

DOCUMENT RESUME

ED 297 900

RC 016 651

TITLE Employment Programs for Rural Women.
 INSTITUTION Women's Bureau (DOL), Washington, D.C.
 PUB DATE 85
 NOTE 40p.; Appendix 4 contains small print.
 PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Adult Education; Demonstration Programs; Economically Disadvantaged; Economic Development; *Employed Women; Equal Opportunities (Jobs); High School Equivalency Programs; *Job Development; Job Placement; *Job Training; Outreach Programs; Postsecondary Education; *Program Descriptions; *Rural Population
 IDENTIFIERS Appalachia (Central); Mississippi; *Rural Women

ABSTRACT

A model program based on three demonstration projects of the Appalachian Women's Employment Information Project plus one Women's Bureau funded project for rural women in Mississippi provides a guide to the development or expansion of training and employment services for rural women. The model program is designed to help economically disadvantaged rural women prepare for the world of work with the help of counseling, advocacy, referral and job placement assistance, support services, and skills training. Part A of this guide describes major steps in developing the program. These steps include determination of purpose and strategies, formation of an advisory committee, recruitment and training of staff, development of jobs, and development of a recordkeeping and evaluation system. Part B of the guide describes the core components of the program, such as recruitment of participants, readiness training, adult education, occupational skills training, job placement, and followup. Major emphasis is placed on supplying supportive services, such as transportation and child care, to enable the women to participate in full-time employment. Appendices include a chart for developing a time-frame for program activities, an outline of staff training, a worksheet for developing a plan of action, an assessment form for participants, and an agenda for a 5-day job-readiness workshop.
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Employment Programs for Rural Women



U.S. Department of Labor
William E. Brock, Secretary

Women's Bureau
Lenora Cole Alexander, Director

1985

FOREWORD

The Women's Bureau, in response to its congressional mandate of 1920, works to improve the economic status of women by seeking equity in employment policies. The Bureau also disseminates information about women and work to support development of programs that enhance women's job skills and employment potential. Various approaches to training and awareness building have been sought and utilized. For several years, the Bureau obtained funds from the U.S. Department of Labor's Employment and Training Administration to develop projects which explore ways to expand training and job opportunities for women. The projects had a twofold objective: to increase the base of knowledge about specific employment-related needs of women and to demonstrate better techniques in meeting those needs.

During the last several years, the Bureau has completed nearly two dozen pilot projects which served such groups as rural women, single heads of households, low income women, female offenders, minority women, teen women, and displaced homemakers/mature women. The projects developed for these populations utilized innovative techniques for providing training in job skills and other employment readiness areas, job placement, support services, and information sharing through various types of networks.

The Women's Bureau has undertaken another project to maximize the impact of these successful demonstrations: the production and dissemination of descriptive models, or program guides, so that others may duplicate the initiatives. This "how-to" guide is one of a series of seven which we are sharing with communities across the country. The models are intended for use by community-based organizations and by local and State governmental units concerned with increasing the employment opportunities of women and assisting them toward achieving greater economic self-sufficiency. The business community may also find the various training concepts useful.

We are pleased to share the experiences of our demonstration projects, and we hope your organization will choose to implement a program or adapt some of the concepts or components with the assistance of the Bureau's guides. Although most of the experimental projects described in the guides were implemented primarily using Department of Labor employment and training program funds, we suggest that you expand your search for funding to a variety of local sources including the business community and private foundations.

The themes of the program guides are:

Job Training in Food Services for Immigrant, Entrant, and
Refugee Women
The Coal Employment Project--How Women Can Make Breakthroughs
into Nontraditional Industries
National Women's Employment and Education Project (for low
income women)
From Homemaking to Entrepreneurship: A Readiness Training
Program
Women in Apprenticeship and Nontraditional Jobs
Employment-Focused Programs for Adolescent Mothers
Employment Programs for Rural Women

If your organization implements any of these programs, we
would appreciate your sharing the experience with the Women's
Bureau.



Lenora Cole Alexander
Director, Women's Bureau

CONTENTS

| | <u>PAGE</u> |
|-----------------------------------------------------------------------------|-------------|
| FOREWORD. | iii |
| INTRODUCTION. | 1 |
| OVERVIEW OF THE DEMONSTRATION PROJECTS | 3 |
| A MODEL EMPLOYMENT PROGRAM FOR RURAL WOMEN. | 6 |
| | |
| <u>PART A: PROGRAM DEVELOPMENT STEPS.</u> | 7 |
| | |
| DETERMINE PURPOSE AND STRATEGIES | 7 |
| SELECT THE SERVICE AREA AND OFFICE SITE | 8 |
| o Service Area | 8 |
| o Office Site. | 8 |
| FORM AN ADVISORY COMMITTEE | 9 |
| RECRUIT AND TRAIN STAFF. | 9 |
| ESTABLISH LINKAGES | 11 |
| DEVELOP JOBS | 12 |
| DEVELOP A RECORDKEEPING SYSTEM | 13 |
| DEVELOP AN EVALUATION SYSTEM | 13 |
| | |
| <u>PART B: PROGRAM COMPONENTS</u> | 14 |
| | |
| OUTREACH: RECRUITING PARTICIPANTS | 14 |
| INTAKE: ASSESSING APPLICANTS | 16 |
| ORIENTATION: INTRODUCING THE PROGRAM | 17 |
| ADVOCACY SERVICES. | 18 |
| SUPPORT SERVICES | 19 |
| o Child Care | 20 |
| o Transportation | 21 |
| COUNSELING SERVICES | 21 |
| TRAINING | 23 |
| o Readiness Training | 23 |
| o Adult Education (GED). | 25 |
| o Occupational Skills Training | 25 |
| EXAMPLE OF SKILLS TRAINING COURSE. | 25 |
| o Nurse's Assistant. | 25 |
| JOB PLACEMENT. | 26 |
| FOLLOWUP | 27 |
| | |
| APPENDIXES. | 29 |
| | |
| 1. GANTT Chart for Developing Timeframe for Program Activities | 31 |
| 2. Outline of Staff Training for NEW Program. | 33 |
| 3. Plan of Action Worksheet | 35 |
| 4. Participant Assessment Form. | 37 |
| 5. Contents of Job Readiness Workshop | 39 |

INTRODUCTION

The United States may be among the most urbanized nations in the world, but rural life is still the way of life for 66 million individuals, nearly one-third of the country's people. Although there are many advantages to living in rural areas, the geographical isolation of the population, in general, contributes to lack of economic development and employment opportunity. While rural America is not categorically poor, there is some correlation between rural life and low income, to the extent that the rural poor constitute approximately 40 percent of the Nation's impoverished but only 30 percent of the total population (based on 1981 Bureau of Census data). The more sparsely settled and further removed from populated centers an area is, the higher the incidence of poverty and its concomitant circumstances.

Some of the distinguishing features of the rural labor market help to explain the differences between urban and rural economies. A surplus labor force in most rural areas and the limited variety of job opportunities allow employers to be very selective. Rural residents are hampered in their efforts to seek employment because of geographical distance from industrial centers and those remaining in rural areas often need additional education and skills training.

Women in rural areas typically have even fewer alternatives than rural men -- they have fewer marketable skills, less access to employment information, and less mobility than rural men. Also, both rural men and women tend to be conservative, adhering to a traditional value system that further limits a woman's options. According to 1980 Census data, approximately 59 percent of the women 25 years of age and older living in nonmetropolitan areas have completed high school. However, even some rural women with higher educational attainment are not entering the work force, perhaps because of the limited rural job market, insufficient knowledge about existing opportunities, lack of specific job skills, desire to maintain traditional roles outside the formal labor structure, or some combination of factors.

Most rural women do not have the resources to advocate on their own behalf for the opportunities, rights, and benefits to which they are entitled. They lack access to information on employment opportunities, job training programs, and social services. There are few women's groups (or models of such groups) organized around rural women's needs for access to information, opportunities, services, and mutual support in the economic sphere.

To enable the Women's Bureau to recommend effective employment policies and programs which respond to the issues of concern to rural women, the Bureau has undertaken a number of initiatives.

Since 1976 the Bureau has obtained money from the U.S. Department of Labor's Employment and Training Administration to fund programs designed to identify the needs of low income women in all areas of the country for jobs and related services, and to explore effective ways to address those needs. For example, in a series of local "town meetings" and regional conferences held by the Bureau several years ago, rural low income women testified about their economic and social hardships and recommended solutions.

As one of the outcomes of those meetings, the Women's Bureau funded the American Friends Service Committee (AFSC), an organization with many years of involvement in Appalachia, to address the needs of low income women in eastern Kentucky, southwestern Virginia, and western West Virginia. From 1978 to 1980 the Women's Bureau funded the development and implementation of programs in each of the three States to assist women in enhancing their employment options. The Bureau also supported the National Council of Negro Women's (NCNW) employment and training program for rural women in the southwestern part of Mississippi from 1979 to 1982.

The Women's Bureau demonstration programs in Appalachia and Mississippi have shown how women can be served in rural areas through innovative approaches. Although the programs were unique in some aspects, the overall goal of each was to enhance the ability of economically disadvantaged rural women to obtain an equitable share in the labor market. Through developing training and employment opportunities and making information available about women's legal and employment rights, these Bureau programs assisted rural women to overcome some of the problems they faced as low income women and, in the case of the Mississippi program, racial minorities as well. Their problems were exacerbated by geographic isolation, the relatively low level of services in their rural areas, and the depressed local economy.

The demonstration efforts also identified some unique characteristics of rural areas that impact on delivery of training services. Generally there are few training and employment opportunities accessible, so the client group may have less exposure to the world of work than women in urban areas. Also, individuals experienced in operating women's training programs are difficult to find in rural areas. Finally, isolation brings special problems. Program operations may be hampered by logistical problems such as the extra time needed for finding training space, for locating furniture and equipment, then waiting for delivery. In addition, there may be a lack of transportation to the office/training site, and poor roads may become impassable due to floods or winter weather.

The pilot projects found that employment programs became magnets for women whose needs are quite complicated -- the lack of work being simply one of many difficulties they faced. Since

accessibility to social services is very limited in rural areas, the programs functioned as women's centers. Offices provided a place where a woman could drop by, see a comforting face, and get help or encouragement to enable her to cope with problems. At times, women came to the program offices in a crisis state, with no food or fuel for their families, or battered by a spouse.

The Women's Bureau employment and training programs also responded to issues in the community affecting employment. For example, in one community a major employer had recently closed its factory. The employment program documented the impact of the closing on the local women, attempted to obtain benefits due them and sought a replacement industry. In another community, the program studied the feasibility of locally based economic development projects which might provide job opportunities.

OVERVIEW OF THE DEMONSTRATION PROJECTS

Appalachian Women's Employment Information Project (AWEIP)

The major focus of the Appalachian Women's Employment Information Project (AWEIP) was to help economically disadvantaged women in Appalachia prepare for the world of work by providing them with counseling and job-readiness training. The seven counties served by AWEIP were located in the central part of Appalachia, the heart of the Appalachian coal fields. The total population of the seven counties served by the AWEIP was 215,474. The topography ranges from steep, rugged mountains and ridges to fertile valleys, open hills, and low plateaus. Although Appalachians live in an area of vast mineral wealth, and, as a people, have a rich and distinctive culture, they are nonetheless often poor economically. Their local economy is heavily affected by fluctuations in the coal industry. Also, development in many areas is limited by shortage of level ground; therefore, buildings and roads are often located on flood-prone land.

Labor force participation by both men and women in the project area is consistently and substantially below national rates. Per capita income is also significantly below the rest of the Nation, with women suffering from relatively greater poverty than men. Women's earnings are well below those of males, and over one-fifth of those households with an income 75 percent below poverty level are female-headed.

The AWEIP consisted of three programs: the Women's Employment and Information Service (WEIS) in Hazard, Kentucky; the New Employment for Women (NEW) in Logan and Hamlin, West Virginia; and the Women's Work World (WWW) in Big Stone Gap, Virginia.

Field offices of the AWEIP were located in Kentucky, Virginia and West Virginia and operated under the sponsorship of the American Friends Service Committee, a Philadelphia-based organiza-

tion. AFSC was chosen by the community groups which developed the project to provide the stable organizational and financial structure required to receive funding. AFSC maintained a relationship of guidance and cooperation with the field offices rather than one of control. The individual offices were allowed maximum flexibility in daily decisions and in charting their course, while the AFSC made site visits and provided technical assistance.

All the offices provided similar core services to participants: preemployment counseling; information concerning job rights, available training programs and social and legal services; job-readiness training; and in some instances, skills training courses and job referrals. The participants received mailings on project activities, newsletters, and followup telephone calls to determine the need for further help or to inform them of job openings and new training programs. Each program had a station wagon, enabling the program to overcome isolation and transportation barriers affecting the communities it sought to reach. In addition to the direct work with participants, program staff directed outreach and educational efforts to employers, public agencies, and elected officials.

The three sites developed approaches appropriate for their local economies, for example, agriculture is the major occupation in the Hamlin area and coal employment in Logan County. The NEW program in West Virginia placed a great deal of emphasis on creating ties with labor unions, affording women the opportunity to gain entry to preapprenticeship programs. Another focus of NEW was to act as advocate for women subjected to sex discrimination and harassment by the coal industry. Since transportation to existing jobs was unavailable, the project explored job creation and local economic development in an effort to provide more employment opportunities which were accessible to the participants.

In Kentucky, the WEIS program initially dealt with many participants who needed crisis intervention and assistance with public agencies such as WIN (Work Incentive Program) and AFDC (Aid to Families with Dependent Children). Gradually the program began to concentrate on assisting women to obtain training and jobs in coal and construction industries. The WEIS staff worked with the Coal Employment Project, a program funded by the Women's Bureau to provide training and placements for women in coal mining jobs. Other activities focused on obtaining positions in ongoing Federal highway construction projects.

In Virginia, the WWW staff concentrated on outreach, job-readiness supportive services, the development of training programs, and continuing education (e.g., GED). Also, considerable attention was devoted to building a strong, involved community advisory committee. The committee sponsored sessions open to the public on matters ranging from worker's rights to family plan-

ning. The program made efforts on behalf of women seeking nontraditional jobs in the coal mines and in highway construction.

Women's Opportunity Program (WOP)

The Women's Bureau funded the National Council of Negro Women, Inc., (NCNW) to provide assistance to women in rural Mississippi interested in entering the labor market. The NCNW was responding to repeated requests from rural women in Mississippi concerned with their economic status. Their plan was to involve local NCNW members as volunteers to aid in recruiting participants and providing supportive services.

Some of the problems affecting the target group in rural Mississippi were the lack of institutions which prepare women to enter the job market, compulsory education, and public transportation. Until recently the income of most rural women in Mississippi came from working on farms, but modern farming methods have reduced the availability of this employment option for many women.

The WOP operated for 2-1/2 years and reached 1,200 women. During the first year the program operated out of sites in Issaquena and Okolona, Mississippi. Issaquena County (pop. 1,700) proved to be so rural (i.e., sparsity of population and lack of running water, central telephone service, sidewalks, proper sewage systems), it was difficult to implement a successful WOP program; the Issaquena site was closed and an office opened 60 miles south in the city of Greenville. With a population of 75,000, and with more than 10 major businesses in addition to fast food chains and national chain stores, Greenville offered many more opportunities to a larger pool of women. This experience provides a clear example of the necessity for assessing the need and feasibility of conducting a program at a particular site before committing resources to implementation.

WOP broadened the job market choices of their participants by motivating them to develop careers not generally sought by rural women. Before WOP was initiated, employment opportunities for women in rural Mississippi were generally limited to the occupations of waiter, janitor, and domestic farm worker. After exposure to the program, some of the women participants sought and found nontraditional jobs in areas such as auto repairing, carpet manufacturing, rice processing, and manufacturing of materials for boats and propellers.

Services provided by WOP included basic education, skills training, job development, job placement, and counseling services. Some women contacted the program specifically for job placement information, while others pursued skills training and/or an "apprenticeship" experience. Examples of skills training included heavy equipment operation and an industrial maintenance course

taught by an instructor at an industrial facility. Other participants were enrolled in a vocational-technical school for courses in auto mechanics, appliance repair, and other service occupations.

A MODEL EMPLOYMENT PROGRAM FOR RURAL WOMEN

The model employment and training program presented in this guide is a composite of the Appalachia and Mississippi projects. It is intended to provide information and resources to individuals and groups interested in developing or expanding training and employment services for rural women. The model describes a program with unique characteristics as a result of the rural environment in which it is implemented. The primary components of such a program are designed to respond to the needs of rural women who generally have many family and household responsibilities, little information regarding the world of work, and few job skills. Services typically consist of counseling, advocacy, referral and job placement assistance, support services, and skills training which is provided directly by the program or through linkages with training services. A major emphasis is placed on supplying supportive-services such as transportation and child care services to enable the women to participate in full time employment.

The program guide is divided into two parts. In Part A the major steps in developing an employment and training program in a rural area are described. These include:

- Determine Purpose and Strategies
- Select the Service Area and Office Site
- Form an Advisory Committee
- Recruit and Train Staff
- Establish Linkages
- Develop Jobs
- Develop a Recordkeeping System
- Develop an Evaluation System.

Part B describes the following core components of a rural employment and training program:

- Outreach: Recruiting Participants
- Intake: Assessing Applicants
- Orientation: Introducing the Program
- Advocacy Services
- Support Services
- Counseling Services
- Training
 - Readiness Training
 - Adult Education (GED)
 - Occupational Skills Training
- Example of Skills Training Course
- Job Placement
- Followup

PART A: PROGRAM DEVELOPMENT STEPS

DETERMINE PURPOSE AND STRATEGIES

Without goals and objectives, it is not possible to determine resources and strategies for achieving the overall purpose of the program. Goals and objectives should be formulated in terms of results which can be evaluated. Measurable goals and objectives consist of the following four elements: time, anticipated result, minimum level of achievement, and condition under which results will take place. In writing goals for the program, try to be specific and precise in stating them. Not all goals need be certain of attainment but they should be realistic, both individually and as a group. The Bureau's experience with the rural demonstration projects pointed out the need to assess the feasibility of conducting a women's employment program in the chosen location, both in terms of availability of participants and of jobs. For example, the WOP first attempted to locate its program in Issaquena and found that the population was so sparse (1,700 population in the county) that a viable program could not be conducted. Each goal should be measurable, that is, there should be some way to determine objectively whether it has been reached. For example, "the program will recruit 50 women for pre-job training in the first six months of operations and will have placed at least 30 in employment at the end of the year."

After measurable objectives have been established, the next step is to find as many possible courses of action to move closer toward accomplishing the overall goals of the program. The plan of action is a valuable management tool for scheduling the implementation of each program component. One instrument, a GANTT chart (see Appendix 1), may be utilized to illustrate the sequence of events over time.

No matter how well a program's original goals are expressed, it is well also to recognize that they are not irrevocable. Certainly goals should not be changed to fit actual performance at the end of a phase, but legitimate adjustments may be made earlier. For example, in a program term of a year or more, it is appropriate after say 90 days of actual operation to reassess not only goals and objectives, but the entire implementation plan as well. Actual experience can provide a perspective and a sense of reality that advance planning often lacks. It may be discovered that the employment needs of rural women, and consequently their interest in the program, vary with seasons, crops, and unforeseen weather conditions. A reassessment would also be appropriate after such fluctuations are observed.

A specific timeframe for accomplishing objectives in a program for rural women will be determined in large part by the participants' needs that have to be addressed. In designing the program, care should be taken to ensure that it will be long enough

and concentrated enough to enable its goal to be achieved. The experiences of the demonstration programs underscore the necessity of multiple year funding for any program newly introduced into a rural area. Start-up activities take longer than in an urban area because of difficulties in recruiting participants, limited communication and transportation networks, more severe impact from weather conditions and delays in obtaining materials and equipment. In addition, skepticism on the part of the community may have to be overcome since people in rural communities have had decades of experience with programs that arrive with great promise and then disappear after raising expectations.

NOTE: The WB programs were demonstration projects which by definition are of limited duration. Community groups seeking to replicate this model should plan to establish an on-going program that is supported by local funding resources that becomes institutionalized as a regular part of their annual funding plans.

SELECT THE SERVICE AREA AND OFFICE SITE

Designating the geographical parameters within which participants must reside is a preliminary and crucially important step to program implementation in rural areas. A program must determine how many persons it can realistically serve and estimate the number of women who will seek assistance. Demographic information will help program staff to make these estimates and to understand the characteristics of the population it serves.

In rural areas, physical isolation and distance often prohibit women from participating in training programs or seeking employment. The mobility of rural women is greatly restricted by limited public transportation, the fact that many do not own automobiles or have money for fuel. Careful consideration given to determining the geographical area, population to be served, and location of jobs may greatly enhance the feasibility of the program and its ability to meet the target population's needs.

o Service Area

Based on the experiences of the demonstration program, it is recommended that most rural employment and training programs serve a multi-county area that encompasses both very remote areas and at least one town considered the economic hub. In this way, the most severely underserved women will be reached as well as those women living in or near more densely populated areas. Also, the economic hub will probably be a major source of employment and training opportunities for participants.

o Office Site

Several important factors must be weighed in selecting the most appropriate site within a multi-county area for the program's

gram staff, however, some staff time must be allocated for supervising them.

Recruiting staff with the necessary experience may be a time-consuming task. Unlike urban areas, the pool of persons qualified for staff positions in rural areas is generally small. Not only are there fewer people generally but there are proportionately fewer with the appropriate educational and employment qualifications. Therefore, it is recommended that traditional recruitment strategies such as newspaper advertising be supplemented with approaches suitable to the rural environment. For example, networking with contacts in established organizations and agencies, will expand the number of persons alerted to the program's job openings. Notices in newsletters, offices of churches, educational institutions, and government agencies will also be helpful.

Program staff should anticipate a large response but few truly qualified candidates. However, a secondary benefit of widespread recruitment is that other persons in the community not seeking employment will also become alerted to the program and its needs. Perhaps an individual with occupational skills (e.g., nurse, engineer) may volunteer to provide low-cost training programs for participants.

In isolated rural areas it may be impossible to recruit and hire experienced persons for all positions. The demonstration programs found that a combination of on-the-job training and specific workshops during the first months of employment provided inexperienced staff with additional skills. Experienced staff supplied technical guidance to minimize the costs of training. In order to permit adequate time for staff preparation, the programs planned a gradual implementation of activities. (See Appendix 2 for an outline of staff training.)

Program staff with the demonstration programs were primarily local women. The staff included women from low income backgrounds because it was felt that such women could best relate to the participants and would have a first-hand knowledge of barriers to women's employment. The following are short job descriptions of the core paid staff necessary for a rural employment and training program. The number of such employees is based on the needs of the service population and available resources. Other staff, such as those involved in skills training, ideally may be hired on a short-term or voluntary basis.

- o The program coordinator has overall responsibility for coordinating all aspects of the program. The coordinator maintains close ties with the community, local employers, and other agencies as the principal spokesperson.

- o The counselor is responsible for identifying appropriate participants and provides counseling regarding career opportunities and personal development. In addition, the counselor is responsible for screening and "following" women who enter the program. This individual is the principal advocate for participants and acts as liaison with other agencies and organizations.
- o The job developer is responsible for the development of all employment opportunities for participants. This staff member works with local employers to identify jobs and placement possibilities and conducts followup with participants and employers.

ESTABLISH LINKAGES

Cooperative relationships between an employment and training program and other community agencies are called "linkages." With the assistance of persons on the advisory committee aware of the existing informal and formal networks, program staff can effectively establish productive relationships and increase the options available to participants. Once the relevant agencies/services available in the area are identified, program staff should make a special effort to introduce themselves, their program, and their clients' needs.

The demonstration programs developed working relationships with local community agencies, vocational schools, the Mayor's office, other government officials, day care centers, health facilities, and other service agencies. Such contacts were cultivated to facilitate the ability of participants to obtain services and job referrals. Often program staff could arrange referrals to staff at other agencies who they knew to be especially helpful. Visits or telephone calls were made to other service agencies in the community including the offices of the Job Services, unemployment compensation, workers' compensation, Social Security disability, public assistance, and food stamps. Staff also achieved recognition and visibility for the program through participation on interagency task forces and advisory committees.

An important linkage for training and employment programs in rural areas is with educational institutions whose resources may be tapped and to which participants may be referred. It is recommended that a vocational education program and/or community college be accessible to the majority of participants within the service area if the program does not intend to provide extensive skills training. In some cases, it may be necessary to encourage vocational schools and community colleges to change their policies of discouraging female enrollment in nontraditional courses as was the experience in the pilot projects.

DEVELOP JOBS

Generating job opportunities is perhaps the most difficult task for project staff in both rural and urban areas. In rural areas jobs are typically scarce and a surplus labor force allows employers to be very selective. The demonstration projects attempted to identify potential permanent jobs for the participants, but found their efforts had only limited success. The great distances involved in traveling between program offices and employers detracted from staff's ability to reach potential employers. Also, in rural areas there are generally few large businesses and small businesses are less likely to operate on-the-job training that many women will need. Finally, the hiring process tends to be more personal, that is, an employer frequently acts on a recommendation from a friend or relative.

The following strategies may help employment programs overcome inherent difficulties in job development. The job developer might focus on positions which offer basic training rather than positions in which the employee is expected to be experienced in the required skills. Another successful approach might be to assign job developer/aides to specific territories and industries to contact employers where job openings are available. On a regular basis, the job developer and other staff members make personal visits to directors of businesses, agency heads, and school staff to discuss the goals of the women's employment project and to inform them of the desirability and necessity of employing and/or training women.

The fact that companies in rural areas tend to be widely dispersed suggests the need for special strategies to reach them. Mass mailings can be used as a means of reaching large numbers of employers. Employer groups, business and local service organizations, and fraternal groups (e.g., Masons, Elks) should be contacted to develop a centralized base of support that can be particularly important in a rural area, since personal contacts and informal networks are important vehicles for communication in the business arena. The business-related Advisory Board members can help as door-openers in this task.

The process of contacting potential employers was never simple for the staff of the rural demonstration programs. Often telephone calls were not returned, appointments were broken, and general attitude of employers was not receptive. Once contact with potential employers was initiated, it was maintained by sending program literature and visiting personnel offices. Employers who hired rural women were encouraged to call the program when they anticipated new job openings. Program staff carefully determined the qualifications sought by employers including skills as well as attitudes. As the programs gained acceptance and prominence in the communities, local employers did use them as a referral source for job applicants. Employers telephoned in their

openings, and the program sent only qualified applicants to be interviewed.

The demonstration programs were not able to place each participant immediately. Some of the women maintained continuous contact with the program through training, others were placed on a roster awaiting job placements. A continued flow of information was maintained to those on the mailing list, including materials about:

- o Women's work rights,
- o Other legal rights,
- o How to get and hold a job,
- o Writing a resume,
- o Filling out applications,
- o How to start a small business, and
- o National and State policies affecting low income people.

DEVELOP A RECORDKEEPING SYSTEM

The importance of maintaining current and accurate records of all facets of services provided by an employment and training program was stressed by the demonstration programs. Demographic data should be collected from client intake forms with useful information regarding the characteristics of the women the program serves. This data may be used for reporting program activities to current funding sources, for use in future fund-raising efforts, for program advocacy, and to increase public awareness. The Women's Bureau programs collected data on program activities on a regular basis in an easily retrievable form. (The appendixes include sample forms.) Data were aggregated and analyzed from the following sources:

- o Telephone logs
- o Appointment logs
- o Participant intake forms
- o Employability development forms
- o Agency referral and followup forms
- o Weekly or monthly reports on participant's progress
- o Participant followup sheets

DEVELOP AN EVALUATION SYSTEM

Internal evaluation is an ongoing process, therefore the data maintenance system should be reviewed constantly. The review of program operations should also include evaluation by participants. Their feedback provides staff with information about needs, effectiveness of training, and effectiveness of approaches, so that changes can be made to solve problems and make improvements.

The overall goal of the demonstration programs was to help rural women become more self-sufficient and skillful. Once a

month each participant's progress was assessed from evaluation reports from the job developer, counselor, program coordinator, and any instructor the participant had during training. The criteria for measuring the success of each participant placed were the following:

- Increased income
- Reduced unemployment
- Increased satisfaction
 - a) with work
 - b) with social status
 - c) with general living conditions
- Punctuality
- Ability to carry out work assignments
- Willingness to accept supervision
- Work related communication skills
- Sense of responsibility as related to the project
- Survival orientated money management skills

Reports were compiled and kept on participants upon completion of their training program. Each report included the participant's name, employer, position, date of employment, starting salary, and progress or advancements.

PART B: PROGRAM COMPONENTS

OUTREACH: RECRUITING PARTICIPANTS

Outreach and recruitment techniques are used primarily to identify potential participants and interest them in the program. The purpose of this component also is to increase public awareness and support of the project. The goals are:

- o To inform the public of the existence, purpose, nature, and scope of the project.
- o To increase potential program participants' knowledge and understanding of the program.
- o To increase awareness and understanding of the program among community organizations, women's groups, unions, educational institutions, and other relevant organizations.
- o To enhance employers' sensitivity to the need of women for training and employment, especially in nontraditional jobs or other jobs with good advancement potential.

In rural areas the identification of unemployed or underemployed women who lack either accessibility to employment opportunities or the motivation to seek them requires intensive outreach by program staff. Outreach is a special problem in rural

areas because of the distances that separate women and service providers and the social isolation rural living tends to foster. It is a costly, time consuming, staff intensive activity which can only be accomplished if the program has reliable transportation. (See section on Support Services for more information on the transportation issue.)

The most effective outreach method utilized by the program was personal contact. Since women in the outlying areas could not easily reach the program offices, staff members brought the program to them. One unusual outreach strategy utilized by Women's Bureau programs was to establish outreach desks in a variety of locations within the area served by the program. A temporary space was provided by a sponsor (e.g., school, health clinic) for visits by program personnel at least twice monthly. Notices in church flyers and local newspapers contained information on the program and operating hours for the outreach desks. These locations had the advantage of familiarity for the rural women and afforded opportunities to begin the process of exploring their job potentials.

The following mechanisms allowed program staff to attract participants and develop visibility in the community:

- o Public Meetings. Staff spoke at various gatherings such as church groups and women's auxiliaries.
- o Door-to-Door Canvassing. Pamphlets and brochures were distributed to doctors, attorneys, clergy, and other professionals who come into contact with women seeking assistance.
- o Media. Project staff appeared on local television and radio talk shows to explain the project, discuss women's employment and answer questions from listeners. Project staff continued to appear on the broadcast media until their programs were well established. Also, public service announcements and slide shows provided effective reinforcement of program objectives.
- o Career Day. Career day sessions were held in several high schools. Program staff and advisory committee members discussed women's career planning and women who held nontraditional jobs spoke with students. Speakers concentrated on debunking the myth that most women are supported financially by their husbands.

The distribution of a newsletter which reports activity schedules, announces future events and highlights progress in helping participants is another effective outreach strategy. A newsletter enables former participants to keep in touch with the program and can be an effective way to apprise cooperating agen-

cies and interested individuals of the program's accomplishments and plans.

INTAKE: ASSESSING APPLICANTS

An intake and assessment plan is essential to ensure that enrollment in the program is regulated, that the program can handle adequately the number of applicants, and that participant flow through the program is controlled. A careful interview with applicants should serve as a screening process to identify those who sincerely want to enroll in training, make every effort to attend regularly, and find employment.

The goals of the intake and assessment process are to induct participants into the program and to identify their potential skills, interests, and aptitudes. During this phase of the program, applicants are interviewed to determine their eligibility and suitability for the program. Thorough assessment of each individual provides the project staff with the information needed to select the best approaches to serve the participants. In addition, special problems are uncovered so that crisis intervention needs can be anticipated. Also, the assessment process provides an opportunity to determine whether there were false expectations which the program was not designed to meet. An initial interview serves to accomplish the following objectives:

- o Provide a complete explanation of the program to the applicant--of both the opportunities offered and the responsibilities of the participant;
- o Establish with the applicant the need for regular competent child care services and initiate the procedure for such arrangements;
- o Identify major barriers to employment or education experienced by the applicant (e.g., transportation);
- o Provide the individual an opportunity to complete an application for acceptance into the program; and
- o Schedule applicant into the program's orientation session.

Again lack of transportation and child care may interfere with the ability of a woman to pursue her interest in the employment program. The demonstration programs used some of the same methods employed in the outreach phase to alleviate problems of access. For those women in very remote areas, program staff should conduct the intake and assessment immediately after the initial contact if possible. Under any circumstances, the program should minimize the number of steps necessary for applicants prior to acceptance.

Each applicant must be evaluated to identify her skills, interests, and any personal problems that might interfere with training and employment. Many rural women are unaware of the transferability of the abilities and experiences they have from helping to run a farm to the commercial work place. Organizing and managing a household, responsibility for livestock, scheduling and marketing for meals and for their farm's products are part of the unrecognized strengths that farm women bring with them when they seek outside employment. A skillful interviewer will draw a rural woman out and help her to become aware of her own capabilities and her suitability for the program. The intake process also provides the applicant with an introduction to the program and sets the stage for building a positive relationship between program staff and applicants. Since the precise matching of jobs with job seekers is crucial to both the employer and participants, staff will need to be thoroughly familiar with the participants for whom they are seeking positions. Job development staff must have information about each woman's education and training, work history, skills, and aptitudes. Equally important are the personal considerations which might restrict or interfere with successful placement.

Although most programs have a strong commitment to serving all those in need, there must also be an awareness of allocating limited resources. Personal qualities were assessed during the intake interviews of applicants to determine level of maturity and commitment to the program's goals. Two occupationally related criteria also governed the selection of participants: (1) results of the Test of Adult Basic Education to determine their ability to communicate in and understand English; (2) results of a physical examination. (Some programs may choose other criteria by which to restrict participation). Final selection of program participants was made by the program coordinator, job developer and a social worker. Applicants not accepted into the program were counseled and provided with referrals to other agencies.

A goal setting session was held with each woman accepted into the program. The session included registration, initial assessment of the individual's employability needs, and the development of a plan tailored to meet the specific needs of the participant. Assessment of each participant continued throughout the life of the program. Each participant had a file that included the intake questionnaire and the results of the goal setting session. (See Appendixes 3 and 4 for sample forms.)

ORIENTATION: INTRODUCING THE PROGRAM

Once the applicant is enrolled in the program she is scheduled to attend orientation meetings. The primary focus of orientation is to introduce participants to the services available to them through the program and to allow them to explore their own potentials for employment. Participant may be made aware of the

advantages of her own background and of the program through informal discussions, the use of audiovisuals, and printed materials.

Often people in rural areas are skeptical of new programs that come into their communities with high promise and short-term funding and then disappear after raising expectations. The women may be diffident about their capabilities and unsure about coping with the outside world of work. They may also tend to be particularly skeptical of a program that threatens to disrupt the traditional and conservative lifestyle typical of most rural areas. Traditional notions of women's work role still prevail in most rural communities. Husbands or mates of many women may be opposed to their working outside the home although statistics show that it is often the woman's additional income that can keep the family out of poverty. The demonstration programs reported instances of women who entered training programs or had received jobs and were obliged to quit because of pressure from mates.

The experience of the rural demonstration programs indicates that the support of families and friends of participants is very important, and they should be included from the beginning to ensure their support. Orientation meetings were held at the most accessible community facility in the service area to ensure maximum participation and convenience. The first orientation meeting was held at night to enable families and friends to attend; they were encouraged to ask questions to improve their understanding of the program.

Following the first evening, the orientation session continued for several days for just the participants. After the staff were introduced and background information was presented on the program, a general discussion was held to provide an opportunity for participants to articulate their aspirations and goals. Then the participants were divided into small groups to explore their individual needs and goals and became aware of the strengths they have as rural and farm women who have had work experience all their lives in their homes and farms. During the remainder of the orientation week, participants explored possible occupations (both traditional and nontraditional). Specific sessions were held to discuss job options that lead to well paying positions, career planning, and personal development.

ADVOCACY SERVICES

Perhaps more so than employment and training programs operating in urban areas, the programs discussed here found advocacy to be a major program function. Advocacy was defined as program staff dealing with another agency or employer on behalf of the participant. Many rural communities have no accessible welfare rights organizations or community-based social service groups; therefore, employment and training programs often become identi-

fied as such. Thus, the demonstration programs made a major contribution to rural women's job readiness through: (1) reviewing the client's status with public agencies and helping her receive services (e.g., food stamps, AFDC, legal services); and (2) enabling the participant to exercise her legal rights with regard to fair hiring practices, sex discrimination, and harassment on the job, among other issues.

Because they reside long distances from agency offices, many rural women are unaware of or unaccustomed to requesting assistance or demanding their rights. Many of the women who enrolled in the pilot programs had experienced problems getting assistance from a public program (e.g., welfare, food stamps). Lack of service from these problems seriously affected the women's ability to find employment or enter a training program. Helping women review eligibility requirements and submit applications to appropriate agencies alleviated their immediate financial and family concerns and allowed them to make a commitment to the program. Program staff were able to act as advocates for rural women interested in publicly subsidized employment programs. They helped clients gain reviews of their eligibility status and informally monitored the services to see that women were assigned into nontraditional programs.

The programs exercised the important function of serving as a monitoring presence in the community by raising the issue of women's job rights. As a major part of the advocacy role the program staff informed women about their rights in such areas as fair hiring, minimum wage, access to promotion, and other issues on which rural women have had little experience. Not only did they help women become aware of their legal rights, they also helped women obtain assistance through local legal offices when appropriate.

The demonstration programs were advocates for women's employment in a variety of nontraditional positions. They placed a great deal of emphasis on creating ties with labor unions to increase opportunities for women to gain entry to pre-apprenticeship programs. For example, the presence of an industry which has a history of recalcitrance in hiring women (the coal industry) made sex discrimination in hiring practices and harassment on the job the focus for advocacy efforts of the rural employment projects in Appalachia.

SUPPORT SERVICES

Supportive services are those services provided directly by the program or arranged through linkages with other agencies to help the participant overcome obstacles to employment. These services may cover a wide range, depending upon the needs of individuals. Generally they include child care, transportation assistance, resource information, and other services to help ensure

success on a new job. (Another supportive service, individual and group counseling, is discussed in the next section.)

In addition to serving as advocates for the rights of rural women, the programs identified other problems interfering with their ability to find and accept employment. As with women in other areas, the employability of many rural women is often hampered by child care, other household responsibilities, and transportation difficulties, all exacerbated by the lack of services in isolated rural areas. Despite the best efforts of women's employment programs, these are very real barriers which limit the access of women to training programs and the job market.

In order to provide an environment in which rural women could prepare for and obtain employment, the demonstration programs offered a variety of support services. In some cases, women in the midst of a crisis sought assistance from the program. Care was taken not only to meet their immediate needs, but also to assist them in resolving underlying problems and removing obstacles to an enhanced economic status.

Based on the identification of community resources and the development of linkages, the demonstration programs developed a file of community resources to which referrals of women who contacted the program were made. This file included information on public agencies, health facilities, educational institutions, and transportation and child care resources. To gather and keep this information updated entailed considerable staff time but in the long run greatly reduced the time needed to respond to inquiries. Since all services may not be easily accessible to women who contact the employment program, referrals should be made with this in mind.

As reiterated throughout training and employment programs, lack of child care and transportation are two of the major obstacles faced by women seeking economic self-sufficiency. The following recommendations are based on the experiences of the Women's Bureau demonstration programs:

- o Child Care

Child care could perhaps be provided at the project site for participants during a training program--a nursery equipped with cribs, strollers, toys, and other accessories available to all participants. Staffed by participant volunteers and equipped with donated furniture and baby clothing, the cost can be kept down. Such on-site child care will ease the need for additional transportation during the training period. The space must be adequate so that office functions will not be disrupted and local regulations regarding casual child care are being met. Nevertheless, the participants must be made aware that this solution to their

child care needs is only temporary; once employed they will have to seek a permanent solution.

Perhaps the most practical solution to the scarcity of child care resources in rural areas is for women to share the responsibility. Several women might as a group hire either a member of that group or other persons to care for their children in their home. This approach not only provides a long-term solution to child care problems but also provides a source of income to the woman who provides the care. Transportation may present a problem if the group of women are dispersed over a wide geographical area and any local regulations related to such group care must be met.

o Transportation

Perhaps the single most difficult obstacle encountered by the employment and training programs was the lack of transportation. Many of the participants in the demonstration programs were unable to attend classes on a regular basis due to lack of transportation. In many rural areas there is no public transportation system. Often, if the family owns a car it is driven to the workplace by male members of the household and/or money is limited for fuel and repairs.

As a solution, mobile van units were purchased to guarantee access for all participants during the orientation and training sessions and to take individuals to job interviews. These vehicles were considered essential to overcoming the problem of distance in rural areas. Throughout the program, the mobile vans were used to transport staff as well as to take women to job interviews, training, and child care services. The vans were essential for taking outreach staff to the severely underserved women in remote areas, to inform them about the program. Program managers must, of course, carefully budget and monitor expenses for purchase or lease of vans and related costs (e.g., fuel, insurance, repairs).

Once the participant becomes employed, transportation problems may again arise. Therefore, particular attention should be given to the potential hardship posed by a long commute. The program should consider helping participants establish carpools. The pilot programs served as a clearinghouse and encouraged individuals looking for a ride or riders to contact the program and then make logistical arrangements among themselves.

COUNSELING SERVICES

Many employment programs find that women need counseling and transition services that cover personal as well as vocational issues. Women in rural areas still maintain relatively traditional roles centered around family and household and there are few role models of successful working women on which to pattern

the dramatic transitions that may accompany employment. Some rural women, like other women, may lack self-confidence, or may be unaccustomed to marketing themselves and their skills. Individual and group counseling was made available by the demonstration programs to assist women in developing a positive self-image and outlook necessary for enhancing their ability to achieve.

It is difficult to separate the personal from the vocational issues faced by rural women seeking to improve their employability. Their attitudes and the attitudes of those who surround them will determine their choice of vocations. Although women in rural areas may have operated heavy equipment and performed strenuous physical tasks on their own farms, they generally do not choose to pursue nontraditional jobs. To generate interest in the higher paying occupations, program staff will have to dispel the stereotypes held not only by the participants but also by their family members and friends.

The experience of rural programs demonstrates that counseling for the rural woman must recognize the positive elements of rural life and not attempt to impose urban lifestyles or value systems. Rural women may not seek employment for the same reasons as many urban women and therefore may never develop the ambitious attitude of corporate and professional women. Having a support system made up of women similar to themselves reaffirms the values of rural women that they wish to perpetuate. For some women in the pilot effort, personal problems arose during counseling that could not be handled by the program. These participants were then provided with referrals to specialized community services.

Individual sessions provided an opportunity for participants to deal with specific personal problems affecting their employability. Through individual counseling, participants solved problems and planned how they could accomplish their goals most effectively. The program was able to go far beyond skills training by strengthening participants' abilities to deal with problems that were likely to continue after they terminated from the project.

Group counseling also proved to be helpful to participants. Group counseling builds awareness that facing problems related to family or home is an experience shared by the majority of women seeking to change roles. The women helped each other by discussing ways in which they coped with such issues. Counseling on a group basis also emphasized: (1) the importance of staying on the job; (2) job readiness; (3) appearance; and (4) the development of good work habits. In addition, group sessions offered the opportunity to develop job readiness skills and understanding of the reality of working. The counselors raised issues designed to assist the participants in understanding what their job-related responsibilities were, and what their goals were. Participants were encouraged to attend ongoing weekly support groups to sustain

them as they pursued their job hunting or education, or adapted to their first job.

TRAINING

Employment programs may elect to serve only job-ready women through job placement, counseling, and support services or may also offer training for the woman who is not yet job ready. Limited resources may restrict a program to serving only job-ready women who have marketable skills but need help in finding child care, transportation, and employment. For programs in rural areas, training in job readiness, basic education, and skills should be given serious consideration.

The Women's Bureau demonstration programs were not prepared for the fact that only a portion of their participants could be placed in jobs once assistance had been provided through the support services or advocacy components. Many of the women did not have adequate skills to obtain employment or the attitude necessary to seek and retain a job. In some cases program staff were able to place women in educational and training programs sponsored by area organizations; however, such opportunities are very limited in rural areas. The following section discusses the readiness training and introduces GED and occupational skills training.

o Readiness Training

Most women with little or no job experience need at least a month of intensive motivational training, world of work training and job search assistance before looking for employment. Rural women are no exception. Indeed their needs may be intensified by the distances which tend to isolate them from the experiences and information that are available in more densely populated communities. While participants in the demonstration programs often lacked basic employment skills, they also lacked information on how to find and keep a job. Activities and classroom instruction were designed to enhance the participants' job readiness. The training was short term; it enabled participants to work full time soon after they entered the program and allowed for service to a larger number of women.

While rural women have typically been accustomed to managing their homes and farms and having their family depend on them, the demands of the workplace are unfamiliar to many of them. Pre-employment training involves teaching low income rural women a variety of skills to facilitate their entrance into the paid labor force. In general, these women need assistance in goal-setting, and identifying their skills and interests. Specifically, the demonstration programs found that punctuality, personal grooming, and teamwork were the most troublesome areas for rural women, since rural life generally does not require particular standards in these aspects of daily living.

Included in the job-readiness program were visits by local employers to describe jobs and job readiness career opportunities; resume writing and application-completion exercises; discussions and role-playing focusing on "on-the-job" situations. Participants also were taken on field trips to work sites, such as construction sites, the local utility service, and the transit authority. Job readiness sessions focused on job and career opportunities, decisionmaking and personal interest inventories, self-image and values clarification in relation to career choice, career goal-setting, skills identification, and job search skills. Participants were given information about job opportunities available to them at their skill level and training opportunities for obtaining additional skills to improve their employability. In addition, role models and trainers discussed the expectations of employers regarding punctuality, proper dress, and functioning as part of a team.

The following are life-management skills that were included during this phase of the program:

- Community resources related to health, housing, welfare, legal matters, and other problems of rural women.
- Time and money management.
- Evaluation of skills, education, and past work experience, strengths and weaknesses.
- Introduction to assertiveness training.
- Deportment and dress suitable to the workplace.
- Test taking.
- Career development.
- Temporary work as a strategy in finding full-time employment.
- Discussion of first job interview.
- Information concerning training organizations where they might be referred: JTPA, community colleges, and skills training programs in the area.

A major component of the employment preparation training was a simulation of the situations and challenges that could be expected. For example, mock job interviews were held to give participants the opportunity to be comfortable and gain confidence in an interview setting. There was an opportunity for supervised telephone practice, individual counseling and interviews, and work with the job developer/social worker. In addition, each participant was assigned a volunteer partner who was working. These

relationships provided encouragement and some job opportunities with the volunteer's employer. (See Appendix 5 for contents of a job readiness workshop.)

o Adult Education (GED)

The educational level of the participants was found to be a key factor in the overall effectiveness of the program. The programs found that many of their rural women participants who did not have high school education lacked basic arithmetic, reading, grammar, and reasoning skills, and remedial services were necessary before employment could be considered. To facilitate remedial services, it is recommended that participants' educational competency levels be screened during the initial assessment process and appropriate referrals made to remedial resource persons.

Since in many predominantly rural areas State-funded adult education training is not readily available, the demonstration programs utilized volunteers and qualified GED instructors to conduct the training. The GED training program sponsored by the demonstration programs provided rural women with the educational upgrading they needed to compete for many jobs in the labor market. Classes were limited to 10-15 participants; two sections were conducted concurrently. Upon completion of the course participants were referred to the GED testing center.

o Occupational Skills Training

The skills training activity provided participants lacking any job-marketable skills with the training required to begin employment. One training program focused on bringing students up to a job-ready level of competence to qualify them for particular jobs. In order to determine the most marketable skill(s) for which to offer training, the demonstration programs conducted formal and informal surveys. Employers were surveyed to determine the availability of employment and to assess their attitudes regarding hiring women particularly in nontraditional jobs. The participants were also surveyed to determine their preferences as well as their estimates of the availability of jobs in their communities.

EXAMPLE OF SKILLS TRAINING COURSE

o Nurse's Assistant

Although one focus of the demonstration programs was nontraditional jobs, the field selected for skills training in Mississippi was a traditional one--health care. Research results indicated a shortage of nurses in the State and a growing projected demand. Also, many of the participants expressed an interest in working in hospitals, nursing homes, and doctor's offices in the

area. Since many health care facilities supplement their nursing staff, nurse's assistant training was selected. Furthermore, for the participants in the Mississippi program, nurse's assistant skills were considered stepping stones to higher paying jobs.

While the format and duration of the skills training course will depend on the subject matter, the nurse's assistant program is a good example of a streamlined, inexpensive approach. A volunteer registered nurse (RN) took primary responsibility for designing the curriculum, monitoring instructional activities, and coordinating classroom training with work experience sites. Participants engaged in hands-on practical experience while receiving instruction in a variety of entry level skills. Students were prepared to give basic nursing care to patients, including the elderly. Other areas covered were taking and recording vital signs, nutrition, CPR, and care of the home-bound patient. At the end of the course, written practical and oral examinations were given. The program awarded certificates of graduation to those who completed the nurse's assistant training program and a reception was held in their honor and for their family and friends.

JOB PLACEMENT

Actual placement in training or employment is the ultimate goal of the program's efforts. Problems in developing the job placement component were experienced by several of the projects. In one project, staff felt that the general lack of jobs in their rural area and the high rate of unemployment significantly curtailed their success in developing jobs and therefore in making job placements. Many of the participants were reluctant to relocate to areas with more available jobs. The projects had problems placing students due to transportation needs, union requirements, and conflicts with their family responsibilities.

For employment and training programs in rural areas, it is prudent to plan for modest numbers of placements to suit the employment situation in that area. These numerical goals can be adjusted as the situation warrants.

Successful placement--for the participant as well as the employer--requires considerable attention. The rural demonstration programs strongly recommend that program staff initiate job placement activities only for job-ready participants. Job-ready participants will stay with the job and create a positive impression with employers on behalf of the program and other rural women who may apply for positions.

To avoid placing the participant in a job which she will be neither interested in nor qualified for, the job specialist should discuss available positions in detail with the participant. If the participant is interested in the position and meets all of its

basic qualifications, she then can engage in the following placement-related preparation with the counselor and job developer:

- A briefing on the place of employment: its characteristics such as history, products and/or services, personal policies, and benefits
- Tailoring resumes and work experiences to the specific job opening
- Planning for the interview, including physical appearance, behavior, and a feeling of self-confidence

FOLLOWUP

The Women's Bureau rural demonstration programs found that, as with other programs, followup was essential not only to ensure the success of the participants but to assess program outcomes. Followup included the identification and resolution of problems regarding adjustment to the work situation. For individuals who discontinued participation in the program prior to job placement, followup consisted primarily of reenrollment efforts. In addition, the demonstration programs continued to keep past participants informed of additional job possibilities and training information.

In rural areas followup may be made difficult by the lack of telephones and transportation. In most cases, program staff traveled to the participant's home to conduct followup activities. The mail may be used for disseminating information but personal contact was found to be the most effective way to provide follow-up counseling.

Followup interviews were conducted with the graduates and their supervisors approximately 16 weeks after the participant left the program to ascertain:

- Outcome status 16 weeks after completing the program
- Problems or difficulties in placement sites
- Problems or difficulties with the job that might interfere with occupational performance
- Recommendations about the program

Another purpose of the followup interviews was to suggest potential placements for future graduates. Successful placements often provided other openings in the same firm or related firms and organizations. The job developer contacted satisfied employers for openings, referrals to other job leads, and written statements of support for the program.

APPENDIXES

1. GANTT Chart for Developing Timeframe for Program Activities
2. Outline of Staff Training for NEW Program
3. Plan of Action Worksheet
4. Participant Assessment Form
5. Contents of Job Readiness Workshop

APPENDIX 1

GANIT CHART FOR DEVELOPING TIMEFRAME FOR PROGRAM ACTIVITIES

TIMEFRAME PROGRAM

| <u>Component</u> | <u>Months</u> | | | | | | | | | | | |
|--------------------------------------------------------------------|--------------------|---|---|---|-----|---|---|-----|---|----|-----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| <u>Local policy committee development</u> | * | | | | | | | | | | | |
| <u>Local policy committee training</u> | * | * | | | | | | | | | | |
| <u>Local policy committee meetings</u> | | * | | | | * | | | * | | * | |
| <u>Staff training</u> | | * | | | | | | | | | | |
| <u>Survey of employment needs</u> | | * | * | | | | | | | | | |
| <u>Job bank/skills bank</u> | | | * | * | | * | | | * | | * | |
| <u>Outreach to women</u> | | * | * | * | * | * | * | * | * | * | * | * |
| <u>Services to clients</u> | | | * | * | * | * | * | * | * | * | * | * |
| <u>Special interest workshops (*)</u> | | | | | (*) | | | (*) | | | (*) | |
| Resource Development | <u>Job</u> | * | * | * | * | * | * | * | * | * | * | * |
| | <u>Educational</u> | | * | * | * | * | * | * | * | * | * | * |
| | <u>Training</u> | | * | * | * | * | * | * | * | * | * | * |
| <u>Newsletter/progress report</u> | | * | * | * | * | * | * | * | * | * | * | * |
| <u>Regional mtg. of local pol. cmtes.</u> | | | | | | * | | | | | * | |
| <u>Evaluation</u> | | | * | | | * | | | * | | * | * |
| <u>Followup Planning (Resources incorporation of groups, etc.)</u> | | | * | * | * | * | * | * | * | * | * | * |

* To be scheduled as needed. Example: workshops on how co-ops function, youth vocational workshops, women in small business.

APPENDIX 2

Outline of Staff Training for NEW Program

STAFF TRAINING

Staff training will combine specific workshops held over a three month period, with on-the-job training supervised by the coordinator/consultant. The training program is organized in three sections:

1. General Program Orientation. Day long workshop to cover: history of the project; women's employment issues and problems; objectives of this project; other projects similar to NEW; relationship of DOL and ACTION grants. Both staff and committee members will attend this workshop.
2. Skills Development and Job Procedures.
 - a. Services to women. Series of workshops focusing on:
 - job counseling;
 - interviewing women who come to NEW;
 - how to assess women's skills;
 - advocacy and referrals in cases of suspected sex discrimination, sexual harassment, wage and hour violations, etc.;
 - job and training referral;
 - followup;
 - record keeping; and
 - working with committee members to maximize participation.
 - b. Job development and training resources development. How to locate jobs, apprenticeships, and training programs for unemployed women, especially in non-traditional jobs. Part of this training will take place in standard workshops. The rest will involve short-term on-the-job-training with other agency's staff. The training will emphasize: how to identify employers or unions with jobs or training programs; how to present NEW to them; what questions to ask; how to make information accessible to other NEW staff.
 - c. Development of support services, especially child care.
3. Other Information and Resources. Short workshops or staff meetings to provide background information and further resources on:
 - a. Federal and State regulations. Overview of EEOC, wage and hour Federal compliance requirements, etc. (For resource staff who need familiarity with the areas but need not be able to file complaints, for example.)
 - b. Related Federal and State agencies. Overview of unemployment/employment process, State and Federal programs to help people find jobs -- what they do, where they are; JTPA; welfare.

APPENDIX 3

PLAN OF ACTION WORKSHEET

1. Decision or Goal _____

2. What, if anything, do you anticipate might make it especially difficult to achieve this goal?

1st Obstacle

2nd Obstacle

3rd Obstacle

3. Ways to Manage

Ways to Manage

Ways to Manage

a. _____
b. _____
c. _____

a. _____
b. _____
c. _____

a. _____
b. _____
c. _____

4. What is your timeframe for achieving this goal? (weeks, months, years) _____

5. What is the first step? _____

6. Whom will you contact to accomplish the first step? Where? _____

7. Will you need other people to help? Whom? _____

8. What materials or information do you need? _____

9. Anything else? _____

10. When will you start? _____

First week - What are the most critical things you need to do? _____

In one month - What will you have accomplished? _____

In six months - What will you have accomplished? _____

In one year - What will you have accomplished? _____

In _____ years - What will you have accomplished? _____

APPENDIX 4

PARTICIPANT ASSESSMENT FORM

NAME _____ S.S.N. _____ DATE _____

This form contains a participant assessment system. There are no wrong responses to any of the statements. Items should be chosen that apply to you so that you, with the assistance of your counselor, might more effectively assess yourself and your situation.

I. Characteristics 667.2(b), (c) 1

This section reflects your job readiness characteristics which include interest, aptitude and skill development.

Basic Interest - Indicate how you feel about working in situations by checking () a blank.

JOBS WITH THINGS

| <u>Like</u> | <u>Uncertain</u> | <u>Dislike</u> |
|-------------|------------------|----------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

I would like a job:
 working outside with plants and/or animals.
 where I do the same thing over and over, like in an office or factory.
 working with things or objects.
 working with equipment or machines.

JOBS WITH PEOPLE

| <u>Like</u> | <u>Uncertain</u> | <u>Dislike</u> |
|-------------|------------------|----------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

I would like a job:
 with people around me.
 working closely with people, usually helping them.
 working by myself.
 where I can share my ideas with people.

Aptitude - Indicate your ability in each area by checking () a response.

Good Average Below Average

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Manual Dexterity - using my hands to work with objects.
 Finger Dexterity - using my fingers quickly and handle small objects easily.
 Eye-Hand-Coordination - using my hands and feet in a coordinated way to respond to what I see.
 Motor Coordination - moving my fingers and hands quickly and accurately to perform tasks.
 Communication - understand words and ideas well and explain them to other people clearly.
 Math - understanding and use of arithmetic.

Employability Readiness - List your last two jobs and skills learned. Read the statements below about the job and check () the one that best fits you.

1. _____
2. _____

| Job Title | | | | | | Skill Learned |
|-----------|-------|-------|---------|-------|-------|----------------------------------------------------------|
| Job # 1 | | | Job # 2 | | | |
| A | S | N | A | S | N | |
| _____ | _____ | _____ | _____ | _____ | _____ | Always (A), Sometimes (S), Never (N) |
| _____ | _____ | _____ | _____ | _____ | _____ | e. The skill I learned in this job is in demand. |
| _____ | _____ | _____ | _____ | _____ | _____ | b. I know this skill well enough to be employed with it. |
| _____ | _____ | _____ | _____ | _____ | _____ | c. I enjoyed the work I was doing in this job. |
| _____ | _____ | _____ | _____ | _____ | _____ | d. I "got along" with my fellow workers. |
| _____ | _____ | _____ | _____ | _____ | _____ | e. I "got along" with my supervisor. |
| _____ | _____ | _____ | _____ | _____ | _____ | f. I was at work on time every day. |
| _____ | _____ | _____ | _____ | _____ | _____ | g. I came to work every day. |
| _____ | _____ | _____ | _____ | _____ | _____ | h. I completed the projects I started. |

11. **Career Objective 677.2(b)** - Review your above assessment information and any data on your application such as educational level, work history, etc. Discuss these with your counselor and determine your career goal. Let your counselor assist you in writing it.

Career Objective: _____

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APPENDIX 5

CONTENTS OF JOB READINESS WORKSHOP

MONDAY:

- I. Responsibilities and Expectations
- II. Review of Personal Decisionmaking Style
- III. Emotional Aspects of Career Change
- IV. Managing Stress During Job Search
 - a. Developing Support Networks
 - b. Assessing Personal Strengths
 - c. Self Nurturing Activities

TUESDAY:

- Part I
- I. Assessing Skills and Interests
 - II. Goal Setting
 - III. Decisionmaking: Personal and Career
- Part II
- Exploring the World of Work
- I. What and Where the Jobs Are

WEDNESDAY:

- Part II
- Exploring the World of Work (cont'd)
- II. On-the-Job Attitudes and Behavior
 - III. Employer Expectations
 - IV. Transferring Life Skills Into Work Skills

THURSDAY:

- I. Resume Writing
- II. Interview Practice
- III. Networking

FRIDAY:

- I. Finalizing the Job Search Plan
- II. Self-Esteem Post Test and Wrap-Up
- III. Workshop Evaluation
- IV. Job Club Orientation