



EMILY GRIFFITH
TECHNICAL COLLEGE

APPRENTICESHIPS FOR ALL **RESOURCE GUIDE**

CREATED IN
COLLABORATION WITH:



EMPLOYER GUIDE PREAMBLE

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This guide stems from the request of industry partners who asked for tools and resources as they seek to attract and retain a diverse workforce. The draft that is presented here leans heavily on work cited throughout², and was developed with leadership from Emily Griffith Technical College, The Attainment Network, and in collaboration with employers, apprenticeship partners, apprentices, state agencies, and other education institutions. The intention of the creators of the guide is that it will continue to evolve over time with more input from key stakeholders and will serve as a valuable tool for those using it.

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¹ Linked on 5.9.2024: <https://cte.ed.gov/legislation/perkins-v>

² Links embedded within were current as of time of publication and will not be actively managed or updated

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INTRODUCTION

“Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential.” - Apprenticeship USA

Registered Apprenticeships (RA) are designed to reflect the communities where they operate and are poised to help industry create high quality, diverse, talent pipelines. Emily Griffith Technical College is a state leader in supporting registered apprenticeships and the learners they serve.

Emily Griffith Technical College has created this resource guide for industry partners to help them design inclusive apprenticeships that support both access to and success in a registered apprenticeship for diverse learners. This resource is not meant to be a checklist, or simply performative. The intent of this guide is to serve as a catalyst for greater cultural and systems change to support all apprentices. To that end, it will take individuals to bring it to life!

INTENDED USES

- Sponsors, education providers and employers self-assess their strengths and challenges in designing inclusive apprenticeships. Then, they use this resource guide and select the areas of challenge and engage in self-reflection, action planning, and goal setting.
- Work collaboratively with Emily Griffith Technical College to design training and implementation around the sections of the resource guide that are most important.
- Utilize the state and national resources provided to learn more about designing inclusive apprenticeships. This resource guide is a carefully curated guide that draws on the best resources available, and new resources can always be added!

ACKNOWLEDGMENTS

Emily Griffith Technical College would like to thank the apprentices who lent their voices to the need for designing more inclusive apprenticeships, as well as state and industry partners who provided thought partnership and feedback:

Industry partners: Construction Industry Training Council of Colorado (CITC), Denver Joint Electrical Apprenticeship, Encore Electric, Independent Electrical Contractors Rocky Mountain Association (IECRM), Western Colorado Joint Electrical Apprenticeship

State partners: Apprenticeship Colorado, CareerWise Colorado, Colorado Workforce Development Council, The Attainment Network

RESOURCE GUIDE FRAMEWORK

The following framework provides a structure for Emily Griffith Technical College and its employer partners to design apprenticeships that support increased access and success for women and learners of color. The following draws on widely used state and national frameworks for this work and distills the information into six primary design elements.



ABOUT THE ELEMENTS:

- **Guiding questions** to help organizations reflect on their current state within a specific element
- **Possible actions** to support next steps
- **Additional resources** to help organizations go deeper
- **Goals/Actions/Next Steps** to help implement continuous improvement strategies

EXPLORE FRAMEWORKS:

- [Job Design Framework](#)
- [Job Quality Framework](#)
- [DEIA Center Framework](#)
- [High-Quality CTE Framework](#)
- [PAYA | National Alliance for Partnerships in Equity](#)



PROGRAM DESIGN

apprenticeships are designed with diversity, equity, inclusion, & accessibility in mind

The Program Design element provides resources to support the design of inclusive apprenticeships. The following components make up the program design element:



"Equitable apprenticeships not only get people from a wide range of backgrounds in the door, but they also set up each apprentice for success throughout the program and beyond. To achieve this and ensure all participants can benefit, programs must design training and classroom instruction to be accessible to everyone regardless of learning needs or preferences or physical ability. It is equally important that on-the-job training and classroom environments and instruction represent program participants."

- Jobs for the Future

EMPLOYER READINESS

GUIDING QUESTIONS

- As an organization are we ready and willing to make changes to create a more inclusive workplace environment? What is the level of commitment to diversity and inclusion at all levels of the organization?
- As an organization, have we utilized data or other inventories to understand the current workplace climate for employees and apprentices? If yes, how has that information been used to create change? If not, how ready are we to engage in these kinds of practices?

Apprenticeships are part of a place of employment and as such the whole of the organization must be considered in the design and creation of a more inclusive workplace, where all individuals can thrive and succeed.

POSSIBLE ACTIONS

The following provide possible actions to consider related to creating more inclusive apprenticeships.

- Establish diversity, equity, inclusion, and accessibility (DEIA) goals and clearly articulate the value of DEIA to the organization.
- Make a clear commitment to DEIA with internal and external stakeholders through ongoing activities and well-defined policies that drive equity across the organization.
- Value the identities and experiences of all employees through daily practices, from recruitment to continued employee development, and support individual agency.
- Dedicate organizational resources to facilitate and build partnerships that advance equity, and support program design strategies that center DEIA such as creating cohorts among apprentices.
- Engage cross-functional teams, including executive leadership, operations, people and culture, and former apprentices, to ensure that the registered apprenticeship program provides equal opportunity for advancement within the organization's career pathways.
- Evaluate DEIA practices regularly to assess effectiveness and identify areas for growth and improvement, for example, by analyzing pay equity and demographic representation across positions.

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Equity & Inclusion: The Roots of Organizational Well-Being DEIA Center Framework



CURRICULUM & INSTRUCTION

GUIDING QUESTIONS

- How often are the curriculum and instructional practices assessed and evaluated within our apprenticeship?
- What kind of training are instructors provided to effectively teach the apprenticeship curriculum with equity and accessibility in mind?
- How do we provide diverse options for apprentices to engage with content and demonstrate competency?

A key component of program design is the development of high quality, accessible, and representative curriculum and instruction within apprenticeship programs.

POSSIBLE ACTIONS

The following provide possible actions, modified from *Jobs for The Future*, that can be considered when developing curriculum and instruction for apprenticeship programs.

- Establish a clear training plan that details the knowledge and skills the apprentice will learn on the job to become fully competent.
- Ensure classroom and on-the-job instruction are accessible by offering materials in multiple languages and providing apprentices with various ways to demonstrate knowledge. Consider using universal design principles when developing curriculum.
- Follow Americans with Disabilities Act guidelines and design work environments to be accessible for all physical abilities, partly by providing adaptive tools and equipment and proper accommodation to participants as needed.
- Connect with Emily Griffith Disability Support Services.
- Integrate learning strategies that help participants understand how the skills they are developing relate to the work they will be doing on the job and provide opportunities for active learning, problem-based learning, and reflection.
- Empower learners by providing opportunities for peer teaching, offering autonomous learning options, and recognizing the apprentices' contributions to the organizational environment.
- Provide instructors with leadership and equity training to create inclusive classroom and training environments.
- Provide resources for tutoring, specifically in math, which can be a barrier for apprentices.

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Jobs for the Future DEIA Framework High Quality CTE Framework



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PARTNERSHIP

GUIDING QUESTIONS

- Who are our partners in developing and designing our apprenticeship program? How often are we connecting with partners to assess and evaluate our partnership?
- What areas of opportunity exist to build partnerships in the community in support of apprentices?
- What institutions, organizations, or programs could we partner with to enhance our program's inclusion and accessibility?

Leveraging community and educational partnerships in program design can support the success of apprentices.

POSSIBLE ACTIONS

The following provide possible actions for identifying, engaging, and leveraging partnerships.

- Utilize Emily Griffith Technical College resources to support learners:
 - Apprenticeship Pathway Navigator
 - Student Success Center (tutoring, Disability Services, and more)
- Identify and develop partnerships with entities such as:
 - Colorado Division of Vocational Rehabilitation
 - Colorado Workforce Centers
- Utilize state resources to develop inclusive apprenticeships and workplaces such as:
 - Apprenticeship Colorado
 - Colorado Workforce Development Council
- Identify and develop partnerships with organizations who have expertise in supporting people of color, women, parents, and low-income individuals such as:
 - Educational Opportunity Centers

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Apprenticeship for Career-Seekers MyColoradoJourney



RECRUITMENT & ONBOARDING

apprentices are equitably recruited and successfully onboarded

Key to setting up a successful and inclusive apprenticeship program is to begin with the end in mind. To increase diverse learners entering and completing apprenticeship programs it is important to start with the recruitment, hiring, and onboarding processes.

The Recruitment and Onboarding element provides resources to support the design of inclusive recruitment and onboarding practices. The following components make up the recruitment and onboarding element:



RECRUITMENT

The first step in creating inclusive apprenticeships is to create an inclusive recruitment plan.

GUIDING QUESTIONS

- What are your current recruitment practices?
- What actions do we take to intentionally recruit individuals from underrepresented backgrounds?
- How do we routinely assess our recruitment practices to ensure they are helping us meet our stated goals?

POSSIBLE ACTIONS

The following provide possible actions for creating inclusive recruitment practices.

- Conduct a yearly review of apprenticeship recruitment and marketing materials
- Utilize data to understand who is applying for apprenticeships, who is being hired, and who is finding success
- Set specific goals for increasing diversity at each stage of the process
- Gather data and review available positions by geographical area - using services like Lightcast or Chmura (accessible through Colorado Workforce Development Council)

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Colorado Workforce Centers Connecting Colorado LinkedIn



PRE-APPRENTICESHIP

GUIDING QUESTIONS

- As an employer, what current practices do we have in place to diversify our apprenticeship talent pool? Have we considered pre-apprenticeships to diversify our apprenticeship talent pool?
- What would it look like to create a pre-apprenticeship? And how could a pre-apprenticeship be part of an inclusive recruitment process?

One opportunity to diversify the talent pipeline for apprenticeships is to consider offering pre-apprenticeships.

POSSIBLE ACTIONS

The following provide possible actions for designing high-quality pre-apprenticeships.

- Utilize the [Jobs for The Future High Quality Pre-Apprenticeship Framework](#) when designing a pre-apprenticeship. Elements include:
 - Transparent Entry and Success Requirements
 - Alignment with Skills Sought by Local Employer and High-Quality Apprenticeship Programs
 - Culmination in One or More Industry Recognized Credentials
 - Development of Skills Through Hands-On Activities and Work-Based Learning
 - Offering Academic, Career Exploration, and Wraparound Supports
 - Transition into a Registered Apprenticeship or Other High-Quality Apprenticeship Program
- Utilize data to understand who is applying for pre-apprenticeships, who is being accepted, and who is completing
- Set specific goals for increasing diversity at each stage of the process
- Work with Emily Griffith Technical College to utilize their pre-apprenticeship to registered apprenticeship framework

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Jobs for the Future High Quality Pre-Apprenticeship Framework Pre-Apprenticeship: Pathways for Women Into High-Wage Careers



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ONBOARDING

GUIDING QUESTIONS

- How are apprentices currently onboarded? Where is there room for improvement?
- What are the workplace skills apprentices need to be successful (time management, communication, digital literacy)? How can apprentices learn those skills through onboarding?
- What commitments have we made to routinely review, assess, and gather feedback on our onboarding process in order to make improvements?

To increase apprentices' success, it is important to consider the development of an intentional onboarding process.

POSSIBLE ACTIONS

The following provide possible actions for designing onboarding activities.

- Complete a comprehensive audit of the skills apprentices would benefit from having upon the start of an apprenticeship (written, verbal communication, conflict management, time management, digital literacy etc.)
- Assess current onboarding processes for apprenticeships to ensure apprentices are being provided the support to be successful
- Consider a pre-apprenticeship to deliver this content
- Consider an orientation program to deliver this content
- Consider building this content into the apprenticeship curriculum, if not already

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Apprentice Onboarding 6 Best Practices for New Employee Training & Onboarding 5 Initial Steps to Equal Employment Opportunity

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WAGES & BENEFITS

apprentices' wages and benefits are transparent and fair

The Wages & Benefits element provides resources to support the design of a transparent and fair wages and benefits package for apprentices. The following components make up the wages and benefits element:



COMPENSATION

GUIDING QUESTIONS

- How competitive are our companies' wages and benefits for apprentices and how do we know? Are we attracting apprentices based on our compensation package? Are we losing apprentices based on our compensation package?
- How clear is the wage progression and what is it based on (competencies, time, hybrid, entry, and experience level)?
- Are there gaps in pay based on gender or race? If so, what actions might we take to close these gaps?

Apprentices should have access to transparent compensation and benefits model, so they know what to expect in wage growth as they achieve set milestones.

POSSIBLE ACTIONS

- Utilize the [Colorado Job Quality Checklist](#) to help ensure fair wages and benefits for apprentices
- [Register your apprenticeship](#) (Apprenticeship Colorado), if it not already registered, or fill out the [Apprenticeship Interest Form](#), ensuring that wages and benefits meet critical standards of quality
 - Regulations for registered apprenticeships require wage progression
- Get support for setting wage and wage progression as well as benefits packages from [Apprenticeship Colorado](#)

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Apprenticeship Training Resources USDOL Requirements Setting Wages Choose Your Apprenticeship Approach



WORK ENVIRONMENT

A healthy and stable work environment supports the long-term success of apprentices.

GUIDING QUESTIONS

- How do apprentices perceive their work environment? Are there opportunities for apprentices to offer feedback on the work environment?
- Does the work environment take into consideration the multiple hats apprentices wear to support their success?
- Where is there an opportunity to strengthen the work environment in support of apprentices?

POSSIBLE ACTIONS

- Utilize the [Colorado Job Quality Checklist](#) to help ensure a positive working environment
- Create work schedules that enable workers to balance the other demands of life
- Use of frequent anonymous feedback loops, without harassment, discrimination, or retaliation
- Consider the company culture and ensure all apprentices feel welcome
- Ensure apprentices have access to information about career pathways within your company and in the industry

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Worklife Partnership Construction Career Pathways

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SUPERVISION QUALITY

Mid-level supervisors are often asked to support apprentices and sometimes with very little supervisory training or nuanced training about how to support apprentices. To support apprentices, it is important to invest in their supervisor's professional development, as well.

GUIDING QUESTIONS

- How are supervisors for apprentices selected and trained, currently?
- What opportunities exist to improve the training and professional development for supervisors?
- How are supervisors acknowledged or rewarded for supervising apprentices?

If no programs exist, what opportunities exist to create more formal systems for acknowledgment?

- How do supervisors identify their own training needs and gain access to resources?

POSSIBLE ACTIONS

- Develop an orientation and ongoing training/professional development for supervisors who are supervising apprentices. Training might include:
 - Communication and, generational conflict in the workplace
 - Leadership and, management skills
- Consider creating a recognition or leadership program for supervisors who are working with apprentices wherein they are being both publicly and privately supported and acknowledged
 - [8 Examples of Employee Recognition Programs to Try](#)
- Develop organizational and management practices that advance diversity, equity, and inclusion
 - [Online Course: Diversity, Equity, Inclusion, and Accessibility in Mentorship for Registered Apprenticeship Diversity](#)

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Spur LLC Worklife Partnership WellWorks



SUPPORT

apprentices perform well and achieve success

Providing support for apprentices to excel is critical to helping them complete their apprenticeship. The following components make up the support element:



TRAINING

GUIDING QUESTIONS

- What does our current training program for apprentices look like? Is it clear and transparent?
- What is the plan to intentionally evaluate training plans, and assess for clarity, on an annual basis?
- Has our curriculum been reviewed or evaluated for representation, inclusivity, free from bias, and relevant to industry? Is our curriculum culturally relevant to apprentices?
- Who provides feedback to training programs? Are apprentices provided an opportunity to offer feedback or evaluation on training programs? How is feedback used to make program improvements?

Training apprentices is at the core of an apprenticeship program. The following component provides an opportunity for businesses to reflect on their current training program and consider how to ensure that the training program supports the success of all apprentices.

POSSIBLE ACTIONS

- Develop a formal process for evaluating training plans, and assessing for clarity
- Ensure the skills an apprentice should be able to demonstrate are clear and transparent
- Create plans for apprentices who may be struggling to find success, for example tutoring, access to instructors, more practice time etc.

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Supporting Apprentice Success Reviving the Art of Apprenticeship Emily Griffith Tutoring Resources

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INTERNAL ASSISTANCE

Internal assistance refers to those things that a business has control over to support its apprentices. Human resource policies, access to employee assistance programs (EAP), benefits to name a few.

GUIDING QUESTIONS

- Do our policies and procedures for apprentices reflect the ways our business intends to support the success of apprentices?
 - Leave policies
 - Parental policies
 - Remote work policies
 - Grievance policies
- How clear is the process to file a complaint and seek a resolution?
- How have we established a safe culture that promotes apprentices advocating for their needs without stigma?

POSSIBLE ACTIONS

- Evaluate HR policies and procedures, what supports apprentice success, and what might be creating unintended barriers for apprentices
- Ensure apprentices know how to provide both informal and formal feedback to the company, including how to file and resolve workplace complaints or discrimination
- Create a list of all unique benefits or opportunities available to apprentices and ensure the information is transparently shared

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	How Apprenticeship Programs in Construction Trades Can Establish Family-Friendly Policies



EXTERNAL SUPPORTS

External support refers to those things that a business recognizes are important to the success of apprentices but does not have direct control over.

GUIDING QUESTIONS

- How are we utilizing external funding resources to support apprentices and be able to participate with minimal cost?
- What do our apprentices need to be successful in their apprenticeship (childcare, transportation, etc.)?
- What kinds of community resources might support our apprentices to find greater success in completing their apprenticeship?

POSSIBLE ACTIONS

- Look into financial options to support both organizations and apprentices:
 - [Investments, Tax Credits, and Tuition Support](#)
 - [DOL Apprenticeship Playbook](#)
- Work with the local workforce board in your area to identify tuition assistance options for apprentices
 - [Colorado Workforce Centers](#)
- Create a list of local community resources to support apprentices
 - [211 Colorado](#)
 - Foodbanks
 - Workforce centers
 - Childcare centers
 - Nonprofits that can support housing, transportation, etc.
 - Mental health providers
- Utilize Emily Griffith's Apprenticeship Pathway Navigator
- Utilize Emily Griffith's [Student Success Center](#)
- Utilize [this handout](#) from the Colorado Department of Human Services to understand financial supports for different populations (ex: veterans)

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	WorkLife Partnership Webinar - Job Quality: An Employer's Perspective and Practice



OPPORTUNITY

apprentices advance in their careers and
advance in their skills

As part of creating an apprenticeship where apprentices feel a sense of belonging and can see a larger career trajectory for themselves it is important to focus on creating opportunity.

The Opportunity element is made up of the following components:



CAREER DEVELOPMENT

Career development is vital to inclusive apprenticeships as it offers tailored growth opportunities, ensuring diverse apprentices receive the support and skills needed to succeed. This fosters a culture of learning and advancement, benefiting all participants in their career journeys.

GUIDING QUESTIONS

- How do apprentices learn about possible career paths within your organization or the industry as a whole?
- What kinds of career conversations do apprentices have in your organization? Are there opportunities to connect with someone who can have a conversation about career opportunities?
- Who do you notice is engaging in career development activities and who isn't? What can you do to ensure all apprentices have access to career development opportunities?
- How do you ensure all apprentices have access to career development opportunities? Who do you have to help ensure these opportunities exist? Whose role in the organization is it?

POSSIBLE ACTIONS

- Establish transparent growth opportunities to advance along career pathway and increase pay
- Assess whether there are opportunities for apprentices to learn about their career opportunities by engaging in the apprenticeship. If not, consider creating those opportunities explicitly through career ladder maps, career conversations etc.
 - [Routes Into Construction](#) | [Go Construct](#)
- Ensure all apprentices have a meaningful career conversation during their time as an apprentice

[Job Quality Checklist](#)

[My Colorado Journey](#)

[Career Navigation and Coaching](#)

[Colorado Workforce Centers](#)

[Developing Career Ladders](#)

[Directory of Apprenticeship Programs](#)



COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	

GUIDING QUESTIONS

- What current mentoring and coaching do you have in place? What's working and what could be improved?
- How do apprentices provide feedback on their needs around mentoring and coaching; as well as what's working and what could be improved?
- Do mentors and coaches share similar backgrounds and life experiences as apprentices? How could mentors and coaches be recruited to be more representative of apprentices?
- How open is the organization to feedback and creating a culture that welcomes feedback from apprentices?

"Mentorship in Registered Apprenticeship helps participants learn the details of their occupation and workplace while providing coaching and guidance to support them in their training. Mentors can expose participants to advancement opportunities, foster career exploration, and create a culture of inclusion."
- Jobs for the Future (JFF)

POSSIBLE ACTIONS

- Create onboarding and ongoing training for mentors to set people up for success
- Recruit and engage mentors with backgrounds representative of the community and the program's participants.
- Establish goals and a clear purpose for the mentorship program in partnership with mentors and apprentices.
- Provide training to mentors to help them support apprentices from different backgrounds. This could include training on DEIA, how to center and empower apprentices, and how to deliver culturally relevant and accessible learning and training.
- Support accessibility by offering multiple ways for mentors and mentees to connect, such as in person, virtually, or in group settings.
- Ensure that mentors have mechanisms to continue supporting apprentices after they have completed the program.
- Find partners to support mentor training. This can include engaging partners to deliver training, develop or offer resources, or provide funding to support mentorship programs. This can also include networking with other programs to help provide racial- and gender-conscious mentoring online or in person.

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	DEIA Framework Mentoring for Apprenticeship Mentorship Training Program



ACKNOWLEDGMENT

Taking time to acknowledge or recognize an apprentice's work is critical to keeping apprentices engaged and helping apprentices feel supported. Apprentice/employee engagement supports greater productivity, and a positive work environment.

GUIDING QUESTIONS

- How are apprentices acknowledged within the organizational structure? What kinds of formal systems exist, and what kinds of informal systems exist?
- What kinds of annual or programmatic celebrations exist to recognize apprentices throughout the year?
- How are apprentices selected for acknowledgment or recognition? What opportunities exist to ensure all apprentices can be acknowledged or recognized?

POSSIBLE ACTIONS

- Create or include apprentices in your employee recognition programming
- Create annual opportunities to celebrate the achievements of apprentices
 - Celebrate the achievements of milestones
 - Celebrate graduating apprentices
- Ask apprentices how they like to receive positive praise (i.e., privately, publicly)
- Work with managers or supervisors to ensure they are engaging positively with apprentices through recognition and acknowledgment activities

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	<u>Creating an Effective Employee Recognition Program</u> <u>Harvard Business Review on Employee Engagement</u>



VOICE

apprentices feel empowered, engaged, and have agency

The following components make up the support element:



"Work and training environments that reflect and support participants' diverse needs and experiences can drive DEIA in RA. RA programs are intensive, and completion is a challenge across all demographic groups. When organizations consistently and authentically incorporate apprentice feedback into program design and create a sense of belonging, apprentices feel more invested in, connected to, and supported by their training, which can help improve persistence and completion."

- DEIA Center Framework

ENGAGEMENT

Employee or apprentice engagement at work is a result of feeling supported and welcome in the workplace.

GUIDING QUESTIONS

- How are we as an organization creating a welcoming and inclusive work environment for apprentices?
- How are we actively engaging in DEIA practices as an organization so that all apprentices feel welcomed and supported?
- What are the areas where we have an opportunity to improve the work environment for apprentices? How are we gathering and using apprentice feedback?

POSSIBLE ACTIONS

- Create learning environments representative of apprentices and their lived experiences by using materials reflective of apprentices, modeling expectations, and engaging in instructional practices representative of apprentices'.
- Build inclusive and supportive learning and work environments by incorporating practices and policies that acknowledge that apprentices carry life experiences outside of their training that may affect how they can show up and engage.
- Engage in a workplace culture assessment, either by utilizing a pre-developed assessment or engaging the services of a consultant who can support in this endeavor.
- Build in feedback opportunities for apprentices to share their experiences.

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	8 Important Ways to Promote Inclusion & Diversity How to Manage a Multi-Generational Team Workplace & Culture Assessment



IMPROVEMENT

Continuous improvement is the goal of most organizations and apprenticeships should not be any different. It is critical to look for areas of strength as well as areas where improvements can be made to support apprentices in their success.

GUIDING QUESTIONS

- What are our organization's goals around continuous improvement? Who is involved in this process?
- How are we centering DEIA in our continuous improvement work?
- How do we utilize data to understand where we can improve our program?
- What opportunities exist to engage apprentices in the continuous improvement process?

POSSIBLE ACTIONS

- Incorporate apprentice voice intentionally and clearly into your program design through:
 - Apprentice advisory groups
 - Surveys of participants
 - Regular check-ins where they can offer feedback on their experiences
 - Engagement with alumni
- Affirm race, ethnicity, gender, and ability as assets within apprentices; design programs to use these assets and build on these strengths.
- Utilize the [NAPE Special Populations Brief](#) to understand strategies for supporting diverse populations
- Utilize data to regularly assess for areas of improvement in the design of the apprenticeship program
 - Who is persisting in the program? Why?
 - Who is not persisting in the program? Why?

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Strategies for Supporting Special Populations Conducting an Equity Gap Analysis



PARTICIPATION

Participation is at the heart of apprentices' success. How participants can engage, physically, intellectually, and authentically, is critical in designing inclusive apprenticeships.

GUIDING QUESTIONS

- What training is in place so that all stakeholders understand the environment, culture, expectations?
- Are our apprenticeship programs designed in a way that anyone can participate in them? What kind of accommodations might we need to make to ensure equitable participation?
- What policies and processes are in place for apprentices who are experiencing discrimination, bullying, harassment etc. that would keep them from being able to fully participate in the program?
- What systems exist that provide apprentices the avenue to offer feedback about their experience?

POSSIBLE ACTIONS

- Provide regular opportunities for apprentices to reflect on their training, including the skills they are building, the aspects of the work they are most interested in, and how this connects to their long-term career goals
- Provide accommodations and design work environments to fully meet the needs of all physical abilities, empowering apprentices and prioritizing safety.
- Eliminate any form of discrimination or sexual harassment and make clear that such conduct is not acceptable by any in the organization, including leadership.

COMMITMENTS/ACTION/GOALS

GOAL	ACTION TO TRY	PERSON(S) RESPONSIBLE
BY WHEN	RESOURCES NEEDED	Incorporate Participant Voice Authentically and Build Cultures for Belonging DEIA Center Framework



APPENDIX OF RESOURCES

Apprentice Engagement & Voice

- [Incorporate Participant Voice Authentically and Build Cultures of Belonging from Jobs For the Future DEIA Framework](#)
- [How to Manage a Multi-Generational Team](#)
- Gallup, Workplace Culture and Sample Assessment: [Build a Company Culture That Improves Performance](#)
- [How To Create an Employee Recognition Program](#)
- Harvard Business Review on Employee Engagement: [Why Employees Need Both Recognition and Appreciation](#)
- WorkLife Partnership Webinar - [Job Quality: An Employer's Perspective and Practice: Good Jobs. Good Business](#)
- Apprenticeship USA: [Investments, Tax Credits, and Tuition Support](#)
- [DOL Apprenticeship Playbook](#)

Colorado Resources

- [Apprenticeship Colorado](#)
- [Colorado Launches Career Navigation and Coaching Collaborative to Help Identify Career and Learning Opportunities](#)
- [Colorado Workforce Centers](#)
- [Colorado Workforce Locations](#)
- [Connecting Colorado](#)
- [Job Quality Checklist](#)
- [My Colorado Journey \(career pathway resources\)](#)
- [United Way of Colorado/211](#)

Curriculum Resources

- [Accessible & Representative Instruction Recommendations](#)
- [ACTE High-Quality Program of Study Framework](#)

Diversity, Equity, Inclusion, and Accessibility Resources

- [8 Important Ways to Promote Inclusion and Diversity in Your Workplace](#)
- [Equity and Inclusion: The Roots of Organizational Well-Being](#)
- [DEIA Center Framework](#)
- [Growing Equity and Diversity Through Apprenticeship: Business Perspectives](#)
- [NAPE Perkins Guidance on Conducting an Equity Gap Analysis](#)
- [Strategies for Supporting Special Populations](#)

APPENDIX OF RESOURCES CONT.

Industry-Specific Resources

- [Developing Career Ladders](#)
- [How Apprenticeship Programs in Construction Trades Can Establish Family-Friendly Policies](#)

Mentoring Resources

- [Mentoring for Apprenticeship](#)
- [Mentoring and Coaching from Jobs for the Future DEIA Framework](#)
- [Mentorship Training Program](#)