

Equity- Centered Access, Implementation, Completion, Retention, Evaluation Components, and

Best Practices

IACA EEO Committee

3/24/25 DRAFT

***This document is a best practices guide to ensure EEO components are embedded into all aspects of registered IACA apprenticeship programs. The document aims to be consistent with any forthcoming IACA regulations and that these regulations demand attention to these critical components.**

Outreach/Education about RAP (Registered Apprenticeship Programs)

- ***Minimum:***
 - Each RAP should commit to an outreach plan as part of its program design and submit a general description of effort in its RAP application.
 - The outreach plan should have the objective of reaching a diverse pool of prospective applicants as well as advertising the program itself to the industry sector and the region.
- ***Desired:***
 - The program's outreach plan design should include a commitment of hours to community outreach as well as participation in DAS-IACA sector and regional activities
- ***Effective Practices:***
 - The Program outreach plan should include a community mapping of targeted to reach underserved populations in the area and in the industry (workforce, youth organizations, other community training programs) and be aligned with existing as well as potential employer organizations and their needs.

Recruitment:

- ***Minimum:***
 - In partnership with employer partners, identify recruitment process and responsibilities
 - Leverage multiple communication channels to recruit and garner interest in the apprenticeship program.
 - Create ongoing outreach and recruitment campaign (potentially including social media and paper collateral) that portray a multiplicity of successful

journey level participants. Connect with regional and sector partners as indicated by the program, include regional workforce drivers such as Workforce Development boards, Soft skill readiness programs, local CBO partners, etc. (e.g. YMCA, Black Worker Center, Mission Bay Hiring).

- Recruitment posting sites should reflect the broad variety of workforce populations
- In-person informational and recruitment events should be held at day, night, and weekends.
- **Desired:**
 - Connect with key individuals in workforce related organizations in the recruitment target area.
 - In person presenters should include members of the target audience for the occasion.
- **Effective Practices:**
 - Best Practices: Prioritize outreach through affinity organizations; creating recruitment videos that highlight diverse participants' experiences; ensuring accessibility in job ads (e.g., readable formats, ADA-compliant materials, diverse languages with reminders that the primary teaching language and need for understanding and comprehension will be in English)
 - ***Should applicants have questions, they will be provided a clear channel of communication for purposes of clarity and follow up.***
 - Program sponsor will communicate programmatic information, including but not limited to program design, rules and regulations and program standards throughout the outreach, recruitment, selection and enrollment process prior to the signing of the formal apprentice agreement. Program sponsor shall review apprenticeship program standards, rules and regulations with prospective apprentice prior to apprentice committing to apprenticeship program

Application/ Selection Criteria

- **Minimum:**
 - The selection procedure(s) will be uniformly and consistently applied to all applicants and apprentices.
 - Online application information and initial submissions.
 - All in-person application procedures at each step, including interviews and assessments should include day, night, and weekend appointments to accommodate various schedules of both employed, unemployed, and dependent care givers.
- **Desired:**

- Alternative paper submission of application materials
- Apprenticeship Applications and related information available on applicant's phones.
- **Effective Practices:**
 - Program sponsor will communicate programmatic information, including but not limited to program design, rules and regulations and program standards throughout the outreach, recruitment, selection and enrollment process prior to the signing of the formal apprentice agreement. Program sponsor shall review apprenticeship program standards, rules and regulations with prospective apprentice prior to apprentice committing to apprenticeship program
 - Multiple modalities to submit application and virtual interviews
 - Accommodation for child care needs for each in-person application step (if applicable)
 - Regular review of application processes for implicit bias and systemic barriers that may prevent the program from bringing in all groups of qualified apprentices.
 - The employer will determine the selection procedures. This process will be provided to potential applicants and interested parties and will comply with 29 CFR 30.10, Standards of Apprenticeship.

Program Design -- Related Instruction ?

- **Minimum:**
 - Program curriculum should closely align with industry standards and needs.
 - Program requirements for entry, step progression, and completion should be included in the program's registration application.
 - All instructors should be proficient and meet national standards or possess the certifications for the skills they are responsible for teaching.
 - Instructors, apprenticeship coordinators/directors should have initial training in successful teaching techniques for diverse audiences.
- **Desired:**
 - Program Design includes plan for continuous upskilling for instructors in subject matter and teaching techniques (including reaching a multiplicity of audiences and recognizing implicit bias) as well as regular review of curriculum materials for industry and audience relevance.
- **Effective Practices:**
 - Program curriculum and training materials should be contextualized and culturally responsive to meet the learning needs of the participants.
 - Instructor reflect multiplicity of program potential audiences

- Program partners with employers and appropriate pools of skilled journey level practitioners to increase the apprentices exposure to a wide representation of field practitioners.
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Program Design - Dedicated Program Staff

Instructor -- OJT?

- Minimum: An instructor should be required to meet the national standard for instructors in the craft or occupation they teach from an accredited apprenticeship training program or the equivalent (4-year) training institution with an apprentice skills emphasis.
 - a. If the instructor is training in a specialized area or component of the apprentice's program, then that instructor should meet the national standard or equivalent in that specific skill area.
 - b. An instructor that teaches a program that leads to a certification or license should already have been awarded that certification or license.
 - c. Instructors should satisfy a regular professional upgrade training requirement relevant to their field and their teaching skills.
 - d. Instructors should receive regular training in complying with (or the California equivalent) of 29 CFR § 30 the national EEO apprenticeship standard. Instructors should receive regular training in recognizing and remediating unconscious bias, inclusive and equitable instruction practices, and power dynamics

Program Requirements – Wages, Scheduling, Work Culture:

WAGES

- **Minimum:**
 - The apprentice should expect that upon graduation from the apprenticeship that they have entered, they should be competitive for a "sustainable wage."
 - We recommend determination be made based upon the last step before graduation in the proposed apprenticeship program.
- **Desired: Adopt the following Sustainable wage provision:** IACA Regulations should adopt language on wages and suitable occupations that require a prospective sponsor to demonstrate that the wage profile for that occupation by the last stage of the apprenticeship prior to completion pays a living wage based on local living standards, defined as 200% of the federal poverty level for California for a family of three
- **Effective Practices:**
 - Program sponsor will create partnerships to form an integrated pathway—within one apprenticeship program—that will allow an apprentice graduate

to exit with a wage that meets or exceeds 200% of the federal poverty level for a family of three.

- Wage progressions should be clearly defined for all program standards including any competency based program. A program must offer both the opportunity and the award of “advanced placement” through competency testing to all participants, including an end point assessment to indicate the successful completion of the Apprenticeship Program.
- Any assessment provided should be determined by a meaningful, fair and objective process that demonstrates the apprentice competency.
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BENEFITS

- **Minimum:** Apprentices should accrue benefits including paid time off, personal leave, and vacation at the same rate as journey level employees to ensure fair treatment and consistency within the workforce.
- **Desired:**
 - The apprentice benefits should match that of the Employer’s journey level worker’s benefit package with respect to total Pension and the total health care contribution and accrue at the same rate. Any deficiency with respect to these standards should be paid on the check in addition to the basic apprentice wage rates. Minimum expectation is that Employer pays all 401k program expenses and makes a minimum contribution on the part of the apprentice at 3% hourly.
 - Apprentices should accrue paid time off (sick, holiday, vacation, personal leave) at the same rate as their journey level classification.
- **Best Practice:** Employer pays all 401k program expenses and makes a minimum contribution on the part of the apprentice at 3% hourly with a match opportunity of up of 7%. Health care package includes vision, dental and provides coverage for the family.
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SCHEDULING

- **Mininum:**
 - Work and Class Schedule expectations should be transparent and declared in the apprentice agreement. (The apprentice should have a complete copy of the agreement and at least 3 days to review the agreement before being asked to sign.)
- **Desired**
 - Work should be scheduled to allow apprentices to attend all scheduled instruction hours. (Employers cannot take adverse actions against an apprentice when their class schedule conflicts with their work shift.)

- Special accommodations to work or class schedules should be made on an objective basis and applicable equally to all apprentices. Excused absences should have some method for the apprentice to make up to the minimum hours.
- **Best Practice: Program sponsors should have policies, rules and regulations in place that transparently outlines the expectations around OJT and RI attendance and scheduling.** Apprentices should be protected from retaliation if they exercise their scheduling accommodations under state law. If family leave accommodations are offered to regular employees, those accommodations should be offered to apprentices.

Work Culture

- **Minimum:** Apprentices have a right to a Safe, Healthy, Respectful Work environment as well as a Safe, Healthy, Respectful learning environment.
- **Desired:** The apprenticeship Program should include the following to support these rights:
 - Apprenticeship programs must have a mechanism in place to ensure physical safety in the classroom environment, including pre-task plans and mitigation of risks for physical tasks. Journey level and other supervisors on the jobsite should be encouraged to the same standard.
 - Apprenticeship programs should have a policy and practice in place to respond to any apprentice that feels unsafe on the job or in the program and that policy should include a designated party in the RAP program. When the Program is made aware of an unsafe situation either by the apprentice or a third party, the RAP program should take steps to investigate allegation and mitigate as indicated.
 - Apprenticeship programs should take care that no apprentice or third-party face retaliation or any negative consequence for bringing a perceived unsafe situation to the attention of the program.
 - Apprentices should have a process or mechanism that allows for the apprentice to take steps to gain relief from mental or psychological abuse in addition to physically unsafe situations.
- **Best Practices:**
 - Apprenticeship Programs should have regular communications with all employers to ensure best environments for the apprentices on site. This can include Coordinators making regular on-site visits and participating in Employer Association Meetings to touch base with a broader number of employers in addition to Apprenticeship Trust meetings. Employers, Apprenticeship programs and, where appropriate Unions, should adopt and support Respectful Workplace programs to improve the work site experience for all their employees.

- Apprentice Programs should provide training and resources for addressing trauma informed situations and individuals and they should encourage their industry partners to provide similar resources.

RATIO

- **Minimum:** Quality On the job training must be a meaningful component of any apprentice program and be consistent with the proper safety, health, supervision, and training of the apprentice.* Setting minimum Apprentice-Journey ratio for on the job supervision will be a classification by classification as well as a program by program conversation.
- **Desired**
 - All apprentices should have direct supervision on the jobsite such that each apprentice receives direct one-on-one training interactions on a daily basis.
 - Apprentice ratios should also be subject to the capacity of journey level supervisor.
 - Journey level supervisors should be qualified for performing the work of the program graduate.
 - Temporary exceptions to exceed the minimum ratios should be defined in the program standards and should be very limited in duration.
 - *Programs that do not include meaningful on the job training in their structure should be referred to another agency for implementation and oversight.
- **Best Practice**
 - Apprentice to journey level employee should be a 1-1 ratio and be required in any hazardous work environment classification or where the work product is of a critical nature to the product consumer.

Readiness Supports *This area requires DAS IACA support, as many valuable programs will not have independent funding for the variety of bridge programs recommended here. We don't believe that DAS should include this responsibility for the individual programs, many of which may be small. DAS should explore sector and regional readiness support resources as well as create the connectors for soft skills and basic hard skill readiness for underserved populations including pre-apprenticeship programs, tutoring, and others.*

- **Minimum:**
 - Programs should be able utilize resource lists provided DAS, including lists of WDBs and CCCs regionally as resources (or guidance on how to navigate resources)
 - All Programs should connect with financial literacy trainings and support.
 - Program will utilize soft skill/readiness training throughout the apprenticeship program.
- **Desired:**

- Programs have access to fund/partner with community based workforce readiness and/or pre-apprenticeship programs that include work readiness, general skills trainings as well as introductory skills for that career sector.
- Programs provide informational presentations to the students in programs mentioned above. These events are mutually beneficial – programs meet potential employees and can also provide feedback to the readiness programs – students meet employer representatives, get additional information about the potential career pathways , and gain some inspiration to continue in these programs and to further develop their skills.
- Connection to supportive resources.
- **Effective Practices:**
 - Resource Connector (program or sector paid position) to connect prospective and program apprentices with appropriate supportive resources.
 - Funded resources.

Training

- **Minimum:**
 - Training should include “situational Awareness” models for apprentices to bridge worksite expectations with the apprentice’s existing social expectations
- **Desired:**
 - Onboarding baseline evaluation to help identify apprenticeship participant needs related to industry skills and culture.
 - Provide appropriate mapping to worksite expectations, include related training exercises.
 - Phone apps for apprentice worksite and class check-ins.
- **Effective Practices:**
 - Culturally competent and sensitive trainers, position cultural inclusive training methodologies, and additional tutoring or remedial supports for those that may need support

Training Supports

- **Minimum:**
 - Access to laptops, tablets, internet access for any program with remote training requirements OR
 - Phone app modules to ensure all apprentices have equal access to the training materials.
 - Easy to use training for the online training platforms.
- **Desired:**
 - Stipends for increased data costs if phone/computer platforms are required of apprentices and the training materials are data dense.

- **Effective practices:**
 - Stipends, access to laptops or tablets and additional self-directed learning supports or supplements
 - Phone help lines for apprentices in programs with remote training modules.
 - Curriculum design that accommodates a diversity of learning styles (e.g. auditory, visual, kinesthetic, more.)

Supportive Services For many IACA RAPs, providing significant support services will be beyond their capacity. DAS IACA can be key to providing regional or sector resources for support services as well as doing legwork to facilitate connections with resources that the programs or the apprentices can pull down.

- **Minimum:**
 - All programs should provide financial literacy training as part of their curriculum, bringing in special workshop presenters as an alternative.
- **Desired:**
 - Connect apprentices with childcare, transportation, housing, emergency financial resources through local networks and/or DAS IACA platforms.
- **Effective practices:**
 - Collaborate with local service providers to provide resources to support each apprentice's physical, mental and fiscal health.
 - Provide evaluation of need and resource support during apprenticeship onboarding.

Mentorship

- **Minimum:**
 - Requirements for On-the-job journey level oversight and skills learning should be clearly defined in the program application. This is the structured mentorship that is the basis of the apprenticeship model. Low apprentice to journey level ratios, starting from a 1-1 presumption should be included in DAS guidance. Deviations from that baseline, either special occasions or general programmatic ratios should be clearly justified in the program application.
 - Regular mentor-mentee check-ins
- **Desired:**
 - Provide apprentices with expanded opportunities for additional career support from other skilled practitioners in the program sector give the apprentices a chance to meet mentors and role models. Assist in providing these opportunities both formally and informally.
- **Effective practices:**

- Sponsor speed mentoring nights to assist interested mentors and mentees to find pairings. Presentation of mentoring benefits as well as multiple approaches.
- Sponsor formal mentor-mentee programs in addition to the journey level-apprenticeship relationship where the work is structured to support and sustain a formal mentorships program. Define the nature of mentorship, inclusive strategies to address cultural competency, cultural and generational differences that may exist in mentor mentee relationships to ensure respect. Regular mentor-mentee check-ins. Consider matching underrepresented apprentices with similarly situated mentors.
- Program to survey and evaluate mentor-mentee pairings as well as the overarching structure on a regular basis, annually or more often.

Retention to create and maintain a diverse workforce NOT COMPLETED, partially covered in Meg and Derek's earlier submission

- **Minimum:**
 - Drive belonging and inclusivity
- **Desired:**
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- **Best practices:**

Extension

- **Minimum:**
 - Provide continuous learning and professional development opportunities post apprenticeship
- **Desired:**
 - Create cohort groups and contact lists, Alumni networks, continuous access to training resources and/or opportunities
- **Best practices:**
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Completion

- **Minimum:**
 - Support final stages required to complete graduation. Final mentor, tutoring necessary to complete final tests and evaluations
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- **Desired:**
 - Resume-building workshops, mock interview opportunities, celebratory and recognition event to publicize their completion and success
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- **Best practices:**

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Progression

- ***Minimum:***

- Identify apprentice transitional pathways to advanced training or full-time roles.

- ***Desired:***

- Partnerships with employers for job placement or career placement counselors. Track placement and employment outcomes. Provide career coaching.

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- ***Best practices:***

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Evaluation

- ***Minimum:***

- Assess program effectiveness through quantitative and qualitative feedback from participants and employers

- ***Desired:***

- Conduct focus groups.

- ***Best practices:***

- Audit process for equity, identify where candidates and participants may fall out of the program or applicant process, continuous improvement culture and process

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DATA/MEASUREMENT: DAS IACA has an important role in both program oversight and sector data synthesis

- ***Minimum:***

- Programs should measurement templates and initiate some level of periodic and exit survey data collection.
- Regular internal processes to keep tabs on apprentices and their progress, flag their problems as well as program level deficiencies
- Provide regular apprentice feedback directly to apprenticeship program
 - Periodic but not less than annually or at least at each step raise point
- Exit interviews for all apprentices leaving the program (this could be an emailed exit survey)
- All apprenticeship evaluations should be transparent to the Apprentice, conveyed within a set time period (10 days or less) and with the opportunity for apprenticeship response.

- ***Desired:***

- Phone and/or in person exit interviews for all apprentices leaving the program in addition to a survey format.

- Regular end of semester survey evaluations, for both classes and employers. For competency only based programs, these should be at each step raise.
- Probationary period: monthly evaluations, transparent to the apprentice, apprentice to submit surveys on a periodic basis directly to apprenticeship leadership with privacy commitment from employer.
- Periodic review of retention figures looking for both basic numbers as well as any particularly impacted groups. Results should be reviewed for program improvement.
- **Best practices:**
 - DAS IACA should support sector and more periodic reviews of both graduation rates and step increases earned and present that data to each sector as well as to each program.
 - Reviews should include evaluation of data for any particularly impacted group.
 - Follow up for apprenticeship completers on 1, 3, and 5 years out. DAS IACA can assist through EDD data regarding workforce participation, scrubbing the personal information that is collected in this manner.

Recommended components of Data and evaluation of the program, regularly conducted

- DAS evaluation
- Apprentice's evaluation of the program
- Employer's evaluation of the apprentice
- General evaluation of curriculum for relevance to employer skills required, alignment with Sector basics.
 - Apprentice general sector skills need to be transferable within the industry.
- DAS IACA: Sector resources and training institutes to share base line changes in the industry, cognizant of proprietary concerns.

NOTES:

-democratize access and success

ADDITIONAL RESOURCES LINKS:

https://docs.google.com/document/d/1HFikaxcJqt4m5jj4Evbw64cBR_I4lUDs/edit