

Get Connected to School-to-Career

A QUICK GUIDE for Organized Labor



*Preparing Today's
Students and
Tomorrow's Workforce*



Getting Started—Three Easy Steps

School-to-Career makes sense for students and organized Labor. Below are three easy steps to begin your participation in this exciting initiative.

STEP 1 — Plan Your Strategy

Build on What Exists inside your union membership, local labor organization or in the community to gain maximum impact without re-inventing the wheel.

Solve a Need by bringing enthusiastic, skilled young people into the workplace; investing in future, loyal workers and union members; and promoting the value of Labor and awareness of issues such as workers' rights, workers safety and opportunities in specific trades.

Invest in Your Community in an easy, coordinated way that significantly impacts local schools and students and allows you to demonstrate a leadership role in your community.

STEP 2 — Choose Your Activities

Labor participates in School-to-Career in a number of high-impact ways. Here are just a few:

With Students

- Provide work-based learning opportunities such as internships, pre-apprenticeships, job shadows and career mentoring.
- Be a guest speaker in local classrooms and host students for workplace tours.

With Teachers

- Provide industry expertise in helping to design curriculum and projects.
- Offer teacher internships and job shadows to help them learn about unionized jobs and specific trades.

With Other School-to-Career Leaders

- Participate on advisory boards of local School-to-Career partnerships and school programs.
- Use your resources to promote School-to-Career and increase participation.
- Take a proactive role in promoting supportive public policy for School-to-Career.

STEP 3 — Get Connected

Now that you understand the benefits of School-to-Career and how to participate, it is time to Get Connected. Here is a checklist for your next steps:

- ✔ Call your local School-to-Career Partnership and set up a meeting. To contact a local partnership, call (800) 962-8821 or visit www.stcconnect.com.
- ✔ Contact your local Central Labor Council, AFL-CIO office, Building and Construction Trades Council or the California Apprenticeship Coordinators Association to join others who are already participating in School-to-Career.
- ✔ Go deeper and make smart decisions about participation by completing a Next Steps Worksheet, accessing additional tools and strategies and reading success stories, all found at www.nww.org and www.stc-clearinghouse.org.

Get Connected to School-to-Career

This *Quick Guide* for Organized Labor is designed to help increase your participation in School-to-Career efforts and to help you get started if you are not yet involved. It provides teachers, employers, administrators, and other partners in School-to-Career an “inside look” on Labor’s values and the roles we can play in local School-to-Career activities.

Work is a big part of shaping who we are and how we contribute to our families and communities. Still, many of our young people leave school unprepared to enter the workforce and ill equipped to explore career options on their own. How can we best introduce young people to the opportunities of future careers and the contributions of organized labor? The School to Work Opportunities Act of 1994, backed by the AFL-CIO and teachers’ unions, supports state and local partnerships of Labor, educators, employers, parents and community organizations to develop School-to-Career educational systems.

What is School-to-Career?

School-to-Career is an approach to education based on proven concepts. It is based on the idea that if students understand the relevancy of their academic studies AND if their classroom learning is linked to future goals and careers, these students are likely to achieve higher performance in school and graduate with significantly improved knowledge and skills.

School-to-Career activities provide a better education for ALL students, whether they choose to attend college or move into the workforce. These activities may include curriculum enrichment (creating lessons that are current and relevant), worksite tours, classroom presentations on career and training opportunities, internships, and direct interaction with workers in real work situations. For those young people not fully engaged in their academic educational system, it encourages learning linked to future work and career efforts. This connection between the classroom and the world of work increase students’ motivation and academic achievement, while better preparing our young people for their adult lives.

Why Should Labor Be Involved in School-to-Career?

Labor has been involved in School-to-Career (or School-to-Work) nationwide for many years. The logic is simple: we do the work and we are in the best position to share and pass on to younger people the “real stories” – life lessons about work places and relationships as well as the actual skills necessary to be successful in a particular career. School-to-Career is an opportunity for union members to prepare the next generation for the world of work and help students explore a wide range of occupations and careers. We hope that many of these students will eventually become union brothers and sisters.

Organized Labor Makes Significant Contributions to Successful School-to-Career Systems

Organized Labor can be of substantial help in developing a comprehensive School-to-Career curriculum that conveys in a meaningful way ALL aspects of an industry – showcasing those viewpoints of the workers performing the actual work. This might include the social interaction of work, the benefits of certain jobs, necessary skills for success and the long-term impact of working in a certain field.

Unions also operate apprenticeship training centers that offer preparation and hands-on learning to introduce students to the education, skills, and abilities needed to enter into registered trades and crafts apprenticeships. These apprenticeships require desire, certain aptitudes, a commitment of time, and considerable study but can all lead to high-wage, high-skill employment opportunities.

Additional contributions organized Labor makes to successful School-to-Career systems include:

- Unions represent millions of front-line workers that can be called upon to support young people in job shadowing, mentoring, internships, apprenticeships and other work- based learning opportunities.
- Unions have direct links to employers in a wide variety of occupational areas and can play a key role in facilitating employer involvement in School-to-Career activities.
- Unions can play an important role in linking school-based learning with on-the-job training (OJT).
- Unions are at the forefront of education and advocacy for workers' health and safety protection.
- Unions can be instrumental in securing additional funding for local School-to-Career Partnerships and activities.

Organized Labor Benefits From Participation in School-to-Career

School-to-Career is a proven winner in education reform efforts. We have a self-interest as well as responsibility for providing young people with the best education possible; young people are the future of our Labor movement as well as society at large. By being active partners, we build stronger educational systems in our communities.

As members of organized Labor, we expect every job to be done well and that the people performing the job are compensated fairly, work in a safe environment, and are treated with dignity and respect. Young people are well served to learn and understand our values. Labor's involvement in School-to-Career is an opportunity for us to communicate this message directly.

Through School-to-Career, Labor introduces an awareness of the contributions and history of unions, the current Labor movement, workers' rights, and workplace health and safety to young people who might otherwise not learn these issues in a school environment.

Finally, School-to-Career provides a way for Labor to publicize union jobs, trades and professions to young people just beginning to explore their career options. Strong Labor-school-community collaborations are mutually beneficial to all partners. The allies we gain in our School-to-Career involvement are valuable to all of our other local work.

PROFILE –

Pre-apprenticeships and Apprenticeships

In San Diego and San Mateo counties, union representatives make classroom presentations on the various educational and skill requirements of the building trades in their area as well as the requirements for application to union apprenticeship programs. The San Mateo Central Labor and Building and Construction Trades Councils in cooperation with their School-to-Career partners, have created a 75-page guide to the apprenticeship programs in their area for students, parents, teachers, counselors and others in the community. San Diego has also produced and distributed a comprehensive guide to apprenticeship opportunities for their area. These programs and guides inform and educate students about training and career choices and help union apprenticeship programs recruit qualified candidates. (Strategies used: Build on what exists, Solve an Organizational Need, Invest in the Community.)



The School-to-Work Opportunities Act: It's the Law...

It's important to know that statutes and laws mandate the inclusion of Labor in the design and implementation of School-to-Career systems. These laws provide safeguards for the rights of young workers in School-to-Career. These measures of inclusion and protection reinforce the important role Labor plays in the overall School-to-Career effort.

The School to Work Opportunities Act of 1994:

Organized labor supported the passage of this bill. The Act itself outlines a requirement that state and local education and workforce agencies engage unions and non-management workers in the design and implementation of School-to-Work systems. All partnerships are mandated to make specific efforts to engage union representatives in School-to-Work initiatives. For more information, visit the National School-to-Work website at www.stw.ed.gov.

Key legal requirements of the School-to-Work Opportunities Act include:

- No School-to-Work activities shall impair existing collective bargaining agreements, and no activity that would be inconsistent with the terms of a collective bargaining agreement shall be undertaken without the written concurrence of the labor organization and employees concerned. Section 601(1)
- No student participating in School-to-Work activities shall displace any currently employed worker (including partial displacement, such as reduction in the hours of non-overtime work, wages, or employment benefits). Section 601(1)
- No student participating in School-to-Work activities shall be employed or fill a job when any other individual is on temporary layoff with the clear possibility of recall from the same or any substantially equivalent job with the participating employer or when the employer has terminated the employment of any regular employee or otherwise reduced the workforce of the employer with the intention of filling the vacancy so created with a student. Section 601(3)
- Students participating in School-to-Work activities shall be provided with adequate and safe equipment and safe and healthful workplaces in conformity with all health and safety requirements of federal, state and local law. Section 601(4)

Getting Started, Getting Involved

You have now heard and read about School-to-Career. It seems like a good idea. You are thinking about getting involved. Now what? We have discussed why Labor's participation is critical to the School-to-Career movement and what we in turn gain from the experience. Let's take a look at what it takes to join a School-to-Career partnership.

To find out about Labor participation in School-to-Career partnerships, contact your local Central Labor Council (CLC), Building and Construction Trades Council (BCTC), or the California Apprenticeship Coordinators Association (CACA). If there is an AFL-CIO Community Services Liaison in your community, ask if they are involved in School-to-Career. Your local teachers' union and the education department of your union's regional or international affiliation may also have information about School-to-Career activities in your area. (See the Resources and Links section of this Quick Guide for local council contacts, Community Services liaisons, and teachers' union contacts.)

A School-to-Career Partnership already exists in virtually every community in California. Talk to the people involved, evaluate how you might best contribute, and consider joining in!

In some communities, School-to-Career partnerships may include school district administrators, local chambers of commerce, community colleges, Workforce Investment Boards, and local Youth Councils. Contact these institutions for information on how they participate in School-to-Career efforts.

PROFILE – *Curriculum*

*The award-winning video documentary Golden Lands, Working Hands chronicles the history of California with the perspective of those who toiled to build it. With guidance from the American Federation of Teachers (AFT), Golden Hands and the accompanying materials have become a key curriculum component for senior high school students in school districts throughout the state. For more information, contact www.cftoakland@igc.org or (510) 832-8812. (Strategies used: *Build on What Exists, Invest in the Community.*)*



Participants/Partners

To advance Labor's issues in our communities we work with allies and often partner with other organizations and institutions. The same is true with our participation in School-to-Career. Partnership is essential for successful School-to-Career systems. Labor benefits in the "long run" by working with partners in School-to-Career – the contacts, relationships, and allies made in developing School-to-Career systems are valuable to us in our organizing, future campaigns, and other union activities.

Who are these potential partners? As with any other team, you will not know who the players are without a roster.

Here are some of the folks you will meet and work with as you get involved in School-to-Career and the roles they may play in a School-to-Career partnership.

Students

School-to-Career has the capacity to enhance the education of ALL students. Students should be the center and focus of any School-to-Career plans you and other union members develop. School-to-Career has the capacity to dramatically change a student's perspective, motivation, and future in a powerful and positive way. We should strive to create excellent School-to-Career activities and experiences for them.

Teachers, Principals and Administrators

School-to-Career offers us a great opportunity to work with the educators in our schools. Teachers are often unionized; contact your local classroom teachers' union to make connections with teachers in your community. In California, the teachers' union is either a California Federation of Teachers (CFT) or California Teachers Association (CTA) affiliate – see Resources and Links. Many school administrators and principals support the School-to-Career approach because it complements their efforts to reach and motivate students in a new way. If School-to-Career is a new concept to your local educators, you should be prepared to demonstrate how it adds value to the current curriculum offered at their schools.

Parents/Labor Families

Parents and parent support are important to a successful School-to-Career system. Just by examining the delegate membership within our local councils, we see that the Labor movement is largely made up of Labor **families** – parents and grandparents of students in our schools. Consider directing School-to-Career participation to those schools that many of your members' children attend.

Union Members and Leadership

Labor is represented on advisory and decision making bodies of many School-to-Career systems in the state. However, if School-to-Career is to be truly successful, that is, offering real connections to the world of work, then real workers must have more than just a voice in the development of these activities. Unions should have a presence as participating partners in local School-to-Career programs.

Employers/Businesses

Ideally, Labor can partner with Union shops and employers of other organized workplaces to create a range of School-to-Career opportunities and activities. This level of cooperation is invaluable to a successful local effort in School-to-Career.

PROFILE – *Worksite/Workplace Tours and Visits*

The Sheet Metal Workers Training Center, Local 162, hosts high school boys and girls for a full day of worksite tours and apprenticeship center visits in the Sacramento area. Early in the morning, buses of students leave Cordova High School for a day in the world of apprentices in the fields of plumbing, electrical, and sheet metal work. After lunch at the plumbers' hall, students don standard protective gear for a worksite visit to a union metal shop. Students observe first hand what work in the trades looks like as well as what preparation (apprenticeship) is required to pursue these careers. (Strategies used: Build on What Exists, Solve an Organizational Need, Invest in the Community.)



Critical Success Factors

Labor folks have been executing School-to-Career activities successfully in all parts of the country. We are fortunate to have learned from their experiences. Here is some of their advice, or “Critical Success Factors” to think about as you prepare your plan:

Start Small ... But Start

Perhaps your involvement in School-to-Career will begin by visiting a local school to make a presentation about your own job or profession. Or you might begin by working with one classroom teacher to help develop a lesson plan that connects classroom learning to the world of work. Gaining other union member participation is key to getting Labor-led School-to-Career activities off the ground.

In order to gain additional Labor participation, become an organizer. One of Labor’s goals is “getting the word out” to young people and others about the importance and contributions of unions to the world of work as well as the many career opportunities we represent. Organize your co-workers and others in your local union to join you in developing valuable experiences for students in your community. An excellent Labor-led or Labor-supported School-to-Career experience reflects well on our movement. We advance our interests and values by helping our School-to-Career partners meet their goals. Best of all, our young people benefit by receiving a better education that is motivating and relevant.

Educate Yourself, Your Co-workers and Your Brothers and Sisters in the Labor Movement

Talk to people in your own union about School-to-Career, as well as members in other locals and unions. Raise the issue in chapter, executive board, and Council meetings. You are likely to find other people interested in School-to-Career. Take advantage of the experiences of others who have already been involved.

PROFILE – *Educating the Educators*

In Santa Maria, teachers participated in a summer program to familiarize educators with the construction trades. The following fall, one of the mathematics teachers from the group decided to change the curriculum of her classes to reflect some of the “work relevant” math lessons and skills she had developed after observing the union building trades workers. Her lesson plans now include having her students “build” a small house with the algebra and other math they have learned. Teachers report their students are more interested and motivated in their studies when they see a real application – and necessity – for their classroom lessons. (Strategies used: Build on What Exists, Invest in the Community.)



PROFILE – *Job Shadowing*

A “real life” exposure to various careers, work environments, and the skills required to perform them successfully, job shadowing is one of the most popular activities in School-to-Career. At the Dr. Martin Luther King, Jr./Drew Medical Center in Los Angeles, more than 400 elementary and high school students participated in a “Groundhog Job Shadow Day.” Members of SEIU 660 and the Union of Physicians and Dentists familiarized the young people with their work as nurses, technicians, doctors, and other careers in science and medicine. (Strategies used: Build on What Exists, Invest in the Community.)



Think Broadly and Do Not Overlook Your Own Backyard

Look at your city or county with a “wide-angle lens”; think about who could and should be a part of your partnership. Think too, about the different ways that the Labor movement is linked to potential work-based learning in your community. Each local labor movement has a wide range of possibilities. We are the folks who cook the food, drive the bus, build the buildings, teach the classes, create the documents...the possibilities of linking our experiences with young people in our schools are limitless.

Work With Intermediaries to Help Build a Partnership

Local School-to-Career partnerships or community organizations (Intermediaries), or even your own union, can be extremely helpful in convening and developing the collaborations necessary to implement successful School-to-Career activities. These organizations have contacts, expertise and resources to help you start or develop your plan.

Embrace the Diversity of Your Local Community

The Labor movement has an entire network of constituent organizations designed to reach diverse groups of workers and students. Talk to people at the local chapters of A. Phillip Randolph Institute (APRI), Asian Pacific American Labor Alliance (APALA), Labor Council for Latin American Advancement (LCLAA), Congress of Labor Union Women (CLUW), Coalition of Black Trade Unionists (CBTU) and Pride at Work (PAW). (See the Resources and Links section of this Quick Guide for contact information.)

Strategies for Labor Involvement

Labor has used many proven strategies to focus their efforts and determine their plans for School-to-Career involvement. Our movement can achieve immediate and long-term benefits from our participation in School-to-Career while making invaluable contributions to the education of young people.

Build (or Improve) on What Exists

- Survey what your union and others in your area are already doing with schools and build on it.
- Revitalize and expand existing union community service programs.
- Participate in easy-to-implement annual School-to-Career activities such as National Groundhog Job Shadow Day.
- Consider getting involved in the schools that many of your members' children attend.

Solve an Organizational Need

- Connect School-to-Career to your long-range recruitment objectives.
- Energize staff and members and build morale by working with youth.
- Build union member activism by recruiting them for Labor-led School-to-Career activities.
- Develop union member organizing and public speaking skills.
- Generate positive publicity for the Labor Movement through union members' involvement in School-to-Career activities.

Invest in the Community

- Sponsor a Labor-led School-to-Career project that enhances public school education.
- Consider involvement in the schools that you think need the most help.
- Contribute your knowledge and experience to enhance school curriculum – helping to make student learning more current and relevant.
- Advocate for more school resources and support for School-to-Career Partnerships.

How to Evaluate Your Success

It may seem difficult to measure the success of our participation in School-to-Career activities especially when by design, much of School-to-Career is preparation and education for students' future opportunities. However, it is still helpful to follow-up and evaluate our Labor-led School-to-Career activities – particularly if we expect to sustain our involvement and develop successful School-to-Career systems.

Here are some questions to consider in evaluating your union or council's participation in School-to-Career:

- Did we impact students in a positive way? Did students learn information they would not have had if Labor had not been involved? This applies to specific career issues as well as knowing more about unions and the Labor movement.
- How much staff and member time and how many resources were utilized to reach how many students?
- Did we advance our – Labor's – vision and values? Did we build community collaborations, member participation, organized Labor's image in the community, and recruitment objectives?
- What kind of feedback have we received from teachers, students and other School-to-Career partners? Do they want us to continue with our involvement?

These are not questions that can be necessarily answered quickly. School-to-Career is an investment and like any investment the returns are achieved over a period of time. And after all, we are talking about preparation for the future! Additionally, you and other members of your union may want to examine School-to-Career with an eye to the future of the labor movement – how School-to-Career might impact recruitment, organizing, and long-range planning.

PROFILE – *Class Presentations*

In Northern California, business representatives of the United Food and Commercial Workers (UFCW 558), have visited junior and senior high school classrooms in their region to teach Labor history lessons, the role of unions in the U.S., and to talk about some of the career opportunities for union jobs in their industry.

Since it began the program in 1999, UFCW received many requests from teachers interested in sharing with their students a view of the work world from a union perspective. (Strategies used: Solve an Organizational Need, Invest in the Community.)



Glossary of School-to-Career Terms

Academy or Career Academy: typically a school or a “school within a school” which is dedicated to a particular theme or course of study and which is directly linked to the related business/labor organizations within the community. Students may take part of their course of study at the school site where instruction is developed around the career theme. Students may be placed in part-time and summer jobs related to their field of study as “real work” experience.

Apprenticeship: a structured workforce training concept, which is designed to prepare an individual, generally a high school graduate, for careers in the skilled trades and other occupational areas. Apprenticeship consists of paid, on-the-job training supplemented by classroom instruction. State certified Apprenticeship Training Programs require the participation of unions and/or employers, local government and education agencies in designing curriculum and establishing employer standards for apprentices. Most Apprenticeship Programs are three to five years in length, similar to a four-year Bachelor’s degree program.

Career and Job Exploration: a variety of experiences and educational opportunities that allow students to explore their interests and develop their attitudes and aptitudes related to a variety of careers. These activities are designed to teach students about the broad range of jobs and occupations in the world of work and to provide some exposure to career options.

Career Paths and Pathways: a series of related occupations within the same career field but requiring different levels of training. A Career Pathway implies the concept of lifelong learning and encourages upward mobility through additional training and coursework.

Carl D. Perkins Funds: federal funding for professional and technical preparation programs.

Curriculum: the guides, books, materials, and lessons used in teaching students. “Enhanced School Curriculum/a” is the School-to-Career materials and instruction offering relevancy of academic lessons to the world of work.

Curriculum Competencies: the skills and knowledge mastered by students at the completion of a grade or at graduation.

Integration: a coordinated system of enhanced academic and technical education. This system promotes an understanding and application of knowledge and skills that prepares all students for lifelong learning and success in their future careers.

Internship (student): an experience where students work for an employer for a specific period of time to learn about a particular occupation or industry.

Internship (teacher): an experience where educators work for an employer to learn specific skills or become familiar with a specific job – or several within an industry. This may or may not include financial compensation.

Job Shadowing: an experience involving spending time (usually several hours or a full work day) observing one or more people while they work at their jobs. This activity provides students and teachers with an opportunity to observe the kinds of jobs, skills and knowledge required in a particular career field.

K-12 Focus (6-8 Focus, 11-12 Focus etc.): refers to involving or impacting grades and students from Kindergarten to 12th grade or specific grades within that range.

Magnet School: a school, which centers its curriculum on a broad career cluster like the arts, business, trades, science or technology. It can exist as an elementary, middle, or high school.

Mentorship: a relationship between a student and a career role model. The mentor provides support and encouragement to the student, helps the student become familiar with a workplace environment, and offers insight into his or her career.

Skill Standards: specific knowledge and competencies required to perform successfully in the workplace ranging from general work readiness skills to specific occupational skills. Skill standards may cover basic and advanced academic and technical competencies.

Technical Preparation: These programs combine the last two years of high school with community college work toward completion of a technical certificate or degree.

Work-based Learning: an educational collaboration that integrates classroom instruction with experiences in an actual workplace, school-based enterprise or simulated work environment.

Resources and Links

Labor

Tom Ryan,
Co- Editor, *Quick Guide for Organized Labor*
Chair, Steering Committee, San Francisco
School-to-Career Partnership
c/o San Francisco Labor Council
(415) 440-4809 / (415) 772-4413
tryanaflcs@earthlink.net

California Labor Federation
(see list of Central Labor Councils by county)
www.calaborfed.org

California Building Trades Council
(see list of Building Trades Councils by county)
www.sbctcc.org

California Apprenticeship Program
www.calapprenticeship.org

California Federation of Teachers (CFT)
www.cft.org

California Teachers Association (CTA)
www.cta.org

AFL-CIO
(call or see website for materials for local
School-to-Career programs as well as for
vocational and adult education)
(202) 637-5000
www.aflcio.org and
www.workingforamerica.org

AFL-CIO Building and Construction Trades
Department
[www.buildingtrades.org/SchoolToWork/
career.html](http://www.buildingtrades.org/SchoolToWork/career.html)

American Federation of Teachers (AFT)
(see report called Reaching the Next Step;
How School-to-Career can Help Students
Reach High Academic Standards and Prepare
for Good Jobs)
www.aft.org/nextstep

School-to-Career Organizations

New Ways to Work
(Lead partner for the publication of this
Quick Guide for Organized Labor and other
helpful tools and strategies)
785 Market Street, Suite 950
San Francisco, CA 94103
(415) 995-9860
www.nww.org

California School-to-Career Clearinghouse
(559) 323-4641
www.stc-clearinghouse.com

State of California School-to-Career Office
www.stc.cahwnet.gov

The National School-to-Work Learning and
Information Center
(202) 401-6211
www.stw.ed.gov

California Central Labor Councils

(Executive Officers and AFL-CIO Community
Services Liaisons)

Alameda County AFL-CIO, Central Labor Council
Exec. Secretary-Treasurer:
Judy Goff (510) 632-4242
CS Liaison: Susan Chacin (510) 632-4242

Butte and Glenn Counties AFL-CIO,
Central Labor Council of
President: Mickey Harrington
(530) 342-9474

Contra Costa County AFL-CIO,
Central Labor Council of
Exec. Secretary-Treasurer:
John Dalrymple (925) 228-0161
CS Liaison: Joe Goglio (925) 372-8608

Five Counties Central Labor Council, AFL-CIO
Secretary-Treasurer:
Kristen Goetz (916) 241-0319

Fresno-Madera-Tulare-Kings Central Labor
Council
Exec. Secretary-Treasurer: Randy C. Ghan
(559) 275-1151

Humboldt and Del Norte Counties AFL-CIO,
Central Labor Council of
President: Jim Smith (707) 443-7371

Kern, Inyo and Mono Counties Central Labor
Council
President: vacant (805) 324-6451

Los Angeles County Federation of Labor,
AFL-CIO
Exec. Secretary-Treasurer: Miguel Contreras
(213) 383-0772
CS Liaisons: Armando Olivas (213) 427-9044
Carmen L. Montoya (213) 427-9047

Marysville Central Labor Council, AFL-CIO
President: A.C. Steelman (530) 671-6228

Merced-Mariposa County Central Labor
Council
President: Jerry Martin (209) 722-3636

Monterey Bay Labor Council, AFL-CIO
President: Elizabeth Kaylor (831) 633-1869

Napa and Solano Counties AFL-CIO,
Central Labor Council of
Acting President:
Linda Russell (707) 428-1055

North Bay Labor Council, AFL-CIO
Secretary-Treasurer:
Alex Mallonee (707) 545-6970

Orange County AFL-CIO,
Central Labor Council
Exec. Secretary-Treasurer:
Linda Sanchez (714) 532-1570

Sacramento Central Labor Council, AFL-CIO
Exec. Secretary-Treasurer:
Bill Camp (916) 927-9772
CS Liaison: Tom Lawson (916) 368-3000

San Bernardino and Riverside Counties,
Central Labor Council of
Exec. Secretary-Treasurer:
Laurie Stalnaker (909) 825-7871

San Diego-Imperial Counties Labor Council,
AFL-CIO
Secretary-Treasurer:
Jerry Butkiewicz (619) 283-2782
CS Liaisons: Tim Galloway (619) 641-0069
Beatrice Avena (619) 641-0069

San Francisco Labor Council, AFL-CIO
Exec. Secretary-Treasurer:
Walter L. Johnson (415) 440-4809
CS Liaison: Tom Ryan (415) 772-4413

San Joaquin and Calaveras Counties,
Central Labor Council
Secretary-Treasurer:
Sandy Carter (209) 948-5526

San Mateo County Central Labor Council,
AFL-CIO
Exec. Secretary-Treasurer:
Shelley Kessler (650) 572-8848
CS Liaison: Rayna Lehman (650) 341-7711

South Bay AFL-CIO, Labor Council of
Exec. Officer: Amy B. Dean (408) 266-3790
CS Liaisons:
Steve Preminger (408) 266-3760, ext. 567
Rudy Gonsalves (408) 266-3760, ext. 564

Stanislaus and Tuolumne Counties,
Central Labor Council of
President: David J. Gorgas (209) 523-8079

Tri-Counties Central Labor Council of
Ventura, Santa Barbara, Santa Maria &
San Luis Obispo, AFL-CIO
Exec. Secretary-Treasurer:
Marilyn Valenzuela (805) 641-3712

**California County Building and
Construction Trades Councils (BCTC)**
(Executive Officers)

Alameda County BCTC
Barry Luboviski (510) 430-8664

Contra Costa County BCTC
Greg Feere (925) 228-0900

Fresno, Madera, Tulare, Kings County BCTC
Fred Hardy (559) 255-3079

Humboldt, Del Norte Counties BCTC
Bill Burns (707) 443-7328

Imperial County BCTC
John Smith (760) 337-9094

Kern, Inyo, Mono Counties BCTC
Doug Zimmerman (661) 323-7957

Los Angeles/Orange Counties BCTC
Richard Slawson (213) 483-4222

Marin County BCTC
Randell L. Oyler (415) 472-5123

Merced, Stanislaus, Mariposa, Tuolumne
Counties BCTC
Stan Strohmeyer (209) 523-9146

Monterey, Santa Cruz Counties BCTC
Michael Fleck (831) 633-3585

Napa-Solano Counties BCTC
Lou Franchimon (707) 426-6454

Sacramento, Yolo, Amador, Nevada, Placer, El
Dorado, Sierra Counties BCTC
(Sacramento-Sierras BCTC)
Jim Murphy (916) 924-0424

San Bernardino, Riverside Counties BCTC
Philip Eckert (909) 684-1040

San Diego County BCTC
Xema Jacobson (858) 573-2914

San Francisco BCTC
Stan Warren (415) 467-3330

San Joaquin, Calaveras, Alpine Counties BCTC
Gene Hollingsworth (209) 467-1849

San Mateo County BCTC
Bill Nack (650) 358-9977

Santa Barbara, San Luis Obispo Counties BCTC
Steven Weiner (805) 966-9711

Santa Clara, San Benito BCTC
John Neece (408) 265-7643

Shasta, Trinity, Lassen, Tehama, Modoc,
Siskiyou Counties BCTC
(Northeastern California BCTC)
Monty Montgomery (530) 223-2261

Sonoma, Mendocino, Lake Counties BCTC
Steve Johnson (707) 576-7299

Stanislaus, Merced, Tuolumne and Mariposa
Counties BCTC
Stan Strohmeyer (209) 523-9146

Ventura County BCTC
Robert Guillen (805) 981-3811

Yuba, Sutter, Glenn, Plumas, Butte, Colusa
BCTC (Mid-Valley BCTC)
AC Steelman (916) 927-1074

AFL-CIO Constituency Groups

AFL-CIO Constituency Groups are union bridges to diverse communities. Labor Constituency groups promote the full participation of all workers within the Labor movement.

A. Philip Randolph Institute (APRI) –

APRI is committed to building black support for the trade union movement and conveying to Labor the needs and concerns of black Americans. www.aprihq.org

Asian Pacific American Labor Alliance

(APALA) – APALA has emerged as a voice for Asian Pacific American workers in the Labor Movement, the APA community, and in the national public policy arena. www.apalanet.org

Coalition of Black Trade Unionists (CBTU) –

CBTU seeks to improve economic development and employment opportunities for black workers and to work within the framework of the trade union movement to provide a voice and vehicle for greater African-American participation. www.cbtu.org

Coalition of Labor Union Women (CLUW) –

the primary purpose of CLUW is to unify union women in a viable organization to determine common problems and concerns and to develop action programs within the framework of the union movement. www.cluw.org

Labor Council for Latin American

Advancement (LCLAA) – As the Latino constituency group, LCLAA advocates for all Latino workers and their families in all phases of the American trade union movement and the political process. www.lclaa.org

Pride At Work (PAW) – The purpose of PAW is to mobilize mutual support between the organized Labor Movement and the Lesbian and Gay community around organizing for success and economic justice. www.prideatwork.org



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