IACA EEO Committee Proposed EEO Effective Practices Guide

Introductory remarks to the IACA People with Disabilities Subcommittee

November 9, 2026

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IACA- EEO Subcommittee Purposes

The purpose of the IACA-EEO Subcommittee is to expand outreach and opportunities, increase access, and ongoing supports, and enhance participation, retention and completion in registered apprenticeships for under-represented groups of California residents who have historically been failed by multiple systems and left out of California's prosperity.

Purposes of EEO Effective Practices Guide Recommendations

- This Effective Practices Guide has been developed to assist registered IACA apprenticeship programs to embed effective EEO components into their programs.
- The document aims to be consistent with any forthcoming IACA regulations as well as to provide some guidance for the content of those regulations.
- The committee believes that clear, fair, transparent as well as supportive apprenticeship processes are key to providing equal opportunity for all IACA apprentices.

Tiered Recommendations

- The Committee recognizes that programs will have different levels of resources and that different target practices may be necessary for different programs. IACA has many small programs as well as large, better resourced programs where a higher level of effective EEO practices will have important results.
- We created 3 levels of recommendations:
  - At a Minimum
  - Desired
  - Effective Practices

Areas Covered

- RAP/Apprenticeship Outreach
- RAP/Apprenticeship Recruitment
- Application Selection Criteria
- Program Design- Related Instruction
- Program Design – Dedicated Program Staff/Instructor – Related Instruction
- Program Requirements – Wages, Benefits, Scheduling, Work Culture: Wages
  - Sustainable wages
  - Benefits
  - Scheduling
  - Work Culture
- Apprentice-Journey Ratio
- Readiness Supports and Supportive Services
- Training Supports
- Mentorship
- Training
- Retention
- Progression
- Pre-Completion Professional Supports (2-4 months before RAP completion)
- Completion
- Evaluation and Data/Impact Measurement

EXAMPLE 1: RAP/Apprentice Outreach

- At a Minimum:
  - Each RAP should commit to an accessible outreach plan as part of its program design (and ideally submit a general outreach plan as part of RAP application)
  - The outreach plan should have the objective of reaching a diverse pool of prospective applicants, as well as advertising the program to the industry sector and the region(s).
- Desired:
  - The program's outreach plan design should include a commitment of at least 6- 8 hours focused on community outreach activities (ideally per cohort).
- Effective Practices:
  - The program outreach plan should include a community mapping of targeted organizations to reach underrepresented/underserved populations in the area and in the industry (e.g., workforce, youth, Department of Rehabilitation, foster youth programs, county youth services, other community training programs, etc.) and be aligned with existing as well as potential employer organizations and their needs.
  - 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

Example 2: Program Design- Related instruction

- At a Minimum:
  - Program curriculum should closely align with industry standards and needs.
  - All instructors should be proficient and meet national standards or possess certifications for the skills they are responsible for teaching.
  - Instructors, apprenticeship coordinators/directors should have initial training in successful teaching techniques for diverse audiences and learning styles.
- 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.
  - Instructors reflect multiplicity of program potential audiences
  - Program partners with employers and appropriate pools of skilled journey level practitioners to increase the apprentice's exposure to a wide representation of field practitioners.

QUESTIONS?

THANK YOU

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