in funding initiatives and in implementing activities. The stakeholder enthusiasm expressed at the Summit proves that they are ready to be engaged. In fact, stakeholders are already implementing vital solutions and in the planning process for more.

Methodology

This Oregon Plan of Action and its companion White Paper resulted from a 23-month planning process. ODOT sought community input starting with a Visioning Committee composed of representatives from contractors, education, labor, apprenticeship and diversity advocates, and continuing throughout the entire process. Over 105 industry stakeholders from education, government, diversity advocates, contractors, apprenticeship, employer associations, unions, tradesmen of color and tradeswomen were invited to attend the Focus Group, with attendees suggested by the Visioning Committee, ODOT, Oregon Tradeswomen, Inc. as the Contractor on the project and our project partners: ExecuSTAF, F.M. Burch & Associates, and Montesi & Associates. Of the invitees, 62 came to the Focus Group to identify the top ten issues and barriers that have prevented the full participation of youth of color and women in the highway construction trades. (List of attendees is included in Appendix B of the White Paper.)

From the Focus Group, the project team developed a DVD of proceedings, plus a Collection of Best Practice Summaries that would explain and enrich the preparation of attendees for a Summit on Youth of Color and Women in the Highway Construction Trades. The Best Practices were researched and compiled by the Contractor as part of the project. (The Compilation of Best Practice Summaries is included in Appendix A of the White Paper.)

Over 3,500 stakeholders were notified and invited to the Summit. Attendees included 198 stakeholders from 11 states and the District of Columbia. In the morning of each of the three days, attendees heard presentations from organizations who had successfully implemented best practice solutions to the ten issues. In the afternoon, in facilitated small groups, attendees worked on setting forth recommended objectives and action steps to create solutions to the issues. (List of attendees is included in Appendix B of the White Paper.)

The Oregon Plan of Action is based upon community input from the Focus Group and Summit, and research into best practices.

The Oregon Plan of Action sets out recommended objectives and action steps, while the companion White Paper discusses barriers and sets out strategies and implementation mechanisms that are applicable across the Western Region.

Using the Plan

While agency and organization names may be specific to Oregon, the template laid out will be highly usable throughout the Western States Region, and in fact, nationally. Throughout the paper, the term “stakeholders” is used to refer to those with an interest in diversity in construction: representatives from education, government, diversity advocates, contractors, apprenticeship, employer associations, unions, tradesmen of color and tradeswomen.

The first section outlines goals, measurable objectives and action steps for the Oregon Department of Transportation.

The second section sets out objectives and action steps for each issue identified in the Focus Group. Several issues are grouped together when there is overlap between the action steps. Some of the action steps are repeated when they are applicable to more than one issue.

Those using the Plan should refer back to the White Paper and Compilation of Best Practices for more detail and background on each issue. Organizations mentioned who have developed a Best Practice are underlined. Where a specific document is referenced, it is included in the Appendix.

For a dictionary of acronyms used within the document, please see Appendix A.

For a listing of the organizations sponsoring best practices, and their web sites if available, see Appendix E.

Section One: Oregon Department of Transportation A3 Plan For Action, Accountability and Access

Goal 1: ODOT takes ACTION to provide leadership and funding in order to create a coordinated, sustainable system to achieve diversity in the highway construction trades.

Goal 2: ODOT creates protocols for ACCOUNTABILITY in collecting the data needed for evaluative efforts, in evaluation of the effectiveness of ODOT's programs, and to Agency compliance with diversity requirements, and to Federal and State law.

Goal 3: ODOT and partner stakeholders ensure that minorities and women have ACCESS to highway construction careers through:

- **Access to information about compliance, performance, activities and jobs available to the community;**
- **Ensuring that minorities and women have access to the training they need to be successful in construction;**
- **Access to program replication training and networking opportunities for stakeholders; and**
- **Creating opportunities for contractors and project managers to access the training they need in order to understand their obligation and successfully implement good faith efforts.**

Goal 1: ODOT takes ACTION to provide leadership and funding in order to create a coordinated, sustainable system to achieve diversity in the highway construction trades.

Objective A: By January 2005, ODOT shall create, with community input, a comprehensive, long-term plan for the purposes of recruiting, training, job placement, retention and advancement of minorities and women, with updates regularly thereafter. ODOT shall gain Agency approval by July 2005, and seek adequate funding annually from the Federal Highway Administration to carry out the plan.

- 1) By January 2005 and annually thereafter, ODOT shall create a comprehensive draft plan. The initial plan contains community input from the Western Regional Summit. Subsequent plans shall have input from evaluative activities and the Diversity Advisory Committee created under Objective B.2 below, which will provide continuous improvement in each year's diversity plan.
- 2) Agency approval shall be gained and a final plan approved by the Agency by July 2005, and regularly thereafter.
- 3) Funding from the Federal Highway Administration shall be requested for the plan in 2005, and annually thereafter.

Objective B: In 2005, the Director of ODOT shall create a policy level system for increasing diversity in the highway construction trades.

- 1) By October 2005, ODOT and Bureau of Labor and Industries (BOLI) leadership shall create a Diversity in Construction Advisory Committee, convening top agency staff from Governor's Office, Employment Division, Office of Community Colleges and Workforce Development, Health and Human Services, Corrections, Oregon Department of Education, and stakeholders from education, government, diversity advocates such as community-based organizations and for-profit diversity consultants, contractors, apprenticeship programs, employer associations, unions, tradesmen of color and tradeswomen.
- 2) The Diversity in Construction Advisory Committee shall meet quarterly, or as needed, to advise ODOT as diversity strategies are implemented; reviewing and advising on both community-level activities as well as on the creation and implementation of intergovernmental policy agreements and memorandums of understanding that serve minorities and women in highway construction goals.
- 3) By November 2005, and annually thereafter, ODOT and the Diversity in Construction Advisory Committee shall create an annual report on the success of highway construction diversity initiatives to be presented to the Transportation Commission, at the annual Diversity in Construction training conference (as proposed under Goal 3), and on the ODOT web site.

- 4) By December 2005, the Director of ODOT shall have reviewed ODOT's internal systems for areas in which to institutionalize diversity activities (for instance in internships, in community outreach activities and in communications activities).
- 5) By December 2006, the Director of ODOT shall have adopted a "key measure" for diversity on ODOT projects similar to those currently adopted such as "pavement condition," "intercity passenger service," and "construction job impact." The key measure for diversity shall be incorporated into ODOT's Annual Performance Measures (currently found on <http://www.oregon.gov/ODOT/CS/PERFORMANCE/>), and reported on annually in the Annual Performance Report. Elements to be included in the performance measures shall be:
 - Performance goals required by Federal Law;
 - Numbers and percentage of minorities and women construction workers on ODOT projects;
 - Percent of jobs that reach diversity goals; and
 - Compliance reviews and monitoring accomplished.

Objective C: By 2007, ODOT shall have contracted with a consortium of community-based organizations and advocates in each of the State's five highway regions for the purposes of recruitment, training, job placement, retention and advancement of minorities and women in highway construction trades.

- 1) In its 2005 plan for diversity, ODOT shall adopt the Maine Department of Transportation's¹ model of funding regional consortia for comprehensive recruitment, pre-apprenticeship training, placement, retention and advancement of minorities and women in highway construction trades. Members of each Regional Community Consortium for Trades Workforce Diversity will bring leveraged dollars and activities (GED, ESL, life-support systems, established programs) to assist with the work of the consortium. The prioritization of funding for each region will be according to projected workforce needs in the region and actual funding awarded by Federal Highway Administration. Consortia may be developed in each region all at once or over several years, depending on funds available.
- 2) By January 2006, ODOT shall have released an RFP for the development of consortia. Criteria for the awarding of contracts include development of a community partnership and matching dollars or in-kind resources.
- 3) Funds will be used each year for program replication, technical assistance, and other overall training, communication and development needs of the consortia.

Objective D: ODOT shall create a marketing campaign designed to attract people of color and women to highway construction careers, with the initial campaign to begin in 2006 and become ongoing. The marketing campaign is integrated into ODOT's community relations activities.

¹ See best practice listing in the *Solutions for an Emerging Workforce* White Paper and Compilation of Best Practice Summaries.

- 1) ODOT shall develop a marketing campaign that may include: regular ads and articles in minority community papers; ads targeted to women in general papers; posters & brochures available at the Department of Motor Vehicles, Employment Division, and Health & Human Services offices; web-based information; materials to distribute at career fairs and schools such as stickers, pencils, bookmarks, magazines; television and radio public service announcements and creation of a video or DVD or CD. Other strategies may be suggested by the marketing professionals at ODOT. The Diversity in Construction Advisory Committee should advise ODOT on the campaign.
- 2) ODOT shall create a “toolbox” of materials that ODOT staff distributes in their regular meetings with stakeholders and the community, so that anytime ODOT staff interacts with the public, they are also promoting a diversity in the construction workforce message.
- 3) The Community Consortia should distribute the marketing information developed by ODOT in its networks and at community events.
- 4) ODOT shall collaborate with stakeholders on career fairs targeted to youth and adults of color, female youth, and women.

Objective E: ODOT shall develop agency protocols in order to integrate marketing and communication efforts into ODOT’s construction documents, procurement, construction administration and other business activities by the end of 2006.

- 1) ODOT community involvement meetings about new construction projects shall be regularly marketed to diversity advocates such as the minority chambers, youth of color organizations, apprenticeship programs that serve women and minorities, and communities of color and women, thus becoming a venue to inform the community about potential jobs.
- 2) A contact list of diversity advocates and community-based organizations was developed for the Summit, and shall be updated annually and made available to the internal marketing activities so that information can be distributed by e-mail or regular mail.
- 3) Marketing strategies must include contact information, including an address, phone, e-mail address and web site of places for the individual person of color or woman to use to get connected to a source of further guidance and to take the next step towards highway construction careers. This should be the contact information for the Community Consortia.
- 4) By September 2006, ODOT pre-construction conferences shall be used to introduce diversity advocates to contractors, who could explain about the jobs expected on the project, how to qualify for and access those jobs, and how to qualify for and access any apprenticeship programs the contractor is involved with. The Field Coordinators, Project Managers and other ODOT staff shall use this venue to offer technical assistance to the contractor in implementing their good faith effort plans and to assist the contractor in connecting with the Community Consortia.

Goal 2: ODOT creates protocols for ACCOUNTABILITY in collecting the data needed for evaluative efforts, in evaluation of the effectiveness of ODOT's programs, and with Agency compliance to diversity requirements, and to Federal and State law.

Objective A: ODOT's systems for collecting and reporting workforce data shall be finalized by July 2006.

- 1) ODOT shall publish current performance outcomes by November 2006.
- 2) ODOT shall establish performance benchmarks for 2006 by March 2006, and annually thereafter.
- 3) ODOT and other partners shall collect, record, analyze and report in a timely and efficient manner on the demographical data on its construction projects in order to be responsive to project conditions and make continuous improvements.
- 4) Reports will be posted on the ODOT web site as part of the reporting on the Annual Performance Measures and other reporting.

Objective B: Annually evaluating the effectiveness of programs and making the information available to stakeholders will become part of ODOT operations by December 2006.

- 1) Community Consortia should annually report to the Diversity in Construction Advisory Committee on the outcomes and effectiveness of their programs.
- 2) ODOT and the Diversity in Construction Advisory Committee shall create an annual report on the success of highway construction diversity initiatives to be presented to the Transportation Commission, at the annual Diversity in Construction training conference, and on the web.
- 3) Contractors' achievements towards diversity goals and good faith efforts shall annually be posted on the Diversity Communication Center web site introduced under Goal 3 below.

Objective C: By July 2006, and regularly thereafter, ODOT shall strengthen diversity activities as part of the bid process, assuring that contractor diversity strategies start right away, not just after a compliance review.

- 1) ODOT shall require contractors to report on their previous diversity achievement as a pre-qualification requirement in order to bid on its projects. For an example see Maine Department of Transportation's² pre-qualification questionnaire (attached in Appendix B).

² See best practice listing in the *Solutions for an Emerging Workforce* White Paper and Compilation of Best Practice Summaries.

- 2) ODOT shall develop a contracting system that requires contractors to submit a plan with clear action steps using the Federally-required 16 steps for achieving diversity with their bid.
- 3) Contract specifications shall require contractors to train existing workforce on cultural competency and bridging cultural differences.
- 4) Contract specifications shall require contractors to provide training and set up systems on harassment prevention.
- 5) Contract specifications shall require contractors to provide orientation and mentoring to new workers: a systematic job site orientation to new workers using the orientation checklist developed by the Wisconsin Technical College System Board³ (attached in Appendix C) and matching new workers with a journey-level worker who can answer questions about construction culture, appropriate job site behavior, safety and work processes.
- 6) Contract specifications shall require contractors to provide apprentices with meaningful work experiences that will meet industry standards of apprenticeship and OJT training.

Objective D: ODOT shall adopt the following comprehensive good faith effort activities as a requirement for all ODOT contractors starting July 2006, allocating adequate staff to monitor them while applying requirements fairly and evenly across the board, in order to encourage contractors to take action to create a diverse workforce. Assistance for contractors in developing and carrying out efforts is outlined below under Goal 3.

- 1) ODOT shall require and strongly enforce contractors' achievement of good faith efforts, using the action steps recommended in the affirmative action special provisions, and the efforts below.
- 2) ODOT shall recognize as a good faith effort cultural awareness and harassment prevention training of supervisors and workers on its projects.
- 3) ODOT shall recognize as a good faith effort a firm that has retained minority and female trades workers for a year or longer.
- 4) ODOT shall recognize contractors training existing workforce on cultural competency and bridging cultural differences as an approved good faith effort.
- 5) ODOT shall recognize as good faith efforts a firm that provides a systematic job site orientation to new workers using the orientation checklist developed by the Wisconsin Technical College System Board⁴ and matches new workers with a journey worker who can answer questions about construction culture, appropriate job site behavior, safety, and work processes.
- 6) Contractors shall be encouraged to implement job-based support and family-friendly policies by ODOT, recognizing such support as a good faith effort.

³ See best practice listing in the *Solutions for an Emerging Workforce* White Paper and Compilation of Best Practice Summaries.

⁴ Ibid

Objective E: ODOT shall hold contractors accountable for the strongest possible diversity achievement as well as apprenticeship and OJT goals.

- 1) ODOT shall monitor on a monthly basis in-depth performance of diversity goals on construction projects, allocating adequate staff and data gathering support for this purpose.
- 2) Monthly monitoring shall be used as a factor in which contractors will receive compliance reviews.
- 3) ODOT shall impose lawful remedies for non-compliance to the fullest extent of the law, including withholding progress payments, holding the contractor in breach, or terminating the contract.
- 4) ODOT shall direct ODOT Project Managers and Consulting Project Managers to work with the Office of Civil Rights and Contract Administration units to impose such lawful remedies when findings of non-compliance are made.
- 5) ODOT annually shall provide Project Managers, Consulting Project Managers and Contract Administration staff with the training to understand the importance of diversity and training goals and efforts.
- 6) Results of compliance reviews and monitoring shall be regularly reported on to stakeholders.

Goal 3: ODOT and partner stakeholders ensure that minorities and women have ACCESS to highway construction careers through:

- **Access to information about compliance, performance, activities and jobs available to the community;**
- **Ensuring that minorities and women have access to the training they need to be successful in construction;**
- **Access to program replication training and networking opportunities for stakeholders; and**
- **Creating opportunities for contractors and project managers to access the training they need in order to understand their obligation and successfully implement good faith efforts.**

Objective A: By the end of 2006, ODOT shall create a training and communication system so that valuable knowledge is shared and understanding is built.

- 1) ODOT shall hold an annual Diversity in Construction training conference that would include best practices presentations, diversity training for contractors and project managers, program replication training for community-based organizations and the chance for stakeholders to network. The conference would be funded through a combination of government and industry sponsorship and attendance fees.
- 2) By the end of 2006, ODOT shall build a web-based Diversity in Construction Communication Center for information on diversity in construction that would include resources and best practices, notification of events, posting of reports, and posting of implementation manuals. A section of the web could be for students or interested applicants, with testimonials and stories of successful minorities and women, links to apprenticeship programs, career information, community support services, and work opportunities.
- 3) A contact list of diversity advocates and community-based organizations was developed for the Summit; ODOT shall annually update it and make it available to internal and external customers involved in diversity efforts so that information can be distributed by e-mail or regular mail.

- 4) By the end of 2006, ODOT shall link stakeholders through a list-serve/e-mail system for fast sharing of key information.
- 5) Starting August 2006, ODOT shall regularly send bid results on area projects to the consortia so that they can attend pre-construction meetings, contact the contractor and sub-contractors and be aware of upcoming jobs and training opportunities.

Objective B: Beginning in January 2007, ODOT shall publicly recognize contractors' achievement of diversity.

- 1) ODOT shall explore ways to reward contractor achievement of construction workforce diversity, for example the Colorado Department of Transportation's⁵ waiving of OJT requirements for contractors who have demonstrated a commitment to graduating trainees as journey-level workers, and design/build purchasing strategies that assign credit for an achievement of diversity.
- 2) Successful contractors shall be publicly recognized with an acknowledgement at the annual Diversity in Construction conference.

Objective C: As an ongoing activity, contractors shall receive the assistance they need to recruit and retain female and minority workers.

- 1) ODOT and BOLI shall ensure that the iMATCH system will be fully utilized to allow contractors to find potential minority or female trades workers.
- 2) The Community Consortia and other construction workforce diversity organizations should post their available graduates on the iMATCH system.
- 3) At the annual Diversity in Construction conference, pre-construction conferences, through industry associations, and/or Civil Rights partnership technical assistance training venues, ODOT shall provide technical assistance and training so that contractors understand their responsibility for apprentice and OJT training, learn how to set up systems on harassment prevention, learn how to develop job-based support systems, develop cultural competency and learn how to bridge cultural differences.
- 4) Starting August 2006, ODOT procurement or contracting offices shall regularly send bid results on area projects to the consortia so that they attend pre-construction meetings, contact the contractor and sub-contractors and are aware of upcoming jobs.
- 5) The Community Consortia should be a resource for contractors for referrals of a diverse construction workforce.

⁵ See best practice listing in the *Solutions for an Emerging Workforce* White Paper and Compilation of Best Practice Summaries.

Section Two: Objectives and Action Steps for Each Issue Identified in the Focus Group

The following section shows objectives and action steps for each issue identified in the Focus Group, with particular attention to action steps recommended for stakeholders. It will help stakeholders see how they can be an integral partner with ODOT, as ODOT carries out the action steps in its part of the plan as outlined in Section One.

► Industry lacks a systemic response to the problem.

Objective A: Create a policy level system for responding to the problem.

- 1) By October 2005, stakeholders from education, government, diversity advocates such as community-based organizations and for-profit diversity consultants, contractors, apprenticeship programs, employer associations, unions, tradesmen of color and tradeswomen, as well as top agency staff from Governor's Office, Employment Division, Office of Community Colleges and Workforce Development, Health and Human Services, Corrections, Oregon Department of Education should support ODOT through participation on a Diversity in Construction Workforce Advisory Committee.
- 2) The Diversity in Construction Workforce Advisory Committee should work with ODOT to create an annual report on the success of highway construction diversity initiatives to be presented to the Transportation Commission, at the annual Diversity in Construction training conference, and on the web.
- 3) Stakeholders such as contractor associations, youth of color educators, female youth educators, apprenticeship programs, tradesmen of color and tradeswomen and the Oregon Department of Education should create a Diversity in Trades Education Task Force. The charge of the Task Force would be to generate ideas, to drive policy changes, to allocate funding for targeted education projects in each region, to oversee the projects, to report/share on the projects at the annual Diversity in the Trades conference and to post project reports on the web site. Initial funding could come from ODOT, however, the Task Force would seek private/public partnerships to add to ODOT dollars.
- 4) Stakeholders in each ODOT region, especially members of each area's Community Consortium, should seek membership on their Area Commission on Transportation, and the consortia shall report annually to their Area Commissions on their work.
- 5) Local Workforce Investment Boards (WIBs) are required under the Workforce Investment Act (WIA) to report how they will serve individuals seeking non-traditional occupations. Oregon WIBs shall report on this at the annual Diversity in Construction conference.

Objective B: Create a training and communication system so that valuable knowledge is shared, and understanding is built.

- 1) Stakeholders should participate in an annual Diversity in Construction training conference that may include best practices presentations, diversity training for contractors, program replication training for community-based organizations and the chance for stakeholders to network. The conference would be funded through a combination of government and industry sponsorship and attendance fees.
- 2) Stakeholders should submit their reports and best practice manuals to a web-based Diversity in Construction Communication Center for information on diversity in construction that would include resources and best practices, notification of events, posting of reports, and posting of implementation manuals. A section of the web should be for students or interested applicants, with testimonials and stories of successful minorities and women, links to apprenticeship programs, career information, community support services, and work opportunities.

Objective C: Establish consortia of community-based organizations and advocates in each of the State's five highway regions for the purposes of recruitment/training/placement/retention of minorities and women in highway construction trades.

- 1) Stakeholders in each ODOT region who have expertise in recruitment, pre-apprenticeship training, placement, and retention of minorities and women in highway construction trades should join together to form Regional Community Consortia for Trades Workforce Diversity, and leverage dollars and activities (GED, ESL, life-support systems, established programs) to assist with the work of the consortium.
- 2) Consortia should make contact with contractors and be aware of upcoming ODOT projects in their areas, through bid results sent regularly by ODOT, as well as other efforts.

► **Education that provides:**

- **Realistic understanding of the industry;**
- **Applicable education for the construction industry;**
- **Academic / technical integration; and**
- **Adequate preparation: math, career awareness, communication, work skills**

► **Educators do not offer construction as a viable career option.**

(Note: Objectives and action steps for these two issues are shown as a group because of their close relationship.)

Objective A: Increase the numbers of youth of color and female youth in technical/construction education, while connecting trades education to real life experiences, through the following suggested projects, which could be sponsored by contractors and apprenticeship programs as elements of their good faith efforts.

- 1) Foster partnerships between K-12 schools, youth of color and female youth groups, and affordable housing Community Development Corporations (CDCs) or Habitat for Humanity chapters in order to provide youth with summer internships and hands-on after school activities.
- 2) Provide targeted recruiting of youth of color and female youth from Middle Schools to enter High School tech classes, to ensure that youth of color and female youth graduate from High School with technical skills.
- 3) Contractors, contractor associations or unions should “adopt” a school with high youth of color population, or a youth group designed for youth of color (such as the Native American Youth Association) or female youth (such as Girl Scouts), offering visits from trades people of color and tradeswomen, hands-on workshops, site visits or other activities designed to attract the youth to a construction career.
- 4) Distribute marketing materials portraying construction in a positive light, and portraying women and minority construction workers to youth of color and female youth.
- 5) Use Oregon Tradeswomen, Inc.’s⁶ guide “Ten Easy Steps for Recruiting and Retaining Girls for Your Professional Technical Classes” (see Appendix D) to help schools as they seek to diversify their technical classes.
- 6) Increase the availability of summer construction academies such as that offered by the Oregon Building Congress⁷ and Northern New England Tradeswomen’s Rosie’s Girls⁸ program, targeted to youth of color and female youth.
- 7) Offer field trips to training centers and construction sites to youth groups that serve youth of color and female youth.
- 8) Annually report on efforts on the Diversity in Construction web site and at the Diversity in Construction conference.

Objective B: Ensure that educators know the value of construction trades careers, and pass that knowledge on to students, especially youth of color and female youth, through projects sponsored by contractors, ODOT and other supporters that should include the following elements:

- 1) A Diversity in Trades Education (DTE) Task Force created by contractors and other stakeholders in a formal partnership with the Department of Education;
- 2) A statewide education campaign developed by the DTE task force to inform counselors/tech educators of the viability of trades careers, and especially why construction is a viable career option for youth of color and female youth;
- 3) Campaign outreach: to leaders of youth groups in communities of color (Self Enhancement, Inc., Native American Youth Association, etc.), and to leadership of female youth groups (Girl Scouts, Boys and Girls Clubs, YWCA etc.);
- 4) Components that show the benefit of a construction career, project-based learning opportunities, career path information, presentations to educator conferences and school boards, in-service presentations, construction-related lessons available for teachers,

⁶ See best practice listing in the *Solutions for an Emerging Workforce* White Paper and Compilation of Best Practice Summaries.

⁷ Ibid

⁸ Ibid

teacher/educator workshops such as those offered by the Oregon Building Congress⁹ Math & Science Workshops for Educators, and educator or youth leader visits to apprenticeship training centers or job sites; and

- 5) Annual reports by the Department of Education and Department of Community Colleges and Workforce Development on the demographics of technical education classes, and their efforts to diversify them on the Diversity in Construction web site and at the Diversity in Construction conference.

Objective C: Industry stakeholders should educate educators to eliminate stereotypes, sexual harassment and discrimination in technical/construction education.

- 1) Presentations on best practices in recruiting and retaining youth of color and female youth in technical/construction education, and training on replicating best practices to professional/technical educators shall be offered at the annual Diversity in Construction conference and at other educational conferences.
- 2) Schools shall be encouraged to use the ideas in Oregon Tradeswomen, Inc.’s¹⁰ guide “Ten Easy Steps for Recruiting and Retaining Girls for Your Professional Technical Classes” to help their schools as they seek to diversify their technical classes.
- 3) School districts should tie professional/technical educator performance reviews to outcomes in recruiting and retaining youth of color and female youth in technical/construction education.

Objective D: Assist youth of color and female youth who gain technical education in the secondary grades to go on to trades careers.

- 1) Part of the educational efforts should include “next steps” materials to inform youth of apprenticeship programs, entry-level positions, and preparation for the trades training programs.
- 2) Senior grade youth of color and female youth in technical education, attending after school or summer construction programs, or attending construction job fairs should be especially targeted for such “next steps” materials.
- 3) The Department of Education should mail invitations to the annual Diversity in the Trades conference to senior and recent graduate youth of color and female youth who took technical education classes.
- 4) The annual Diversity in the Trades conference shall include a youth caucus and a “Next Steps for Youth” workshop especially for youth of color and female youth in or recently graduated from technical education.

⁹ See best practice listing in the *Solutions for an Emerging Workforce* White Paper and Compilation of Best Practice Summaries.

¹⁰ Ibid

Objective E: Ensure that adult minorities and women have access to effective programs that provide training to prepare them for the trades, and ensure that training is combined with intensive recruiting, placement and long-term retention services (at least three years).

- 1) The Bureau of Labor and Industries (BOLI) and the Oregon State Apprenticeship and Training Council (OSATC) should set standards for pre-apprenticeship programs that provide realistic understanding of the industry, applicable education for the construction industry, as well as math, career awareness, communication, and work skills.
- 2) BOLI and OSATC should work with apprenticeship programs to develop systems of direct entry or points towards placement for graduates of pre-apprenticeship programs.
- 3) BOLI should develop a list of apprenticeship programs with direct entry or points advantage for pre-apprenticeship program graduates and circulate it to pre-apprenticeship programs.
- 4) BOLI should recognize OJT as pre-apprenticeship training that would allow for direct entry.
- 5) Contractors and other supporters should offer scholarships to minorities and women for pre-apprenticeship training.
- 6) Contractors, apprenticeship programs and unions should assist programs to connect trades education to real life experiences by offering job site and training center visits, and by making their female and minority workers available to visit programs as role models.

Objective F: One-Stop systems shall provide accurate information about trades careers to their customers, especially women and minorities.

- 1) Local Workforce Investment Act (WIA) systems should train One-Stop staff on understanding trades careers and understanding routes for minority and female customers to access trades careers.
- 2) Each One-Stop should have a trades career resource corner that provides information to customers about trades careers, provides information to minority and female customers about training for trades careers, and portrays successful minority and female trades workers.

► **Lack of identifiable, coordinated life-support systems:**

- **Transportation**
- **Child care**
- **Family**
- **Community**
- **School**
- **Career**

Objective A: Providing resources for life-support systems shall be included in the assignment of the Regional Community Consortia for Trades Workforce Diversity under contract with ODOT.

- 1) Contractors and apprenticeship programs should assist community-based organizations in identifying life-support systems that are needed for the construction industry.
- 2) The Regional Community Consortia should leverage funding for support by coordinating with One-Stop Centers, Temporary Assistance to Needy Families program (TANF), Department of Human Services programs, and other sources of support.
- 3) A curriculum to assist students with career planning around life-support issues should be developed and adopted by pre-apprenticeship programs, and made available on the Diversity in Construction web site.
- 4) A curriculum to educate families of pre-apprenticeship students and new apprentices about the construction industry should be developed and adopted by pre-apprenticeship programs, and made available on the Diversity in Construction web site.
- 5) Post-placement access to support shall be part of the services offered to new women and minority trades workers by the Regional Community Consortia.

► **Image, perception:**

- **Workforce**
- **Cultural**
- **Gender**

Objective A: Stakeholders should work with ODOT to create a marketing campaign targeted to people of color and women, and assist ODOT in distributing materials and otherwise implementing the campaign.

- 1) Stakeholders should advise ODOT on best strategies to effectively reach their communities of women and people of color.
- 2) Stakeholders should use ODOT's "toolbox" of materials to distribute information to minorities and women in their community.

Objective B: Use community-centered marketing to spread information about construction careers to people of color and women.

- 1) Diversity advocates and community-based organizations shall distribute the marketing information developed by ODOT's Communication Division in their networks and at community events.
- 2) A contact list of diversity advocates and community-based organizations was developed for the Summit, and shall be regularly updated so that information can be distributed by e-mail or regular mail.
- 3) Stakeholders should collaborate with ODOT on career fairs targeted to youth and adults of color, female youth, and women.
- 4) Contractors and apprenticeship programs should sponsor men of color and women trades workers as role models/spokespeople for career fairs and community events.

► Failure among existing resources to communicate and share resources (in both public and private sectors).

Objective A: Stakeholders should work in coalition to request that trades diversity activities receive the funding necessary to support them.

- 1) A strong economic argument shall be developed for the value of a trades career path, and how using funding to support construction workforce diversity activities will help Oregon economically.
- 2) Stakeholders should write letters and contact the Governor to express their support for the Governor using his WIA discretionary funding to support construction workforce diversity activities.
- 3) Stakeholders should ask their legislators to support this use of funding, and to express their support to the Governor.
- 4) Stakeholders should express support for ODOT to use Federal Highway funds to support construction workforce diversity activities.

Objective B: Stakeholders should communicate and share resources in order to more successfully assist minorities and women to enter and succeed in the highway construction trades.

- 1) Stakeholders should share information and best practices through posting information on ODOT's web site, and at the annual Diversity in Construction training conference.
- 2) Stakeholders should join together to form consortia for the purposes of recruiting, training, job placement, retention and advancement of minorities and women in highway construction trades.

► Cultural roadblocks

- **Language**
- **Discrimination**
- **Preconceptions**
- **Confidence building**

Objective A: Contractors shall train existing workforce on cultural competency and bridging cultural differences.

- 1) ODOT and other public works purchasing agencies recognize this as an approved good faith effort.
- 2) Contract specifications shall require contractors to train existing workforce on cultural competency and bridging cultural differences.
- 3) Training is available at the annual Diversity in Construction conferences.

Objective B: Contractors shall provide training and set up systems on harassment prevention.

- 1) ODOT and other public works purchasing agencies recognize this as an approved good faith effort.
- 2) Contract specifications shall require contractors to provide training and set up systems on harassment prevention.
- 3) Training is available at the annual Diversity in Construction conferences.

Objective C: Train potential women and minority workers to bridge cultural differences, including understanding construction culture, English as a Second Language (ESL), and dealing with racial and gender harassment.

- 1) Pre-apprenticeship programs should offer a curriculum that trains potential women and minority workers to overcome these cultural roadblocks.
- 2) Pre-apprenticeship programs should partner with contractor associations and apprenticeship programs to offer family nights where families of students can learn of the value of trades careers, and the importance of families' support of the new trades worker.
- 3) Contractor associations, diversity advocates, and apprenticeship programs should verify comprehensiveness of curriculum on bridging cultural differences/construction culture.
- 4) Train the trainer workshops on this curriculum are offered at the annual Diversity in Construction conferences.

► Contractors view apprentices as short-term workers and have no long-term commitment to training.

► Current contract constraints limit industry's creative response.

(Note: Objectives and action steps for these two issues are shown as a group because of their close relationship.)

Objective A: ODOT and procurement offices within each agency (agencies such as the City of Portland, TriMet, Multnomah County, Portland Community College, Oregon Health Sciences University, etc.) shall take action to strengthen diversity activities as part of the bid process, assuring that contractor diversity strategies start right away, not just after a compliance review.

- 1) ODOT and procurement offices within each agency shall require contractors to report on their previous diversity achievement as a pre-qualification requirement in order to bid on their projects; for an example see Maine Department of Transportation's¹¹ pre-qualification questionnaire. (See Appendix B.)

¹¹ See best practice listing in the *Solutions for an Emerging Workforce* White Paper and Compilation of Best Practice Summaries.

- 2) ODOT and procurement offices within each agency shall develop purchasing systems that require contractors to submit a plan with clear action steps for achieving diversity with their bid.
- 3) Contractor associations and diversity organizations should help with developing guidelines for what would be an adequate plan.
- 4) ODOT and procurement offices within each agency shall develop contract specifications that require contractors to train existing workforce on cultural competency and bridging cultural differences.
- 5) ODOT and other public works purchasing agencies shall develop contract specifications that require contractors to provide training and set up systems on harassment prevention.
- 6) ODOT and procurement offices within each agency shall develop contract specifications that require contractors to provide orientation and mentoring to new workers: a systematic job site orientation to new workers using the orientation checklist developed by Wisconsin Technical College Board¹², and matching new workers with a journey worker who can answer questions about construction culture, appropriate job site behavior, safety and work processes. (See Appendix C for the checklist.)
- 7) ODOT and procurement offices within each agency shall develop contract specifications that require contractors to provide apprentices with meaningful work experiences which will meet industry standards of apprenticeship and OJT training.
- 8) ODOT and procurement offices within each agency should develop contract specifications that acknowledge past performance such as current utilization, training programs, activities, outreach, retention, etc.

Objective B: ODOT and procurement offices within each agency shall hold contractors to the strongest accountability for good faith efforts.

- 1) ODOT and procurement offices within each agency shall require and strongly enforce contractors' achievement of good faith efforts.
- 2) ODOT and procurement offices within each agency shall recognize as a good faith effort cultural awareness and harassment prevention training of supervisors and workers on their projects.
- 3) ODOT and procurement offices within each agency shall recognize as a good faith effort if a firm has retained minority and female trades workers for a year or longer.
- 4) ODOT and procurement offices within each agency shall recognize contractors training existing workforce on cultural competency and bridging cultural differences as an approved good faith effort.
- 5) ODOT and procurement offices within each agency shall recognize as good faith efforts if a firm provides a systematic job site orientation to new workers using the orientation checklist developed by Wisconsin Technical College Board¹³ and matches new workers with a journey worker who can answer questions about construction culture, appropriate job site behavior, safety, and work processes. (See Appendix C for the checklist.)

¹² Ibid

¹³ See best practice listing in the *Solutions for an Emerging Workforce* White Paper and Compilation of Best Practice Summaries.

- 6) Contractors shall be encouraged to implement job-based support and family-friendly policies by ODOT and other public works purchasing agencies recognizing such support as a good-faith effort.
- 7) Results of compliance reviews and diversity monitoring shall be regularly reported on to stakeholders.

Objective C: ODOT and procurement offices within each agency should, where lawful, reward contractors' achievement of diversity.

- 1) Contractors who have achieved a demographically diverse workforce in the previous year should be waived from reporting and participation requirements for good faith efforts and OJT programs.
- 2) Successful contractors shall be publicly recognized with an award at the annual Diversity in Construction conference.

Objective D: Contractors shall receive the assistance they need to recruit and retain female and minority workers.

- 1) Contractors should make information about apprenticeship programs, pre-apprenticeship programs and support organizations available to minority and female applicants and workers in their job trailers and offices.
- 2) Support organizations should partner with contractors in assisting female and minority workers to be retained by the construction industry.
- 3) ODOT and procurement offices within each agency shall provide technical assistance and training so that contractors understand their responsibility for apprentice training.

► **Lack of mentoring and support:**

- **Journey mentors**
- **Peer mentors**

Objective A: Contractors should provide orientation and mentoring to new workers.

- 1) Contractors should provide a systematic job site orientation to new workers using the orientation checklist developed by the Wisconsin Technical College System Board (see Appendix C for the checklist).
- 2) Contractors should match new workers with a journey worker who can answer questions about construction culture, appropriate job site behavior, safety, and work processes.
- 3) ODOT and procurement offices within each agency shall recognize the above contractor-based mentoring as a good faith effort.
- 4) Contractors should provide apprentices with meaningful work experience that will meet industry standards of apprenticeship training or OJT training.

- 5) Contractors should provide periodic progress reports to the public works project owner on the individual apprentice and hours spent per job/skill.

Objective C: Stakeholders should work together to offer mentoring to women and minorities entering the trades.

- 1) Diversity advocates should develop a mentoring program to address the high dropout rate for men of color from apprenticeship.
- 2) Apprenticeship programs should identify late-term minority and women apprentices who could be mentors for new apprentices.
- 3) Unions should expand the mentoring models offered by the Carpenters and Electricians unions.

Objective D: BOLI should require apprenticeship programs to offer the Wisconsin Technical College Board¹⁴ model of train the trainer.

- 1) Stakeholders should meet with apprenticeship program coordinators to talk about benefits of training workers to be better trainers of apprentices.
- 2) Stakeholders should attend Oregon State Apprenticeship and Training Council meeting to show support for requirement.
- 3) ODOT shall request BOLI to develop requirement.

¹⁴ See best practice listing in the *Solutions for an Emerging Workforce* White Paper and Compilation of Best Practice Summaries.

Dictionary of Acronyms/Nicknames

Acronym/ Nickname	Definition
AA	Affirmative Action
ADA	Americans with Disabilities Act
BOLI	Bureau of Labor & Industries
CAP	Corrective Action Plan
CCB	Construction Contractors Board
DBE	Disadvantaged Business Enterprise
DBRA	Davis Bacon and Related Acts
DCBS	Department of Consumer & Business Services
DOJ	Department of Justice
EEO	Equal Employment Opportunity
ESB	Emerging Small Business
FC	Field Coordinator
FHWA	Federal Highway Administration
GFE	Good Faith Efforts
JATC	Joint Apprenticeship Training Committee
MEUR	Monthly Employment Utilization Report (731-0394)
MOU	Memorandum of Understanding
OAME	Oregon Association of Minority Entrepreneurs
OCR	Office of Civil Rights
OFCCP	Office of Federal Contract Compliance Programs
OJT	On-the-Job Training
OMWESB	Office of Minority, Women & Emerging Small Business
PM	Project Manager (usually used to refer to ODOT PMs)
PWR	Prevailing Wage Rate
TERO	Tribal Employment Rights Ordinance
US DOL	U.S. Department of Labor
US DOT	U.S. Department of Transportation
WBE	Woman Business Enterprise
WH	Wage and Hour (federal/state offices)

Contractor's Equal Employment Opportunity/Civil Rights Questionnaire

Company name _____

Date _____

Please submit an electronic copy of any written company plan, policy or procedure pertinent to the questions asked below to John.Stanley@maine.gov

1. Does your company have a written Affirmative Action Plan with goals and timetables to correct any manifest imbalance in your employment of women and minorities?
2. Does your company have a written sexual harassment policy?
3. Does your company provide sexual harassment training to employees? If so, when/by whom (please submit qualifications)/how frequently?
4. Does your company have a non-discrimination policy?
5. Within the last 5 years, has your company had any findings of probable cause or court rulings of sexual harassment, discrimination, or other civil rights violations? If so, provide full details, including a summary of your position.
6. Does your company actively solicit bids/quotes from disadvantaged, minority, and/or women owned businesses?
7. Describe the procedure you use to ensure your company is in compliance with Disadvantaged Business Enterprise requirements.
8. Describe the procedure you use to ensure all subcontractors used by your company are in compliance with EEO laws.
9. Provide a list of all companies you solicit subcontract bids/quotes from.
10. What is the name of your company's equal employment opportunity officer?
11. Provide a copy of the job description for your company equal employment opportunity officer.
12. What percentage of that person's time is spent on equal employment opportunity?
13. Please complete the Company Construction Workforce Report on the following page.

Company Construction Workforce Report

Company name _____

Year covered by report _____

Report of employment statistics for the entire company workforce, by hours worked for each craft during the last calendar year.

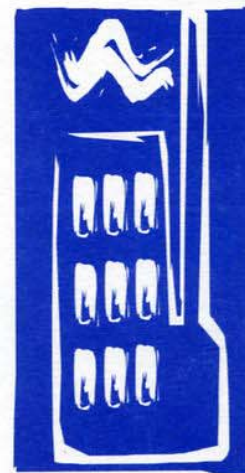
Position	Total Employees	White Males	Females	Hispanic	American Indian	Black	Asian	Disabled	Number of Recalls
Superintendent									
Operating Engineer									
Equipment Operator									
Mechanics									
Truck Drivers									
Ironworker/Rod									
Carpenters									
Const.Wkr. Bridge									
Const.Wkr.Hwy.									
Pipelayer									
Bridge Maint Wkr.									
Laborer, Semi-Skill									
Laborer, Unskilled									
Foreperson/Bridge									
Foreperson/Hwy									
Welder									
Other, _____									
Other, _____									

From Maine Department of Transportation

8. Apprentice Orientation Checklist

Make sure the following items are addressed with the apprentice sometime during the first week on the job site. The list may vary depending on the individual trade, the role of Human Resources, and the time the apprentice has been on the job.

- Overall organization: apprentice's relationship to the company
- Job duties
- Introductions: Who's Who?
- Personnel policies
- Performance evaluations
- Related instruction/school schedule
- Terminology
- Employee handbook
- Tour (restrooms, eating facilities)
- Location of work area
- How to operate telephone
- Necessary supplies and equipment
- Safety procedures
- Fire extinguishers
- Keys
- Personal appearance, dress code
- Personal protective equipment
- Attendance, punctuality
- Work hours; time sheets
- Breaks; lunch
- Pay procedures
- Overtime
- Who to call in case of illness, tardiness, etc.
- Relationship to other trades
- Filling out work reports or cards
- _____
- _____
- _____



9. TERMS

List the terms you want to review with an apprentice.

From "Transition to Trainer" Course developed by the Wisconsin Technical College System Board

Ten Easy Steps for Recruiting Girls for Your Professional Technical Class

- ① Create class brochures and posters! Market your class in a way that counteracts stereotypes about the trades and workers in the trades. (The Trades Offer Girls Options (TO GO) project will gladly share sample materials.)
- ② Make your class environment welcoming. Check in with a female colleague or counselor for feedback on your space. Display images of young women working in your classroom. Your classroom should represent the projects and the students (of all races and genders) who build them!
- ③ Host interactive workshops on Parent's or Open House Nights! Educate parents about the living wage careers in the trades and inform them of your curriculum.
- ④ Introduce middle-school-aged girls to your classroom with a hands-on project. Most high schools host field trips to help rising ninth graders transition comfortably to a new school. Work with your counseling staff to insure that your class is included in the tour.
- ⑤ Visit "feeder" middle schools and host "girl-friendly" service-learning projects. Partner with a middle school science department to build bird houses or flower planters. Work with the math department to demonstrate applied math.
- ⑥ Lead workshops for middle school girls at the annual Women in Trades Fair. Oregon Tradeswomen organizes the Women in Trades Fair to allow girls to try out the tools of the trade; there's no better time to encourage young women to sign up for your class. (Meanwhile, you'll also build the leadership skills and confidence of your current students as they teach younger students what they've learned.)
- ⑦ Celebrate the successes of your students in the school newspaper or newsletter and seek local media attention. Work with the journalism class or yearbook staff to document fantastic projects.
- ⑧ Offer young women information about careers in the trades. Why should young women be interested in your class if they think it's just an "elective" or a hobby class? Compare wages in the trades to other careers; be sure to include traditionally female dominated careers like child care or office work.
- ⑨ Consider having a program or "class open house" for girls only. Call on successful graduates and past students to act as mentors and to answer the questions of incoming female students.
- ⑩ Build a good relationship with your school's counseling office. Counselors should know that you offer a fantastic class and that you actively welcome young women as well as young men. Be sure the counseling staff understands the value of your class. Work with counselors to support young women taking nontraditional classes and students interested in applying for apprenticeship programs.

For more information, contact the Trades Offer Girls Options (TO GO)
Program of Oregon Tradeswomen, Inc.

www.tradeswomen.net * 503-335-8200 1714 NE Alberta St. * Portland, OR 97211

Appendix D: Oregon Tradeswomen, Inc. Ten Easy Steps: Page 1 of 2: Oregon Plan of Action

Ten Easy Steps for **Retaining Girls** for Your Professional Technical Class

- ① Create a safe space in your classroom. Post a statement that corresponds with your school's policy on welcoming a diverse student body. Intervene to prevent bullying and harassment. Teach tolerance and acceptance.
- ② Counteract the invisibility of women in the trades! Present images of young women in the trades on your classroom walls.
- ③ Dispel stereotypes about the kind of work that men and women can do; discuss and de-construct ideas about gender and physical work.
- ④ Build a "girl-friendly" curriculum. Here are a few Women in Trades Fair projects from a variety of workshop presenters that have proved popular: picture frames, bird houses, flower planters, trivets, and wind chimes.
- ⑤ Bring in community role models. Tradeswomen can offer candid advice about their experiences in professional technical classes and in the field.
- ⑥ Use gender neutral language. Verbally demonstrate that you include young women in your classroom. Consider using female and male pronouns and some terms like "journey-level" or "journey person" rather than "journeyman." For example, "When a carpenter completes her apprenticeship, she reaches journey-level status."
- ⑦ Offer young women information about careers in the trades. Visit apprenticeship training centers. Compare wages in the trades to other careers; be sure to include traditionally female dominated careers like child care or office work.
- ⑧ Call on successful graduates and past students to act as mentors and role models.
- ⑨ Encourage young women to take leadership roles in the trades. We invite you and your students to lead workshops at the Women in Trades Fair; your students will gain confidence in their skills and abilities as they teach others what they have learned.
- ⑩ Ask for evaluation and feedback. Let young women tell you how you might modify the class projects to be more inclusive of female students.

Take an extra step. Become an advocate for women in the trades:

Educate yourself about the history of women's work in the trades. Did you know that until Title IX in 1972 most "shop" classes were for boys only and most "home ec" classes were for girls only? And until 1978, women could be legally excluded from apprenticeship programs. Talk openly about history and the barriers women and also men of color have faced in entering apprenticeship programs. Do your part to chip away at those barriers!

**For more information, contact the Trades Offer Girls Options (TO GO)
Program of Oregon Tradeswomen, Inc.**

www.tradeswomen.net * 503-335-8200 1714 NE Alberta St. * Portland, OR 97211



Website Addresses from the Collection of Best Practice Summaries

Brought to you by the Federal Highway Administration, Oregon Department of Transportation & Oregon Tradeswomen, Inc. through the Western Regional Summit on Youth of Color and Women in the Highway Construction Trades

- Alaska Works Partnership www.alaskaworks.org
- Apprenticeship and Nontraditional Employment for Women (ANEW) www.new-nyc.org
- Bay Area Construction Sector Intervention Collaborative - (BACSIC) www.bacsic.org
- The Center to Protect Workers Rights www.cpwr.com
- Century Housing www.centuryhousing.org
- Chicago Women in Trades (CWIT) www.chicagowomenintrades.org
- Cianbro Corporation www.cianbro.com
- Colorado Department of Transportation (CDOT) www.dot.state.co.us
- CSC YouthBuilders www.csc.gen.or.us/youth_programs.htm
- Cypress Mandela/Women In Skilled Trades (WIST)
www.oaklandpic.org/Cypress_Mandela-WIST.htm
- Federal Highway Administration www.fhwa.dot.gov
- Hard Hatted Women www.hardhattedwomen.org
- Housing Authority of Portland www.hapdx.org
- International Brotherhood of Electrical Workers (IBEW) www.ibew.org
- International Masonry Institute www.imiweb.org
- Long Beach City College/Women in Trades & Technology www.lbcc.edu
- Maine Department of Transportation, Office of Human Resources www.maine.gov/mdot-stage
- National Center for Construction Education & Research (NCCER) www.nccer.org
- NECA/IBEW Electrical Training Center www.nietc.org
- Northern New England Tradeswomen www.nnetw.org
- Northwest Labor & Employment Law Office www.lelo.org
- NYC & Vicinity Carpenters Labor Management Cooperation Trust Fund
www.nycdistrictcouncil.com/labor_manage.htm
- Office of Port Jobs www.portjobs.org
- Operating Engineers Training Center www.oetraining.org
- Oregon Building Congress (OBC) www.obcweb.com
- Oregon Department of Transportation (ODOT)
http://www.oregon.gov/ODOT/CS/CIVILRIGHTS/eo_program.shtml#EEO_Link
- Oregon Tradeswomen, Inc. (OTI) www.tradeswomen.net
- Portland General Electric (PGE) www.portlandgeneral.com
- Portland YouthBuilder (PYB) www.pybpdx.org
- Sheet Metal Training Fund www.sheetmetal-16.org
- Stacy & Witbeck, Inc. www.stacywitbeck.com
- State Building & Construction Trades Council of California www.sbctc.org
- Tradeswomen Inc. www.tradeswomen.org
- Wisconsin Technical College System www.wtcsystem.org
- Youth Construction Initiative Program (YCIP) www.albany.edu/eop/yci

Appendix E: Website Addresses from the Best Practice Summaries: Oregon Plan of Action