

Recruitment & Retention of Womxn in Washington Apprenticeships



ANEW

BUILDING PEOPLE, BUILDING COMMUNITIES

Introduction

This book has been prepared by ANEW to support employers and journey workers who hire, train and retain tradeswomxn. It contains useful tips from current tradeswomxn to locate qualified women and gender diverse applicants, ensure a positive workplace, and give useful performance feedback. You will also find resources in the state of Washington supporting womxn apprentices from pre-employment through retention and career advancement.

This booklet summarizes ways to improve:

- Recruitment of Womxn
- Apprentice Monitoring
- Performance Evaluation
- Retention

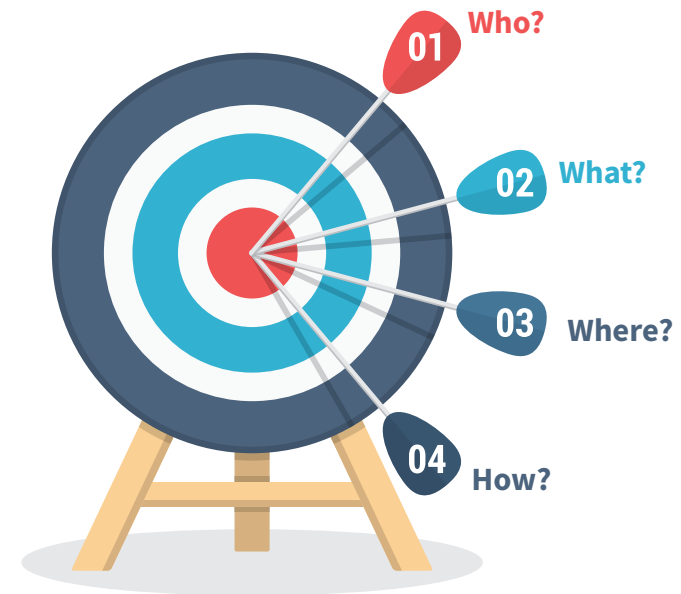
Who should use this book:

- Apprenticeship Coordinators
- Human Resources
- Superintendents
- Foremen
- Anyone who supervises apprentices



5 SMART Steps for Bull's Eye Recruitment

"Outreach" is a vague, and for most organizations, confounding. The employee sitting in a booth at a career fair, handing out brochure at a community event, or giving a presentation to a room full of glazed-over attendees invariably asks the question, "Why am I doing this?" This is the most important question that should be asked about recruiting. In fact, changing the question to a statement - "Why I am doing this" - is the first step in deciding:



- Who you are looking to hire?
- What draws that candidate to your job or program?
- Where can that candidate can be found?
- How can I connect with that candidate?

In many cases, recruiters don't create a targeted plan to reach qualified womxn candidates. Some of the reasons why womxn don't pursue non-traditional careers include:

- No clear understanding of the tasks, duties or expectations of a trades job
- Negative messages that set up womxn to believe they will experience harassment or discrimination on the job
- Stereotypes that stigmatize womxn in non-traditional careers, particularly construction
- Societal expectations that explicitly or passively guide womxn to "traditional" work in lower-paying service careers
- Vague or no understanding of apprenticeship system and the industries that use this training model, particularly construction. This includes seasonal fluctuations in work, how jobs are dispatched or obtained, and the off-hours (evenings and weekends) when major projects occur.

These can be the same reasons womxn leave their apprenticeships.

Recruitment is key to long-term retention.



Recruitment takes sharing resources, tools, contacts and is the job of more than just a single apprenticeship coordinator.

Follow these 5 “SMART” steps to Bull’s Eye Recruitment:

Success begins at home

Define the characteristics a good employee has to be hired and stay on-the-job.

You can't recruit without a clear idea of what your successful worker knows and can do. It is easy to list attributes you want employees to possess - reliable, team player, conscientious, etc. - but these qualities are just words unless they are connected to expectations that can be demonstrated on the job.

These are called characteristics. You can't rely on what other companies or programs identify, either, no matter how much you agree. Until you can articulate what you want in an employee in your own words, you won't have:

- A solid message that sells your company or program; or
- A method to compare who you are attracting to attrition rates.

Some ways to define characteristics include:

1. Generate a list of the characteristics your successful workers demonstrate.

This means taking the buzz words like “dependable” in the example below and defining what it actually means to you.

Desired characteristic:

Example: Dependable



How it matters on the job(expectation)

Work gets done on time

Do not have to ask for repeated instructions

When this has been demonstrated

Arrives to work early

Solves transportation issues before it impacts job

Asks questions to clarify task, not to challenge it

This is a good exercise in making sure you are recruiting for candidates that can meet your definition of success. It is important that everyone involved in the recruiting, hiring and evaluating take part in this process.

2. Talk to your employees about their interests that translate to their work skills and ethic.

3. Ask the people who supervise employees to recommend tradeswomxn who have been successful in your company or program, and interview them.

Market Specifically

One size does *not* fit all.

If you use the same marketing for every audience, your results will not be successful. The Gen X and Millennial apprentices are not interested in Baby Boomer messages. Instead of focusing on wages to market the work, female apprentices suggested these ways to promote construction trades and industrial apprenticeships:

- Market trades as a career, not a job
- Emphasize the excitement of a job site, and the ability to change and work on multiple projects
- Talk about the feeling of accomplishment when a project is finished
- Emphasize the honor of being part of a union/team
- Make sure womxn know they need to be physically fit and able to do math in their head – don't soft pedal the importance of these, you can learn the technical skills if you have something to build on
- Explain the range of jobs someone could pursue through a single apprenticeship program – but use non-jargon definitions
- Avoid negative messages that set up a womxn to think they'll be harassed, under-qualified, or hazed. Make sure the positive message of team work you use is actually reflected on the job.



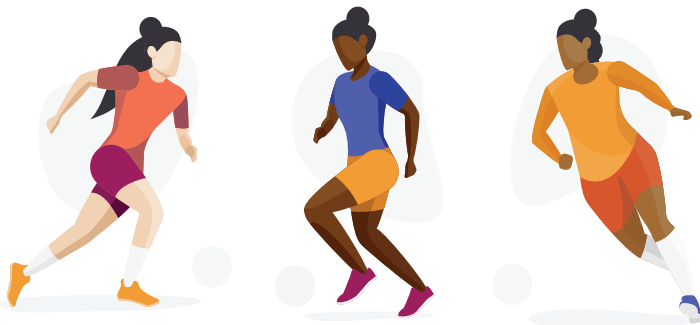
Assess the Situation

Now that you know who you want, where are they?

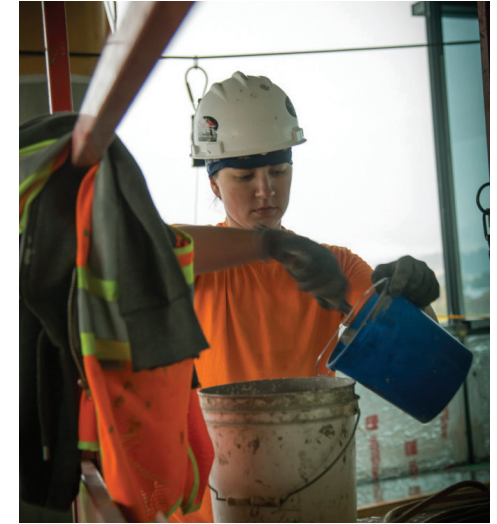
Womxn who report job satisfaction in non-traditional careers consistently report that they enjoy the tasks or environment of their jobs. Recruiters can locate great candidates by cross-referencing their job tasks to other professional or recreational activities.

For example, womxn that choose to play outdoor team and individual sports, participate in rigorous upper-body strength intensity recreational activities, grew up working on a farm or joined the military have all shown a propensity for many of the same skills that are required in the skilled trades careers.

- **Organized and Extreme Sports:** Softball, soccer, rugby, marathon runners, rowing/crew, lacrosse, wrestling, field hockey, skateboarding, strength training, weight lifting – womxn who enjoy physical activity and challenges can be a great fit for your trade. Talk to womxn's school, intramural leagues, or parks departments to connect with coaches and coordinators.
- **Recreation Clubs:** Womxn who participate in rock climbing, motorcycling, horseback riding, hiking, mountain climbing, drag racing and roller derby are the kind of people who love physical challenges. Connect with clubs that focus on these activities.



- **Volunteers:** Habitat for Humanity, Rebuild Together, Big Brothers/Big Sisters, and Future Farmers of America are examples of great organizations that attract volunteers who feel their mission matches their personal interests and goals.



- **Womxn You Know in Non-Traditional Jobs:** Use your connections to womxn who are contractors or who are employed in non-trad industries like manufacturing, automotive, recreation, or construction. Chances are they are already linked to womxn who are looking for jobs.
- **Non-Traditional Post-Secondary Studies:** Womxn enrolled in non-traditional college programs may be interested in pursuing an apprenticeship. Connect to community or technical college programs like agriculture, auto mechanics, construction management, or welding to meet their graduates.
- **Womxn You Know in Traditional Jobs:** Womxn who work in health care, hospitality and day care can manage high stress work situations that call for multi-tasking and strength.
- **Female Veterans:** Nearly 18% of military personnel returning from service are womxn. They know how to work under pressure and with a team.



Reach Out

Techniques and Methods that Work

- **Using the one-to-one approach:** Some of the best links to womxn who are well suited for apprenticeships are cold and warm calls. Offer business contact information and follow through with the advice, promises or connections you give. Ask the person if they are happy in her job, explain the benefits, etc.
- **Announcing job opportunities** at Union or Association meetings
- **Using Social Media:** Womxn in Gen X and millennial generations use platforms like Facebook, Twitter, LinkedIn as launch pads for finding jobs, referring work, and building professional peer groups. They read blogs and online reviews of the best – and worst – companies. They will make a decision about your apprenticeship based on what they can learn from your website.

- **Connecting to union halls** to locate womxn working in non-apprentice positions
- **Attending events where your ideal candidates will be:** For immediate results, candidates must be ready for work. High school career fairs are great, but they are only planting seeds for the future.
- **Reaching out to non-profits or governmental agencies that can assist you:** There are many groups locating qualified applicants and training them. See the list starting on page 25 for places to start.
- **Creating recruitment pool with related programs:** Many apprenticeships share related entry requirements. If you have more qualified people than positions, create a release form and share applications/resumes with other programs.

Timing Is Everything

Planting a Forest vs. Cash Crop

Waiting for a slow season in your industry is the worst time to conduct recruiting. It certainly is easier for staff – but if there is lag time between your message, instructions, and a possible result, the potential candidate will forget, not care, or look elsewhere. All that is being marketed is your inability to produce a real job.

Remember, there is a difference between outreach and recruitment. Outreach is positive exposure – it is more like planting a forest.



Recruitment is a cash crop – it should lead to a job. The same is true for age groups among womxn. It is great to promote your program to young people, but they will not be ready for your jobs when they visit with you at a career fair. If you spend the time interacting with womxn in the current workforce, you will be more likely to connect to a person qualified and ready for work right now.

Recruitment Questions to Consider...

- Are your employment notices being sent to as many diverse organizations as possible?

Try online job search engines and social media. Also, don't rely on a mass email or fax to connect a person to your job. Develop a relationship with a known resource, like a pre-apprenticeship program, and call them when you have a job to post or want referrals. These organizations can even set up interviews for employers.

- If you get womxn to apply, have you evaluated where you may be losing them in the hiring process?

The perfect candidate walks through the door, passes all the tests, has a terrific application – and then disappears. Another tool you can use to improve recruitment is your Apprenticeship Program Application and Selection Activities (PASA) log. Organizations like ANEW can help you build a recruitment plan using your PASA log. Figuring out the trends in your process may point you to areas you can improve.



- Is your message genuine?

Does your marketing show a womxn doing the work, but a real tradeswomxn is nowhere to be found on the job? Do you say you are actively recruiting womxn, but haven't put a qualified tradeswomxn to work? The result of any good recruiting system is increasing the numbers of the talent pool you are saying you want to hire.

Apprentice Monitoring

This section addresses two critical types of monitoring: individual employees and overall worksite/crew behaviors and performance. Both are essential to learning, productivity, and safety.

Developing an Employee Monitoring System

Individual Monitoring is good because...

- It provides you with a record of mastering apprentice standards;
- It provides you with a consistent method to later evaluate performance; and
- It ensures you have an opportunity to assist all apprentices in their learning.

Performance monitoring is the backbone of structured On-the-Job Training (OJT). Structured OJT assures that all parties who hire or supervise an apprentice understand what the individual has learned and where the foreman or journey worker can help the apprentice gain advanced skills. It is the basis for fair evaluations given to every apprentice at specific times during training.

Some programs use a Training Achievement Record (TAR) that maps out performance indicators (proof that a skill is gained, integrated and applied regularly). These TARs align with apprentice program standards and are designed to follow a sequence in which skills are commonly gained.

If your program or company doesn't have a TAR for apprentices, these are the first steps to produce one:

1. Review program standards with your Apprentice Coordinator to ensure all the expected OJT skills are being acquired on the worksite.



2. Design a table or worksheet that lists performance indicators and gives the person supervising the apprentice room to add notes showing how they demonstrated competency on the job. This will become your TAR.



3. Identify the person[s] who will complete the TAR and make sure they understand and can use it. This is usually a journey worker.

4. Put together a monitoring schedule and set aside time for the journey worker or person[s] responsible for updating the TAR to be able to complete it. Consistent frequency and support to your whole workforce to get their committed job as an apprentice supervisor done well is critical.

5. Ensure your company has a plan for how performance monitoring is linked to performance evaluation, and that it will be consistently and fairly done for all apprentices. Performance monitoring is an all or nothing responsibility. It is unfair and potentially grounds for a lawsuit to monitor only certain employees.

Some employers and programs regularly share or even ask the apprentice to review and give feedback on their TAR or progress. These are great ways of gauging how the person sees her own success. Other key ingredients that make individual monitoring successful include:

- Assign a single person who is recognized as having general oversight for an apprentice's learning.
- Make sure the person who supervises apprentices has the tools they need to be successful. Journey workers have an obligation to train the future workforce, but not every journey worker knows how or wants to be an educator.
- Give all apprentices get equal access to training opportunities on the job. Encourage apprentices ask for new tasks, to demonstrate what they have learned, and to "own" her apprenticeship education.

Monitoring Worksite Behaviors and Trends

Each person deserves a fair and consistent way of tracking their performance. At the same time, each person deserves to work under equitable conditions. It is wrong to assume that a crew is working well together because a project is being finished on time or under budget – and it is equally wrong to assume that all crews haze or harass apprentices, particularly womxn.

The key in either case is to not work on assumptions. Keeping all people from overt or covert discrimination is an employer function and it is directly linked to safety and compliance. Your company philosophy of diversity needs to be seen at all levels of work; if it is not, it is your job to resolve conflicts.

- **Repeat your expectations.** Do more than a single project orientation. Routinely let crew members know how harassment or bullying is defined and what disciplinary actions will be taken if either occurs.
- **Ask! Check in with all your apprentices.** Some useful questions to ask include:
 - > Are you assigned to a variety of tasks?
 - > Do you have someone onsite who you can ask for on-the-job help or advice?
- **Foster communication.** Make sure any apprentice feels they can ask for assistance or advice.
- **Watch for patterns.** If a person's performance or attendance suddenly changes, don't assume it reveals a personal problem. On the flip side, if you notice the crew not interacting with a specific person or vice versa, watch the interactions. Is the person assigned to a specific task over a period of time, or is something else happening?

Another pattern to watch for is opportunity. If a specific apprentice always seems to push a broom, find out why.

- **Support mentor training.** People who supervise apprentices can teach more than technical skills – the best are also mentors. Some supervisors don't come by mentoring naturally and do need training or support from their employers.
- **Provide useful feedback.** Telling someone to "deal with it," "to figure it out," or to "toughen up" are tips that don't help a person who may be isolated or genuinely harassed. Useful feedback a mentor provides includes positive ways to resolve problems and communicate. Remember, there is always more than one perspective and feedback should be given to everyone involved. Believe it or not, some people don't know how their actions or words impact others.
- **Lead by example.** Make sure your own actions, word choices/slang, body language reflect courtesy and teamwork. It's more than the Golden Rule – it's the Platinum Rule: Do unto others as you would want the people you most respect and love to be treated.



- **Report it.** Take disciplinary measures when they are warranted. Waiting or avoiding discipline is a free pass to bad behavior.
- **Remember: You don't have to deal with problems on your own.** There are online resources listed in this booklet that self-help in addressing specific worksite issues. Also, there are government and non-profit agencies that can help you positively resolve conflict.



Performance Evaluations



Few people enjoy giving – or getting – evaluations. There are two main reasons evaluators dread this job: they didn't have a system in place to measure performance; or they can't distinguish between person and performance. In these situations, it is highly likely that the recipient will receive unclear or confusing feedback – or no feedback at all. Some common evaluation mistakes include:

- The "Statue Erected in Your Honor" evaluation. Some supervisors can't bear to give negative criticism, or hope that positive will motivate the employee to perform better. Not only is this ineffective, but it does nothing to help the employee meet the desired goal.
- The "Smack Down" evaluation. Some performance evaluations are used to "squeeze out" an employee. When this occurs, it is usually because performance is not the real reason for the termination.
- The "One Size Fits All" evaluation. When a company or program lacks consistent documentation on all employee performance, everyone gets a ribbon. Sometimes the person giving the evaluation may not supervise the employee. In these cases, they may lack concrete or substantial information about the person's overall performance.
- The "Single Instance" evaluation. Evaluations are summative feedback for a period of time, not for documenting a single event (good or bad).



- The “Last 30 Days” evaluation. In this scenario, employees may improve performance because they are aware an evaluation is coming soon. If the supervisor doesn’t recognize this phenomena or didn’t keep good documentation on work over a longer period of time, the evaluation will only capture a snapshot of time.
- Unfair, biased and inconsistent evaluations lead to employee isolation, complaints and law suits. You can avoid these issues by following these guidelines:
- Use a consistent and fair method to measure the success of all apprentices. Preferably, this is an actual process covering a specific period of time. It should be conducted in a respectful environment where both the evaluator and employee can talk without interruption.
- Have evaluations completed by people who know the performance of the apprentice.
- Complete an evaluation form in advance. When possible, get second opinions. Use the form as a guide for your conversation to make sure all points are covered.

- Communicate expectations from day one –and repeat, repeat, repeat: Make sure your crew understands assignments, timelines, and individual and team roles. If conditions or projects change, your employees should be told as soon as possible – this reduces safety issues, miscommunication, and keeps work on track.
- Document performance throughout the year (or evaluation period). Write it down. Period.
- Give warnings, counseling or praise throughout the year (or evaluation period). It’s too late if you have waited until the evaluation to provide feedback, and negative feedback can come as a surprise. Effective evaluations document how a problem was addressed and resolved.
- Use specific, work related examples.
- Avoid subjective and non-measurable criticisms that could be considered gender specific:
 - “Not strong enough”
 - “Needs to be able to lift 50 pounds”
 - “No mechanical aptitude”
 - “Needs to be able to put machinery together in 30 minutes”
- Describe how performance needs to improve, if necessary. Give an opportunity for behavior or skills to change. Evaluations are not pink slips. Make sure you have given a reasonable amount of time and instruction to correct performance.
- Do not avoid evaluating female apprentices because you are reluctant to communicate problems. Avoidance doesn’t help any employee learn or improve.

Retention

Great employers invest in the retention of their employees. This isn't blue ribbons or certificates of appreciation – this is understanding why good employees leave, and working to reduce or eliminate internal factors that impact a person's decision to quit.

Why do womxn leave a job?

- There isn't steady work.
- Outside influences and lack of resources, such as child care.
- Some womxn quit because of their cumulative experience on the job.

These factors are not unique to womxn, but they do circle back to your recruitment strategies and program orientation. Everyone wants a workforce that will be successful on the job.



Here are some retention strategies to consider:

- Make sure you have work before you have an apprentice. If your job is short term, you will be sending someone right back to an out of work list. Look for ways to link that person to a range of projects to maintain employment.
- Assure that new apprentices understand what they have signed up to do. Make sure a new apprentice really understands the industry, work conditions, and the occupation[s], how a person advances in an apprenticeship, and the kinds of routine and special tasks they will need to perform. Some ways to avoid possible disconnects include:
 - > Market, talk, and instruct in non-jargon terminology.
 - > Ask the apprentice to explain what they understand and fill in gaps or correct misconceptions.
 - > Teach apprentices how to ask questions/repeat instructions.
 - > Sometimes, we don't want to be bothered with pesky questions or have to repeat instructions. If you have given a complicated or time-sensitive task, have the apprentice repeat back your instructions.
 - > Don't take the tool away. When you are asked to demonstrate a task, show the apprentice how to do it.

- Teach financial literacy for trades when apprentices start their program. The construction industry is seasonal and dependent on economic conditions. Make sure apprentices know how to manage their income. Great curriculum like Financial Tools for the Trades from the Office of Port Jobs is available.
- Link apprentices to places they can seek assistance if needed. Organizations like ANEW work with many non-profits and government agencies and can help with referrals to specific financial support resources.
- Promote networking with apprentice peers or in related occupations. The apprenticeship experience is unique and nearly everyone experiences some stress juggling work, school and personal life at some point. Both female and male apprentices benefit when they form professional friendships or groups that understand exactly what they are going through at that moment in time.
- Support mentoring training and career coaching for apprentices and journey workers alike. Mentors don't have to be a specific gender or age to be able to give sound advice. Do some research before linking an apprentice to a mentoring program and make sure that organization has the supports, systems and credibility to offer mentoring. Also, provide mentoring training to journey workers and people who support apprentices. Make sure mentors understand their own limits and don't take on more than they can do.



Pre-Apprenticeship & Womxn's Resources

Apprenticeship & Non-Traditional Employment for Womxn & Apprenticeship Opportunities Project

www.anewaop.org | 206.381.1384

ANEW is the oldest non-profit pre-apprenticeship for womxn in the nation. ANEW administers the Apprenticeship Opportunities Project (AOP) for all trade apprentices in Washington state residents 18 and older. AOP covers auxiliary costs such as transportation, emergency food, and utilities/housing assistance, and helps cover costs of starting an apprenticeship, such as union dues, tools, safety gear and work clothes. ANEW also provides technical assistance for the apprenticeship community, including diversity and recruitment plans, applicant referrals, workshops and special events.

Helmets to Hardhats

www.helmetstohardhats.org | 360.725.9842

Serving: Recruitment and technical assistance to veterans, programs and employers statewide

Helmets to Hardhats (H2H) is a national, nonprofit program that connects Military Veterans, National Guard, Reserve, retired and transitioning active-duty military service members with quality career opportunities in the construction industry.

Local Employment and Apprenticeship Program (LEAP)

https://www.cityoftacoma.org/government/city_departments/community_and_economic_development/local_employment_apprenticeship_training_program | 253.591.5826

Serving: City of Tacoma residents and employers
The Local Employment and Apprenticeship Training Program (LEAP) provides City of Tacoma residents opportunities to access apprenticeship programs through its partnerships with local work force development providers. You can visit the events and resources web page for a list of those partners.

Pre-Apprenticeship Construction Training

<https://woodtech.seattlecentral.edu/programs/pact> | 206.587.4950

Serving: King County residents, programs and employers
PACT is a pre-apprenticeship located at the Seattle Vocational Institute designed to assist adult men and womxn, especially people of color, to gain the skills to be successful competitors for building and construction

trade apprenticeship programs. Participants learn trade skills, which are relevant to the worksite of various trade occupations. Topics include construction terminology, industrial safety and trades math. Students also learn forklift operation, and road flagging. Emphasis is on learning skills and adopting positive attitudes that lead to becoming a productive member of any work-site team or organization.

Washington Womxn in Trades

www.wawomenintrades.com | 206.903.9508

Serving: Women of all ages, employers and programs statewide. WWIT promotes apprentice-able careers to womxn of all ages through the annual WWIT trades fair and the Dream Big recognition dinner events. WWIT also ensures womxn are linked to mentors to mitigate worksite issues, documents the history of womxn in construction from Rosies to millennials, and collects new and gently used work clothes and tools for Rosie's Closet (administered in partnership with ANEW).

Womens Funding Alliance

www.wfalliance.org | 206.467.6733

Serving: Women and girls of all ages and non-profits, government entities and employers in the Puget Sound region. WFA promotes justice, health and opportunity by investing the future of womxn and girls in Washington State. This organization conducts extensive research on the quality of life for its constituents that shapes policy, advocacy and investment.

Governmental Resources & Oversight

Statewide

Washington State Apprenticeship Training Council (WSATC)

<http://www.lni.wa.gov/TradesLicensing/Apprenticeship/WSATC/default.asp> | 360.902.5320

WSATC is the labor-management board regulating registered apprenticeship in any industry in Washington State. They meet quarterly around Washington to review program applications, compliance and related issues.

Washington State Department of Labor & Industries (LNI)

<http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Programs/> | 360.902.5320

The Apprenticeship Division of LNI is the administrative arm of the WSATC, and includes program reviews and compliance. Its comprehensive website contains program standards and the Apprenticeship Registration and Tracking System (ARTS), Washington's online system that lists active programs by county, occupation and employer.

Washington General Administration (GA)

<https://www.atg.wa.gov/ago-opinion/topic/departments-general-administration> | (360) 902-0990

GA keeps track of the percentages of all apprentices on state public works projects, including womxn and people of color.

Washington State Department of Employment Security (ESD)

<http://www.esd.wa.gov/> | 800.318.6022

ESD provides business services for contractors who are or who are considering becoming training agents to apprenticeships.

Washington State Department of Veterans Administration – Women Veterans Advisory Committee

http://www.dva.wa.gov/womxn_vets.html | 360.725.2157

WDVA advocates for female veterans transitioning from military service to civilian careers.

Federal

The United States Department of Labor (USDOL) - Office of Apprenticeship (OA)

<http://www.doleta.gov/oa/> Washington Office: | 206.553.0076

OA regulates federal programs, including tribal, multi-state and military. In Washington, OA also works with these partners to establish new programs.

The USDOL – Women's Bureau

<http://www.dol.gov/wb/> | Washington Office 206.553.1534

The USDOL - Office of Federal Contract Compliance Program

<http://www.dol.gov/ofccp/> Washington Office: 206. 398.8022

OFFCP ensures contractors follow guidelines set forth for federal contracts. In Washington, this office also provides consultation to contractors that help them link to non-traditional programs supporting diversity.

Industry & Labor Resources

The Construction Center of Excellence at Renton Technical College (CCE)

<https://www.constructioncenterofexcellence.com/>

Serving: Technical assistance, research and education statewide. The CCE focuses on responding to workforce training needs and education in an industry that is essential to the economic growth and success of Washington State. CCE is a resource hub to collect and disseminate the most current construction education, best practices and industry trends, needed to develop Washington's workforce. The CCE provides a variety of resources to students, workers, educators and industry through its website.

The Labor Education and Research Center at South Seattle Community College – Georgetown Campus (LERC)

<http://georgetown.southseattle.edu/LERC/> | 206.764.5382

Serving: Technical assistance and training statewide. The Labor Center works with unions, community, and educational organizations throughout Washington State to

provide trainings and classes for and about working people. Our programs are designed to help working men & womxn develop the skills, confidence, and knowledge they need to become more effective leaders, educators and activists.

National Association of Women in Construction (NAWIC)

<https://www.nawicpugetsound.com/>

Serving: Wom3n in all aspects of construction nationwide. NAWIC is an association dedicated to supporting womxn working in all phases of the construction industry. There are chapters in the Puget Sound (#60) and Spokane (#143) regions of Washington.

Washington State Apprenticeship Coordinators Association (WSACA)

<https://www.lni.wa.gov/TradesLicensing/Apprenticeship/Programs/>

Serving: Registered Apprenticeship programs statewide; Western and Eastern Washington Coordinators Chapters. WSACA focuses on improving program outreach, compliance, partnership and related issues by disseminating information, hosting workshops and presentations for apprenticeship coordinators, and participating with schools, non-profits and other organizations at career events.

Chicago Women In Trades

<https://cwit.org/>

Chicago Womxn in Trades is driven by our mission to ensure that all womxn who want to work with their hands and earn a good living have equal access to information, training, and employment opportunities in the industry.

Washington Women in the Trades

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

The Washington Women in Trades Association was founded in 1978 by and for womxn working in the trades to gather and share information. Washington Womxn in Trades work matters, not just to the individual womxn, but to our whole community.

Western Resources Center for Women in Apprenticeship

<https://womeninapprenticeship.org/>

The Western Resources Center for Womxn in Apprenticeship is a joint project of Oregon Tradeswomxn, Inc., Seattle-based Apprenticeship & Nontraditional Employment for Womxn (ANEW), and Oakland, California-based Tradeswomen, Inc.

The mission of the Western Resources Center (WRC) is to help women and girls access and thrive in family-supporting, high wage and high skill trades careers in construction, utilities, and manufacturing.

The National Center for Women's Equity in Apprenticeship and Employment

<http://womensequitycenter.org/>

The National Center for Women's Equity in Apprenticeship and Employment at Chicago Womxn in Trades (CWIT) can provide useful strategies and practical applications to increase the number of womxn entering and being retained in registered apprenticeship through our online resources, technical assistance and training, summarized here.