Equity- Centered Access, Implementation, Completion, Retention, Evaluation Components, and Best Practices
IACA EEO Committee
Comments submitted by Meg Vasey and Derek Miles
February 25, 2025

Introductory remarks to these comments:
Meg and Derek adapted the format to delineate 3 tiers of Program responsibiities: minimum, desired, and best practices. We also tried to call out program components that were best provided by IACA-DAS as a responsibility or as IACA-DAS responsibilities by sector and/or by region. Meg and Derek did not detail out all sections in part due to time constraints and also recognizing that we addressed many of these overlapping program components in our prior document.
Notes outside the substantive comments are in red text. Otherwise the original text colors have been preserved.

- **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
- *Best Practice*
  - 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.
  Listing of potential outreach audiences and allies: (Previous text)
  - Detail Component: Multiple outreach sources drawing on diverse prospective applicants e.g. High Schools, Adult Education Schools, GED programs, Rising Scholars community college programs (justice impacted students in credit programs),Community College noncredit program department chairs or deans ([Home Page - North Orange Continuing Education](#)), Current or former Foster Youth programs ([NextUp | CCCEOPSA](#)) Community-based organizations (e.g. Rainbow Services serving survivors of domestic violence [Rainbow Services - Providing Help & Hope](#); Boys and Girls Clubs), Faith-based organizations, OneStop Career Centers/Workforce Development Boards, Racial/Ethnic affinity organizations/publications, immigrant-support or refugee support organizations ([Services - Refugee Support Center](#)).

- ○ ~~Best Practices: Community mapping for outreach aligned to employer organizations and needs~~ (included above)

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- **Program Design** (some overlap in Derek and Meg's prior work where clear and transparent program standards are included as a basic premise for equal training and opportunity)
- *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. The IACA regs should mandate that these requirements should be transparent and communicated clearly to the prosective apprentice before the apprentice signs up.
  - ○ 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. (phrasing?)
- *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.
- *Best Practice:*
  - ○ Program Curriculum, outreach, materials culturally responsive to mulitple target audiences and mulitple learning styles.
  - ○ 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.
- **Previous text**
  - ■ Detail Component: Culturally-responsive curriculum and materials; delivery approaches that are inclusive of diverse lived experiences. Instructor pool reflective of a diverse community of prospective apprentices.
  - ■ Best Practices: Instructor training in culturally-responsive teaching and learning, basic concepts of DEIA including power, privilege, social identities, and intersectionality. Partner with organizations which employ diverse journeyperson instructors e.g. [Tradeswomen Build Nations - NABTU](#); [California Tradeswomen Inc. - California organization for women in the trades](#); [WINTER 2023](#) (more appropriate IACA related examples of affinity groups and events will vary by workforce sector.)

- **Recruitment:**
- *Minimum:*
  - Create recruitment campaign materials (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 (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.
- *Best 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) Question: will there be Spanish language based programs?
- **Previous text**
    - Detail Component: Utilization of job postings on sites such as LinkedIn, Handshake, Job Boards, CalOpps, and entities the State of California may currently grant funds to as support or partner in recruitment efforts.
    - 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).
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- **Application/ Selection Criteria**
- *Minimum:*
  - 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.
- *Best practices:*
  - Accomodation for child care needs for each in-person application step

- Regular review of application processes for implicit bias and systemic barriers that may prevent the program from bringing in all groups of qualified apprentices.

Previous Text

- Detail Component: Awareness of child care needs for primary caretakers, usually women.
- Best Practices: Interviewing and assessments during school hours, greater flexibility for interview times for those that may be currently employed, or accommodation for women applicants to bring dependents in order to be interviewed or assessed for RAP consideration.

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- **Readiness Supports** *This area requires DAS IACA support, 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 responsibiity for the individual programs, many of which may be small. DAS should explore (continue to explore) sector and regional readiness support resources as well as creating the connectors for soft skills and basic hard skill readiness for underserved populations including pre-apprenticeship programs, tutoring, and others.*
- *Minimum:*
  - Programs should reach out to area resources per recommendations above
  - All Programs should connect with financial literacy trainings and support.
- *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.
- *Best practices:*
  - Resource Connector (program or sector paid position) to connect prospective and program apprentices with appropriate supportive resources.
  - Funded resources.
- **Previous Text:**
  - Detail Component: PRE-APPRENTICESHIP, mentorship, tutoring, etc.
  - Best Practices: Partner with local schools and community colleges for bridge programs that may already exist. Mentorship and peer networking opportunities, skill-building workshops, and additional financial literacy services

- **Training Partially complete**
- *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 checkins.
- *Best practices:*
  -
- **Previous Text:**
  - Detail Component: Consider onboarding baseline evaluation to help identify apprenticeship participant needs related to industry skills and culture. Additional onboarding should focus on civility, specific industry skills, and workplace culture. Distinguish between "home rules, street rules, and work rules."
  - Best Practices: Culturally competent and sensitive trainers, position cultural inclusive training methodologies, and additional tutoring or remedial supports for those that may need support
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- **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.
- *Best 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 accomodates a diversity of learning styles (e.g. auditory, visual, kinesthetic, more.)
- **Previous Text:**
  - Detail Component: Consideration for needs related to access to resources, materials, or technology and even training related to how technology can be

used to complement training. Resources such as Khan academy may be interesting partnerships

- ■ Best Practices: Stipends, access to laptops or tablets and additional self-directed learning supports or supplements

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- **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.
- *Best practices:*
  - ○ Provide resources to support each apprentice's physical, mental and fiscal health.
  - ○ Provide evaluation of need and resource support during apprenticeship onboarding.
- **Previous Text:**
  - ■ Detail Component: Transportation assistance, maybe housing support as there may be proximity issues for those choosing to be apprenticeships, childcare support or subsidy, financial counseling.
  - ■ Best Practices: Collaborate with local service providers , provide counseling and support services, emergency assistance funds, case support entities.

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- **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 programatic ratios should be clearly justified in the program application. (See Meg and Derek's other draft)
- *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 (DAS Sectors could assist here) Examples: women's committees, LGBTQ

events, minority caucuses, minority professional organizations, employer sponsored or other community volunteer days….

- *Best 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 simlarly situated mentors.
  - Program to survey and evaluate mentor-mentee pairings as well as the overarching structure on a regular basis, annually or more often.
- **Previous Text:**
    - Detail Component: Structured mentorship program to pair apprentices with experienced professionals.
    - Best Practices: Regular mentor-mentee check-ins. 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. In addition, training may be appropriate to highlight the spirit of mutual benefit when it comes to mentorship programs. Consider the need to possibly match underrepresented with mentors that also may be a part of underrepresented groups.

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- **Retention to create and maintain a diverse workforce NOT COMPLETED, partially covered in Meg and Derek's earlier submission**
- *Minimum:*
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- *Desired:*
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- *Best practices:*
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- **Previous Text:**
    - Detail Component: Drive belonging and inclusivity
    - Best Practices: Affinity groups at workplaces, Inclusion and belonging campaigns. Cultrually represented workforce pictures, language, diversity of leadership, cultural events, recognition, heritage months, and days.

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- **Extension NOT COMPLETED, partially covered in Meg and Derek's earlier submission**
- *Minimum:*
  - ○
- *Desired:*
  - ○
- *Best practices:*
  - ○
- **Previous Text:**
    - Detail Component: Continuous learning and professional development opportunities post apprenticeships
    - Best Practices: Create cohort groups and contact lists? Alumni networks, continuous access to training resources and/or opportunities, fellowship or scholarship opportunities for additional certifications when employers may not supply or fund additional learning

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- **Completion NOT COMPLETED, partially covered in Meg and Derek's earlier submission**
- *Minimum:*
  - ○
- *Desired:*
  - ○
- *Best practices:*
  - ○
- **Previous Text:**
    - Detail Component: Support final stages required to complete graduation. Final mentor, tutoring necessary to complete final tests and evaluations
    - Best Practices: Resume-building workshops, mock interview opportunities, celebratory and recognition event to publicize their completion and success

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- **Progression NOT COMPLETED, partially covered in Meg and Derek's earlier submission**
- *Minimum:*
  - ○
- *Desired:*
  - ○
- *Best practices:*
  - ○
- **Previous Text:**
    - Detail Component: Identify apprentice transitional pathways to advanced training or full-time roles.

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

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- **Evaluation NOT COMPLETED, partially covered in Meg and Derek's earlier submission**
- *Minimum:*
  - ○
- *Desired:*
  - ○
- *Best practices:*
  - ○
- **Previous Text:**
  - ■ Detail Component: Assess program effectiveness through quantitative and qualitative feedback from participants and employers . 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
  - ■ **Panelist training and unconscious bias mitigation**

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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 exitsurvey
  - ○ 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 particulary 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.
- ● **Previous Text:**
  - ● Stage-by-stage tracking allows you to pinpoint where diversity efforts are succeeding or faltering: Define outreach targets to underrepresented
  - ● If there's a significant drop-off between applicant and hire diversity, explore biases
  - ● Job requirements filtering out qualified diverse applicants

NOTES:
-PLEASE LINK TO ANY RESOURCES USING (web page, footnote, etc.)
-democratize access and success

ADDITIONAL RESOURCES LINKS: