

# NEW JERSEY'S LINK TO GLOBAL MARKETS: THE WAREHOUSE INDUSTRY

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## Executive Summary

- Who works at the Port of Newark and Elizabeth? How does a potential Port employee get a job? Does the Port employ residents of nearby communities? Are some industries more accessible for local residents and why? What are the barriers to employment? What can local nonprofit groups do to help increase employment opportunities for their constituencies? These are questions of interest to those involved in workforce issues and community and economic development. This study employs qualitative and quantitative techniques including economic and employment modeling, interviewing, and census data to answer these questions.
- A macroeconomic model provides a framework for understanding the impact of globalization on low-wage industries. Specifically, the model estimates how increased trade has affected workers of different skill and educational levels and whether trade caused wage inequality to widen. Nationally, trade had a negative effect on wages for high skilled workers but a larger positive effect on wages for low skilled workers. A typical worker in the state of New Jersey saw wages increase by nearly seven percent between 1979 and 2001 as a result of increased trade; high skilled worker wages increased by nearly double the amount than the wages of low skilled workers.
- Three models capture the complex hiring process and ascertain the routes to employment for deep longshoremen (terminal) workers, other unionized warehouse workers, and non-unionized warehouse workers and find that some paths to employment are quicker than others. In each model, a worker must engage in a series of steps, working with the Waterfront Commission of New York and New Jersey, and the International Longshoreman's Association. Extensive background checks and reliance on word-of-mouth connections common but inhibit access for many would-be employees.
- Eight types of barriers to Port employment present hurdles for potential employees but some opportunities to improve access. 1) Case studies found limited public transportation, with only one bus running daily to the Port from downtown Newark and none from Elizabeth. 2) Interviews with employment agencies, employers, and job database searches found a dearth of advertising for Port jobs. 3) Interviews with Port employers underscored the basic education and skills necessary for Port employment and how they are often not met by local residents. 4) In interviews with the Waterfront Commission, officials detailed the high scrutiny given to potential employees, including measures such as criminal background checks that block a large percentage of local residents from employment. 5) A general lack of connection and awareness of the Port by local communities was found in every step of this research, but inroads to counteract this are being made by several organizations. 6) A Port employee survey indicated

wage disparities depending on unionization, the presence of a closed labor market structure, and possible gender wage and benefit discrimination. 7) A census data analysis found different employment rates among workers in Newark and Essex County versus the rest of the state as well as between blacks, whites, and Hispanics, as well as between workers with and without vehicle access, indicating a spatial and vehicle mismatch.

- Clients can stake a claim in the thriving economy at and near the Port. The Port in 2004 produced 122,550 direct full-time equivalent jobs in the region and generated \$12.5 billion in wages. In 2005, the total amount of containerized cargo coming through Port reached a record high, increasing by over seven percent. Such growth will only continue with increased global trade, and initiatives such as the Portway Extensions Concept Development Study, value added activity, the Port Redevelopment Project, and the Portfields Initiative will help utilize warehouse space and labor immediately adjacent to the Port rather than its expansion away from the area.
- Policy recommendations and suggestions for future research will further help local residents overcome barriers to employment. Through working with organizations such as the Newark Alliance, seizing upon growth in the nearby Portfields and Meadowlands, and learning from the findings of ongoing research done by two Rutgers University groups, our clients can make inroads for their constituencies.

# I. Introduction

The of Port Newark and Elizabeth is located in Union and Essex Counties, New Jersey, and is one of the largest ports in the United States. The port industry directly employs 122,547 employees in the New York and New Jersey and adds an additional 110,365 jobs to the region in other industries. In addition, the Port provides \$5.8 billion dollars in local, state, and federal tax revenue.<sup>1</sup>

However important to the region the Port is, its vibrancy sharply contrasts with the employment situation of surrounding areas. Essex County has the largest percentage of residents living under poverty in the state. Nearly 16% of Essex County residents earned incomes below the poverty line – a higher percentage than the national average. Further, the cities in which the Port is located have higher poverty levels than the nation, the state, and their respective counties. In the city of Newark, 28.40% of residents earn less than the poverty level, and 17.81% of residents of Elizabeth earn less than the poverty line.<sup>2</sup> In 2003, the unemployment rate for Newark was 12% --double the national unemployment rate.<sup>3</sup>

The contrast between the potential of the Port, its current role in the economy of New Jersey and New York, and the poverty levels in the two cities it is located in begs the

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<sup>1</sup> Lahr, Michael. 2004. "Economic Impacts of the New York/New Jersey Port Industry 2004." Report to New York Shipping Association.

<sup>2</sup> US Census Bureau, 2006.

<sup>3</sup> *ibid.*

question of how the Port affects the population and workforce opportunities in surrounding areas.

## **Why Study the Warehouse Industry?**

The warehouse industry is a major contributor to employment at the Port. The industry has a wide variety of job positions to fill, including many low-skill jobs. Given the constituencies of our clients, and the fact that another Rutgers research team (lead by William Kramer of the Department of Labor Studies) is researching the trucking industry at the Port, we narrowed down our focus to the warehousing industry.

## **Goals of Research**

The goals of this research are based on the needs of our clients and research questions they posed at the outset of this project. We attempt to answer a number of questions including: Who works at the Port of Newark and Elizabeth? What does a potential Port need to do to get a job? Does the Port employ residents of nearby communities? Are some industries more accessible for local residents and why? What are the barriers to employment? What can local nonprofit groups do to help increase employment opportunities for their constituencies?

To answer these questions researchers devised four research methods. The paper begins with an explanation of those models in section II, telephone interviews conducted with Port warehouse human resource departments, in-person surveys of Port employees, and telephone interviews with training centers and unemployment agencies in the greater Newark area. Section III consists of the conceptual framework, methods, data and results of the macroeconomic model researchers created to examine the effects of increased trade on employment and wages in the manufacturing industry for the US, and for New Jersey specifically. The hiring process for warehouse workers at Port Newark and Port Elizabeth is explained in section IV. Specific barriers to employment are covered in detail in section V. The paper concludes with a discussion of the future of the warehouse industry and the research team's recommendations for future study in section VII. Appendices with further detail are provided at the end of the paper.



## **II. Methods**

### ***Warehouse Interviews***

One component of understanding the barriers to accessing work at the Port is the way in which employers advertise job openings. An interview script<sup>4</sup> was designed and was used to gather information about the methods companies use to hiring new employees. Further, we researched a meta-search employment database called [www.SimplyHired.com](http://www.SimplyHired.com) and compiled a list of warehouses near the Port.

### **Warehouse Classifications**

First, we compiled a list of all the warehouse companies<sup>5</sup> located at the Port. We then categorized warehouses into three groups: contract warehouses, chain warehouses, and corporate warehouses.

Contract warehouses are independently owned and lease their buildings as a space for other businesses to use to store their commodities. Contract warehouses usually have their own set of employees separate from the company that is storing their goods in the warehouse. Chain warehouses are independently owned and are located in several locations in neighboring towns/municipalities. Warehouses that are part of a greater corporate structure are part of corporations and are predominately used to store commodities that the company imports or exports at the Port. These corporate structure

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<sup>4</sup> See appendix E

<sup>5</sup> See appendix D

warehouses are part of a large company that is also involved in several other aspects of the Port, such as shipping and trucking. These corporate structure warehouses usually own the buildings. The employees at these warehouses are part of corporations and receive better employment benefits.

## **Interview Methods**

We choose to implement our employer interview as a process and not as one single outreach attempt with each warehouse. Initial outreach to human resource departments began the week of March 13, 2006. The universe included all of the warehouses in the Port Newark/Port Elizabeth area, as well as many other warehouses in the surrounding areas.

In order to prepare the human resource departments for the interviews, abbreviated version of the interview script was sent to them, and at that time an interview was scheduled. We were unable to contact many warehouses and left messages for others.

A total of five interviews were completed. Scheduling interviews proved to be difficult as many of the warehouses did not have human resources departments. Often the person handling the hiring process was a manager or owner.

## **Company Interviews**

While we contacted all of the warehouses located at the Port, only five participated in the interviews. The five warehouses interviewed were Eastern Warehouse Inc., Messinger Trucking and Warehouse Corporation, Newark Refrigerated Warehouse Inc., Interglobo Morra Inc., and Pittston Warehouse Corporation.

The warehouses were similar in many regards. All had low employee turnover rates, employment advertising by word of mouth, medical benefits for all employees, and little room for employee advancement. Further, none of the warehouses had any part time employees, and all of the warehouse workers worked during the day. The warehouse managers also reported that most of their employees drive to work, and most of the warehouse workers lived in cities such as Newark, Jersey City, and Elizabeth

None of the warehouses we interviewed were part of a larger corporate structure, although some had more than one location. Two of the warehouses reported that they occasionally advertise their job openings through newspapers, and one warehouse manager specifically added that he sometimes seeks employees through employment agencies. The warehouse managers considered advertising for workers via the internet impractical because few warehouse employees have computers at home.

Starting salaries for warehouse employees ranged from \$11.70 an hour to \$15.00 an hour, and all but one of the warehouses that we contacted provided forklift training for its employees. Warehouse machinery has not changed significantly over the years, and

forklift operation is a fundamental skill for warehouse employees. Further, the warehouse managers all seek employees with basic reading and writing skills because they feel that basic skills are a strong indication of employee caliber.

## ***Employee Survey***

### **Port Newark Employee Demographics and Job Categories**

Understanding who works at Port Newark in the warehousing industry is a key component in determining whether or not there is a labor shortage problem and, if so, whether certain types of employees are not being included in the industry. In addition, knowing who works at the Port will aid researchers in determining not only demographic characteristics of employees, such as ethnicity, but also the job skills and educational experience of these workers. Based on our research, however, there is limited to no information available on this subject and, when available, it is inadequate for our purposes.

As of now, the New Jersey Department of Labor and Workforce Development has produced figures for the “Warehousing and Storage” industry in the Newark, NJ area. This information does not reflect solely those workers at Port Newark, however, and it is not known what specific occupations are included in this “Warehousing and Storage” category. The figures available give us demographic breakdowns of age and sex, which reflect that the majority of workers are male and middle-aged:

65% male; 35% female    14% ages 14-24;  
20% ages 25-34;  
26% ages 35-44;  
24% ages 45-54;  
16% ages 55+

When researching those employed in the “warehousing industry”, it is important to know what type of positions encompass this industry and how many of these positions are available. Data presented by the John J. Heldrich Center for Workforce Development at the Edward J. Bloustein School of Planning and Public Policy provide us with a snapshot of the “labor and skilled trade” and “management and supervision” positions in the transportation and logistics industry<sup>6</sup>.

“Labor and skilled trade” workers are characterized as packers and packagers in the warehousing industry. The required skills of these workers include “operation and control, speaking, writing, and active listening” and their required level of educational attainment is a HS diploma or GED. Daily tasks are listed below:

- Fastens and wraps products and materials, using hand tools.
- Seals containers or materials, using glues, fasteners, and hand tools.
- Assembles and lines cartons, crates and containers, using hand tools.
- Places or pours products or materials into containers, using hand tools and equipment.
- Obtains and sorts products, materials, and orders, using hand tools.
- Marks and labels containers or products, using marking instruments.
- Examines and inspects containers, materials, and products to ensure packaging process meets specifications.
- Loads materials and products into package processing equipment.
- Records product and packaging information on specified forms and records.
- Measures, weighs, and counts products and materials, using equipment.

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<sup>6</sup> New Jersey NextStop. 2006. [www.NJnextstop.org](http://www.NJnextstop.org)

These employees, in New Jersey, earn a mean annual salary of \$40,688 and although there were 44,700 such positions filled in 2002, there are only 610 annual openings.

Management and supervisory positions in the storage and distribution field require more complex skills and a higher level of education attainment (Bachelors) of those filling the position. Some of the tasks performed by these workers are listed below:

- Establishes standard and emergency operating procedures for receiving, handling, storing, shipping, or salvaging products or materials.
- Confers with department heads to coordinate warehouse activities, such as production, sales, records control, and purchasing.
- Plans, develops, and implements warehouse safety and security programs and activities.
- Reviews invoices, work orders, consumption reports, and demand forecasts to estimate peak delivery periods and issue work assignments.
- Calibrates testing instruments and installed or repaired equipment to prescribed specifications.
- Supervises the activities of worker engaged in receiving, storing, testing, and shipping products or materials.
- Inspects physical condition of warehouse and equipment and prepares work orders for testing, maintenance, or repair.
- Negotiates contracts, settlements, and freight-handling agreements to resolve problems between foreign and domestic shippers.
- Develops and implements plans for facility modification or expansion, such as equipment purchase or changes in space allocation or structural design.
- Examines invoices and shipping manifests for conformity to tariff and customs regulations and contacts customs officials to effect release of shipments.
- Interviews, selects, and trains warehouse and supervisory personnel.

In addition, their annual mean wages are quite high at \$82,870 yet there were only 4,300 people employed in these positions in 2002 and only 70 annual openings.

A more comprehensive list of job categories in the transportation and warehousing industry is provided by the Occupational Employment Statistics Wage Survey Data from 2005<sup>7</sup>. The chart below is a sample of those positions:

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<sup>7</sup> <http://www.wnjp.in.state.nj.us/OneStopCareerCenter/LaborMarketInformation/lmi23/>

	Estimated Employment	Mean Hourly Wage (in dollars)	Mean Salary (in dollars)
Management Occupations	720	49.4	102,780
Transportation, Storage, and Distribution Managers	180	38.65	80,420
Logisticians	50	34.85	72,510
Office and Administrative Support Occupations	7,530	18.05	37,580
Cargo and Freight Agents	150	17.95	37,330
Shipping, Receiving, and Traffic Clerks	130	12.25	25,480
Stock Clerks and Order Fillers	80	11.7	24,300
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	100	12.2	25,330
First-Line Supervisors/Managers of Production and Operating Workers	30	22.4	46,620
Packaging and Filling Machine Operators and Tenders		16.65	34,610
First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand	160	21.4	44,530
Laborers and Freight, Stock, and Material Movers, Hand	2,080	10.75	22,380
Packers and Packagers, Hand	420	7.85	16,330

These data depict the estimated number of employees, mean hourly earnings, and mean annual salary for those in each position for Bergen County Only.

When creating a portrait of employment at the Port, it is important to take into account the role that unions play in influencing the labor market and compensation. Census data reveals that the rate of unionization in the nation for all industries is approx. 13% with New Jersey having a higher rate at approx. 20%. The rate for Essex County is even higher at 28%. For the warehouse industry in particular, the rate of unionization in all of the U.S. is approx. 21%. Thus, it is helpful to know whether or not a particular position is

unionized in order to determine salary level as union members make approximately 10% more than non-unionized workers, across all industries, in New Jersey.

## **Methods**

We believe that the most efficient and effective way of obtaining information on warehouse workers at the Port is through a survey of employees. Thus, we drafted a short employee survey, along with a consent letter, to be disseminated to workers at the Port. After considering many venues, we ultimately decided to survey workers at the Port O'Call restaurant located at the Seamen's Church Institute. Reverend Moore gave our survey team access to this restaurant wherein we passed out surveys to those lunching from 11:00 a.m. to 1:00 p.m. In total, we received 26 completed surveys, however we were unable to target warehouse workers. Thus, the data we collected cannot help us reflect on the composition of the warehouse industry, but of Port workers in general. The survey instrument and the consent letter are located in the appendices.

In order to meet the goals of this research project, there are a number of variables that need to be examined concerning current Port Newark employees. Thus, a listing of important variables is produced below:



- |  |  |
|--|--|
| 1. Ethnicity/Race                        | 11. Transportation to work (what form taken) |
| 2. Educational attainment                | 12. Immigration Status                       |
| 3. Sex                                   | 13. Wage/Earnings                            |
| 4. Age                                   | 14. Length of time with company              |
| 5. Job Title                             | 15. Length of time working at Port           |
| 6. Primary Language (spoken in the home) | 16. Length of time at current position       |
| 7. Residence Area                        | 17. Employment status (part-time)            |
| 8. Residence Type (renter vs. owner)     | 18. How heard about current job              |
| 9. Marital status                        | 19. Did you receive any training             |
| 10. Number of Children                   | 20. Receive benefits                         |
|  | 21. Industry (trucking, shipping, etc.)      |

## **A Sample of Results**

Over half of the respondents have worked in their current job for 4 years or less while a fourth have worked there for more than 10 years. The same is true for years spent at the company they are currently employed with and the number of years employed at the Port. In addition, Almost all employees are full-time workers with only two day laborers/contractors in the sample.

Over half of the employees heard about their current job through friends. Many respondents noted that they had received notice of vacancies through unions and general word-of-mouth. These positions also pay quite well with most annual salaries above \$45,000. Most of the employees also received some form of benefits, but two-thirds did not receive paid sick days while a little over half received retirement benefits. Two-thirds received medical insurance and two-thirds also received paid vacation time. Almost all had at least a high school diploma or GED.

Most employees get to work by driving their own car and do not live within 10 miles of the Port and are either white or Hispanic. Half spoke English in their homes and two-thirds owned their homes while over two-thirds were U.S. citizens.

## **Suggestions for Further Research**

Our data was not complete, nor applicable to warehouse workers, because we were unable to reach this population. Future research efforts should attempt to survey warehouse employees in their places of employment in order to more effectively target this population. Permission from the warehouse owner/supervisor should be sought and the questionnaire should be shortened in order to facilitate a greater response rate.

## ***Training Center Interviews***

### **Description of Instrument**

This instrument is comprised of a survey administrated to unemployment and job training agencies located in the greater Newark area. The survey was administrated by calling approximately sixty unemployment and temporary agencies in the greater Newark area. These unemployment and temp agencies were compiled using the local yellow pages as well as online resources.<sup>8</sup>

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<sup>8</sup> See Appendix F for a list of unemployment and job training agencies contacted.

The survey was qualitative and comprised of a series of questions to the manager or supervisor at the local agency. The questions in the survey were categorized and focused on two main categories: training and skills, and access to the Port.<sup>9</sup>

The training and skills category had a series of questions with had two focuses. First was to gauge the training available at these agencies to the public. Second was to get a sense of the skills residents of the greater Newark area had, and whether these skills matched those necessary for employment at Port Newark / Port Elizabeth.

In the access to the Port category, questions aimed to find out whether local unemployment and job training agencies had contact with Port Newark/ Port Elizabeth; that is, to determine whether local unemployment and job training agencies were able to place individuals in job positions at the Port. If the agency did not have a direct contact with the Port, follow up questions asked if the agency knew where advertisements for jobs at the Port were placed. These questions were along the lines of “if a resident of the greater Newark area approached your agency, how would your agency help direct the person to resources or avenues to apply for a job position at the Port?”

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<sup>9</sup> See Appendix G for interview script.

## **Questions to be addressed**

There were several questions that were to be addressed using this instrument. These questions are as follows:

1. Are the skills and qualifications needed to work at the warehouse available in the workforce labor of the greater Newark area?
2. If not, is there training available in the area that allows the workforce labor of the greater Newark area to obtain the necessary skills?
3. Do unemployment and temp agencies have access to vacancy information at the Port?
4. What is the connection between the Port and unemployment and temp agencies?

## **Why this Method?**

In order to address the above questions, this survey was viewed as the best instrument to fully address the questions raised. In terms of training and skills, it was important to compare the skills available in the workforce of the greater Newark area and those skills needed for a position at Port Newark/Port Elizabeth. The only method to capture the average skills of the greater Newark area workforce and what training is available to the public, was to contact unemployment and job training agencies at the local level. Thus, when contacting these agencies it was possible to capture the skills and training available to the local residents.

In addition, presuming that a person wanted to get a job at the Port, it is assumed that at one point unemployed individuals would approach an unemployment agency for job placement. Thus, it was very important to understand whether local unemployment or job training agencies had any connection with the Port. If the local agencies did not have any connection with the Port, they would be unable to place individuals in jobs at the Port.

Therefore, it was appropriate to contact these local agencies to address the questions raised above.

### **III. Macroeconomic Model**

In July 2004, Sandra Black and Elizabeth Brainerd published an article in the *Industrial & Labor Relations Review* that examined the impact of globalization on gender discrimination in manufacturing industries. The authors estimated the change in the gender wage gap between 1976 and 1993 in concentrated versus competitive industries. They found that while trade increases wage inequality by reducing the relative wages of less-skilled workers, it also benefits women by reducing the ability of companies to discriminate against women.<sup>10</sup>

While Black and Brainerd focused on the effect of increased trade on the gender wage gap, we plan to examine the impact of trade on overall employment and wages across industries. More specifically, we will attempt to estimate how increased trade affects different population groups, such as high-skilled versus low-skilled workers, and more-educated versus less-educated workers. We will also estimate how increased trade has impacted the relative wages of those in higher income groups versus those in lower income groups, in other words, whether trade has caused wage inequality to widen, or to narrow.

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<sup>10</sup> Black, Sandra and Elizabeth Brainerd. 2004. Importing Equality? The Impact of Globalization on Gender Discrimination. *Industrial and Labor Relations Review*. 57(4):540-559.

We expect increased trade to have a negative effect on employment in manufacturing industries, particularly because foreign competition may be causing labor in these industries to be sent abroad. As for wages, we expect increased trade to have a negative effect on low-skilled workers while having a positive effect on high-skilled workers. Low-skilled workers should see their wages decline because employers must compete with cheap labor abroad. On the other hand, increased globalization has shifted labor demand toward high-skilled workers, and this should be reflected in higher wages for these workers.<sup>11</sup> Therefore, we expect the wage gap to increase between low- and high-skilled workers as a result of increased trade.<sup>12</sup>

## **Conceptual Framework**

Our model examines the relationship between increases in trade and wage and employment levels across industries. The approach we are using compares the impact of trade in concentrated versus competitive industries, which enables us to net out the gains (or losses) in employment and wages that occurred over a period of time for reasons other than trade. Competitive industries are essentially used as a control for changes in wages and unemployment that are unrelated to competitive pressures. In the competitive sector of the economy, wages and employment are already at the competitive level. Therefore, wages and employment of competitive industries should not be affected by an increase in trade that is associated with greater openness to global markets. Both wages and employment are regressed on the change in import share of an industry, a dummy

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<sup>11</sup> Slaughter, Matthew J. and Phillip Swagel. 1997. "The Effect of Globalization on Wages in the Advance Economies." IMF Staff Studies for the World Economic Outlook.

<sup>12</sup> Appendix H

variable equal to one if the industry is concentrated, and the interaction of these two variables.<sup>13</sup>

## **Key Findings<sup>14</sup>**

For the nation as a whole, we observed a small, positive relationship between trade and employment. However, we did not estimate any significant effect of trade on manufacturing employment in New Jersey specifically.

We then looked at residual wages for different groups of workers. The residual wage is often interpreted as skill. For the typical worker, trade had no significant effect on wages at the national level. For high-skilled workers, trade had a negative effect on wages (-1.3 percent), while having a positive effect on wages of low-skilled workers (4.6 percent). Therefore the wage gap between high-skilled and low-skilled workers actually narrowed over this time period, driven primarily by the increase in low-skilled workers wages. This is contrary to our expectations that increased trade will widen the wage gap between high- and low-skilled workers.

When we attempt to isolate the impact of trade on only New Jersey workers, we observe very different results. The typical New Jersey worker saw his or her wages increase by nearly 7 percent between 1979 and 2001 as a result of increased trade. Both low- and high-skilled workers also experienced an increase in their residual wages (4.3 percent

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<sup>13</sup> Appendix I

<sup>14</sup> In order to maintain consistency between the national and New Jersey estimates, the reported findings utilized micro-level data on wages and employment from the Current Population Survey. Aggregate industry level results are reported in the Appendix.

increase for low-skilled and 8.6 percent increase for high-skilled), but high-skilled workers' wages increased by roughly double the amount that low-skilled workers' wages did. While we did not expect wages to increase across the board, we did expect the skill-wage gap to widen, which it did indeed by 4.3 percent.

## **Discussion**

For the nation as a whole, we observed a positive, though small, relationship between trade and employment. However, within New Jersey itself, we did not estimate any significant effect of trade on manufacturing employment. We had expected trade to cause manufacturing employment to decline in concentrated industries because they would have been adversely affected by foreign competition and the outsourcing of American jobs abroad, where labor is cheaper. While our model does not lend support to our expectations, there is plenty of other data to support the fact that manufacturing employment in this country is declining as global markets open up.<sup>15</sup> Overall, we hold that opportunities for employment in manufacturing industries in this country, particularly in New Jersey, has been constrained by increased trade and the opening of global markets.

When observing the relationship between trade and wages, we saw mixed results compared to our expectations. For low-skilled workers, we observed an increase in residual wages across the nation and for New Jersey specifically. Comparatively, for high-skilled workers, we observed a decrease in wages for the nation as a whole and an

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<sup>15</sup> Freeman, Richard B. 1995. Are Your Wages Set in Beijing? *Journal of Economic Perspectives*. 9(3):15-32.



increase in wages for New Jersey high-skilled workers. This means that the gap between low and high-skilled workers narrowed at the national level while it widened for New Jersey workers.

One explanation for these findings is that national trends are not consistent across all regional economies. While our trade variable measures national trends in imports and exports at the industry level, our employment and wage variables are measured at the individual level, both at the national and state level. Because of this, it is not surprising that the impact of trade on New Jersey workers is different than the effect of trade on workers across the nation. We are using national trade data, which we cannot necessarily expect to be a good proxy for New Jersey trade trends. Essentially, the variation in New Jersey manufacturing wages and employment cannot be explained by variation in national trends. Furthermore, there are many other factors that contribute to this inconsistency between national and state-specific trends in employment and wages, most notably: differences in technology, foreign investment, education, market shifts, and the state of the overall economy.

### **Trade, Globalization, and the Warehousing Industry**

Warehousing itself is a manifestation of globalization, because increased trade is visible in the increased volume handled by warehouses at the Port. Because the Port serves as the gateway for goods entering and leaving the country, we would expect globalization to increase the demand for labor at the Port at a proportional level. This increase should produce an expansion of employment opportunities for many workers who may have

been displaced by the downsizing of employment in the manufacturing industry. In addition, a focus on warehousing allows us to study the effects of globalization on a non-manufacturing industry (our model only includes manufacturing industries because trade data is unavailable for the non-manufacturing sector). Furthermore, as the rest of this report will show, there are many other factors besides increased trade that influence employment and wages in the warehousing industry, specifically at the Port, that may actually play a more influential role in how workers' lives are affected.

## **IV. Hiring Process at the Port of New York and New Jersey**

### ***The Waterfront Commission: Background and Role***

In the early 1950s, the New York State Crime Commission (NYSCC) conducted a series of investigations in regards to corruption and increased criminal activity at the Port of New York and New Jersey. The rigorous series of investigations found that the Port was infested with theft of goods, misuse of union office, the shape-up – a process that stripped away workers’ rights and allowed officials to receive favors from job applicants-, and organized crime control. These factors placed the Port at a competitive disadvantage in turn possibly affecting the local economy, and thus, the NYSCC decided it was finally time for “drastic action.”<sup>16</sup> In response to the investigations, New York Governor Thomas Dewey called for special hearings to seriously contemplate the recommendations provided by the NYSCC. Subsequently, the state legislatures of New York and New Jersey, as well as the US Congress passed the Waterfront Commission Act of 1953. The act established the Waterfront Commission, as well as empowering it with numerous powers. The Commission was authorized to abolish the shape-up and establish employment information centers. In addition, “it could register and license employers, union officials, and dockworkers.”<sup>17</sup> Section 8 of the Waterfront Commission barred any individuals to serve as union officials if they had any criminal backgrounds. These standards would also be held to Port workers.<sup>18</sup>

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<sup>16</sup> Levy, Peter B. “The Waterfront Commission of the Port of New York: A History and Appraisal,” *Industrial and Labor Relations Review*: July 1989.

<sup>17</sup> *Ibid.*

<sup>18</sup> *Ibid.*

## ***Hiring Process Models***

Overall, the mission and purpose of the Waterfront Commission – to clear the Port from criminal activity- has dictated the process of hiring in its current form. The hiring process at the Port is a unique but antiquated model that connects many entities. Those involved in the hiring process at the Port include the companies seeking employment, the New York Shipping Association (NYSA), the International Longshoreman Association (ILA), the Waterfront Commission and the various individuals seeking employment. There are two different hiring registries at the Port. Once a person gets hired s/he is either given a license from the Waterfront Commission under the Deep Longshoreman registry or the A-type (or type-A) registry. The distinction is that the deep longshoremen registry contains the names of all employees that work on the terminals. On the other hand, the A-type registry contains the names of all employees that work at the Port but not directly with the terminals. Most warehouse workers are registered on the A-type registry. In order to accurately portray the hiring processes at the Port, three distinct models were created. These models are as follows:

1. Deep Longshoreman registry model – This model portrays the process to hire an employee that is categorized as a deep longshoreman, hence, an employee that works on the terminals.
2. A-type registry (unionized warehouses)
3. A-type registry (non-unionized warehouses)

A distinction was made between unionized and non-unionized warehouses since unionized warehouses under contract must employ union labor, thus, differing from non-unionized warehouses. The table below provides unionization rates for all workers in the

United States, New Jersey, Essex County and Newark, as well as the U.S. unionization rate for workers in industries related to warehousing.

Rates of Union Membership <sup>19</sup>		
		Percent Unionized
All Workers	U.S.	12.6%
	N.J.	19.7%
	Essex	28.2%
	Newark	21.3%
WareH +	U.S.	21.2%
WareH + includes only warehouse, rail, water, and trucking industries		

### Deep longshoreman Model<sup>20</sup>

Deep longshoreman employees must be union workers. Thus, if an individual wanted to be hired, he/she must directly approach the International Longshoreman's Association

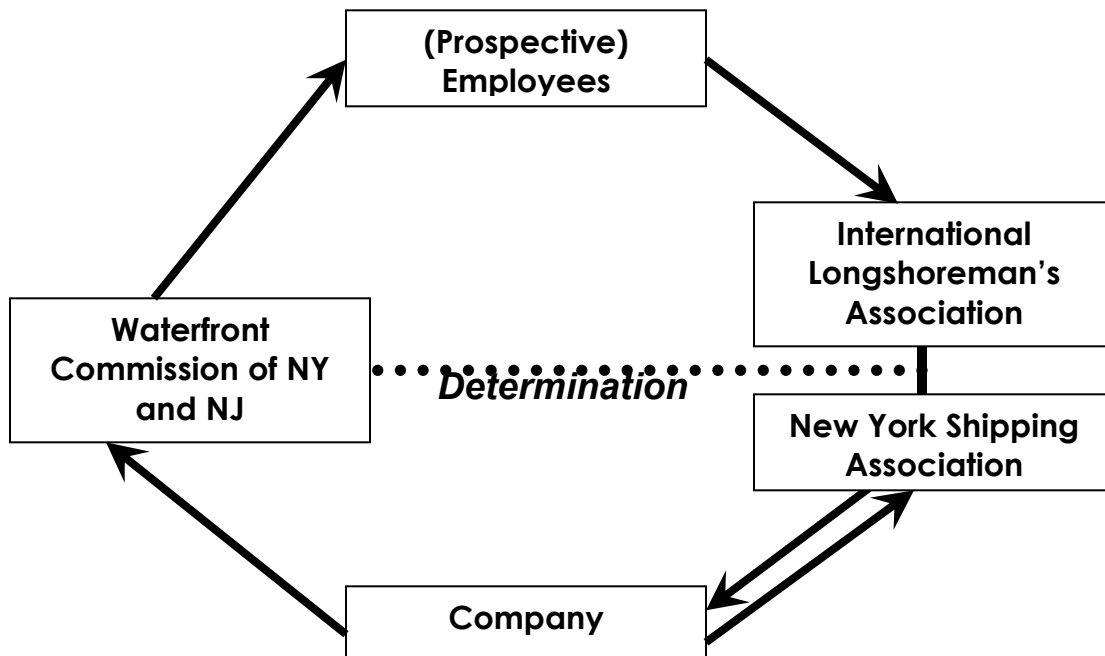


Fig IV-1, Deep Longshoreman Registry

<sup>19</sup> Current Population Survey, 2003 & 2004

<sup>20</sup> All information pertaining to this model resulted in phone interviews with the Waterfront Commission and the New York Shipping Association.

(ILA,) to either become a member of the union or if already a member to ensure that their name is placed on the list of potential applicants.

Companies that are registered under the Deep longshoreman registry cannot open job positions without the approval of the Waterfront Commission, the New York Shipping Association (NYSA) and the ILA. Once a company has determined that it needs additional labor, it will approach the ILA or NYSA for labor. The ILA represents workers, whereas the NYSA represents the managers. The ILA or NYSA then provide names, qualifications, and résumé's of potential applicants from their list. If the position is for a worker, then the ILA provides the above, and if the position is in management then the NYSA provides the same.<sup>21</sup>

Once a company finds an individual it would like to hire, it contacts the NYSA and ILA with the employee's name, job description, and duration of employment. If the company is unsatisfied with the applicants the ILA or NYSA provided then the ILA or NYSA will provide additional applicants until the company is satisfied with an applicant. The NYSA then sits down with the ILA to go over the requirements of the company.<sup>22</sup>

Since a company registered under the deep longshoreman registry cannot open a job opening without approval of the Waterfront Commission. The NYSA and the ILA then file a 'determination of man-power-need' with the Waterfront Commission. The determination of manpower need includes:

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<sup>21</sup> The Waterfront Commission and New York Shipping Association: phone interview: March-April 2006.

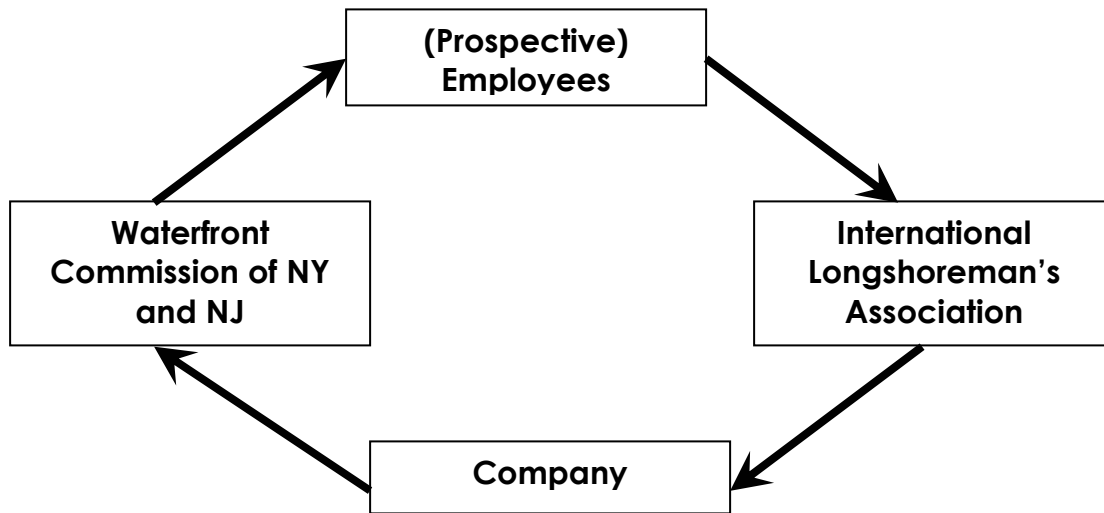
<sup>22</sup> *ibid.*

- Why the company needs additional employees
- How many employees the company needs
- How long the employees are needed at the company
- What duties the employees are needed for

Once the Waterfront Commission approves the position, the company submits a sponsorship letter, along with the name and resume of the applicant. All potential employees at the Port must be endorsed by a hiring company, through a sponsorship letter from the company submitted to the Waterfront Commission.

The Waterfront Commission then does an extensive background check on the individual. This process is very lengthy and there is no specified amount of time that it can take until the individual is approved. If the individual has any prior convictions of any type they are not permitted to work at under the deep longshoremen registry. If the Waterfront Commission approves the individual, s/he is provided a license to work at the Port and are registered under the deep longshoremen registry. This process is demonstrated in Figure IV-1.

## A-type Registry (unionized warehouses) Model<sup>23</sup>



*Fig. IV-2, A-type registry, Unionized Warehouse*

In warehouses located outside of the terminals, the NYSA is not involved in the process. The ILA remains a key player if the warehouse is unionized. A prospective employee would approach the ILA to become a member. Once a company decides it is need of additional labor, it approaches the ILA for names and resume of individuals. Thus, for an individual to acquire a position in a unionized warehouse, this individual must be represented by the union. The ILA then presents several applicants to the company. The company chooses the ideal applicant, and submits the name, résumé, and a 'sponsorship letter' to the Waterfront Commission.

The Waterfront Commission then does an extensive background check on the individual. If the Waterfront Commission approves the individual, they are provided a license to

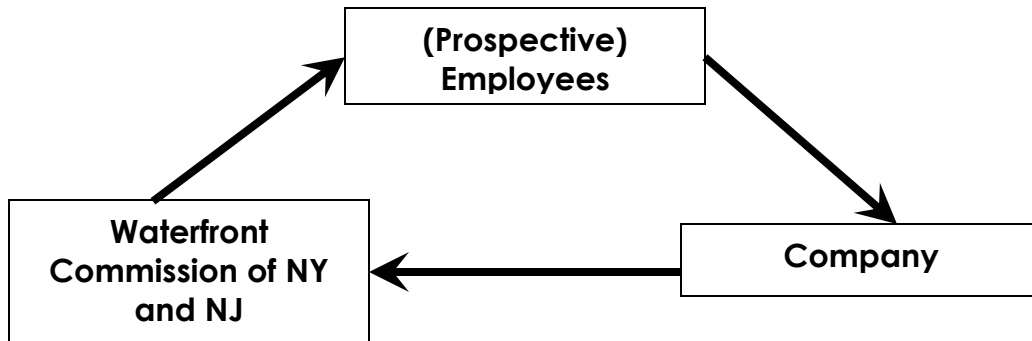
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<sup>23</sup> All information pertaining to this model resulted in phone interviews with the Waterfront Commission.



work at the Port and are registered under the A-type registry. This process is illustrated in Figure IV-2.

### **A-type Registry (non-unionized warehouses) Model<sup>24</sup>**



*Fig. IV-3, A-type registry, Non-unionized Warehouse*

The majority of warehouses located at the Port are non-unionized. If an individual is seeking employment at a warehouse located on the Port then this individual must contact the company. The individual would obtain a list of all warehouses located on the Port; this can be achieved by calling the Waterfront Commission Information Employment Center, which is located on the Port. The center will provide a list of all warehouses located on the Port. The individual then proceeds to visit each “shop” (as commission refers to each warehouse,) and tries to meet the management at the warehouse.

If the management is impressed with the individual and would like to see that person employed at their shop, then they would proceed with the paperwork required. Thus, the

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<sup>24</sup> All information pertaining to this model resulted in phone interviews with the Waterfront Commission.

warehouse would submit a sponsorship letter to the Waterfront Commission, along with the name and qualifications of the applicant. The Waterfront Commission then does an extensive background check on the individual. If the Waterfront Commission approves the individual, they are provided a license to work at the Port and are registered under the A-type registry. This process is illustrated in Figure IV-3.

Needless to say, the complication of the hiring processes at the Port is difficult for those unaware of the internal process. However, there are additional barriers that are inherently in the hiring process as well as other factors in the Port that serve as “barriers” to employment at the Port. These barriers will be discussed in further detail in the following section.

## **V. Barriers to Port Employment**

Barriers to Port employment were a major focus of our research. To explore these obstacles, we utilized employee surveys, employer interviews, job training center interviews, census data, and other sources. We found the most important barriers to employment to be transportation, advertisement of Port jobs, education of potential employees, criminal records of potential employees, a disconnect with the community, the internal labor market and wage disparities of the Port, and a spatial mismatch between Newark and Elizabeth residents and the Port. We will discuss each barrier in detail next.

### ***Public Transportation***

Access to the Port is very limited via public transportation. We have found that it is almost a necessity for Port employees to drive a car to work in order to make it to work on time by the start of the work day, 6AM. Through the employee survey, which surveyed current Port employees, we found that a majority of Port employees drive to work. Also, according to Census data, approximately 80 percent of Newark residents either drive alone to work or carpool.<sup>25</sup> This is a very important barrier to many residents Newark and Elizabeth that either do not own cars, have access cars, or do not have licenses.

There is also a very limited presence of public transportation at the Port. There are over 220 New Jersey Transit bus routes that travel throughout New Jersey, over 30 of which

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<sup>25</sup> US Census Bureau, 2006.

make stops in Newark and Elizabeth, but there is only a single bus route that passes through the Port.<sup>26</sup> We performed several case studies for Newark and Elizabeth residents to see what lengths they would have to go through in order to take public transportation to the Port. There were four separate case studies done, two for Newark and two for Elizabeth, to see the time and price requirements for taking public transportation to the Port and having to be at the Port by 6AM. For Newark, the two sections chosen were the University Hills section, near Rutgers-Newark, and the Independence Park section, a large residential section. For Elizabeth, the two sections chosen were the Elmora and Jackson Park sections, both large residential sections. These four places were chosen because they are all fairly popular residential sections of the cities and are not great distances from the Port.

Many Newark and Elizabeth residents would have to go through great lengths to utilize public transportation as their means of getting to the Port. An individual traveling from the University Hills section of Newark would have to get on a bus by 5:05AM and make one transfer in order to be at the Port by 6AM, at a cost of \$5.10 per day. An individual traveling from the Independence Park section of Newark would have to walk a half mile to board a bus by 3:48AM and make two separate bus transfers in order to be at the Port by 6AM, at a cost of \$7.60 per day. This means that an individual from the Independence Park section of Newark would travel over two hours by public transportation to cover a distance of only four and one-half miles. In neither section of Elizabeth analyzed in the case studies was there any combination of public transportation that enabled the

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<sup>26</sup>. New Jersey Transit. 2006. *Bus Schedules* <[http://www.njtransit.com/sf\\_bu\\_schedules.shtml](http://www.njtransit.com/sf_bu_schedules.shtml)>. 5 April.

individuals to get to the Port by 6AM.<sup>27</sup> This means that Elizabeth residents living in the Elmora or Jackson Park sections must either have access to a car or carpool in order to be at the Port by 6AM.

It has become evident that transportation to the Port can be a very serious barrier to working at the Port for many people. Public transportation is almost non-existent at the Port and it is not likely that any major changes are forthcoming. This means that if a Newark or Elizabeth resident does not either have access to a car or is able to carpool, then they have great difficulty getting to the Port and may be prevented from gaining employment at the Port.

## ***Advertising***

One of the key goals of this research was to find out the extent of which job positions at the Port were advertised in the local area. There were three distinct methods used to find out whether job positions at the Port were advertised in the local area or not. The first is by contacting local unemployment and job training agencies, which should be aware if any advertising is occurring in the local area. The second is interviews with the Waterfront Commission and Port employees. The last is by researching traditional advertisement media.

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<sup>27</sup>. New Jersey Transit. 2006. *Trip Planner* . < [http://atisweb.njtransit.com/cgi-bin/itin\\_page.pl?resptype=U#TOP](http://atisweb.njtransit.com/cgi-bin/itin_page.pl?resptype=U#TOP)>. 5 April.

## **Unemployment and job training agencies**

Approximately sixty unemployment and job training agencies were contacted for interview. Of those contacted, only three agencies had information pertaining to the Port. The Workforce Development office was the only agency to place a person in a job at the Port. The manager of the office expressed the difficulty of finding jobs at the Port. In addition, the manager expressed that he never saw an advertisement for jobs at the Port in the local area. The only way they had managed to place one individual in a job was through a personal contact with a company owner.<sup>28</sup>

Another agency refused to interview but when informed of the subject matter exclaimed that the subject is “very interesting” and that “everything that goes in and out of the Port is securely guarded,” as well as “it is very difficult to get in!”<sup>29</sup> Even though three agencies were somewhat involved with the Port, they also expressed that it was difficult for the agencies to find out about jobs at the Port. Thus, if unemployment and job training agencies were not able to access advertisements for jobs at the Port then this difficulty would increase for local residents.

## **Contacts at the Port: the Waterfront Commission and Port employees**

To further understand the extent of Port jobs advertising, entities at the Port were interviewed for further information. A contact at the Waterfront Commission Appendix explained that for an individual to find out about a job at the Port the individual would

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<sup>28</sup> See Appendix V-2,1 for the full results of the survey

<sup>29</sup> See Appendix V-2,1 for the full results of the survey

either have a friend at the Port, or hear from their union representative, or have to have a contact at the company.<sup>30</sup>

Under statutory mandate, the Waterfront Commission must have state run employment centers.<sup>31</sup> There are three centers located in New Jersey and New York, one of which is located on the Port.<sup>32</sup> However, these employment centers only provide a list of warehouses that allow applicants to physically visit warehouses. Further, in the employee survey instrument, the majority of employees responded that they found out about their jobs through a friend.<sup>33</sup>

### **Researching traditional advertisement media**

An internet database- simplyhired.com- was used to perform an internet job search. This job search engine advertises 5,381,261 jobs across the United States. The site is very comprehensive and compiles job information from internet databases, company pages and additional data sources. In searching for jobs at the Port, there were 1,365 full-time warehouse jobs in New Jersey. Only 27 warehouse jobs in New Jersey were located in Newark and Elizabeth. However, none of these jobs were located at the Port.<sup>34</sup>

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<sup>30</sup> The Waterfront Commission, phone interview, March 2006.

<sup>31</sup> Levy, Peter B. "The Waterfront Commission of the Port of New York: A History and Appraisal," *Industrial and Labor Relations Review*: July 1989.

<sup>32</sup> Waterfront Commission of New York Harbor website: [www.wcnyh.org](http://www.wcnyh.org).

<sup>33</sup> Waterfront Commission Employment Information Center, Port Newark, phone interview: April 2006.

<sup>34</sup> Website search: [www.simplyhired.com](http://www.simplyhired.com): March 2006.

Further, a separate search was done using a company list from Port Newark/Elizabeth. Not one company located at Port Newark/Elizabeth currently advertises on Simply Hired or any of its affiliate webpages, including Moster.com and Hotjobs.com.<sup>35</sup>

In conclusion, it was found that the only way an individual can find out about a job at the Port is through an internal contact at the Port. There is a lack of advertisement outside of the Port whether it is through modern media such as the internet or through contact with unemployment and job training agencies.

## ***Education***

One of the primary questions our research team posed to representatives from unemployment agencies, temporary employment agencies, and job training centers was: “What level of education is typically required to find work at the Port?” Although a small percentage of the targeted establishments completed the interview, it was made clear that basic literacy skills were essential for those seeking employment. Furthermore, an agency manager who has placed clients at the Port of Newark and Elizabeth asserted that basic literacy skills are the fundamental qualities sought by Port employers for low-skill positions. He believes that literacy skills are indispensable, because they are crucial to an employee’s ability to fully understand and follow instructions. The manager went on to state that employers usually take on candidates that have basic literacy skills, but little to no mechanical skills for low-level jobs, because they typically provide new employees with necessary mechanical training with equipment such as lift trucks “on the job”.

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<sup>35</sup> Ibid.



Through the interview process, we were also informed that employers, as well as unemployment agencies and job training centers, consider a high school diploma or a general educational development certificate (GED) to be the chief indicator for one's basic literacy skills. Unfortunately, according to the U.S. Census Bureau, roughly 30% of adults 25 or older in Newark have not completed high school or obtained their GED.<sup>36</sup> Clearly, this puts many citizens of Newark at a disadvantage in the job market if a high school diploma or GED is used as the primary indicator. A manager at the Newark area "One-Stop" job training center acknowledged the high level of illiteracy in Newark, and stated that many unemployed people in the Newark area are turned away from job training programs due to their illiteracy. Recognizing the bleak situation that faces many Newark residents, one agency manager asserted that the area needs to establish more literacy centers. Although literacy is imperative for the Newark unemployed population, he perceives there to be far more technical training centers than literacy centers. This mismatch is preventing the unemployed in Newark from obtaining the skills that would make them most attractive to employers seeking to fill low-skill positions, especially in the Port.

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<sup>36</sup> United States Census Bureau. 2002 American Community Survey. <[www.census.gov/acs](http://www.census.gov/acs)>

## ***Criminal records/Security clearance***

The complex hiring process described above includes an extensive background check by the Waterfront Commission before employment. Checks include those by the state and the FBI. An applicant is also fingerprinted for an additional check of any criminal activities.<sup>37</sup>

There are several security levels at the Port, if the applicant is applying for a position that is on the terminals--i.e., falls under the deep longshoreman registry-- then the person is automatically disbarred if his/her record shows any contact with the justice system. If the person was cleared of all charges in a certain accusation, the Waterfront Commission is authorized to retrieve all details of the case and decide whether to accept or deny the applicant.<sup>38</sup>

Similarly, if the person is applying under the a-type registry as a warehouse worker and has a background of theft or possession, then the person is also denied employment. Thus, having a criminal background almost ensures denial for a job at the Port.<sup>39</sup>

This is relevant in examining the greater Newark area population. Data from 2002 provided by the Urban Institute indicates that 18% of the prison population in New Jersey is from Essex County, the highest in the state. In addition, 13% of all released prisoners

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<sup>37</sup> The Waterfront Commission, phone interview, March 2006.

<sup>38</sup> Ibid.

<sup>39</sup> Ibid.

in New Jersey return to Newark. This population, therefore, is not eligible for employment at the Port.<sup>40</sup>

These security checks are to be heightened in the near future. Four hundred thousand workers that are employed in security sensitive area will be double referenced with government terror lists and immigration databases. Further, 750,000 workers at the Port will be required to carry tamper-resistant ID cards by 2007. Director of Homeland Security Michael Chertoff also indicated that worker's criminal histories may be examined once again; however, no set date was assigned for this plan.<sup>41</sup>

Clearly, an applicant with a criminal background will face difficulty in obtaining a job at the Port, made more difficult by increased security.

### ***Disconnect with the Community***

Disconnect with the community is a general problem that requires actions on many fronts. One possible way to increase Newark residents' access to Port Jobs is through the use of local employment agencies and job training centers. Residents might be more likely to pursue Port employment if they could do so through resources in their community. Since the Seamen's Church plans to work with Newark One Stop agency in the future to promote Port employment, perhaps Newark residents could direct all of their

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<sup>40</sup> Travis, Jeremy and Sinead Keegan, and Eric Cadora etc. "A Portrait of Prisoner Reentry in New Jersey." The Urban Institute, November 2003.

<sup>41</sup> Jordan, Lara Jakes. "Port workers to undergo terror, immigration checks," April 26, 2006. Associated Press.

Port related inquiries there. See section VII, “Recommendations for the Future,” for more detail.

However, interviews with Newark-area job training and employment centers have shown that many of these organizations do not have connections with companies located at the Port. Many local agencies focus on placing their clients in specific types of jobs, often clerical or customer service. There were very few organizations that had the capacity to place a client at the Port and even fewer that had actually done so. Many of the agencies seemed interested in the process of increasing their clients’ access to the Port in the future.

While the prospect of using Newark One Stop as the Newark community’s link to the Port is promising, there is much work to be done on the part of the agency and the Seaman’s Church before that can happen. Due in part to the Port’s complicated hiring process, One Stop does not currently receive information about Port job openings. One Stop works very closely with members of the community, and a representative from the organization believes that there is a general lack of knowledge of the Port and its activities in the city of Newark. She even said that many Newark residents she has spoken to do not even know that Port Newark exists, and that there is a general lack of awareness within the community.

Working with One Stop in the future would definitely be beneficial for the distribution of Port related employment information. Newark One Stop agencies provide basic skills

training focusing on literacy skills through computers as well as job placement. They also provide their clients with technical skills training through outside organizations free of charge when necessary. In order for Newark residents to take advantage of these resources in order to access jobs in the Port, programs must be created to increase the community's awareness of what happens at the Port and the types of jobs that might be available.

### ***Internal Labor Market/Wage disparities***

Through our interviews with warehouse HR departments, we have found that there are low turnover rates of jobs at the Port. This may be due to the fact that once an individual has gone through the lengthy process of securing a job at the Port (which can take up to a year) s/he does not leave this position. Less job openings means little opportunity for others, including Newark residents, to get a job at the Port. In addition, the complicated labor market entry process is in and of itself a barrier to employment. As we have already demonstrated, it is harder for someone not connected to a union, or not a union member, to get a job at the Port because s/he does not have the same access to entry into this particular market. Consequently, those without access to this important informal employment network are significantly precluded from Port jobs.

Not only are non-unionized workers closed off from the employment process, but they may not be provided the same, if any, benefits. In addition, other factors, such as citizenship status and gender, may affect one's level of compensation. From data collected in the employee survey, we have compared workers' wages and benefit

packages for disparities based on particular variables. From these matched surveys, we have found that unionization and gender may affect compensation levels in that non-unionized and female workers may be discriminated against. Keep in mind, however, that the examples below do not represent warehouse workers.

## **The Power of Unions and Collective Bargaining**

*“Heavens, what is your limit?” cried the head of a great industry, in a collective bargaining conference. “No limit,” replied the union chief, “the same as yours”. Unions are usually trying to get better differentials for their own members. Their success in getting such differentials is one of the larger facts in collective bargaining.<sup>42</sup>*

In theory, collective bargaining is “necessary to equalize bargaining power between workers and (the) employer, to standardize terms of employment as a basis for fair competition, to reduce pressure in the trade or industry, and to stabilize the employment relationship”.<sup>43</sup> As we have demonstrated throughout this study, the union presence at Port Newark/Elizabeth is not only strong among the workers, but is dominant in the hiring process. Although we are not sure as to the number of union and non-union workers at the Port, and in particular the warehousing industry, we anticipate the collective bargaining process results in higher wages and more benefits for union workers than non-union workers. This is because most unions are “on the offensive to get

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<sup>42</sup> Millis, Henry A. “The Union in Industry: Some Observations on the Theory of Collective Bargaining”. *The American Economic Review*: Vol. XXV, No.1.

<sup>43</sup> *Ibid.*

more”.<sup>44</sup> The table below provides average wage differences between Union and Non-Union workers in the United States and in the state of New Jersey, based upon the 2003 and 2004 Current Population Surveys.

Wage Differences  
Union v. Non-Union

	Union or Non-Union	Avg. Hourly Wage	Wage Difference
<b>U.S.</b>	Non-Union	\$7.16	\$2.01
	Union	\$9.17	
<b>N.J.</b>	Non-Union	\$8.04	\$1.26
	Union	\$9.29	

The examples below, although not of the warehousing industry, further demonstrate the power of the unions in influencing wages and benefits.

**Longshoremen & Unions: Workers 18 and 19 are both longshoremen, yet worker 19’s annual salary is higher than worker 18’s because he has stronger ties to the union.**

Worker 18 has been working at the Port, in his current job, and at his present company for 3-4 years while 19 has been working at each for 1-2 years. Worker 18 heard about his job through a friend while 19 heard about his job through the union president. Both receive the same benefits, both are Hispanic, are the same age, and have the same level of educational attainment (GED or HS diploma). Worker 19 is a naturalized citizen while 18 is a U.S. citizen. Yet, 19’s income is a full category higher at \$100,000+ annually while 18’s is \$85,000-less than \$100,000. This suggests that because 19 had stronger ties with the union, his

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<sup>44</sup> Ibid.

annual income is higher which is possibly due to higher placement in the Port labor market due to his connections even though he has worked at his job, the Port, and the company for less time and is non-native.

**Drivers & Unions: Worker 22 makes twice as much as worker 8 and receives benefits while worker 8 does not. This may be a result of the fact that worker 22 is unionized while worker 8 is not.**

Worker 22 has worked at the Port a year or two less than 8 and is a contractor (as opposed to a full-time worker, but these categories can overlap). Worker 8, however, heard about his job through the newspaper and has no benefits while 22 heard about his job through the I.L.A. and does receive some benefits (vacation time & medical insurance). Worker 22 is also unionized while 8 is not. Not only does 22 receive benefits, while 8 does not, but 22 also makes nearly twice as much as worker 8 (\$85,000 to less than \$100,000 annually as compared to \$45,000-\$64,999 annually). This suggests that because worker 22 is unionized, he gets paid more and receives benefits.

### **Internal Labor Market Structure and Port Employment**

*Some kinds of employees are hired from an outside market, typically for jobs at the bottom and top of the skill ladder and for standard clerical jobs. But most employers have only a limited number of entry points. Most jobs are specific to the industry or company and are filled from within.*



*These jobs have no outside market, and their compensation rates are determined by administrative decision or collective bargaining. It is useful to describe employers as having either open or closed internal labor markets. Employers with open markets (construction companies, for example) fill most jobs from the outside. Employers with closed markets fill most jobs from within.*<sup>45</sup>

Another result of union presence in an industry is the creation of an internal labor market. At Port Newark/Elizabeth, the influence of unions and the characterization of the hiring process, per our research, indicate that the warehousing industry at the Port, in part, is representative of an closed internal labor market. Because it is so difficult to get a job at the Port, once a unionized worker enters the employment ladder, s/he is placed in this labor maker and stays there. Evidence of this was found in our research of employees and employers at the Port. Many indicated that employees are promoted from within the company and job openings are filled in the same way, thus there is low turnover in employment at the Port. This is demonstrated in the example of two Port workers below:

**Internal Labor Market Dynamics: Workers 4 and 9 have comparable job descriptions, yet worker 4 is older, has been working at the Port twice as long, and makes twice as much as worker 9. This is indicative of a closed internal labor market structure where worker 4 had “worked his way up the ladder”, being promoted from within, whereas worker 9 has just entered this market.**

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<sup>45</sup> Atchinson, Thomas J., et al. “Compensation and Benefit Level Strategies”. ERI Economic Research Institute: 2004.

Worker 4 is a quality manager while 9 is a supervisor. Worker 9 has worked at his job, the Port, and his current company for more than 5 years, and worker 4 has worked at each for more than 10 years. Both workers are full-time and receive full benefits. 4 is white and has a 4-year college degree while 9 is Hispanic and only has a GED or HS diploma. Both were born in the United States, however, worker 9 is only 26 years old while 4 is 53 years old. Because of his age and more years worked at the Port, worker 4 makes nearly twice as much as worker 9 (\$85,000-less than \$100,000 annually vs. \$45,000-\$64,999 annually).

### **Citizenship and Wages**

Naturalized Citizen: After 3 or 5 years of legal permanent residence, immigrants may apply to become a naturalized citizen. Naturalized citizens have all the rights of U.S. born citizens except to hold certain public office such as president. Only in few rare cases can naturalized status be revoked.

*Recent immigrants have a lower employment ratio and a higher unemployment rate than those with a longer duration in the country. The employment differential declines sharply with duration, and disappears by the time individuals reach ten years of residence in the United States. The*

*unemployment difference disappears even sooner – by the end of the first year or, at latest, by the third year.*<sup>46</sup>

The only comparison of wages that we were able to draw from our data was for naturalized citizenship versus U.S. citizenship. It has been suggested that the effects of immigration status on employment in general disappear as the length of stay in the United States grows longer. Although it may be harder for immigrants to obtain jobs at the Port in the first place, given the hiring process and the need for security clearance, once placed in a job, citizenship status does not affect wages and benefits.

**Citizenship (longshoremen): Worker 11 is a Hispanic naturalized citizen while 13 is a white U.S. citizen. These workers, despite their difference in immigration status, make the same annual salary and benefits.**

Workers 11 and 13 have worked at the Port, their current job, and their respective companies for the same number of years, are full-time workers, have the same benefits, same the same level of educational attainment (GED or HS diploma), have the same annual salary, and are unionized. Worker 11 is Hispanic and a naturalized citizen while 13 is white and a U.S. citizen. This example suggests that citizenship status in these two forms do not affect employment opportunities.

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<sup>46</sup> Chiswick, Barry R., Yinon Cohen, and Tzippi Zach. 1997. “The labor market status of immigrants: effects of the unemployment rate at arrival and duration of residence.” *Industrial and Labor Relations Review*. 50: 289-304.

## **Gender Discrimination in Wages and Benefits**

*Based on average hourly wage rates, the gender gap ratio...rises from 66 percent in 1979 to 80 percent in 1993 and then stabilizes.<sup>47</sup>*

Given the above statement and a history of wage inequality based on gender, we would expect female workers to make less than male workers at the Port. We were only able to survey one woman in our research, which may be indicative of hiring discrimination, and have compared her earnings to a male worker.

**Gender (longshoremen): Worker 21 has more education and is older than worker 18. Yet, worker 21 makes half as much as worker 18 and does not receive benefits while 18 does. Worker 21 is female, while worker 18 is male. This is evidence of gender discrimination in wage and benefit earnings.**

Workers 21 and 18 are both unionized, work full-time, are minorities (Hispanic and black) and have been working at their jobs, the Port, and their current company for less than 5 years each. Worker 21 has more education, some college, versus worker 18 who only graduated high school and worker 21 is older (34 years vs. 25 years). Yet, worker 21, being older and with more education, makes only \$25,000-\$45,000 a year and does not receive benefits while worker 18 makes twice as much (\$85,000-\$100,000 annually) and receives benefits. Worker 21, who makes less and has no benefits, is female while worker 18 is male. Therefore,

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<sup>47</sup> O'Neill, June. "The Gender Gap in Wages, circa 2000". The American Economic Review: Vol. 93, No.2, May 2003.

although the female worker has more education and is older, she makes half that of the male worker.

### ***Spatial Mismatch***

The idea of spatial mismatch suggests that there is a “mismatch” between the location of jobs and the location of minority workers.<sup>48</sup> The mismatch raises unemployment rates by creating an oversupply of minority workers. This rise in unemployment is especially relevant for low-skilled workers and those who have not attained a high school diploma or equivalency.

We used New Jersey Census data to perform a spatial mismatch test on Newark and the surrounding areas of Essex County. We based our analysis on a related study done by Michael Stoll on the Washington DC Metro Area. Stoll’s study was a reaction to the prospect of government funded relocation vouchers as a remedy to high levels of unemployment among young minority males in the city of Washington DC.<sup>49</sup> At the time of his study, many low skilled jobs were leaving the central city for nearby suburbs. The purpose of the relocation vouchers was to lower unemployment rates in the central city by moving young, male, mostly minority residents to nearby suburbs where they could more easily access employment. However, Stoll was still concerned that discrimination could be a contributing factor to the high unemployment rates of this group.

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<sup>48</sup> Stoll, Michael A. 1999. “Spatial Mismatch, Discrimination, and Male Youth Employment in the Washington, DC Area: Implications for Residential Mobility Policies.” *Journal of Policy Analysis and Management*. Vol. 18, No. 1, 77-98.

<sup>49</sup> *Ibid.*

In his study, Stoll used demographic data to assess whether “place” or “race” was causing the high unemployment rates of young black men when compared to their white counterparts.<sup>50</sup> He analyzed unemployment rates in the suburbs for men between the ages of 16 and 21 and compared them to those in the central city. Unemployment was still higher for young black men, and Stoll came to the conclusion that racial discrimination was still a factor. He stated that in order for relocation programs to be successful, policymakers needed to figure out how to address potential discrimination issues as well.

Stoll’s study is relevant to our work on improving access to Port employment for Newark residents, because one of the first steps to improving employment for a population is gaining an understanding of the population and some of the barriers that may exist. Unemployment rates in Newark are extremely high. The numbers also exhibited the same imbalance that Stoll found in his work, with unemployment rates of 41.43% for young black men and 12.05% for young white men. These large differences continue in the suburbs as well. See table 3.

Another parallel to Stoll’s work is the relative lack of job growth in Newark when compared to the rest of the state. As shown in the table below, there was a 7.8% increase in jobs in New Jersey from 1990 to 2000, and a 2.2% increase in jobs from 2000 to 2006.

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<sup>50</sup> *Ibid.*

### Employment and Rates of Change for New Jersey, Essex County, and Newark

Location	Total Jobs (1990)	Total Jobs (2000)	% Change from Prior Period	Total Jobs (2006)	% Change from Prior Period
New Jersey	3,695,000	3,981,700	7.8%	4,069,100	2.2%
Essex County (including Newark)	371,365	358,404	-3.8%	352,868	-1.5%
Newark City Newark = 26% Essex	107,411	92,661	-13.7%	94,516	2.0%
<i>Sources: Bureau of Labor Statistics, US Census Bureau, New Jersey Department of Labor and Workforce Development.</i>					

Conversely, Newark experienced a 13.7% decrease in jobs from 1990 to 2000. While there was a 2% increase in jobs in the city from 2000 to 2006, this was after a large decrease, and was smaller than the 2.2% increase in the state. It may seem odd that the county of Essex experienced a decline in jobs during these periods, it is important to remember that Newark is 26% of the county's population. This helps highlight the need for increased access to low-skilled jobs including those at the Port, because even though much of the Port is in Newark, it is not in an accessible part of the city. Reaching a job at the Port would be similar to commuting to a job in the suburbs for many Newark residents. Also, unlike the rest of the city, our group found that the Port has actually experienced job growth in recent years.

Census data show that unemployment rates for young men ages 16-24 are higher for minorities, blacks especially, than they are for whites. Unemployment rates are also higher in Newark than they are in Essex and New Jersey. See appendix M for unemployment and employment rates for the general working population.

## Youth (16-24) Labor Market Outcomes by Race/Ethnicity, Location, and Vehicle Access

	White			Black			Hispanic		
	New Jersey	Essex County	Newark	New Jersey	Essex County	Newark	New Jersey	Essex County	Newark
<b>Panel A: Unemployment Rate</b>									
<b>Total</b>	9.9	11.55	12.05	27.52	35.19	41.43	12.26	10.95	11.02
No HS diploma or Equiv.	18.26	21.43	23.33	41.99	52.17	56.36	16.02	16.48	16.67
Diploma or Equiv.	10.46	6.82	5.88	26.46	31.30	33.33	9.10	6.85	6.25
Some college	6.27	13.56	6.67	15.63	20.00	31.80	8.10	5.71	5.56
Bachelors or higher	4.16	6.25	-	6.35	7.69	-	6.06	-	-
<b>Vehicle</b>									
Available	9.97	10.43	9.09	22.17	25.15	28.38	10.82	7.56	7.25
Not Available	15.99	17.50	25.53	40.16	50.50	55.38	14.62	13.75	12.50
<b>Panel B: Employment Rate</b>									
<b>Total</b>	77.92	73.62	64.10	44.78	43.58	39.35	66.64	63.32	58.00
No HS diploma or Equiv.	62.09	55.00	48.94	27.33	26.90	26.00	60.58	52.70	47.22
Diploma or Equiv.	77.38	77.78	71.74	49.21	50.62	48.81	70.04	70.41	66.67
Some college	85.03	76.47	75.00	65.32	59.70	51.72	79.76	82.93	81.82
Bachelors or higher	91.26	90.20	100.00	89.39	92.31	100.00	78.48	100.00	100.00
<b>Vehicle</b>									
Available	80.66	77.20	74.70	58.91	55.70	54.55	72.17	70.37	69.07
Not Available	66.61	62.26	43.33	39.84	31.55	29.81	61.72	58.97	52.69

Essex and New Jersey contain suburban areas, and it is possible that this could contribute to their lower unemployment rates. We expanded our analysis to include Newark's suburbs, including towns like Montclair, Irvington, and the Oranges.



## Unemployment Rate for 16-64 Year Olds by Race/Ethnicity, Location, and Vehicle Access

	New Jersey	Essex County	Newark	Essex County PUMA			
				1401	1402	1403	1404
<b>Panel A: White</b>							
<b>Total</b>	3.86	4.75	10.33	5.14	6.47	2.40	3.28
No HS diploma or Equiv.	9.56	13.20	14.13	9.18	27.27	12.20	9.76
Diploma or Equiv.	5.02	5.21	7.98	4.64	2.56	2.76	7.37
Some college	3.29	5.11	7.32	5.95	11.11	2.19	5.93
Bachelors or higher	1.84	2.18	3.51	3.96	1.22	1.90	1.26
<b>Vehicle</b>							
Available	3.40	3.97	8.41	4.86	4.26	2.06	3.10
Not Available	10.38	13.14	16.30	8.33	12.50	4.55	10.53
<b>Panel B: Black</b>							
<b>Total</b>	11.54	15.25	19.43	7.14	13.67	9.26	12.48
No HS diploma or Equiv.	22.20	27.14	31.76	25.00	23.13	11.11	23.16
Diploma or Equiv.	12.69	15.12	17.99	8.00	13.30	14.29	12.79
Some college	7.95	11.54	13.81	0.00	12.35	10.71	9.09
Bachelors or higher	3.57	5.59	5.68	5.26	5.69	2.78	6.52
<b>Vehicle</b>							
Available	8.87	10.79	13.50	6.15	9.22	7.29	10.51
Not Available	20.35	26.51	26.74	0.00	26.69	27.27	24.62
<b>Panel C: Hispanics</b>							
<b>Total</b>	7.69	8.82	10.53	6.44	10.26	1.49	6.19
No HS diploma or Equiv.	10.81	11.92	12.57	8.16	19.44	8.33	6.38
Diploma or Equiv.	6.87	7.30	8.72	5.80	0.00	0.00	10.34
Some college	4.90	6.85	8.99	5.77	10.00	0.00	5.00
Bachelors or higher	3.78	3.64	6.06	6.25	0.00	0.00	0.00
<b>Vehicle</b>							
Available	6.29	6.60	7.94	6.11	8.93	0.00	3.93
Not Available	11.73	14.14	14.35	9.09	13.64	7.69	30.00
<b>PUMA KEY</b>							
<ul style="list-style-type: none"> <li>• <b>1401</b>= Belleville, Bloomfield, Glen Ridge, Nutley</li> <li>• <b>1402</b> = Orange, East Orange, South Orange</li> <li>• <b>1403</b> = Caldwell, Cedar Grove, Essex Fells, Fairfield, Livingston, Montclair, North Caldwell, Roseland, Verona, West Caldwell</li> <li>• <b>1404</b> = Irvington, Maplewood, Milburn, West Orange</li> </ul>							

Blacks still have higher unemployment rates than whites, when comparing these areas.

Also, the areas that show the lowest unemployment rates for blacks and Hispanics have the smallest populations of these groups.

This test for spatial mismatch may suggest that racial discrimination along with job location is a factor contributing to the high unemployment rates of minority men in and around the city of Newark, although employment rate drops as education rises across races and geographic areas. Lack of access to a vehicle is associated with double and sometimes triple the rate of unemployment, underscoring the need for better mobility. See policy recommendations in section VII of this paper. Even black men with cars have relatively high unemployment rates, suggesting that vehicle access alone cannot remedy this problem. While further research is needed, increasing access to the Port and other difficult to reach employment opportunities would be helpful.

## VI. What does the Future Hold?

### The Future of the Port

The Northeastern United States is one of the largest consumer markets in the country, and even with the limitations to employment, Port Newark/Elizabeth is continuing to grow and thrive at increasing rates. In 2004, the Port produced 122,550 direct full-time equivalent jobs in the region and generated \$12.5 billion in wages.<sup>51</sup> The Port also contributed “\$5.8 billion in local, state, and federal tax revenues, with \$2 billion of that remaining in the Port region.”<sup>52</sup> In 2005, the total amount of containerized cargo coming through the Port reached a record high, increasing by over seven percent.

This kind of growth at the Port is expected to continue over the next few decades. Opportunity Newark, a joint venture of the Newark Alliance and the Institute for Competitive Inner Cities (ICIC), predict jobs located at the Port to increase by 1,025 per year through 2012.<sup>53</sup> In addition, foreign trade coming into the Ports and daily Port-generated truck traffic is expected to more than double by 2025.<sup>54</sup> Rail volume at Port Newark, which has increased steadily by 17 percent a year for the past 10 years, is expected to continue at that rate for the next decade.<sup>55</sup> Finally, the Portway Extensions

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<sup>51</sup> Port Authority of New York & New Jersey. *2005 Year-end Statistics*. March 8, 2006. Accessed May 1, 2006. <http://www.panynj.gov/>.

<sup>52</sup> Port Authority of New York & New Jersey. *Port Views*. Vol. 4, No. 3 December 2005. Accessed May 2, 2006. <http://www.panynj.gov/>.

<sup>53</sup> Newark Alliance. *Opportunity Newark Final Report*. April 5, 2006. Accessed April 20, 2006. <http://www.opportunitynewark.com/docs/media/1324-NewarkFullV9.pdf>.

<sup>54</sup> New Jersey Department of Transportation. *Portway Extensions Concept Development Study*. P. VII-8. [http://www.state.nj.us/transportation/works/portway/FR\\_Section\\_7.pdf](http://www.state.nj.us/transportation/works/portway/FR_Section_7.pdf).

<sup>55</sup> Port Authority of New York & New Jersey. *Rail Program at Port of New York and New Jersey to be Accelerated*. Press Release Number: 44-2005. April 27, 2005. Accessed May 1, 2006. <https://www.panynj.gov/AboutthePortAuthority/PressCenter/PressReleases/PressRelease/index.php?id=671>

Concept Development Study has identified warehouse and distribution activity at City of Newark locations within the vicinity of the Port to grow at a rate higher than the regional average through 2010. This growth will decrease after 2010, but remain at the average regional growth rate until 2025.<sup>56</sup> The only area declining within the Port is the amount of space occupied by warehousing and distribution centers.

### **The Future of the Warehousing Industry**

In the face of a more global market, the role of the warehousing industry in the Port Newark region has been changing over the past decade and will continue to shift in the future. One of the key discoveries made over the course of this project has been the decreased presence of warehouses at the Port. For a number of reasons, including growth in containerized cargo, the cost of real estate and available space, and changes in the technology and steps involved in the ship to shelf process have all contributed to the movement of warehouses to locations outside of the Port. Based on our research, we believe this trend of warehouse movement outside of the immediate Port area will continue over the next few decades.

In recent years, warehouses located at the Port have increased their importance in the supply chain yet decreased their presence. The main purpose of these warehouses differs from other manufacturing, which is used for the creation and storage of goods. The function of Port warehouses has become the breaking up of imported materials and

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<sup>56</sup> New Jersey Department of Transportation. *Portway Extensions Concept Development Study*. P. VIII-5. [http://www.state.nj.us/transportation/works/portway/FR\\_Section\\_7.pdf](http://www.state.nj.us/transportation/works/portway/FR_Section_7.pdf).

preparing them for local consumption, commonly termed a “value added activity”.<sup>57</sup> In today’s global economy, this step in the ship to shelf process occurs as close to the Port as possible, which will ensure that warehouse demand within the Port region will remain high. However, these warehouses also require adequate amounts of space in order to separate, customize, and package all of these goods, in addition to an extensive network with other warehouses, rail and trucking services, and ocean and airfreight operators.

The increased growth of the Port and foreign trade in general has led to the rapid increase in containerized cargo. This in turn, requires additional amounts of space located at the Port terminals to store these containers. The Port Redevelopment Project began in 2001 with four separate container terminals located at the Port Newark/Elizabeth Marine Terminal complex and attempted to combine these into three main terminals, large enough to fit the increased demand for container space. Between 2001 and 2004, the Port Authority consolidated Maher's two separate operations into a 445-acre single terminal, and expanded the Maersk Sealand operation from 266 to 350 acres, while constructing a new, expanded ExpressRail on-dock rail terminal designed to have 18 separate tracks connecting the Port with the areas in the Midwest, New England, and Canada.<sup>58</sup>

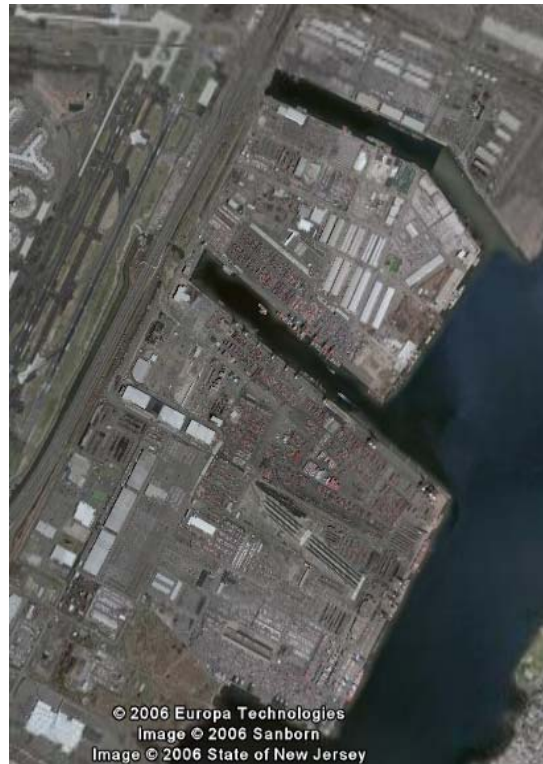
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<sup>57</sup> New Jersey Department of Transportation. *Portway Extensions Concept Development Study*. P. VIII-3. [http://www.state.nj.us/transportation/works/portway/FR\\_Section\\_7.pdf](http://www.state.nj.us/transportation/works/portway/FR_Section_7.pdf).

<sup>58</sup> Port Authority of New York & New Jersey. *Port Redevelopment Project*. Accessed April 21, 2006. [http://www.panynj.gov/DoingBusinessWith/seaport/html/redev\\_port\\_newark.html](http://www.panynj.gov/DoingBusinessWith/seaport/html/redev_port_newark.html).



Port Newark 1995  
US Geological Survey



Port Newark 2006  
State of New Jersey

The demolition of warehouse and distribution centers located at the Port was a major step in this redevelopment project. Because of this, the warehousing and distribution center industry has had trouble finding appropriate space in the areas closest to much of the region's Port infrastructure. As seen in the images above, we have identified at least 11 buildings that have been demolished in the past 10 years. The majority of these buildings were destroyed through the enlarging of the Maher and Maersk container terminals,<sup>59</sup> however this decrease in available space has also increased the cost of real estate in the area. With the Port Authority controlling many of the leases at the Port, warehouses are essentially being forced to relocate as the leases are being taken over to allow more room for containers. With the addition of the new Expressrail system, bulk cargo now has the

<sup>59</sup> Appendix P, Port Redevelopment Project.

ability to be easily transported to locations outside of the Port before being broken up and prepared for consumption. This also allows warehouses to move even further out from the immediate Port vicinity.

Considerations in warehouse/distribution center location decisions include the cost of land/buildings, access to markets and transportation modes and the availability of labor. In general, regional and national distribution centers seek sites with space for future expansions. Those sites are no longer located near the Port Newark/Elizabeth area. In response to the current situation, we have identified a trend of warehouses relocation and proliferation down the New Jersey Turnpike to Interchanges 7A and 8A.



New Jersey Turnpike Interchange 8A 1995  
US Geological Survey



New Jersey Turnpike Interchange 8A 2006  
State of New Jersey

In comparing these two images, taken near Monroe Township and Exit 8A of the New Jersey Turnpike, we have seen an increase in over 34 commercial and industrial buildings since 1995. According to the Portway Extensions Concept Development Study, three areas in the state of New Jersey are expected to have warehouse and distribution activity growth rates higher than the regional average through 2010. They include: New Jersey Turnpike Interchange 10 (Raritan Center); New Jersey Turnpike Interchange 8A; and City of Newark locations in the vicinity of the Port. That growth is clearly demonstrated by these images. Growth at the New Jersey Turnpike Interchange 12 (Tremley Point and Carteret) and New Jersey Turnpike Interchange 7A is expected to remain higher than the regional average through 2025. Warehouse and distribution center development along the



Interstate 80 Corridor and along Interstate 78 near Harrisburg, PA is expected to pick up once the suitable land surrounding the New Jersey Turnpike begins to diminish.<sup>60</sup>

One alternative to Exits 7 and 8A of the New Jersey Turnpike, which offers land closer to the immediate Port vicinity, is the Portfields Initiative Project. This is a joint project of the Port Authority of New York and New Jersey and the New Jersey Economic Development Authority. The goal of the project is to provide opportunities for private developers and communities to “transform underutilized and Brownfields sites into productive warehousing and distribution centers.”<sup>61</sup> These Brownfield sites are abandoned, idled, or under-used industrial and commercial facilities where expansion or redevelopment is complicated by real or perceived environmental contamination.<sup>62</sup> The Portfields project will have both private sector developers, as well as some private/public sector partnerships with developers and public agencies.

Phase I of the Portfields Initiative, defining criteria for selection, and identifying and validating potential sites, has been completed. Seventeen sites have been identified in total; Eight sites have been identified in the Newark/Elizabeth area. Subsequent phases will focus on pre-development due-diligence and successful implementation strategies for selected Portfield sites. Since these sites are considered to be within the “Port Newark

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<sup>60</sup> New Jersey Department of Transportation. *Portway Extensions Concept Development Study*. P. VIII-3-6. [http://www.state.nj.us/transportation/works/portway/FR\\_Section\\_7.pdf](http://www.state.nj.us/transportation/works/portway/FR_Section_7.pdf).

<sup>61</sup> Port Authority of New York & New Jersey. *Portfields Initiative*. Accessed April 20, 2006. <http://www.panynj.gov/DoingBusinessWith/economic/html/portfields.html>.

<sup>62</sup> "brownfield." *Merriam-Webster Online Dictionary*. 2006. Accessed April 12, 2006. <http://www.merriam-webster.com>.

District”, once completed, it is likely that they will be subject to the same standards as other warehouses located within the Port.

The economic and community implications of this project are enormous. Each Portfield site that is successfully converted will be able to accommodate at least 350,000 square feet of distribution building space and will be designed to address the new “value-added role” of warehousing. In addition, these types of ventures are known among the economic development community for attracting private investment, creating jobs, substantial tax revenues, and other related economic benefits for communities. According to Governor John Corzine’s “Plan to Leverage the Potential of Our Ports to Boost the Economy and Create Thousands of Jobs”, the 2,500 acres of Brownfields sites surrounding Port Newark/Elizabeth has the potential to be converted to 60 million square feet of usable building space. In the northern region of the state alone, the Portfields Initiative has the ability to create as many as 60,000 new Port-related jobs with good paying wages.<sup>63</sup>

In sum, the future of the warehousing industry in New Jersey is one of dramatic change and increased growth. The importance of the warehouse in the supply chain is as great now as it has ever been. Their role may be changing and their location may be moving, but their presence in the state is everything but decreasing. For the City of Newark, warehousing might be stretching too far south to reach the unemployed population, but with the Portfields Initiative, the potential still exists for a positive economic and

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<sup>63</sup> Corzine, Jon. “*Plan to Leverage the Potential of Our Ports to Boost the Economy and Create Thousands of Jobs*”. P. 2. Accessed April 15, 2006. [www.corzineforgovernor.com](http://www.corzineforgovernor.com)

employment impact on the community. The key to success is to be aware of the issue and to stake a claim in the development process.

## **VII. Recommendations for the Future**

We will first discuss policy recommendations to counteract barriers associated with advertising, transportation, education, criminal/security clearances, community disconnect, internal labor market/wage disparities, and spatial mismatch. Next, although we believe that addressing these barriers to employment will improve the overall workforce situation, we realize that more research, perhaps for future student groups, must be done to better the current situation.

### ***Policy Recommendations***

For each barrier to Port employment identified in section V, we propose a counteracting policy recommendation. Some are more feasible than others, yet when combined with our suggestions for future research they directly address the main concerns of our clients.

### **Advertising**

We identified the lack of advertising as a major barrier to employment at the Port in general and warehouses in particular. Although advertising exists to fill the needs of employers who pay for ads, the general lack of awareness of jobs at the Port by even residents living a few miles away leads us to suggest that our clients participate in advertising Port jobs in the following manner. Groups like the Seaman's Church Institute can fill the advertising and awareness gap by using their connections to warehouses and post jobs on the internet and in newspapers. And instead of word of mouth advertising,

the employment office located at the Port can liaise with warehouses and use the internet, newspaper classifieds, and be the connection to employment agencies located in the Newark and Elizabeth city centers. Hopefully then local residents community will be more aware of the Port and its opportunities for employment.

## **Disconnect with the community**

Disconnect with the community is a broad problem that can only be ameliorated with a combination of tactics. Our survey research in section II shows that community members know very little about the Port. Employment centers alone can do little to solve this problem. However, other Newark-area organizations are aware of this dilemma. For example, Newark One Stop is currently establishing a Satellite Office at the Port to address workforce development issues. The satellite office will help: 1) build relationships with employers to create and maintain the job pipeline, 2) assess and recommend training and placement of job seekers, 3) identify funding streams for general and customized training, 4) track outcomes against initial goals.<sup>64</sup> Also, the Newark One Stop Career Center and the New Jersey Department of Labor and Workforce Development Office have partnered with workforce development experts and private and public sector leaders to create the Opportunity Newark Workforce Development Infrastructure Team. The Team identified the need to develop an appropriate strategy of creating greater awareness about the available workforce development services within Newark. A Multi-Tiered Communications Strategy will be created to increase awareness

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<sup>64</sup> Newark Alliance. *Opportunity Newark Final Report*. 2006.  
<<http://www.opportunitynewark.com/docs/media/1324-NewarkFullV9.pdf>> April 5.

with local residents.<sup>65</sup> This strategy, along with Newark's One Stop satellite office, should help increase local citizens' awareness of the Port and all its opportunities. Given very similar goals, our clients should work with Marshall Cooper, the Executive Director of Newark One Stop, to coordinate efforts.

## **Education**

Throughout our study, we found that most Port employment only requires basic skills such as literacy and language proficiency. Although the onus for increasing literacy and basic skills falls on the educational system, career technical programs could build off basic skills and introduce young adults to different industries and trades such as those found at the Port. Fortunately, there are two programs being developed to address educational needs for Port employment. First, the Newark Board of Education is creating and attempting to add a career technical program to Central High School entitled Orientation to Transportation, Logistics, and Materials Management, a program entirely focused on the industries located at the Port with a special emphasis on the warehousing industry. See appendix L for a copy of the current curriculum proposal, which has been sent to the State of New Jersey for review. We encourage this program and its replication in other high schools in the area. Second, we learned that Opportunity Newark is implementing a Community Technology Center at New Community Corporation to

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<sup>65</sup> Newark Alliance. *Opportunity Newark Final Report*. 2006.  
<<http://www.opportunitynewark.com/docs/media/1324-NewarkFullV9.pdf>> April 5

increase the technology skill level of Newark residents.<sup>66</sup> Newark residents can benefit from both measures.

## **Transportation**

Transportation is a major barrier because currently there is only one bus route that runs to the Port from downtown Newark and none from Elizabeth. In some instances, it takes more than an hour to cover a ten mile distance from downtown to the Port and there are areas where arriving at the Port on time for work is impossible. We recommend that a community-wide effort organizes and lobbies for transit improvements such as increasing the amount and frequency of direct bus lines entering the Port. Another suggestion is to form a transportation management association (TMA) to bring employees in and out of the Port from nearby communities. TMAs are public-private enterprises to increase access to jobs from places of residence. Prime examples of successful TMAs are those found in Portland, Oregon, such as the Swan Island TMA<sup>67</sup>. Our clients can contact the Voorhees Transportation Center at Rutgers University for ideas on how to form a TMA near the Port. Employees without cars or licenses would then no longer be limited from employment at the Port.

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<sup>66</sup> Newark Alliance. *Opportunity Newark Final Report*. 2006.  
<<http://www.opportunitynewark.com/docs/media/1324-NewarkFullV9.pdf>> April 5.

<sup>67</sup> <http://www.swanislandtma.org/>

## **Criminal records/Security clearance**

It is doubtful much can be done to lessen the barrier of intense security screening for potential employees at the Port. Given the heightened security after September 11, 2001, the recent public outcry over Port security with the failed DPW takeover deal, and the Homeland Security Department's constant focus on Port worker screening, our clients will probably have to work with these constraints and rather play to their strengths in community awareness, job placement and training, and suggestions listed in this section.

## **Internal Labor Market and Wage disparities**

The hiring process model in section IV highlights three methods of entry for workers at the Port depending on type of employee. In each model, our clients can seek ways of making the hiring process more flexible. Though it is difficult to affect market forces, we believe that the hiring process at the Port-- and the internal labor market, with its probable wage disparities-- is an imperfect market. With this in mind, we recommend that our clients, with other interested parties, revisit and possibly lobby to amend the Waterfront Commission's charter to simplify the disjointed and lengthy hiring process.

## **Spatial mismatch**

Spatial mismatch is due to problems with both "space" and "race." If racial discrimination is keeping Newark residents from jobs, a first step is to identify the problem with quantitative and qualitative methods. Our findings in section V is a step in that direction. Our study also highlighted the large employment rate differences not only



between races, but also across races depending on access to an automobile (as well as level of education), a new contribution to the spatial mismatch literature.

We believe that efforts to increase physical access to the Port from downtown Newark and Elizabeth is the best and most feasible way to lessen the “place” disparity component of spatial mismatch. Transportation Management Associations, discussed above, are a good start.

### ***Research Recommendations***

Our clients and future student groups can build off our findings and focus on a number of study areas. We have identified two broad areas for further research: 1) the movement of warehouses out of the Port, 2) economic developments taking place near the Port.

Section VI reviewed movements of warehouses out of the Port towards other regions of the state. Future researchers can examine the underlying causes of these movements, including real estate cost differences, differences in rates of worker unionization, and differences in types of warehousing (e.g. vertical or value-added warehousing).

Next, it would be informative for future researchers to broaden their focus of the warehouse industry to development taking place near the Port. There are two areas in which warehouse growth is taking place. First is the nearby sites identified in the Portfields initiative, described in section VI. Second is in the New Jersey Meadowlands District. The District includes 14 municipalities in Bergen and Hudson counties, some of

which, like East Newark and Kearny, border the city of Newark. The New Jersey Meadowlands Commission expects an additional 57,000 workers and 24 million square feet of nonresidential space at the buildout of its master plan.<sup>68</sup> These figures should only grow with the rehabilitation of brownfields sites under the Portfields plan. Nonprofits advocating employment for low-wage workers, especially in the warehouse industry, should also look to the nearby Meadowlands.

### **Expand Port employment focus to other industries**

William Kramer of the Rutgers University Department of Labor Studies is leading a group of researchers investigating the trucking industry. Trucking is an industry closely related to warehousing. Truck driving jobs, according to Opportunity Newark, face large worker shortages, with estimates of “anywhere from 500 to 750 truck drivers in area businesses.”<sup>69</sup> Our clients can look to the findings of the Rutgers group and to trucking as a possible area for employment for their constituents.

### **Study employment on the demand-side**

The Heldrich Center for Workforce Development at Rutgers is studying skill shortages and other workforce challenges Port-related employers are experiencing in all types of jobs including warehousing and trucking jobs. The study is a demand-side analysis focused on understanding the full range of unmet employer skill needs and other

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<sup>68</sup> *Fiscal Impact Analysis for the Buildout of the New Jersey Meadowlands Master Plan*. 2004. Lyndhurst, NJ: New Jersey Meadowlands Commission.

<sup>69</sup> Newark Alliance. *Opportunity Newark Final Report*. 2006.

<<http://www.opportunitynewark.com/docs/media/1324-NewarkFullV9.pdf>> April 5.

workforce challenges Port-related employers face, and its findings will be informative for our clients as this dynamic industry and economic engine grow into the future.

# APPENDICES

## Appendix A – 2003/04 Current Population Survey Analysis

- Break down of warehouse industry
  - All employees
    - Approximately 40% are in transportation jobs
    - Approximately 24% are in office administration
    - Approximately 22% are in financial management
  - White employees
    - Approximately 40% are in transportation jobs
    - Approximately 23% are in office administration
    - Approximately 26% are in financial management
  - Black employees
    - Approximately 48% are in transportation jobs
    - Approximately 29% are in office administration
    - Approximately 8% are in financial management
  - Hispanic employees
    - Approximately 62% are in transportation jobs
    - Approximately 18% are in office administration
    - Approximately 11% are in financial management
  - Female employees
    - Approximately 18% are in transportation jobs
    - Approximately 41% are in office administration
    - Approximately 29% are in financial management
  - Male employees
    - Approximately 50% are in transportation jobs
    - Approximately 17% are in office administration
    - Approximately 20% are in financial management
- Union v. Non-Union wages
  - U.S.
    - Union members make approximately 25% more
      - Not accounting for other variables
    - Union members make approximately 12% more
      - Accounting for race, ethnicity, sex, age, education, class
  - N.J.
    - Union members make approximately 15% more
      - Not accounting for other variables
    - Union members make approximately 10% more
      - Accounting for race, ethnicity, sex, age, education, class
- Rates of Unionization
  - All industries
    - U.S.: approximately 13%
    - N.J.: approximately 20%
    - Essex County: approximately 28%
    - Newark metropolitan area: approximately 21%
  - Warehouse-related industries
    - U.S.: approximately 21%

**TABLE 1**  
**United States Wages (Union v. Non-Union)**

			Union or Non-Union	Avg. Hourly Wage	Wage Difference	
<b>U.S.</b>	<b>All</b>	All	Non-Union	\$7.16	\$2.01	
			Union	\$9.17		
	<b>Race</b>	Whites	Non-Union	\$7.26	\$2.12	
			Union	\$9.38		
		Blacks	Non-Union	\$6.26	\$1.78	
			Union	\$8.04		
		Other Race	Non-Union	\$7.12	\$1.67	
			Union	\$8.79		
	<b>Ethnicity</b>	Hispanic	Non-Union	\$5.65	\$2.19	
			Union	\$7.84		
		Not Hispanic	Non-Union	\$7.37	\$1.94	
			Union	\$9.31		
	<b>Education</b>	< H.S.	Non-Union	\$4.47	\$1.78	
			Union	\$6.25		
		H.S.	Non-Union	\$6.17	\$2.00	
			Union	\$8.17		
		Some College	Non-Union	\$6.43	\$2.26	
			Union	\$8.70		
		Associates	Non-Union	\$7.66	\$1.69	
			Union	\$9.35		
		Bachelors	Non-Union	\$11.00	\$0.30	
			Union	\$11.30		
		<b>Sex</b>	Male	Non-Union	\$7.95	\$1.65
				Union	\$9.61	
Female	Non-Union		\$6.47	\$2.18		
	Union		\$8.64			

**TABLE 2**  
**New Jersey Wages (Union v. Non-Union)**

			Union or Non-Union	Avg. Hourly Wage	Wage Difference
<b>N.J.</b>	<b>All</b>	All	Non-Union	\$8.04	\$1.26
			Union	\$9.29	
	<b>Race</b>	Whites	Non-Union	\$8.07	\$1.53
			Union	\$9.60	
		Blacks	Non-Union	\$6.76	\$0.84
			Union	\$7.60	
		Other Race	Non-Union	\$9.90	\$1.14
			Union	\$11.04	
	<b>Ethnicity</b>	Hispanic	Non-Union	\$5.52	\$1.32
			Union	\$6.83	
		Not Hispanic	Non-Union	\$8.55	\$1.11
			Union	\$9.66	
	<b>Education</b>	< H.S.	Non-Union	\$4.43	\$1.56
			Union	\$5.99	
		H.S.	Non-Union	\$6.55	\$1.32
			Union	\$7.86	
		Some College	Non-Union	\$6.65	\$1.63
			Union	\$8.28	
		Associates	Non-Union	\$8.32	\$1.50
			Union	\$9.81	
		Bachelors	Non-Union	\$12.13	\$0.64
			Union	\$12.77	
	<b>Sex</b>	Male	Non-Union	\$9.13	\$0.66
			Union	\$9.79	
Female		Non-Union	\$7.11	\$1.61	
		Union	\$8.72		
<b>Newark</b>	All	Non-Union	\$8.84	\$0.32	
		Union	\$9.16		

<b>TABLE 3 - Warehouse Occupations</b>						
Occupation	All	White	Black	Hispanic	Women	Men
	Percent	Percent	Percent	Percent	Percent	Percent
Mgr, Fin	22.3%	25.6%	7.6%	10.8%	28.5%	19.8%
Prof	1.7%	1.7%	1.3%	1.7%	1.2%	2.0%
Service	1.4%	1.3%	1.3%	0.0%	1.8%	1.2%
Sales	1.9%	2.1%	1.3%	1.7%	4.2%	1.0%
Ofc Adm	23.7%	22.5%	29.1%	18.3%	41.2%	16.6%
Frm/Fish	0.4%	0.4%	0.0%	0.0%	1.2%	0.0%
Construc	0.9%	0.8%	1.3%	0.0%	0.0%	1.2%
Repair	3.0%	2.5%	5.1%	1.7%	0.6%	3.9%
Productn	4.4%	4.2%	5.1%	4.2%	3.0%	4.9%
Transprt	40.5%	38.9%	48.1%	61.7%	18.2%	49.5%
<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## Appendix B – Employee Survey Consent Form

### Consent Form

February 16, 2005

Dear Participant:

The survey which you have been asked to fill out is part of a research project being conducted by Professor William M. Rodgers III and his public policy graduate students at Rutgers University. We are studying employment practices and characteristics at Port Newark, in the warehousing and shipping industries in particular, and would like to obtain a profile of Port employees.

You are one of approximately 100 individuals that will be asked to participate in this study. We estimate that the questionnaire will take 5 minutes to finish. The questions we are asking focus on your current job and general background information so that we can identify whether or not particular groups of people primarily work at the Port while others do not.

We understand that some of the questions are personal in nature and want to ensure you that the survey is completely anonymous and there will be no way to tell which survey is yours. We will record no information that could be used to identify you. We will not record your name, address, phone number, or date of birth. If at anytime, you feel uncomfortable and wish to skip a particular question or quit taking the survey, please feel free to do so.

If you have any questions about the study's goals and procedures, please contact Professor Rodgers at (732) 932-4100 ext. 783. If you have any questions about your rights as a research subject, you may contact the Sponsored Programs Administrator at Rutgers University at:

Rutgers University Institutional Review Board for the Protection of Human Subjects  
Office of Research and Sponsored Programs  
3 Rutgers Plaza  
New Brunswick, NJ  
Tel: (732) 932-0150 ext. 2104  
Email: [humansubjects@orsp.rutgers.edu](mailto:humansubjects@orsp.rutgers.edu)

You will be given a copy of this consent form for your records.

Please sign below if you agree to participate in this research study:

Subject \_\_\_\_\_ Date \_\_\_\_\_  
Principal Investigator \_\_\_\_\_ Date \_\_\_\_\_

Approved 3/22/06



## Appendix C – Employee Survey

### SURVEY OF PORT NEWARK EMPLOYEES ENGLISH VERSION

1. Job Title: \_\_\_\_\_
2. Please briefly describe your day-to-day job responsibilities:  
  
\_\_\_\_\_
3. How long have you been working in your current position?
  - 1 Less than 1 year
  - 2 1 – 2 years
  - 3 3 – 4 years
  - 4 5 – 7 years
  - 5 8 – 10 years
  - 6 More than 10 years
4. How long have you been working at the company you currently work for?
  - 1 Less than 1 year
  - 2 1 – 2 years
  - 3 3 – 4 years
  - 4 5 – 7 years
  - 5 8 – 10 years
  - 6 More than 10 years
5. How long have you worked at Port Newark?
  - 1 Less than 1 year
  - 2 1 – 2 years
  - 3 3 – 4 years
  - 4 5 – 7 years
  - 5 8 – 10 years
  - 6 More than 10 years
6. Do you currently work full-time, part-time, or are you a day laborer?
  - 1 Full-time (35 hours a week or more)
  - 2 Part-time (34 hours a week or less)
  - 3 Day laborer/Contract Worker
7. How did you find your current job?
  - 1 Friend
  - 2 Unemployment agency
  - 3 Community organization
  - 4 Newspaper
  - 5 Internet
  - 6 Flyer
  - 7 Other: Please Specify \_\_\_\_\_

8. What kind of benefits, if any, do you receive from your current employer?  
(Check all that apply)

- |  |                                   |
|--|-----------------------------------|
| 1 ___ None                                     | 2 ___ Medical Insurance           |
| 3 ___ Paid Sick Days                           | 4 ___ Vacation                    |
| 5 ___ Retirement benefits (IRA, 401k, pension) | 6 ___ Other: Please Specify _____ |

9. Do you receive health benefits from a spouse or other family member?

- 1 Yes
- 2 No

10. What industry would you say your current job fits into?

- 1 Warehousing
- 2 Shipping
- 3 Trucking
- 4 Other: Please Specify \_\_\_\_\_

11. Approximately how many miles from your current place of employment do you live?

- 1 Less than a mile
- 2 1-5 miles
- 3 6-10 miles
- 4 11-20 miles
- 5 21-50 miles
- 6 more than 50 miles

12. What means of transportation do you use to get to your place of employment?

- 1 Walk / Bike
- 2 Own Car
- 3 Ride with someone else (carpool)
- 4 Bus
- 5 Train
- 6 Other. Please specify: \_\_\_\_\_

13. Are you currently a member of a labor union?

- 1 Yes. Please specify and go to Question 13: \_\_\_\_\_
- 2 No. Go to question #14

14. In your opinion, which of the following describes your union's ability to represent your interests as an employee?

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Poor
- 5 Not sure
- 6 No response

15. Which of the following best describes your race or ethnicity?

- 1 Black
- 2 White, non-Hispanic
- 3 Hispanic/Latino
- 4 Asian
- 5 Other. Please specify: \_\_\_\_\_

16. Which of the following describes your highest level of educational attainment?

- 1 Less than high school diploma
- 2 High school diploma or GED equivalent
- 3 Some college, no degree
- 4 2-year college degree
- 5 4-year college degree
- 6 Advanced degree (Master's, PhD, etc.)

17. Please specify any sort of vocational training you have received (e.g., through a job training center or vocational school).

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18. What is the primary language spoken in your home?

- 1 English
- 2 Spanish
- 3 Portuguese
- 4 Other: Please Specify \_\_\_\_\_

19. In what city/town do you reside?

- 1 Newark
- 2 Elizabeth
- 3 Bayonne
- 4 Jersey City
- 5 Irvington
- 6 Harrison
- 7 Other: Please Specify \_\_\_\_\_

20. Do you own or rent your home?

- 1 Own
- 2 Rent
- 3 Other

21. How many people, including yourself, currently live in your household?

- 1 1
- 2 2
- 3 3
- 4 4-6
- 5 7 or more

22. What is your current marital status?

- 1 Single
- 2 Married
- 3 Divorced
- 4 Living partner
- 5 Other

23. How many children, under the age of 18, currently live in your home?

- 1 0
- 2 1
- 3 2
- 4 3
- 5 4-6
- 6 7 or more

24. Are you:

- 1 A U.S. Citizen (born in the U.S.)
- 2 Naturalized U.S. citizen
- 3 U.S. Work Visa
- 4 non-citizen
- 5 Other

25. What is your annual income?

- 1 \$ 0 - \$24,999
- 2 \$25,000 - \$44,999
- 3 \$45,000 - \$64,999
- 4 \$65,000 - \$84,999
- 5 \$85,000 - \$100,000+
- 6 More than \$100,000

26. For how long have you lived in the United States?

- 1 0 – 6 months
- 2 6 months – 2 years
- 3 2 – 5 years
- 4 5 – 10 years
- 5 10 – 20 years
- 6 20+ years
- 7 All of my life

27. Have you ever felt discriminated against at work by your coworkers?

- 1 Yes
- 2 No
- 3 Don't Know/Not Sure

28. Have you ever felt discriminated against at work by your employer?

- 1 Yes
- 2 No
- 3 Don't Know/Not Sure

29. Sex: Male\_\_\_\_ Female\_\_\_\_

30. Current Age: \_\_\_\_\_

31. Zip Code of Primary Residence: \_\_\_\_\_

Approved 3/22/06

## Appendix D – Warehouse Industry Employers

Company Name	Address One	Address Two	City/State/Zip
American Maritime Service of New York Inc	One Pennval Road	PO Box 868	Woodbridge, NJ 07095
American Stevedoring Inc.	138 Marsh Street		Port Newark, New Jersey 07114
The American Sugar Refining Company	One Federal Street		Yonkers, NY 10702
American Transportation Group, LLC Compania Sud-Americana de Vapores	99 Wood Avenue South - 9th Floor		Iselin, New Jersey 08830
APL, Ltd.	1111 Broadway		Oakland, CA 94607
Asset Protection Group	137 South Broadway		South Amboy, NJ 08879
Atlantic Container Line	194 Wood Avenue South, Suite 500	PO Box 4120	Iselin, NJ 08830-4120
Bay Container Repairs of New Jersey	6 E. 43rd St		New York, NY 10017
Bermuda Container Line Limited	One Gateway Center, Suite 2408		Newark, NJ 07102
CERES Atlantic Terminals, Inc.	1200 Harbour Blvd., 8th Floor		Weehawken, NJ 07086
China Shipping (North America) Agency Co., Inc.	100 Plaza Drive		Secaucus, NJ 07094
CMA CGM (America), Inc.	300 Lighting Way, 2nd Floor		Secaucus, N.J. 07094
Container Services of New Jersey, Inc.	2421 Iorio Street, PO Box 3849		Union, NJ 07083
Contship Containerlines Inc. - Division of CP Ships	401 East Jackson Street, Suite 1100		Tampa, FL 33618
COSCO Container Lines Americas, Inc.	100 Lighting Way		Secaucus, New Jersey 07094
East Coast Cranes & Electrical Contracting, Inc.	20 Outlook Lane		Freehold, NJ 07728
Ecuadorian Line, Inc.	300 Western Avenue		Staten Island, NY 10303
Essex Cement Company	182 Calcutta Street		Port Newark, New Jersey 07114
Evergreen America Corporation	1 Evertrust Plaza		Jersey City, NJ 07302
Farrell Lines Incorporated	Meadowlands Plaza, 12th Floor		East Rutherford, NJ 07073
FJC Security Services, Inc.	275 Jericho Turnpike		Floral Park, NY 11001
Global Terminal & Container Services, Inc.	302 Port Jersey Boulevard	P. O. Box 273	Jersey City, New Jersey 07303
Hamburg Sud North America, Inc.	465 South Street		Morristown NJ 07960-6439
Hanjin Shipping Company, Ltd.	80 East Route 4, Suite 490		Paramus, NJ 07652-2655
Hapag-Lloyd (America) Inc. - as Agents for Hapag-Lloyd Container Line	399 Hoes Lane		Piscataway, New Jersey 08854
Hoegh Autoliners AS	500 N. Broadway - Suite 233	Jericho Atrium	Jericho, New York 11753

Horizon Lines	2101 Rexford Road - Suite 350 West		Charlotte, North Carolina 28211
Kawasaki Kisen Kaisha, Ltd. - c/o "K" Line America, Inc.	890 Mountain Ave, 2nd Fl.		Murray Hill, NJ 07974
Lansdell Protective Agency, Inc.	90 Maiden Lane, 3rd Floor		New York, New York 10038
Lloyd Triestino America Corp.	4 Gate Hall Drive		Parsippany, NJ 07054
Lumber Exchange Terminal, Inc.	171 West Street		Brooklyn, New York 11222
MJ Rudolph Kinder Morgan	124 Starboard Street		Port Newark, NJ 07114
M. P. Howlett, Inc.	4 Commerce Drive, 2nd Fl.		Cranford, New Jersey 07016
Maersk Inc. - c/o Universal Maritime Service Corp.	5080 McLester Street		Elizabeth, NJ 07207
Maher Terminals, Inc.	Four Connell Drive		Berkeley Heights, New Jersey 07922
McRoberts Protective Agency, Inc.	13 South William Street		New York, New York 10004
Mitsui O.S.K. Lines, Ltd.	2300 Clayton Road, Suite 1500		Concord, CA 94520
New York Container Terminal, Inc.	300 Western Avenue		Staten Island, New York 10303
NYK Line (North America) Inc.	300 Lighting Way - 5th Floor		Secaucus, New Jersey 07094
Orient Overseas Container Line - c/o OOCL (USA) Inc., Agents	Wall Street Plaza	88 Pine Street - 8th Floor	New York, New York 10005
P & O Nedlloyd, B.V.	One Meadowlands Plaza, 12th Floor		East Rutherford, New Jersey 07073
P&O Ports North America, Inc.	99 Wood Avenue South, 8th Floor		Iselin, New Jersey 08830
Port Newark Container Terminal	241 Calcutta Street		Port Newark, NJ 07114
Portwide Cargo Securing Company	99 Chapel Street		Newark, New Jersey 07105
Safmarine, Inc.	465 South Street, 2nd Floor	PO Box 1961	Morristown, NJ 07962-1961
The Shipping Corporation of India, Ltd. - c/o Strachan Shipping	40 Cragwood Road		South Plainfield, NJ 07080
Sims Hugo Neu	One Jersey Ave		Jersey City NJ 07302
Yang Ming (America) Corporation	525 Washington Boulevard, 25th Floor		Jersey City, New Jersey 07310
United Arab Shipping Company	511 South Avenue		Cranford, NJ 07016
Universal Maritime Service Corp.	5080 McLester Street		Elizabeth, NJ 07207
Wallenius Wilhelmsen Logistics	Wallenius Wilhelmsen Building - 188 Broadway	P.O. Box 1232	Woodcliff Lake, New Jersey 07675-1232
Yang Ming Marine Transport Corporation (Yang Ming Line)	525 Washington Boulevard 25th Floor		Jersey City, New Jersey 07310
Zim Integrated Shipping Services Ltd.	5801 Lake Wright Drive		

## Appendix E – Warehouse Employer Interview Script

1. What is the name of your company?
2. What industry would you categorize your company as (i.e. shipping, warehouse, trucking, other)?
3. What best describes your company's corporate structure?
  - a. You are part of a larger conglomerate structure
  - b. Your parent company is located elsewhere outside the port
  - c. You are your own entity
  - d. You have locations outside the port
4. Where is your company located?
  - Where is the headquarters of your company located?
  - What other locations are your company located at?
5. How many people are employed at your company?
  - If part of conglomerate, specify that only interested in the warehouse.
6. How many full-time employees? (Note: Get date for which figures pertain)
  - Do you have part-time employees? How many?
  - Do you have seasonal employees? How many?
  - Do you have day laborers? How many?
  - Do you have contract workers? How many?
7. What time of day - shifts do a majority of your employees work?
  - (Day/Night/other)
8. Where do a majority of your employees reside?
  - a. Newark
  - b. Elizabeth
  - c. Bayonne
  - d. Jersey City
  - e. Brooklyn
  - f. Other, please specify \_\_\_\_\_
9. How do your employees get to work?
10. What type of work are a majority of your employees hired to do?
  - What skill sets are predominantly needed for this type of work?
  - Does this type of work require a college degree?
  - Does this type of work require a high school diploma or GED?



11. What is the 2nd most popular type of work that you hire employees for?
  - What skill sets are predominantly needed for this type of work?
  - Does this type of work require a college degree?
  - Does this type of work require a high school diploma or GED?
12. What is the 3rd most popular type of work that you hire employees for?
  - What skill sets are predominantly needed for this type of work?
  - Does this type of work require a college degree?
  - Does this type of work require a high school diploma or GED?
13. Do you require any particular worker training or certification?
  - Do you offer any worker training?
14. Somehow insert: Are these the same skills required 5 years ago, 10 years ago?
  - If no, what caused the change?
    - IT and computers?
15. Does your company advertise for job openings?
  - What openings for your company do you advertise for? (all/some/none)
16. What methods have you used to advertise in the past year?
  - a. Internet Employment sites
  - b. Internet General
  - c. Billboards
  - d. Word of mouth
  - e. Employment agencies
  - f. Other
17. If advertising is used, how do you tell if your method of advertising is successful?
  - What is the most successful form of advertising?
  - Is the method you specified successful for each job opening you advertise for?
18. Do you have any additional information that you would like to add regarding your company's advertising policy?
19. What role do training and/or employee agencies play in your hiring of employees based on skill levels?
20. When there is a chance for advancement do you usually hire in house?
  - a. (How often, when filling vacancies, do you hire in house?)
21. How many employees have you hired in the past year?
  - a. How many employees have left your company in the past year?

22. Do you provide benefits for all of your employees?
- a. If NO – what qualifies an employee to receive benefits?
  - b. If YES
    - What do the benefits include?
    - Are the benefits the same for all employee levels?
    - How long does an employee have to be working for your company before they are eligible for benefits?
23. What is your average employee salary?

## Appendix F – Employment Agencies & Training Centers

ABC Employment  
45 Academy St  
Newark, NJ 07102  
(973) 242-5550

Bridge Partners LLC  
45 Academy St  
Newark, NJ 07102  
(973) 645-1414

Cameo Personnel Systems  
95 Widham  
Newark, NJ 07101  
(732) 257-5482

Clergy Personnel  
171 Clifton Ave  
Newark, NJ 07104  
(973) 497-4220

Council for Airport Opportunity  
Newark Airport  
Newark, NJ 07114  
(973) 961-4382

Executive Search  
Newark, NJ 07102  
(973) 621-2700

Executive Search Incorporated  
1 Gateway Ctr  
Newark, NJ 07102  
(973) 621-6700

Hobart West Solutions  
216 Bloomfield Ave  
Newark, NJ 07104  
(973) 483-9925

Intertec  
175 1st St Apt 19A  
Newark, NJ 07107  
(973) 483-3777

Lakeland Personnel Incorporated  
Newark, NJ 07101  
(973) 685-0303

Maias Employment Agency Incorporated  
383 Walnut St  
Newark, NJ 07105  
(973) 344-2540

Medstaff Personnel Services  
1 Gateway Ctr  
Newark, NJ 07102  
(973) 624-1200

National Staffing Mediators  
1 Gateway Ctr  
Newark, NJ 07102  
(973) 353-6203

Nj State  
1004 Broad St  
Newark, NJ 07102  
(973) 648-3599

On Target Staffing  
106 Ferry St  
Newark, NJ 07105  
(973) 589-5346

Personnel Main Office  
920 Broad St Ste 212  
Newark, NJ 07102  
(973) 733-8002

Pomerantz Personnel  
30 Bergen St  
Newark, NJ 07107  
(973) 648-9173

Quality First Staffing Incorporated  
24 Commerce St  
Newark, NJ 07102  
(973) 848-0002

Sams Employment Agency Incorporated  
109 Monroe St # B  
Newark, NJ 07105  
(973) 690-5552

Snelling Personnel Services  
1 Gateway Ctr  
Newark, NJ 07102  
(973) 623-2400

Technical Careers Center  
91 Market St  
Newark, NJ 07102  
(973) 622-1100

Technology Career Services  
60 Park Pl  
Newark, NJ 07102  
(973) 848-0080  
Titan Staffing Systems  
647 Mount Prospect Ave  
Newark, NJ 07104  
(973) 497-7778

Tri State Employment Services Incorporated  
24 Commerce St  
Newark, NJ 07102  
(973) 824-8090

Vip Enterprise  
247 Ferry St  
Newark, NJ 07105  
(973) 465-1133

Visions In Personnel  
127 Bloomfield Ave  
Newark, NJ 07104  
(973) 497-7060

Waterfront Commission of New York Harbor  
117 Tyler St  
Newark, NJ 07114  
(973) 344-1803

Atlantis Personnel  
4 S Broad St  
Elizabeth, NJ 07202  
(908) 282-1080

Brickforce Staffing  
257 Morris Ave # 259  
Elizabeth, NJ 07208  
(908) 282-9300

Career Connection Employment Resource  
Institute  
60 Prince St  
Elizabeth, NJ 07208  
(908) 353-8122

Career Links  
567 Morris Ave  
Elizabeth, NJ 07208  
(908) 355-3629

Employment Service Elizabeth  
208 Commerce Pl  
Elizabeth, NJ 07201  
(908) 820-3181

Employment Services & Training Division  
Elizabeth, NJ 07201  
(908) 527-4880

Gold Key Personnel Incorporated  
Elizabeth, NJ 07201  
(908) 289-2700

Nielsen Personnel Services  
815 Elizabeth Ave  
Elizabeth, NJ 07201  
(908) 351-5005

On Target Staffing LLC  
1049 Elizabeth Ave  
Elizabeth, NJ 07201  
(908) 820-4740

Options Specialty Staffing LLC  
12 Jefferson Ave  
Elizabeth, NJ 07201  
(908) 289-8133

Quality Temps Incorporated  
1035 Elizabeth Ave  
Elizabeth, NJ 07201  
(908) 436-9544

Labor Ready Inc  
186 W Market St # 208, Newark, NJ  
(973) 824-1690

Gonzer Graphics Division of L J Gonzer  
Associates  
1225 Raymond Blvd # 4, Newark, NJ  
(973) 624-5600

Waterfront Commission of New York Harbor:  
All Piers Port Elizabeth Port Newark  
117 Tyler St, Newark, NJ  
(973) 344-1803

Hobart West Group Inc  
216 Bloomfield Ave # 2, Newark, NJ  
(973) 483-9925

United Staffing Systems  
1 Gateway Ctr # 526, Newark, NJ  
(973) 624-1200

Council-Airport Opportunity  
17 Academy St # 9, Newark, NJ  
(973) 622-4537

Net 2 Staff Com  
24 Commerce St, Newark, NJ  
(973) 242-8277

AZ-Tech Personnel Inc  
1225 Raymond Blvd, Newark, NJ  
(973) 624-5600

Saint Josephs Job Training Program  
118 Division St  
Elizabeth, NJ 07201  
(908) 353-1045

Visions In Personnel  
558 Elizabeth Ave  
Elizabeth, NJ 07206  
(908) 629-1212

### **Job Training Agencies**

One-Stop Career Center  
57 Sussex Avenue Floor 2  
Newark, NJ 07103  
(973) 733 – 8183

One-Stop Career Center  
990 Broad Street  
Newark, NJ 07102  
(973) 648 – 3370

One-Stop Career Center  
125 Broad Street  
Elizabeth, NJ 07201  
(908) 558-8000

One-Stop Career Center  
208 Commerce Place  
Elizabeth, NJ  
(908) 820 – 3181

Newark Job Training  
55 Liberty St # 1  
Newark, NJ 07102  
(973) 733-4800

St. Joseph's Job Training Program  
118 Division St  
Elizabeth, NJ 07201  
(908) 353-1045

Catholic Community Services of the Newark Diocese  
1160 Raymond Blvd.  
Newark, New Jersey 07102  
(973) 596-4040

## Appendix G - Unemployment and Training Agencies Interview Script

Agency Name: \_\_\_\_\_

Interviewee Name: \_\_\_\_\_

### **Introductory Script:**

Hi, My name is \_\_\_\_\_ and I am calling from Rutgers University. We are conducting research on behalf of Professor William Rodgers at the Heldrich Center for Workforce Development. The research subject is on *Newark and Elizabeth residents' access to jobs at Port Newark/Elizabeth*. This interview will give us the opportunity to get your agency's input and perspective on the subject.

We are looking for the supervisor or manager of this agency who would be willing to answer a survey on access to jobs at Port Newark/Elizabeth. The survey will take about ten minutes. The answers to this survey will be kept absolutely confidential. All personal information, including name and address, will be kept strictly confidential and will not be shared with any person or group that is not associated with this survey.

Is this a convenient time to continue?

1 – Yes go to Background

2 – No go to Better time

### **Better Time**

The interview would last about ten minutes, and can be arranged for a time convenient to your schedule. Is there another time we could contact you?

1 – Yes schedule appointment

2- No Thank you for your time

### **Background**

Involvement in this interview is entirely voluntary. You may decline to answer any of the interview questions you do not wish to answer and may terminate the interview at any time. All information you provide will be considered confidential. The survey will take about ten minutes. If you have any questions about this research, you can contact Professor William Rodgers at the Heldrich Center for Workforce Development.

- 1) Does your agency offer any job training or skills?
    - a. Yes-→
      - i. In what areas do you provide job training?
      - ii. Do you charge any fees for this training?
        1. Yes→ What is the range of those fees? Then go to next question
        2. No → Go to next question.
    - b. No→ Go to next question
  - 2) What population is your agency's services geared to?
- Access:**
- 3) What kinds of job opportunities does your organization offer/ advertise?
  - 4) Are any of these opportunities at Port Newark/Port Elizabeth?
  - 5) Does any of your work with entry-level job applicants focus on jobs at the Port?
    - a. Yes→ make note of answer and go to next question
    - b. No→ Do you know of any contacts that are directly involved with job opportunities at the Port?
      - i. Yes→ Take Note of answer and go to Thank you
      - ii. No→ go to Thank you.
  - 6) If an entry level job applicant approaches your agency for employment opportunities at the port, where would you refer the applicant?

- 7) Where would an entry level applicant find opportunities at the Port Newark/Elizabeth advertised?
- 8) Are these advertisements easily accessible to entry-level job applicants?
  - a. Yes → go to next question
  - b. No → Why are these advertisements not easily accessible?
    - i. In your opinion, what improvements should be made to make these job advertisements accessible? Go to next question

**Skills and Training:**

- 9) What do you think are the most common skills needed for an entry-level job in the greater Newark area?
- 10) What skills do you think are most lacking to attain entry-level jobs in the greater Newark area?
- 11) What skills do you find are commonly required for employment at an entry-level in Port Newark and Port Elizabeth?
- 12) Do you find that these skills are available to entry-level applicants in the greater Newark area?
- 13) Are there local resources/ places where people can gain these skills?
- 14) What type of job training is available in the greater Newark area?
- 15) Where do you recommend those seeking port employment go to attain the necessary skills?
- 16) Is there any training available for entry-level jobs at Port Newark/Port Elizabeth?
- 17) Is there any additional comments that you would like to make pertaining to entry-level jobs at Port Newark and Port Elizabeth?
  - a. Yes → Make Note and then go to Thank you
  - b. No → go to Thank you

**Thank You:**

Thank you for your help. If you would like any further information about this survey, please contact Professor William Rodgers, Heldrich Center for Workforce Development at Rutgers University. Phone number: 732.932.4100 x783

## Appendix H – Macro Model Appendix #1

### Globalization, Wages, and Employment

The world economy has undergone a significant transformation throughout the last half-century, which is partially attributable to the phenomenon of globalization. Globalization denotes a shift from the traditional territorialism that characterized the international arena before the latter half of the 20<sup>th</sup> century. Social and economic influences have begun to flow freely across national boundaries; thus, the world is essentially getting smaller.<sup>lxx</sup> The primary stimulus behind the integrated global economy has been the increased exchange of goods, services, money, investment, labor, and technology freely across national borders. These exchanges are typically quantified in foreign trade and investment.<sup>lxxi</sup> Shifts in policy over the past several years have led to the elimination of trade and investment barriers; hence, levels of trade have increased considerably. According to the Institute for International Economics, “US imports as a share of GDP have risen from 2 percent in 1959 to 12 percent in 1999.” In addition, “foreign direct investment by US firms has increased from 7 percent of GDP in 1982 to 28 percent,” as of 2000.<sup>lxxii</sup>

Historical evidence has shown that increased free trade and labor mobility tend to improve economic conditions for all countries involved.<sup>lxxiii</sup> However, the benefits of globalization have not exactly been evident in the United States. Studies have shown that increased trade affects different groups of workers in different ways. In general, increased trade tends to coincide with a decline in the relative wages of low-skilled workers. On the other hand, it is widely accepted that the era of increased trade has contributed to increased wage and employment levels for those at higher skill levels. Consequently, we have seen a widening gap in wages between high skilled and low skilled workers in the U.S. in the era of globalization. Economist Richard B. Freeman notes that the demand for low-skilled workers in the United States has declined in recent decades. This became evident as the real wages and hours worked have declined for less-educated men.<sup>lxxiv</sup> This shift is intuitive, because less-developed countries can provide labor at more cost effective rates. High skilled workers, however, have flourished in the United States. Firms have come to rely on the labor forces of developed countries to produce items that less-developed countries are equipped to produce.

Multiple studies have differentiated between concentrated and competitive industries when estimating the effects of increased trade. An industry is typically labeled as concentrated if the majority of its workers are employed by a small number of firms. Labor economists have assumed that increased trade has impacted highly concentrated industries more so than less concentrated industries, because the highly concentrated industries employ a disproportionate amount of low-skilled workers.<sup>lxxv</sup>

Nevertheless, the expected effects of globalization are not necessarily consistent across regional boundaries. The impact of globalization on a regional economy often occurs in conjunction with other forces that influence regional labor markets, such as market shifts, the political landscape and technology change. Thus, one could expect differing regional outcomes, which warrant distinctive policy responses.<sup>lxxvi</sup>

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<sup>lxx</sup> Rosenau, James N. November 1997. The Complexities and Contradictions of Globalization. *Current History*. p. 361.

<sup>lxxi</sup> Feser, Edward. 2005. Globalization, Regional Economic Policy, and Research. Working Paper – *Dept. of Urban and Regional Planning, University of Illinois at Urbana-Champaign*. p. 3.

<sup>lxxii</sup> Stewart, John T. 26 April 2001. The Challenge of Globalization. *Institute for International Economics*. Testimony before the Canadian – American Business Council.

<sup>lxxiii</sup> Slaughter, Matthew J. and Philip Swagel. September 1997. Does Globalization Lower Wages and Export Jobs? *Economic Issues Series – International Monetary Fund*. p. 11.

<sup>lxxiv</sup> Freeman, Richard. Summer 1995. Are Your Wages Set in Beijing? *The Journal of Economic Perspectives*. p. 15.

<sup>lxxv</sup> Borjas, George J. and Valerie A. Ramey. November 1995. Foreign Competition, Market Power, and Wage Inequality. *The Quarterly Journal of Economics*. p. 1078

<sup>lxxvi</sup> Feser, 3



In a 1994 study, Adrian Wood identified labor-saving technological advancements as a prime contributing factor to the declining demand for low skilled labor. Wood assumes that technological changes, which were spurred by increased trade competition, have “spilled over” to non-trade-affected sectors, where a large portion of non-skilled workers are employed. Ultimately, Wood’s conclusions point toward increased trade as the primary root of the growing inequality in the US.<sup>lxxvii</sup> In an *Economic Issues* article for the International Monetary Fund, Matthew Slaughter and Phillip Swagel accept that globalization has coincided with increasing income inequality; however, they conclude that it has only been a modest effect. They hold that it is technological change that is more responsible for the increased income inequality.<sup>lxxviii</sup> Economist Robert Feenstra offers a unique perspective on this debate. Feenstra asserts that technological development and globalization are not necessarily competing explanations for the increasing wage gap in the United States. During the 1980s, the United States increased its level of outsourcing, in part, due to “improvements in communication technology and the speed with which product quality and design can be monitored” by computers. For this reason, increased trade and technological advancement are inextricably related.<sup>lxxix</sup>

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<sup>lxxvii</sup> Freeman, 25-26.

<sup>lxxviii</sup> Slaughter, 11-12.

<sup>lxxix</sup> Feenstra, Robert C. Autumn 1998. Integration of Trade and Disintegration of Production in the Global Economy. *The Journal of Economic Perspectives*. pp. 41-42.

## Appendix I – Macro Model Appendix #2

### Methodology and Data

Conceptually, we calculate the following differences in employment and wages between concentrated and competitive industries in the following way:

$$\left[ \begin{array}{c} \text{trade-affected} \\ \text{concentrated} \end{array} - \begin{array}{c} \text{non-trade-affected} \\ \text{concentrated} \end{array} \right] - \left[ \begin{array}{c} \text{trade-affected} \\ \text{competitive} \end{array} - \begin{array}{c} \text{non-trade-affected} \\ \text{competitive} \end{array} \right]$$

This is equivalent to estimating:

1.  $\text{Wages}_{it} = \alpha + \beta \text{Trade}_{it} + \gamma \text{Concentrated}_i + \psi (\text{Trade}_{it} * \text{Concentrated}_i) + \text{Year}$
2.  $\text{Employment}_{it} = \alpha + \beta \text{Trade}_{it} + \gamma \text{Concentrated}_i + \psi (\text{Trade}_{it} * \text{Concentrated}_i) + \text{Year}$

The equations above illustrate that wages (either real or residual) and employment will be regressed on our measure of trade (the change in import share of an industry), a dummy variable that equals one if the industry was concentrated in 1977, and the interaction of these two terms. The year variable is included to account for changes that affect all industries, both competitive and concentrated, over time. The  $\psi$  coefficient on the interaction term is our primary parameter of interest, and can be interpreted as the marginal effect of trade on concentrated industries relative to competitive industries. A positive and statistically significant  $\psi$  indicates that either wages or employment, depending on which is your dependent variable, increased in concentrated industries relative to competitive industries. Also, it is important to note that we allow the impact of trade to be continuous and not discrete.

The impact of trade on an industry is measured using import shares, which are calculated as the ratio of imports—measured as the cost in freight (CIF) value of imports— to domestic shipments (VSHIP). The CIF variable was obtained from two data sets from the National Bureau of Economic Research (NBER) Trade Databases. CIF values from 1958-1994 were taken from the Trade Database compiled by Robert Feenstra (1996) and CIF values from 1989-2001 were taken from the Trade Database compiled by Peter Schott (2004). The VSHIP variable was taken from the NBER Manufacturing Productivity database for the years 1958-1996 compiled by Bartlesman, Becker, and Gray (1996). Randy Becker from the NBER forwarded the updated data for the years 1997-2001 to us so that we could update run the model through 2001. The industry-level import shares are aggregated at the three-digit level based on the 1980 Census definition.

The total employment in an industry and total payroll in an industry are from the NBER Manufacturing Productivity database for the years 1958-1996 compiled by Bartlesman, Becker, and Gray (1996). Randy Becker from the NBER forwarded the updated data for the years 1997-2001 to us so that we could update run the model through 2001. Using the total payroll data, we constructed a real wage variable by multiplying the nominal wage by the Consumer Price Index for Urban consumers (CPI-U) to deflate nominal wages and put them in real 1984 dollars.

An industry is classified as concentrated if the four-firm concentration ration was .40 or greater in 1977, based on the Census of Manufactures conducted in that year. This determination was made at the beginning of the Black and Brainerd (2004) sample time period in order to exclude the possibility of changes in concentration were due to increased trade.

In order to measure workers' wages and employment at the 90<sup>th</sup>, 50<sup>th</sup>, and 10<sup>th</sup> percentiles, and the difference between the 90<sup>th</sup> and 10<sup>th</sup> percentiles, we collected from the Current Population Survey (CPS) from 1979-2001. The CPS gives data at the individual level with employees self-reporting their industry, employment, and wages. The individual reporting allowed for the breaking up of workers into different wage and employment classifications. The different classifications allowed for running regressions for different groups of workers as well as determining differences between the various worker groups. For the

different groups of workers, the independent variable was residual wages. Residual wages are constructed by running a regression of log wages on education and experience, hence controlling for the two variables, then computing the residual wage. The residual wage is the difference between the actual wage and predicted wage for an individual, and this difference is sometimes interpreted as skill.

## Results

First, we regressed the industry-level employment and real wages on the change in the import share in the industry over the period, a dummy variable that equals one if the industry was concentrated in 1977, and the interaction of the two terms.

From our national level aggregate data, we find that employment levels among concentrated manufacturing industries increased by 8.7 percent between 1958 and 2001 (Figure 1). This finding is inconsistent with our expectation that employment in manufacturing industries has declined in recent times due to increased trade, which we consider equivalent to an increase in competition. When we limit our analysis to specific time periods, it appears that a greater portion of this increase took place after 1994, when manufacturing employment increased by nearly 17 percent as a result of increased trade.

When we regress real wages on the same set of independent variables we discover that real wages increased by 11.1 percent over the entire time period (Figure 2). When we limit our analysis to the time period used in Black and Brainerd's study, 1976-1993, we observe that real wages increased by almost 15 percent. After 1993, real wages increased by an even greater amount, 19.5 percent.

We now change our specifications so that we can observe changes in employment and wages at the individual level, rather than across industries. We also modify our specification so that instead of estimating the impact of trade on real wages, we measure how trade affects residual wages change across individuals, both at the median and at the high and low ends of the wage distribution. This allows us to focus on how increased trade impacts different groups of workers, particularly those with different skill levels, and those with different levels of education.

At the national level, manufacturing employment in concentrated industries increased by about 1.2 percent between 1979 and 2001 as a result of increased trade (Figure 3).

Between 1979 and 2001, those workers in the 10<sup>th</sup> percentile of the wage distribution experienced an increase in their residual wages of about 4.6 percent (Figure 5). Most of this increase occurred during the earlier portion of our study period, 1979-1993, when residual wages increased by 6.2 percent. Wages continued to increase after this period, but at a slower rate. For those considered high-wage earners, increased trade produced an overall decrease in residual wages of about 1.3 percent, with this trend being driven mainly by the decrease in residual wages in more recent years. These estimates illustrate that the gap between high and low-wage earners in concentrated industries decreased during the entire period by nearly 6 percent as a result of increased trade. This decreasing gap is driven mainly by the increase in residual wages of low-skilled workers; more than three-quarters of the growth in the wage was due to this increase.

We now turn to New Jersey residual wage and employment levels over the same time period. According to our analysis, employment levels in concentrated manufacturing industries increased over the entire time period, but these results are not significant at an acceptable level (Figure 6).

The residual wages for low-skill workers in concentrated industries increased by 4.3 percent, while there was also an increase of residual wages among high-skill workers of 8.6 percent (Figure 7). These results are much different than what we observe at the national level where high-skill workers appeared to be hurt from increased trade. These New Jersey-specific results also differ from the national trend of a growing wage disparity between high and low-skilled workers. Whereas the nation as a whole witnessed a narrowing of the residual wage gap, New Jersey experienced a widening of the gap (by about 4.3 percent).

When we attempted to sort workers not only by skill level, but also by education attainment (high school, some college, college graduates), we observed few statistically significant relationships between increased

trade and wages or employment (Figures 8-11). This is observed both at the national level and in New Jersey alone.

One final test was conducted to measure how accurately our estimates predict the actual changes in wages and employment from 1994-2001. We compared our predicted estimates for wages for different groups of workers, as well as the employment level, to the actual changes in wages for different groups of workers and employment levels over the time period for the nation as a whole and for New Jersey specifically (Tables 11-12). We achieved this by performing the following calculation:

$$\frac{\text{Actual (Wage or employment)}_{2001} - \text{Actual (Wage or Employment)}_{1994}}{\psi(\text{Actual Trade}_{2001} - \text{Actual Trade}_{1994})}$$

This ratio tells us how much of the actual change in wages or employment was due to the increase in trade, as predicted by our model. We limited our results to concentrated industries only. It is important to note that where the  $\psi$  coefficient is not significant, the coefficient is not a reliable predictor of the actual change.

To help fully understand the tables, we give two separate examples of how much the change in either wages or employment is attributable to the change in import share. According to Table 11, 28 percent of the change in residual wages of high-skilled workers across the nation is attributable to the change in import share. Also, 61 percent of the decline in wage gap between high- and low-skilled workers across the nation is attributable to the change in import share. These examples show that while trade may not necessarily be the dominant force behind the changes in wages and employment, it is certainly a contributing factor in certain situations.

**Table 1: Industry-Level Regression Results  
(Dependent Variable: Employment)**

	1958-2001	1976-1993	1976-2001	1994-2001
Description				
Concentrated Industry	<b>-0.013</b>	<b>0.045</b>	<b>0.025</b>	<b>0.03</b>
	(0.075)	(0.122)	(0.097)	(0.162)
Change in Import Share	<b>-0.084</b>	<b>-0.067</b>	<b>-0.065</b>	<b>-0.072</b>
	(0.014)	(0.024)	(0.021)	(0.043)
Concentrated Industry * Change in Import Share	<b>0.087</b>	<b>0.12</b>	<b>0.124</b>	<b>0.168</b>
	(0.022)	(0.043)	(0.036)	(0.073)

Standard errors are shown in parentheses.

**Table 2: Industry-Level Regression Results  
(Dependent Variable: Real Wages)**

	1958-2001	1976-1993	1976-2001	1994-2001
Description				
Concentrated Industry	<b>0.227</b>	<b>0.32</b>	<b>0.258</b>	<b>0.23</b>
	(0.078)	(0.128)	(0.100)	(0.170)
Change in Import Share	<b>-0.117</b>	<b>-0.104</b>	<b>-0.109</b>	<b>-0.141</b>
	(0.015)	(0.025)	(0.021)	(0.044)
Concentrated Industry * Change in Import Share	<b>0.111</b>	<b>0.149</b>	<b>0.144</b>	<b>0.195</b>
	(0.023)	(0.045)	(0.037)	(0.076)

Standard errors are shown in parentheses.

**Table 3: National Micro-Level Regression Results  
(Dependent Variable: Employment)**

Description	1979-2001	1979-1993	1994-2001
Concentrated Industry	<b>0.043</b>	<b>0.06</b>	<b>0.026</b>
	(0.006)	(0.009)	(0.006)
Change in Import Share	<b>-0.011</b>	<b>-0.015</b>	<b>-0.007</b>
	(0.001)	(0.002)	(0.002)
Concentrated Industry * Change in Import Share	<b>0.012</b>	<b>0.015</b>	<b>0.01</b>
	(0.002)	(0.003)	(0.003)

Standard errors are shown in parentheses.

**Table 4: National Micro-Level Regression Results  
(Dependent Variable: Residual Hourly Wages)**

	10th Percentile Workers			50th Percentile Workers			90th Percentile Workers			Difference Between 90th & 10th		
	1979-2001	1979-1993	1994-2001	1979-2001	1979-1993	1994-2001	1979-2001	1979-1993	1994-2001	1979-2001	1979-1993	1994-2001
Description												
Concentrated Industry	<b>0.18</b>	<b>0.254</b>	<b>0.12</b>	<b>0.131</b>	<b>0.182</b>	<b>0.094</b>	<b>0.081</b>	<b>0.13</b>	<b>0.041</b>	<b>-0.099</b>	<b>-0.124</b>	<b>-0.079</b>
	(0.020)	(0.035)	(0.020)	(0.019)	(0.031)	(0.023)	(0.018)	(0.027)	(0.022)	(0.018)	(0.029)	(0.020)
Change in Import Share	<b>-0.04</b>	<b>-0.048</b>	<b>-0.034</b>	<b>-0.041</b>	<b>-0.047</b>	<b>-0.038</b>	<b>-0.026</b>	<b>-0.034</b>	<b>-0.02</b>	<b>0.013</b>	<b>0.014</b>	<b>0.014</b>
	(0.004)	(0.008)	(0.005)	(0.004)	(0.007)	(0.006)	(0.004)	(0.006)	(0.006)	(0.004)	(0.006)	(0.005)
Concentrated Industry * Change in Import Share	<b>0.046</b>	<b>0.062</b>	<b>0.039</b>	<b>0.007</b>	<b>0.013</b>	<b>0.011</b>	<b>-0.013</b>	<b>-0.002</b>	<b>-0.019</b>	<b>-0.059</b>	<b>-0.064</b>	<b>-0.058</b>
	(0.008)	(0.014)	(0.009)	(0.008)	(0.012)	(0.010)	(0.007)	(0.011)	(0.010)	(0.007)	(0.011)	(0.009)

Standard errors are shown in parentheses.

**Table 5: New Jersey Micro-Level Regression Results  
(Dependent Variable: Employment)**

	1979-2001	1979-1993	1994-2001
Description			
Concentrated Industry	<b>0.001</b>	<b>-0.012</b>	<b>0.017</b>
	(0.020)	(0.028)	(0.029)
Change in Import Share	<b>-0.012</b>	<b>-0.011</b>	<b>-0.015</b>
	(0.005)	(0.006)	(0.007)
Concentrated Industry * Change in Import Share	<b>0.001</b>	<b>-0.003</b>	<b>0.007</b>
	(0.007)	(0.010)	(0.013)

Standard errors are shown in parentheses.

**Table 6: New Jersey Micro-Level Regression Results  
(Dependent Variable: Residual Hourly Wages)**

Description	10th Percentile Workers			50th Percentile Workers			90th Percentile Workers			Difference Between 90th & 10th		
	1979-2001	1979-1993	1994-2001	1979-2001	1979-1993	1994-2001	1979-2001	1979-1993	1994-2001	1979-2001	1979-1993	1994-2001
Concentrated Industry	<b>0.16</b>	<b>0.207</b>	<b>0.099</b>	<b>0.199</b>	<b>0.239</b>	<b>0.161</b>	<b>0.203</b>	<b>0.232</b>	<b>0.181</b>	<b>0.042</b>	<b>0.025</b>	<b>0.082</b>
	(0.050)	(0.069)	(0.072)	(0.040)	(0.057)	(0.057)	(0.048)	(0.066)	(0.072)	(0.061)	(0.083)	(0.093)
Change in Import Share	<b>-0.041</b>	<b>-0.067</b>	<b>-0.002</b>	<b>-0.057</b>	<b>-0.06</b>	<b>-0.032</b>	<b>-0.047</b>	<b>-0.052</b>	<b>-0.046</b>	<b>-0.006</b>	<b>0.015</b>	<b>-0.044</b>
	(0.011)	(0.015)	(0.019)	(0.009)	(0.012)	(0.015)	(0.011)	(0.014)	(0.019)	(0.014)	(0.017)	(0.024)
Concentrated Industry * Change in Import Share	<b>0.043</b>	<b>0.072</b>	<b>-0.004</b>	<b>0.069</b>	<b>0.079</b>	<b>0.061</b>	<b>0.086</b>	<b>0.086</b>	<b>0.096</b>	<b>0.043</b>	<b>0.014</b>	<b>0.1</b>
	(0.022)	(0.029)	0.034	(0.018)	(0.024)	(0.027)	(0.021)	(0.027)	(0.034)	(0.027)	(0.034)	(0.044)

Standard errors are shown in parentheses.

**Table 7: National Education Regression Results  
(Dependent Variable: Employment)**

	High School Graduate	Some College	College Graduate
Description			
Concentrated Industry	<b>0.043</b>	<b>0.026</b>	<b>0.008</b>
	(0.006)	(0.008)	(0.007)
Change in Import Share	<b>-0.013</b>	<b>-0.009</b>	<b>-0.003</b>
	(0.001)	(0.002)	(0.002)
Concentrated Industry * Change in Import Share	<b>0.015</b>	<b>0.004</b>	<b>0.0001</b>
	(0.002)	(0.003)	(0.003)

Standard errors are shown in parentheses.

**Table 8: National Education Regression Results  
(Dependent Variable: Real Hourly Wages)**

Description	10th Percentile Workers			50th Percentile Workers			90th Percentile Workers			Difference Between 90th & 10th		
	High School Graduate	Some College	College Graduate	High School Graduate	Some College	College Graduate	High School Graduate	Some College	College Graduate	High School Graduate	Some College	College Graduate
Concentrated Industry	<b>0.169</b>	<b>0.127</b>	<b>0.051</b>	<b>0.18</b>	<b>0.147</b>	<b>0.098</b>	<b>0.133</b>	<b>0.081</b>	<b>0.132</b>	<b>-0.036</b>	<b>-0.046</b>	<b>0.082</b>
	(0.020)	(0.024)	(0.038)	(0.024)	(0.025)	(0.033)	(0.023)	(0.026)	(0.045)	(0.019)	(0.027)	(0.053)
Change in Import Share	<b>-0.024</b>	<b>-0.023</b>	<b>-0.008</b>	<b>-0.049</b>	<b>-0.034</b>	<b>-0.002</b>	<b>-0.039</b>	<b>-0.018</b>	<b>-0.011</b>	<b>-0.015</b>	<b>0.006</b>	<b>-0.019</b>
	(0.005)	(0.005)	(0.009)	(0.005)	(0.006)	(0.007)	(0.005)	(0.006)	(0.010)	(0.004)	(0.006)	(0.012)
Concentrated Industry * Change in Import Share	<b>0.031</b>	<b>0.012</b>	<b>-0.029</b>	<b>-0.01</b>	<b>-0.008</b>	<b>-0.022</b>	<b>-0.012</b>	<b>-0.025</b>	<b>-0.012</b>	<b>-0.043</b>	<b>-0.036</b>	<b>0.017</b>
	(0.008)	(0.009)	(0.014)	(0.009)	(0.010)	(0.013)	(0.008)	(0.010)	(0.017)	(0.007)	(0.010)	(0.020)

Standard errors are shown in parentheses.

**Table 9: New Jersey Education Regression Results  
(Dependent Variable: Employment)**

Description	High School Graduate	Some College	College Graduate
Concentrated Industry	<b>0.003</b>	<b>0.017</b>	<b>-0.026</b>
	(0.025)	(0.039)	(0.030)
Change in Import Share	<b>-0.013</b>	<b>-0.013</b>	<b>-0.011</b>
	(0.005)	(0.009)	(0.007)
Concentrated Industry * Change in Import Share	<b>0.007</b>	<b>0.007</b>	<b>-0.016</b>
	(0.010)	(0.015)	(0.012)

Standard errors are shown in parentheses.

**Table 10: New Jersey Education Regression Results  
(Dependent Variable: Real Hourly Wages)**

Description	10th Percentile Workers			50th Percentile Workers			90th Percentile Workers			Difference Between 90th & 10th		
	High School Graduate	Some College	College Graduate	High School Graduate	Some College	College Graduate	High School Graduate	Some College	College Graduate	High School Graduate	Some College	College Graduate
Concentrated Industry	<b>0.142</b>	<b>0.153</b>	<b>0.164</b>	<b>0.197</b>	<b>0.141</b>	<b>0.111</b>	<b>0.148</b>	<b>0.145</b>	<b>-0.016</b>	<b>0.006</b>	<b>-0.007</b>	<b>-0.18</b>
	(0.048)	(0.069)	(0.103)	(0.043)	(0.062)	(0.093)	(0.048)	(0.074)	(0.114)	(0.057)	(0.079)	(0.109)
Change in Import Share	<b>-0.036</b>	<b>-0.065</b>	<b>-0.037</b>	<b>-0.049</b>	<b>-0.019</b>	<b>0.002</b>	<b>-0.056</b>	<b>0.017</b>	<b>0.053</b>	<b>-0.021</b>	<b>0.082</b>	<b>0.09</b>
	(0.010)	(0.017)	(0.026)	(0.009)	(0.015)	(0.024)	(0.010)	(0.018)	(0.029)	(0.012)	(0.019)	(0.028)
Concentrated Industry * Change in Import Share	<b>0.011</b>	<b>0.028</b>	<b>0.032</b>	<b>0.05</b>	<b>0.019</b>	<b>0.02</b>	<b>0.056</b>	<b>0.024</b>	<b>-0.007</b>	<b>0.045</b>	<b>-0.005</b>	<b>-0.039</b>
	(0.019)	(0.028)	(0.044)	(0.017)	(0.025)	(0.040)	(0.019)	(0.030)	(0.048)	(0.023)	(0.032)	(0.046)

Standard errors are shown in parentheses.

**Table 11: National Proportion of Wage/Employment Changes due to Increased Trade**

	Variable	1994	2001	Actual Change	$\psi$	Predicted Change	Predicted/Actual
10th Percentile Workers	10th Percentile Workers	-0.314	-0.305	0.01			
	Import Share	-1.94	-1.633	0.31	0.039	1.20%	133.03%
50th Percentile Workers	50th Percentile Workers	0.175	0.152	-0.02			
	Import Share	-1.94	-1.633	0.31	0.011	0.34%	-14.68%
90th Percentile Workers	90th Percentile Workers	0.613	0.592	-0.02			
	Import Share	-1.94	-1.633	0.31	-0.019	-0.58%	27.78%
90th Percentile Workers	90th-10th Percentile Workers	0.927	0.898	-0.03			
	Import Share	-1.94	-1.633	0.31	-0.058	-1.78%	61.40%
Employment	Employment	0.922	0.912	-0.01			
	Import Share	-1.94	-1.633	0.31	0.01	0.31%	-30.70%

Standard errors are shown in parentheses.



**Table 12: New Jersey Proportion of Wage/Employment Changes due to Increased Trade**

	Variable	1994	2001	Actual Change	$\psi$	Predicted Change	Predicted/Actual
10th Percentile Workers	10th Percentile Workers	-0.13	-0.026	0.104			
	Import Share	-1.773	-1.626	0.147	-0.004	-0.00059	-0.57%
50th Percentile Workers	50th Percentile Workers	0.195	0.255	0.06			
	Import Share	-1.773	-1.626	0.147	0.061	0.008967	14.95%
90th Percentile Workers	90th Percentile Workers	0.561	0.518	-0.043			
	Import Share	-1.773	-1.626	0.147	0.096	0.014112	-32.82%
90th Percentile Workers	90th Percentile Workers	0.691	0.545	-0.146			
	Import Share	-1.773	-1.626	0.147	0.1	0.0147	-10.07%
Employment	Employment	0.858	0.948	0.09			
	Import Share	-1.773	-1.626	0.147	0.007	0.001029	1.14%

Standard errors are shown in parentheses.

## Appendix J – Timeline of the Hiring Process

Two scenarios for seeking employment as a deep longshoreman at the Port

- A. ‘Shop’ warehouses, this means that the individual would go door to door looking for a company that is looking to hire and would want to hire the individual.
  - **Time: 1-2 weeks**
- B. Become a part of the International Longshoreman’s Association. This would require that the individual pay dues and attend meetings. Then the individual would be placed on the list for potential employees seeking employment.
  - **Time: 2 week – month**

Both A and B require the NYSA and the ILA sit down and go over the need of employees for companies and labor they have available to fill the demand of the companies.

- **Time: 1 – 2 month**

The NYSA and the ILA file a determination of man-power need, and the Waterfront Commission conducts a background check. Due to the backlog of background checks currently at the Waterfront Commission the normal time should take anywhere from 60-90 days. The actual time it takes now is

- **Time 4 months – 1 year**

The WFC alerts the NYSA and the ILA of the approval or the denial of employment for the individual and for the company. The NYSA and the ILA then relay that information back to the company and the individual.

- **Time 1 – 2 weeks.**

### Option A

**Minimum – 5 months 2 weeks**  
**Maximum – 1 year 3 months**

### Option B

**Minimum – 5 months 3 weeks**  
**Maximum – 1 year 3 months 2 weeks**

## Appendix K – Unemployment Agencies Survey Findings

### Methodology:

1. Are the skills and qualifications needed to work at the warehouse available in the workforce labor of the greater Newark area?
2. If not, is there training available in the area that allows the workforce labor of the greater Newark area to obtain the necessary skills?
3. Do unemployment and temp agencies have access to vacancy information at the Port?
4. What is the connection between the port and unemployment and temp agencies?

In order to answer the questions above, we compiled a survey that explores these issues and conducted the survey by calling approximately sixty unemployment and temp agencies in the greater Newark area. These unemployment and temp agencies were compiled using the local yellow pages as well as online resources. This was a qualitative survey

### Issues and Findings

Our response rate was very low; we only had a handful of agencies that completed our survey. There were several issues that we encountered in our survey that shed additional light on the state of unemployment and temp agencies in the greater Newark area:

- 1- Unemployment agencies are incredibly under-staffed. Many of the unemployment and temp agencies did not have enough staff to spare one to complete the survey. The staff was very busy, and therefore declined to participate in our survey
- 2- Language Barrier. Many of the unemployment and temp agencies did not have staff that spoke English, rather the staff only communicated in Spanish. This barrier hindered our ability to conduct our survey to many unemployment and temp agencies
- 3- No Contact with Port. Most unemployment and temp agencies had absolutely no contact with the Port or jobs at the Port. Thus, they did not participate based on their lack of knowledge of the subject.

While these were issues that we encountered in conducting our survey, we feel that these issues are also a contributing factor to access to jobs at the Port. While our list of unemployment and temp agencies did not exhaust all possible agencies in the area, it did capture a majority of these agencies. Thus, a resident of the greater Newark area would have trouble finding a job at the Port if that resident only used an unemployment or temp agency for the above reasons.

From the unemployment agencies that actually had some contact with the Port the following was found:

1. Skills necessary are basic. The only skills that are required for a Port job are very basic, such as reading and writing proficiency. In addition to qualities such as self-motivation and ambition.
2. Port jobs are not advertised. Port jobs are not really advertised, and in order to find out about a job, one must have a contact at the company or the ILA. For these reasons, it is often difficult to place people in jobs at the port. However, some unemployment agencies have been able to do so, such as the Workforce Development office in Newark. They have been able to place several individuals. For an unemployment agency to be able to actually place an individual it must have some contact in the port or the ILA.
3. Most training is offered by companies. Most companies offer training for jobs, such as fork-lift driving, etc.
4. Lack of Knowledge among residents. Some of the agencies also indicated that the population does not really know of the availability of port jobs, thus, demand to be placed in a job at the port is usually low.

The most versed in Port jobs are the Workforce Development office in Newark and One Stop. One Stop is attempting to push for more job placements of residents in the Port.

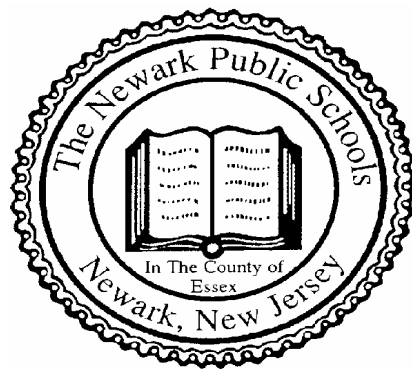
### **Recommendations**

In order to increase job placements at the Port, there are several ways to overcome some of the barriers such as the following:

1. Educate public about Port and job benefits to increase demand and create a 'buzz' around access to Port jobs
2. Reach out to companies at the Port to be in the information 'loop'.
3. Set up an agency to 'specialize' in Port job placement
4. Possibly partner with the Waterfront Commission to understand licensing process.

## Appendix L – Newark Curriculum Guide

NEWARK PUBLIC SCHOOLS



**Orientation to Transportation, Logistics, and Materials Management**

CURRICULUM GUIDE  
2005

DRAFT COPY

Department of Teaching and Learning

NEWARK PUBLIC SCHOOLS  
ADMINISTRATION  
2005

District Superintendent      Ms. Marion A. Bolden

District Deputy Superintendent Ms. Anzella K. Nelms

Chief of Staff Ms. Bessie H. White

Chief Financial Officer ..... Mr. Ronald Lee  
Human Resource Services

Assistant Superintendent ..... Ms. Joanne C. Bergamotto  
School Leadership Team I

Assistant Superintendent ..... Dr. J. Russell Garris  
School Leadership Team II

Assistant Superintendent ..... Dr. Glenda Johnson-Green  
School Leadership Team III

Assistant Superintendent ..... Ms. Lydia Silva  
School Leadership Team IV

Assistant Superintendent Dr. Don Marinaro  
School Leadership Team V

Assistant Superintendent ..... Dr. Gayle W. Griffin  
Department of Teaching and Learning

*Associate Superintendent Ms. Alyson Barillari*  
Department of Special Education

Associate Superintendent ..... Mr. Benjamin O’Neal  
Special Programs

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**Mission Statement**

The Newark Public Schools recognize that each child is a unique individual possessing talents, abilities, goals, and dreams. We further recognize that each child can only be successful when we acknowledge all aspects of that child's life – addressing their needs, enhancing their intellect, developing character, and uplifting their spirit. Finally, we recognize that individuals learn, grow, and achieve differently; and it is therefore critical that as a district, we provide a diversity of programs based on student needs.

As a district, we recognize that education does not exist in a vacuum. In recognizing the rich diversity of our student population, we also acknowledge the richness of the diverse environment that surrounds us. The numerous cultural, educational and economic institutions that are part of the greater Newark community play a critical role in the lives of our children. It is equally essential that these institutions become an integral part of our educational program.

To this end, the Newark Public Schools is dedicated to providing a quality education, embodying a philosophy of critical and creative thinking and designed to equip each graduate with the knowledge and skills needed to be a productive citizen. Our educational program is informed by high academic standards, high expectations, and equal access to programs that provide and motivate a variety of interests and abilities for every student based on his or her needs. Accountability at every level is an integral part of our approach. As a result of the conscientious, committed, and coordinated efforts of teachers, administrators, parents, and the community, **ALL CHILDREN WILL LEARN.**

**Marion A. Bolden, DISTRICT SUPERINTENDENT**



## GOALS AND GUIDING PRINCIPLES

### Reaching for the Brass Ring

#### GOALS

- **Goal 1** **IMPROVE STUDENT ACHIEVEMENT**

Provide all students with equal access to opportunities that demonstrate high academic standards, high expectations, instructional rigor and alignment with the NJCCCS, and which embody a philosophy of critical and creative thinking.

- **Goal 2** **DEVELOP STUDENT MORAL AND SOCIAL RESPONSIBILITY**

Equip students to be productive citizens by addressing needs, enhancing intellect, developing character, and instilling pride and hope.

- **Goal 3** **STRUCTURE THE ORGANIZATION TO BE EFFICIENT, EFFECTIVE AND ALIGNED WITH THE DISTRICT MISSION**

Allocate and align resources on the basis of student needs with high achievement as the ultimate goal.

--Schools and district offices will have effective and efficient programs, processes, operations and services to assure that all students and other customers will have access to certificated, highly trained professionals.

--Budget and fiscal systems will support the focus on student achievement through timely and accurate processing of documents.

- **Goal 4** **ENFRANCHISE COMMUNITY / EMPOWER PARENTS**

Engage community and family in meaningful decision-making and planning for Newark children.

## **GOALS AND GUIDING PRINCIPLES**

### *Reaching for the Brass Ring*

#### **GUIDING PRINCIPLES**

- **FOCUS ON STUDENTS**

Every Newark Public Schools employee must be committed to high achievement for all students and assume responsibility for that success. Everyone clearly communicates the vision, focus, and goals of the district. All district policies, procedures and activities are aligned in support of student achievement.

- **HIGH EXPECTATIONS / STANDARDS DRIVEN**

All district personnel are constantly analyzing data and feedback to ensure high standards and support to enable all students to be successful.

All school communities are constantly monitoring data and feedback to ensure that each student has the necessary personalized support and quality learning environment to meet high standards and expectations for learning.

- **CARING AND SAFE ENVIRONMENT**

The district is committed to safe, clean, aesthetically pleasing educational work environments. Students' and employees' diverse backgrounds, abilities, interests, and needs are respected. Structures and practices that promote personalization and equity of access are provided.

- **SHARED DECISION MAKING**

The district participates openly and honestly in productive, collaborative and reflective communication and systemically solicits feedback from multiple stakeholders. Systemic feedback loops are established to ensure that all stakeholders (including district offices, administrators, teachers, parents and students) are engaged in dialogue for the purpose of shared decision-making.

### **Orientation to Transportation, Logistics, and Materials Management**

## **CURRICULUM COMMITTEE**

**James Waldron**

### **Orientation to Transportation, Logistics, and Materials Management Course Philosophy**

The Logistics & Materials Management Program will prepare students to manage and coordinate all logistical functions in an enterprise, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, to the handling and delivery of output. The program will include instruction in acquisitions and purchasing, inventory control, storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation and allocation, and budgeting.

Students will be trained within a real life context to complete work in production and inventory control, purchasing, physical distribution, transportation, warehousing, order processing and distribution, record keeping and database management.

In addition to the practical laboratory work, Logistics & Materials Management Program students receive instruction in computer applications, statistics, data collection and analysis, oral and written communication skills, and workforce readiness skills.

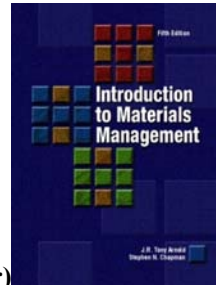
### **Orientation to Transportation, Logistics, and Materials Management Course Description**

This introductory 5-credit course will introduce students to the range of possibilities within the field of transportation, logistics and materials management. Students will explore the growth of this field, the breadth of transportation involved, the uses of technology and the many career

options available. The importance customer service and total quality management play in these careers will also be introduced. Students will have responsibility for inventory, storage, distribution and management of the school's supplies and equipment.

Prerequisite: Acceptance into the Academy

**Recommended Textbook:**



**Introduction to Materials Management (5<sup>th</sup> Edition) (Hard Cover)**

By: J.R. Tony Arnold, Stephen N. Chapman  
480 pages Prentice Hall 5<sup>th</sup> Edition (July 29, 2003)  
ISBN: 0131128744

## **Orientation to Transportation, Logistics, and Materials Management**

### **Course Proficiencies**

#### Unit 1 Career Options

- **Explain what it means to have a career in materials management and logistics.**
- **Describe purpose and importance of career objectives**
- **Identify individual interests, strengths, and weaknesses in relation to a career**
- **Identify steps to research, gather, and analyze career data**
- **Identify careers in materials management and logistics.**
- **Identify characteristics of selected careers (e.g., salary, working conditions, education requirements, career ladders, technology requirements).**
- **Establish realistic career employment goals.**

### Unit 2 Transportation in New Jersey and the Region

- **Identify the modes of transportation for the State of New Jersey.**
- **Identify major transportation providers.**
- **Identify commodities transported and routes of transportation.**
- **Analyze best mode of transportation for a given item.**
- **Identify effective methods for tracking movement of goods and people.**
- **Identify basic security procedures for shipping goods and people.**

### Unit 3 History of Manufacturing and Materials Management

- **Explain the relationship between manufacturing and distribution.**
- **Explain how manufacturing and distribution have changed over time.**
- **Identify the purpose and importance of materials management.**
- **Identify the purpose and importance of transportation in materials management.**
- **Identify the history related to materials management.**

#### Unit 4 Computers in Logistics

- **Demonstrate effective e-mail techniques and etiquette/netiquette in a business situation.**
- **Identify types of technology and equipment used in the workplace.**
- **Discuss and analyze computerized warehouse data.**
- **Apply basic computer systems operations.**
- **Create a computerized document.**
- **Analyze computerized warehouse data.**

#### Unit 5 Distribution Systems

- **Identify and discuss the characteristics of stock keeping and warehouse operations.**
- **Identify and discuss the importance and purpose of warehouse operations.**
- **Identify and discuss importance, purpose, and characteristics of delivery operations.**
- **Identify delivery documents (e.g., packing slips, invoices, freight bills, return forms, pick-up tickets).**
- **List procedures for processing delivery documents.**
- **Plan, prepare, and perform daily pick-up and delivery activities.**
- **Identify and discuss cores and their importance.**

#### Unit 6 Total Quality Management

- **Identify and discuss qualities of effective leaders.**
- **Identify and demonstrate employee motivational techniques.**
- **Identify and demonstrate leadership skills.**
- **Demonstrate ability to manage employee functions.**
- **Demonstrate ability to manage business operations.**
- **Demonstrate ability to manage employees.**
- **Analyze the quality of service provided.**
- **Align services to best meet customer needs.**

#### Unit 7 Customer Service

- **Identify the purpose and importance of selling goods and services.**
- **Describe techniques for identifying customer needs, wants, and/or problems.**
- **Explain techniques for determining customer merchandise and/or service interests.**
- **Model methods of resolving customer complaints.**
- **Demonstrate appropriate customer interactions (greetings, closings, etc.).**
- **Identify and discuss importance and purpose of store policies as they relate to customer service.**
- **Describe how an employee represents the firm to customers.**



#### Unit 8 Business Resource Planning

- **Review concepts of economic goods and services.**
- **Evaluate economic resources and activities.**
- **Discuss the concepts of utility and supply and demand.**
- **Identify functions of business and relationship between business and society**
- **Identify categories of business activity.**
- **Debate and question the ethics in business.**
- **Discuss functions of business and channels of distribution.**

#### Unit 9 Materials Tracking – Geographic Information Systems (GIS)

- **Identify terminology associated with aerial photography, remote sensing, geographic information system, global positioning system, digital mapping, map scale, map projections, absolute location, latitude, longitude, satellite imagery and sun-synchronous orbit.**
- **Digitize air photos, identify and describe aerial photography of Newark, New Jersey. Learn to use an aerial photograph and GEODESY to identify places of special interest in Newark by latitude and longitude.**
- **Map points in Newark, New Jersey. Plot points by latitude and longitude to create a map of Newark. Compare new map with actual aerial photograph of the same area.**
- **Create a digital map of an area in Newark, New Jersey.**

- **Interpret location using the geographic grid system (absolute location) and relative location.**
- **View & interpret satellite imagery of Essex County & Newark, New Jersey.**
- **Create a digitally colored map of land and water.**
- **Create a land use map from satellite imagery showing the differences among buildings, water and vegetation.**
- **Create a GIS element map showing distribution of one specific theme in the Newark, New Jersey area.**
- **Identify specific elements and create a map showing the relationship among multiple GIS elements (water bodies, dams, valleys, land use, parks, etc.).**
- **Use GIS to solve problems involving the Newark, New Jersey area.**
- **Identify potential uses of GIS in business and community.**

#### Unit 10 Heartsaver

- **Effectively perform an initial assessment, physical exam and on going assessment as a means of evaluating the patients total condition and be able to initiate appropriate emergency care.**
- **Recognize immediate life-threatening emergencies, e.g. cardiopulmonary arrest, partial or complete airway obstruction, respiratory arrest, severe bleeding, and initiate appropriate emergency care.**
- **Recognize medical emergencies e.g. stroke, heart attack, diabetic emergencies, poisoning, substance abuse, etc., and provide appropriate care to stabilize and prevent these emergencies from becoming life threatening.**
- **Recognize trauma-related emergencies, e.g. wounds, sprains/strains, fractures, burns ect., and initiate appropriate emergency care.**

**Orientation to Transportation, Logistics, and Materials Management  
COURSE PACING (REGULAR & BLOCK SCHEDULES)**

**Unit 1: Career Options  
in Materials  
Management**

Topic	40 minute period	80 minute block
<b>Lesson 1:</b> Overview of Materials Management and logistics	4	2
<b>Lesson 2:</b> Define career objectives in your life.	4	2
<b>Lesson 3:</b> Identify ways to research collect and analyze different types of data.	4	1
<b>Lesson 4:</b> Recognize different types of characteristics related to a career in materials management.	4	1
<b>Lesson 5:</b> List and evaluate different careers in materials management.	2	1
<b>Lesson 6:</b> Apply these skills to choosing the type of company you wish to own and run.	8	4

**Unit 2: Transportation  
in New Jersey and the  
Region**

Topic	40 minute period	80 minute block
<b>Lesson 1:</b> Identify all modes of transportation in the state of New Jersey	4	2
<b>Lesson 2:</b> Differentiate the types of transportation carriers.	2	1
<b>Lesson 3:</b> Diagram all the routes that transportation carriers use. Collect data on what types of items are shipped with each carrier. Design more efficient routes for the transportation carriers. Analyze the data collected to see if each item was shipped in the most efficient manner.	8	4
<b>Lesson 4:</b> Identify and analyze different ways to track goods from one place to another	2	1
<b>Lesson 5:</b> Analyze security procedures taken by shipping companies to ensure public safety.	4	2

**Unit 3 History of  
Manufacturing and  
Materials Management**

Topic	40 minute period	80 minute block
<b>Lesson 1:</b> Assess the relationship between manufacturing and distribution. Define how manufacturing and distribution has changed over time.	2	1
<b>Lesson 2:</b> Identify the needs for materials management with relation to goods and transportation	2	1
<b>Lesson 3:</b> Discuss and analyze the history of Materials Management.	2	1

**Unit 4 Computers in Logistics**

Topic	40 minute period	80 minute block
<b>Lesson 1:</b> Demonstrate the ability to set-up and use a computer.	6	3
<b>Lesson 2:</b> Create a document in each of the corresponding area related to your business(Word, Excel, Access, Outlook, and PowerPoint)	6	3
<b>Lesson 3:</b> Discuss how computer software would assist a warehouse in its daily activities.	2	1
<b>Lesson 4:</b> Identify all the different types of technology used in the warehouse.	2	1

**Unit 5 Distribution Systems**

Topic	40 minute period	80 minute block
<b>Lesson 1:</b> Organize a new way to track stock within your warehouse.	2	1
<b>Lesson 2:</b> What other areas of warehouse operations can be changed for better utilization of all aspects. Assemble members of your company and create a new way to process all deliveries. (Space, Time, Employees)	6	3
<b>Lesson 3:</b> Develop new documentation for use in your company.	2	1
<b>Lesson 4:</b> List procedures for processing delivery documents.	2	1
<b>Lesson 5:</b> Plan, prepare, and perform daily pick-up and delivery activities related to your company.	2	1

**Unit 6 Total Quality Management**

Topic	40 minute period	80 minute block
<b>Lesson 1:</b> Select and Evaluate who are leaders. Review the leaders that were selected and see what qualities all the leaders had in common.	4	2
<b>Lesson 2:</b> Identify what types of motivators can be used to help production from employees. Model techniques to ensure employees will be motivated by their superiors.	4	2
<b>Lesson 3:</b> Demonstrate and experiment with management functions of a business of your company Discuss ways to increase your abilities to be a better leader.	6	3
<b>Lesson 4:</b> Align your training with the needs of your customers.	2	1

**Unit 7 Customer Service**

Topic	40 minute period	80 minute block
<b>Lesson 1:</b> Identify the purpose and importance of selling goods and services.	6	3
<b>Lesson 2:</b> Select and analyze techniques for identifying customer needs, wants, and/or problems.	4	2
<b>Lesson 3:</b> Inspect techniques for determining customer merchandise and/or service interests.	4	2
<b>Lesson 4:</b> Review methods of resolving customer complaints.	4	2
<b>Lesson 5:</b> Model appropriate customer interactions (greetings, closings, etc.).	4	2
<b>Lesson 6:</b> Illustrate the importance and purpose of store policies as they relate to customer service. Describe how an employee represents the firm to customers.	4	2

**Unit 8 Business**  
**Resource Planning**

Topic	40 minute period	80 minute block
<b>Lesson 1:</b> Review concepts of economic goods and services.	4	1
<b>Lesson 2:</b> Evaluate economic resources and activities.	4	1
<b>Lesson 3:</b> Discuss the concepts of utility and supply and demand. Identify functions of business and relationship between business and society. Identify categories of business activity.	2	3
<b>Lesson 4:</b> Debate and Question ethics in business. Discuss functions of business and channels of distribution.	4	1



**Unit 9 Materials**  
**Tracking – Geographic**  
**Information Systems**  
**(GIS)**

Topic

40 minute  
period

80 minute  
block

Lesson 1:

Lesson 2

Lesson 3           **LESSONS FOR THIS WILL  
BE TAKEN FROM THE GIS CURRICULUM  
WHICH WILL NEED TO BE IN PLACE AT THE  
SCHOOL.**

10 days  
for all lessons

5 days  
for all lessons

Lesson 4           **IF THIS DOES NOT TAKE  
PLACE THEN OMIT THIS UNIT.**

Lesson 5

Lesson 6

Lesson 7

Lesson 8

**Unit 10 Heartsaver**  
**CPR**

Topic	40 minute period	80 minute block
<b>Lesson 1:</b> Discuss the purpose for the CPR and First Aid training the warehouse.	6	3
<b>Lesson 2:</b> Practice and review all techniques related to one rescuer CPR.	8	4
<b>Lesson 3:</b> Practice and review all techniques related to AED training.	8	4
<b>Lesson 4:</b> Demonstrate the skills form one person rescuer CPR and AED training and convert to two person rescuer status.	8	4

## Orientation to Transportation, Logistics, and Materials Management Scope and Sequence

### Career Options

Overview of Materials Management and logistics\* career objectives\* Analyze different types of data\* Different types of characteristics related to a career in materials management\* Different careers in materials management\*

### Computers in Logistics

Ability to set-up and use a computer\* Document in each of the corresponding area related to your business\*(Word, Excel, Access, Outlook, and PowerPoint)\* Computer software would assist a warehouse\* Different types of technology used in the warehouse

### Customer Service

Importance of selling goods and services\* Customer needs, wants, and/or problems\* Customer merchandise and/or service interests\* Customer complaints\* Customer interactions\* Store policies\* Customer service

### Heartsaver CPR

CPR and First Aid training the warehouse.\*  
One rescuer CPR\* AED training\*  
CPR and AED training for two person rescuer status.

### Transportation in New Jersey & Region

Modes of transportation in the state of New Jersey\* Types of transportation carriers\* Routes that transportation carriers use\* Types of items are shipped with each carrier.\* Different ways to track goods\* Security procedures for shipping companies

### Distribution Systems

Track stock within your warehouse\* Areas of warehouse operations can be changed for better utilization of all aspects.\* Process all deliveries\* Develop new documentation for use in your company\* Procedures for processing delivery documents\* Plan, prepare, and perform daily pick-up and delivery activities related to your company

### Business Resource Planning

Concepts of economic goods and services.\* economic resources and activities.\* Concepts of utility and supply and demand.\* Functions of business and relationship between business and society.\* Categories of business\* Ethics in business.\* Functions of business and channels of distribution.

### History of Manufacturing and Materials Management

Relationship between manufacturing and distribution\* Manufacturing and distribution has changed over time\* Needs for materials management with relation to goods and transportation\* History of Materials Management

### Total Quality Management

Select and Evaluate who are leaders\* Qualities all the leaders had in common\* Identify types of motivators\* Model motivational techniques\* Management functions\* Abilities to be a better leader\* Align training with the needs of customers

### Geographic Information Systems (GIS)

Aerial photography \* remote sensing \* geographic information system \* global positioning system \* digital mapping \* map scale \* map projections\* absolute location \* latitude \* longitude \* satellite imagery and sun-synchronous orbit \* geographic grid system \* GIS element map showing distribution \* GIS elements (water bodies, dams, valleys, land use, parks, etc.) \*

## Appendix M – 2000 Census-Derived Labor Market Outcomes

TABLE A  
Unemployment Rate for 16-64 Year Olds by Race/Ethnicity and by Location

				Essex County PUMA			
	New Jersey	Essex County	Newark	1401	1402	1403	1404
<b>Panel A: White</b>							
<b>Total</b>	3.86	4.75	10.33	5.14	6.47	2.40	3.28
No HS diploma or Equiv.	9.56	13.20	14.13	9.18	27.27	12.20	9.76
Diploma or Equiv.	5.02	5.21	7.98	4.64	2.56	2.76	7.37
Some college	3.29	5.11	7.32	5.95	11.11	2.19	5.93
Bachelors or higher	1.84	2.18	3.51	3.96	1.22	1.90	1.26
<b>Vehicle</b>							
Available	3.40	3.97	8.41	4.86	4.26	2.06	3.10
Not Available	10.38	13.14	16.30	8.33	12.50	4.55	10.53
<b>Panel B: Black</b>							
<b>Total</b>	11.54	15.25	19.43	7.14	13.67	9.26	12.48
No HS diploma or Equiv.	22.20	27.14	31.76	25.00	23.13	11.11	23.16
Diploma or Equiv.	12.69	15.12	17.99	8.00	13.30	14.29	12.79
Some college	7.95	11.54	13.81	0.00	12.35	10.71	9.09
Bachelors or higher	3.57	5.59	5.68	5.26	5.69	2.78	6.52
<b>Vehicle</b>							
Available	8.87	10.79	13.50	6.15	9.22	7.29	10.51
Not Available	20.35	26.51	26.74	0.00	26.69	27.27	24.62
<b>Panel C: Hispanics</b>							
<b>Total</b>	7.69	8.82	10.53	6.44	10.26	1.49	6.19
No HS diploma or Equiv.	10.81	11.92	12.57	8.16	19.44	8.33	6.38
Diploma or Equiv.	6.87	7.30	8.72	5.80	0.00	0.00	10.34
Some college	4.90	6.85	8.99	5.77	10.00	0.00	5.00
Bachelors or higher	3.78	3.64	6.06	6.25	0.00	0.00	0.00
<b>Vehicle</b>							
Available	6.29	6.60	7.94	6.11	8.93	0.00	3.93
Not Available	11.73	14.14	14.35	9.09	13.64	7.69	30.00

1401= Belleville, Bloomfield, Glen Ridge, Nutley

1402 = Orange, East Orange, South Orange

1403 = Caldwell, Cedar Grove, Essex Fells, Fairfield, Livingston, Montclair, North Caldwell, Roseland, Verona, West Caldwell

1404 = Irvington, Maplewood, Milburn, West Orange

**TABLE B**  
**Employment Rate for 16-64 Year Olds by Location and by Race/Ethnicity**

	New Jersey	Essex County	Newark	Essex County PUMA			
				1401	1402	1403	1404
<b>Panel A: White</b>							
<b>Total</b>	83.96	80.74	58.48	84.07	76.19	90.40	86.76
No HS diploma or Equiv.	64.82	55.64	51.52	65.25	44.44	79.15	60.00
Diploma or Equiv.	80.66	77.25	64.84	82.54	74.51	85.31	74.83
Some college	86.61	82.80	61.19	86.99	72.73	89.64	84.96
Bachelors or higher	91.66	91.73	77.46	89.93	91.11	92.94	93.16
<b>Vehicle</b>							
Available	86.08	84.52	65.73	85.19	82.93	91.08	88.62
Not Available	64.40	53.33	47.33	62.26	58.33	88.00	51.52
<b>Panel B: Black</b>							
<b>Total</b>	61.90	58.55	49.49	75.00	62.74	64.78	69.27
No HS diploma or Equiv.	39.93	39.48	33.27	54.55	456.29	34.62	49.03
Diploma or Equiv.	60.98	59.15	52.36	74.19	64.21	56.90	67.69
Some college	72.45	66.62	59.62	79.17	65.30	74.29	76.88
Bachelors or higher	86.86	84.65	81.55	81.82	82.39	87.50	90.72
<b>Vehicle</b>							
Available	73.52	69.12	62.63	76.54	70.76	75.61	74.09
Not Available	50.54	43.30	42.20	66.67	42.34	56.25	47.27
<b>Panel C: Hispanics</b>							
<b>Total</b>	68.18	63.47	57.78	75.00	64.81	90.67	70.67
No HS diploma or Equiv.	59.38	55.26	51.87	68.66	55.77	80.00	65.67
Diploma or Equiv.	69.78	66.73	62.92	72.83	69.70	100.00	66.67
Some college	79.78	74.49	66.67	81.67	69.83	100.00	82.61
Bachelors or higher	82.84	79.10	72.09	81.08	90.00	82.61	80.95
<b>Vehicle</b>							
Available	73.51	69.71	64.39	75.44	68.00	93.22	77.17
Not Available	59.51	54.41	52.82	71.43	59.39	86.67	31.82

1401= Belleville, Bloomfield, Glen Ridge, Nutley

1402 = Orange, East Orange, South Orange

1403 = Caldwell, Cedar Grove, Essex Fells, Fairfield, Livingston, Montclair, North Caldwell, Roseland, Verona, West Caldwell

1404 = Irvington, Maplewood, Milburn, West Orange

## Appendix N – Warehouse Contact Information

### **ASA Apple Inc**

193 Maricaibo St  
Port Newark, NJ 07114  
Tel: (973) 465-1323  
Fax: (973) 817-3476

<http://www.asaapple.com/>

### **AZ Carriers Inc./**

### **AZ Container Freight Station Inc**

Bldg 291 Marlin St  
Port Newark, NJ 07114  
Tel: (973) 491-0536  
Fax: (201) 589-1820

<http://www.azcfs.com/>

### **East Coast Warehouse & Distribution Corp**

1140 Polaris St  
Elizabeth, NJ 07201  
Tel: (908) 351-2800  
Fax: (908) 351-4634

### **Eastern Warehouse Inc**

200 Mohawk St  
Newark, NJ 07114  
Tel: (973) 465-1600  
Fax: (973) 465-0491

[www.easternwarehouse.com](http://www.easternwarehouse.com)

### **Export Transport Corp.**

136 Mohawk St.  
Port Newark, NJ 07114  
Tel: (973) 522-1700  
Fax: (973) 465-0491

### **Express Industries and Terminal Corp**

Pier 1, Furman St  
Brooklyn, NY 11201  
Tel: (718) 858-2843  
Fax: (718) 596-0802

### **Glendale Warehouse & Distribution Corp**

191-A Export St  
Port Newark, NJ 07114  
Tel: (973) 491-5164  
Fax: (973) 491-0982

### **Harbor Freight Transport Corp**

301 Craneway St  
Port Newark, NJ 07114  
Tel: (973) 589-6700 (800) 222-0656  
Fax: (908) 354-8125

Human Resources is located in Carteret  
Tel: (732) 969-2900  
Fax: (732) 969-1083  
Contact: Eugene Freto

Contact: Louise Connors

Contact: Maria Martinez  
175 employees

Contact: Joseph Carroll, VP  
Eastern Warehouse is a family business  
20 employees  
*Interview completed*

Contact: Eric Birman, Owner

Contact: Ellie Lewis  
Had large multi-story warehouse at the Port 15 years ago that was not profitable – only opened because there were no more warehouses available for purchase in Brooklyn – have warehouses on at least half a dozen piers in Brooklyn currently  
Contact: Frank Collette  
25 employees

**Interglobo Morra Incorporated**

198 Panama St  
Port Newark, NJ 07114  
Tel: (973) 589-6260  
Fax: (973) 578-8267

Contact: Santo  
*Interview completed*

**Messinger Trucking & Warehouse Corporation**

84 Lockwood St  
Newark, NJ 07105  
(973) 344-4200

Contact: John Messinger  
*Interview completed*

**Mid States Packaging & Distribution**

261 Distribution St.  
Port Newark, NJ 07114  
Tel: (973) 578-8266  
Fax: (973) 589-6689

**Nationwide Transport & Warehouse**

192 Tyler St  
Port Newark, NJ 07114  
Tel: (973) 589-0123  
Fax: (973) 578-2991

Contact: Tricia

**Newark Refrigerated Warehouse, Inc.**

104 Avenue C  
Newark, NJ 07114  
(973) 824-6694

Contact: Elizabeth Blanc  
*Interview completed*

**Pittston Warehouse Corporation**

264 Kellogg St  
Port Newark, NJ 07114  
and

(973) 589-0931  
Contact: Paul DiPalo  
*Interview completed*

263 Distribution St.  
Port Newark, NJ 07114  
Tel: (973) 589-7941  
Fax: (973) 589-1090

email: [neil@pittstonwarehouse.com](mailto:neil@pittstonwarehouse.com)

**Port Elizabeth Terminal & Warehouse Corp**

201A Export St  
Port Newark, NJ, 07114  
Tel: (973) 491-0600 ext 230  
Fax: (973) 491-0066

**Port Jersey Logistics**

2 Colony Rd  
Jersey City, NJ 07305  
Tel: (201) 333-1300 ext 568 or (732) 274-9371  
x201 (Human resource Dept.)  
Fax: (201) 332-7252

Contact: Jean Romeo  
Over 250 employees

[www.portjersey.com](http://www.portjersey.com)

**Port Newark/Hudson Refrigerating Warehouse**

125 Tyler St  
Port Newark, NJ 07114  
Tel: (973) 589-4545  
Fax: (973) 824-8678

Contact: Frank Tortirielli, Manager

**Port Warehouse & Distribution Corp**

198A Panama St  
Port Newark, NJ 07114  
Tel: (201) 589-3600  
Fax: (201) 589-7419

**State Consolidating Service**

263 Distribution St.  
Port Newark, NJ 07114  
Tel: (973) 465-0752  
Fax: (973) 344-7757

**TRT International Ltd**

196E Maracaibo St.  
Port Newark, NJ 07114  
Tel: (973) 344-7100  
Tel: (973) 344-7757

**Tyler Distribution Centers Inc**

1400 Aruba St  
Elizabeth, NJ 07201  
Tel: (908) 355-8300  
Fax: (908) 355-8486  
e-mail: [johnajja@aol.com](mailto:johnajja@aol.com)

**Van Brunt Port Jersey Warehouse Inc**

197 Maracaibo St  
Port Newark, NJ 07114  
Tel: (973) 344-2080  
Fax: (973) 344-7893  
[sales@vanbruntwarehouse.com](mailto:sales@vanbruntwarehouse.com)

Contact: Bob Degrunne, Manager

Out of business – was a contractor warehouse and was employed by Hazen imports -15 employees

Contact: Egor Mignick

*Very apprehensive about speaking to us*

(732) 274-9371

Contact: Janis, HR Director

[hr@portjersey.com](mailto:hr@portjersey.com)

Tyler Distribution Center - part of a larger company (Port Jersey Logistics)

Contact: Chris

[Chrisw@vanbruntwarehouse.com](mailto:Chrisw@vanbruntwarehouse.com)



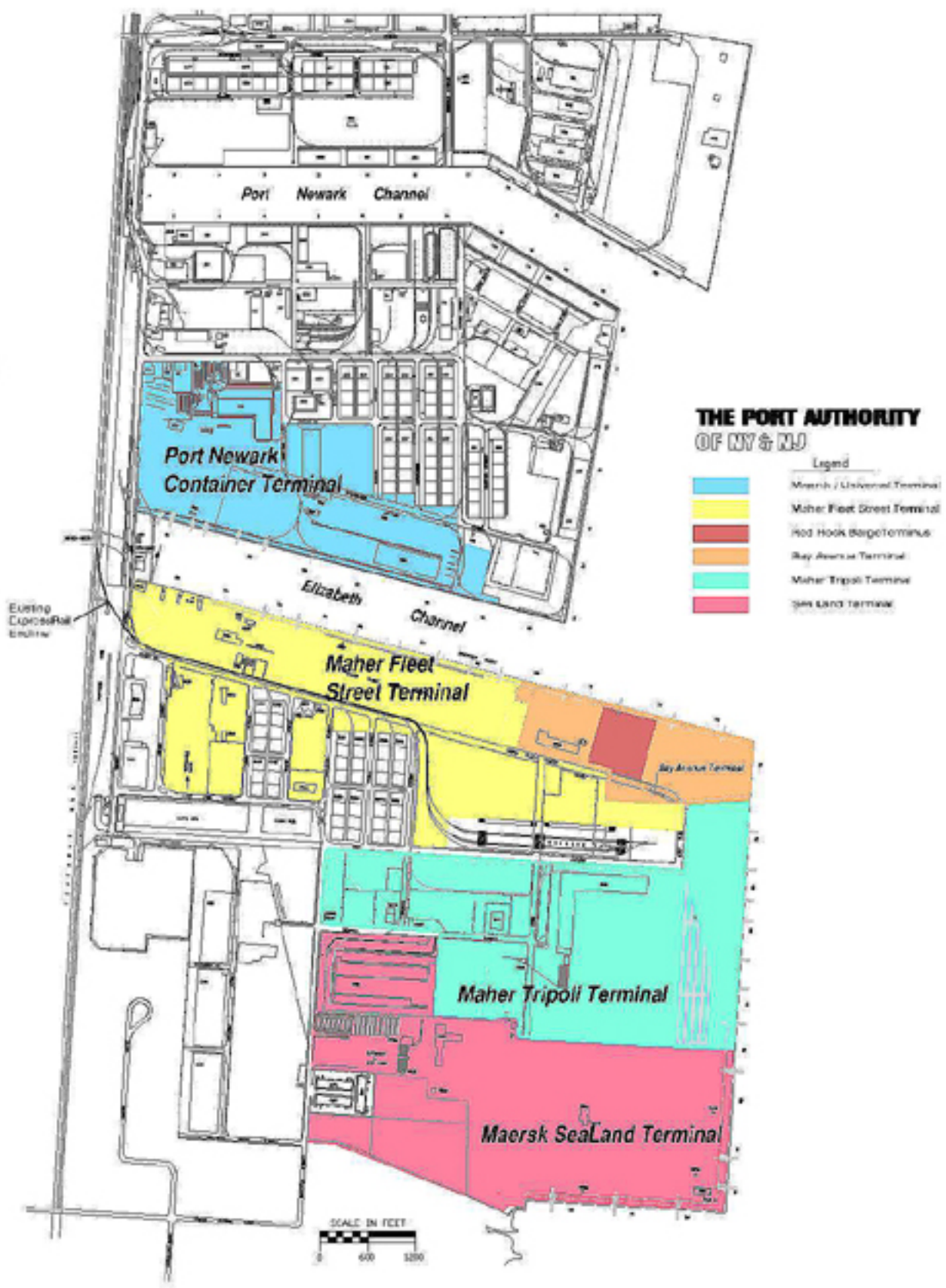
## **Appendix O – New York Shipping Association (NYSA) Contact**

Jim Cobb  
New York Shipping Association, Inc.  
Director of Governmental Affairs  
100 Wood Avenue South, Suite 304  
Iselin, NJ 08830-2716  
United States of America  
Email: [jcobb@nysanet.org](mailto:jcobb@nysanet.org)  
Office: (732) 452-7808

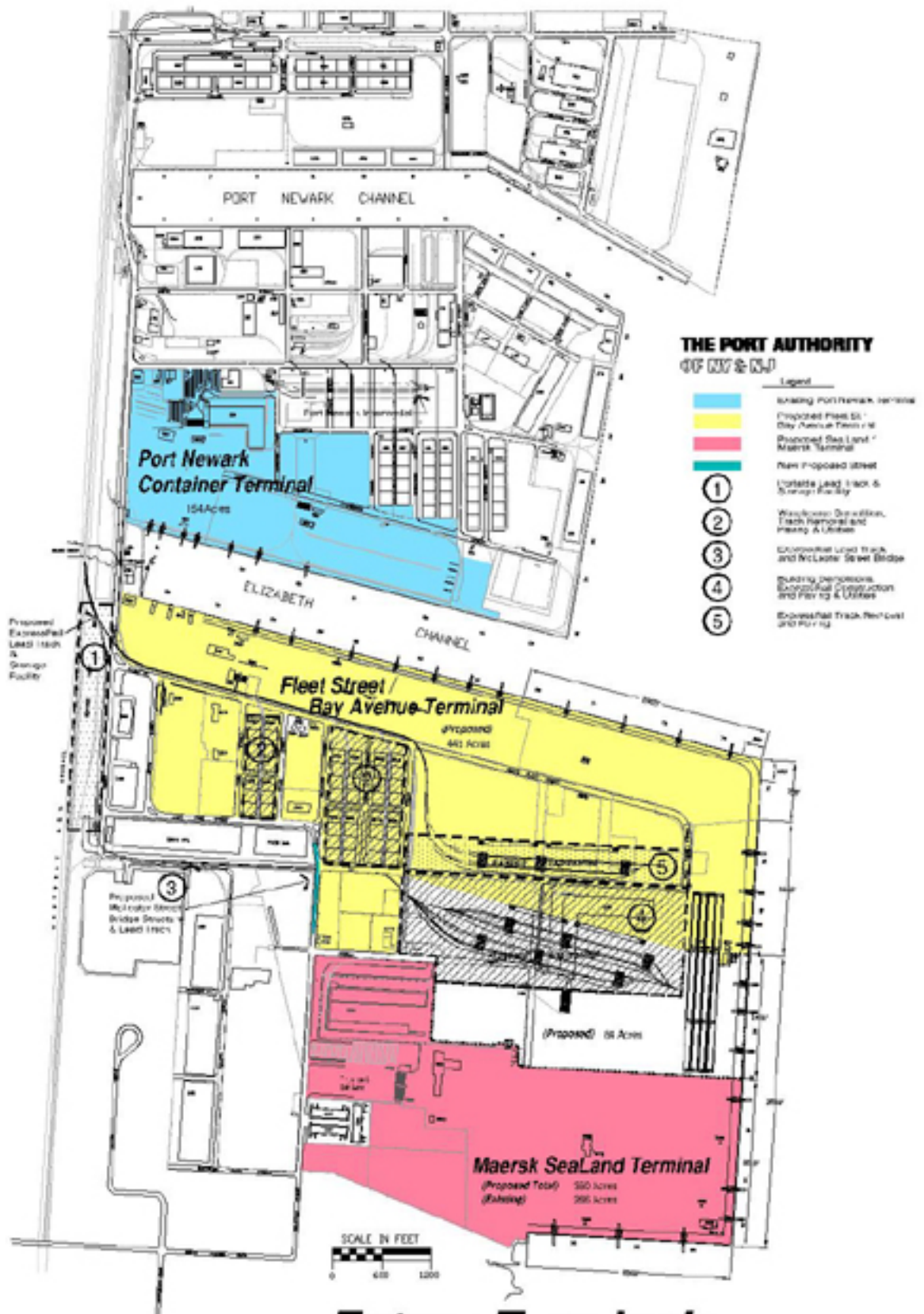
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## **Appendix P – Port Redevelopment Project**

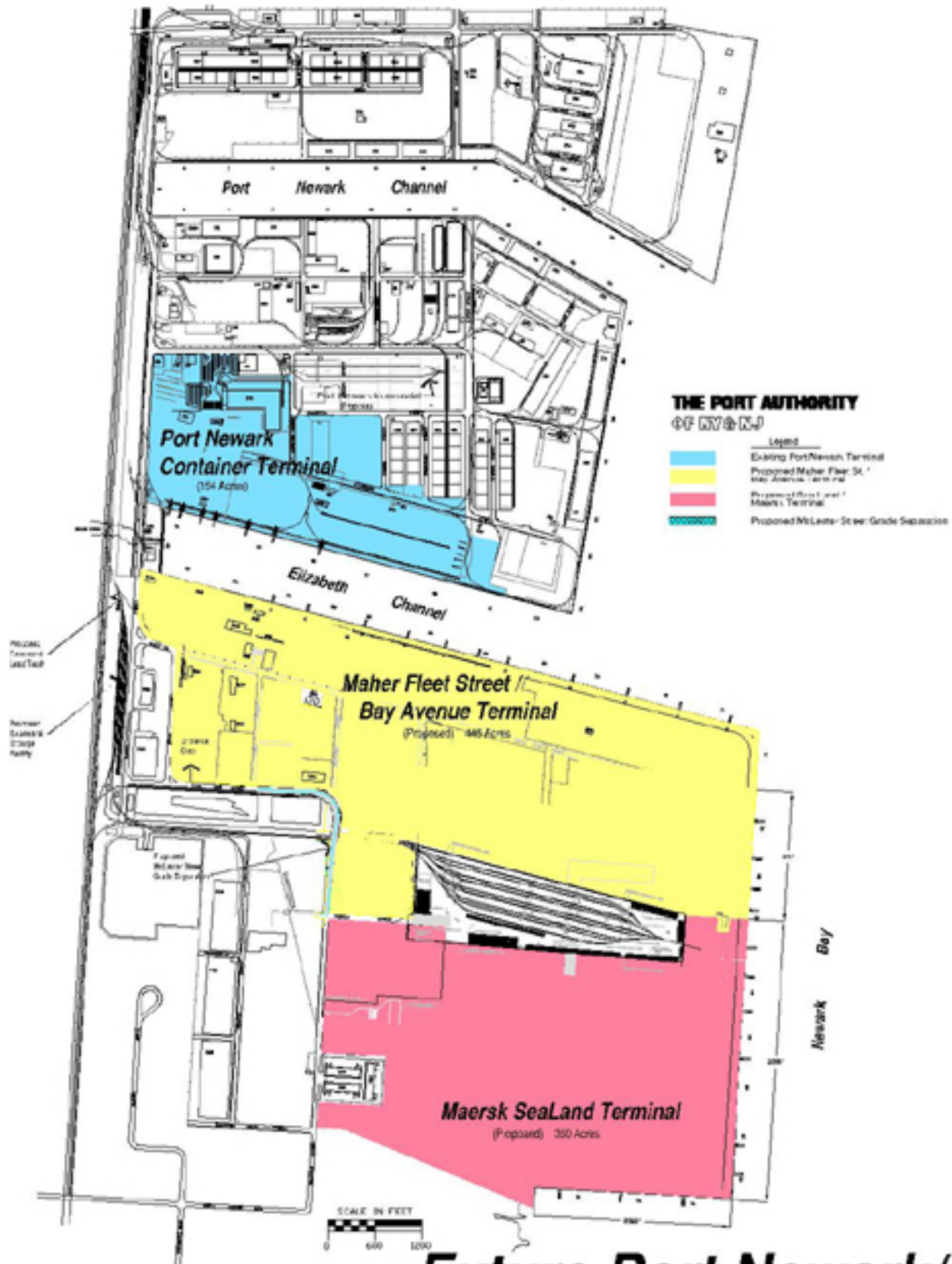
Please see the following three pages.



# Existing Terminals



## Future Terminals Construction Sequence Plan



# Future Port Newark/ Elizabeth Terminals