**EXTENDED APPRENTICESHIP PROGRAM REVIEW TOOL**

***Complete the EAPR Tool only for sponsors that have to develop Affirmative Action Programs (AAPs).***

***Unless stated otherwise, all items in the EAPR Tool apply to the period from sponsor’s two-year compliance date or sponsor’s most recent EAPR (whichever was later) to the present.***

**How to Use this Tool**

1. *During the desk audit,* *pre-fill this Tool with information taken from RAPIDS and the documents already in program files.*
2. *You will use the sponsor’s most recent Affirmative Action Plan to pre-fill the Checklists in the Tool. In addition, at the beginning of each Checklist, there is a list of other likely sources of the information needed to complete that Checklist.*
3. *During the in-person audit, review the Tool with the sponsor’s representative to clarify, verify, or fill gaps in the pre-filled information.*

Detailed instructions for using this Tool appear in Chapter 5 of the Manual. The acronyms and definitions provided in the Manual also apply to this Tool.

*√*  ***REMINDER: Information sources/documents relevant throughout the Tool:***

* The sponsor’s Affirmative Action Plan and modifications and updates
* Your discussions with the sponsor’s representative

# CHECKLIST 8: SPONSOR’S ANNUAL REVIEWS OF PERSONNEL PROCESSES

***Sponsors must conduct their Annual Reviews of Personnel Processes on their own, without waiting for a program review by OA. The first such Annual Review of Personnel Processes must be completed by their two-year compliance date.***

**All *sponsors required to develop an AAP must conduct this Annual Review of Personnel Processes.***

***√ Information Sources/Documents related to this Checklist:***

* All Annual Reviews of Personnel Processes conducted by the sponsor

**CHECKLIST FOR SPONSOR’S ANNUAL REVIEWS OF PERSONNEL PROCESSES**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| * + 1. Frequency of Annual Reviews of Personnel Processes |  | |
| * 1. The sponsor has conducted a careful, thorough, and systematic Annual Review of Personnel Processes of all aspects of its apprenticeship program to ensure that it was operating its program free from unlawful discrimination *every year* since its two-year compliance date or its most recent EAPR, whichever was later.  *If the response to item 1(a) is yes, evaluate the Annual Review of Personnel Processes that the sponsor conducted for its most recent program year (using items 2-4 below).* |  |  |
| * 1. *[If the response to item 1(a) is no – that is, if the sponsor did not conduct its Annual Review of Personnel Processes]*   The sponsor conducted such a Review for *some* of the years since its two-year compliance date or its most recent EAPR, whichever was later.  Indicate the years for which the sponsor conducted the Annual Review of Personnel Processes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *If the answer to item 1(b) is yes, evaluate all the Annual Reviews of Personnel Processes that the sponsor conducted during this period (using items 2-4 below).*  *If the responses to items 1(a) or (b) are no, it is a deficiency.* |  |  |
|  | | |
| 1. Thoroughness of the Annual Reviews of Personnel Processes. The sponsor thoroughly considered whether each of the below aspects of the program created a barrier to equal opportunity for any protected demographic group. (29 CFR § 30.9)   *If the sponsor did not consider an aspect of its program listed in items 2(a)-(j) below at all, check ‘no.’*  *If the sponsor considered an aspect, but not thoroughly, check ‘no’ and record the reason(s) for your evaluation where indicated. See instructions for how to evaluate the thoroughness of the sponsor’s consideration in the Manual (Chapter 5).* |  | |
| * + 1. Qualifications for apprenticeship   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| * + 1. Application and selection procedures   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| * + 1. Wages   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| * + 1. Outreach and recruitment activities   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| * + 1. Advancement opportunities and promotions   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| * + 1. Work assignments and rotations among all work processes of the occupation   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| * + 1. Evaluations of job performance   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| * + 1. Disciplinary actions   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| * + 1. Handling of requests for reasonable accommodations   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| * + 1. The program’s accessibility to IWDs (including the accessibility of information and communication technology)   *If no, reason for evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
|  | | |
| 1. Sponsor’s response to its evaluation of its program. The sponsor modified its policies and practices – |  | |
| 1. Where it found in its Annual Review of Personnel Processes that any such policy or practice created a barrier to equal opportunity for any protected demographic group. |  |  |
| 1. If it set goals for any demographic group during its last Affirmative Action Plan and it failed to achieve or make reasonable progress toward those goals. |  |  |
|  | | |
| 1. Incorporation into Affirmative Action Plan and Standards |  | |
| The sponsor updated its written Affirmative Action Plan by describing its Annual Review of Personnel Processes and identifying any modifications made (or to be made) to the program as a result of that review. (29 CFR § 30.9) *If the sponsor used the AAP Boilerplate or AAP Builder in RAPIDS, you can find modifications made as the result of an Annual Review of Personnel Processes in Section VII.* |  |  |
| If the modifications required any change(s) to the apprenticeship Standards, the sponsor made those changes. (29 CFR § 29.3(i)) |  |  |

# CHECKLIST 9: INVITATIONS TO SELF-IDENTIFY AS AN INDIVIDUAL WITH A DISABILITY

***√ Information Sources/Documents related to this Checklist:***

* Responses to invitations to applicants and apprentices to self-identify as an individual with a disability
* Summaries or data analyses of responses to invitations to self-identify as an individual with a disability
* Sponsor’s procedures or policies regarding maintenance of information on disability self-identification

**INVITATIONS TO SELF-IDENTIFY CHECKLIST**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| * + 1. Invitations to *applicants* to self-identify as an individual with a disability (IWD) |  | |
| *(Pre-offer)* Separately from the application itself, the sponsor has extended an invitation to every applicant before making any offers of admission into the program using the Voluntary Disability Disclosure Form (Section II of Form 671). *The invitation may be included with the application materials for apprenticeship, but must be separate from the application.* |  |  |
| *(Post-offer)* The sponsor has extended an invitation to every applicant after offering admission into the program, but before beginning his or her apprenticeship using the Voluntary Disability Disclosure Form (Section II of Form 671). |  |  |
|  | | |
| * + 1. Invitations to *apprentices* to self-identify as an IWD |  | |
| 1. *[To be completed only at the first EAPR after the sponsor’s two-year compliance date]*   The sponsor extended an invitation to self-identify as an IWD to every current apprentice, using the Voluntary Disability Disclosure Form (Section II of Form 671), by its two-year compliance date. |  |  |
| 1. The sponsor has reminded its apprentices yearly that they may voluntarily update their disability status. |  |  |
|  | | |
| * + 1. *Confidentiality of information.* The sponsor has kept all information on disability self-identification confidential, and maintained it in a separate data analysis file (rather than in the medical or program files of individual apprentices). |  |  |

# CHECKLIST 10: WORKFORCE ANALYSIS FOR RACE, SEX, AND ETHNICITY

***√ Information Sources/Documents related to this Checklist:***

* Sponsor’s Affirmative Action Plan since its two-year compliance date or most recent EAPR (whichever was later)
* Sponsor’s RAPIDS account

**CHECKLIST FOR WORKFORCE ANALYSES FOR RACE, SEX, AND ETHNICITY**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| * + - 1. Workforce analyses by occupational title.   *Instructions for completing workforce analyses for race, sex, and ethnicity by occupational title are contained in the AAP Boilerplate (see Tables 1-3).* |  | |
| * + - * 1. *[If this is the sponsor’s first EAPR since its two-year compliance date]*   The sponsor conducted a workforce analysis for race, sex, and ethnicity for each of its registered occupational titles by its two-year compliance date. |  |  |
| *[At subsequent EAPRs]*  The sponsor conducted a workforce analysis for race, sex, and ethnicity for each of its registered occupational titles at least once every three years if a program review has not taken place. |  |  |
|  | | |
| * + - 1. Grouping occupational titles into major occupation groups.   *Major occupation groups consist of all the occupational titles that share the same 2-digit SOC/O\*NET code.* |  | |
| * + - * 1. *[If this is the sponsor’s first EAPR since its two-year compliance date]*   The sponsor correctly grouped its registered occupational titles into major occupation groups by its two-year compliance date. |  |  |
| *[At subsequent EAPRs]*  If there was a change in its registered occupational titles, the sponsor updated its major occupation groups at least once every three years if a program review has not taken place. |  |  |
|  | | |
| * + - 1. Workforce analyses by major occupation group.   *Instructions for completing workforce analyses for race, sex, and ethnicity by major occupation groups are contained in the AAP Boilerplate (see Tables 4-6).* |  | |
| * + - * 1. *[If this is the sponsor’s first EAPR since its two-year compliance date]*   The sponsor conducted a workforce analysis for race, sex, and ethnicity for each of its major occupation groups by its two-year compliance date. |  |  |
| *[At subsequent EAPRs]*  The sponsor conducted a workforce analysis for race, sex, and ethnicity for each of its major occupation groups at least once every three years if a program review has not taken place. |  |  |

# CHECKLIST 11: WORKFORCE ANALYSIS FOR DISABILITY

***√ Information Sources/Documents related to this Checklist:***

* Sponsor’s Affirmative Action Plan since its two-year compliance date or most recent EAPR (whichever was later)
* Sponsor’s RAPIDS account

**CHECKLIST FOR WORKFORCE ANALYSES FOR DISABILITY**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| * + - 1. Workforce analyses by occupational title.   *Instructions for completing workforce analyses for disability by occupational title are contained in the AAP Boilerplate (see Table 8).* |  | |
| * 1. *[If this is the sponsor’s first EAPR since its two-year compliance date]*   The sponsor conducted a workforce analysis for disability for each of its registered occupational titles by its two-year compliance date. |  |  |
| *[At subsequent EAPRs]*  The sponsor conducted a workforce analysis for disability for each of its registered occupational titles at least once every three years if a program review has not taken place. |  |  |
|  | | |
| * + - 1. Grouping occupational titles into major occupation groups.   *Major occupation groups consist of all the occupational titles that share the same 2-digit SOC/O\*NET code.* |  | |
| * + 1. *[If this is the sponsor’s first EAPR since its two-year compliance date]*   The sponsor correctly grouped its registered occupational titles into major occupation groups by its two-year compliance date. |  |  |
| *[At subsequent EAPRs]*  If there was a change in its registered occupational titles, the sponsor updated its major occupation groups at least once every three years if a program review has not taken place. |  |  |
|  | | |
| * + - 1. Workforce analyses by major occupation group.   *Instructions for completing workforce analyses for disability by major occupation group are contained in the AAP Boilerplate (see Table 9).* |  | |
| * + - * 1. *[If this is the sponsor’s first EAPR since its two-year compliance date]*   The sponsor conducted a workforce analysis for disability for each of its major occupation groups by its two-year compliance date. |  |  |
| *[At subsequent EAPRs]*  The sponsor conducted a workforce analysis for disability for each of its major occupation groups at least once every three years if a program review has not taken place. |  |  |

# CHECKLIST 12: TARGETED OUTREACH, RECRUITMENT, AND RETENTION ACTIVITIES (IF REQUIRED)

***Completion of this Checklist is mandatory only if sponsors were required to adopt race, sex, or ethnicity goals in which there was underutilization for any such group or found impediments to equal employment opportunity for IWDs during the most recent EAPR. Please refer to Sections IV and V of the AAP Boilerplate and the Reference Guide for the AAP Boilerplate for guidance on how to assist sponsors with establishing and recording utilization goals for any race, sex, or ethnicity group in which there was underutilization or where any impediments to equal employment opportunity were identified for IWDs.***

***√ Information Sources/Documents related to this Checklist:***

* Sponsor’s Affirmative Action Plan since its two-year compliance date or most recent EAPR (whichever was later)
* Sponsor’s RAPIDS account

**CHECKLIST FOR TARGETED OUTREACH, RECRUITMENT, AND RETENTION ACTIVITIES (IF REQUIRED)**

|  |  |
| --- | --- |
|  | |
| * + - * 1. As of the date of the most recent workforce analyses, the proportion in each of the sponsor’s major occupation groups of the demographic group(s) for which the sponsor found underutilization and set a utilization goal at its previous EAPR.   *If needed, add additional tables for each of the sponsor’s major occupation groups.*  *See additional instructions in the Manual (Chapter 5).* | Has the Sponsor Met or Exceeded their Previously Established Utilization Goal Through Targeted Outreach, Recruitment, and Retention?[[1]](#footnote-1) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Major Occupation Group:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Previous Goal Set (%)  *Insert “N/A” if no goal was adopted.* | % in Apprentice Workforce  as of \_\_\_\_\_\_\_ *[insert date]* | Yes | No |
| 1. Women |  |  |  |  |
| 1. Hispanic |  |  |  |  |
| 1. African American |  |  |  |  |
| 1. Asian |  |  |  |  |
| 1. American Indian or Alaska Native |  |  |  |  |
| 1. Native Hawaiian or Other Pacific Islander |  |  |  |  |
| 1. Individual with a Disability | 7% |  |  |  |
| Major Occupation Group:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Previous Goal Set (%)  *Insert “N/A” if no goal was adopted.* | % in Apprentice Workforce  as of \_\_\_\_\_\_\_ *[insert date]* | Yes | No |
| 1. Women |  |  |  |  |
| 1. Hispanic |  |  |  |  |
| 1. African American |  |  |  |  |
| 1. Asian |  |  |  |  |
| 1. American Indian or Alaska Native |  |  |  |  |
| 1. Native Hawaiian or Other Pacific Islander |  |  |  |  |
| 1. Individual with a Disability | 7% |  |  |  |

|  |  |
| --- | --- |
|  | |
| * + - * 1. Reasons given for any failures to meet goals (including any progress made toward meeting goals).   *If needed, add additional tables for each of the sponsor’s major occupation groups.*  *See additional instructions in the Manual (Chapter 5).* |  |

|  |  |
| --- | --- |
| Major Occupation Group:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | *If response in item 1 for this demographic group is no – that is if the % in the current apprentice workforce for this major occupation group does not meet or exceed the previous goal – record the reasons the sponsor has given.* |
| 1. Women |  |
| 1. Hispanic |  |
| 1. African American |  |
| 1. Asian |  |
| 1. American Indian or Alaska Native |  |
| 1. Native Hawaiian or Other Pacific Islander |  |
| 1. Individual with a Disability |  |
| Major Occupation Group:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | *If response in item 1 for this demographic group is no – that is, if the % in the current apprentice workforce for this major occupation group does not meet or exceed the previous goal – record the reasons the sponsor has given.* |
| 1. Women |  |
| 1. Hispanic |  |
| 1. African American |  |
| 1. Asian |  |
| 1. American Indian or Alaska Native |  |
| 1. Native Hawaiian or Other Pacific Islander |  |
| 1. Individual with a Disability |  |

|  |  |
| --- | --- |
|  | |
| * + - * 1. Number of new apprentices the sponsor registered since its previous EAPR in each major occupation group.   *See additional information about this item in the Manual (Chapter 5).* |  |
| Major Occupation Group | Number of New Apprentices Registered |
| 1. *[insert major occupation group]: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |
| 1. *[insert major occupation group]: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |
| 1. *[insert major occupation group]: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |
| 1. *[insert major occupation group]: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |
|  | |
| * + - * 1. Record your observations and overall assessment of the sponsor’s good faith efforts:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | |
| * + - * 1. The sponsor disseminated information to organizations serving each underutilized group regarding the nature of apprenticeship, requirements for selection for apprenticeship, availability of apprenticeship opportunities, and the equal opportunity pledge.   *If needed, add additional tables for each of the sponsor’s major occupation groups.* | |

|  |  |
| --- | --- |
| Major Occupation Group:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Organization(s) serving population  to which information was disseminated |
| 1. Women |  |
| 1. Hispanic |  |
| 1. African American |  |
| 1. Asian |  |
| 1. American Indian or Alaska Native |  |
| 1. Native Hawaiian or Other Pacific Islander |  |
| 1. Individual with a Disability |  |
| Major Occupation Group:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Organization(s) serving population  to which information was disseminated |
| 1. Women |  |
| 1. Hispanic |  |
| 1. African American |  |
| 1. Asian |  |
| 1. American Indian or Alaska Native |  |
| 1. Native Hawaiian or Other Pacific Islander |  |
| 1. Individual with a Disability |  |

|  |  |  |
| --- | --- | --- |
|  | | |
| 6. The sponsor has advertised openings for apprenticeship opportunities by publishing advertisements in the following media that have wide circulation in the relevant recruitment areas:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
|  | | |
| 7. The sponsor has cooperated 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 apprenticeship programs:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
|  | | |
| 8. The sponsor has established 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:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
|  | Yes | No |
| 9. After every selection cycle for registering apprentices, the sponsor evaluated and documented the overall effectiveness of its targeted outreach and recruitment activities and refine them as needed. |  |  |
|  | Yes | No |
| 10. The sponsor has undertaken the following optional activities that may assist with addressing any barriers to equal opportunity in apprenticeship: |  | |
| 1. Enlist journeyworkers from the underutilized group(s) to assist in implementing the Affirmative Action Plan. |  |  |
| 1. Enlist journeyworkers from the underutilized group(s) to mentor apprentices and to assist with targeted outreach and recruitment activities. |  |  |
| 1. Conduct exit interviews of each apprentice who leaves the apprenticeship program before completion to understand better why he/she left and to help shape retention activities. |  |  |
| 1. Other:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

1. Please note that the comparison to the previously-established goal is useful for assessing good faith efforts in meeting that goal, but the comparison to the *current* availability figure will dictate if goals needs to be set at this EAPR. [↑](#footnote-ref-1)