

LEP GUIDE FOR WORKFORCE PROFESSIONALS

Module 2: Non-Traditional
Occupations and Entrepreneurial
Opportunities



TEXAS WORKFORCE SOLUTIONS



LEP Guide for Workforce Professionals

Edited by Anson Green

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www.twc.state.tx.us/boards/guides/guides.html

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LEP Guide for Workforce Professionals

The LEP Guide for Workforce Professionals consists of four individual modules, each a key component of the Texas workforce system.

Each module is meant to assist Local Workforce Development Boards (Workforce Boards) and Texas Workforce Center (Workforce Center) staff, and system partners on how best to serve the limited English proficiency (LEP) population from entrance to post employment. The four modules are:

Module 1

Enhancing the Effectiveness of Workforce Services for Customers with Limited English Proficiency

Module 2

Non-Traditional Occupations and Entrepreneurial Opportunities

Part 1. How Workforce Boards and Workforce Centers Can Assist Women in Succeeding in Nontraditional Occupations

Part 2. Working with and Learning from Employers: Effective Human Resource Strategies for Expanding the Number of Women in Non-traditional Occupations

Part 3. Culture and Language: Powerful Forces

Part 4. Guidelines for Informing Women about Dealing with Sexual Harassment in the Workplace

Part 5. Entrepreneurial Opportunities for Women

Module 3

Scorecards for Evaluating Training Services for LEP Customers

Module 4

Comprehensive Assessment for Customers with Limited English Proficiency

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Terms Used This Module

Entrepreneur. An individual who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk.

Nontraditional Employment. Jobs or types of work for which persons from one gender make up less than 25 percent of the people employed in each job or field of work.

Rapid Response. Early intervention services provided by the state or by an agency chosen by the state in case of a factory closing, a natural, or other disaster that causes job loss for large numbers of workers, in order to assist dislocated workers in obtaining reemployment as soon as possible.

Industry Cluster. Industry cluster means a concentration of businesses and industries in a geographic region that are interconnected by the markets they serve, the products they produce, their suppliers, trade associations and the educational institutions from which their employees or prospective employees receive training. While located in close proximity, these industry clusters are economic in nature and not geographically bounded.

Individual Employment Plan (IEP). A service plan developed by the participant and the case manager to identify the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals.

Introduction: Non-Traditional Occupations and Entrepreneurial Opportunities

Module 2 is intended to assist Local Workforce Development Board (Workforce Board) and Texas Workforce Center (Workforce Center) staff in developing and implementing effective strategies to support women with limited English proficiency (LEP) as they enter nontraditional occupations or embark upon a path leading to business ownership.

Module 2 introduces key concepts, promising practices, and success stories, all of which can be used to assist female LEP customers in meeting their employment and business goals.

Who Should Use This Module?

This Module is intended for Workforce Center staff, Workforce Boards, and employers to assist them in exploring both nontraditional occupational training programs as well as small business ownership for women.

Why Is This Module Important?

Economic globalization is changing the ways in which U.S. companies are doing business. Experts believe that the economic expansion experienced during the past 30 years is transitioning, just at a time when the demographics of the U.S. workforce are shifting. During the next two decades, businesses that want to grow, or simply maintain their market position in this changing economic paradigm, will have to adapt to a shrinking pool of potential employees from which to draw (Ellwood, 2002). U.S. workers, especially women, are and will continue to be, in short supply.

In fact, the growth of the percentage of U.S. women in the workforce has flattened (Ellwood, 2002). Demographic studies suggest that the workers who will be supporting economic growth in the future will have to be recruited from a growing immigrant population and very well may have to be recruited from the growing number of Spanish-speaking women entering the job market.

Questions Workforce Boards Should Ask

1. How can we forge partnerships with local employers that will allow Workforce Center staff and training providers to tailor services to meet business needs?
2. How can we assist employers who express a willingness to hire female workers to effectively diversify their workforce?
3. How do we connect employers to individuals who have a strong work ethic, excellent work histories, and an eagerness to learn—the same characteristics that define many LEP dislocated workers?

In Texas, a significant percentage of Hispanics—one of the fastest growing populations in the state—is young and falling behind in educational attainment. According to state demographer Steve Murdock, half of the state's Hispanic population is under age 25. According to a study by the Intercultural Development Research Association (IDRA), 45 percent of young Hispanic women who enter the ninth grade do not graduate from high school (IDRA, 2006).

A 2006 Harvard Civil Rights Project study reported similar findings (Losen, Orfield, and Balfanz, 2006). These statistics present Workforce Boards and training providers with both challenges and opportunities. Having a vital workforce of young Hispanic women to augment a shrinking workforce will make it imperative that Workforce Boards and educational institutions work together to better meet the needs of this population for skills and credentials.

This economic transition also appears to be providing Hispanic women with entrepreneurial opportunities. According to the Center for Women's Business Research, minority women represent 21 percent (or 1.4 million) of the 10.6 million women-owned small businesses (50 percent or more). Between 1997 and 2004, women-owned firms diversified into all industries with the fastest growth experienced in such nontraditional fields as construction (30 percent), transportation, communications, public utilities (20 percent), and agricultural services (24 percent). If properly supported, Hispanic female entrepreneurs will be able to create job opportunities and greater earning potential for themselves and others.

It's All about Inclusion: Overcoming Concerns about Targeting Women

Based on valid concerns of providing equal services to all Texas workforce system customers, many Workforce Board professionals expressed concerns about adding support services for a special population, noting that in the past special considerations have been viewed as giving preferred status. An analysis of the current business environment helps to address these concerns. In many industries, companies are proactively targeting women and minorities. The State of Texas and the federal government give contracting preferences to women- and minority-owned businesses. Occupations considered nontraditional for women pay on average 20 to 30 percent more in wages than occupations

Within the Workforce Investment Act (WIA), there are priority groups, such as veterans, for certain services. Directing services to a group not considered a 'priority' population may cause Workforce Boards to believe they are violating WIA regulations. However, targeting women for nontraditional occupations and small business ownership only increases their access to equal employment opportunities.

Nontraditional Occupations

According to the U.S. Women's Bureau the following is a list of nontraditional jobs for women and the percent currently found in the trade:

Drafters	21.8%
Network and computer systems administrators	16.6%
Broadcast and sound engineers	15.6%
Police and sheriff's patrol officers	12.8%
Computer control programmers and operators	8.2%
Fire fighters	3.7%
Surveying and mapping technicians	2.7%

U.S. Department of Labor

traditionally held by women. Experts also agree that small business ownership is one of the most effective ways to accumulate wealth (Stanley and Danko, 1996).

Informing female workers about nontraditional careers or entrepreneurial opportunities provides employers with effective outreach, recruiting, and training sources. It also provides business and government with a wider array of qualified firms with which to do business.

Effective strategies in these important areas of nontraditional occupations and entrepreneurial development that target and support female LEP customers can provide significant gains in the number of individuals entering employment as well as increases in starting wages, job retention, and career potential.

In view of the changing U.S. economy, demographics, and the needs of business, Workforce Boards and Workforce Centers should consider promoting—as well as maximizing—the opportunities presented to Hispanic women, including LEP dislocated workers, through 21st century nontraditional occupations and small business ownership.

About 54% of all working-women in this country are employed in low-paying jobs, primarily in the service industry. By contrast, women employed in nontraditional occupations earn 20% to 30% more than those in low-paying traditional occupations and have more access to paid training, wage advancement, benefits, and upward mobility.

Green River Community College.

Part 1. How Workforce Boards and Workforce Centers Can Assist Women in Succeeding in Nontraditional Occupations

Why Is This Part Important?

Nontraditional occupations hold tremendous promise for LEP Hispanic women in terms of offering higher wages and diversifying their training and employment opportunities. In Texas, LEP Hispanic women have a long history of working in nontraditional occupations. Through the years, tens of thousands of Spanish-speaking women have worked in garment factories, diversifying the manufacturing industry. These women became accustomed to working with large industrial equipment, and some moved up into management, or transportation, or logistics, and distribution. Many women working for larger manufacturers (e.g., Levi Strauss) challenged traditional Hispanic family gender roles by becoming the primary “bread winners” in their families.

In addition to the garment industry, Hispanic women have achieved success in the fields of health, technology, and business. Hispanic women’s collective experiences demonstrate that they can be attracted to and successfully work in nontraditional occupations.

Nontraditional Jobs

For identifying current non-traditional industry sectors, local Workforce Boards can use the U.S. Department of Labor categories for classifying occupations:

1. **Skilled Trade Occupations** such as carpenter, electrician, millwright, plumber and sheet metal worker;
2. **Technology Jobs** such as drafter, computer technician, airline mechanic, fiber optics, and advanced technology manufacturing (robotics);
3. **Service Jobs** such as taxi driver and truck driver;
4. **Public Service Jobs** such as firefighter, police officer, and paramedic;
5. **Professionals** such as surgical technicians and chemists

U.S. Department of Labor

Section 1. How Workforce Boards Can Take the Lead

Setting the Stage: Building an Effective Initiative

Workforce Boards should consider taking the lead in developing models and programs that support effective efforts to recruit and prepare female LEP customers for nontraditional occupations. Strategies may include the following:

- ◆ Expand the “LEP Dream Team” (Module 1) to include emphasis on nontraditional and entrepreneurial opportunities for female dislocated workers.
- ◆ Identify nontraditional occupations at the local level and share this information with Workforce Center staff through workshops and seminars.
- ◆ Develop partnerships with local employers interested in diversifying their workforce.
- ◆ Expand relationships with employers to identify and develop opportunities to place female customers in nontraditional occupations.
- ◆ Work with Workforce Center contractors and Business Services to train case managers to effectively market and support nontraditional and entrepreneurial careers.
- ◆ Incorporate nontraditional and entrepreneurial training and career materials with Rapid Response and career exploration.
- ◆ Ensure that women interested in nontraditional training programs are introduced to concepts in Rapid Response, case management, and training topics such as job assignment, health and safety, facilities, equipment, dealing with sexual harassment
- ◆ Suggest that contractors adopt strategies in case management and support services to assist customers in successfully entering and retaining nontraditional jobs.

Knowing the Numbers

Identifying nontraditional careers in each local workforce development area (workforce area) is a process that Workforce Boards can conduct during the review of high-growth, high-demand occupations. The studies each Workforce Board conducts help determine which jobs are growing in the Workforce Board's workforce area and can include identifying which jobs are defined as nontraditional.

Cluster Analysis

The Upper Rio Grande Workforce Board uses the industry cluster analysis conducted by the Institute for Economic Policy and Development to review which jobs can be considered nontraditional for its workforce area. This research will help case managers and Workforce Board staff assist employers in diversifying their workforce.

Redefining Nontraditional Occupations

Nontraditional occupations have undergone a rapid metamorphosis in the last 20 years. Many of the careers that once fell under the category of nontraditional, according to DOL's definition, are no longer considered nontraditional.

Professional occupations in areas such as medicine, computer science, and law are no longer considered nontraditional because women have succeeded in transforming the landscape of the institutions that train and educate these future professionals (DOL Web site).

Rather, emerging technologies are creating new nontraditional occupations in fields such as manufacturing and robotics, high tech, fiber optics, and health care (DOL Web site). Many nontraditional occupations including sheet metal workers, robotics technicians in manufacturing, and fiber optics installers do not require more than two years of training.

These new occupations have the potential to provide viable career opportunities for women, including female, LEP dislocated workers who choose to follow a nontraditional career path.

- ◆ For targeting nontraditional occupations that are classified as high-growth, high-demand, Workforce Boards can also use the Texas Workforce Commission's (TWC) SOCRATES labor market analysis database (see sidebar for Web address).
- ◆ When using SOCRATES to retrieve regional economic data it is important to keep in mind that SOCRATES data is not based on regional, but rather statewide statistics.

Workforce Boards can obtain even more targeted labor market information for their region by partnering with local college and university small business development centers, economists, and economic development experts.

Did You Know?

Many nontraditional jobs, including sheet metal workers, robotics technicians in manufacturing, and fiber optics installers do not require more than two years of training.

Labor Market Information

TWC's **Standardized Occupational Components for Research and Analysis of Trends in Employment System (SOCRATES)** is a tool to assist Workforce Boards and other stakeholders in performing a regional labor market analysis. It can also be used as a tool for researching regional Texas labor markets and identifying educational training possibilities. The analytical tools and regional narrative reports within SOCRATES follow the planning guidelines issued for high-growth, high-demand targeted industries and occupations approved by TWC. The link to SOCRATES is found on the TWC Web site under Labor Market and Career Information.

For more information visit:
www.twc.state.tx.us

Changing Perceptions

Workforce Boards also may want to work toward changing the perceptions of nontraditional occupations and entrepreneurial training for women.

Many customers and workforce professionals still think of nontraditional occupations as requiring advanced education and degrees or as labor-intensive jobs requiring exceptional physical strength. However, technology is changing the character of these jobs.

- ◆ In a new global economy, there are now numerous emerging occupations that may provide even more opportunities for female LEP customers. These emerging occupations and fields include computer-aided drafting, fiber optics, and robotics.
- ◆ Of the 14 percent of U.S. working women employed in nontraditional occupations, the majority work in blue collar or technical fields that require only occupational certification.

Nontraditional program initiatives developed by Workforce Boards can inform and enlighten customers and staff about these new dynamics.

Small business ownership also holds great promise for Spanish-speaking customers. Historically, Hispanic women have had the most difficulty climbing out of low-wage, low-skill jobs and have been the least likely to find employment after a layoff.

Many female LEP customers have augmented or replaced their income by operating home-based microenterprises. Research shows that Hispanic women are active in a number of industries including food service, jewelry, child care, and cleaning and janitorial. Although many of the businesses these women operate do not have proper record keeping or licenses, these microenterprises lay the groundwork, if properly nurtured, for successful small businesses startups. In these instances, entrepreneurial training can be the perfect vehicle to leverage existing skills and talents.

Small Business Goals

When asked about their entrepreneurial goals, women in the lower Rio Grande Valley (including Cameron, Hidalgo, and Starr counties) expressed a desire to expand microenterprises through small business loans to purchase the equipment they needed to widen their business opportunities.

Brenner & Coronado, 2006

Assisting Employers

When working with employers interested in diversifying their workforce by hiring and retaining women for their nontraditional jobs, Business Services representatives can conduct assessments on a particular company's readiness to integrate women into their workforce. The assessment would include items such as facilities, policies, and training. DOL's Self-Assessment Tool Kit can help identify key questions that can be asked as well as areas to target. Available through www.lep.gov.

U.S. Department of Labor <http://www.dol.gov/oasam/programs/crc/LEPAssessmentToolfinal.doc>

Understanding the Importance of Business Services

Business Services can be the link to employers interested in hiring female LEP customers in nontraditional occupations. Learning more about these occupations from area employers can assist Workforce Boards and Workforce Centers in better understanding the unique aspects of these careers that will allow for more accurate information to be passed on to their customers.

As primary contacts with employers, Business Services representatives are perfectly positioned within the Texas workforce system to provide this information. In order to effectively use Business Services to successfully identify and develop nontraditional career options for customers, Workforce Boards should consider using the following strategies:

- ◆ Forge stronger relationships with local employers who are in need of skilled, dedicated, female workers.

Example: A Business Services representative could meet with the company's human resources (HR) representative to assess the company's readiness to support hiring women into nontraditional occupations.

- ◆ Learn more about nontraditional occupations from area employers to develop recruiting materials. Pass along up-to-date information to case managers about existing job opportunities.
- ◆ Build joint initiatives with employers in need of women to fill nontraditional job openings.

Example: A Business Services representative could meet with company representatives to offer suggestions on effectively assimilating women into the workforce.

Mentors and Role Models

Consider contacting Chambers of Commerce, and women's professional groups and organizations to recruit women who have successfully performed in nontraditional jobs and are willing to act as volunteer role models and mentors.

Spanish Language Career Videos

TWC in collaboration with UT Pan Am has developed two Spanish language DVDs as part of Project *Adelante!*. One is for technology manufacturing careers and the other is for machinists. The videos are formatted as *novelas* and are short, inspirational stories delivered in a culturally relevant manner.

Transition Committee

For women who are looking at nontraditional careers, the added support system of a transition committee helps to keep them informed and encourage their continued participation.

Using Rapid Response

In order for customers to take advantage of nontraditional training opportunities, they must be given access to information early in the service delivery process (for dislocated workers, preferably during Rapid Response). Suggested strategies:

- ◆ Develop workshops with employers and volunteers willing to serve as mentors and role models.
- ◆ Show Spanish-language career videos or DVDs to illustrate the job environment and requirements in a culturally appropriate method.
- ◆ Distribute culturally appropriate materials that describe nontraditional occupations and their benefits. Implement surveys to determine customer interests and aptitudes.
- ◆ Provide all relevant information (especially salary and wages) about nontraditional careers early in the process.
- ◆ Provide information about types and lengths of training.
- ◆ Transition customers interested in nontraditional occupations to case managers and appropriate Workforce Center services.

Using SOCRATES to Identify Nontraditional Jobs

SOCRATES, a labor market tool used by TWC and Workforce Boards to identify high-growth, high-demand industries can also be used to identify nontraditional job opportunities for women.

1. Access the SOCRATES Web site at <http://socrates.cdr.state.tx.us>.
2. Find the link <Planning and research documents page>. Click on the link.
3. Find the section header labeled <Planning and Documents Workfiles>. Click on the link.
4. Find the file labeled <Percent Female, Percent Hispanic, Percent White by detailed SOC>. Click on the link.
5. Review the Excel data on the screen, save it, or manipulate it as needed.

Establishing Transition Committees as Promising Practices in Rapid Response

When working with dislocated workers, Workforce Boards should consider forming a transition committee. A well-organized transition committee allows for the dissemination of vital information in a supportive peer-to-peer environment. This can be done using bilingual presentations and testimonials. Transition committees can:

- ◆ become career committees that can continuously identify and support nontraditional employment initiatives;
- ◆ provide seamless support from the first Rapid Response meeting to job training and job placement by coordinating activities before the customer enters the system;
- ◆ support nontraditional efforts by providing opportunities for employers and Workforce Board, Workforce Center, and training staff to coordinate efforts; and
- ◆ provide a support network for all staff and customers to discuss challenges and brainstorm responses.

San Antonio's Worker's Transition Committee

Alamo WorkSource Solutions coordinated a worker's committee composed of Rapid Response staff from the TWC, Workforce Board personnel, and staff from the Workforce Centers. The workers at the affected facility selected a customer representative for the committee from among their peers.

The committee met on a monthly basis for 18 months. This collaborative initiative enabled the Workforce Board to monitor the quality of training and services provided to participants who have limited English skills.

This committee was effective because customers who normally may have been hesitant to ask questions of professional staff felt comfortable asking peers for details and information about how the workforce system worked, careers they were interested in, and assistance for any obstacles they were facing in their personal lives.

Review Section 1: How Workforce Boards Can Take the Lead

Workforce Boards can use strategies such as those listed below to effectively take the lead in planning and implementing programs to support women in nontraditional occupations and entrepreneurship.

1. **Set the stage.** Take the lead in developing models to support effective efforts to recruit and prepare female LEP customers. Suggest that contractors adopt strategies in case management and support services that will assist customers in successfully entering and retaining nontraditional jobs.
2. **Identify the latest trends in nontraditional employment.** Redefine nontraditional occupations. Partner with local entities to obtain data targeted for the workforce area.
3. **Change perceptions.** Nontraditional occupations do not require exceptional physical strength or advanced degrees. Global technology is now the driving force.
4. **Understand the importance of Business Services.** Business Services is positioned to build and maintain relationships with employers looking to hire dedicated, skilled female workers. Provide customers with full details of nontraditional employment opportunities.
5. **Use Rapid Response.** The earlier the customer is introduced to nontraditional employment opportunities, the earlier the customer can begin moving in the direction of nontraditional employment.
6. **Establish Rapid Response promising practices and strategies.** Provide Rapid Response promising practices and strategies to allow customers access to information and support.

Section 2: Helping Women Obtain Higher-Paying Jobs: Implementing Effective Workforce Center Services

This section covers the following strategies:

- ◆ Guidelines for Successful Outreach
- ◆ Guidelines for Successful Career Counseling and Exploration
 - ◆ Provide Appropriate Information
 - ◆ Identify and Inventory the Customer's Strengths
 - ◆ Address Customer Issues and Concerns
 - ◆ Share Job Information
 - ◆ Leverage Resources
- ◆ Guidelines for Assisting Female LEP Customers in Successfully Completing Training
- ◆ Guidelines for Assisting Female LEP Customers in Identifying the Best Training Fit

Why Is This Section Important?

Workforce Center staff, particularly case managers who are assisting female LEP customers in exploring nontraditional careers, should be well informed. To effectively provide guidance, case managers should gather as much information as possible regarding the nature and benefits of nontraditional occupations.

Guidelines for Successful Outreach

IWITTS provides effective outreach strategies for informing women about nontraditional occupations. These easy steps to recruiting women also can be used by Workforce Centers to recruit female LEP customers into nontraditional occupations:

Career Planning

Individual Employment Plans (IEPs) that include career ladders, wage and benefit information, integrated curricula, pre-employment skills, and guidelines on how to handle conflicts on the job (i.e., sexual harassment) should be in the customer's native language.

It is also important that local employer information be translated and made available for use by Rapid Response staff, case managers, and training providers so that clients entering non-traditional skills training have all the information they need throughout the workforce service continuum.

Materials

To be effective, all materials used in outreach must be culturally and linguistically appropriate. In addition, consider incorporating the strategies developed by the National Institute for Women in Trades, Technology & Science (IWITTS).

IWITTS

- ◆ Send a strong message encouraging female LEP customers to enter into training for nontraditional occupations. Make it clear that women are being targeted to fill these positions.
- ◆ Be active in targeting and outreach. Make the search to recruit female LEP customers for nontraditional occupations ongoing and continuously relate the benefits of nontraditional occupations to these women.

For example: Hold regular outreach sessions and workshops for female LEP customers to present them with information on current and emerging nontraditional occupations.

- ◆ Host career orientation sessions. Have women with nontraditional careers speak with female LEP customers regarding career choices.
- ◆ Generate publicity. Use the newspaper, radio, marketing materials, signage, and television to advertise opportunities in nontraditional fields. Also, consider ways to promote success stories and testimonials.

For example: Partner with Business Services to build awareness about current opportunities or identify success stories.

Guidelines for Successful Career Counseling and Exploration

Adopting innovative strategies that follow female LEP customers throughout their journey in the Texas workforce system provides them with the tools to succeed. Female LEP customers gain much-needed confidence in their ability to enter a nontraditional career when they have the information and support they need to be successful.

VIP Sessions

Project QUEST, a San Antonio base community organization, developed a program that allows customers the benefit of regular meetings with their case manager.

Case managers meet with their assigned groups in mandatory sessions called Vision, Initiative and Perseverance (VIP).

VIP sessions are held once a week where case managers teach customers about:

- ◆ Work performance
- ◆ Self-esteem
- ◆ Study habits
- ◆ Motivation
- ◆ Conflict resolution

Sessions are mandatory throughout training and continue through job search where case managers use the sessions to prepare customers for job interviews and job placement.

The VIP sessions are part pep rally, part support group. Participants have the benefit of contact hours with their case manager and also get support and encouragement from peers.

Conversely, case managers have more time to spend with customers who may need more individualized support. These weekly mandatory VIP sessions also allow case managers to develop a more positive relationship with customers.

Because many dislocated workers have been with one company their entire working lives, they may have a multitude of questions about new career prospects. Case managers sometimes are unable to answer these questions because they are unfamiliar with details about the occupations and nontraditional careers and employers.

Provide Appropriate Information

It is very important that case managers familiarize themselves with specific knowledge about nontraditional employment opportunities such as job descriptions and educational requirements. In order to provide customers the detailed information they need, case managers should:

- ◆ assist in developing outreach and informational material about nontraditional occupations as well as the companies that have expressed an interest in hiring women;
- ◆ attend workshops and seminars on relevant topics such as sexual harassment in the workplace and dynamics between genders; and
- ◆ become familiar with starting wages, benefits, career advancement opportunities, job responsibilities, and employer hiring practices.

Identify and Inventory the Customer's Strengths

Female LEP customers considering nontraditional occupations are going to need additional assistance in assessing their strengths and transferable skills. Because many of these women are immigrants, their career and educational experiences and credentials in their native country should be recorded as part of the assessment.

Strategies that case managers can use to identify female LEP customers' backgrounds and working with educational credentials from their native countries:

- ◆ Developing an IEP that takes into account all of the transferable skills and attributes

Improving Communications

Case managers observe that it can be difficult to draw their LEP customers "out of their shells" in communicating needs, issues, and questions. Module 1 contains strategies to enhance communication.

Online Resources

America's Career InfoNet at www.acinet.org has a helpful link on career options in Spanish in video format. The Web site has videos that describe various careers and their responsibilities as well as educational requirements. It is important to note that some customers may be computer savvy and able to do research on their own. Others may need assistance exploring these Web sites.

that a customer has developed over a lifetime of:

- ◆ working in different environments that may have included manufacturing or other nontraditional settings;
- ◆ caring for family;
- ◆ volunteering in the community;
- ◆ attending school or training sessions and;
- ◆ running a household.
- ◆ Ensure that every asset, skill, educational credential, and work experience becomes part of the customer's "inventoried skills." This is an excellent opportunity to use the strengths-based approaches discussed in Module 1.

Address Customer Issues and Concerns

Female LEP customers choosing nontraditional employment may feel they are exploring uncharted territory and experience uncertainty and concern about their career choices.

Case managers should consider using group sessions or peer-to-peer counseling to encourage female LEP customers to communicate their concerns about entering into nontraditional job settings. This dynamic places some additional requirements on case managers working with women who are exploring or preparing to enter nontraditional occupations. Strategies to effectively communicate with customers considering or entering nontraditional employment:

- ◆ Build rapport by sharing information about personal experiences or by sharing the experiences of other customers (as long as the customers' confidentiality is maintained).
- ◆ Draw customers out with opportunities to role-play or with discussions about challenges they may face in the future (e.g., sexual harassment).

- ◆ Share success stories documented through newspaper articles or testimonials.
- ◆ Introduce customers to mentors and role models.

Share Job Information

Understanding the nontraditional job market is essential in conducting counseling sessions with female LEP customers. Strategies that allow case managers to stay abreast of relevant information:

- ◆ Network with Business Services representatives to specifically discuss nontraditional job opportunities, share information, and identify employers willing to serve as guest speakers.
- ◆ Attend local job fairs and after-hours events to ask employer representatives about their policies on recruiting women.
- ◆ Network with women's groups and professional associations.
- ◆ Access information about nontraditional occupations through TWC Web sites such as WorkInTexas.com.
- ◆ Direct female LEP customers to America's Career InfoNet. America's Career InfoNet features short videos in English and Spanish with information about a multitude of careers that are currently in demand in the state of Texas.

Leverage Resources

There are a number of resources and organizations that case managers and Rapid Response staff can leverage to provide effective support to customers considering nontraditional careers. These resources include *Adelante!*, Wider Opportunities for Women (WOW), and business leaders and advocates.

***Adelante!*: A Comprehensive Solution**

Confronted with staffing shortages, manufacturing businesses in the Lower Rio Grande Valley workforce area approached TWC for assistance. In response, a

Career Specialist

In San Antonio, Project QUEST allows case managers to become familiar with their training providers and customers.

At Project QUEST every case manager is required to become a "Career Specialist," a process in which each learns the training requirements of specific careers. Case managers become familiar with the campus where the job training takes place, get to know the instructors and curriculum, and identify the areas where students may encounter difficulties. They also learn job requirements that local employers expect from potential employees once the training is completed.

Using this model, Workforce Board case managers could provide information customers need about nontraditional job training. This will also give case managers the added advantage of being well prepared to assist customers if they encounter difficulties during training or to prepare them for job interviews and job placement.

This practice also allows the case manager to meet with groups of participants who are in the same training programs at the same time and on a regular basis without the time constraints they would have if they had to meet with each customer individually.

partnership between The University of Texas-Pan American, TWC, and local employers was formed to create a new innovative and interactive dual-language workforce skills coursework program called *Adelante!* *Adelante!* was developed using DVDs and other effective outreach and instructional materials to assist employers in connecting with Hispanic female LEP customers at Workforce Centers.

All of *Adelante!*'s learning materials were developed in collaboration with local employers and use methods that are linguistically and culturally appropriate for female LEP customers.

Adelante!'s DVD set, entitled *Workforce Skills Courseware for Manufacturing Essentials*, provides an overview of the manufacturing industry, particularly new high-tech manufacturing and robotics. This DVD set is designed to introduce customers to the new world of manufacturing in today's global economy.

- ◆ The lesson plan and exercise portions of *Adelante!* are perfect for case managers to use during career exploration and when developing customers' IEPs.
- ◆ These DVDs also can be used during job readiness seminars and workshops. Each individual DVD coursework set explores specific careers that have been identified as high-growth, high-demand occupations in the Texas border area.

Additionally, case managers can use *Adelante!* materials specifically designed for Choices customers. Materials specifically address "soft skills" or work readiness for individuals entering the job market for the first time. This DVD set contains the short film (*telenovela*) *Breaking Away*, an inspirational story of a single mother who leaves behind her life as a farm worker for a better life. The DVD coursework set is entitled *Workforce Skills Courseware for Success Skills* and the lesson plan topics include:

- ◆ Personal Responsibility
- ◆ Developing Goals
- ◆ Commitment
- ◆ Support Networks

More information on *Adelante!* can be found in Appendix A.

Adelante!

The University of Texas-Pan American Office of Center Operations and Community Service (CoSERVE), in partnership with local employers and TWC, created a series of videos specifically designed to help Texas workforce system customers find jobs in industries looking for qualified, trained individuals.

Each DVD contains a *novela*, or story, which recounts the journeys of individual Hispanic females in their quest to become self-sufficient through employment. *Novelas* are a proven and effective method for providing vital information to individuals with limited English skills.

The rest of the programs on the DVD consist of lesson plans and exercises designed to give customers a comprehensive view of the skills, training, and experience needed for the job. The DVD also provides exercises on preemployment skills that can be easily incorporated into job training curriculum by job training providers serving dislocated workers with limited English skills.

All of the Project *Adelante!* DVD sets feature user-friendly menus, short lessons that are entertaining, interactive questions that encourage dialogue among students, a choice of English or Spanish language, and a glossary with easy to understand definitions of the key terms used in the lesson plans.

Wider Opportunities for Women: Experts in Best Practices

Another useful resource is WOW, a program sponsored by a grant from DOL's Women's Bureau and the Bureau of Apprenticeship and Training. WOW has identified best practices to increase access for women in nontraditional occupations through its Workplace Solutions initiative <http://www.workplacesolutions.org/about/jobs.cfm>

Business Leaders and Advocates

There are also numerous women's organizations and professional associations that provide information on nontraditional careers, including:

- ◆ IWITTS, www.iwitts.com/html/about_iwitts.html
- ◆ Work4Women, a WOW project, www.work4women.org/support/support.cfm

Guidelines for Assisting Female LEP Customers in Successfully Completing Training

Many women entering training for nontraditional occupations may immediately experience challenges from their male peers. Some male trainees may resent a woman joining their ranks and respond through tactics of sexual harassment or intimidating comments or remarks. In addition, women in nontraditional occupational training programs may feel isolated. Case managers must be prepared to assist their female LEP customers in successfully responding to and overcoming these obstacles.

To gain the insights and strengthen the networks necessary to effectively support their female LEP customers, case managers should build strong relationships with training providers. These relationships can be leveraged to support students by staying abreast of any issues they may be experiencing. Case managers can use the following strategies to strengthen relationships with training providers to facilitate support for female LEP customers enrolled in training:

New Workplace for Women Project

The U.S. Department of Labor, Women's Bureau, and the Bureau of Apprenticeship and Training funded an 18-month demonstration study that provided intensive customized technical assistance to eight employers and unions on the recruitment, training, and retention of women in nontraditional jobs, with an emphasis on Hispanic women.

To conduct this demonstration project, the IWITTS partnered with the National Council of La Raza (NCLR) and two NCLR affiliates—Chicanos por la Causa in Tucson, Arizona and Youth Development, Inc. in Albuquerque, New Mexico.

Key strategies developed during the pilot included:

- ◆ assessing and developing the readiness of a company to diversify its workforce
- ◆ building support among key management
- ◆ developing supportive policies
- ◆ maintaining momentum

IWITTS

- ◆ Visit training providers to check on the trainee's progress and discuss any challenges she may be experiencing.
- ◆ Assist training providers in developing materials for trainees on issues such as sexual harassment or acclimation to the work environment.
- ◆ Provide instructors with feedback from trainees to incorporate into classroom discussions and curriculum.
- ◆ Facilitate support networks among female trainees by organizing regular meetings or sponsoring workshops and seminars.

Guidelines for Assisting Female LEP Customers in Identifying the Best Training Fit

Female LEP customers interested in nontraditional job opportunities will possess varying levels of English language skills, educational attainment, and certifications. Many Spanish-speaking customers may have completed degrees or certifications in their native countries. Therefore, case managers may need to give them information about the appropriate steps they can take to become credentialed in the United States.

In addition, female LEP customers with higher literacy skills or educational levels from their country of origin can earn a GED credential in their native language. Once they earn a GED credential, these women can focus on improving their English skills. This is also a great morale booster and goes a long way toward building enthusiasm and self-esteem.

In El Paso, Anamarc Educational Institute (Anamarc), a training provider that primarily serves LEP customers, has taken this concept one step farther. Anamarc works with the *Consulado General de Mexico* (Counsel General of Mexico) to provide customers with supplementary Spanish textbooks and materials. These Spanish materials are available free of charge through Mexico's *Instituto Nacional para la Educacion de los Adultos* (INEA [National Institute of Adult Education in English]) to any legal permanent resident or naturalized U.S. citizen born in Mexico. The adult education materials available through INEA also are designed to provide educational support for customers with extremely low literacy levels. In addition, the textbooks also are particularly designed

to address the needs of adult learners relating to team building, conflict resolution, research skills, and critical thinking.

Working with community colleges as well as training providers and employers, Workforce Boards and these partners can design specific training courses that contain integrated, innovative curriculum specifically designed for female workers for emerging and existing nontraditional occupations. *Module 3 is devoted to identifying appropriate training programs.*

Engage Employers Every Step of the Way

Close relationships with employers interested in diversifying their workforce can provide further opportunities for women, especially those training in nontraditional fields, by:

- ◆ providing female trainees with internships that may lead to offers of permanent employment; and
- ◆ recruiting employers to serve as resources for training instructors as well as guest speakers, guest interviewers, and curriculum advisors.

Addressing Barriers

The El Paso Police Department is currently partnering with community-based organizations to assist women interested in joining elite groups, such as the Special Weapons and Tactical unit, with finding access to child care, which would be available to them during nontraditional hours. The department believes that eliminating barriers such as child care will help units become more diverse.

Assisting Small Business

Workforce Boards can play an important role assisting small businesses in their HR functions. Strategies could include:

- ◆ Workshops and seminars on implementing diversity initiatives
- ◆ Online resources in areas such as developing effective policies and practices to promote women in nontraditional jobs
- ◆ One-on-one counseling through Business Services on recruitment, training and retention

Section 2 Review: Enhancing Workforce Center Services

Workforce Center staff, particularly case managers who have direct contact with female LEP customers, must be well informed about nontraditional occupations. Case managers can use strategies such as those listed below to effectively assist women with these career opportunities.

1. Successful outreach strategies.

- ◆ Send strong messages encouraging women to train and work in nontraditional occupations.
- ◆ Enforce these messages through publicity, career orientation sessions, and actively recruiting female LEP customers to enter nontraditional fields.

2. Successful career counseling and exploration strategies.

- ◆ Become familiar with a broad range of information relevant to women in nontraditional fields.
- ◆ Develop customer IEPs that identify customer strengths.
- ◆ Address female LEP customers' issues and concerns regarding nontraditional occupations.
- ◆ Understand the nontraditional job market and direct female LEP customers to resources such as America's Career InfoNet.
- ◆ Leverage resources such as *Adelante!*, *WOW*, and various women's and professional organizations.

3. **Assist customers to successfully complete training:**
 - ◆ Build strong relationships with both female LEP customers and training providers to enhance the training experience.
 - ◆ Facilitate support networks among female trainees.
4. **Assist female LEP customers to identify the best training fit.** Work with female LEP customers, training providers, and employers to ensure the best training fit for each customer's strengths and skills.
5. **Engage employers every step of the way.** Find ways to provide meaningful internships and present employers as resources for trainers.

Self-Assessment Tool

The DOL Language and Planning Self-Assessment Tool Checklist can be modified by Workforce Boards to assist businesses in analyzing their readiness to integrate a diverse LEP workforce. Using this tool to identify potential issues for employees will benefit both the employer and the Workforce Board and maintain effective environments. Available as Appendix C in Module 1.

Part 2. Working with and Learning from Employers: Effective Human Resource Strategies for Expanding the Number of Women in Nontraditional Occupations

Working closely with local employers when recruiting and training female customers for nontraditional careers can provide several advantages. Engaged employers are already familiar with what it takes to train women in nontraditional occupations. Many companies may, as a result of the assistance provided by Business Services, develop training programs to recruit, employ, and retain female employees in order to diversify their workforce. In return, employers may have effective strategies that can be incorporated into Workforce Center services.

How Employers Encourage Diversity

Recruiting and retaining a diverse employee group is a national as well as statewide issue. Nationwide employer strategies include the following (Johnson, 2003):

- ◆ Establish advisory boards to provide insight and feedback regarding HR policies and practices as they affect female and minority employees.
- ◆ Offer courses in subjects such as:
 - ◆ women and men working together;
 - ◆ women's leadership; and
 - ◆ multicultural diversity.
- ◆ Develop balanced scorecards to measure overall effectiveness in recruiting women and minorities.
- ◆ Include employees' families in networks and social gatherings.

Gender Considerations in Mentoring

Pairing women with male mentors helps to encourage cross-gender information sharing. Male mentors can assist women in more quickly acclimating to the company culture as well as building trust and understanding.

Large private employers in Texas, such as McDonald's and Frito-Lay (PepsiCo), have programs specifically geared to encourage and support diversity within their companies. Strategies large private employers use to encourage diversity include the following:

- ◆ Hold targeted training seminars for female employees (McDonald's Web site, 2007)
- ◆ Conduct surveys of minority employees to ensure that their needs are being met (McDonald's Web site, 2007)
- ◆ Create strategic plans designed to create an inclusive atmosphere (PepsiCo. Web site, 2007)
- ◆ Institute management goals tied to recruiting and hiring women and minorities (PepsiCo. Web site, 2007)

Public-sector employers also are proactively addressing the issue of diversity. The City of El Paso's Police Department is implementing innovative ways to attract and retain female officers. For example:

- ◆ Form an employee women's advisory group to advise the chief of police about various issues, including recruiting strategies, mentoring, and potential barriers to success, including child care.
- ◆ Identify community-based organizations to partner with that can provide evening, weekend, and on-call child care to female officers working in special or elite task forces.
- ◆ Initiate a process to hire a female recruiter who can play an important role in increasing the number of women on the force (Minnie Holguin, personal communication, 2007).

Most large employers have systems and policies in place to recruit and support women in nontraditional occupations. Smaller employers also understand the importance of diversity, but may not have the same level of expertise in developing HR strategies and practices. By partnering with Workforce Boards, small businesses may receive needed guidance to more efficiently overcome some of the challenges of integrating women into nontraditional occupations.

Effective Strategies for Increasing the Number of Women in Nontraditional Occupations

Get Started

Workforce Boards and Business Services can assist businesses in developing effective strategies to recruit and effectively integrate women into nontraditional occupations.

DOL's Women's Bureau joined with Hispanic community-based organizations to implement a pilot project to help businesses determine how prepared they were to diversify their workplace (IWITTS Web site, 2007). Specifically, this Women's Bureau pilot project dealt with four phases of implementation:

- ◆ Assess readiness, develop leadership, and build support within the company
- ◆ Develop strategies by researching internal studies, identifying promising practices, identifying barriers, and writing a work plan
- ◆ Provide technical assistance on creating the work plan, competency skills training, assessments of resources, health and safety issues, support strategies, "buy-in" of managers, policy assessment, and integration
- ◆ Maintain developed strategies and policies

The Business Services arms can offer innovative services that incorporate the lessons learned from the New Workplace for Women pilot project along with the results from a completed DOL Language Assistance and Self-Assessment Tool review to assist employers in preparing to successfully diversify their workforce.

Recruit the Right Women

Recruiting women for nontraditional jobs can be challenging for both employers and Workforce Boards. The best way to meet these challenges is for local employers and Workforce Boards to work together to accomplish these key tasks:

- ◆ Dispel myths about gender, race, and sexual orientation for Workforce Center and local employer staff and the customers being recruited.
- ◆ Ensure that all team members know the facts about, and are supportive of, women entering the workforce.
- ◆ Provide specific information about nontraditional occupations, including:
 - ◆ job titles and descriptions;
 - ◆ salaries and benefits; and
 - ◆ upward mobility.
- ◆ Develop processes for assessing women's skills and aptitudes that are relevant for nontraditional jobs.

Getting Settled In: Orientation and Assignment to Work

It is essential that Workforce Boards and employers promote a supportive environment from the start in order for female workers to be successful in nontraditional careers. Some of the key elements in orientation and assignment can begin in classroom training and then continue through the job interview, employment, and retention.

In both environments, women need to learn not only the formal rules of the job, but also the informal "culture" of the workplace. Men pick up on these unwritten rules from their co-workers, but women may be excluded from such informal sources of information. Women may need to develop skills in networking and information sharing.

Wages

Women who participated in focus groups agreed that had information about the wages, benefits, and upward mobility of nontraditional careers been available, they definitely would have considered these career choices. Because most of the women in these focus groups had been in the manufacturing sector, their wages were well above minimum wage; those working for Levi Strauss for example averaged \$11.89 per hour. Entering nontraditional jobs would have assisted them in more quickly recapturing their lost wages.

Cultural Norms

In more-traditional Hispanic households (mainly first generation immigrants), it is usually the male head of household who makes all the financial and career decisions for the whole family. Therefore, it is important to take all these cultural dynamics into consideration when developing materials to market nontraditional careers to female customers with limited English skills.

To effectively assist female LEP customers in achieving success once employed, it is important for case managers to be familiar with the:

- ◆ employer's policies and practices;
- ◆ number of women employed with the company who are available for networking and support; and
- ◆ departments and jobs women are assigned to at the company.

Working in partnership, workforce professionals and local employers can promote a supportive environment from the start for female LEP employees by using some key strategies:

- ◆ Hold new employee orientations to provide new hires with information about company values, policies, expectations, and culture.
- ◆ Provide all employees with information about formal and informal rules and regulations within the company, including existing policies supporting women in nontraditional occupations.
- ◆ Inform all employees about company policies prohibiting discrimination and sexual harassment. (A more in-depth discussion on sexual harassment follows in Part 4.)
- ◆ Encourage employee networks and work groups to facilitate interaction between co-workers so new female employees can become familiar with the work environment and co-workers.
- ◆ Develop a mentoring program through organized meetings and social events to help new female employees avoid isolation and stalled skill development.

Training

Many employers understand that assisting women in developing the skills they need to succeed in nontraditional occupations is an investment in their company's future. Having a skilled, diverse workforce is crucial to organizational effectiveness and competitiveness.

Strengths-Based Approach

Encouraging customers to work on the Person-Centered Strengths-Based Assessment (as discussed in Module 1) at home not only may help to inform the men in their households of the benefits of employment in nontraditional occupations, but also may open avenues for conversation and support within the family.

Strategies that can augment training efforts include:

- ◆ Provide opportunities for female employees to develop their skills through occupation-specific training in areas such as math and language, tool identification and safety, and physical conditioning.
- ◆ Review the employer's current training materials to eliminate gender- and race-biased assumptions.

Things to Avoid

- ◆ Racial, ethnic, or gender idioms
- ◆ Exclusive use of the masculine pronouns
- ◆ Illustrations of only men performing job tasks

Retention

When employers are asked which characteristics are important in an employee, honesty and motivation are always among the top five (National Association of Colleges and Employers Job Outlook, 2007). Employers understand that retaining employees and reducing turnover are important to the efficiency and competitiveness of their organization. Workforce professionals can work closely with employers to reduce expenses related to staff turnover. Key strategies for retaining women on the job include the following:

- ◆ Key management personnel—in collaboration with HR—should ensure the company has a strong policy that supports diversity. The policy should highlight the following actions:
 - ◆ Support women in nontraditional occupations by addressing key issues that affect female employees such as:
 - ◆ job assignment and promotion;
 - ◆ child care;
 - ◆ transportation;
 - ◆ health and safety; and
 - ◆ sexual harassment.
 - ◆ Encourage female employees to join support groups and networks.
 - ◆ Match female employees with mentors.
 - ◆ Ensure that female employees have access to proper facilities.

Review Part 2: Effective Human Resource Strategies for Increasing the Number of Women in Nontraditional Occupations

Many companies may, as a result of the assistance provided by Business Services, already have developed training programs to recruit, employ, and retain female employees in order to diversify their workforce. Companies that successfully recruit and retain women in nontraditional occupations do the following:

1. Implement specific strategies for increasing the number of women in nontraditional occupations.
2. Use the lessons learned in the DOL and the National Council of La Raza's (NCLR) *New Workplace for Women* pilot project.
3. Use DOL's Language Assistance and Self-Assessment Tool checklist.
4. Recruit female LEP employees using personnel who are knowledgeable about nontraditional occupations.
5. Develop nonbiased processes to assess women's skills and aptitudes for nontraditional occupations. For example, use gender-neutral terms when describing job requirements. Avoid racial, ethnic, or gender idioms.
6. Depict both men and women performing duties in training-material illustrations and in the physical workplace, as necessary.
7. Orient women to both the formal job requirements of a nontraditional employer and the workplace's culture. It is important that case managers be familiar with particular employers' job requirements and workplace cultures when referring female LEP customers.
8. Use nonbiased training materials.
9. Retain female LEP employees through collaboration with HR departments and support groups.
10. Address issues important to women, including job assignment, promotion, family care, transportation, and health and safety.

Part 3: Culture and Language: Powerful Forces

Why Is This Part Important?

Today, Hispanic women make up less than one percent of workers who choose to enter nontraditional job training (Legal Momentum, 2006). This situation leaves an incredible opportunity for employers to diversify their workforces and target an untapped labor pool. To assist employers in recruiting these customers and effectively preparing them to successfully perform on the job, careful consideration will have to be given by Workforce Boards and Workforce Centers to developing linguistically and culturally appropriate services.

The Importance of Cultural Dynamics

Many female LEP customers, especially immigrants and first generation children of immigrants, come from families where gender roles are well defined between men and women. Generally, men are the traditional heads of the households and are responsible for providing the family's basic needs and handling all the financial details of the household.

Generally speaking, women in Hispanic households are the primary caregivers, homemakers, and wives. They are responsible for rearing the children, taking care of the home, and tending to their husbands' needs when the husbands return home from work. Deviation from these traditional roles may sometimes result in families being ostracized from their close-knit extended family and community (Beckman, Harvey, & Sartre, 1999).

This loss of familial and community support systems can cause profound changes in the family dynamics. Women may be made to feel that they are disrespecting their husbands and setting a bad example for the children. On the other hand, men may feel embarrassed and ashamed that their wives are "doing a man's job."

Dislocated female workers often are familiar with this dilemma. Many of them have had to deal with these family issues when they first went to work in manufacturing and other occupations. After losing their jobs due to plant closures, their families were disrupted once again. They do not wish to cause any further disruption within the family; they feel their families have suffered enough.

In addition, many of these customers have misconceptions about nontraditional careers because they have heard “horror stories” from peers who have worked in some of these types of jobs. They are under the impression that nontraditional occupations involve dirty, physical labor in male-dominated environments where women are not treated well. Such misconceptions contribute to the attitude among many Hispanic female customers that nontraditional careers are not appropriate for them.

Strategies to address these challenges:

- ◆ Use outreach materials and presentations that address all these cultural, language, age, and gender issues.
- ◆ Facilitate group discussions among women considering or preparing for nontraditional occupations.
- ◆ Invite mentors and role models to speak with women through group sessions and workshops.
- ◆ Emphasize the person-centered assessment—introduced in Module 1—and encourage female LEP customers to complete the assessment at home with family members to facilitate familial support.

Cultural considerations are reviewed at length in Module 1-Effective Intake & Case Management.

Review Part 3: Culture and Language: Powerful Forces

Less than one percent of dislocated female LEP workers choose to enter nontraditional job training. To assist employers in recruiting these customers, Workforce Boards can employ these strategies:

1. Use appropriate materials, mentors, role models, and group discussions.
2. Emphasize the person-centered assessment to address cultural issues.
3. Think of innovative ways in which to inform family members about the benefits of nontraditional occupations.

Part 4: Guidelines for Informing Women about Dealing with Sexual Harassment in the Workplace

Sexual harassment is not experienced solely by women working in nontraditional occupations; however, the dynamics between men and women in nontraditional employment settings may create an environment more prone to sexual harassment. In addition, Hispanic cultural norms may limit the steps that women take in reporting incidences of sexual harassment (Hernandez, 2001).

Taking these factors into consideration, it is imperative to build within customers an appreciation of their protections against sexual harassment as well as strategies that can assist them in dealing with this issue.

Assistance for Women in Understanding How to Deal with Sexual Harassment

An effective place to begin preparing women to deal with sexual harassment is before they are hired to work in a nontraditional setting. Consider working with training providers to implement the following strategies to inform trainees about this sensitive topic:

- ◆ Incorporate the topic of sexual harassment into the training curriculum.
- ◆ Schedule regular sessions to discuss challenges female LEP customers experience during training.

Example: At ProjectQUEST in San Antonio, weekly VIP sessions provide a forum for students to discuss sexual harassment issues in a safe environment with a case manager or facilitator.

Effective Strategies That Case Managers Provide

Case managers should provide female LEP customers with effective strategies to enhance their ability to understand and address sexual harassment.

A very effective model for exploring sexual harassment issues women face in nontraditional careers was developed by National Women's Employment and Education, Inc. (NWEE). NWEE uses classroom settings and specializes in preparing low-income women for construction jobs and other nontraditional occupations.

NWEE uses the following guidelines for addressing sexual harassment in the classroom:

- ◆ Provide all relevant information about sexual harassment laws in plain, easy-to-understand language.
- ◆ Provide examples of sexual harassment policies from actual employers and outline the company's grievance procedures (again, in easy-to-understand language).
- ◆ Outline a sexual harassment scenario for the company—or help someone in the class who is experiencing it at an on-the-job site.
- ◆ Have class members identify and role-play necessary steps to take if they experience sexual harassment.
- ◆ In the first role-playing scenario, the woman should address the issue with the person harassing her. When the harassment does not stop, participants role-play the next step until the issue is resolved.
- ◆ Invite speakers to present information about sexual harassment to the class. The speakers can be legal experts from the community or the Workforce Boards or even actual employers (Maria Farrington, personal communication, 2007).

Supporting Trainees

For example, in San Antonio the adult education instructor worked with case managers and training providers at the Texas Engineering Extension Service (TEEX) to support a female trainee who was experiencing harassment while completing a certificate program in Heating, Ventilation, and Air Conditioning (HVAC). This team approach provided the student with multiple lines of support.

Anson Green, personal communication, April 2006

Strategies for Creating Training Materials and Curriculum That Counter Sexual Harassment

Many of the barriers encountered by women in nontraditional training programs and employment are complex and interrelated. To develop training materials that appropriately respond to these barriers, consider using the following strategies:

- ◆ Always take into consideration the socialization of female LEP workers to traditional gender roles. Many women are more comfortable in traditional occupations because they reflect traditional gender roles in society. Additionally, women may have negative attitudes about nontraditional occupations and believe nontraditional job sites are not woman-friendly, especially regarding sexual harassment.
- ◆ Be aware of the support (or lack thereof) a customer receives from family and peers. Case managers can do this when customers are in training, or once hired, through HR or Employee Assistance Program personnel.
- ◆ Address negative attitudes of classmates and co-workers as soon as possible once training or employment begins by providing clear and concise information regarding the workplace environment and the sexual harassment policies that are in place (by law) in workplaces.
- ◆ Review samples of written policies (in English and Spanish) prohibiting sexual harassment in the workplace, preferably from companies that hire women for nontraditional occupations.
- ◆ Provide assertiveness training and self-esteem building while addressing complex issues including sexual harassment through seminars and workshops.
- ◆ Offer positive female role models through networking and testimonials.

Information

Share Spanish-language materials like the following step-by-step process with employees.

Say “NO” clearly: Make it clear that whatever has happened is not something that you feel comfortable with.

Write everything down: Document *what* happened, *who* was involved, *when* it happened (including date and time), and *where* it took place. If anyone saw what happened, make sure to get their names and ask them to write down what they saw. Keep a record of what you write down for yourself and turn in a copy with your official report.

File an official report: There may be procedures to file reports, make sure you know and follow them. Talk to your supervisor, the HR contact, and/or anyone that has direct supervision over your department who can stop the harassment from happening.

Involve your union: If you belong to a union as part of your job, make sure to speak to a representative and make sure that he or she is aware of your complaint.

File a discrimination complaint with a government agency: This is the first step to federal or state lawsuits and the HR department must provide the agency's contact information to you.

Equal Rights Advocates

Strategies that Employers Can Use to Prevent Sexual Harassment

For employers, sexual harassment is a problem that can cause low morale and productivity in female employees, as well as employee legal actions. Once again, this may be an ideal area in which Business Services can assist small businesses that may not have the resources to implement effective policies and practices to prevent and deal with sexual harassment.

To support employers in their efforts to successfully assimilate women into a nontraditional work environment, workforce professionals should consider providing businesses with useful strategies in preventing sexual harassment.

Workplace Solutions, a WOW initiative, has identified promising practices in preventing sexual harassment by drawing on the experiences of employers and HR specialists across the country. These practices promote an open, supportive, work environment that leads to high morale and productivity:

1. Send a message from top management to all employees that sexual harassment will not be tolerated.
2. Create a strong written policy prohibiting discrimination of any kind against any employee. Specify sexual harassment as prohibited conduct and describe steps to be taken in the event of an occurrence.
3. Implement formal/informal problem-solving mechanisms, grievance procedures, investigative measures, and disciplinary procedures to resolve complaints.
4. Provide supervisors with awareness training on a regular basis. Ensure training reviews relevant law and organizational policy, builds problem-solving skills, and implements discussions regarding employers' responsibility to provide employees with a harassment-free workplace.
5. Provide all employees with regular workshops.
6. Survey employees to assess their awareness and understanding of sexual harassment issues, including existing company policies.

Sexual Harassment is..

Unwelcome: It is not sexual harassment if it is welcomed or encouraged.

Types of Conduct:

Sexual: Physical, verbal, nonverbal, visual

Nonsexual: Being singled out or harassed because of your gender

Severe or Pervasive: To determine this ask yourself:

- Has there been more than one occurrence over a short period of time?
- How long has it been happening?
- How many people has this happened to?

Affects Working Conditions, or Creates a Hostile Environment

Ask yourself: Have you been fired, refused a promotion, received a poor evaluation because of your reluctance to go along with supervisor's advances or comments

Equal Rights Advocates

Discussing Sexual Harassment in the Classroom

Discussing sexual harassment issues in the classroom can provide a learning opportunity for both male and female students before they enter the workforce.

Review Part 4: Guidelines for Informing Women about Dealing with Sexual Harassment in the Workplace

Workforce professionals should consider the extent to which Hispanic cultural norms may limit the steps that women take in reporting incidences of sexual harassment (Hernandez, 2001). It is imperative to build within female LEP customers an appreciation of their protections against sexual harassment as well as strategies that can assist them in dealing with this issue. Employers, Workforce Center staff, and training providers should be encouraged to use the following strategies:

1. Assist women with understanding how to deal with sexual harassment through training curriculum and group sessions that explore workplace challenges.
2. Provide women with relevant information about laws, discuss examples of sexual harassment, role-play, and present speakers who can address various aspects of sexual harassment.
3. Build a collection of materials designed to effectively assist women with dealing with sexual harassment in the workplace.
4. Develop strategies to prevent sexual harassment in the workplace. Some of these strategies could include:
 - ◆ Send a message from top management to all employees that sexual harassment will not be tolerated.
 - ◆ Supplement workplace sexual harassment policies with workshops and awareness training.
 - ◆ Survey and assess employees' awareness of company sexual harassment policies.

NWEE

NWEE incorporated sexual harassment issues in nontraditional employment into their classroom unit on Assertiveness Training. Women were provided with all the information they needed about the laws prohibiting sexual harassment in the workplace using language they could understand (plain English or Spanish).

Dealing with Sexual Harassment

Case managers and training providers should address the issue of sexual harassment with customers within a social/cultural context and in a manner where the issue of sexual harassment can then be presented in a culturally sensitive manner.

Part 5. Entrepreneurial Opportunities for Female LEP Customers

Why Is This Part Important?

In this section, we will examine some innovative ways in which Workforce Board and Workforce Center staff can support female LEP customers interested in developing their own small business.

Section 1. Strategies for Informing Female LEP Customers on How to Start Their Own Businesses

Unlike the nontraditional employment sector, women are not underrepresented in the entrepreneurial sector of our economy. Trends and transitions in the economy make it clear that leading-edge, innovative approaches are needed in order to provide female LEP customers—including dislocated workers—the opportunities they need to successfully build small businesses.

Hispanic women have a long history of microenterprise, although most of them do not view themselves as entrepreneurs (Brenner and Coronado, 2006). Many simply do not recognize that they are already running full- or part-time businesses in the areas of sewing, child care, catering, maintenance, and other services. These activities have traditionally been viewed as another way to bring in needed extra income.

Entrepreneurial training for Hispanic women requires a team effort from beginning to end, and presents a unique opportunity for Workforce Board and Workforce Center staff to partner with a wide variety of stakeholders including community-based organizations, governmental agencies, chambers of commerce, women's professional associations, and commercial banks.

Because Hispanic women are opening businesses in record numbers, Workforce Board and Workforce Center staff—including case managers—should incorporate strategies to support emerging Hispanic female entrepreneurs in their efforts.

- ◆ Four in 10 minority women-owned firms are owned by Hispanic women.
- ◆ Between 1997 and 2004, the number of firms owned by Hispanic women increased by nearly 64 percent.
- ◆ Hispanic women-owned firms employ 18.5 percent of the workers in all Hispanic-owned firms.
- ◆ Hispanic women control 39 percent of the 1.4 million companies owned by minority women in the United States.

The Benefits of Counseling and Case Management

Entrepreneurial training programs, like nontraditional job training, should incorporate a case management or support services component like any other Workforce Board-sponsored program. Fortunately, there are several effective models of case management and entrepreneurial training for this population.

The Key Elements for Success: Intake and Career Exploration

Starting a new business is an exciting opportunity, which needs to be explored and discussed. Like most Workforce Center customers, Spanish-speaking customers considering small business ownership are going to need information, guidance, and assistance. Effective strategies include:

- ◆ assessing customers aptitude
- ◆ conducting an entrepreneurial assessment
- ◆ identifying objectives
- ◆ learning how to network

Women's Business Border Center

The Women's Business Border Center (WBBC) is the first business women's center to be located within a Hispanic Chamber of Commerce (El Paso) in the United States. The WBBC is partially funded by the U.S. Small Business Administration (SBA) and the Office of Women Business Ownership. The WBBC provides services, in English or Spanish, to women interested in starting or expanding a small business through a user-friendly, hands-on approach that includes technical support and outreach.

The WBBC provides assistance workshops and training in the following areas:

- ◆ Accounting
- ◆ Writing a business plan
- ◆ Managing operations
- ◆ Marketing
- ◆ Contracting and procurement
- ◆ Using technology including computer skills and the Internet
- ◆ Financing a small business
- ◆ Creating business legal forms

The WBBC also provides individual counseling for women interested in starting or expanding their own business. Women interested in starting a small business can contact the WBBC's easy-to-use Web site, which is also available in Spanish.

Assess Customer Aptitude

It is often said that entrepreneurs are made, not born, but not every woman has the makeup or experience to run a small business successfully. Many women never consider an entrepreneurial career because they either have never explored the benefits of being a small business owner or feel that they do not have what it takes to succeed as a small business owner. Many women already are entrepreneurs in the areas of catering, sewing, or child care and don't even realize it.

Therefore, it is important that Workforce Board and Center staff provide female LEP customers with information about entrepreneurial careers early in service delivery process. Providing information about the realities of small business ownership allows these customers to make informed decisions about the feasibility of owning a business.

Workforce Boards should consider developing an entrepreneurial profile for use by Rapid Response staff and/or case managers. A comprehensive profile should list the competencies and human attributes needed to successfully run a small business. Experts in job profiling agree that an entrepreneurship profile should include the main traits required to start a small business as well as a small business owner's objectives (Karl Haigler, personal communication, 2007).

The Entrepreneurial Assessment

An effective assessment of a customer's readiness to start his or her own business would include measuring the customer's ability to:

- ◆ identify a market and potential customers;
- ◆ implement a marketing plan that positions products or services in this market; and
- ◆ create a business plan to bring about a positive return on investment within a reasonable period of time.

Experts in job profiling agree that successful business owners need the abilities to:

- ◆ Accept a certain degree of risk
- ◆ See the big picture and recognize business opportunities
- ◆ Plan and organize business activities
- ◆ Problem solve
- ◆ Lead individuals and organizations
- ◆ Analyze the market in relationship to the business
- ◆ Respond to changing markets and technologies
- ◆ Adapt to evolving environments both internal and external
- ◆ Manage limited resources

What Does a Business Owner Do? Identifying Business Objectives

Running a business takes a certain set of skills and brings with it unique responsibilities (Karl Haigler, personal communication, 2007). A successful business owner needs to be able to:

- ◆ develop a business plan;
- ◆ communicate and market the business to potential investors, potential employees, and lending institutions to secure necessary support for start-up operations;
- ◆ periodically assess the market potential for products and services;
- ◆ manage resources efficiently (e.g., time, materials, salaries, and other operating costs);
- ◆ develop a customer base through marketing and “branding”;
- ◆ monitor performance of products and services for better business planning;
- ◆ identify, and make necessary adjustments to, business plans based on customer feedback or lack of success in marketing;
- ◆ train appropriate staff in all aspects of production, delivery, and quality specifications; and
- ◆ communicate or provide progress reports on a regular basis to supporters, employees, and lenders.

C.E.O.

C. E. O. Women is planning *telenovelas* with four main characters from, Mexico, China, Vietnam, and India. Each episode will provide conflict and drama, and in true *telenovela* tradition, the occasional romantic love scene. Once completed, the *novelas* (along with teaching units) will be available on DVD and distributed to women interested in starting a small business, enabling them to access teaching resources and information in the comfort of their home.

Farhana Huq, personal communication, 2007. For more information contact info@ceowomen.org

El Paso SBDC

The El Paso Small Business Development Center makes every effort to provide Spanish materials that have been expertly translated such as two of the most popular textbooks for small business classes, *Cash Flow: Mas Que Una Problema Contable* from Upstart Publishing and *Su Plan de Negocio* from the Oregon Small Business Development Center Network.

El Paso Small Business Development Center. For more information contact Roque Segura, Director

Networking with Small Business Providers

There is a large network of federal, state, and local agencies and organizations involved in small business development to which case managers can refer their customers. Examples include:

- ◆ Small Business Administration;
- ◆ small business development centers;
- ◆ chambers of commerce;
- ◆ small business associations;
- ◆ women's business centers;
- ◆ business information centers;
- ◆ Accion Texas;
- ◆ Rural Finance Development Corporation;
- ◆ commercial banks; and
- ◆ The University of Texas System's entrepreneurial centers.

Strategies to Support Entrepreneurial Training

In order to successfully run a small business, an entrepreneur must learn many varied and complex skills including sales and marketing, budget and finance, taxes, management, market research, accounting, payroll, business law, and computer skills (Roque Segura, personal communication, 2007).

Female LEP customers, particularly dislocated workers, may have limited English skills and minimal educational attainment. An integrated, bilingual curriculum will not only facilitate the learning process, but will give these customers the confidence they need to succeed in the classroom.

For instance, in El Paso Women's Border Business Center has a satellite that targets Spanish-speaking dislocated workers and has a track record in helping women successfully start businesses. The University of Texas at

Referral for Business Counseling

Customers considering small business ownership can connect with a number of services and resources. Most SBA-funded Business Resource One-Stop Centers have comprehensive resource guides on hand. This is a great place to refer customers just to get them started.

Assessing Potential Entrepreneurs

An entrepreneurial profile can be used in career exploration. In addition, the profile can be developed further so that more detailed job objectives can be used to assess interest as well transferable job skills.

Brownsville has developed a curriculum, which integrates language and business skills. The University of Texas-Pan American has developed a DVD-based approach, specifically targeted to Spanish-speaking female customers.

Identify the Right Training

Key components case managers should become familiar with when counseling a female LEP customer about what to look for in an effective training program:

- ◆ Culturally relevant training programs.
- ◆ An integrated, bilingual curriculum that incorporates the core subjects for entrepreneurial training along with English language instruction and basic skills enhancement.

Example: The University of Texas at Brownsville has developed the Microenterprise Manager Program (discussed below).

- ◆ Support systems that include access to wider community resources that can provide individual counseling, classes, workshops, and seminars.
- ◆ Access to capital or referrals to appropriate microlenders in the community, including information about Individual Development Accounts (IDAs).

Learn from Promising Practices

There are several promising practices from which Workforce Boards and Workforce Center staff can model effective strategies and programs. Both public and private organizations are more than willing to partner with Workforce Boards to train and inform women about entrepreneurial opportunities.

Job Objectives

Develop a business plan:

- ◆ Communicate and market business to potential investors, potential employees, and lending institutions to secure necessary support for start-up operations
- ◆ Periodically assess the market potential for product/service
- ◆ Manage resources efficiently (time, materials, employees, and other operating resources)
- ◆ Develop customer base through marketing and “branding”
- ◆ Monitor performance of product/service for better planning
- ◆ Identify and make necessary adjustments to business plan based on customer feedback or lack of success in marketing
- ◆ Train needed staff in all aspects of production, delivery, and quality specifications
- ◆ Communicate or provide progress reports on a regular basis to supporters, employees, and lenders

Section 2: Examining Successful Efforts: Models That Work

Self-Employment for Economic Development

The Self-Employment for Economic Development (S.E.E.D.) program is one such example. S.E.E.D. was funded as a pilot project by TWC to train Temporary Assistance for Needy Families (TANF) customers to achieve economic self-sufficiency by running their own small businesses. S.E.E.D. had four sites: Brownsville, McAllen, San Antonio, and Houston. The entire project was administered by the YWCA of San Antonio and headquartered at the organization's Olga Madrid Center in the city's predominantly Hispanic, low-income Westside (Alma Smith, personal communication, 2007).

S.E.E.D. strategies that can be modeled by case managers include:

- ◆ Distribute outreach materials in English and Spanish.
- ◆ Provide customers with job readiness training such as résumé writing, computer skills, money management, and interviewing. These skills can carry customers forward in building their abilities to market their businesses.
- ◆ Survey customers regarding work experience, personality, work habits, and interests.
- ◆ Meet with the customer and work together to review the survey and to assess work history, career goals, education, suitability for entrepreneurship, and personal barriers that need to be addressed.
- ◆ Develop individual career plans that specify the customer's need for business training, computer skills training, mentoring, technical assistance, career counseling, and support services (Smith, personal communication, 2007).

S.E.E.D. Program

When funding from TWC ended in 2003, the S.E.E.D. program continued operating, but on a smaller scale and at only one site (San Antonio). In 2004, the YWCA added a new innovation to the program, an Individual Development Account (IDA) component. Today, customers who participate in the IDA portion of the S.E.E.D. program may use their IDA savings as start-up capital to open a small business or as collateral for a small business loan. The City of San Antonio provides the matching funds for the IDA at a 4:1 ratio. This is the only IDA program in San Antonio where participants can use their IDA savings to start a small business.

S.E.E.D. For more information contact Alma Smith, YWCA of San Antonio

- ◆ Encourage customers to join one or more professional women's associations in order to benefit from networking, continuing education, and training opportunities (Smith, personal communication, 2007).
- ◆ Provide mentoring opportunities for customers by linking them with successful small business owners who are willing to provide guidance and technical assistance.
- ◆ Guide customers to organizations that can assist them in assessing their financial capacity to obtain business loans and in finding the appropriate lending institution.

The Microenterprise Manager Program

The University of Texas at Brownsville and Texas Southmost College (UTB/TSC) developed a Microenterprise Manager Curriculum and Program Plan designed to help female LEP customers develop job skills and work habits to enhance their potential for success through self-employment or job placement (Sorensen, 2004). In 2004, when several sewing plants in Cameron County were closed, UTB/TSC partnered with the Cameron County Workforce Board to develop effective strategies to train dislocated female LEP workers in small business development.

The Cameron County Workforce Board and UTB-TSC developed an entrepreneurial training program funded by Trade Assistance Act, WIA, and National Emergency Grant monies for female LEP dislocated workers (Nelda Najera, personal communication, 2007). Strategies from the Microenterprise Manager Program that can be modeled in effective training programs include:

- ◆ Offer training that develops job skills and work habits to increase the potential for success in either the workplace or self-employment in a small business.
- ◆ Offer training that develops fundamental business skills using a curriculum developed by an acknowledged source such as the Kauffman Foundation, and delivered through an integrated curriculum (with concurrent ESL and basic skills classes as needed).

Project ASSIST

The University of Texas-Pan American's Office of Center Operations and Community Services (CoSERVE) created an entrepreneurial training program for LEP dislocated workers in the Rio Grande Valley. Project ASSIST was developed in partnership with the North American Development Bank-Community Adjustment and Investment Program (NAD Bank-CAIP) and is designed to assist trade-affected workers displaced by NAFTA become self-sufficient through self-employment (Brent L. Mann, personal communication,, 2007).

Project ASSIST strategies, which can be incorporated into career exploration and case management, also include using short stories told through videos or DVDs such as *Open for Business*, which targets Hispanic women interested in owning a small business. *Open for Business* tells the story of Norma, a woman who loses her job after 15 years when the plant she works in shuts down. *Open for Business* follows Norma's journey as she struggles to start her own business (a bakery) and ultimately succeeds (Brent L. Mann, personal communication, 2007).

- ◆ Coalesce several economic development and job training organizations' resources to provide technical assistance.
- ◆ Distribute supplemental handbooks to students and instructors.
- ◆ Provide all information in both English and Spanish (Brent L. Mann, personal communication, 2007).

Other Promising Programs

C.E.O. Women is a nonprofit organization based in Oakland, California. C.E.O. Women has an impressive history of training minority, refugee, and immigrant women to become entrepreneurs.

According to C.E.O. Women founder, Farhana Huq, the concept of this innovative program is simple. C.E.O. Women is not based on a deficit model; rather, it is designed to build off of the entrepreneurial skills and strong work ethic that minority, refugee, and immigrant women bring to this nation.

Project ASSIST

Strategies from Project ASSIST that can be incorporated into training include:

- ◆ Complementing the *Open for Business* video with a CD that contains worksheets, information, materials, and sample small business plans with a financial statement to guide customers through the initial steps of planning a business.
- ◆ Delivering the instructional video and CD through individual counseling or in group settings by qualified instructors.
- ◆ Ensuring that the fundamental concepts of business are covered, such as:
 - ◆ Where do business ideas come from?
 - ◆ Identifying good business ideas
 - ◆ Writing a business plan
 - ◆ Financing
 - ◆ Sales and marketing
 - ◆ Advertising
 - ◆ Money management and budgeting

C.E.O. Women provides these women with the necessary tools to further their own economic empowerment and build futures for themselves and their families (Farhana Huq, personal communication, 2007). Core strategies of C.E.O. Women include:

- ◆ Rely heavily on *telenovelas*—or stories—patterned after soap operas popular in Latin America and among Spanish-speaking Hispanics in the United States (C.E.O. Women, 2007).
- ◆ Deliver an integrated model for entrepreneurial and English training. Here women acquire skills through a Vocational ESL (VESL) model curriculum where English literacy skills are acquired while gaining basic business skills, including skills in reading, writing, comprehension, basic math, marketing, legal issues, negotiation skills, finance, public speaking, and networking.
- ◆ Provide one-on-one coaching and support that allows women to gain basic business and English skills, the program provides support through peer-to-peer counseling and consulting services. After completing their coursework, women are matched with a mentor who will provide counsel and guidance in their journey toward economic self-sufficiency.
- ◆ Provide access to capital for sustainability. After successful completion of the training program, C.E.O. Women graduates are offered the opportunity to open matched IDAs that are matched 2:1. Program graduates also are given the opportunity to qualify for small cash grants (\$1,500) to launch and grow small businesses (C.E.O. Women, 2007).

Steps to Success

Case managers may want to consider supporting entrepreneurial development through:

- ◆ Counseling and intake that explores whether the customer is already engaged or interested in business
- ◆ Administering assessments that measure entrepreneurial skills and interests
- ◆ Exploring current or future business options
- ◆ Choosing to start or expand a business
- ◆ Finding a mentor
- ◆ Preparing an IEP
- ◆ Choose training providers with classes in:
 - ◆ Sales and marketing
 - ◆ Budget and finance
 - ◆ Payroll and taxes
 - ◆ Market research computer skills
- ◆ Working with community agencies/resources for technical assistance and funding
- ◆ Assisting customers to formally establish their business

Promising Practices from Resource Partners

El Paso Small Business Development Center

The El Paso Small Business Development Center (SBDC) program is imbedded in The Institute for Economic and Workforce Development at El Paso Community College.

Services include counseling, technical assistance training seminars, advocacy, research services, and research information. In addition, SBDC provides resources and training services through seminars (in English and Spanish) offered throughout the year to assist small business owners to gain knowledge and improve skills in business management, operations, and specialized areas (El Paso Small Business Development, Web site 2007).

ACCION Texas

ACCION Texas is a nonprofit microloan fund with offices throughout the state. Its mission is to provide small business loans to customers who do not have access to loans from commercial sources. ACCION Texas has extended its services through the 44 SBDC offices in Texas without hiring additional staff. Conversely, in areas without an ACCION loan office, SBDC representatives are able to close an ACCION Texas loan and hand the check directly to the customer.

This partnership has not only benefited ACCION Texas and SBDC, but also small business owners throughout the state (Salzman, Signe, Pindus, and Castenada, 2006).

Proven Curriculum

The integrated curriculum developed by UTB used the First Step Fast Trac Curriculum developed by Ewing Marion Kauffman Foundation. Overall, training strategies include classroom instruction augmented by public presentations and site visits. Program activities include:

- ◆ Career exploration on the Internet
- ◆ Fast Trac business principles integrated with bilingual reading, writing, and math related to business concepts
- ◆ Preparing a business plan
- ◆ Managing projects (planning, delegating, scheduling supervising, etc.)
- ◆ Testimonials by small business owners and individuals representing various careers
- ◆ Hands-on experience in planning a model small business (small business laboratory)

Commercial Lenders

A 2006 study on capital access for women entrepreneurs by the Urban Institute identified Wells Fargo as the “gold standard” in outreach to women (Salzman et al., 2006). Wells Fargo is one of the participating lenders with the William Mann Community Development Corporation, a small business microlender in Fort Worth. Wells Fargo Bank refers applicants who have been denied conventional small business loans and also participates in loans to small businesses with this organization (Salzman et al., 2006).

Wells Fargo also has IDA pilot programs in Houston, Fort Worth, San Antonio, and El Paso. This is important to low-income entrepreneurs because IDA proceeds may be used as start-up capital to open or expand a small business (Salzman et al., 2006).

Review Part 5: Entrepreneurial Opportunities for Women

The following innovative strategies can support female LEP customers interested in developing a small business:

1. Focus on entrepreneurial issues during counseling and case management.
2. Conduct assessments designed to determine customer aptitude for small business ownership.
3. Network with small business partners.
4. Supplement strategies designed to identify the appropriate training.
5. Incorporate lessons learned by other public and private organizations.
6. Use models that work—such as the S.E.E.D. program.

Appendix A: Training Strategies for LEP Customers, *Adelante!*

The University of Texas-Pan American Office of Center Operations and Community Service (CoSERVE), in conjunction with the Texas Workforce Commission and the Lower Rio Grande Valley Workforce Board created a series of videos specifically designed for dislocated workers with limited English skills. The program, called *Adelante!*, consists of several DVDs available in both English and Spanish that help students understand training programs. Each DVD contains a *novela*, or story, that recounts the journeys of individual Latinas in their quest to become self-sufficient through employment.

The programs on the DVD consist of lesson plans and exercises designed to give customers a comprehensive view of the skills, training, and experience needed for the job. The DVD also provides exercises on preemployment skills that can be easily incorporated into job training curriculum by job training providers serving dislocated workers with limited English skills. The *novelas* are short, inspirational stories and lesson plans, and exercises are appropriate for use by case managers for career exploration when developing Individual Employment Plans (IEPs) with customers. They also can be used by training providers in the classroom and by Workforce Center staff for job search skills counseling sessions and workshops.

All of the Project *Adelante!* DVD sets feature (in addition to the *novela*) :

1. User-friendly menus
2. Short, entertaining lessons
3. Interactive questions that encourage dialogue
4. A choice of English or Spanish language
5. A glossary with easy-to-understand definitions of the key terms used in the lesson plans

Each individual DVD coursework set explores specific careers that have been identified as “in demand” in the Texas border area. Each Career DVD set comes with its own *novela* and its own set of easy-to-use lesson plans. Also accompanying each DVD is an instructor’s handbook and a student handbook.

Manufacturing Opportunities

The DVD set entitled *Workforce Skills Courseware for Manufacturing Essentials* provides an overview of the manufacturing industry, particularly new high-tech manufacturing and robotics. This DVD is designed to introduce customers to the new world of manufacturing in today's global economy. With these lesson plans, customers learn how products are made, job safety information, how to read instruments, why quality control is important, and other basic skills and information needed to begin and build a successful career in this industry. The accompanying *novela* in this DVD coursework set, *A Different Path*, is the story of a Latina's desire to enter and succeed in the manufacturing industry.

It is important to note that the lesson plans and curriculum were developed with the input of local employers after extensive labor market research that identified local high-growth, high-demand occupations. The accompanying *novela* in each DVD was also developed and produced locally with local actors portraying characters to whom dislocated, female workers can relate. In addition, the DVD sets are available in Spanish for those customers with limited English skills.

Machining Technology

The next DVD coursework set, *Workforce Skills Coursework For Machining Technology*, is also available in English and Spanish and is targeted to female dislocated workers entering a nontraditional career. The *novela* in this set includes *Laura's Story*, an inspirational story about a single mother's struggle to make it on her own while raising her two children.

Temporary Assistance for Needy Families

The final DVD set is designed for TANF customers because it specifically addresses "soft skills" or preemployment skills for workers entering the job market for the first time. However, many of the lesson plans are very appropriate for female dislocated workers with limited English skills because it addresses the same

Instructional Material

The development of the *Ade-lante!* coursework was an effort that involved a team of professionals ranging from instructional designers, multimedia and production experts, adult education specialists, and manufacturing practitioners.

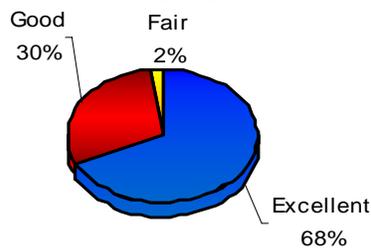
A primary goal of the curriculum was to present material in a nontraditional format conducive to the learning needs of the target population.

According to the survey respondents, the goal was achieved—68% (36) rated the instructional material excellent, 20% (16) good, and 2% (1) fair.

timely subjects that the case manager groups identified as needed additional tools. This DVD set contains the story, *Breaking Away*, a *novella* of a single mother who leaves behind her life as a farm worker for a better life.

For example, unlike first time job seekers, dislocated female workers (especially those certified as trade-affected) have exemplary work histories. Many of them have an average tenure of ten to fifteen years with one company and the skills commensurate with that work experience. Obviously these customers would feel they are being patronized by topics such as personal responsibility, commitment, attitude, and the importance of being on time. However, they could use a "refresher lesson" in Developing a Personal Plan, First Impressions, and Attitudes for Promotion.

Instructional Material



Program Usefulness

Respondents were asked to rate the usefulness of the program in preparing them for a job. An overwhelming 83% (44) rated it very useful, 15% (8) useful, and 2% (1) somewhat useful. The fact that 98% rated the program either very useful or useful indicates the value to the participants.

According to the instructor, the majority of the participants were in great need in self-esteem and self-confidence development. In her opinion, participants gained the most significant value in these two areas.

ADELANTE! Curriculum

DVD SUCCESS SKILLS (30 hours)

INTRODUCTION

Personal Responsibility

Developing Goals
Commitment

GETTING HELP

Support Networks

Backup Plans
Your Personal Plan

PERSONAL TOOLS

Positive Workplace Attitudes
Time Management
Being on Time
Problem Solving
Decision Making

STRESS

Understanding Stress
Your Changing Role
Managing Stress

COMMUNICATION

How we Communicate
Communication Principles
Communication in Practice
Body Language
Business Speak
Business Writing

WORKPLACE SUCCESS

Workplace Dress
Getting Along with Others
Conflict Resolution

SHARED SUCCESS

Getting a Job
From Job to Career
Attitudes for Promotion
See It. Be It.

DVD MANUFACTURING ESSENTIALS (40 hours)

INTRODUCTION

Manufacturing Opportunities
What is Manufacturing
Steps in Manufacturing
Your Role in Company's Success

CAREER PATHWAYS

Career Ladders in Manufacturing
Planning Ahead to Get Ahead
Your Promotional Partnership

SAFETY ON THE JOB

Attitudes for Safety
Safety in the Workplace
Unsafe Behavior
Dressing for Safety

WORKPLACE LITERACY

Filling Out Employment Applications
Writing Messages and Instructions
Reading Basic Instructions
Reading Safety Labels and Signs
Reading Tables
Reading Purchase Orders, Lists
Basics of Filing

WORKPLACE MATH

Math in Your Life
Percentages
Ratios
Using a Ruler
Metric and English Measurement
Applying Measurement

QUALITY CONTROL

What is Quality Control

DVD MACHINING TECHNOLOGY (20 hours)

INTRODUCTION

What is M Technology
Career Opportunities
Working Environment
Wages/Salary
Training
Women

SHOP SAFETY

Importance of Safety
Dressing for the Machine Shop
Safety Equipment
Workplace Safety Hazards
Lifting and Carrying
Fire Prevention

MEASUREMENT TOOLS AND PROCEDURES

The Importance of Measurement
Measurement Systems
Measurement Tools
Layout Tools

MANUFACTURING PROCESS PLANNING

Machining Procedures
Round Work
Flat Work
Blueprints and Drawings
Assembly and Detail Drawings

MACHINING TOOLS

Presses
Vices
Pliers
Hammers
Wrenches
Screwdrivers
Chisels and Punches
Hacksaws
Files
Hand Reamers
Taps
Dies
Grinders

MACHINES AND MATERIALS

Ferrous Metals
Non-ferrous Metals
Sawing
Drilling
Turning
Milling Machines
CNC Machines

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