

MOVING FORWARD

TOWARD WOMEN'S EQUITY AND INCLUSION
IN THE RAIL AND TRANSIT SECTOR



A TOOLKIT FOR INCREASING WOMEN'S EMPLOYMENT IN
TRADITIONALLY MALE-DOMINATED HIGH-WAGE, HIGH-SKILL
FIELDS ON THE RAILROAD AND IN PUBLIC TRANSIT AGENCIES

A PUBLICATION OF CHICAGO WOMEN IN TRADES FOR THE TRANSPORTATION LEARNING CENTER



Founded by tradeswomen in 1981, Chicago Women in Trades (CWIT) works for gender equity through increasing women's participation in well-paid, skilled jobs traditionally held by men and by eliminating barriers that prohibit women from entering and succeeding in these fields. CWIT provides support, advocacy, and education to tradeswomen; works to increase training for women and girls to enter nontraditional jobs; and advocates for policies and practices that support women's access to and retention in skilled training and jobs. CWIT's National Center for Women's Equity in Apprenticeship and Employment provides technical assistance to employers, unions, and the apprenticeship and workforce development systems to build equitable and inclusive training programs and workplaces.

www.chicagowomenintrades.org

The Transportation Learning Center is a nonprofit organization dedicated to improving public transportation at the national level and within communities. To accomplish this mission, the Center builds labor-management training partnerships that improve organizational performance, expand workforce knowledge, skills and abilities, and promote career advancement. The Center is the only national organization that focuses on the frontline workforce development in public transportation and transportation in general.

www.transportcenter.org
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SECTION 1 INTRODUCTION

Rail and transit sector jobs offer significant opportunities for women to access middle skill jobs that offer economic security and enable them to support themselves and their families. However, many transit and rail jobs are considered nontraditional occupations for women. Women still remain underrepresented in the major categories of jobs, especially the high-wage, high skilled blue-collar jobs. This toolkit is designed to help rail companies, transit agencies, training programs and unions break through the occupational segregation that limits women's participation in a range of rail and transit sector jobs.

The rail and transit sector is not alone in needing to address occupational segregation by gender. This inequity continues to be a stark and unfortunate reality of the labor market and a significant contributor to the persistent gender wage gap. Close to half of all working women are clustered in just 25 of 534 occupations¹, many of which are low-wage occupations characterized by median weekly earnings of less than \$700. As a result, many women experience a lifetime of economic insecurity and struggle to support themselves and their families. The segregation of the workforce as a whole is mirrored in the transit sector. Women transit workers both earned significantly less than what men earned in comparable positions and were clustered into traditionally lower wage occupations within the transit sector.

Occupational segregation is the result of a variety of factors: persistent gender stereotypes, myths about women's work/skills, lack of exposure and information about male-dominated fields, disparate impact of entrance practices/criteria, job training programs that funnel females into low-wage, traditionally female

1. Analysis by Wider Opportunities for Women of US Department of Labor, Bureau of Labor Statistics, Annual Averages, 2012, <http://www.bls.gov/cps/>

occupations, and discriminatory practices in training programs and workplaces. Incumbent female workers often find that isolation and disparate and discriminatory behavior and practices require them to seek additional support to succeed and



thrive in a male-dominated and centered training and work environments. Increasing women's access to higher wage jobs is an important objective in building family economic security and rebuilding America's middle class.

Expanding women's access to non-traditional jobs can increase their earnings by at least 30%. Nationally, women currently hold 15% of transportation jobs but within the sector they fill 84.4% of the general office clerks, are only 21% of transportation work supervisors and .6% - less than a single 1% - of bus and truck mechanics, both of which are among the most highly paid jobs in the transit industry.

Women office clerks' median earnings of \$35,264 is almost \$10,000 a year below that of a typical bus mechanic whose median earnings are \$45,340. This leads to a learning differential over a lifetime that, at the very least, amounts to \$400,000. Moreover, earnings are just part of the road to the middle class, as higher wage earners can build savings that can forestall an economic crisis due to an emergency health or family issue, pay for an education, buy a home, or provide for retirement.

Women are 84.4% of the general office clerks but only 0.6% – **less than a single 1%** – of rail and transit mechanics and signal maintainers.



There is a precedent for changing stereotypes and expanding job opportunities for women in rail and transit. During World War II, women were recruited to work in a number of jobs that men had previously held. With men drafted for the war effort, women were called upon to fill the vacant positions they left behind in shipyards, munitions, and aircraft factories, and on the railroad. In 1945, over 100,000 women were working as rail conductors, roundhouse workers, signal maintainers, and train wipers on the railroads.

Even more recently, bus driving has gone from being an almost exclusively male-dominated occupation up until the mid-1970's, to the present, when 48% of bus drivers are now female. Yet, while it is now a matter of fact that women can be bus drivers or train conductors, we still have a lot of work to do so that women are seen as qualified and welcome in the male-dominated jobs such as signal maintainer, bus and train mechanic, track maintainer, sheet metal worker, and electrician.



This toolkit is premised on the understanding that transit agencies have little knowledge of and tools for recruiting and assessing new female entrants to the

workforce and promoting incumbent workers for skilled trade jobs in rail and transit. It also recognizes that women themselves have little information about the entry routes, requirements and benefits of jobs in these fields and without targeted and concerted effort from either the companies, agencies, unions, workforce development system, and educational institutions, most women will continue to be steered towards traditional female careers.

The resources in this toolkit will support the recruitment, training, and retention of women in nontraditional apprenticeship and jobs in the rail and transit sector. The toolkit can be used by program planners, managers, and frontline staff conducting outreach and assessment and training, to ensure that each stage of the employment process—from recruitment through retention—looks at how the workplace environment can be responsive to women of many backgrounds and how systems can be created or improved to address the barriers women face.





The materials can help build the capacity of organizations to attract and retain women and offer assistance that helps industry partners incorporate policies and practices that support equity and inclusion. The resources can also be used to build on and strengthen existing activities, customize strategies, establish new practices and policies, and deepen organizational effectiveness in building inclusivity and equality.

The toolkit is organized by key practices that start with establishing leadership commitment and follow through to retention strategies. A brief description of the key practices is outlined here. Separate sections on each follow this introduction with detailed descriptions of policy and practices.

SECTION 2

OUTLINE OF KEY PRACTICES

- ✓ Establish policies and practices at the agency/institutional level.
- ✓ Set goals for numbers of women applicants, hired and retained.
- ✓ Ensure leadership and supervisory personnel have an understanding of practices to support women's success in a nontraditional occupation.
- ✓ Train staff on the impact of wage gap and occupational segregation within transit sector and provide guidance on effective and equitable recruitment, assessment, training and retention practices.
- ✓ Design outreach and recruitment plans and materials to attract and engage women applicants.
- ✓ Design a strategic plan for outreach and recruitment that incorporates education about training and career pathways.
- ✓ Review and revise application and hiring process to ensure that they promote gender equity and inclusivity.
- ✓ Connect to and/or support apprenticeship/job readiness training to build a pool of competitive candidates.
- ✓ Creating an effective and equitable training program that supports women's success in classroom learning and on-the-job training.
- ✓ Ensure equity on the job through gender inclusive and sensitive HR practices and policy that addresses workplace barriers, biases, and work/family balance.

SECTION 3

ESTABLISH POLICIES AND PRACTICES AT THE AGENCY/INSTITUTIONAL LEVEL

Women's entry and success in nontraditional blue-collar jobs in the transit and rail sector requires the strong commitment of leadership. This commitment needs to be clearly articulated. Veronique Hakim is Interim Executive Director of the New York State Metropolitan Transportation Authority, the first woman to head the MTA. interviewed as part of the "Women Can Build," exhibit presented by Jobs to Move America, she boldly reminds us that, "During both world wars, women stepped into non-traditional work roles left open by the millions of men who had gone off to defend our country. And by all accounts, they performed splendidly. However, today we don't need extraordinary circumstances to encourage women to take jobs in fields traditionally filled by their husbands, fathers, and sons. With women considering jobs in manufacturing, construction and leadership roles in the transportation industry, the talent pool has increased, and employers benefit from a field of workers who can bring a new perspective to the job." She goes on to say, "But most importantly of all, women have an increased opportunity to launch lucrative and rewarding careers."

Dr. Beverly Scott is also firm in her commitment to increasing women's employment opportunities in the sector. Dr. Scott was General Manager of the Massachusetts Bay Transportation Authority from 2012-2015, one of the very few African American women to hold a leadership position at the highest levels in the transit industry. Also interviewed as part of the "Women Can Build," exhibit she cautions that "The nation as a whole – and transit specifically – are staring down a huge retirement cliff when the Baby Boomers all leave the workforce in the next 10 – 15 years. Unless we are pro-active, and encourage and support women coming into the transit industry, we're hurting ourselves by reducing our hiring pool. It's unac-

ceptable that we, as an industry, would block our own interests by failing to address this issue head on.”

Scott said that the Women Can Build exhibit, with its powerful images of women workers, demonstrated that, “that women are capable of anything, including building and manufacturing for the transit industry. We as a society have to be reminded that your gender doesn’t determine your talents, skills, or interests.”

Commitment like Dr. Scott’s needs to be clearly articulated by agency and company leadership, reflected in concrete goals, demonstrated with clear policy and guidelines for equitable practices, and communicated throughout the workplace. To ensure that commitment and policy become action, leadership must identify strategic goals and objectives for gender inclusion, conduct training for management and front line workers and provide ongoing messaging and communication about the efforts. The commitment must be measured with benchmarking of progress and regular reviews and adjustments.

The following pages offer suggested steps to follow in developing your plan and policies.

“ I think that the glass ceiling does still exist for women in transit and other male-dominated industries. While the “Old Boys’ Club” mentality isn’t as present as it was when I first started, I think its legacy lingers. Women as a whole need to continue pushing and challenging the norm, until we have access to the same career paths available to men. ”

~ Dr. Beverly Scott

COLLECTING BASELINE DATA

In order to establish goals it is critical to know what your baseline is. Start with data collection for assessing your organization's current gender representation in the labor force. Also, it is important to review retention data to assess how well women are succeeding in male-dominated jobs.

- Review current workforce participation by gender, job category, and pay.
- Identify the pipeline/pathway into high-wage, high-skill blue-collar jobs within company/agency.
- Assess internal advancement opportunities and identify career ladders within the agency/company.
- Identify labor force projections and need in nontraditional fields.
- Review external recruitment suppliers capacity to refer female applicants and candidates for openings.
- Review job retention statistics for women employed in traditionally male-dominated jobs in the agency.
- Review history of complaints/grievances related to gender and race discrimination.



REVIEWING POLICY

Assess the agency or company policy that impacts or addresses gender. Do you have clear policies that outline your equal opportunity, access and inclusion efforts? Do they go beyond formal affirmative action plans and non-discrimination plans?

- Does your affirmative action plan identify specific steps and strategies for improving gender equity within occupational areas and addressing the gender pay gap?
- Are there measurable goals for hiring and retaining underrepresented populations within job categories?
- Is there a timetable identified for reaching them?
- How are the policies for affirmative action and non-discrimination disseminated?
- Who is responsible for implementing the policies?
- How does the agency leadership review progress for meeting goals and creating a diverse workforce and a culturally/racially/gender inclusive environment?
- Are managers trained on implementing affirmative action and non-discrimination policies?
- Do you have strong policy on sexual harassment prevention?



ASSESSING CAPACITY

Conduct an assessment of your organization's existing capacity to improve gender equity in labor force. This survey is designed to assess what tools and strategies are necessary to break these patterns of occupational segregation. The survey should be answered by agency/company leadership, HR managers, and any other staff responsible for outreach, assessment, and training.

The depth and breadth of responses will help to ensure that each stage of the employment process—from recruitment through retention—is reviewed to assess how workplace environments can be responsive to women and how systems can be created or changed to address the barriers women face entering and retaining non-traditional jobs.

A GENDER LENS ASSESSMENT SURVEY

- What efforts have you previously taken to be inclusive of women in male-dominated jobs?
- How were they successful?
- How did previous efforts fall short?
- Is there a strategic plan for expanding women's inclusion and pay equity within the agency or company?
- Are there resources dedicated to implementing the strategy?
- Is someone in leadership or HR responsible for implementing the strategy?
- Are there women working in nontraditional jobs within the agency/company that can support the effort?
- Is gender equity and inclusion part of the overall agency/company strategic plan?
- Does the agency/company have connections or access to community partners to support your efforts?

A GENDER LENS ASSESSMENT SURVEY (CON'T)

- Do you work with external training organizations or educational institutions to bring in new hires?
- Do they have programs to promote nontraditional jobs for women?
- Does your agency support those programs? How?
- How does your agency board demonstrate support for diversity and gender inclusion?
- Is expanding diversity and inclusion a factor in measuring management's performance?
- Are managers trained on the impact of gender based stereotypes and myths, gender wage inequity and gender segregation of the labor market.
- Do you have policy and professional development practices designed to build staff capacity to support and serve traditionally underrepresented groups.
- Do you have an in-house training program for maintenance, mechanical and skilled trades positions?
- Does your internal workforce support the goals of gender inclusion in male-dominated jobs?
- Have you engaged the community and other stakeholders? In what ways?



POLICIES AND PRACTICES IN THE UNION

In union shops, it is important to engage the union in supporting efforts for gender equity and inclusion. Take time to work with the union to conduct the assessment and establish shared goals for policy and practices.

- Does the union actively promote gender equity and inclusion? If so, how?
- Does union leadership have a commitment to policy that supports inclusion and diversity specific to gender
- Are you able to gain buy-in from the union for gender inclusion?
- Does the union contract identify steps to support and enhance practices/policies for inclusion and diversity link to sample union contracts
- Are there other contractual opportunities to address inclusion and diversity efforts?
- How will you gain buy-in from union membership and member representatives - stewards?



Photo courtesy of Roberta Wood

SECTION 4

CREATING A STRATEGIC PLAN FOR GENDER EQUITY



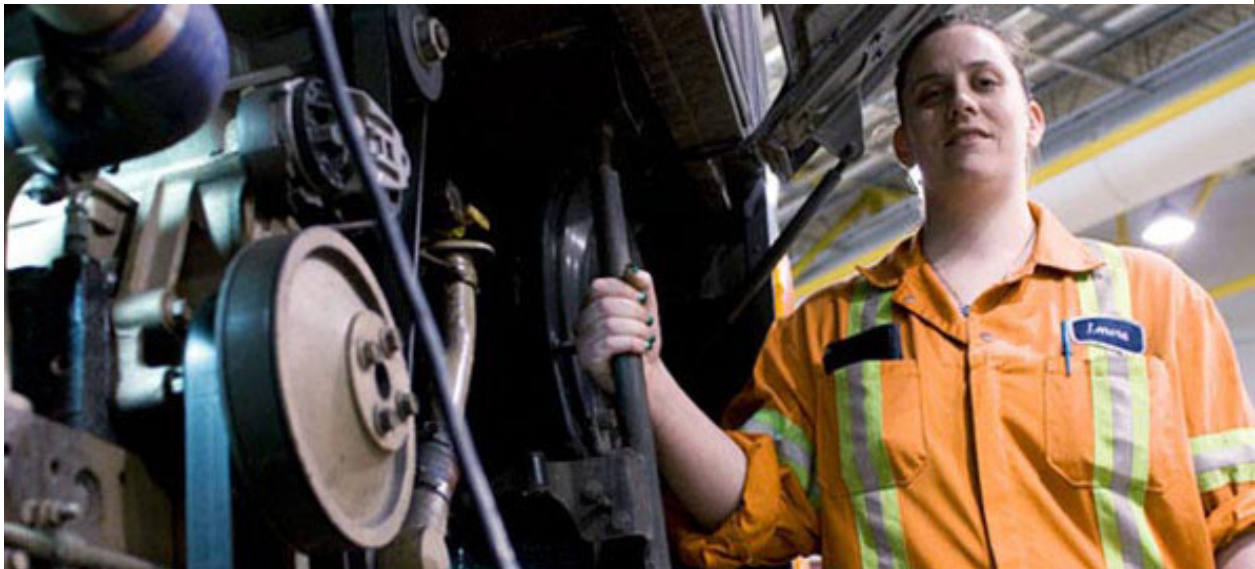
A blueprint that reflects goals, assesses capacity and gaps, and creates action steps and programming framework is key to laying out your plan for gender equity. The plan should be developed collaboratively to maximize buy in. Be sure to involve agency leadership, HR staff, skilled trade and maintenance department leadership and frontline workers when possible. Planning steps can include the following:

1. Describe the vision for what a gender equitable workforce in the agency/company would look like: (be explicit and concise)
2. Describe how the vision fits into your agency/companies core values.
3. Create goals and objectives that state the desired outcomes.
4. Identify the strategies and tactics to achieve the goals.
5. Prioritize action and implementation steps and set a reasonable timeline.
6. Describe how you will implement the plan.
7. Identify the resources necessary to carry out the plan.
8. Identify the people responsible for carrying out the plan.
9. Describe how you will measure progress and evaluate the success of the plan.
10. Create measurable milestones that can show continual progress.
11. Communicate the plan.

SECTION 5

GENDER TARGETED OUTREACH AND RECRUITING STRATEGIES

All the best policy that commits to hiring and retaining women will be useless unless it is translated into action and new practices. This is especially true for the first step: recruitment. The same practices that work to attract male candidates will not succeed in bringing more women to your door. Understanding the range of barriers that limit external applicants or internal candidates is essential to assembling effective elements of your outreach, recruitment, and career education program.



The primary barrier is that women have very little information about skilled trade jobs in the transit and rail sector. Women will not necessarily know what the entry routes and career pathways are or how to access them. Dr. Scott acknowledges that while transit still is a very male dominated field, she's "seen very encouraging growth in the past two decades. This is a trend that needs to continue and grow, and the way to do that is to catch women when they're young. Getting middle and high school girls excited about STEM is the only effective way to get them into the industry when they're adults making career choices."

Secondly, women may assume they are not qualified, either because they do not have a clear understanding of the work duties, conditions, and requirements or because they have no experience. Women may also lack confidence or belief that they can be successful candidates in a male-dominated industry or fear the pressure of being a pioneer.

Employers' own recruitment practices create barriers as well. Women may be overlooked by human resource departments as potentially qualified candidates – solely based on stereotypes of women's work. Moreover, if HR departments view men as their primary eligible candidate, the outreach and recruitment materials are likely to carry that image; in photos of workers, in promotional language and in targeted advertising markets and venues. If women do not see themselves reflected in the positions or recruitment materials they are not likely to respond in large numbers to openings and application periods or advertising that does not address them specifically. In addition, sources of referrals – be they word of mouth, from agencies, or through traditional outreach, may also limit women's applications.

IN THIS SECTION, YOU WILL FIND:

- Tools to create a good outreach and recruitment plan, including goals and activities
- A guide to help you conduct an assessment survey of current outreach and recruitment activities and materials
- Planning guide that addresses internal and external strategies
- Sample outreach materials that appeal directly to women



BARRIERS TO RECRUITING WOMEN

IMPLICIT BIAS AND GENDERED STEREOTYPES

- Women may be dissuaded by outreach that reinforces gendered job stereotypes; recruitment material that only features pictures of men in the occupation, or gendered job titles, or no images at all.
- Women may not respond or are dissuaded by messages from recruiters or hiring managers that carry an implicit bias that the job is meant for men.
- Women may be dissuaded from pursuing a nontraditional job by recruiters or hiring managers whose implicit bias that the job is meant for men results in prejudicial behaviors and responses, or discrimination.
- There are limited female role models that allow girls and women to see nontraditional career opportunities. It is hard to be what you cannot see!



LACK OF ENCOURAGEMENT AND SUPPORT

- Women may find little support for pursuing a nontraditional career from family, friends, and coworkers.
- Women may find overt and subtle resistance from spouses and partners when they seek nontraditional work opportunities or economic independence.



- Few women are given the opportunity to explore a nontraditional job from job training programs, the public workforce system, educational institutions, or human resource offices.
- Entering nontraditional jobs can require more drive and confidence to overcome these challenges.

“ I had no guidance from anyone at school about careers that didn't require a college degree. When I went to our local community college I was discouraged from studying to be a mechanic. Even when I persisted, no one ever gave me job leads or any information about transit employment opportunities. I found this myself. ”

LACK OF AWARENESS AND INFORMATION

- Women have limited exposure to careers that are considered nontraditional for their gender.
- Women have limited information about nontraditional careers and what the work duties and working conditions are like.
- Women may have less information and understanding about entry routes, training and apprenticeship opportunities, or eligibility criteria.
- Women are less likely to understand the economic value of working in a nontraditional occupation, and how it can impact their economic security as a result of wages, benefits, and earn while you learn or on-the-job training.
- Outreach may be limited to venues and organizations that reach or serve a primarily male audience.
- Women are less likely to have vocational education or work experience related to these occupations or even informal skill building through friends or family members.

DESIGN A STRATEGIC PLAN FOR OUTREACH AND RECRUITMENT

Increasing women's participation must be approached in a strategic and targeted manner, beginning with an outreach and recruitment process that speaks directly to women. Perhaps the single greatest reason that women are underrepresented in high-skill, high-wage rail, and transit careers is lack of

awareness and belief that they can be successful candidates in this male dominated industry. This

means that if you want to ensure that women have equitable access, you will have to put extra and specifically targeted effort into both outreach and career education.

DESIGN OUTREACH AND RECRUITMENT PLANS AND ACTIVITIES TO ATTRACT AND ENGAGE WOMEN APPLICANTS

“*In the year 2014, we don't have to prove that women can do everything that men can do. We dealt with that in the 1940s, with Rosie the Riveter. But forces holding women back still exist, and so do stereotypes. We can break through, and reestablish the ability and competence that women have.*

Women need to be recruited in the exact same way as men. Right now they're left out — we don't seek them out, they're not hired, and they're not promoted. So, whenever a woman does end up in the industry, she is an outlier. We don't explicitly welcome women to take these jobs or explicitly acknowledge that women are as capable of doing these jobs as men are. I continue to hear comments like “women don't have the same technological skills,” or “women don't have the same abilities” — this attitude is prevalent.”

~ Maria Elena Durazo was the first female Executive Secretary Treasurer of Los Angeles County Labor Federation from 2006-2014

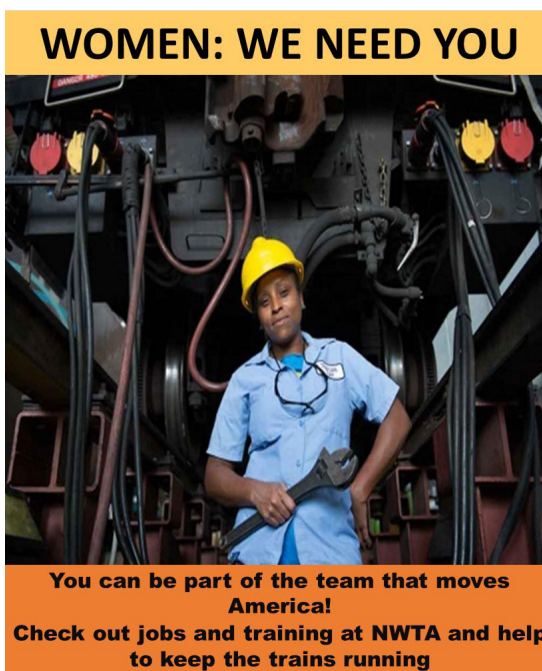
While there may be added challenges to recruiting women, there are plenty of women who are or would be interested in these careers if they understood the benefits, entry routes and requirements. The same outreach and recruitment practices you traditionally use may not bring women to your doorstep, but you can tweak and enhance these practices to reach women.



**GO OUT OF YOUR WAY TO RECRUIT WOMEN
FROM ALL PARTS OF YOUR COMMUNITY! TARGET
BY RACE, LANGUAGE AND CULTURE TO ENSURE A
DIVERSE POOL OF APPLICANTS**

BASIC PRINCIPLES FOR DESIGNING MARKETING MATERIALS TO ATTRACT WOMEN

- Contain a headline featuring the word “WOMEN” to get their attention.
- Feature pictures of women working in transit and rail jobs. Make these stand out prominently!
- Provide encouragement about the benefits or reasons women might want to consider the specific job or jobs.
- Create messages with information on benefits/advantages of specific jobs in the sector.
- Make the jobs appealing with exciting descriptions about the value or contributions the work creates and inspiring images.
- Ensure outreach materials describe opportunities, training, and career pathways.



PAIR OUTREACH WITH CAREER EDUCATION

ONCE YOU HAVE THEIR ATTENTION, IT IS CRITICAL TO FOLLOW-UP WITH CAREER EDUCATION SO WOMEN CAN EFFECTIVELY ASSESS THEIR INTEREST IN AND QUALIFICATIONS FOR RAIL AND TRANSIT CAREERS.

CAST A WIDE NET - INTERNALLY AND EXTERNALLY

These careers appeal to wide range of women, from low-income women attracted by the hourly wage to college graduates who have discovered that they do not enjoy life behind a desk. Identify opportunities and places to connect with women in your community.

- Collaborate with the local workforce public agency in order to directly reach female customers/clients using the unemployment and the public employment training and referral services. Conduct women-only information sessions at the American Job Center site or at your facility for a group.
- Collaborate with a women's organization such as the YWCA, or other community based organizations serving women to help spread the word. Host information sessions at women's organizations and events.
- Provide education and resources to staff at community organizations and public agencies (unemployment offices, American Job Centers, public aid offices, etc.) to help them understand the benefits of the industry and opportunities for women.
- Run ads in citywide and community newspapers and send out public service announcements to all local media outlets.
- Post flyers in venues frequented by women (schools, gyms, women's sports teams, daycare centers, hair salons, etc.)

**Women, it's a dirty job...
Don't let the guys have all the fun!
...(and all the money!)**

	Bricklayer Laborer Electrician Carpenter Painter Plumber Pipefitter Sheet Metal Ironworker Tile Setter ...and more!	
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Take the first step toward your career in construction
and attend our
Open House and Orientation
January 20, 2016 at 6 p.m.
Meet tradeswomen, union, and railroad representatives.
Learn how to enroll in our **FREE TRAINING PROGRAM!**

2444 West 16th St. Chicago, IL 60608 Entrance & Parking Rear of Building		For more information or directions, contact us at (312) 942-1444
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- Participate in job fairs and other high visibility community events, such as parades.
- Use social media such as Facebook, Twitter and LinkedIn and other on-line job services to reach women.
- Involve current male and female employees in recruiting through their personal networks.
- Include on all promotional material that women are encouraged to apply.
- Collaborate with Veterans' Employment and Training Service (VETS) to obtain assistance in outreaching to women vets.
- Do it all again. People need to hear and see the message more than once to respond!

Using real employees reflective of the targeted population in advertisements is effective in recruiting applicants. Real workers appear more credible, and are more readily prepared to describe their daily experiences.

**GO OUT OF YOUR
WAY TO LOOK FOR
AND BRING IN A
DIVERSE RANGE OF
FEMALE APPLICANTS
THAT REFLECT THE
DIVERSITY OF YOUR
COMMUNITY**



CAREER EXPLORATION AND EDUCATION ARE IMPORTANT

You Can Do It!

A WOMAN'S GUIDE TO CONSTRUCTION CAREERS



You can provide opportunity for career exploration and generate enthusiasm about job opportunities through participating in or hosting orientation/career fairs specifically for women. Whether you organize a fair or participate, it is important to feature presentations by women working in the targeted male dominated occupations and provide opportunity for fair attendees to ask individual questions of the tradeswomen and supervisors, recruiters and other company and agency representatives. If tradeswomen are

not available, consider using a video of tradeswomen talking about their careers.

Check out sample videos at <http://chicagowomenintrades2.org/>

Hosting smaller sessions several times prior to a recruitment period can also be a good way to get the word out. Information sessions give women an opportunity to learn more about a particular job, training opportunity or apprenticeship so they can make an informed choice about whether they want to pursue a nontraditional job and how to meet eligibility criteria. Information sessions can be part of your advertising campaign or you can partner with a local women's organization or a community college or vocational training institution to host a session.

See the next page for an outline for an information session.

AN EFFECTIVE INFORMATION SESSION SHOULD COVER THESE TOPICS

- Why Women Should Be Interested In These Careers:
 - Wages and Benefits
 - On the Job Training and Portable Skills
 - Self Reliance
 - Pride in Accomplishment
- Overview Of Jobs in the Sector and Career Pathways
- Define and Describe the Benefit Of Apprenticeship or Training Model
- What Can You Expect in Your Working Day as an Apprentice
- Review Wages, Training, Benefits, Etc.
- What Are the Requirements and Qualifications
- What is the Application and Selection Process Like – Sample Tests
- What Are the Working Conditions, Locations, and Hours Like
- What Are the Industry Expectations and What Does It Takes To Succeed
- What Challenges Might Exist in Entering A Male-Dominated Field

MAKE SURE TO INCLUDE:

- Visuals/videos of workers and worksite
- Sample hands-on a activity
- Female tradeswomen as role models
- Opportunity to discuss the challenges of being in a nontraditional and male-dominated job
- Chance for participants to use a self -assessment tool

A QUIZ ON THE IMPORTANCE OF NONTRADITIONAL JOBS TO WOMEN'S ECONOMIC SECURITY

Use this quiz in an orientation or information session to prompt awareness about the economic and training benefits of male-dominated blue-collar careers.

1. WOMEN EARN, ON AVERAGE, HOW MUCH FOR \$1.00 EARNED BY MEN?
2. AFRICAN-AMERICAN WOMEN EARN HOW MUCH FOR \$1.00 EARNED BY MEN?
3. LATINA WOMEN TODAY EARN HOW MUCH FOR \$1.00 EARNED BY MEN?
4. 42% OF ALL MEN EARN OVER \$50,000. WHAT IS THE PERCENTAGE OF WOMEN WORKERS WHO EARN OVER \$50,000?
5. ONE-HALF OF ALL WORKING WOMEN ARE CLUSTERED INTO JUST _____ OF 534 OCCUPATIONS.
6. WHAT IS THE LIFETIME DIFFERENCE IN EARNINGS OF A WOMAN WORKING AS A BUS MECHANIC VS. A WOMAN IN A JOB AS A CERTIFIED NURSE ASSISTANT?

See next page for answers.

ANSWERS TO THE QUIZ ON THE IMPORTANCE OF NONTRADITIONAL JOBS TO WOMEN'S ECONOMIC SECURITY

1. WOMEN EARN, ON AVERAGE, **79 CENTS** FOR EVERY \$1.00 EARNED BY MEN.
2. AFRICAN-AMERICAN WOMEN EARN **69 CENTS** \$1.00 FOR EVERY EARNED BY MEN.
3. LATINA WOMEN TODAY EARN **59 CENTS** FOR EVERY \$1.00 EARNED BY MEN.
4. 42% OF ALL MEN EARN OVER \$50,000. **ONLY 9%** OF WOMEN WORKERS WHO EARN OVER \$50,000.
5. ONE-HALF OF ALL WORKING WOMEN ARE CLUSTERED INTO JUST **25** OF 534 OCCUPATIONS.
6. THE LIFETIME DIFFERENCE IN EARNINGS OF A WOMAN WORKING AS A BUS MECHANIC VS. A WOMAN IN A JOB AS A CERTIFIED NURSE ASSISTANT IS **\$1.65M**.



MYTHS AND FACTS OF WOMEN IN MALE-DOMINATED JOBS

Use this as an exercise to raise awareness about commonly misunderstood stereotypes about women and work.

MYTH: SKILLED TRADE JOBS IN THE RAIL AND TRANSIT SECTOR ARE
NON-TRADITIONAL FOR WOMEN

FACT: _____

MYTH: WOMEN ARE NOT STRONG ENOUGH TO DO THE HEAVY LABOR OF
MECHANICS JOBS

FACT: _____

MYTH: WOMEN ARE NOT INTERESTED IN NON-TRADITIONAL JOBS.

FACT: _____

MYTH: WOMEN WILL NOT WANT TO TOLERATE THE WORKING CONDITIONS IN
MALE-DOMINATED BLUE-COLLAR JOBS.

FACT: _____

MYTH: WOMEN'S FAMILY RESPONSIBILITIES WILL INTERFERE WITH HOURS OF
SKILLED TRADE JOBS.

FACT: _____

MYTHS AND FACTS RESPONSES

MYTH:

SKILLED TRADE JOBS IN THE RAIL AND TRANSIT SECTOR ARE NON-TRADITIONAL FOR WOMEN.

FACT:

CONSIDER THE FACT THAT UP UNTIL THE 1970 BUS, DRIVING WAS CONSIDERED A MALE-ONLY OCCUPATION, NOW WOMEN ARE ALMOST HALF OF ALL BUS DRIVERS.

FACT:

CONSIDER WOMEN WHO WORKED IN THESE JOBS DURING WWI AND WWII TO REPLACE MEN WHO WERE DOING MILITARY SERVICES



MYTH:

WOMEN ARE NOT STRONG
OR BIG ENOUGH TO DO THE
HEAVY LABOR OF RAIL AND
TRANSIT TRADE JOBS.

FACT:

MANY JOBS THAT
WOMEN HOLD NOW
REQUIRE HEAVY LIFTING:
CHILDCARE, NURSING,
FOOD SERVERS.



MYTH:

WOMEN'S CAREGIVING
RESPONSIBILITIES WILL INTERFERE
WITH WORKING CONDITIONS AND
HOURS OF NONTRADITIONAL JOBS.

FACT:

MOST WORKING PARENTS HAVE
TO MANAGE WORK AND FAMILY
RESPONSIBILITIES.

FACT:

MANY TRADITIONALLY FEMALE
JOBS HAVE NON-TRADITIONAL
HOURS/ WORKSHIFTS THAT
ARE COMMON IN THE RAIL AND
TRANSIT SECTOR WORKPLACE.

MYTH:

WOMEN WON'T WANT TO TOLERATE THE WORKING CONDITIONS IN MALE-DOMINATED BLUE-COLLAR JOBS.

FACT:

MANY JOBS THAT ARE CONSIDERED TRADITIONAL JOBS SUCH AS NURSING, HAVE DIRTY AND SOMETIMES DANGEROUS WORKING CONDITIONS.

FACT:

MANY WOMEN DO NOT MIND GETTING DIRTY WHEN THEY ARE PAID A GOOD WAGE, AND ALL WORKERS BENEFIT FROM PROPER SAFETY INSTRUCTION.



RECRUITING FROM WITHIN THE AGENCY AND COMPANY

Women in your incumbent workforce, from hourly wage employees to those in professional positions, may have discovered that they do not enjoy their current job in your agency/company or want to leave life behind a desk.

TO RECRUIT INTERNALLY WITHIN YOUR INCUMBENT WORKFORCE:

- Ensure that your incumbent workforce at all levels within the organization are aware of job/apprenticeship opportunities, wages, benefits, requirements, and career pathways.
- Conduct facility tours and hands-on activities.
- Conduct a bridge program – a work readiness program designed to introduce and prepare current female employees to nontraditional jobs.
- Create a job shadowing initiative.
- Make sure all incumbent workers at all levels are aware of opportunities.
- Post flyers in venues frequented by women in your company – changing facilities, lockers, bathrooms, break rooms.
- Involve current female employees and other stakeholders in recruiting through their personal networks.
- Use promotional materials that feature and specifically address women.
- Include on all promotional material that women are encouraged to apply.



RECRUITMENT CHECKLISTS

Our capacity to attract women to nontraditional jobs at our agency and retain them is:

- Strong
- Somewhat Strong
- Limited
- Needs Improvement
- Very Weak
- Untested

Our recruiters understand the impact of sex stereotypes, myths, and barriers about women's participation in the workforce and can effectively promote non-traditional jobs to women.

- Yes No

OUTREACH, RECRUITMENT PRACTICES AND STRATEGIES

Images of and references to women working in non-traditional jobs are prominently featured in our recruitment materials.

- Yes No

Women working in nontraditional jobs are featured speakers at outreach events and career fairs.

- Yes No

Our outreach and recruitment materials are designed to target women.

- Yes No

Our outreach and recruitment plan is strategically designed to reach out to organizations, venues, and media that attract women.

- Yes No

WE USE THE FOLLOWING ACTIVITIES TO INCREASE WOMEN'S PARTICIPATION

- ❑ We maintain a database of interested female applicants and contact them when openings are available.
- ❑ We conduct targeted work readiness training programs to prepare women for skilled trade and other nontraditional jobs in the company/agency.
- ❑ We conduct outreach activities specifically targeted to women.
- ❑ We offer on-site employment orientations for women.
- ❑ We partner with existing preparatory training programs
 - for referrals.
 - to assist with mock interviews.
 - to review curriculum.
 - to invite prospective candidates to industry events.
- ❑ We offer prospective candidates/program participants site tours, hands-on training opportunities.



ASSESS ROUTES OF ENTRY INTO SKILLED RAIL AND TRANSIT JOBS

Look for how women might be excluded from traditional entry routes or referral sources. Identify which of the following sources bring in the most new employees for skilled trade jobs. Then identify those sources that have brought in the most female applicants:



- Newspaper Advertisements
- Word of Mouth
- Interviews/Advertisements at Technical Schools
- Internet/Social Media
- Internal Job Postings
- Career Fairs
- City/County/State Job Announcements
- Employee Referrals of Family and Friends
- Internal Promotions
- Community Outreach
- Public Job Training Agencies
- Union Referrals
- In-House Training
- Employment Agencies
- Walk-In Applicants
- Other – please describe

CREATING A TARGETED OUTREACH PLAN TO RECRUIT WOMEN TO NON-TRADITIONAL JOBS IN TRANSIT AND RAIL

PLANNING

1. Does your current outreach and recruitment plan include a goal for :
 - a. Reaching out to a specific number of women? Y/N
If yes, what is it?

 - b. Hosting information sessions or conducting outreach activities targeted specifically to women? Y/N
If yes, what is it?

 - c. Assessing and interviewing a specific number of women? Y/N
If yes, what is it?
If you answered no to any of the above, take time to identify goals.

 - d. Does your current outreach and recruitment plan include working with organizations that prepare women for nontraditional jobs or employment opportunities? Y/N

If yes, please list and describe how you work with the organization(s) and their capacity/track record of referring qualified applicants:

If no, can you identify any organizations/educational institutions or training programs that might be good potential partners?

CREATING THE MESSAGE:

Is your current outreach and recruitment material targeted to women specifically?
If not, use the following template to create an outreach flyer.

Create a headline message for a flyer targeted to women.

Create a subtitle (short and /or bulleted) message that addresses women.

- _____
- _____
- _____

DELIVERING THE MESSAGE:

Do you conduct outreach in and through venues that specifically attract women? If not, name 2-3 underutilized media or places that you might use to reach women in your community.

- a. _____
- b. _____
- c. _____

Who are the best employees (HR staff, department heads, or other including front-line employees) to deliver the message?

Identify two gender related myths or misconceptions you believe might make women hesitant to explore job opportunities in rail and transit. Create a message that will help debunk the myth using information from this toolkit or examples from your agency's/company's experience.

MYTH

FACT

MYTH

FACT

NEXT STEPS

Outline four steps that you and your team can take to improve your outreach strategies and increase the number of women participating in your program.

1. _____

2. _____

3. _____

4. _____

SECTION 6

MAINTAIN A FAIR AND EQUITABLE APPLICATION AND SELECTION PROCESS THAT PROMOTES DIVERSITY

Traditional practices for assessing candidates for jobs in transit and rail jobs may use methods and criteria that may unintentionally have a disparate impact on women. The impact of sex stereotypes and learned or implicit biases of recruiters, HR staff, and assessment teams may limit their ability to see women working in transit and rail jobs that are primarily dominated by men. These factors may lead to women being seen as less competitive candidates. Sometimes the choice of processes, or criteria used in assessments for selecting transit and rail job applicants have a negative or a disparate impact on women. In addition, assessment questions and internalized stereotypes may lead women to screen themselves out of consideration. This may especially impact on-line applications.

To be successful in engaging nontraditional applicants, the process itself and the criteria used to select candidates should be transparent and readily understood by prospective applicants. Being very specific about how candidates are selected for consideration is critical. Be clear with candidates about whether there is an aptitude test and if so, what specific subject matter is tested and whether there are study materials available to applicants. Be specific about what level of proficiency is required for an interview.

Especially for training and apprenticeship programs that do not require related work experience or vocational training, clearly understanding how candidates are selected from the pool would allow applicants to more accurately assess their qualifications and/or take steps to improve their competitiveness. Employing lottery systems and other criteria not based on applicant qualifications can impede the effectiveness of efforts to recruit and prepare women for opportunities in the transit industry and should be examined to ensure that these investments correlate to increased women's participation in the workforce.

This level of clarity is also a pre-requisite for developing a successful industry specific preparatory program, graduation from which should qualify participants for full consideration in the application process.

Tweaking assessment tools to assure that they do not perpetuate stereotypes or rely on implicit biases is critical for expanding women's representation. It is also important to address the fact that for many white male workers, their entry route was based on a family or friend connection and/or referral. Nepotism rarely leads to a diverse workforce and few minority or female workers are able to take advantage of this informal but common hiring or selection method. If knowing someone inside a company or agency does make a difference, make this an explicit part of the assessment process.

This section offers suggestions for reviewing assessment practices with a gender lens to assess for disparate impact and identifying assessment techniques, questions, process that promote inclusion and avoid exclusion. It addresses assessment for job applicants as well as applicants for training programs.



ASSESSMENT FOR A PRE-VOCATIONAL OR APPRENTICESHIP READINESS PROGRAM SHOULD ALLOW FOR APPLICANTS TO:

- Get past the unknown
- Self-assess for fit
- Identify transferable skills
- Demonstrate commitment and ability to follow directions
- Experience aspects of working tasks and responsibilities

ASSESSMENT FOR APPRENTICESHIP READINESS SHOULD ALLOW STAFF TO:

- Raise questions about fit without judging
- Ask probing questions to go beyond stereotypes
- Tease out for transferable skills from paid/unpaid work experiences
- Lay the groundwork for necessity of a bridge or apprenticeship readiness program
- Measure basic skill level and job readiness

WORDS ARE POWERFUL

- Ask probing questions that go beyond stereotypes
- Minimize yes or no questions
- Ask about previous experiences
- Encourage self-assessment
- Don't be judgmental
- Ask about fit without judging

REVIEW THE APPLICATION/ASSESSMENT/SELECTION PROCESS USING A GENDER LENS

- What are ways your assessment process might work to exclude women because of their lack of experience or knowledge of the job?
- What are ways your assessment process might work to exclude women because of implicit bias or micro -inequities?
- How could you tweak an assessment practice to make it more gender neutral or inclusive?
- How strong a factor is enthusiasm in assessing whether someone is a fit for your program? How do you rate enthusiasm?
- What is a good question to solicit information about previous experiences that might reveal transferable skills from paid and unpaid work?
- What are some common instincts about good candidates that might prove to be judgmental/prejudicial to the assessment of female candidates?
- How can you assess if the applicant has strong traits or strengths that balance out weaker areas?



SAMPLE ASSESSMENT QUESTIONS

These sample questions can help to go beyond gendered stereotypes, identify transferable skills, and determine who might be a good fit for a job opening.

- Why do you want to work in the rail and transit industry and what makes you a good candidate for this type of work?
- Describe a time when you worked with others as a team to build a project.
- Can you follow the directions of crew leaders even if the directions are given quickly or whether you like someone or not?
- How will you maintain a good sense of humor when dealing with people or practical jokers?
- How do you know that you are able to work in a physically demanding environment for extended periods of time, and in all weather conditions?
- Have you ever fixed something that was broken? For example, a toilet, a toaster oven, or a lawnmower?
- If so, how did you feel after you fixed it?
- Do you work in your garden, or have you lived on a farm or a ranch?
- If so, describe what kinds of things you have done.
- Do you have a driver's license? Have you ever driven a school bus, a truck, or a trailer?
- Can you drive a standard shift automobile?
- Have you ever worked on your car? Changed a tire or the oil? Replaced the spark plugs?
- Have you ever used hand tools? What about power tools?

SAMPLE ASSESSMENT EVALUATION CRITERIA

- Does the applicant understand the nature of the work and the working conditions?
- Does the applicant currently have the physical capacity or ability to gain such to succeed in a job that requires physical labor?
- Is the applicant able to follow directions?
- Does the applicant have a good attitude about entering a male-dominated work environment?
- Has the applicant demonstrated commitment to the program by showing up at various assessment points?
- Does the applicant have strong suits that balance out the weaker areas?

Gendered communication styles from the client or the interviewer can impact the assessment process!

Female applicants/candidates are more likely than men to:

- Speak softly, and offer shorter answers
- Present in a more hesitant, indirect, or “polite” manner
- Qualify their statements (“sort of”, “I guess”)
- Accompany their statements with smiles or averted eyes rather than more assertive gestures or facial expressions

These traits may make women seem like less knowledgeable, enthusiastic or prepared applicants.

TRAITS AND BEHAVIORS TO LOOK FOR IN FEMALE APPLICANTS WHO MAY HAVE LIMITED PREVIOUS EXPERIENCE

- Reliability
- Confidence
- Patience
- Organized
- Approachable
- Common sense
- Knowledgeable
- Self-motivated
- Cooperative
- Effective communicator
- Perceptive
- Sense of humor



SECTION 7

BUILDING THE PIPELINE: CREATING EFFECTIVE AND EQUITABLE PREPARATORY TRAINING PROGRAMS

This section offers guidance and resources for developing and delivering job training to support and prepare women to be competitive candidates and participants in nontraditional rail and transit sector jobs. It offers sample curriculum designed to help women become competitive candidates and succeed once in an apprenticeship or training program.

WHAT WOMEN NEED IN THE PREPARATORY PROGRAM

- Women only program, or space and time in a coed program
- Exposure to work
- Tool identification
- Test-taking anxiety reduction
- Spatial and mechanical aptitude
- Building physical fitness: aerobics, strength training, agility
- Self-esteem
- Balancing work/ family
- Strategies for surviving and thriving in a male-dominated environment

Many women need the opportunity to learn more specifically and directly about rail and transit occupations, explore their fit and interest in these jobs, and learn what skills, credentials, and certificates are necessary to gain entry into rail company and transit agency jobs, apprenticeships, and career pathways that lead to economic security and the middle class. Pre-vocational training and career readiness programs are a great way to introduce women to jobs in rail and transit and to level the playing field to help women become competitive candidates for these jobs.

A standard preparatory program will help women select opportunities appropriate to their interests and abilities, and excel on aptitude and other assessment tests used to screen applicants. These programs also offer women a chance to gain the basic skills needed to be successful for apprenticeship and employment in the rail and transit sector. Programs can also offer hands-on activities to build confidence, job site tours, physical fitness to prepare for the rigors and conditions of the job, and strategies for surviving and thriving in a male-dominated workplace. Women not only gain skills but credentials and certificates that demonstrate their achievements.



It has been demonstrated by programs across the country that pre-apprenticeship training programs successfully help women overcome barriers to entering non-traditional fields. It is also clear that these programs have the most success when coordinated directly with the industry partners themselves. These programs are a cost-effective way to support the industry's workforce development needs and meet goals for diversity and inclusion. Most of the women interviewed for this toolkit reported that they would have benefited from being better prepared. While this included better skill and subject matter training, they also talked about basic skills for surviving and thriving in a male-dominated environment.

“ I wish I would have had training to get a thicker skin. Mental toughness would have made my life a little easier at the beginning. I think if I had sat down with other women to talk about what its like to work with only men I could have handled some of my encounters with more confidence. ”

Being prepared for the physical demands of the job also came up often.

“*The one thing that might have prepared me better for this work would have been physical fitness training. I thought I was in shape, but I definitely had some catching up to do to find my physical strength and endurance. This is heavy work for sure, and now I've built up – but in the beginning..... I got good mechanical training at school, but we never prepared for the physical aspect of the work.*”

The U.S. Department of Labor's Training and Employment Guidance Letter 02-07 offers support and guidelines for these programs. They work best when the workforce investment system, community organizations, registered apprenticeship, and industry partners collaborate to maximize resources, capacity, and relationships.

BENEFIT TO EMPLOYERS WHO WORK WITH PREPARATORY TRAINING PROGRAMS

- Opportunity to assess prospective employees
- See candidates in action
- Build capacity for serving women in nontraditional occupations



Sample lesson plans and downloadable tools for operating or developing a preparatory training program can be found at: <http://womeninapprenticeship.org/> or <http://womensequitycenter.org/>

SECTION 8

CREATING EQUITABLE TRAINING PROGRAMS

Some agencies and companies may already support either internal or external pre-vocational training. However, to ensure that these programs are equipped to support women's participation and success, preparatory programs must be attuned to and address a range of barriers women face when entering these fields. These barriers include a lack of career awareness, sex stereotypes, limited training and work

experience, women's perception of male-dominated careers, myths and stereotypes about women's work, sex discrimination, and institutional practices directed to men. To overcome



these barriers this toolkit links to resources for “Adding a Gender Lens” to existing program and curriculum. It also offers instructor training which addresses why a curriculum focused on women is necessary and how to ensure gender and racial inclusivity, sensitivity, and neutrality practices in teaching methods and program design.

In addition to specific curriculum, it is important to add a gender lens to classroom and program policies and practices, including how the facility reflects inclusivity to instructional practices. Guidelines for these are on the next page.

GENDER INCLUSIVE POLICIES AND PRACTICES WILL INCLUDE:

- Images of women from diverse races and cultures are evident in materials and throughout the training facility.
- Professional development for training program staff about how beliefs and actions about women in the trades effect the program.
- Clear civil rights and sexual harassment policies, training and practices.
- A diverse teaching and support staff.
- Allowance and support for students to receive the extra time/support to gain proficiency.
- Facilitating informal support groups, mentoring, peer counseling and networking activities.
- Efforts to avoid isolating individuals from underrepresented groups. Where possible, have more than one woman in the classroom or workplace

CURRICULUM MODULES TO SUPPORT WOMEN'S INCLUSION

In addition to being proactive in terms of understanding gender differences in learning and communication, preparatory or apprenticeship training programs can serve women effectively by including lesson plans that are specifically targeted to women's success, as part of the overall curriculum. This toolkit includes links to curriculum modules designed to help women be competitive candidates and build gender equity awareness for all students.

These modules can be added to preparatory training programs and/or integrated into training curriculum. The modules address topics that support the success of women in male-dominated rail and transit jobs and apprenticeship programs. Lessons are included that address surviving and thriving in a white, male-dominated

environment and building core competencies related to gender (communication, teamwork, physical fitness) that build qualifications and support success in a non-traditional workplace.

<http://womensequitycenter.org/pre-apprenticeship-providers>



Another set of training modules that were originally designed to add a gender lens to North America's Building Trade Unions pre-apprenticeship programming, the Multi-Craft Core Curriculum (MC3), offer curriculum that prepare women specifically for some of the common issues that they are likely to encounter entering and staying in non-traditional careers. While the modules support female students they are also important for their

male coworkers in both preparatory programs and for those already enrolled in apprenticeship or on the job. Awareness of cultural competency, sexual harassment prevention, and gender related health and safety are important for everyone in the workplace. Full curriculum modules will be customized for the rail and transit sector using these modules as the foundation. An overview of the four modules and their course objectives is on the next page. The full set of modules, which include teachers' guides, student manuals, presentations and exercises, can be found at:

Adding a Gender Lens to Nontraditional Jobs Training

<http://womensequitycenter.org/pre-apprenticeship-providers/training/wider-opportunities-for-womens-gender-lens-curriculum/>

PREVENTING AND ADDRESSING DISCRIMINATION AND SEXUAL HARASSMENT

- Legally define sexual harassment and the evolution of laws pertaining to sexual harassment
- Outline various forms and examples of sexual harassment
- Describe the role of employers, unions and workers in preventing or addressing sexual harassment
- Demonstrate the action steps to take in response to witnessing or experiencing sexual harassment
- Offer support for surviving and thriving in a male dominated workplace

STRENGTHENING COMMUNICATION STYLES TO BE A COMPETITIVE APPLICANT AND FOR SUCCESS ON THE JOB

- Understand the importance of interviews in the employment and apprenticeship application process
- Know how to prepare for an interview and anticipate and answer interview questions
- Identify body language and other non-verbal behaviors that impact an interviewer's assessment and judgment
- Assess and revise communication styles related to gender that may get in the way of making a strong impression in an interview
- Identify topics to stay away from

“I was sure that I bombed my interview. When they asked me what I was most proud of I said: “being a mom”. It was the truth, but I don't think it did anything to sell my skill set and I was afraid that it implied that work might not be a priority for me.”

HEALTH AND SAFETY OF WOMEN IN CONSTRUCTION

- Describe why gender matters in safety and health issues in the construction industry
- Describe how safety and health issues are impacted by gender, and how issues that are specific to gender can be safety concerns
- Demonstrate what individuals can do to protect themselves and their co-workers
- Promote equitable safety and health practices and policies in the workplace

BUILDING CULTURAL COMPETENCE

- Emphasizing the importance of a diverse workforce in the construction industry
- Highlighting the historical and social roots of under-representation of women and minorities in the trades
- Eradicating barriers and disproving myths that limit women's full and equitable participation in the workforce
- Creating an equitable work environment
- Promoting gender and race sensitivity and inclusivity in the apprenticeship program and on the job site
- Balancing work and family



Section 9

INCLUSIVE AND EQUITABLE CLASSROOM CULTURE

It is important to develop both a classroom and OJT culture that provides equitable opportunity for all students to build the skills they need to succeed in the workplace. Instructional practices and hands-on training need to promote gender equity and review and address subtle teaching methods that perpetuate inequities. Below you will find guidelines for “Inclusive and Equitable Classroom Training”. Paying attention to gender differences in learning will help ensure an equitable classroom and OJT environment.

Research has demonstrated that females prefer learning experiences that:

- are learner centered and proactively engage them in the group
- focus on the process/de-emphasize competition
- provide structured opportunities for feedback on drafts and not just on the final product
- they help design

Female students may be impacted by lack of confidence, low self-esteem or the effect of: “stereotype threat” – (being at risk of confirming, as a self-characteristic, a negative stereotype about one’s group) - or imposteritis.

Instructors and journeyworkers can counter these negative views and assumptions by emphasizing that ability is expandable, effort and process matter, and learning comes even from mistakes.

GUIDELINES FOR TEACHING IN AN INCLUSIVE MANNER

- Provide equal attention, feedback, criticism and praise to all students.
- Provide opportunities for male and female students to work together on (and lead) small group projects.
- Be consistent in student achievement expectations, grading, dress, discipline, behavior, and duties.
- Do not overlook capable but quiet students.
- Include a variety of lesson models that support different learning styles.
- Increase wait time you allow for students to formulate an answer.
- Do not ask female students to perform activities you would not request of male students or vice versa.

GENDER DIFFERENCES IN COMMUNICATION STYLES

Gender differences in communication can also impact women's performance and participation in training. Female students exhibiting gendered communication styles may be perceived as less rigorous in their ability to think critically, less informed, and lacking in intellectual sophistication. Female students are more likely than male students to:

- Give their statements less loudly, and at less length
- Qualify their statements ("sort of", "I guess")
- Add "tag" questions ("isn't it?", "Don't you think?")
- Ask questions rather than give statements
- Use intonations that turn a statement into a question
- Apologize for their statements ("I may be wrong, but...")

EQUITABLE TRAINING ON THE JOB

In addition to the classroom learning environment, it is important to review on-the-job training practices for ways gender disparities might impact women's skill acquisition. Women in nontraditional jobs complain that they are often relegated to the least skilled tasks (cleaning, organizing, material handling, etc.) and may encounter resistance to requests for more relevant training. Setting standards for

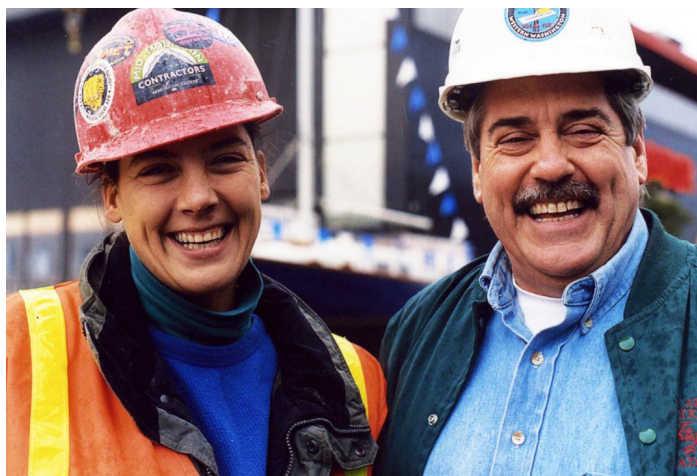
on-the-job training and carefully monitoring apprentices'/trainees work assignments and attainment of competencies is essential to developing the skilled workers the sector needs and invests



heavily in building. Utilizing tools, tips, and resources below makes it a less tricky situation for new women workers, by standardizing practices for all apprentices and trainees.

- Women and minority trainees/apprentices may have trouble speaking up for themselves and do not want to rock the boat by complaining. It can help to be very clear about the safe and proper channels to get help if they think they are being treated unfairly or in a manner different from male or white employees.
- Apprentices/trainees need structured support from a mentorship program, job coach, or an assigned go-to journey worker. This may not be who they work every day with, but it is that experienced worker's responsibility to help the new worker understand expectations, get questions answered, be safe, get settled in. This relationship can also support specific learning needs and provide essential coaching and problem-solving.

- Ombudsperson – a person of authority, to assist the apprentice with:
 - apprenticeship or job site issues that come up such as harassment on the job
 - understanding rail and transit culture
 - Making sure the apprentice is receiving adequate training
 - assisting the employer in communicating job site expectations or mediating worker to worker conflicts



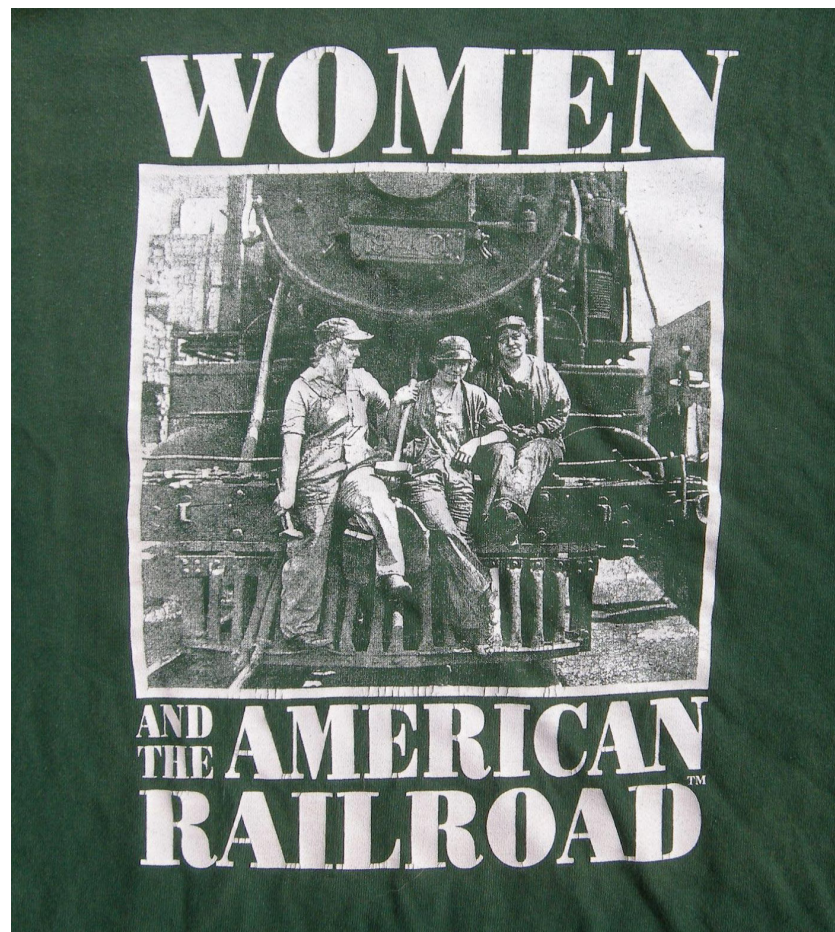
STANDARDS FOR ON-THE-JOB TRAINING

- Set standards for on-the-job training and carefully monitor apprentices' work assignments and attainment of competencies. Review apprentices prior to their transition to the next year of their apprenticeship and conduct an "exit interview" upon completion.
- Prepare journey workers and supervisors on effective gender inclusive and neutral teaching practices for "Inclusive and Equitable OJT" worksites using best practice guidelines.
- Assign female apprentices to a mentor.
- Hire women and minorities in leadership positions.

“It would be great to have mentors for all new employees and women especially would benefit. But I think it is important that mentors be trained and maybe even get a stipend for the extra effort.”

MONITORING FOR EQUITY IN OJT – A CHECKLIST

- ❑ Gender inclusive, neutral and sensitive OJT practices to support women's learning styles.
- ❑ Monitoring of work assignments, equal distribution of responsibility, training opportunities.
- ❑ Monitoring of equity within a teamwork or crew environment. Watch for informal relationships where barriers of race and gender may get in the way of the apprentice becoming a true part of the work crew.
- ❑ Are there formal mentoring/coaching/evaluation practices?



SECTION 10

EQUITY ON THE JOB – GENDER INCLUSIVE HR POLICY AND PRACTICES

Equity on the Job requires gender inclusive, neutral and sensitive HR practices, and policy that addresses the impact of gender stereotypes and hidden biases and promotes long-term retention. It is critical to include goals and strategies for retaining female workers in EEO and affirmative action plans. Retention in the sector requires examining the workplace for overt and covert forms of discrimination, micro-inequities and common practices that just don't work for women. The three most common concerns women workers raised were not having adequate sanitary or changing facilities, feeling isolated on the job and contending with sexual harassment. Each of these issues are related to safety and health concerns for women on the job – these will be discussed in more detail in the following chapter. Women also describe being passed over for promotions due to gender. The excerpts from interviews with women workers can give you a sense of what women contend with in a male-dominated workplace.

“ I only saw - not worked with – one other Black woman one time – in my 38 year career on the railroad! ”

“ There is only one bathroom designated for women and it takes me 15 minutes just to get there! Not only that, but I have to walk up a treacherous staircase and then only to find it is locked and no one has the key. It's not just time consuming – the guys think I'm taking extended break time and that doesn't look good for anyone. ”

Retention best practices include:

- Equitable distribution of assignments that support skill development
- Monitoring and addressing workplace barriers to equity:
 - Bathrooms and changing facilities
 - Sexual/Racial/Other harassment free environment
 - Access to appropriate fit PPE and safety equipment
 - Adding a gender lens to health and safety practices
 - Work/family policies
- Peer networking and support groups
- Formal mentoring
- Support for career advancement and professional development



WORKPLACE GENDER EQUITY MONITORING CHECKLIST:

- ❑ Are there guidelines for maintaining an inclusive and equitable worksite/ company and are these disseminated and featured prominently?
- ❑ Have site managers, superintendents, crew leaders, and others in supervisory positions received training on creating an equitable worksite, including sexual harassment prevention training, in recent past?
- ❑ Are there clean and locked toilet and hand-washing facilities?
- ❑ Are descriptions/policies/processes for career advancement opportunities disseminated?
- ❑ Are grievance procedures written and disseminated to all workers?
- ❑ Are there examples of gender and racially diverse representation of workers in job site materials?
- ❑ Are work/family supports built into training and apprenticeship guidelines (i.e. how to handle pregnancy leave during training/apprenticeship)?
- ❑ Are there personnel policies that address the needs of workers with caregiving responsibilities?
- ❑ Is there promotion of informal support groups, mentoring, peer counseling and networking activities?
- ❑ Are there practices to avoid isolating individuals from underrepresented groups?

HARASSMENT FREE ENVIRONMENT

Sexual harassment happens in all worksites, but can be especially pervasive in a male-dominated environment.

Establishing and disseminating policy that lays out guidelines for preventing, reporting and redressing sexual harassment is primary, but good policy will also be supported by a strong education program to educate all workers about what sexual harassment is, how to stop it and what to do if you experience or witness it.

“ Yeah – there was a lot of harassment. Mostly based on my gender, but also racial. I knew that if I started reporting it I'd get a reputation that would dog me. So I had to learn to take care of it myself. ”



Sexual harassment prevention training is especially important in creating harassment free worksites and can help to set expectations and create respectful environments that benefit not just women but all apprentices.

SEXUAL HARASSMENT RESOURCES

<http://womensequitycenter.org/pre-apprenticeship-providers/training/wider-opportunities-for-womens-gender-lens-curriculum/>

MICRO -INEQUITIES AND EXCLUSIONARY WORK PRACTICES

Surviving and thriving in a male-dominated environment goes beyond just preventing discrimination and harassment. Many women still report that they are the only woman on a job and face not just isolation, but a lack of support from male coworkers.

This can be complicated during training when women face unfamiliar work environments, still have limited skills and understanding of the expectations and norms of the industry, and few have established relationships.



One of the biggest challenges to women's retention in male-dominated fields is the pervasiveness and persistence of micro-inequities or micro-aggressions. These are defined as:

- Behaviors, practices, statements, and/or actions that in many cases may be unintentional or taken without malice but nonetheless isolate or disparage a worker based on race, gender, sexual orientation or religion.
- Actions or words that taken individually might seem slight or minor, but can cumulatively constitute severe or pervasive harassment when they are a consistent part of the work environment.
- Actions or words that may not rise to the level of overt discrimination or harassment, but can still have a deleterious impact over time on underrepresented groups.
- Actions or words that cause non-dominant workers to feel excluded and unsupported in the apprenticeship and on the worksite.

TO ADDRESS MICRO-INEQUITIES AND MICRO-AGGRESSIONS CONSIDER:

- Training all workers on how to diminish micro-inequities in the workplace environment,
- Develop male allies. Women in the workplace greatly benefit from male allies, who understand the issues and can effectively work to change attitudes that are detrimental to women's acceptance in the industry. Use this tool and training on "Becoming an Ally to Tradeswomen" to build support for tradeswomen in the apprenticeship program, on the jobsite and in the union.

<http://womensequitycenter.org/wp-content/uploads/2016/11/Being-a-Male-Ally-Recommendations-for-Supporting-Womens-Success-in-the-Building-Trades.pdf>

PEER NETWORKING AND SUPPORT GROUPS

Establishing and engaging women in informal and formal groups offers numerous ways for women to get peer support and act in a unified manner to promote best practices for retention. These support groups can be informal social activities, virtual or more formal committees and can:

- Promote the trade to women and support outreach.
- Provide mentoring and support for each other.
- Identify issues, propose and advocate for solutions.
- Foster women's increased representation and leadership in apprenticeship and union activities.
- Offer sample contract language or policy for training programs to promote equitable and family-friendly practices.
- Host conferences, meetings, and social activities.

BERGER-MARKS GUIDE TO ORGANIZING WOMEN'S COMMITTEES

http://www.bergermarks.org/download/Workshop_for_Womens_Committee_Guide.pdf

SUPPORT FORMAL MENTORING AND STRATEGIES FOR ADVANCEMENT

Formal mentorship programs, job coaches, and regular opportunities to check in with a training or apprenticeship director or instructor can combat the isolation women in nontraditional jobs face. Mentoring is critical to facilitate relationship building and help women in male-dominated jobs navigate their careers, build skills, develop coping strategies, and solve issues as they arise. Mentorship can and should take many forms, including assignment to an experienced worker on the job and connection to other women. Here are some great resources to get you started:

- Berger-Marks Mentoring Handbook
- Berger-Marks Women Mentoring Worksheet

Found at: <http://www.bergermarks.org/home/reports-guides/>



SECTION 11

HEALTH AND SAFETY OF WOMEN IN RAIL AND TRANSIT

Women working in male-dominated jobs face the same health and safety issues that affect men, but also have additional safety and health concerns, and some safety and health hazards have a greater impact on female workers. Inadequate physical protection, a possibly hostile work environment, and their status as a member of an underrepresented group in the workplace are factors that add to women's concerns. This section will help you

understand what employers should do to protect their female workers and how to promote equitable safety and health practices and policies in the workplace. A comprehensive study and guide to health and safety of women in construction raises similar issues and offers recommendations that can be applied to the rail and transit sector. The report is available on line at: <https://www.osha.gov/doc/accsh/haswicformal.html>.

A male-dominated work culture that still may favor male workers and macho attitudes and behaviors can prove to be an environment where women may be reluctant to report unsafe or unhealthy working conditions. Women have reported that bringing up safety concerns can in fact threaten their jobs. This includes asking for appropriate fitting PPE, needing access to sanitary and private toilets, or challenging a work order that involves an unsafe practice.

“*The problem is that there's a mixture of skills you don't have as a woman, and, at the same time, you're dealing with hostile men. You could deal with the dangerous work if the men treated you right, or you could handle the men if the work wasn't so dangerous. It's the combination that's so hard.*”

SANITARY FACILITIES

Access to sanitary facilities is a problem for many rail and transit workers. Unisex facilities may lack complete privacy, can be unclean, and are sparsely located. A lack of sanitary and usable facilities means women may avoid drinking water on the job, putting themselves at risk of heat stress and/or other health problems. For women, who need to use sanitary facilities differently from men, unclean facilities can result in transmission of disease. Women who avoid or delay urination because of the poor conditions or unavailability may face urinary tract infection.



Employers can address these issues by ensuring that gender-separate, external and internal locking sanitary facilities are provided on worksites, that employees be allowed to use such facilities as needed, be provided keys for gender appropriate facilities. Sanitary facilities should be maintained in a hygienic condition and in good repair with accessible clean toilet paper. Best practices will also ensure that hand washing facilities are located within close proximity to

toilet facilities and that changing rooms should be gender separated and provided with inside and outside locking mechanisms.

PERSONAL PROTECTIVE EQUIPMENT

Although it is clearly documented that ill-fitting PPE – be it clothing or equipment - can threaten personal safety, women in nontraditional jobs will often report their difficulty in finding appropriately fitting personal protective clothing (PPC) and equipment (PPE). It also may not function effectively in the manner for which it was designed. Poor fit compromises the protection offered by the garment or equipment. The lack of appropriate PPC and PPE can cause serious safety and health risks for women, and men of smaller sizes, who rely on protective clothing and equipment to help them keep safe. Having inadequate or ill-fitting clothing, boots, gloves, or safety equipment presents a safety hazard for any worker.

ERGONOMICS

In addition to ill-fitting PPE most tools, equipment, and clothing are not designed for a women's physique. For example, handle sizes and tool weight are designed to accommodate the size and strength of men. For women this can lead to work-related musculoskeletal disorders that can impact a worker over a lifetime. Ergonomically designed tools, materials, and equipment allow for women's safety when gender considerations are taken into account.

Similarly, women's size and body build mean techniques for lifting and material handling that work for men may be harmful to women. There is limited knowledge of the "safe limits" for women for lifting and other body motions, such as bending over. Women's body shape means the female pelvic structure is different. As a result, women's center of gravity is lower than men's, impacting pushing and pulling tasks. Because women's muscular strength is more equal to men's in their legs, women have more capacity when the workload is transferred to the legs and hips, with relying less the strength of the upper body.

The report also related that a number of women in a NIOSH study reported they often felt that they could not ask for help because that would start the scenario of "See, I told ya she couldn't do it." As a result, the report stipulates that women injure themselves more than the men because they refuse help, and they are not allowed to ask for help, and it's a much bigger deal if a woman asks for help.



In the HASWIC report many tradeswomen report "that their physical strength is often "tested" by their male co-workers; recount being asked to lift or carry materials that men would not handle alone and describe feeling that they had to overcompensate in their work to "prove" themselves to their co-workers and bosses."

HOSTILE WORKPLACE AND SEXUAL HARASSMENT

A workplace culture that prizes macho attitudes and production quantity and speed over health and safety sets up an unsafe working environment by encouraging risk taking for all workers. However, it has a disparate and greater negative impact on women's safety and health, who may face isolation, a hostile workplace, or a workplace culture where women cannot benefit from the informal training common among their male peers. Discriminatory practices or implicit bias may affect female apprentices receiving information and training on how to work correctly and safely. For example, women may be assigned to menial tasks, repetitive assignments that limit sufficient opportunity to learn, practice or test new skills, leading

to less confidence and ability to work safely. Women also have reported that well-meaning efforts of male co-workers to protect female workers from difficult assignments can further limit their skill building and safety for the long run.

While women continue to face sexual harassment in many workplaces, the rates of complaints for women in nontraditional and male-dominated occupations (female construction workers and miners) are among the highest. While sexual harassment in the workplace is sex discrimination and an equal employment opportunity issue it can also have an adverse impact on as a safety and health issue.

“*There was a lot of harassment. One time one man said to me in front of twelve other men, ‘I’d like to eat the lining out of your stuff.’ I ran out of that trailer crying. One man came out of the trailer and said, ‘He’s just high, don’t let it bother you.’ But it did bother me. I fell in a mud hole and almost drowned after that; I wasn’t focusing on my work. I got hurt on my next job because of that – I wasn’t focusing.*”

Sexual harassment takes various forms and ranges from inappropriate pictures or graffiti of a sexual nature to unwanted sexual remarks, being stared at to being touched in sexual ways and sexual assault. Women who work in male-dominated construction jobs tell stories of co-workers spreading rumors about them and playing “pranks,” such as putting condoms on their car antennas. They describe a hostile work environment that can include sabotaged work, threats of harm, and being placed in dangerous situations by male co-workers and supervisors. Sexual harassment can be a stress producer or pose a danger as a result of distraction, fear, and assault. Distractions while working can lead to not taking proper safety precautions, resulting in on-the-job injuries. The effects of a hostile workplace can also be reflected in acute as well as chronic stress reactions.

ISOLATION ON THE JOB

“When you have more than one woman working with you, you have a better chance. You don’t want to be alone. The stress is incredible. I had too many illnesses because of that. The more women there are, the more the climate begins to change. I don’t have close friendships with the other women, but the fact that there are more women helps.”

Often skilled trade women in transit and rail are the only woman in the workplace. If women face isolation in conjunction with a hostile workplace culture, that can add to a woman’s fear of harassment and their well-being. Dr. Beverly Scott reflected that, “campaigns like “Women Can Build” provide encouragement and a feeling of solidarity for women working in a

male-dominated field, which helps you feel a little less alone.”

APPLYING A GENDER LENS TO HEALTH AND SAFETY

Rail and transit agencies and companies can play a role in helping to bring about safe, healthy, and equitable conditions for all workers with education about, and attention to, these issues. Agencies, companies, unions, and training programs should ensure that their supervisory personnel, teachers, and representatives have training and guidelines in ensuring the safety and health and equitable treatment of female workers, members, or trainees.

Employers should review the specific health and safety concerns or issues that are unique to women in their workplaces as described above and additionally paying attention to:

- Data collection on health and safety disaggregated by gender and race;
- Availability of appropriately fitting personal protective equipment;
- Design and use of equipment, tools and machinery in an ergonomic manner;
- The adequacy of safety and health training;
- Potential reproductive hazards



The recommendations of the HASWIC report offer ways to address problems women face related to health and safety. These include the following:

- To combat workplace isolation of female workers, employers should assign female workers in pairs, or more when possible, especially those who are relatively new to the workforce.
- Agencies and companies should include sexual harassment prevention training in their safety and health standards and guidelines.
- Safety and health training should include gender-related safety and health issues, i.e., PPE fit, sanitary facilities, workplace culture, and reproductive hazards.
- Employers and unions should make skills training courses available and encourage female workers to take advantage of them. The courses should provide female workers with more opportunities to diversify their skills and minimize their chances of doing tasks incorrectly or in an unsafe manner.



SECTION 11 RESOURCES AND LINKS

RECRUITMENT

<http://womensequitycenter.org/apprenticeship-programs/outreach-and-career-education/>

http://chicagowomenintrades2.org/wp-content/uploads/2015/02/Participants-Guide_2014_lowres.pdf

DEVELOPING A PREPARATORY TRAINING PROGRAM

U.S. DEPARTMENT OF LABOR'S PRE-APPRENTICESHIP PROGRAM DEFINITION AND QUALITY FRAMEWORK

http://wdr.doleta.gov/directives/corr_doc.cfm?docn=5842

SAMPLE LESSON PLANS AND DOWNLOADABLE PROGRAM OPERATING TOOLS

<http://womensequitycenter.org/pre-apprenticeship-providers/training/>

<http://womeninapprenticeship.org/>

ADDING A GENDER LENS TO JOB TRAINING

<http://womensequitycenter.org/pre-apprenticeship-providers/training/wider-opportunities-for-womens-gender-lens-curriculum/>

<http://www.jff.org/publications/pink-green-toolkit-adding-gender-lens-green-jobs-training-programs>

SUPPORT FOR WOMEN'S EQUITY, INCLUSION AND RETENTION

<http://womensequitycenter.org/tradeswomen/supporting-women-in-the-trades/>

<http://womensequitycenter.org/wp-content/uploads/2016/11/Being-a-Male-Ally-Recommendations-for-Supporting-Womens-Success-in-the-Building-Trades.pdf>

BUILDING CULTURAL COMPETENCE

<http://womensequitycenter.org/pre-apprenticeship-providers/training/wider-opportunities-for-womens-gender-lens-curriculum/>

SEXUAL HARASSMENT PREVENTION

<http://womeninapprenticeship.org/wp-content/uploads/2016/04/3.-Sexual-Harassment-and-Discrimination-Student-Material.pdf>

<http://womensequitycenter.org/pre-apprenticeship-providers/training/wider-opportunities-for-womens-gender-lens-curriculum/>

ADDING A GENDER LENS TO SAFETY AND HEALTH

<https://www.osha.gov/doc/accsh/haswicformal.html>

<http://womensequitycenter.org/wp-content/uploads/2016/12/MOD-3-A-HASWIC-Facilitator-Guide.doc>

WOMEN'S COMMITTEES

<http://womensequitycenter.org/wp-content/uploads/2016/11/DC-14-Womens-Committee-14.pdf>

<https://www.carpenters.org/regional-committee-resources/>

http://www.bergermarks.org/download/BMF_2015Publication_final_HIRES_Web.pdf

http://www.bergermarks.org/download/Workshop_for_Womens_Committee_Guide.pdf

MENTORING

<http://womensequitycenter.org/wp-content/uploads/2016/11/130-mentorship-write-up.pdf>

<http://womensequitycenter.org/wp-content/uploads/2016/11/Mentoring.pdf>

<http://www.bergermarks.org/download/BergerMarksMentoringHandbook2012.pdf>

<http://www.texaswomenintrades.com/mentors/>

WOMEN'S NONTRADITIONAL JOB TRAINING AND ADVOCACY ORGANIZATIONS

Apprenticeship and Nontraditional Employment for Women

Building Pathways

Policy Group on Tradeswomen's Issues

Nontraditional Employment for Women

Oregon Tradeswomen Inc.

Western Resource Center for Women in Apprenticeship

Tradeswomen Inc.

West Virginia Women Work

Moore Community House Women in Construction Program

Vermont Works for Women

Washington Women in Trades

Women Building Futures

Utah Women in Trades

Missouri Women in Trades



**CHICAGO
WOMEN
IN TRADES**

2444 W. 16th St.
Chicago, IL 60608
phone: 312.942.1444
fax: 312.942.1599

cwitinfo@cwit2.org
www.chicagowomenintrades.org

 **TRANSPORTATION LEARNING CENTER**

8403 Colesville Road, Suite 825
Silver Spring, MD 20910
phone: 301-565-4713
fax: 301-565-4712

www.transportcenter.org
www.transittraining.net