



A JOBS FOR THE FUTURE INITIATIVE

THE PINK TO GREEN TOOLKIT: ADDING A GENDER LENS TO GREEN JOBS TRAINING PROGRAMS

CREATED BY WIDER OPPORTUNITIES FOR WOMEN
FOR THE GREENWAYS INITIATIVE

JULY 2012

TOOL 2.1

ASSESSMENT AND CASE MANAGEMENT STRATEGIES TO SUPPORT WOMEN'S PARTICIPATION AND SUCCESS IN GREEN JOBS

THE PINK TO GREEN TOOLKIT

This tool is part of *The Pink to Green Toolkit: Adding a Gender Lens to Green Jobs Training Programs*, created by Wider Opportunities for Women for the GreenWays initiative. All tools are available online at: <http://greenways.jff.org/pinktogreen>

The GreenWays initiative provides high-quality workforce services to employers and to workers seeking to advance their careers in the green economy. The initiative invests in 20 workforce partnerships across six diverse industry sectors

in eight metropolitan labor markets. It builds on JFF's approach of organizing employers and workforce resources into sectoral workforce partnerships to promote career advancement for lower-skilled workers. GreenWays is supported by grants from the U.S. Department of Labor through Pathways Out of Poverty and the Green Jobs Innovation Fund.

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Improving the success of women requires not only recruiting them into job training programs but also incorporating a gender lens in the program design. This presentation can be used as part of a training session for the staff of workforce development programs responsible for assessing program candidates and providing case management to participants. The slides begin with assessment techniques to help select candidates who are likely to succeed. The assessment section includes sample questions and criteria. The case management section highlights topics that benefit from a gender lens, including support services and career planning. It reviews the responsibilities and qualifications of a strong case manager. It also introduces the concept of family economic security, along with tools to incorporate that into case management.

This presentation builds on Tool 1.2, Moving Women into Jobs in the Green Economy. Tool 1.2 focuses on recruiting women and smoothing their intake into a training program. This presentation picks up where Tool 1.2 leaves off and is intended to train staff in case management for women after entering the program.

WHO SHOULD USE THIS TOOL

Training program directors; trainers of staff responsible for participant selection and intake; case managers; soft skills and financial literacy instructors

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AGENDA

OVERVIEW OF GENDER EQUITY ISSUES

PROGRAM STRATEGIES

- > Assessment with a Gender Lens
- > Case Management with a Gender Lens
- > BEST as a Case Management Tool

QUESTIONS AND DISCUSSION

OVERVIEW OF GENDER EQUITY ISSUES

GENDER LENS QUIZ

- > Name three stereotypically female skills that might be transferable to a job in the construction industry.
- > Identify three stereotypically female-dominated jobs that can pose challenges to maintaining and balancing work and family needs.
- > Name three issues that might be more prevalent for women in case management.



MYTHS AND FACTS

MYTHS	FACTS
Women aren't interested in nontraditional jobs.	Women in the past performed many jobs now thought to be nontraditional for women. Women who have not considered the possibility of these jobs for themselves often are quite interested in exploring them more once they are introduced to the opportunities.
Women won't tolerate the working conditions in male-dominated blue-collar jobs.	Many women enjoy working with their hands and working outdoors. They take pride in knowing they helped build or create something. Many tradeswomen report a high degree of job satisfaction. And working conditions in traditionally female jobs may be equally challenging.
Women's family responsibilities interfere with the working conditions and hours of nontraditional jobs	Most working parents manage work and family responsibilities. Programs can link women to resources to help identify support services for child care.

ASSESSMENT WITH A GENDER LENS

KEY COMPONENTS OF ASSESSMENT

- > Conducting assessment with a gender lens
- > Understanding what kind of candidates your program is looking for
- > How to retrieve information from prospective clients
- > When to assess candidates
- > Who should be involved in assessing candidates
- > Using assessment to set the stage for case management



PUTTING A GENDER LENS ON ASSESSMENT

ASSESSMENT SHOULD HELP CLIENTS TO:

- > Get past the unknown
- > Assess their fit for the green jobs training program
- > Identify transferable skills
- > Become aware of work/family issues
- > Demonstrate their commitment and ability to follow directions
- > Experience aspects of working tasks and responsibilities

ASSESSMENT SHOULD ENABLE STAFF TO:

- > Raise questions about a candidate's fit for the program in a non-judgmental way
- > Ask probing questions to go beyond stereotypes
- > Identify case management needs
- > Measure basic skill levels and job readiness to determine how best to serve the applicant

TIPS FOR A SUCCESSFUL ASSESSMENT



- > Use probing questions.
- > Minimize yes or no questions.
- > Ask about previous experiences.
- > Tease out information on transferable skills from paid and unpaid work experiences.
- > Encourage self-assessment.
- > Do not be judgmental.

SAMPLE ASSESSMENT QUESTIONS

- > Why do you want to work in construction or the construction-related industry? What makes you a good candidate for this type of work?
- > Describe a time when you worked with others as a team to build a project.
- > Can you follow the directions of crew leaders even if the directions are given quickly or whether you like that person?
- > How will you maintain a sense of humor when dealing with difficult people, including practical jokers?
- > How do you know that you can work in a physically demanding environment for extended periods of time and in all weather conditions?
- > Can you work at heights or in small, confined spaces?
- > Can you work in environments that may be extremely noisy, dirty, hot, cold, wet, smelly, or potentially dangerous?
- > What do you do when repairs are needed around your home (such as fixing outlets, toilets, or leaks)?



SAMPLE ASSESSMENT QUESTIONS CONTINUED

- > Do you like to start and end your workday early?
- > Do you like solving technical problems and puzzles? Can you give me an example?
- > Have you worked from a pattern, blueprint, or diagram to construct or make things? Example?
- > Give me an example of a challenge you overcame.
- > What do you expect your day to be like as a tradeswoman?
- > How will you feel if you are the only woman in your shop or on the jobsite?
- > Are you safety-conscious in all your work?
- > Apart from a good income, what else do you think would bring you satisfaction from a job?

SAMPLE ASSESSMENT EVALUATION CRITERIA

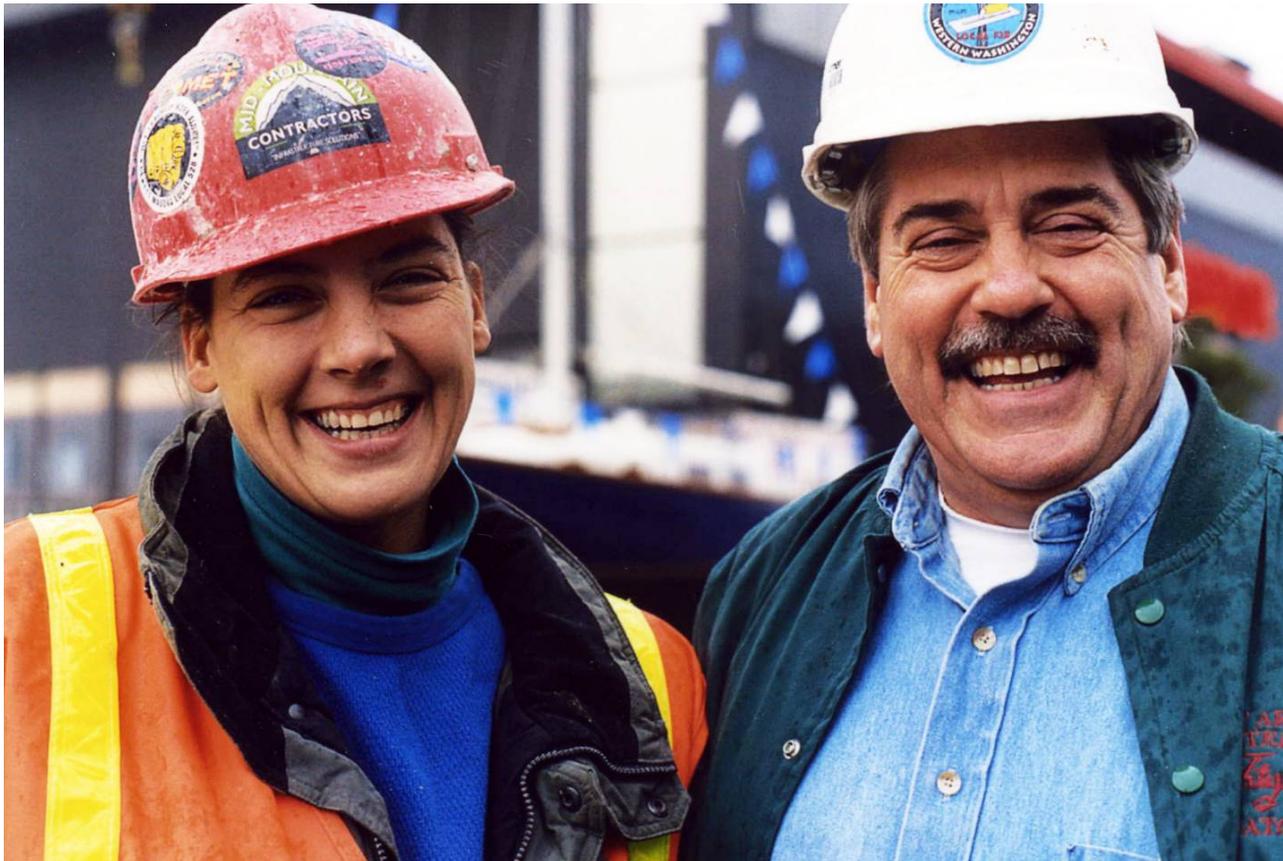


- Does the applicant understand the nature of the work and the working conditions?
- Does the student have (or can gain) the physical capacity to succeed in a job that requires physical labor?
- How well can the applicant follow directions?
- Does the applicant have a good attitude about entering a male-dominated work environment?
- Has the applicant demonstrated commitment to the program by showing up at various assessment points?
- Does the applicant have strengths that balance out the weaker areas?
- Does the student follow dress code?
- Are the student's mathematical skills at the level necessary for her to succeed in her trade choice?

EMPLOYER ENGAGEMENT IN ASSESSMENT

- > Benefits for Client
 - Exposure to real employers
 - Hearing directly from employers on what they are looking for in an employee
- > Benefits for Employers
 - Meeting clients
 - Pre-screened applicants
- > Benefits for Program
 - Employer investment
 - Feedback for program

MEN FROM THE TRADES ARE VERY IMPORTANT MENTORS FOR WOMEN ENTERING INDUSTRY



Engaging tradesmen in the assessment process builds allies, resources and connections for aspiring tradeswomen.

CASE MANAGEMENT WITH A GENDER LENS

KEY ASPECTS OF CASE MANAGEMENT: SUPPORTING THE CLIENT FROM ASSESSMENT TO RETENTION

- > Putting a Gender Lens on Case Management
- > Individual Goal Setting & Career Planning
- > Support Services
- > Tracking & Follow-up
- > Case Manager: A Job Description
- > Integrating Case Management into All Aspects of Program Services

CASE MANAGEMENT GOALS FOR PARTICIPANTS



- > Increased competency in developing the skills necessary to become a viable candidates for apprenticeship programs
- > Empowered to function as independently as possible
- > Linked with essential resources
- > Enhanced self-confidence so she is better equipped to face the challenges of a career in a male-dominated industry

PUTTING A GENDER LENS ON CASE MANAGEMENT

- > Building self-esteem
- > Balancing work and family
- > Planning child care
- > Addressing a lack of family support
- > Addressing domestic violence, spousal control issues
- > Countering test-taking anxiety
- > Surviving and thriving in a male-dominated work environment
- > Building physical fitness and healthy habits
- > Budgeting and financial literacy

STAGES OF CASE MANAGEMENT

Individuals need case management throughout their involvement with your organization. Provide services when they are:

- > Applicants preparing for admission to the training program
- > Training program participants
- > Job-ready candidates who do not require additional training
- > Program graduates

Programs can make their services more robust by:

- > Integrating case management into all aspects of program services
- > Coordinating case management with all program staff

INDIVIDUAL GOAL SETTING & CAREER PLANNING

- > Begin with developing a career plan.
- > Outline participants long- and short-term goals.
- > Identify activities, barriers, and services needed to achieve these outcomes.
- > Use an in-class goal-setting workshop to provide participants with the tools to begin formulating goals and plans.
- > One-on-one case management provides essential guidance in helping students weigh the merits of various opportunities and create achievable career plans with realistic goals, timelines, and activities.
- > The plan provides a framework for staff in supporting participants toward progress in meeting their goals.
- > Ongoing check-ins: Participants must attend a second one-on-one during the last few weeks of class to reevaluate the career plan and identify next steps toward apprenticeship.



SUPPORT SERVICES

- > Connect participants with resources from the program and other sources for overcoming barriers and achieving success. Can include:
 - Housing
 - Child care
 - Legal services
 - Drivers license restoration
 - Dealing with domestic violence
- > Important for participants take charge of this process
- > Staff members provide participants with a resource booklet and work with them to access services.
- > Support service needs are consistent with those of other low-income participants in the programs EXCEPT entering an apprenticeship program can be very lengthy and expensive:
 - Unpaid pre-apprenticeships after acceptance
 - Payment of initiation fees prior to placement
 - Health exams
 - Tool and clothing costs
- > Consider how the program can provide financial subsidies to participants through small grants, no-interest loans, or other ways.

TRACKING & FOLLOW-UP

TRACKING

- > Tracking participants via completion of biweekly, mid-term, and final progress reports on:
 - performance on tests;
 - submission of homework; and
 - attendance
- > Allows case management to quickly identify and respond to any issues or progress reported
- > If participant is not meeting requirements, case management initiates contact and works to identify and assist the participant in solving issues that impede class attendance or achievement.
- > Make/maintain personal connection

FOLLOW-UP

- > Apprenticeship application status sheet tracks applicants' interest in and applications to apprenticeship programs.
- > Follow-up with participants reminds them of application openings for apprenticeships or jobs.
- > Invite them to study sessions for upcoming tests
- > Support them in following through with applications and/or tests and interviews
- > Capture outcomes

JOB DUTIES: CASE MANAGER

- > Monitor participant progress.
- > Provide limited counseling for career exploration, encouragement, coaching, identifying barriers, and goal setting.
- > Facilitate access to and assess eligibility for support services as needed to promote program retention and facilitate transition to the nontraditional workplace.
- > Help clients navigate the processes that lead to entry into and sustained success in nontraditional careers.
- > Coordinate referral and follow-up with participants, service providers, and employers.
- > Participate in applicant screening and in program decision-making processes.
- > Track and provide counseling and support services to program participants referred to training programs.
- > Engage program graduates in post-class activities, such as a job club.
- > Create and maintain participant files in electronic form and as hard copy in cooperation with other team members.
- > Work with other team members to assess the status of client progress and determine the best ways to help each client reach her goals.

QUALIFICATIONS: CASE MANAGER

- > Understanding of workforce development issues and services
- > Work experience in providing case management and counseling services
- > Work experience in a setting characterized by socioeconomic, ethnic, and/or racial diversity
- > Active-listening skills
- > Ability to solve problems
- > Resourcefulness
- > Ability to take initiative within a team environment
- > Commitment to women's social and economic equity
- > Flexibility to work some evenings and weekends

BASIC ECONOMIC SECURITY TABLES (BEST) BEST AS A CASE MANAGEMENT TOOL

THE VALUE OF FINANCIAL LITERACY

Strong case management not only prepares women for the workforce but also ensures that they can use their job to build financial stability. Include financial literacy in case management services in order to identify the level of resources necessary to support a family and to help women achieve their financial goals.

USING THE SELF-SUFFICIENCY STANDARD OR BASIC ECONOMIC SECURITY TABLES MORE THAN NUMBERS

- > Understanding the BEST Index
- > How to use BEST
- > Examples of BEST in action: tables

For more economic security resources, see *Preparing for the BEST: Economic Security and Career Literacy Resource Guide*, prepared by WOW for JFF's GreenWays initiative (July 2012). http://greenways.jff.org/sites/default/files/PreparingForTheBest_062912.pdf

THE BEST INDEX AND DIRECT SERVICE PROVIDERS/CASE MANAGERS

The BEST Index is a realistic measure of what it costs for working families to live in your community, including:

- > The costs and benefits of working; and
- > The amount of income needed without public or private supports.

The BEST Index:

- > Assumes all adults are working full-time, which are the realities of our world
- > Takes into account ages of children
- > Varies by geographical location

- > A tool for counseling
- > A way to determine eligibility
- > A measuring stick for quality jobs
- > A benchmark for client progress
- > A resource for developing career paths
- > A foundation for training programs
- > A tool for financial education workshops

USES OF THE BEST CALCULATOR

- > Provides an added assist by simplifying budgeting
- > Integrates work supports
- > Enables customers to test different combinations of income and work supports
- > Enables case managers to benchmark wages against local costs of living and more

ADDITIONAL BEST MEASURES

Adds measures for asset building:

- > Savings
- > Emergencies
- > Career education
- > Retirement savings
- > Building equity through home ownership

SELF-SUFFICIENCY WAGE BUDGET WORKSHEET

Use this worksheet to find your 'self-sufficiency wage'—the wage or salary necessary to meet your basic expenses.

<p>Instructions: Please complete this worksheet based on the monthly costs associated with living on your own.</p> <p>COSTS (per month):</p>	<p>Family Members:</p> <p># adults ___</p> <p># infants ___</p> <p># preschoolers ___</p> <p># school age ___</p> <p>EXPENSES:</p>	
1. Housing		
2. Utilities		
3. Food		
4. Transportation		
5. Child Care		
6. Personal and Household Items		
7. Health Care		
8. Taxes		
A. Expenses Subtotal: Add Lines 1 through 8		
9. Savings		
A. Expenses with Savings Subtotal: Add Lines 1 through 9		
	<i>Without Savings</i>	<i>With Savings</i>
<p>MONTHLY SELF-SUFFICIENCY WAGE: <i>Without Savings</i> = Line A <i>With Savings</i> = Line B</p>		
<p>HOURLY SELF-SUFFICIENCY WAGE: <i>Without Savings</i> = Divide Line A by 176 (average full-time hours per month) <i>With Savings</i> = Divide Line B by 176</p>		
<p>YEARLY SELF-SUFFICIENCY WAGE: <i>Without Savings</i> = Multiply Line A by 12 <i>With Savings</i> = Multiply Line B by 12</p>		

A MODELING EXAMPLE—PENNSYLVANIA

Table D.

Impact of the Addition of Child Support and Work Supports on Monthly Costs and Self-Sufficiency Wage
One Adult with One Infant and One Preschooler
 Philadelphia County, PA 2008

MONTHLY COSTS:	#1	CHILD SUPPORT AND WORK SUPPORTS				
		#2	#3	#4	#5	#6
	SELF-SUFFICIENCY STANDARD	Child Support	Child Care	Child Care, [Food Stamps]/ WIC* & Medicaid	Child Care, [Food Stamps]/ WIC & PA CHIP	Housing, Child Care, Food Stamps/ WIC & PA CHIP
Housing	\$788	\$788	\$788	\$788	\$788	\$511
Child Care	\$1,497	\$1,497	\$217	\$130	\$174	\$109
Food	\$513	\$513	\$513	\$345	\$441	\$351
Transportation	\$78	\$78	\$78	\$78	\$78	\$78
Health Care	\$265	\$265	\$265	\$0	\$115	\$115
Miscellaneous	\$314	\$314	\$314	\$314	\$314	\$314
Taxes	\$999	\$869	\$526	\$285	\$407	\$241
Earned Income Tax Credit	\$0	\$0	\$0	\$0	\$0	\$0
Child Care Tax Credit (-)	-\$100	-\$100	-\$56	-\$36	-\$50	-\$16
Child Tax Credit (-)	-\$167	-\$167	-\$53	\$0	-\$20	\$0
Child Support		-\$303				
SELF-SUFFICIENCY WAGE:						
HOURLY	\$23.79	\$21.34	\$14.73	\$10.82	\$12.76	\$9.67
MONTHLY	\$4,188	\$3,756	\$2,592	\$1,904	\$2,246	\$1,702
ANNUAL	\$50,253	\$45,068	\$31,103	\$22,853	\$26,955	\$20,429

WASHINGTON, DC, METROPOLITAN AREA SELF-SUFFICIENCY CALCULATOR

The screenshot shows a web browser window titled "DC Metro Area Self-Sufficiency Calculator (DCMASSC) - Windows Internet Explorer". The address bar shows the URL "http://dcmassc.org/index.cfm". The browser's menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The toolbar contains various icons for search, screensavers, and other browser functions. The main content area features a blue header with the text "DC Metro Area Self-Sufficiency Calculator (DCMASSC)" and a photograph of a diverse group of people. Below the header, a red banner lists the covered areas: "Washington, DC • Alexandria • Arlington • Fairfax • Falls Church • Montgomery • Prince George's". The main text reads: "A project of Wider Opportunities for Women - building pathways to economic independence for America's women and families since 1964." Three main sections are highlighted with images and text: "Learn More" (with a photo of a man in a lab coat), "Your Career" (with a photo of a woman in a yellow hard hat), and "Your Budget & Benefits" (with a photo of a woman holding a child). Each section includes a brief description and a "Learn more" or "Use the calculator" link. At the bottom, there is a copyright notice for 2006, contact information for Wider Opportunities for Women, and a note that the site is designed and hosted by MRose Technologies.

DC Metro Area Self-Sufficiency Calculator (DCMASSC)

Washington, DC • Alexandria • Arlington • Fairfax • Falls Church • Montgomery • Prince George's

A project of Wider Opportunities for Women - building pathways to economic independence for America's women and families since 1964.

Learn More
The DCMASSC is a free tool which helps people move toward financial self-sufficiency.
[Learn more »](#)

Your Career
The DCMASSC provides information on available high-wage, local jobs which don't require a 4-year degree and will support families.
[Research jobs »](#)

Your Budget & Benefits
The DCMASSC provides:
• Self-sufficiency estimates
• Benefits eligibility estimates
• Tax credit estimates
• A Budget Report
[Use the calculator »](#)

[DCMASSC Acknowledgements](#) [DCMASSC Disclaimer](#)

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http://dcmassc.org/careers.cfm

SOME CALCULATORS IDENTIFY JOBS

Compare wage needs to contemporary job market.

Table 11
**Wages of Top Fifteen D.C. Metro Area* Growth Occupations by Projected Increase in Number of Jobs:
 2000 - 2010**

Occupation Title**	Projected Growth by Number of jobs from 2000 to 2010	Annual Projected Percent Growth Rate from 2000 to 2010***	Median Wage	
			Hourly	Annual****
Computer Software Engineers, Systems Software	16,210	5.96%	\$41.89	\$88,472
Computer Systems Analysts	16,070	3.35%	\$36.29	\$76,644
Combined Food Preparation and Serving Workers, Including Fast Food	13,922	3.10%	\$7.42	\$15,671
Computer Software Engineers, Applications	12,798	5.76%	\$37.81	\$79,855
Computer Support Specialists	12,247	6.06%	\$21.90	\$46,253
Management Analysts	12,196	1.89%	\$36.20	\$76,454
Cashiers	11,140	1.73%	\$8.38	\$17,699
Retail Salespersons	10,883	1.31%	\$9.36	\$19,768
Lawyers	10,731	2.27%	\$55.35	\$116,899
Customer Service Representatives	10,664	2.54%	\$13.87	\$29,293
Computer specialists (all other)	9,089	4.33%	\$30.37	\$64,141
General and Operations Managers	8,562	1.27%	\$44.92	\$94,871
Network and Computer Systems Administrators	8,552	5.91%	\$32.80	\$69,274
Teacher Assistants	8,467	3.10%	\$11.00	\$23,232
Office Clerks, General	7,548	1.50%	\$12.93	\$27,308

DC METRO AREA JOBS

OCCUPATION TITLE	MEAN HOURLY	MEAN MONTHLY	MEAN ANNUAL	EDUCATION/TRAINING REQUIRED
Construction and Extraction Occupations				
Brickmasons and Blockmasons	\$19.43	\$3,419.17	\$41,030	On-the-job training
Carpenters	\$23.65	\$4,162.50	\$49,950	On-the-job training or vocational school degree
Construction Laborers	\$12.71	\$2,237.50	\$26,850	On-the-job training
Electricians	\$27.80	\$4,893.33	\$58,720	Apprenticeship program plus on-the-job training
Painters, Construction and Maintenance	\$26.33	\$4,634.17	\$55,610	On-the-job training or apprenticeship program
Pipelayers	\$15.23	\$2,680.83	\$32,170	Apprenticeship program plus on-the-job training
Plumbers, Pipefitters, and Steamfitters	\$22.41	\$3,945.00	\$47,340	Apprenticeship program plus on-the-job training
Roofers	\$15.28	\$2,690.00	\$32,280	On-the-job training
Helpers—Brickmasons, Blockmasons	\$12.10	\$2,130.00	\$25,560	Short-term on-the-job training
Helpers—Carpenters	\$12.13	\$2,134.17	\$25,610	Short-term on-the-job training
Helpers—Electricians	\$12.24	\$2,155.00	\$25,860	Short-term on-the-job training
Helpers—Roofers	\$10.60	\$1,865.83	\$22,390	Short-term on-the-job training
Elevator Installers and Repairers	\$23.54	\$4,142.50	\$49,710	Apprenticeship program
Installation, Maintenance and Repair Occupations				
Maintenance and Repair Workers, General	\$18.90	\$3,325.83	\$39,910	On-the-job training
Industrial Machinery Mechanics	\$19.69	\$3,465.00	\$41,580	Apprenticeship program plus on-the-job training
Transportation and Material Moving Occupations				
Truck Drivers, Heavy and Tractor-Trailer	\$16.91	\$2,975.83	\$35,710	On-the-job training plus CDL
Truck Drivers, Light or Delivery Services	\$15.74	\$2,770.83	\$33,250	On-the-job training plus CDL

Green Ways

A JOBS FOR THE FUTURE INITIATIVE

The **GreenWays** initiative provides high-quality workforce services to employers and to workers seeking to advance their careers in the green economy. The initiative invests in 20 workforce partnerships across six diverse industry sectors in eight metropolitan labor markets. It builds on JFF's approach of organizing employers and workforce resources into sectoral workforce partnerships to promote career advancement for lower-skilled workers. GreenWays is supported by grants from the U.S. Department of Labor through Pathways Out of Poverty and the Green Jobs Innovation Fund.

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JOBS FOR THE FUTURE

Jobs for the Future aligns education with today's high-demand careers. With its partners, JFF develops policy solutions and new pathways leading from college readiness to career advancement for struggling and low-income populations in America.

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Wider Opportunities for Women

Wider Opportunities for Women's (WOW)

intergenerational vision and mission of economic independence for women and girls is met by working nationally and in its home community of Washington, DC, on policies and programs which promote equality of opportunity for low-income women. For more than 45 years, WOW has helped women learn to earn, with programs emphasizing literacy, technical and nontraditional skills, the welfare-to-work transition, career development, and retirement security. Nationally, WOW engages in organizing, research, and advocacy—using the common framework—to design, implement, and advocate for programs and policies that move low-income families toward economic independence.

WWW.WOWONLINE.ORG