

# Job Readiness Program Toolkit

for Black & Latina  
Women of Trans  
Experience



## Trans Accountability Project (TAP)

The Trans Accountability Project was created to directly address the health, overall wellness, employment, and safety concerns of Black and Latina women of trans experience and to provide responses and solutions to the issues that many trans women within the community face on a generational basis.

The Trans Accountability Project's vision states and steadfastly exhibits that trans and gender diverse communities and stakeholders in Chicago are collectively accountable in mobilizing resources and breaking barriers to actively invest in the health, empowerment, and overall wellness of Black and Latina trans women. TAP's objective is to also define barriers to ART for the trans community, centering the experiences and expertise of Black and Latina women of trans experience through community forums that lead to community-led structural level intervention to address those barriers.

The Trans Accountability Project Steering Committee is collectively comprised of members from Howard Brown Health, Taskforce Prevention and Community Services, and the Chicago Therapy Collective.

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# Introduction

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Black and Latina women of transgender (trans) experience continue to experience disproportionately high levels of unemployment, housing instability, food insecurity, intimate and community violence, and incarceration. In addition, Black and Latina women of trans experience have a significantly higher prevalence of HIV, post-traumatic stress disorder (PTSD), depression, anxiety, and substance mismanagement.<sup>1, 2, 3, 4</sup> Inaccessible physical and mental health services amplify the impact of violence and trauma in addition to being associated with high-risk behaviors.<sup>5</sup>

In 2019, three community organizations and one federally qualified health center (FQHC) in Chicago established a steering committee to mobilize Black and Latina women of trans experience on the south side and west side -- areas where access to care and resources are especially limited. The steering committee, named the Trans Accountability Project (TAP), centers the participation and priorities of Black and Latina women of trans experience and works towards expanding community access to care and social services in the context of structural, institutional and interpersonal transphobia, and racism.<sup>6, 7</sup>

The community organizations on the TAP steering committee included two trans-led, trans-centered grassroots organizations with a range of programs that include a food pantry, clothing and basic needs, housing and employment services, affinity and support groups, and spaces for socializing and voguing. The FQHC specializes in providing care and services to LGBTQ+ communities and provides administrative support to TAP. TAP consists of eight people who identify as transgender and gender-diverse (TGD) and Black, Latina, and White.

TAP designed a community needs assessment, conducted outreach and recruitment, and hosted two mobilization events in which community members and allied stakeholders met to collectively assess community needs. The mobilization events focused on employment, healthcare, and safety planning. Creative activities were used to foster imagination, explore activism, and envision new possibilities for healthcare, employment, and safety.<sup>8</sup>

After analyzing feedback from the community events and subsequent discussions, TAP decided to focus its community interventions on employment. Two types of interventions were used: an approach focused on improving and expanding job seeking and job retention skills of Black and Latina women of trans experience (Job Readiness Programs), and an approach focused on expanding employment opportunities and improving working environments for Black and Latina women of trans experience (Employer Trainings). TAP piloted its first Job Readiness Program in 2021.

Between 2021-2024, the annual Job Readiness Program trained four cohorts of Black and Latina women of trans experience. The initial two cohorts were held virtually due to COVID-19 restrictions. Virtual content consisted of eight, two-hour monthly modules with a corresponding monthly speaker series that included a total of 16 zoom sessions on 8 employment-focused topics. In 2023, after much consideration, TAP redesigned the Job Readiness Program to be offered in person across one week.

The following toolkit provides information regarding TAP's rationale for creating a critically important employment resource for Black and Latina women of trans experience. In addition, the toolkit offers readers program implementation and evaluation resources and identifies core elements and adaptable characteristics of TAP's Job Readiness Program.

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# Social Determinants of Health & Health Disparities

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According to *Advancing Health Equity: A Guide to Language, Narrative and Concepts*, social determinants of health (SDOH) refer to underlying community-wide social, economic, and physical conditions in which people are born, grow, live, work and age. SDOH also refer to a wider set of forces and systems shaping daily life, including economic policies and systems, social norms, social policies, racism, climate change, and political systems.<sup>9</sup>

The Center for Disease Control (CDC) defines health disparities as preventable differences and inequities in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations.<sup>10</sup> SDOH are powerful contributing factors to health disparities experienced by a marginalized community.

As under-resourced and systematically marginalized transgender and gender diverse (TGD) communities, Black and Latina women of trans experience are impacted by a wide range of SDOH that lead to unacceptably high health disparities in physical health, mental health, access to care and services, income, education, employment, and sexual harassment and sexual assault.

## Physical Health

TGD communities have higher rates of chronic disease, including cardiovascular disease, diabetes, cancer, and asthma. Moreover, TGD communities, especially transfeminine communities, are at the highest risk for contracting HIV and currently have the highest rates of HIV infection. Minority stress from pervasive discrimination and stigmatization also has a negative impact on immune functioning, blood pressure, and inflammation, and raises cortisol levels contributing to the risk of chronic disease.<sup>11</sup>

## Mental Health

In a society that privileges cisgender individuals with increasing hostility towards gender variance, TGD communities have significant mental health disparities including significantly higher rates of anxiety, depression, eating disorders, self-harm, and suicidality, as well as a higher prevalence of suicide. Confronted with minority stress and multi-sourced violence (including interpersonal sexual violence), TGD individuals are also at increased risk of simple and complex post-traumatic stress disorder (PTSD), all of which lead to increased rates of substance mismanagement to cope with trauma.<sup>12</sup>

## Access to Care and Services

The inaccessibility of physical and mental health services, as well as social services, plays a critical role in the disparities experienced by TGD communities. There continues to be a lack of providers trained in gender-affirming and trauma-informed care thereby creating a barrier to high quality services.<sup>13</sup> In addition, TGD people experience discrimination by individual providers and organizations, as well as increased risk of trauma from misgendering, microaggressions, systemic invalidation, engagement with institutional transphobia and racism, and non-consensual medical procedures and evaluations.<sup>14</sup> Beyond this, TGD communities are unlikely to live close to health and service organizations and experience public transportation barriers to access care. Lack of insurance coverage or the financial means to afford services also serves as a formidable barrier to accessing care.

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## Income and Education

It is well-documented that TGD individuals are the lowest paid persons within the larger LGBTQ+ community.<sup>15</sup> TGD individuals were four times more likely to have an annual household income of less than \$10,000 compared with cisgender people, and almost half of a sample of TGD older adults reported a household income at or below 200% of the poverty line.<sup>16</sup> One factor contributing to significantly lower income is widespread discrimination that increases barriers to safe housing and stable employment. In addition, lack of legal protections in the workplace, as well as interpersonal and institutional hostility, inhibits TGD people from gainful employment and acquiring necessary skills for vocational advancement. As early as secondary school, TGD adolescents face peer and institutional harassment that creates an unsafe environment not conducive to learning. Discrimination in education towards people of trans experience continues.<sup>17</sup> A systemic review of state-wide data has shown a trend for transgender adults to have less education and lower incomes than their cisgender peers.<sup>18</sup>

## Employment

TGD people often face workplace discrimination both when seeking and maintaining employment. Nearly 50% of transgender individuals report workplace discrimination based on their gender identity.<sup>19</sup> This discrimination can take the form of hostility, isolation, lack of collaboration, lower pay, and lack of advancement opportunities.

Discrimination within the workplace can also affect a TGD person's ability to maintain long-term employment, sustain a positive career advancement trajectory, and attain occupational gratification and aspirations.<sup>20</sup> In turn, it adversely affects an individual's lifetime earning potential, ability to financially plan for retirement, maintain health insurance, and achieve an overall sense of financial security.<sup>21</sup> TGD people may enter the workforce later than cisgender peers, may have been held at entry level positions for longer periods of time and are more likely to have been involved in street economies that provide less reliable income and financial safety.<sup>22</sup>

## Sexual Harassment and Sexual Assault

According to the 2015 US Trans Health Survey, 48% to 53% of Black and Latino/a people of trans experience have been sexually assaulted at some point in their lifetimes, with 12% to 13% of Black and Latino/a people reporting they were sexually assaulted in the past year.<sup>23</sup> Sex workers have a 45% to 75% chance of experiencing sexual violence on the job.<sup>24</sup> Women of Color with trans experience are more likely to stay in sex work compared with their white women peers and are more likely to experience sexual violence as a result.<sup>25</sup> All data suggest that trans-identified people have experienced a greater risk of sexual harm in comparison to their cisgender peers.



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# Positive Impact of Employment Initiatives on Health Disparities and Social Determinants of Health

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Employment initiatives tailored to the unique needs of Black and Latina women of trans experience have the potential to significantly improve their SDOH. Black and Latina women of trans experience have faced disproportionately high rates of unemployment and workplace discrimination, contributing to higher levels of poverty and limited access to essential resources. Employment programs can help address systemic barriers and improve economic empowerment and stability. Meaningful job opportunities not only provide financial independence but also enhance mental health and self-esteem and reduce the negative psychosocial impacts of unemployment and chronic economic insecurity.<sup>26</sup> In addition, employment initiatives can create safer and more inclusive work environments that improve well-being and reduce stressors related to discrimination that affect Black and Latina women of trans experience in the workplace.

Employment initiatives positively influence other SDOH, such as housing, education, health care access, and mental and physical health. With stable income, Black and Latina women of trans experience can get safe and affirming housing. Economic empowerment also increases the opportunity for education, skill development and advancement. By dismantling employment barriers and fostering inclusive workplaces, employment and economic empowerment initiatives can create a positive ripple effect, improving the overall health outcomes and well-being of Black and Latina women of trans experience.

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# Different Types of Employment Initiatives

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A wide range of employment initiatives can play a crucial role in facilitating job opportunities and economic empowerment for Black and Latina women of trans experience. Recruiting and retaining Black and Latina women of trans experience in the workforce is a critical step towards reducing health disparities and fostering diversity and inclusion in organizations. Employment initiatives can function on systemic, organizational and individual levels. Systemic interventions can focus on policy and legal initiatives. Organizational interventions can focus on workforce development, improving workplace conditions and affirmative HR practices. Individual interventions can focus on individual employees or helping people prepare for, obtain or sustain rewarding employment (i.e., job readiness, employment assistance).

## Systemic Level Employment Initiatives

Systemic initiatives address the structural barriers and discrimination experienced by Black and Latina women of trans experience by effecting high level change through legislation, regulation, resource allocation and advocacy. Systemic initiatives can include anti-discrimination policies and training, affirmative action and equal opportunity programs, and evolution of healthcare systems and health/employee benefits. Engaging in advocacy efforts to influence policy changes at the local, state, and national levels can protect the rights of Black and Latina women of trans experience in the workplace. This may involve supporting or initiating legislative initiatives to address workplace discrimination and submitting amicus briefs.

Systemic employment initiatives include ensuring that healthcare benefits provided by employers, marketplace insurance plans, and Medicaid/Medicare cover gender affirmative healthcare needs and mental health services that can contribute to the overall well-being and productivity of trans-identified employees and can improve access to high quality health care. Systemic change can also occur through encouraging employers to collect and report data on the diversity and inclusion of their workforce, including statistics on gender identity and ethnicity. Transparency in reporting can help identify areas for improvement and hold organizations accountable for their diversity goals. Large scale data collection and reporting can guide grant funding and resource allocation through city, state and federal programs to support the employment needs of Black and Latina women of trans experience. By addressing systemic issues through these initiatives, there can be a positive impact on the employment experiences of Black and Latina women of trans experience, fostering greater equality, representation, and opportunities within the workforce.

## Organizational Level Employment Initiatives

Companies and organizations can implement strategies that create an inclusive and supportive environment and policies that support diversity, equity, inclusion and belonging. By promoting a safe and respectful workplace with fair hiring and promotion practices, organizations can build trust and loyalty among Black and Latina women of trans experience employees, encouraging them to stay and grow within a company. Cultivating a culture of diversity and inclusivity within the workplace will not only foster a sense of belonging but also attract more Black and Latina women of trans experience to join the organization, contributing to a richer and more vibrant workforce. Companies can create educational and vocational training/workforce development programs that are accessible and tailored to the needs of Black and Latina women of trans experience, thereby equipping them with relevant skills and qualifications.

Mentorship initiatives, such as pairing new employees that are Black and Latina women of trans experience with experienced professionals can provide guidance and networking opportunities. Affinity groups within

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organizations can also provide a sense of community and support, especially when organizational leaders actively champion and recognize the contributions of Black and Latina women of trans experience to promote career advancement. Building partnerships with community organizations can also facilitate a pipeline of potential candidates and allow companies to understand the specific needs and aspirations of Black and Latina women of trans experience. By providing tailored support and opportunities for advancement, organizations demonstrate a commitment to the growth and success of these underrepresented employees.

### **Individual Level Employment Initiatives**

Individual initiatives can support Black and Latina women of trans experience in preparing for employment, understanding the job market, becoming employed, retaining a position, or advancing to a new position. There are a wide range of individual-level initiatives including, but not limited to, specific job training programs, career counseling and guidance services, mentorship programs, reentry programs for returning citizens, job placement services, and job readiness programs. In addition, these initiatives can include financial assistance programs (such as scholarships and low interest loans) and training and support for people to open their own businesses. Individual employment initiatives can personalized efforts undertaken by individuals to secure and advance their careers. These initiatives encompass a wide range of activities, including skill development, networking, job searching, and entrepreneurship. Individuals may proactively seek professional development opportunities, attend workshops, and pursue additional education to enhance their skill set. Networking plays a crucial role as individuals connect with industry professionals, mentors, and peers to broaden their professional circles and to gain valuable insights. These things can include launching personal projects or ventures that demonstrate entrepreneurial spirit. Overall, individual employment initiatives empower people to take control of their professional journey, fostering continuous growth and adaptability in today's dynamic job market.





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# Selection of a Job Readiness Program Initiative

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After examining all employment initiative options described above, TAP determined that improving job readiness and employers' structural and cultural competency were the most direct way to improve access to high quality healthcare for Black and Latina women of trans experience. A job readiness program was selected based on feedback from a series of community town hall meetings with Black and Latina women of trans experience. Community members voiced a strong need for job readiness initiatives and endorsed this approach to address social and health disparities affecting their communities.

A job readiness program includes several critical components and can be tailored to focus specifically on the needs of Black and Latina women of trans experience. First and foremost, a program should prioritize the cultural competency of facilitators to create a safe and inclusive environment. Creating safe spaces for open dialogue about the challenges Black and Latina women of trans experience may face in the workplace can help build resilience and confidence.

Providing career counseling and peer mentorship opportunities can help participants navigate the job market while addressing specific issues related to their intersectional identities. The inclusion of skills development workshops, such as resume and cover letter building, interview preparation, job search strategies and professional communication, is essential. Additionally, a job readiness program should recognize the importance of holistic well-being and offer resources for mental health support. Tailoring the curriculum to include information on workplace rights, career visioning, soft skill development, discrimination prevention, and community resources further empowers Black and Latina women of trans experience to advocate for themselves in various professional settings. Job readiness programs can also offer ongoing support and follow-up after participants secure employment. By addressing these multifaceted aspects, the job readiness program strives to foster empowerment, resilience while increasing opportunities for career success within a supportive framework of understanding. By incorporating these components into a job readiness program, Black and Latina women of trans experience can be empowered to navigate the job market successfully, recognize and value their strengths and skills, overcome challenges and barriers, and build a foundation for long-term career success.

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# The TAP Job Readiness Program

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The purpose of the TAP Job Readiness Program is to provide Black and Latina women of trans experience the tools and resources that will support them in obtaining, maintaining, and thriving in employment. Black and Latina women of trans experience encounter many barriers and forms of discrimination which often lead to underemployment or unemployment. Identifying barriers to employment and offering Black and Latina women of trans experience affirmative and informed support will help Program participants be more successful.

It is important to be clear about the goals of a job readiness program. A job readiness program is designed to meet participants where they are. Program participants might have limited work or volunteer experience and/or formal education or they may approach the Program with a history of employment they would like to enhance. Before beginning the Program, it is important for Program facilitators to identify specific community needs, gather feedback on how the community would like to receive job readiness support, and plan how the Program will empower Black and Latina women of trans experience to navigate employment challenges and move toward their employment and career goals.

## Agency Self-Assessment for Transgender Cultural Competency

The TAP Job Readiness Program was specifically designed **for** and **by** Black and Latina women of transgender experience with the intention of being implemented and facilitated by members of this community. Thus, any agency intending to implement the TAP Job Readiness Program must have a positive working relationship with members of the trans community and the organizational cultural competency and capacity to offer such a training.

An agency self-assessment is an essential first step to ensure that the TAP Job Readiness Program will be implemented as designed. The self-assessment should evaluate the organization's performance in serving TGD communities, as well as organizational policy, processes and practices. An example of such a self-assessment is the *Organizational Assessment Tool for Transgender Cultural Competency* developed by the Healthy Divas intervention at the University of California San Francisco (UCSF).<sup>27</sup> This tool evaluates 1) Leadership & Vision, 2) Welcoming Climate, 3) Intake & Data Collection, 4) Outreach, and 5) Staff Training.

In addition to the completion of an organizational self-assessment via a tool like the one developed by UCSF, it is imperative to ensure that services provided by the organization are gender-affirming. "Gender-Affirming services are those that respect, validate and affirm gender identity and expression, and promote healthcare empowerment."<sup>28</sup> Providing gender-affirming services can be as simple as ensuring clients/participants are referred to by their chosen name and correct pronouns and gender—regardless of what is listed on government IDs or insurance information. To ensure gender-affirming services are being provided by the organization, training of staff in topics such as Trans 101 may be necessary.

Finally, examining the organization's ability to establish and maintain connections to other organizations serving Black and Latina women of trans experience is necessary to ensure the needs of participants are met. Often, participants will have unmet basic needs in addition to a lack of employment, including food insecurity, housing insecurity, and lack of personal safety. These needs often impact the participants' ability to take part in the Job Readiness Program and gain or maintain employment. As most organizations do not provide completely comprehensive wraparound services, creating a referral network of organizations that provide a variety of gender-affirming services is needed to ensure the participants are able to focus on the Program.

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# Implementing the TAP Job Readiness Program

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The TAP Job Readiness Program was specifically designed **for** and **by** Black and Latina women of transgender experience. It includes modules on traditional job readiness topics including, but not limited to, resume building, interview skills and cover letters. It also includes some modules that were specifically developed to empower and support Black and Latina women of trans experience, such as guest speakers from the community who share their own work history and personal path of advancement thereby communicating the value of lived experience and workplace rights. The Program was offered across 5 days in 1 week. The ultimate goal of the Job Readiness Program is to offer Black and Latina women of trans experience information and tools to successfully pursue employment.

## Implementation Resources

A range of resources are required to offer the TAP Job Readiness Program. This section briefly describes expenses and recommended resources. Resources may be adapted to the needs of each organization and community.

## Staffing

It is critical to have Black and Latina women of trans experience staff to plan, prepare, and facilitate the Job Readiness Program. Their lived experiences and personalization of the materials for the specific community being served is invaluable. Given the resources in this Toolkit, staff could take 1 month to gather community feedback on needed resources, 2 months to plan/prepare/coordinate the Program, 1 month to recruit and screen participants, 1 full-time week with at least two to three staff to offer the Program, and then time after the completion of the Program to continue to support participants in job searching and interviewing.

To offer the Program as described in this Toolkit, the following areas of expertise are required: an in-depth understanding of the unique needs and experiences of Black and Latina women of trans experience in the workplace, empowerment of Black and Latina women of trans experience, mental health, employment coaching, and employment rights. Staff facilitators can bring in guest speakers and panelists to address any of the topics to supplement their own areas of knowledge and to offer participants a range of viewpoints and different pathways in employment.

## Space

The Program will need space for staff and participants to complete the modules for 1 work week (5 days). Space should be private enough to allow for conversation, teaching and learning, and for participants to share personal information about their workforce challenges, successes, needs, fears, and desires. Space should have easy access to gender-affirming restrooms and be accessible by public transportation (including accessible parking). An alternate space can be used to serve lunch or take breaks if desired. In addition, if done in person, staff will need space to meet with Black and Latina women of trans experience to share information about the Program and enroll participants. It can also be helpful to have an additional private office available during the Program week should a participant find it helpful to talk one-on-one with a Program facilitator or need a private space to take a break.

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## Computers and Internet Access

The TAP Job Readiness Program provided participants with Chromebook laptops to use during the Program and to keep permanently to support participants in future job searching activities. Chromebooks were approximately \$200-250 each and wireless mice were approximately \$15 each per participant. A Chromebook Technology Agreement was reviewed and signed by every participant before a Chromebook was issued. The Agreement form is included in the Appendices. During the 1-week Program, participants were given access to on-site wi-fi. An organization could also provide participants with internet or computer lab resources to support access needs.

## Participant Stipends

The Job Readiness Program offered participants a stipend for each morning and each afternoon they attended during the 1-week on-site Program. Staff kept attendance records. Participants received and reviewed a copy of the Stipend Payment Agreement at the very beginning of the Program. The stipend structure/requirements were explained during screening prior to enrollment so that participants were fully informed. The stipend was \$50 per morning and per afternoon, with a total of \$500 possible if the entire 1-week Program was attended. The staff member managing payment met with all participants on the first and last day to review the payment structure and to confirm payment preference/information.

TAP offered PayPal, check or visa card payments. PayPal and check payments may be taxable (and may require a 1099 form and W-9). This should be reviewed with participants before they finalize their payment choice. If a participant selects a taxable reimbursement approach, it is recommended that staff collect a W-9 form from the participant at the beginning of the Program or at the end of screening to avoid payment delays. A copy of the Stipend Payment Agreement is included in the Appendices.

## Food

Lunch was provided at no cost to the participants and staff each day of the 1-week on-site Program. Beverages and snacks were available as well. Organizations can assess whether having food at the beginning of the day such as coffee, donuts, and breakfast burritos will support the learning needs of the participants.

## Transportation

TAP provided each participant with a one-week public transit pass. The cost of the one-week pass was less expensive than single-ride or single-day passes and offered participants the benefit of a transit card that could be used to travel anywhere during a 7-day period. We were unable to offer gas cards or ridesharing (i.e. Uber, Lyft) reimbursement, although some participants might have preferred that. Free or low-cost parking should be easily accessible and holding the Program close to public transportation could support participants in attending if public transportation is a common way to travel in your city.

## Speaker and Panelist Stipends

TAP provided each speaker or panelist with a stipend of \$100 through PayPal, check or visa. This acknowledges and respects speakers' time and knowledge.

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## Supplies and Copies

Some funding for supplies and copies were provided as necessary. Office supplies are needed for some modules, and photocopying will be needed if hard copies are used in the Program. Organizations could also upload forms, directions, or worksheets to a shared google drive if preferred if all participants have access to computers and the internet.

## Community Connections and Relationships

To have Black and Latina women of trans experience as participants and panelists, facilitators leveraged their personal and professional network of community connections and relationships with Black and Latina women of trans experience. Community value and buy-in is an essential element to the implementation of a community-based program. It is vital for Program facilitators to build and sustain a positive relationship with local LGBTQ+ community members since community trust and input are core values of the TAP Job Readiness Program. These core values directly contribute to the long-term program sustainability and high success rate of cohort graduates. Thus, time should be allotted for facilitators to build trusting relationships with members of the community and introduce the program. Maintaining positive relationships with potential panelists or speakers can help eliminate possible barriers and allows planners to directly recruit speakers and panelists in their own professional networks.

## Needs Assessment

Before duplicating the Job Readiness Program described in this toolkit, organizations are encouraged to explore their communities' unique needs and wants. Ask Black and Latina women of trans experience if this Program is desired and, if yes, how they want to have the Program structured. Organizations can also assess the needs of each Program cohort, adapting module content and duration to best meet current participants' needs. For example, if a cohort of participants all have well developed resumes, less focus may be placed on resume development and more focus on job search strategy, career visioning, mental health and/or empowerment.

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# Participant Engagement and Retention

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## Eligibility Screening

The TAP Job Readiness Program was designed specifically to address the disparities Black and Latina women of trans experience encounter. In particular, the goal of the Program is to equip Black and Latina women of trans experience with tools to obtain and maintain stable employment. The eligibility screener was developed to make sure all participants met Program requirements and to communicate commitment requirements for the Program.

There are multiple ways to deliver the eligibility screening. The most common way to create an accessible eligibility screening is to develop an online interest form linked to a QR code or to complete the eligibility screening in person. This program utilized Google forms to screen participants which allowed the entire team access to responses. When more convenient for a potential participant, an in-person screening was done and documented in the form by the staff member or potential participant.

To be eligible for the Program, participants were required to meet certain requirements. The participants had to be 18 years or older, live in Chicago, identify as Black or Latina, identify as a woman of trans experience, have access to the internet (i.e., home, wi-fi, hotspot or library), and have availability during the 5 predetermined days of the Program (1 work week). In addition, we asked participants if there were any commitments outside the Program that might interfere with their participation. Other information we collected included level of education, employment status, and contact information.

Responses were reviewed by a team member and participants were contacted via phone or email if they were eligible. If a participant was not eligible, a member of the team informed the participant. If eligible, a team member contacted the person and talked through the structure, requirements, and resources of the Program while discussing full availability. If the person was interested in participating, a member of our team would welcome them into the Program by confirming the Program dates, start and end times of the Program each day, and discuss compensation and timing of payment. A member of the team also discussed transportation support and gathered possible food allergies or dietary restrictions from participants.

After welcome information was disseminated, a team member followed-up by sending reminders by email or text depending on the participant's preference. In addition to online eligibility screening, we had one participant come in-person to receive other services and subsequently learned about the Program. She expressed interest and a team member did the eligibility screening in-person.

## Recruitment

The team developed a social media flier to advertise the Job Readiness Program. The flier included our Program eligibility requirements, core Program components, our logo, and a QR code so participants could go directly to the Program eligibility form. In addition to social media promotion, team members printed out flyers and posted them at non-profit organization sites and in clinics. Team members also reached out to eligible participants and utilized word of mouth to recruit participants.

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## Retention

Retention of Program participants was successful for several reasons. Program staff had positive relationships with community leaders, potential participants, and referring organizations. As a result, they were trusted in the Black and Latina women of trans experience community. This supported retention in the Program. In addition, Program staff were intentional about respecting each participant and intentionally developing a trusting relationship. Participants found that Program content was specifically tailored to their needs and life experiences. Moreover, participants valued the Job Readiness Program and enjoyed insightful job and professional development information from Program staff and guest speakers.

Another aspect of our retention success is that participants were given a one-week public transit pass which helped to address and eliminate transportation barriers. Although the first day of the Program was required, facilitators were flexible with the attendance policy. For example, a participant could leave early for an appointment or job interview. Participants also received compensation for their active participation in the week-long Job Readiness Program. Throughout the Program, facilitators would regularly request feedback from participants and lead important community-based discussions about issues impacting Black and Latina women of trans experience. Facilitators also carefully examined evaluations and addressed concerns posed by



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# Program Frameworks

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Program facilitators utilized multiple frameworks when developing and offering the Job Readiness Program. Frameworks included: 1) strengths-based perspective and practice, 2) trauma-informed practice, 3) social justice centered practice and 4) centering community and peer mentorship.

## Strengths-Based Perspective and Practice

The first framework built into the Program was strengths-based perspectives and practice. A strengths-based perspective is an approach that centers the strengths and resources of people, communities and their environments rather than their problems and weaknesses. This framework emphasizes the human capacity for resilience, courage, and ingenuity. Facilitators utilized strengths-based perspectives to help champion the rights of individuals and communities, helping participants to form and achieve their own goals.<sup>29</sup> In practice, facilitators can utilize this framework by practicing empathy, assisting participants with identifying their hard and soft skills, encouraging participants to set job and career goals, and conducting strengths-based self-assessments.

## Trauma-Informed Practice

The second Program framework is trauma-informed practice. Trauma happens when a person experiences an event that feels physically or emotionally harmful or life-threatening. Trauma has damaging effects on a person's mental, physical, emotional, social, and/or spiritual health.<sup>30</sup> Trauma can come from one event or a series of events experienced across the lifespan, including as a child. Some examples of trauma include oppression and discrimination, chronic illness, loss and grief, witnessing or experiencing violence, war, deportation, separation from family and friends, and/or poverty.<sup>31</sup>

There are six main principles of trauma informed practice. The first principle is safety—prioritizing the physical and emotional safety of participants. The second principle is trustworthiness—being transparent, honest, consistent, and fair, with the goal of building and keeping trust with participants. The third principle is peer support—helping participants feel safety and hope, building trust, and working together. The fourth principle is collaboration—reducing power differences between participants and staff, and among different types of staff, improving healing and helping everyone share power and decision making. The fifth principle is voice and choice—community voices are supported, strengthened, and blended into decision making. The sixth is empowerment—individuals' and communities' strengths are seen, celebrated and built on. Facilitators should actively challenge stereotypes and biases, recognize and address historical trauma (trauma that impacts generations of people), and create policies, workflows, and protocols that support the racial, ethnic, gender, and cultural needs of the communities they serve.<sup>32</sup>

## Social Justice Centered Practice

The third framework is social justice centered practice. Facilitators empowered participants to celebrate their identities, lived experiences and resilience. Being social justice centered means that equity is a priority. Facilitators should center the voices of participants and empower them by sharing community resources. In this Program, we eliminated barriers of access by providing participants with CTA cards, a laptop, and a stipend for participating in the Program. These resources allowed participants to work on their resumes, cover letters, and hone their job readiness and professional skills through peer mentoring. Facilitators also prioritized mental health by creating space for participants to discuss their lived experiences and work history. Facilitators held

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space for participants to converse about their lived experiences with workplace discrimination, systematic oppression, and institutional oppression in life and the workplace.

### Centering Community and Peer Mentorship

The fourth framework is centering community and peer mentorship. Facilitators implemented a community framework by having queer and trans facilitators, all of whom identified as Black, Latina, Indigenous or other people of Color (BIPOC). Having facilitators who are Black or Latina women of trans experience reflected the diverse intersectional identities of the BIPOC trans community. Utilizing a community-centered framework helps to address and decrease institutional and interpersonal discrimination, power dynamics, cisgender and white privilege, and unconscious/conscious bias, while increasing participant empowerment. This also allows the facilitators the ability to understand the diverse nuances of Black and Latina women of trans experience in relation to work/life balance, workplace culture and lived experiences.

Facilitators also centered the community by presenting queer and trans affirming program content embedded in peer mentorship by having set times for participants to work on resumes, cover letters, review job descriptions, practice interview answers and questions. Peer mentorship allowed participants to dive into their job and professional development experiences. Peer mentorship also included participants advising one another and teaching one another, utilizing a constructive and affirming approach.





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# Program Modalities

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The TAP Job Readiness Program utilizes several modalities including: 1) utilizing personalize-able job readiness tools, 2) providing job interview tips and practice opportunities, 3) devoted peer to peer co-working time, and 4) a panel series highlighting the work-life balance of Black and Latina women of trans experience.

## Utilization of Personalize-able Job Readiness Tools

The first modality of the Program is the utilization of personalize-able job readiness tools. Program facilitators had sample job descriptions, cover letter examples, resume samples and mental wellness tools which allowed participants to craft and refine their workforce documents (i.e. resume and cover letter). Program facilitators utilized examples from different industries (i.e. food/beverage; customer service, health outreach) which helped participants understand how to tailor their resume and cover letter based on the job description and its minimum qualification requirements.

Participants enjoyed the peer mentoring time that included co-working time to discuss past work/career development experiences, conduct practice interviews, and talk about ways to enhance their professional documents and interviews as a candidate in the job market. All these elements are vital for Program facilitators to implement to have a successful Job Readiness Program.

## Providing Job Interview Tips and Practice Opportunities

The second modality of the Program is providing participants with job interview tips and practice opportunities. Facilitators allotted time to present common job interview questions that are posed during a job interview. Facilitators utilized techniques such as mirroring to teach participants important interview aspects (i.e. body language). Program facilitators also allotted time for participants to ask facilitators and each other interview questions and discuss possible responses during an interview. In alignment with the Program, time was allotted for one-on-one interview practice. This allowed the participants to hone their interview skills. Through interview tips, skills and practice, participants were able to increase their confidence in job seeking and interviewing.

## Devoted Peer to Peer Co-working Time

The third modality of the Program is peer to peer co-working time. This modality allowed the participants to assist one another on job readiness content, professional documents (i.e. resume, cover letter) and Program activities. One activity that allowed the participants to co-work is the Dream Job visioning board activity. This activity allows participants to imagine their dream job or career and develop a visual representation of it. Participants used magazine materials and other arts and crafts supplies to create their representation of not only the job but also the lifestyle they desired. This activity helped participants imagine their transportation, vacation spots, clothing and much more. This was inspirational and promoted striving for job and career growth. Another example of co-working time was the practice time allotted for working on a resume and cover letter. Participants reviewed each other's resumes and cover letters and gave one another constructive feedback that was rooted in affirmation. These are just a few examples which exemplify how the Program co-working time is beneficial to the overall success of the Job Readiness Program participants.

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## A Panel Series

The last Program modality is the panel series. Program facilitators recruited panelists who reflected the participants and their communities- Black and Latina women of trans experience. This modality provided participants with the opportunity to hear firsthand accounts of the lived experiences and career journeys of Black and Latina women of trans experience.

There is power in industry representation and mentorship. Having successful Black and Latina women of trans experience as panelists allowed participants to know what is possible and ultimately assisted with feeling empowered in the job market. During the panel, panelists talked with participants about their experience with underground economy work, transferable skills, volunteer and professional development opportunities, being a Black and/or Latina woman of trans experience in the workplace, navigating their transition, work/life



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# Curriculum Main Components

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The Job Readiness Program curriculum includes seven main components, including 1) mental health and self-care, 2) building and refining resumes, 3) building confidence and learning to position your experience, 4) interviewing skill building, 5) job search strategies, 6) employment rights and 7) inspiration and empowerment.

## Mental Health and Self-Care

Mental health is an essential component in this Job Readiness Program because our participants experience mental health issues at disproportionate rates compared to the general population. Thus, it is vital to center mental wellness and well-being. To address mental health/wellness, facilitators, including a trans-identified trained therapist, led sound and guided meditations, and utilized centering and grounding techniques as a method of modeling coping strategies for stress in work and personal life. Facilitators also led discussions about trans identity, the impacts of misogyny and transmisogyny, stress management and how to manage stress in the workplace.

In addition to meditation, facilitators distributed mental health self-assessments and worksheets related to mental health/wellness. This helped participants evaluate their own mental health/well-being and learn ways to cope with stress in healthy ways. Facilitators led discussions on PTSD, trauma and other mental health disorders. Participants shared their lived experiences and how those lived experiences can be barriers to obtaining or sustaining employment. Program facilitators led a discussion on anxiety and depression, with participants sharing their lived experiences of coping with anxiety and depression while navigating the workplace. Participants also engaged in discussions on the importance of having work/life balance.

## Building and Refining Resumes, Cover Letters and References

Another main component of the Job Readiness Program was providing participants with resume building skills. Facilitators presented information on identifying hard and soft skills, how to translate soft skills and utilize them in different jobs, and the importance of hard skill development.

Facilitators broke down each section of a resume and its formatting and presented participants with a few different resume examples. During this session, facilitators emphasized the importance of keeping in contact with past employers and networking. Facilitators discussed how to navigate having little work experience, highlighting all types of skills and experience (i.e. volunteer experience) on a resume, resume grammar and formatting options, writing cover letters, and choosing job references. Facilitators offered participants unique insight into how employers use and interpret resumes and cover letters and offered participants two resume building resources: Indeed Resume Builder and Illinois WorkNet Resume Builder.

Participants worked with facilitators one-on-one and in peer groups during the Program. Another important component of working with participants on resume building and refining was the empowerment that they felt and experienced because they were not only assisted by the Program facilitators but also by their peers. This peer-to-peer co-working allowed participants to share their work experiences with one another, provide one another with assistance and learn new terms or ways to amplify their resume. Facilitators also encouraged participants to update and refine their resume on a frequent basis. As a person gains more skills and experience, their resume should reflect the impact their work has had in a qualitative and quantitative manner.

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## Building Confidence and Learning to Position your Experience

Building confidence and learning to position yourself in the job market is vital to securing and maintaining employment. Participants who enroll in the Job Readiness Program might have limited or non-traditional work experience, and/or lack formal education. Thus, it is vital that facilitators are equipped to teach participants ways to best leverage their experience to obtain a job. This might include teaching participants to identify soft and hard skills, resume and cover letter language, interview attire and etiquette, networking and professional development.

Throughout the Program, facilitators emphasized the importance of learning how to articulate transferable skills and seek out professional development opportunities. Facilitators encouraged participants to engage in different professional development trainings, workshops and/or conferences.

## Interviewing Skill Building

A component of the Job Readiness Program is building interview skills. Interview preparation is very important to having a successful interview. Facilitators discussed the importance of researching a company thoroughly prior to the interview, learning about the mission, vision and values of the company, and reading the job description thoroughly so they can anticipate interview questions that will be asked. Facilitators also reviewed interview/workplace attire, talking about how you match your clothing and appearance to each company's culture. For example, facilitators talked about the difference between interviewing for a restaurant server position and a position in a corporate setting. Participants were then invited to select items from a clothing closet on site and helped by peer mentors to assemble interview outfits, culminating in a fashion showcase of their selected looks for fellow participants and facilitators. Participants were also given tips for how to professionally present themselves in a virtual interview, ensuring their background space is clear (i.e., no unmade bed in view) and free from loud background noises.

During an interview, interviewees should emphasize hard and soft skills, and transferable skills—these skills should also be listed on their resume. Facilitators assisted participants with developing questions to ask during an interview. Participants were given different job descriptions and practiced interviewing with a peer. This helped strengthen their skills and boost their confidence with interviewing.

## Job Search Strategies

Program facilitators provided participants with numerous job searching strategies utilizing Indeed and personal/professional networking. Participants learned industry language and job search terms, and common jargon found on job descriptions and how to interpret it. Facilitators also discussed how to decipher a job description (i.e. preferred qualifications vs requirements) and tailor a resume accordingly. Program facilitators also discussed how to utilize a professional networking site, like LinkedIn, for networking and job searching.

## Employment Rights

The Program partnered with an expert in employment rights to offer that component of training. The training on employment rights discussed employment rights, unfair treatment in the workplace and how to access your protected rights and grievance procedures.

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When discussing employment rights and policies participants may encounter, the training directly addressed anti-trans discrimination, as well as other classes of discrimination protected under the Civil Rights Act, including protection based on race, color, religion, sex (including sexual orientation and gender identity) and marital status. In addition, this training would also address any additional protection like a state or city Human Rights Act or Ordinance. Some examples of anti-trans discrimination included: 1) repeated, intentional misgendering or refusal to use a person's chosen name/deadnaming, 2) asking about a person's sex organs or surgical history, 3) not allowing employees to wear clothing that is consistent with their gender, and 4) harassing questions that are invasive or intrusive and not work focused or work related. Participants learned that sexual harassment is illegal against anyone, including Black and Latina women of trans experience, in the United States. In addition, participants discussed how to make a complaint and identify the right channels to ensure that their claims are being heard, investigated and handled with care.

## Inspiration and Empowerment

A core component of the Program is inspiration and empowerment. Program facilitators achieved this by embedding curriculum content that is specifically relevant and accessible to Black and Latina women of trans experience. The use of strength-based perspectives allowed the Program to be a space of inspiration and empowerment. Facilitators actively helped participants identify and value their strengths and transferable skills. Facilitators led a Dream Job Visioning activity that empowered participants to creatively visualize their dream job and lifestyle. The Program was built to actively empower and inspire participants by hosting a panel series highlighting the personal and professional journeys of Black and Latina women of trans experience.

The "I Am Affirmation Heart" is a worksheet that was created to make space for self-love and empowerment. Together, facilitators and participants helped each other fill out the worksheet grounding themselves with their own positive and reaffirming truths. The worksheet asks participants to fill out an affirmation that best describes them and their trust in each of the four corners of the worksheet. "I am \_\_\_ enough because I can \_\_\_" and "I am \_\_\_ enough to achieve the goals I create" are examples of two of the meaningful affirmations included. With every affirmation, participants had the opportunity to focus on the beauty within themselves in a way that assisted them to realize the positive affirmations while releasing any self-doubt or negative self-talk. The worksheet is included in the Appendices.

# Program Schedule and Facilitator Preparation

Below is a copy of the one-week Program schedule. Elements are color-coded by curriculum components. Each morning, Program facilitators and participants completed icebreaker questions and grounding exercises before presentations and peer co-working sessions. Each afternoon, Program facilitators and participants would practice grounding exercises (i.e., brief meditation) for 15 minutes to energize and center their intentions for the remainder of the day. Elements can easily shift within the schedule as long as the schedule allows for cumulative learning and practice across the week in the different curriculum components.

	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 AM	Orientation & Introductions, Ground Rules & Values (Including Compensation)	Check In/Grounding	Check In/Grounding	Check In/Grounding	Check In/Grounding
10:30 AM		Resume & Cover Letter - Independent Work	Job Searching, Networking & Applications	Mock Interviews	Vision Board Presentation
11:00AM	Tablet Distribution & Set Up Email/Password			Debrief & Reflections	
11:30 AM	Program Overview & Participant Hopes/Goals				
12:00 PM	<b>LUNCH</b>				
12:30 PM	Dream Job Discussion & Vision Board Intro	Process Group	Know Your Rights	Vision Board Creation	Resume & Cover Letter
1:00 PM	Dream Job Speaker		Job Searching, Networking & Applications - Independent Work		Job Searching & Networking
1:30 PM			Interview Skills		
2:00 PM	<b>BREAK</b>				
2:15 PM	Grounding	Grounding	Grounding	Grounding	Grounding
2:30 PM	Resume & Cover Letter	Interview Prep - Dress for Success	Interview Questions & Practice	Resource/Referral Fair	Mental Health
3:00 PM					I Am/Vision Board Presentation
3:30 PM	I Am Affirmation Heart	Clothing Closet	I Am Affirmation Heart	I Am Affirmation Heart	Celebratory Ending
4:00 PM	<b>END OF DAY</b>				

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## Facilitator Preparation and Support

Being prepared when facilitating a Program is a cornerstone of effective leadership and engagement. It involves meticulous planning, understanding the Program's objectives, and anticipating potential challenges. A prepared facilitator has a comprehensive grasp of the content, allowing for seamless transitions between topics and the ability to address participant questions with confidence. This readiness fosters an environment of trust, as participants perceive the facilitator as knowledgeable and capable.

Moreover, preparation extends beyond content mastery. A skilled facilitator anticipates the needs of the audience, tailoring their approach to ensure inclusivity and engagement. This might involve adapting activities on the fly or having contingency plans for unexpected situations. For example, during the Program participants may lose some course materials or have difficulty connecting their computers to the local internet if the wi-fi is interrupted. Having contingency plans and printable documents ensures that the participants have a smooth educational learning experience. Being prepared also means fostering a dynamic and interactive atmosphere, encouraging open communication, and creating a space where participants feel comfortable sharing their thoughts. Being hands-on and helpful if necessary and ensuring good eye contact and engagement is very important as well. In essence, a prepared facilitator not only imparts information effectively but also cultivates



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# Post-Program Support

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Upon completion of the Job Readiness Program, participants are linked to a career specialist for continued one-on-one support sessions. Any unanswered questions from the Job Readiness Program are addressed during these sessions. Working closely with the specialist, participants can continue to tailor their resume to align precisely with evolving career aspirations, leveraging earned skills. In-depth discussions cover specific hard and soft skills, past work experiences, and the inclusion of overlooked certifications. Participants receive curated job opportunities matching their career goals via email and continue to be linked to job offerings that might be a match to their interests. One-on-one sessions can also include mock interview practice for specific positions and career/job goal development.

In addition, participants are linked to other programming and resources to support their employment search, including empowerment programs, support groups, food pantry services, a Closet program that offers clothing participants can take to wear to interviews and at work, physical and mental health care, and other referrals.

# Core Program Elements and Adaptable Characteristics

The TAP Job Readiness Program has elements that are essential to Program success and elements which are adaptable based on context. Organizations that are considering replication of this Job Readiness Program for Black and Latina women of trans experience should assess their capacity to implement the core elements of the Program. Planners should also identify which adaptable characteristics they should modify to best meet the needs of Black and Latina women of trans experience in their communities. The table below describes the core elements and adaptable characteristics of the Job Readiness Program.

Program Component	Core Elements	Adapable Characteristics
Program frameworks	Facilitators must utilize strengths-based perspectives which are also social justice centered and trauma informed.	Facilitators can add Program frameworks.
Program modalities	<p>Program facilitators must center the voices of Black and Latina women of trans experience and provide participants with job readiness resources and information.</p> <p>Facilitators are strongly encouraged to include Black and Latina women of trans experience guest speakers or panelists to share their own experience with participants. This is a critical aspect of empowerment and modeling.</p>	<p>Amount of shared work time or peer-to-peer mentoring can be adapted. More time could be offered within the Program or outside of Program hours.</p>
Program curriculum	All seven core curriculum elements should be included.	<p>Facilitators can adjust the emphasis on the core curriculum areas given community needs.</p> <p>Facilitators can add curriculum components based on the needs of their community and could increase the number of guest speakers.</p>
Participants	Participants should be Black or Latina women of trans experience.	<p>The size of the Program could be adapted, having 5-15 participants. Having 16+ participants might require significant adaption of the Program.</p> <p>The Program could be adapted to work with youth.</p> <p>Incentives/compensation offered to participants could be adapted depending on available resources as long as participants' time is respected and acknowledged.</p>



Program Component	Core Elements	Adapable Characteristics
Budget	<p>Food, supplies, transportation support, compensating facilitators and guest speakers are critical components of this Program.</p> <p>Participants should be provided compensation for Program participation.</p>	<p>Methods of compensation (Check, Paypal) can be adapted to community/organizational need or preference.</p> <p>Amount of total compensation per participant for the Program can be revised.</p> <p>Computer expenses could be removed if there is no need or if the cost is prohibitive.</p>
Recruitment and Retention	<p>Facilitators are strongly encouraged to utilize external communications (i.e. develop and distribute fliers, post/promote on social media).</p> <p>Facilitators should regularly request feedback from participants and demonstrate an investment in receiving and acting on the feedback.</p> <p>Facilitators should handle conflicts with tact and resolve issues that might arise.</p>	<p>Social media sites utilized for Program promotion could be adapted.</p>



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# Feedback and Evaluation

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The Job Readiness Program is designed to get formative (during the Program) and cumulative (after the Program) feedback from Program participants. Feedback obtained during the Program is immediately reviewed to see if there are changes that should be made that could enhance participants' experiences and/or improve staff's ability to offer the Program. Follow up feedback is requested from participants after completing the Program to understand how effective the Program is at supporting Black and Latina women of trans experience in job searching and, ultimately, obtaining and maintaining satisfying employment.

Evaluation and survey feedback was collected anonymously to ensure that participants felt comfortable offering honest and direct feedback. This was especially important since participants may be engaged with TAP organizations in other ways and may find it hard to offer negative feedback to staff with whom they have relationships. Below are the different evaluations TAP conducted. Copies of all evaluation tools are included in the Appendices.

## Eligibility/Screening Survey

The Eligibility/Screening Survey was used to determine eligibility for the Job Readiness Program. The survey asked questions about gender identity, interest in the Program, and availability for Program dates.

## Program Intake Survey

The Program Intake Survey is given to participants once they are determined to be eligible and choose to join the Program. It gathers baseline information and helps in Program planning. This survey also serves as a "pre-test".

## Daily Feedback

Participants are asked for informal feedback at the end of each day; this was not collected through a survey but through conversation. Feedback was reviewed and discussed to see if any changes needed to be made to the following day's activities to best meet participants' needs and learning styles.

## Program Participant Exit Survey

The Program Participant Exit Survey is used to gather feedback from participants several months after Program completion. It assesses participants' satisfaction, most/least helpful things about the Program, suggestions for improvement and usefulness of the Program in helping the participants achieve their employment goals. It also gathers outcome information about whether participants have been/are employed, the kind of employment and satisfaction with employment. This survey serves as a "post-test".

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# Things We Learned and Future Recommendations & Considerations

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After several years of running successful Job Readiness Programs, the team identified three main areas that are important to serving Black and Latina women of trans experience to improve outcomes and enhance the effectiveness of the Program, including the criminalization of Black and brown bodies, Spanish language speakers and undocumented workers.

## **Criminalization of Black and Brown Bodies**

An area of need that became apparent through working with some Program participants was the need to better serve women of trans experience who have been incarcerated and may have a criminal record and/or felony convictions. As with many marginalized or minority groups, such criminalization is a function of the prison industrial complex which deeply affects women of trans experience. People with a criminal history or felony records experience challenges in obtaining work with limited options available to them. This constriction of employment options is compounded by sexism and transphobia that exacerbate challenges for Black and Latina women of trans experience. A greater focus on options for navigating these legal complexities may empower this population to obtain steady employment outside of underground economies and promote inclusion in the workforce.

## **Language Barriers in Spanish and Portuguese**

Latine people do not always speak Spanish but are most often identified with countries and populations that, through colonial conquest and rule of Central, South and the whole of Latin America, are dominated by forced Spanish or Portuguese language acquisition. This Job Readiness Program was provided primarily in English as many Latine people in the US are often primary English speakers. However, the increase in migration and geopolitical shifts in this population, especially in Chicago in recent years, highlights the necessity to better serve Latina women of trans experience with information and training in Spanish and Portuguese to meet their need for healthier integration into the workforce. This need was brought to the attention of facilitators who screened participants for the Program and who encountered interested Black and Latina women of trans experience with limited English proficiency. Future applications of this Program are encouraged to consider translation or acquisition of similar topics in Spanish and Portuguese to expand the reach and usefulness of preparing women of trans experience for the workplace.

## **Undocumented Workforce**

Geopolitical and population shifts from Latin American, Central American and South American nations to the US, and the large influx into Chicago in particular, has highlighted a unique condition for consideration in job readiness training for Latina women of trans experience. Facilitators encountered undocumented women of trans experience expressing a need for training and integration into the workforce that were not addressed given the Program's focus on standard workplace practices that included presumption of legal documentation. The population of undocumented Latina women of trans experience are frequently engaged in alternative and underground economies, particularly sex work. The Program as currently designed does not adequately address this concern or support these women of trans experience. Future renditions of this Program are encouraged to include legal immigration support and safer work alternatives to help navigate these complexities and challenges.

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## APPENDIX

The appendices for this document are materials meant to facilitate the replication of the TAP Job Readiness Program in other organizations. These materials include administrative resources, facilitation guides, resources to provide to participants, and more. These appendices are organized into nine sections:

1. Program Administration
2. Resume
3. Cover Letter
4. Interviews
5. Mental Health and Self-Care
6. Job Search
7. Networking
8. Empowerment
9. Evaluation

Downloadable copies of the appendices can be found online at <https://www.howardbrown.org/tap-toolkit>.

