



Appendix C

AFFIRMATIVE ACTION PLAN

ADOPTED BY

Electrical Joint Apprenticeship and Training Committees Representing the National Electrical Contractors Association, Inc. and the International Brotherhood of Electrical Workers

AS REQUIRED UNDER 29 CODE OF FEDERAL REGULATIONS PART 30

**DEVELOPED IN COOPERATION WITH THE
U. S. DEPARTMENT OF LABOR, OFFICE OF APPRENTICESHIP**

(Registration Agency Representative Signature)

(Registration Agency Representative Typed/Printed Name)

(Title)

(Date)

This Affirmative Action Plan template is provided by the U.S. Department of Labor, Office of Apprenticeship, for the convenience of apprenticeship program sponsors. Its use is recommended to promote understanding of, and compliance with, the Department's EEO in Apprenticeship rules at 29 CFR Part 30.

Please supply all requested information, unless otherwise directed by the form. If needed, use additional pages to complete responses.



AFFIRMATIVE ACTION PLAN

We, **Electrical Joint Apprenticeship and Training Committees**, adopt this written Affirmative Action Plan ("written AAP" or "Plan") in good faith to promote equality of opportunity in our registered apprenticeship program. This written AAP is a part of our apprenticeship Standards. We also incorporate by reference the Equal Opportunity Pledge contained in the Standards for this program.

This written AAP, which is based upon the minimum requirements for AAP contained in the equal opportunity in apprenticeship final regulation located at 29 CFR Part 30, is composed of nine key components. Each of these components requires us to examine different aspects of our apprentice workforce and document our review. At various stages of our review, we will analyze our utilization, recruitment activities, and selection, training, and assignment practices in order to ensure that all elements of our apprenticeship program are in accordance with equal employment opportunity requirements.

The key components of this AAP are as follows:

- Section I: Workforce Analysis for race, sex, and ethnicity (by occupation title and by major occupation group);
- Section II: Availability Analysis for race, sex, and ethnicity (by major occupation group);
- Section III: Utilization Analysis (comparing the workforce and availability analyses);
- Section IV: Utilization goals for race, sex, and ethnicity (if necessary);
- Section V: Utilization goals for individuals with disabilities;
- Section VI: Targeted outreach, recruitment, and retention activities (if necessary);
- Section VII: Annual review of personnel processes;
- Section VIII: Invitation to self-identify as an individual with a disability;
- Section IX: Official adoption of the written AAP.

Abbreviations Key:

Please note that the following abbreviations denoting relevant racial and ethnic groups appear in the demographic charts contained in this written AAP (Appendix C):

<i>HISP</i>	= <i>Hispanic;</i>
<i>AA</i>	= <i>African American/Black;</i>
<i>AS</i>	= <i>Asian;</i>
<i>AIAN</i>	= <i>American Indian or Alaska Native;</i>
<i>NHPI</i>	= <i>Native Hawaiian or Other Pacific Islander.</i>

NOTE: For detailed definitions of the above racial and ethnic groups, please see Attachment 1 of the Reference Guide.

PLEASE NOTE: To collect the demographic information on your apprentice workforce requested in Sections I through VIII below, you should consult the data supplied by your program's apprentices in ETA Form 671. In addition, to ensure timely compliance with the AAP requirements contained in 29 CFR Part 30, you should keep a record of the date(s) on which you completed the analyses and activities described in Sections I through VIII below.



SECTION I – WORKFORCE ANALYSIS FOR RACE, SEX, AND ETHNICITY (BY OCCUPATION TITLE AND BY MAJOR OCCUPATION GROUP)

The apprentice information needed to complete this workforce analysis section is available in the Registered Apprenticeship Partners Information Data System (RAPIDS) for all federally registered programs in the Office of Apprenticeship (OA) States, and for many state programs managed by State Apprenticeship Agencies (SAAs). Access to RAPIDS is available at: <https://dol.appiancloud.com/suite/sites/registered-apprenticeship>. Sponsors that are not required to use RAPIDS to manage their apprentices are encouraged to work with the appropriate SAA to complete their workforce analysis.

The following terms are used in this section:

- An **Occupation Title** is a specific occupation that has been assigned a 6-digit “detailed occupation” code in the U.S. Bureau of Labor Statistics’ Standard Occupational Classification and Coding Structure (SOC), <https://www.bls.gov/soc/>, and a corresponding 8-digit code in the Occupational Information Network (O*NET), <https://www.onetonline.org/>. Detailed occupations are defined so that each includes workers who perform similar job tasks based on work performed and, in some cases, on the skills, education and/or training needed to perform the work. For the purposes of completing the workforce analysis, occupation titles are defined by the 8-digit O*NET code. Sponsors can locate the O*NET code associated with their registered occupations from the program occupation tab in RAPIDS.
- A **Major Occupation Group** is the highest-level classification in the SOC, which combines related occupations into major occupation groups. These Major Occupation Groups are designated by the two-digit SOC code and the two-digit prefix of the O*NET code. (See Attachment 2, “Standard Occupational Classification and Coding Structure” in the accompanying Reference Guide for a complete list of the 23 major occupation groups and their two-digit SOC/O*NET code designations).

Example: A sponsor has an apprenticeship program that offers training in four different occupation titles: Roofer (SOC/O*NET code: 47-2181.00), Electrician (SOC/O*NET code: 47-2111.00), Tool and Die Maker (SOC/O*NET Code: 51-4111.00), and Machinist (SOC/O*NET code: 51-4041.00). In completing Tables 1, 2, and 3 of the workforce analysis below, the sponsor will enter identifying characteristics for their apprenticeship workforce by utilizing the Occupation Titles and the corresponding SOC/O*NET codes for each of those titles.

In completing Tables 4, 5, and 6 of the analysis, however, the sponsor will classify their apprentice workforce by the two Major Occupation Groups that encompass these titles: Construction (2-digit SOC/O*NET code: 47) and Manufacturing (2-digit SOC/O*NET code: 51).



INSTRUCTIONS FOR COMPLETING THE WORKFORCE ANALYSIS

In completing the tables (1 through 6) contained in this Section I, sponsors should utilize the demographic identification provided by apprentices in their Program Registration and Apprenticeship Agreements (see Form 671, Section II).¹ If you are a RAPIDS user, the workforce analysis is available as a report in the system. As noted above, sponsors that are not required to use RAPIDS to manage their apprentices are encouraged to work with the appropriate SAA to complete their workforce analysis.

A. Workforce Analysis by Occupation Title for Sex, Ethnicity, and Race

NOTE: The workforce analyses by occupation title for sex, ethnicity, and race contained in Tables 1, 2, and 3 in this Section should initially be completed by the second anniversary of the apprenticeship program's registration with a Registration Agency. Subsequent workforce analyses for sex, ethnicity, and race should be undertaken at the time of each subsequent program review (or at least once every three years if a program review does not take place).

Instructions:

For each **Occupation Title** in a program, please indicate the total number of **responses** received from apprentices that self-identify for sex, ethnicity, and race in the following tables:

TABLE 1 – Occupation Titles by Sex

Number of Responses Selecting a Sex				
Occupation Title	8-Digit O*NET Code	Female	Male	Total
Electrician	47-2111.00	14	188	202

TABLE 2 – Occupation Titles by Ethnicity

Number of Responses Selecting an Ethnicity				
Occupation Title	8-Digit O*NET Code	HISP	NON-HISP	Total
Electrician	47-2111.00	57	145	202

¹ Self-identification is the most reliable method and preferred method for compiling information about a person's sex, race, and ethnicity. Sponsors are strongly encouraged to rely on employee self-identification to obtain this information. Please note that while visual observation is an acceptable method for identifying demographic data in the absence of self-identification data, it may not be reliable in every instance, and sponsors should not guess or assume the sex, race, or ethnicity of an apprentice or applicant for apprenticeship.



TABLE 3 – Occupation Titles by Race

Note: For Table 3 below, responding apprentices may elect to choose **one or more** of the specified races. If an apprentice has identified himself or herself as more than one race, count the apprentice in each of the racial categories that he or she has identified.

EXAMPLE: The sponsor of an apprenticeship program for the occupation of Lodging Manager obtained responses from 18 apprentices who identified their racial characteristics. Of these 18 individuals, 2 identified as AS only, 1 identified as both AS and AA, 4 identified as AA only, 1 identified as both AA and White, 1 identified as AIAN only, 0 identified as NHPI, and 9 identified as White only. While the number of respondents is 18, a total figure of 20 should nevertheless be entered in the “Total” responses column due to the selection by some apprentices of more than one race.

Number of Responses Selecting One (or More) Race							
Occupation Title	8-Digit O*NET Code	AS	AA	AIAN	NHPI	White	Total
Lodging Managers	11-9081.00	3	6	1	0	10	20

Number of Responses Selecting One (or More) Race							
Occupation Title	8-Digit O*NET Code	AS	AA	AIAN	NHPI	White	Total
Electrician	47-2111.00	0	12	1	9	120	142



B. Workforce Analysis by Major Occupation Group for Sex, Ethnicity, and Race

NOTE: The workforce analysis by major occupation group for sex, ethnicity, and race contained in Tables 4, 5, and 6 in this Section should initially be completed by the second anniversary of the apprenticeship program's registration with a Registration Agency. Subsequent workforce analyses for sex, ethnicity, and race should be undertaken at the time of each subsequent program review (or at least once every three years if a program review does not take place).

Instructions:

For each **Major Occupation Group** in a program, please complete the following sex, ethnicity, and race tables.

TABLE 4 – Major Occupation Groups by Sex

Number of Responses Selecting a Sex					
Major Occupation Group	2-Digit O*NET Code	Female	Male	Total	Female Percent of Total Responses
Electrician	47	14	182	196	7%

TABLE 5 – Major Occupation Groups by Ethnicity

Number of Responses Selecting an Ethnicity					
Major Occupation Group	2-Digit O*NET Code	HISP	NON- HISP	Total	HISP Percent of Total Responses
Electrician	47	56	139	195	29%



TABLES 6.1 and 6.2 – Major Occupation Groups by Race

Note: For Table 6.1 below, responding apprentices may elect to choose **one or more** of the specified races. If an apprentice has identified himself or herself as more than one race, count the apprentice in each of the race categories that he or she has identified.

For Table 6.2 below, align the Major Occupation Groups and 2-Digit O*NET Codes with the Major Occupation Groups and 2-Digit O*NET Codes completed in Table 6.1, and compute the percentage of total responses within a racial category by comparing the number of responses selecting a particular race to the total number of responses completed in Table 6.1.

EXAMPLE: Using the example above for Table 3, the program sponsor obtained responses from 18 apprentices who identified their racial characteristic. Of these 18 individuals, 2 identified as AS only, 1 identified as both AS and AA, 4 identified as AA only, 1 identified as both AA and White, 1 identified as AIAN only, 0 identified as NHPI, and 9 identified as White only. While the number of respondents is 18, a total figure of 20 should nevertheless be entered in the “Total” responses column due to the selection by some apprentices of more than one race.

Accordingly, to compute the percentage of total responses within a racial category, the sponsor would compare the number of responses selecting a particular race to the total number of responses (20). For instance, in the sample table below, the AS percentage is determined by calculating the proportion of AS responses (3) to the total number of responses (20), resulting in a figure of 15%.

(Please note that the occupation title for “Lodging Managers” that appears in Table 3 above is classified under the “Management Occupations” Major Occupation Group for purposes of this table, with a two-digit SOC/O*NET Code of 11).

6.1 Number of Responses Selecting One (or More) Race							
Major Occupation Group	2-Digit O*NET Code	AS	AA	AIAN	NHPI	White	Total
Management Occupations	11	3	6	1	0	10	20

6.2 Percent of Total Responses					
Major Occupation Group	2-Digit O*NET Code	AS	AA	AIAN	NHPI
Management Occupations	11	15%	30%	5%	0%

6.1 Number of Responses Selecting One (or More) Race							
Major Occupation Group	2-Digit O*NET Code	AS	AA	AIAN	NHPI	White	Total
Electrician	47	3	12	2	4	166	187



6.2 Percent of Total Responses

Major Occupation Group	2-Digit O*NET Code	AS	AA	AIAN	NHPI
Electrician	47	2%	6%	1%	2%

SECTION II – AVAILABILITY ANALYSIS FOR RACE, SEX, AND ETHNICITY (BY MAJOR OCCUPATION GROUP)

PLEASE NOTE: You should complete this section only in connection with a program review conducted by your Registration Agency. The Registration Agency will provide you with assistance in completing this section.

A. Minimum Educational Attainment Levels Required for Program Enrollment

Select the minimum educational attainment qualification required to be eligible to enroll in the Major Occupation Group(s) covered by your apprenticeship program from among the options below.

Choose One:

- ☐ Not High School graduate
- ☐ High School graduate (including equivalency)
- ☐ Some College or Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate or professional degree

NOTE: The options listed immediately above correspond to the educational attainment categories for which the U.S. Government compiles workforce data by race, national origin, and sex. Use the same educational qualifications that are in your Standards; check all levels above that apply.

If additional qualifications, credentials, or skills are required for program enrollment beyond those listed above, list them here (please limit the number of characters to 2,000)

NOTE: These required additional qualifications must already be in the sponsor's Standards; they cannot be added subsequently.



B. Designated Recruitment Area for Apprentices

Select the category below that corresponds to the **relevant recruitment area** for each Major Occupation Group represented in your program.

Choose One:

- ☐ **External recruitment area** – the geographical area from which the sponsor usually seeks or reasonably could seek apprentices when recruiting from outside of its own current employees. An external recruitment area can be an area within a specific radius of a sponsor's location; a county or counties; or a state or states. Please provide a brief rationale for selecting this recruitment area:

Enter text here

- ☐ **Other recruitment area or source** – a source or geographic area *other* than an External Recruitment Area from which a sponsor seeks (or reasonably could seek) to recruit apprentices (such as from the sponsor's existing workforce). Please describe this source or area and explain your reason(s) for selecting it:

Enter text here

- ☐ **Combination of external recruitment area / other recruitment area or source** – If your program typically recruits apprentices from an external recruitment area AND another recruitment area or source (such as from your existing workforce), select this option, explain your reason for selecting it, and provide the estimated percentage of selectees that typically come from each source (e.g., 75% selectees from external recruitment area / 25% selectees from existing workforce):

Enter text here



C. Specifying the External Recruitment Area

I If you are utilizing an **External Recruitment Area**, please complete the following items:

For each Major Occupation Group, we seek (or reasonably could seek) individuals who live in the following geographical zones or jurisdiction(s) (**CHECK ONE**):

- ☐ A political jurisdiction
- ☐ A geographical zone that is a specified radius from the sponsor's program location

If you checked "political jurisdiction" above, please specify the jurisdiction:

- ☐ County (ies): County(ies)
- ☐ State(s): State(s)

NOTE: Definitions for these Census Bureau political jurisdiction categories are provided in Attachment 3 of the Reference Guide.

If you instead checked "a specified radius from the sponsor's program location," please CHECK ONE of the following distances:

- | | | |
|-----------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> 5 miles | <input type="checkbox"/> 25 miles | <input type="checkbox"/> 300 miles |
| <input type="checkbox"/> 10 miles | <input type="checkbox"/> 50 miles | <input type="checkbox"/> 500 miles |
| <input type="checkbox"/> 15 miles | <input type="checkbox"/> 100 miles | <input type="checkbox"/> 1000 miles |
| <input type="checkbox"/> 20 miles | <input type="checkbox"/> 200 miles | |



SECTION III: UTILIZATION ANALYSIS (COMPARING THE WORKFORCE AND AVAILABILITY ANALYSES)

NOTE: The utilization analysis contained in this Section should initially be completed, **with the assistance of the Registration Agency**, at the first program review after the second anniversary of registration. Subsequent utilization analyses should be undertaken at the time of each subsequent program review (or at least once every three years if a program review does not take place).

Determining Whether the Establishment of Utilization Goals Is Necessary: Methods for Utilization Analysis

A. Using the Demographic Analysis Tool

OA strongly encourages you to use the electronic **Demographic Analysis Tool (DAT)**² to conduct a utilization analysis because it provides a streamlined process for conducting the analysis, and also utilizes the most accurate, up-to-date national demographic data. **You are eligible to utilize the DAT if you satisfy ALL of the following criteria:**

- If, for a Major Occupation Group, you do not require applicants to meet credentials or skills beyond those specified in the minimum educational attainment checkboxes in Section II. A (*see Section II. A above*);
- If, for a Major Occupation Group, you recruit apprentices **solely** from an **external recruitment area** (i.e., you choose to establish a recruitment area that is based on a source derived from U.S. Census Bureau data) (*see Section II. B above*), AND
- You choose to utilize either the “80% method” or the “two standard deviations method” (which are described in Section III. B below) for conducting a utilization analysis.

PLEASE NOTE: If you do **not** meet each of the three criteria listed above, you should contact the Registration Agency for assistance in conducting your utilization analysis.

B. Applicable Methodology for Utilization Analysis Review

Select the method used to evaluate whether the utilization of women, Hispanics or Latinos, or a particular racial minority group in your workforce is significantly less than would be reasonably expected given the availability of such individuals for apprenticeship:

- ☐ **80% Method** (Under the “80% method”, if utilization is less than 80% of availability, it is considered significantly less);
- ☐ **Two Standard Deviations Method** (Under the “two standard deviations” method, if utilization is more than two standard deviations less than availability, it is considered significantly less. A standard deviation is a statistical test that predicts the likelihood that an outcome – in this case, the outcome that utilization is less than availability – occurs by chance). **PLEASE NOTE: The “two standard deviations” method may only be used if the program sponsor employs a total of 30 or more apprentices**, as measured in Table 1 (Occupation Titles by Sex) of this Appendix C; or
- If you choose a method **OTHER** than the 80% Method or the Two Standard Deviations Method, you must describe it in the space below (please limit the number of characters to 2,000). **Please also note that selection of such an alternative method will disqualify you from utilizing the DAT.**

Enter text here

² The DAT utilizes U.S. Census Bureau data derived from the [EEO Tabulation EEO-ALL07R-N1: Educational Attainment \(6\) by Younger Age Groups, Sex, and Race/Ethnicity \(Part I\) for Residence Geography, Total Population, Number](#)



Eligible sponsors may complete the DAT by accessing RAPIDS:
<https://dol.appiancloud.com/suite/sites/registered-apprenticeship>.

After entering the data requested by the DAT, print a copy of the DAT Report, and attach it to this written AAP (Appendix C). Then proceed to Section IV below.



SECTION IV: UTILIZATION GOALS FOR RACE, SEX, AND ETHNICITY (IF NECESSARY)

PLEASE NOTE: *If the results of your utilization analysis (Section III above) did not identify any significant underutilization of apprentices by sex, race, or ethnicity in a Major Occupation Group, you may skip this section and proceed to Section V.*

Completion of Table 7 below is only required in connection with a program review conducted by a Registration Agency. The Registration Agency will provide you with assistance in completing this section.

Based on the analyses summarized in the **DAT Report**, identify the sex/race/ethnic group(s) for which the proportion in your Major Occupation Group was significantly less than that group's availability in the relevant recruitment area(s). Record the results in **Table 7** below by copying the "yes" and "no" utilization outcomes from the **DAT Report** in the second column of the Table.

Next, enter the percentage utilization goal for any race, sex, or ethnicity group in which there was significant underutilization. The goal for any such group must at least equal the corresponding availability figure in the **DAT Report**, rounded to the nearest whole number. For any row in which the response in the second column is "no," leave the third column blank.

TABLE 7 – Underutilization of Sex, Ethnicity, and Race

Population Group	Significant Underutilization? (Yes/No) [from the DAT Report]	Goal (%) [at least equal to the corresponding figures in the DAT Report]
Women		
HISP		
AA		
AS		
AIAN		
NHPI		

PLEASE NOTE: *The percentage goals listed in Table 7 above are not intended and will not be used by the program sponsor to discriminate against any qualified applicant or apprentice on the basis of race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), sexual orientation, age (40 or older), genetic information, or disability. These goals do not supersede eligibility requirements for this apprenticeship program.*

The program sponsor will not use these goals as rigid and inflexible quotas; as either a ceiling or a floor for the selection of members of a particular group(s) as apprentices; or as a justification to extend a preference to any individual, select an individual, or adversely affect an individual's status as an apprentice. Instead, the sponsor will use these goals as objectives or targets, applying every good faith effort to make all aspects of the entire affirmative action program work and to attain the goals.



SECTION V – UTILIZATION GOALS FOR INDIVIDUALS WITH DISABILITIES

NOTE: The workforce analysis for individuals with disabilities (IWDs) in this Section should initially be completed by the second anniversary of the apprenticeship program’s registration with a Registration Agency. Subsequent workforce analyses for individuals with disabilities should be undertaken at the time of each subsequent program review (or at least once every three years if a program review does not take place).

A. Workforce Analysis for Individuals with Disabilities by Occupation Title

Table 8 below shows, for each **Occupation Title** represented in the program, the numbers of apprentices in the workforce whose responses to the question “do you have a disability?” on their most recent Voluntary Disability Disclosure Form was “yes;” “no;” or “I do not wish to answer” (or who did not return the form).

TABLE 8 - Disability Status by Occupation Title

Number of Individuals Responding to the Question: “Do you have a disability?”					
Occupation Title	8-Digit O*NET Code	Yes	No	Did not answer or return form	Total Number of Individuals Responding Either ‘Yes’ or ‘No’

B. Workforce Analysis for Individuals with Disabilities by Major Occupation Group

Table 9 below shows, for each **Major Occupation Group** represented in the program, the numbers and percentages of apprentices whose responses to the question “do you have a disability?” on their most recent Voluntary Disability Disclosure Form was “yes;” “no;” or “I do not wish to answer” (or who did not return the form).

TABLE 9 – Disability Status by Major Occupation Group

Number of Individuals Responding to the Question: “Do you have a disability?”						
Major Occupation Group	2-Digit O*NET Code	Yes	No	Did not answer or return form	Total Number of Individuals Responding ‘Yes’ or ‘No’	Proportion of persons responding ‘yes’ to the total number of individuals that responded either ‘yes’ or ‘no’ (expressed as a percentage)



C. Identification of Potential Impediments for Individuals with Disabilities (IWDs)

The Major Occupation Group(s) in our program in **which the percentage of IWDs was less than seven percent** is/are listed in the **first column of Table 10 below**. For these groups, we reviewed our program to identify any impediments to equal opportunity for IWDs, with the results shown in the second column. The following are examples of impediments to achieving equal employment opportunity for apprentices with IWDs, which may be utilized in completing Table 10 below.

- ☐ Lack of effective outreach to IWDs
- ☐ Inaccessible methods for testing applicants' qualifications or readiness for progression
- ☐ Qualifications or other selection mechanisms that disfavor IWDs and are not job related
- ☐ Hostile or unwelcoming work environments for IWDs
- ☐ Different training opportunities or work assignments for IWDs than for others
- ☐ Different pay, disciplinary standards, or other working conditions for IWDs
- ☐ Failure to provide reasonable accommodations or information about reasonable accommodations
- ☐ Provisions in collective bargaining or employer acceptance agreements
- ☐ Other: (fill in the blank)

TABLE 10 – Impediments to EEO for IWDs

Major Occupation Groups in which the percentage of IWDs was less than 7%	Impediments to EEO for IWDs
	1. 2. 3.
	1. 2. 3.

SECTION VI – TARGETED OUTREACH, RECRUITMENT, AND RETENTION ACTIVITIES (IF NECESSARY)

PLEASE NOTE: Completion of this section is **mandatory** if you were required to adopt race, sex, or ethnicity goals (under Section IV of this written AAP) or if you found impediments to equal employment opportunity for IWDs (under Section V of this written AAP). Otherwise, completion of this section is purely optional.

In the coming year, we will undertake the outreach, recruitment, and retention activities listed below. These activities are targeted to the race/sex/ethnicity group(s) for which we adopted goals (as shown in **Section IV**) and/or to IWDs (if we found impediments to equal employment opportunity for such individuals, as shown in **Section V**).

1. We will disseminate information to organizations serving each underutilized group regarding the nature of our apprenticeship program, requirements for selection for apprenticeship, availability of apprenticeship opportunities, and our equal opportunity pledge. The Universal Outreach Tool (UOT) can help connect sponsors with local organizations who may be able to assist sponsors in meeting their outreach, recruitment, and retention goals; the UOT may be accessed at: <https://apprenticeshipusa.secure.force.com/eeoresourcetool>.) These organizations and the group(s) that each serve are listed in **Table 11**:



TABLE 11 – Organizations Serving Underutilized Populations

Major Occupation Group	Underutilized Population (i.e., Women, AA, HISP, AS, AIAN, NHPI, IWDs)	Organization(s) serving population to which information will be disseminated

2. We will advertise all openings for apprenticeship opportunities by publishing advertisements in the following media that have wide circulation in our relevant recruitment areas:

Enter text here. (Please limit the number of characters to 2,000.)

3. We will cooperate with the following local school boards and vocational education systems to develop and/or establish relationships with pre-apprenticeship programs targeting students from each underutilized group to prepare them to meet the standards and criteria required to qualify for entry into our apprenticeship programs:

Enter text here. (Please limit the number of characters to 2,000.)

4. We will establish linkage agreements or partnerships with the following pre-apprenticeship programs, community-based organizations, advocacy organizations, or other appropriate organizations, in recruiting qualified individuals for apprenticeship:

Enter text here. (Please limit the number of characters to 2,000.)

5. After every selection cycle for registering apprentices, we will evaluate and document the overall effectiveness of the above-targeted outreach and recruitment activities and refine them as needed.

[Choose one:]

- ☐ The documentation of the evaluations of these activities that we conducted (and any changes made to these activities in response to the evaluations) since the last review is attached to this written AAP; or
- ☐ We did not select or register any apprentices since the last review.

6. We *[Choose one:]* ☐ **will** / ☐ **will not** undertake the following optional activities:



- ☐ Enlist journeyworkers (i.e., experienced workers) from the underutilized group(s) to assist in implementing our AAP.
- ☐ Enlist journeyworkers from the underutilized group(s) to mentor apprentices and to assist with our targeted outreach and recruitment activities.
- ☐ Conduct exit interviews of each apprentice who leaves our apprenticeship program before completion to understand better why he/she left and to help shape retention activities.
- ☐ Other:

Recruitment Activities

- ☐ • Disseminate information to organizations serving the underutilized group regarding the nature of the apprenticeship, requirements for selection for apprenticeship, availability of apprenticeship opportunities, and the equal opportunity pledge of the JATC. These organizations may include community-based organizations; local high schools; local community colleges; local vocational, career and technical schools; and local workforce system partners including One Stop Career Centers.
- ☐ • Advertise openings for apprenticeship opportunities by publishing advertisements in appropriate media which have wide circulation in the relevant recruitment areas.
- ☐ • Cooperate with local school boards and vocational education systems to develop and/or establish relationships with pre-apprenticeship programs targeting students from underutilized group to prepare them to meet the standards and criteria required to qualify for entry into apprenticeship programs.
- ☐ • Establish linkage agreements or partnerships enlisting the assistance and support of pre-apprenticeship programs, community-based organizations, advocacy organizations, or other appropriate organizations, in recruiting qualified individuals for apprenticeship.
- ☐ • Participate in electrical training ALLIANCE, DOL Office of Apprenticeship and/or State Apprenticeship Agency workshops and seminars to learn and discuss more about the need, ways and means of promoting and advertising for apprenticeship, and recruiting and retaining minorities, females, ethnically diverse individuals, and individuals with disabilities.
- ☐ • Dedicate staff time for EEO/AA compliance (Note: Describe, e.g., new full-time position; make this a percentage of the job of a designated individual or title.).
- ☐ • Develop and annually update a list of current recruitment sources that will generate referrals from all demographic groups within the relevant recruitment area.
- ☐ • Relevant recruitment sources may include:
 - ☐ o Vocational, career, and technical schools;
 - ☐ o Pre-apprenticeship programs;
 - ☐ o Federally funded, youth-job training programs such as YouthBuild and Job Corps or their successors;
 - ☐ o Community based organizations; or
 - ☐ o Community based colleges;
- ☐ • Identification of contact persons, mailing addresses, telephone numbers, and email addresses for all recruitment sources.
- ☐ • Provide recruitment sources with advance notice of apprenticeship openings so that they can notify and



refer candidates. Such notification will include a copy of the Equal Opportunity Pledge.

- ☐ • Include in its list of referral sources groups within the JATC's jurisdictional area whose membership is focused on minorities, females, Hispanics or Latinos, and individuals with disabilities. Notify those groups when applications for apprenticeship are available.
- ☐ • Contact and seek to build position relationships with groups established or the purpose of assisting and preparing minorities, females, Hispanics or Latinos, and individuals with disabilities for careers.
- ☐ • Make all participating Employers and Local Union Members aware of the need to recruit qualified applicants who are minorities, females, Hispanic or Latino, or have disabilities, and encouraging them to refer any potential candidates to the JATC.
- ☐ • Notice of Apprenticeship Opportunities and other application information will be disseminated in the media that is most likely to reach the minority, female, ethnic, and disabled communities, and will include information concerning the nature of apprenticeship, requirements for admission, availability of apprenticeship opportunities, sources of applications, and the JATC's EEO/AA Plan. The availability of trust funds and the effectiveness of such media advertising will be included in the annual review.
- ☐ • Develop a social media campaign as part of the JATC's outreach.
- ☐ • Participate in local secondary and post-secondary school programs and communicate with local Guidance Counselors and Placement Coordinators to make apprenticeship opportunities known, with emphasis on the need for minority, female, ethnically diverse, and disable applicants who meet the minimum qualifications. The JATC will also provide written notice of apprenticeship opportunities to all secondary and post-secondary schools within the sponsor's jurisdiction.
- ☐ • Sponsor outreach information activities with area guidance counselors, identifying requirements for entrance into apprenticeship and successful completion and/or program.
- ☐ • Post public announcements of the Apprenticeship Opportunity in commercial establishments and public facilities normally frequented by minorities and/or females.

Preparation of Potential Applicants

- ☐ • Identify those individuals who meet all minimum requirements except for the mathematics component and develop options or strategies to assist them in meeting this requirement. (If the applicant's original application response time has expired, she/he will need to reapply.)
- ☐ • The JATC will create or identify partnerships with pre-apprenticeship programs designed for or having significant participation by underrepresented groups. Depending upon the curriculum in that program, individuals successfully completing those programs will be offered direct interview or direct entry, subject to other requirements in the Standards and Selection Procedures.
- ☐ • The JATC will create or identify partnerships with programs designed for or having significant participation by underrepresented groups that provide curriculum similar to the Apprentice Program First Year curriculum. Individuals successfully completing those programs will be offered direct interview or direct entry, and advanced standing, subject to other requirements in the Standards and Selection Procedures.
- ☐ • The JATC will publicize to all referral sources, especially to those whose membership is focused on minorities, females, Hispanics or Latinos, and individuals with disabilities, the availability of any "hybrid" options of selection or to gain relevant job experience through the CW/CE classifications.



Equal Opportunity Awareness

- ☐ • Conduct annual informational classes or similar training for all apprentices, clearly and concisely explaining the JATC's Rules and Policies, including Equal Opportunity policies and Complaint Procedure.
- ☐ • Internally communicate its Equal Opportunity Policy in such a manner as to foster understanding, acceptance, and support among the sponsoring parties' various officers, supervisors, employees, and members and to encourage such persons to take the necessary action to aid the JATC in meeting its obligation in this area.

Mentoring and Retention Activities

- ☐ • Inform all classroom instructors to promptly report to the JATC any major signs of weakness in study habits or any detectable learning deficiencies, and identify strategies, assistance or referrals that can be offered to those apprentices.
- ☐ • The JATC recognizes that some selected applicants have been away from any formal education for some time, resulting in weakened study habits and math skills. The JATC will refer to programs to better prepare them for their related studies in the apprenticeship program.
- ☐ • Establish a committee of minority members who have reached Qualified Electrical Worker status (when Qualified Electrical Workers are available and willing to serve in such a capacity) for the purpose of recruiting more qualified minority applicants and to aid in the retention of minority apprentices. This special committee will be appointed by, and serve at the pleasure of, the JATC.
- ☐ • Establish a committee of female members who have reached Qualified Electrical Worker status (when Qualified Electrical Workers are available and willing to serve in such a capacity) for the purpose of recruiting more qualified female applicants and to aid in the retention of female apprentices. This special committee will be appointed by, and serve at the pleasure of, the JATC.
- ☐ • Establish a committee of ethnically diverse members who have reached Qualified Electrical Worker status (when Qualified Electrical Workers are available and willing to serve in such a capacity) for the purpose of recruiting more qualified ethnically diverse applicants and to aid in the retention of ethnically diverse apprentices. This special committee will be appointed by, and serve at the pleasure of, the JATC.
- ☐ • Establish a committee of members with disabilities who have reached Qualified Electrical Worker status (when Qualified Electrical Workers are available and willing to serve in such a capacity) for the purpose of recruiting more qualified individuals with disabilities as applicants and to aid in the retention of apprentices with disabilities. This special committee will be appointed by, and serve at the pleasure of, the JATC.
- ☐ • Conduct exit interviews with individuals leaving the apprenticeship program in an effort to identify reasons for dissatisfaction and meaningful efforts designed to improve retention.
- ☐ • Offer special classes for the purpose of tutoring apprentices.

[Choose as many as applicable, or none.]

Enter text here



SECTION VII – ANNUAL REVIEW OF PERSONNEL PRACTICES

PLEASE NOTE: You should initially complete this section by the second anniversary of your program’s registration with a Registration Agency, and again on an annual basis.

We conduct a thorough, systematic, and comprehensive review at the program, industry and occupation level of our personnel processes related to the administration of the apprenticeship program annually. Such an annual review ensures that the apprenticeship program is operating free from discrimination based on race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), sexual orientation, age (40 or older), genetic information, and disability.

Our reviews have included (but may not be limited to): the qualifications for apprenticeship, application and selection procedures, wages, outreach and recruitment activities, advancement opportunities, promotions, work assignments, job performance, rotations among all work processes of the occupation, disciplinary actions, handling of requests for reasonable accommodations, and the program’s accessibility to individuals with disabilities (including the use of information and communication technology).

As a result of our most recent annual review, which was conducted on: *(insert date)* _____, we made or will make the modifications to the program listed in **Table 12** below. Examples of modifications that may improve equal employment for apprentices may include, but not limited to:

- ☐ Developing, revising, or enhancing training or information sessions on EEO requirements, and providing a nondiscriminatory, welcoming work environment.
- ☐ Taking appropriate disciplinary actions (up to and including termination) against staff or apprentices who engage in unlawful harassment or otherwise fail to provide equal employment opportunity.
- ☐ Renegotiating or terminating collective bargaining or employer acceptance agreements to eliminate discriminatory policies or processes or otherwise allow the sponsor to address barriers or impediments to EEO.
- ☐ Taking steps to ensure that compensation in an occupational group does not vary based on any protected category.
- ☐ Revising work assignments to ensure that they do not discriminate on the basis of any protected category.
- ☐ Revising disciplinary standards to ensure that they do not discriminate on the basis of any protected category.
- ☐ Other provision of reasonable accommodations to IWDs: *Fill in the blank* _____

TABLE 12 – Modifications of Personnel Practices

Modification of Personnel Practices	Date Made or To Be Made



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SECTION VIII – INVITATION TO SELF-IDENTIFY AS AN INDIVIDUAL WITH A DISABILITY

PLEASE NOTE: You should initially complete this section by the second anniversary of your program’s registration with a Registration Agency, and again on each occasion that you update your written AAP.

- ☐ On *(insert date)*_____, we began inviting all applicants for our program, at the time that they apply or are considered for apprenticeship, to inform us whether they believe that they are IWDs.
- ☐ We invited our then-current apprentices to self-identify on *(insert date)*_____.
- ☐ Since then, we have continued to invite all applicants to self-identify when they apply, and all accepted applicants to self-identify after acceptance into the program but before they begin their apprenticeships.
- ☐ Every year, we have reminded all current apprentices that they may update their Voluntary Disability Disclosure Form. We sent our most recent reminder on *(insert date)*_____.
- ☐ We use the Voluntary Disability Disclosure Form for these self-identification invitations.
- ☐ We keep the Voluntary Disability Disclosure Form separate from the application and the apprentice’s program files.



SECTION IX – OFFICIAL ADOPTION OF THE WRITTEN AFFIRMATIVE ACTION PLAN

1. Adoption by the Sponsor

(where there is no labor union involvement in the sponsorship of the program)

Electrical Joint Apprenticeship and Training Committees adopts this written Affirmative Action Plan on this (day) day of (month) 20 24.

Signature of Sponsor's Representative

(insert typed/printed name)

Typed/Printed Name

(insert date)

Date

2. Adoption by Labor and Management Representatives of the Sponsor

(where applicable)

[Complete below ONLY IF there is joint union-management sponsorship of the apprenticeship program, and where separate signatures from labor union and management representatives are required.]

Electrical Joint Apprenticeship and Training Committees adopts this written Affirmative Action Plan on this 7th day of January 20 25.

Greg Dye

Signature of Management Representative

Greg Dye

Typed/Printed Name

Apr 2, 2025

Date

Jacob Haas

Signature of Labor Representative

Jacob Haas

Typed/Printed Name

Mar 29, 2025

Date

Signature: Greg Dye
Greg Dye (Apr 2, 2025 18:30 PDT)

Email: gregdye@briggselectric.com

Signature: Jacob Haas
Jacob Haas (Mar 29, 2025 08:15 PDT)

Email: jhaas@ibewlocal401.org