Women in Construction, Advisory Committee Proposed Work Plan

Goal #1: Increase the number of women, non-binary and underserved populations employed in the construction trades.

| # | Objective | WIC Advisory Committee Role | Subcommittee Involved | Due Dates | Action Plan | Outcomes |
|---|--|---|--------------------------|--------------|---|--|
| 1 | Provide women, non- binary and underserved populations | Evaluate successful vs unsuccessful Pre- apprentices program Develop a list of programming recommendations | | 02/2025 | DIR staff presentation of successful programs (recordings sent) | 5-6 recommendations for best practices in Pre-Apprentice programs that increase Female and non-binary enrollments 5-6 recommendations to improve the quality of experience of Pre-Apprenticeship training for Female and non-binary |
| | opportunities to train for construction career with greater access to DAS | | | 05/2025 | Identify list of Pre-apprentice programs in CA- DIR Staff sent on 02/2025 | |
| | registered pre- apprenticeships and apprenticeships | | | 05/2025 | 5/25 DAS will present 1-2 pre- apprenticeship programs which in-part recruit/support WIC and their successes | |
| | | | | 03/2025 | Ashley M. to invite State Building Trades to present on MC3 programs | |
| | | | | 05/2025 | MC3 presentation | |
| | | | | 11/2025 | DAS to present successes learned | 5-6 recommendations to improve the quality of experience of |
| | | | | 02/2026 | DAS to present successes learned | Apprenticeship training for Female and non-binary |
| | | | | 05/2026 | WIC to make programming recommendations | |

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| 2 | strategies to invite more women, non- binary and underserved populations interested | tegies to invite e women, non- iry and erserved ulations interested career in the ding/construction | | 10/2024 | Presentation of WIC Strategic Marketing Campaign- DIR Staff | Committee will review the plan and suggest potential revisions |
| | | | | 08/2025 | DAS presentation of ERiCA outreach activities including metrics from ERiCA round 1 | Make suggestion of priorities |
| | building/construction industry | | | 08/2025 | OEA to present on content they have collected from grantees | Evaluate and provide feedback on ERiCA activities/metrics |
| | | | | 02/2026 | Committee provide feedback to DIR on marketing strategies | dedivides/medies |
| 3 | Target outreach and networking with contractors and employers to address any concern around hiring women, non-binary and underserved apprentices | Create a Resource Subcommittee | | 10/2024 | Create subcommittee | |
| | | Provide recommendations on contractor education Provide recommendations on PLA Targeted Hiring language | | 04/2025 | DAS showcase an exemplary contractor/grantees- DAS | |
| | | | | 08/2025 | DIR present website mandated by SB 1115 on workers' rights | 5-6 recommendations surrounding best practices for |
| | | | | 11/2025 | DAS report out on what other activities were funded | increasing contractor hiring of female and non-binary |
| | | | | 02/2026 | DIR report from ERiCA2 grantees on methods for supporting women/non-binary people in the workplace (worksite culture) | Hon-billary |

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| 4 | Increase the number of women, non-binary and underserved populations registered in construction apprenticeships and pre-apprenticeships | Review current grant RFP language for measurable outcomes by grantees Review the funded activities in ERiCA | | 10/2024 05/2025 05/2025 | Make recommendations for future RFP language OEA present some of the content they have collected for grantees DAS present data on percent change of women/non-binary people in construction preapprenticeships, apprenticeships and postapprenticeship building trades by trade including ERiCA funded trades | Committee to provide recommendations for next grant cycle. Including justification and demonstration of consequences for deliverable nonperformers Recommendations on fundable activities for future ERiCA3 grant cycle |
| | | | | 11/2025 | DAS present same data as 5/2025 meeting and compare | |
| | | | | 05/2026 | Provide feedback on the effectiveness of the activities | |