Department of Commerce & Economic Opportunity (DCEO)

2022 Grantee Manual

Illinois Works
Pre-apprenticeship Program

February, 2022

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Section 1: Introduction to Illinois Works

Section Overview

By the end of Section 1, you will be able to:

- Articulate the mission of **Department of Commerce & Economic Opportunity** (DCEO).

- Explain how the **Illinois Works Jobs Program Act** supports the Governor's 5-year economic plan.

- Describe the **benefits** of apprenticeship programs.

- List the three **key** Illinois Works Programs that together create a unique and innovative three-prong workforce development model.

- Describe each of the **DCEO Office of Illinois Works Programs: Apprenticeship Initiative, Pre-apprenticeship Program, and the Bid Credit Program.**

- Recognize each of the program's **design elements** and **requirements**.

- Reference fundamental program **definitions**.

Department of Commerce & Economic Opportunity

The Department of Commerce & Economic Opportunity's (DCEO) mission is to support and maintain a climate that enables a strong economy by keeping, attracting and growing businesses, maintaining a skilled workforce, and enhancing communities so that the climate in Illinois is one in which businesses, small and large, and their workers, can succeed to the greatest extent possible.

DCEO delivers impactful and efficient programs and services through its various offices, including the **Office of Illinois Works.**

Overview of Illinois Works

The Illinois Works Jobs Program Act was created as a result of Governor Pritzker's historic $45 billion capital plan, Rebuild Illinois, and his commitment to expanding equity in Illinois' construction workforce.

The Illinois General Assembly passed the **Illinois Works Jobs Program Act (30 ILCS 559/)** on June 28th, 2019. This state law also appropriated funds for the implementation of the various Illinois Works programs.

The **Illinois Works Jobs Program Act** is a statewide initiative to ensure that all Illinois residents have access to state capital projects and careers, including in the construction industry and building trades. The goal is to provide contracting and employment opportunities to historically underrepresented populations, including women, people of color, and veterans.
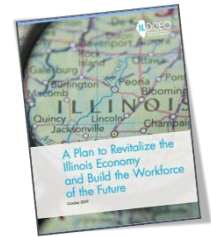
Unfortunately, diverse populations have not been adequately represented in the construction industry and the building trades. Data shows that the construction industry and the best paid building trades have fewer than 10% of apprenticeships extended to women and people of color. With the new Rebuild Illinois capital funding set to pave the way for tens of thousands of jobs over the next decade, Illinois Works (ILW) was intentionally designed to increase equity and opportunity in capital construction projects.

This is a top priority of the **Governor's 5-year economic plan**! The intention is to reinvigorate for the future the construction workforce in Illinois. This initiative will create opportunities for Illinois businesses, communities, families, and residents.

Benefits of Apprenticeship Programs

ILW is designed to expand apprenticeship opportunities for underrepresented populations across the state of Illinois.

- Apprentices earn while they learn. They learn a skilled trade while earning a wage with a sense of job security.

- Apprenticeships often serve as an entry point into a career that would otherwise be closed to an individual due to lack of experience.

- Serving in an apprenticeship provides a lifetime skill and a comprehensive knowledge of the trade.

- Apprenticeship training enhances economic security since graduate apprentices are often promoted to supervisory positions.

- The skills apprentices learn are transferable from one employer to another and generally from one area of the country to another.

- Traditionally, no student loans are associated with these programs. As a result, participants receive training and complete their programs debt-free.

An expansion of apprenticeship opportunities will help **boost employment and wages** for more Illinois residents and yield significant benefits for our economy at large. According to the Illinois Department of Employment Security:

- The construction sector is projected to grow 12% in the next ten years.

- On average, jobs in this sector pay $18 per hour to apprentices enrolled in Department of Labor (DOL) registered apprenticeship programs, and $32 per hour to those that successfully graduate and achieve journey worker status.

- The construction industry and the building trades provide a comprehensive fringe benefit package including health insurance and pension programs, among others.

As a result of the expected growth in demand stemming from capital investments resulting from Rebuild Illinois and the accelerating retirements of the baby boomer generation, ILW, through successfully partnering with community stakeholders, will achieve the following goals:

- Provide a career pathway for members of historically underrepresented communities.

- Provide eligible apprentices with the skills for lifelong job security.

- Promote construction as a viable job industry for women, people of color, and veterans.

- Provide the construction industry with a consistent skilled workforce for generations to come.

- Create new partnerships between state agencies and community organizations.

Innovative Workforce Development Model

Illinois Works is an innovative workforce development model focused on transitioning participants to DOL registered apprenticeship programs (RAPs) in construction and the building trades. This unique model is a three-prong approach to workforce development, each fitting together as a critical piece of a puzzle.
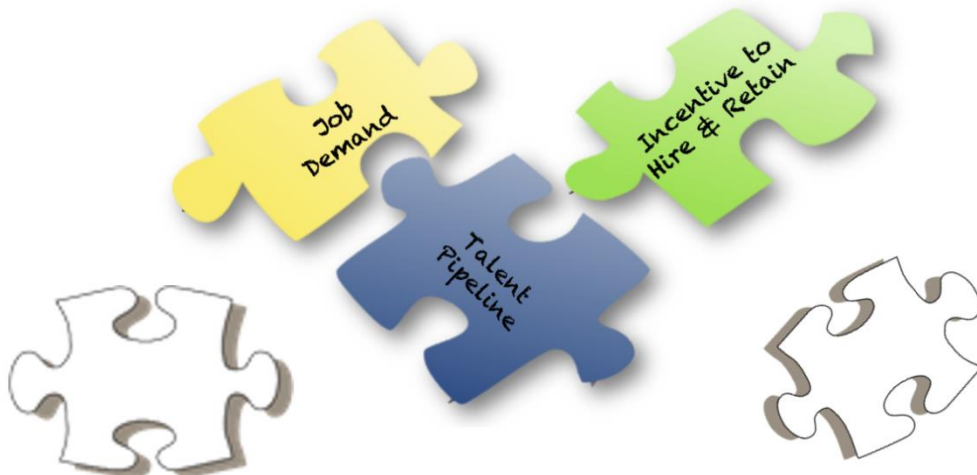
The Illinois Works programs create the:

- Job Demand
- Talent Pipeline
- Incentives to Hire and Retain

Typically, workforce development models have one, or perhaps even two of these key components. Any one or combination of any two would substantially impact the workforce. ILW encompasses **ALL** three of these key components, to create a comprehensive response to quickly changing workforce development needs. ILW **is a one-of-a-kind initiative and is in a unique position to make a substantial difference!**

In order to create the **job demand** and the **talent pipeline**, and to give **incentives to hire** and **retain,** the DCEO Office of Illinois Works is implementing **three key programs**:

- Apprenticeship Initiative
- Pre-apprenticeship Program
- Bid Credit Program

Each program is a critical piece to the puzzle.

Three Key Programs

The DCEO Office of Illinois Works, with the support of community partners, as well as the building trades and construction industry, will deliver three key programs. The intention of these programs is to expand RAP opportunities, with a targeted focus on underrepresented populations including women, people of color, and veterans.

Illinois Works Apprenticeship Initiative

The **Illinois Works Apprenticeship Initiative** creates the **demand for jobs**!

It ensures that contractors and subcontractors comply with the goal of 10% of the actual or estimated labor hours of qualifying capital construction projects to be done by apprentices.

This program opens the doors of opportunity into the construction industry and the building trades. It applies to public works projects with an estimated cost of $500,000 or more, including both capital grants and direct capital contracts and awards. For applicable projects, the goal is for individuals participating in RAPs to perform 10% of the total labor hours actually worked in each prevailing wage category OR 10% of the estimated labor hours in each prevailing wage category, whichever is less.

Illinois Works Pre-apprenticeship Program

The Illinois Works Apprenticeship Initiative creates the demand for jobs and the **Illinois Works Pre-apprenticeship Program** creates the **pipeline** of diverse candidates to help respond to that demand.
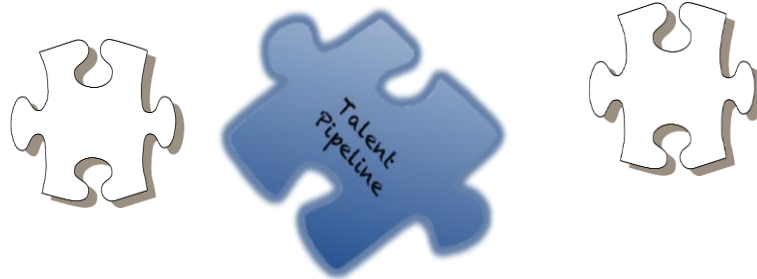
This state grant program creates a qualified talent pipeline to fill job opportunities with diverse candidates. This program delivers pre-apprenticeship skills training through a network of non-profit community-based organizations, including community colleges, school districts, faith-based organizations, and business associations. Grantees provide training to prepare underrepresented populations in the construction and building trades. This includes women, people of color, and veterans. Participants of the program attend tuition-free and receive a stipend as they progress. Programs also offer an array of wrap-around services and other supportive services to help overcome systemic barriers to completing the program and entering the construction industry. Those who successfully complete the program receive transition services to assist them in entering a DOL registered apprenticeship program and take advantage of the job opportunities created through the Apprenticeship Initiative.

Illinois Works Bid Credit Program

The Illinois Works Apprenticeship Initiative creates the demand for jobs. The Illinois Works Pre-apprenticeship Program creates the pipeline of diverse candidates to help respond to that demand. To complete the puzzle, the **Illinois Works Bid Credit Program** helps ensure that the Illinois Works Pre-apprenticeship program graduates are **hired and retained** by contractors and subcontractors.

This program incentivizes contractors to increase the diversity of their workforce. The Bid Credit program allows contractors and subcontractors to earn bid credits by employing and retaining apprentices who have completed the Illinois Works Pre-apprenticeship Program. Bid credits can be used toward future bids for public works projects contracted by an agency of the State.

In summary, Illinois Works encompasses three programs: the **Illinois Works Apprenticeship Initiative** creates the **demand for jobs**; the **Illinois Works Pre-apprenticeship Program** creates the **pipeline of diverse candidates** to help respond to that demand, and the **Illinois Works Bid Credit Program** helps ensure that the Illinois Works Pre-apprenticeship program graduates are **hired and retained by contractors and subcontractors.**

Illinois Works Pre-apprenticeship Program Design

Program Goal

The **Illinois Works Jobs Program Act** is a top priority of the **Governor's 5-year economic plan**. It is a statewide initiative to ensure that all Illinois residents have access to State capital projects and careers including the construction industry and building trades. It was intentionally designed to increase equity and opportunity in capital construction jobs. The goal of this Act is to provide contracting and employment opportunities to historically underrepresented populations in the construction industry. This effort specifically targets women, people of color, and veterans in the state of Illinois.

The Illinois Works Pre-apprenticeship Program is a critical component to the success of the Act by increasing the number of qualified construction and building trades apprentices who are women, people of color, or veterans and preparing them to enter RAPs on their way to careers in the construction and building trades.

Program Description

Illinois Works Pre-apprenticeship grantees are community-based organizations and coalitions that offer pre-apprenticeship programs rooted in nationally recognized pre-apprenticeship training models. All program elements including outreach, classroom and work site training, wrap-around services, student support services, transition services, and follow-up must meet ILW program requirements and standards. The focus of this grant system is to fund programs

that are specifically designed to increase the probability of success for historically underrepresented populations to transition into RAPs in the construction and building trades. Grantees are expected to review best practices and incorporate them into their program strategies as appropriate.

Nationally Recognized Pre-apprenticeship Program Design Elements

Based on a review of best practices for pre-apprenticeship models, ILW believes the following program elements create the conditions for the successful implementation and management of pre-apprenticeship programs that result in strong participant outcomes:

- Fair compensation, including stipends, and compensation that fosters retention (versus dropping out because it is not possible to make ends meet). Performance-based stipends have been found to be effective at supporting participant's financial needs and encouraging high performance and outcomes.

- A focus on equity that goes beyond numeric participant targets and focuses on all aspects of program design and partnerships, including successful transition into a full apprenticeship program, and program belonging and inclusiveness.

- The provision of wrap-around supports, as appropriate and as needed *(see examples below)*. Strong partnerships between stakeholder groups, including unions and community-based organizations and/or community colleges and local workforce areas.

- Consistent, transparent entry and success requirements.

- Strong community outreach and community leadership within the programs.

- Development of technical skills through hands-on activities and work-based learning, and development of math and literacy skills.

- Career pathway and alignment with employer needs and explicit connection to apprenticeship programs.

- Offering academic and career exploration.

- Culmination in one and ideally multiple industry-recognized credentials and the ability to receive credit toward associate or bachelor's degrees (if applicable).

- Innovative ways to have participants learn online and participate in virtual immersive training techniques (especially in a COVID-19 environment).

- Strong case management, including screening for benefit eligibility, post-program retention supports, mentorship, fostering alumni networks, and preparing participants for construction workplace culture.

- Training for job search skills, resume development and interview practices.

- Offering financial literacy, life coaching and education.

- Enhanced exposure to and the ability to interact with construction and building trades workers of the same race, ethnicity, or gender as participants.

- Documented plan to provide career and transition services to participant's that do not enroll into registered apprenticeship programs.

- Documented plan for transitioning pre-apprenticeship participants into a DOL registered apprenticeship program(s).

These best practices have been leveraged to develop the following program requirements for the **Illinois Works Pre-apprenticeship Program.**

Program Requirements

The **program elements** below represent each of the requirements for a high-quality pre-apprenticeship program that aims to significantly increase apprenticeship opportunities for historically underrepresented populations. Programs will be designed to significantly increase RAP opportunities for historically underrepresented groups including women, people of color, and veterans. Illinois Works Pre-apprenticeship Program elements are briefly described below and are categorized by their location in the Pre-apprentice LifeCycle. The Pre-apprentice LifeCycle and each of these program requirements will be covered in more detail in later sections of this manual.

Outreach, Recruitment and Application

- **Equity-Focus -** (*Learn more*)
  The ability to demonstrate an understanding of how differences (i.e., women, people of color, and veterans) impact individual access to, experience with, and ultimately success within construction and building trades apprenticeship programs.

- **Outreach -** (*Learn more*)
  Focuses on a comprehensive strategy that raises program awareness, as well as the opportunities available through the program.

- **Recruitment -** (*Learn more*)
  Proactively creating and implementing strategies to significantly increase the number of underrepresented populations (i.e., women, people of color, and veterans).

- **Delivery of Other Instruction -** (*Learn more*)
  Referring participants who do not have the minimum program requirements to relevant services in their communities such as free literacy, GED, and ESL classes, among others.

Intake and Wrap-Around Services

- **Wrap-Around Services - (***Learn more*)
  A suite of support services designed to mitigate or remove non-academic barriers that might impede participants' ability to be successful in a pre-apprenticeship program.

- **Stipends -** (*Learn more*)
  The goal of a stipend is to help participants stay financially solvent during the pre-apprenticeship period and to encourage participation, retention, and academic performance. This approach is also known as a performance-based stipend.

Student Support Services

- **Student Support Services -** (*Learn more*)
  Tailored academic support that meets participants' needs, with the goal of maximizing their ability to be successful in the program and obtain the offered certifications/credentials.

- **Partnerships -** (*Learn more*)
  Coordinate with Local Workforce Areas, as well as, local and regional Apprenticeship Navigators and Intermediaries focused on construction and building trades, union groups, community colleges, employers, employer associations, community-based organizations, and secondary schools, among others.

Training

- **Learning -** (*Learn more*)
  The coordination of knowledge acquisition through teaching, education, study, or more innovative tools including online/virtual learning, Alternative Reality (AR), Virtual

Reality (VR), immersive training, and other skill-building techniques.

- **Curricula and Instruction -** (*Learn more*)
  Delivery of an Illinois Works approved curricula that includes North American Building Trades Unions (NABTU) or National Center for Construction Education and Research (NCCER), that provides at least 150 hours of instruction with a strong emphasis on hands-on practice in a construction laboratory and at job sites, that leads to obtaining relevant certifications for the construction industry.

- **Work-Based Learning and Practicums -** (*Learn more*)
  Opportunities for pre-apprentices to do construction work at job sites while receiving feedback from program instructors. This gives participants opportunities to put into practice what they have learned in the classroom.

- **Leveraging Other Resources –** *(Learn more)*
  Utilization of funding or resources from other partner organizations for process acceleration that help stakeholders rapidly embrace programs. This includes co-enrollment, sharing curricula, standards, and best practices along with providing additional funds for supportive services.

Program Completion

- **Outcome Measures - (***Learn more***)**
  The goal is to significantly increase apprenticeship opportunities for historically underrepresented populations. The Illinois Works Act requires grantees to report certain information about their programs, including the number of applicants, participants, individual completions, and construction and building trade apprenticeship placements.

Transition Services

- **Transition Services -** (*Learn more*)
  Assist participants in transitioning to RAPs (union and non-union), connecting them to employers and unions, and referring them to advanced construction education programs.

Follow Up

- **Longitudinal Study -** (*Learn more*)
  Verify over time (up to 10 years post training), the success of the pre-apprentice graduates in their construction or build trades profession, and the impact of the program, in general, in communities and the state.

Staff Roles

To effectively carry out all of the program requirements, grantees must have a dedicated staff. Below is a list of the staff roles that ILW expects all grantees to have at their sites. **Staff roles** are defined as a list of responsibilities attributed to a staff member(s). ILW fully understands that many grantees will have staff that cover more than one role or utilize partnerships to fulfill these roles. Each of these roles will be discussed in more detail in later sections of this manual.

Program Administrator
The Program Administrator is responsible for program compliance and ensuring that performance metrics are met and required reporting is done, oversees program operations, onboards staff, and monitors performance of other program roles. Refer to *Sections 9 –14* of this manual for more information on the requirements outlined here.

Outreach and Recruitment Coordinator (ORC)
The ORC secures a constant flow of leads for the program, conducts pre-screen assessments, ensures program applications are completed, and conducts, along with other team members, standardized interviews. Refer to *Section 4: Outreach and Recruitment* in this manual for more information on the requirements outlined here.

Wrap-around Service Coordinator (WSC)
The WSC is responsible for non-academic supports beginning with the Wrap-Around Service Assessment during Intake. This role will complete the assessment, set up necessary services, and work with the Academic Support Specialist to offer additional supports if participants begin to struggle academically, if needed. The WSC will also source from outside providers and partners other needed support services and refer participants to those services. Refer to *Section 6: Participant Wrap-around Services and Student Support Services* in this manual for more information on the requirements outlined here.

Instructor
Each organization is required to have qualified and dedicated instructors for their program. This does not mean the instructors have to be employees, only that programs have a contract with an individual or partner organization that will be carrying out the training portion of their pre-apprenticeship program. Instructors should provide classroom, hands-on, and worksite training, and tutoring. Refer to *Section 7: Training, Instruction, and Certifications* for more information regarding instructor certifications and requirements.

Student Support Services Coordinator (SSSC)
The SSSC is responsible for the academic needs of students, specifically the implementation of Student Support Services, participant progress reports, actions plans, monitoring attendance and academic performance, hosting make-up sessions or post-assessment retakes, and coordinating tutoring services for participants. Refer to *Section 6: Participant Wrap-around Services and Student Support Services* in this manual for more information on the requirements outlined here.

Transition Services Coordinator (TSC)
The TSC is responsible for ensuring the Career Assessments are completed and individualized

career plans are created in coordination with other program staff including the creation of resumes, and the delivery of career services such as mock interviews, and assistance with completing apprenticeship applications, among others. The TSC also works with employers, DOL-registered apprenticeship programs, and other partners to ensure the timely and successful transition of program graduates. The TSC also conducts the required post-program proactive follow-up of graduates. Refer to *Section 8: Program Completion, Transition, and Follow-Up* in this manual for more information on the requirements outlined here.

Data Entry Coordinator (DEC)

Programs can determine how their program data is entered and reported in IWTS. This may be completed by a DEC or it may be part of the other roles in the program. The DEC is responsible for ensuring timely reporting of program's data in the Illinois Works Reporting System (IWRS) including entering participant information, programmatic and service data, outcome metrics, and verifying data accuracy. Refer to *Section 10: Grantee's Data Management* for more information on this role.

Definitions

For clarification, below are a few relevant definitions you will find in the Grantee Manual.

- **Alum-**
  A participant who has successfully completed pre-apprenticeship training and has transitioned.

- **Applicant** -
  A potential pre-apprenticeship participant prior to being accepted to the program.

- **Belonging -**
  When participants are able to bring their authentic selves into the pre-apprentice training rooms and worksites. Belonging makes participants feel valued, allows them to develop positive connections, enhances their sense of well-being, and encourages them to maximize their fullest potential.

- **Benchmarking -**
  Identify points within the program, typically at regular intervals, when actual performance is measured against performance goals.

- **Brainstorming -**
  Facilitated group discussion that may include, but is not be limited to, program leadership and management, appropriate program instructors and staff persons, partners, provides, participants, and/or other relevant stakeholders, to search for new and innovative strategies to improve performance.

- **Bullying** -
  A persistent pattern of mistreatment from others in the workplace that causes either physical or emotional harm. It can include such tactics as verbal, nonverbal,

psychological, or physical abuse, and/or humiliation.

- **Career Assessment –**
  A tool utilized by the Transition Services Coordinator that outlines the post-graduation plans and interests of participants. This is delivered manually during Orientation and electronically for a second time 3 to 4 weeks before program completion.

- **Closed Lead -**
  An individual who definitively expressed a lack of interest in being a pre-apprenticeship participant or did not pass the screening process.

- **Coaching** -
  A tailored engagement between a professional program coach and the grantee.

- **Coaching Plan** -
  Outlines a strategy that responds to program barriers and deficiencies, creates action steps to implement possible solutions, and allocates resources for continuous program improvement support.

- **Cold Lead -**
  An individual who might have at first responded to marketing efforts, maybe filled out an online form, but the program staff have not been able to have contact with them or have had some contact, but the person expressed little interest in the program.

- **Commitment Agreement -**
  A document signed by the participant that outlines their commitment to the program and program policies including compliance with attendance and post-assessment requirements, health and safety measures, drug testing, FERPA and waiver, among others. Participants must sign this agreement to be part of the program.

- **Conference -**
  An event that provides an opportunity for industry and subject matter experts along with Illinois Works grantees to share and exchange ideas, information, experiences, new technologies, theories, etc.

- **Continuous Improvement Models** -
  Models that are designed to bring gradual and/or innovative, ongoing improvements to service delivery processes through program performance, measuring outcomes, benchmarking against program goals, and brainstorm opportunities for improvement, and implementing new strategies.

- **Continuous Program Improvement** -
  An ongoing effort to improve services and program delivery, and it continuously and effectively uses program data to understand a program's strengths and weaknesses at a particular moment in time.

- **Contractor/Vendor** -
  A non-state entity that receives a contract to provide goods and/or services for the awarding non-state entity. The contract creates a procurement relationship between the contractor and the Grantee/Recipient and/or the Subgrantee/Subrecipient.

- **Culture** -
  A pattern of shared basic assumptions learned by a group.

- **Curriculum -**
  Contains the overall content relevant to a training program.

- **Dashboards** -
  Also known as benchmarking dashboards, allow grantees to visually see the comparative data between actual performance and program goals, exposing any performance gaps.

- **Data** -
  Individual pieces of facts which, when analyzed, can provide the Office of Illinois Works and its grantees with valuable information.

- **Data Collection** -
  An established systemic process for accurately collecting data for the purposes of analysis to gain insights.

- **Data Entry Coordinator (DEC) -**
  A staff role responsible for entering data into the Illinois Works Reporting System (IWRS) in a timely and accurate manner.

- **Data Entry** -
  The activity of entering data into a designated computer software application for the purposes of data collection, monitoring, and analysis.

- **Data Management Process** -
  The administrative process of acquiring, validating, and processing data.

- **Delivery of Other Instruction -**
  Referring participants who do not have the minimum program requirements to relevant services in their communities such as free literacy, GED/HiSET, and ESL classes, among others.

- **Department of Commerce & Economic Opportunity (DCEO) -**
  Delivers impactful and efficient programs and services to help maintain a climate that enables a strong economy for taxpayers, businesses, workers, and communities. It accomplishes this by keeping, attracting, and growing businesses, maintaining a skilled

workforce, and enhancing communities so that the climate here is one in which businesses, small and large, and workers, can succeed to the greatest extent possible.

- **Department of Labor (DOL)** -
  Department of Labor (also known as DoL, USDOL, Labor Department, or Labor) is the federal department, created in 1913, responsible for promoting the working conditions of wage earners in the United States.

- **Discrimination** -
  Bias or prejudice resulting in denial of opportunity or unfair treatment when hiring, creating, or applying policies, training, promoting, firing, or laying off employees or in any other terms and conditions of employment.

- **Diversity** -
  The ways in which people differ, encompassing specific characteristics that may include, but not be limited to race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance.

- **Diversity, Inclusion, Belonging, and Equity (DIBE)** -
  DIBE are a core component of Illinois Works program culture and should be incorporated throughout the program from the initial contact with each participant, emphasized during training and service delivery, and reinforced while transitioning participants into an apprenticeship or post training program.

- **Equality** -
  Ensures participants are all given the exact same resources or opportunities.

- **Equity** -
  Recognizes that each person has different needs and circumstances, and allocates the resources and opportunities based on those specific needs and circumstances.

- **Equity-Focus** -
  The ability to demonstrate an understanding of how race, ethnicity, and gender impact individual access to, experience with, and ultimately success within a construction and building trade pre-apprenticeship program.

- **Experiential Training** -
  A two-way interaction between the instructor and the participants that requires the participant to actually perform the job-related task, receive feedback, and reflect on the experience.

- **Family Educational Rights and Privacy Act (FERPA)** -
  A federal law that affords participants who are 18 years old, or who have entered a postsecondary institution at any age ("eligible student"), the right to have some control

over the disclosure of personally identifiable information from their educational records. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

- **File -**
  A collection of records with one or more common property (for instance, a participant file).

- **Grant Accountability and Transparency Act (GATA)** -
  The state law that provides oversight of all grants from the State of Illinois, helps to provide transparency to the grant process, and standardizes grant management across all State of Illinois agencies.

- **Grant Reporting System (GRS)** -
  The Illinois Department of Commerce & Economic Opportunity Grantee Reporting System (GRS), an electronic reporting system used for reporting of grant costs, obligations, and miscellaneous receipts and disbursements (for example, program income).

- **Grantee/Recipient -**
  Non-state entity that receives a monetary award directly from a state awarding agency to carry out the activities as outlined in the award agreement.

- **Harassment** -
  A wide range of unwelcome and offensive behaviors. They can be repetitive, but do not have to be.

- **Hot Lead -**
  An individual who is not only interested but has already decided that they would like to submit an application for consideration as a pre-apprenticeship participant.

- **Illinois Works (ILW)** -
  Is a unique and innovative model that leverages the following three-prong approach to workforce development: Job Demand, Talent Pipeline, and Incentives to Hire and Retain. Each of these fit together as critical components of a workforce development strategy.

- **Illinois Works Jobs Program Act -**
  A state low passed by the Illinois General Assembly in 2019 to establish a statewide initiative to ensure that all Illinois residents have access to state capital projects and careers including in the construction industry and building trades. The goal is to provide contracting and construction industry employment opportunities to historically underrepresented populations including women, people of color, and veterans.

- **Illinois Works Partner Guide-**
  The web-based training guide for the IWRS which offers technical instruction and houses

Illinois Works resources, tools, webinars, training schedules, and other essential information. The Illinois Works Partner Guide is located on Illinois workNet.

- **Illinois Works Pre-apprenticeship Program** -
  An Illinois Works program that increases the number of qualified construction and building trades apprentices who are women, people of color, or veterans (underrepresented populations) and prepares them to enter DOL-registered apprenticeship programs on their way to careers in construction and the building trades. This program creates the pipeline of diverse candidates to respond to the demand created by the Illinois Works Apprenticeship Initiative. Contractors that hire and retain the Pre-apprenticeship program graduates are eligible to receive bid credits.

- **Illinois Works Reporting System (IWRS)** -
  A custom database developed by Illinois Works in partnership with the Center for Workforce Development at Southern Illinois University. IWRS acts as the information hub for all programmatic tracking and most program reporting.

- **Inclusion** -
  An environment in which individuals are treated fairly, respectfully, have equal access to resources and opportunities, and can fully participate and contribute.

- **Information** -
  Knowledge that can be used to understand program outcomes, uncover key insights, and contribute to informed decision-making.

- **Instructor -**
  A staff role responsible to providing training services to participants including classroom, hands-on, and worksite instruction, and tutoring.

- **Internal Controls Questionnaire (ICQ) -**
  The fiscal and administrative risk assessment, completed annually by grant applicants, typically at the end of the grant application process. The ICQ is mandated by GATA and it assesses an organization's ability to implement the required program.

- **Learning -**
  The coordination of knowledge acquisition through teaching, education, study, or more innovative tools including online/virtual learning, Alternative Reality (AR), Virtual Reality (VR), immersive training, and other skill-building techniques.

- **Leveraging Other Resources -**
  Utilization of funding or resources from other partner organizations for process acceleration that help stakeholders rapidly embrace programs. This includes co-enrollment, sharing curricula, standards, and best practices along with providing additional funds for supportive services.

- **Linguistic and Cultural Skills -**
  Linguistic and cultural skills provide grantees with the ability to understand the nuances of language and the cultural implications of potential participant. These skills help grantees to respond effectively to the linguistic and cultural needs of all potential program participants.

- **Longitudinal Study** -
  A correlational study that documents variables over an extended period of time. For purposes of Illinois Works, evaluation will look into program outcomes and impacts up to 10 years after a participant exited the pre-apprenticeship program.

- **Marketing Plan -**
  A plan that outlines the target audience, the tasks to be performed, lists the communication channels that to be utilized, outlines a timeline for when marketing and communications will be distributed, and makes staff assignments.

- **Measuring Outcomes** -
  A systematic way of assessing if programs have achieved their goals through the collection and analysis of data.

- **Needs Analysis -**
  A tool utilized by Illinois Works program coaches to help grantees identify possible barriers to program success.

- **Orientation -**
  A session held, after program acceptance and before the start of the program, with the goals of welcoming participants, introducing staff, communicating expectations, and acclimating them to the grantees' pre-apprenticeship program, and schedule.

- **Outreach and Recruitment Coordinator (ORC) -**
  A staff role responsible for generating leads and helping potential participants navigate the application process leading up to enrollment.

- **Outreach -**
  Activities and strategies that are part of a comprehensive communication strategy that raises general program awareness geared to widen participation.

- **Participant** -
  An individual who is actively enrolled in a pre-apprenticeship program at an Illinois Works approved grantee organization.

- **Participant Leads** -
  Individuals who are interested in enrolling in the pre-apprenticeship training program.

- **Participant Skimming** -
  Participant skimming occurs when programs only select applicants for enrollment who do not require or require fewer wrap-around or student support services in an effort to boost outcome metrics or divert funding to other program activities. Any applicant who meets eligibility requirements and passes a standardized interview must be offered enrollment regardless of their support service needs.

- **Partnerships -**
  They are formally structured long-term relationship. They are typically done by entities that work together to address complex issues to achieve a shared goal. Program partners should contribute unique capabilities to the relationship to maximize outcomes. Partnerships include relationships with Local Workforce Areas, as well as, local and regional Apprenticeship Navigators and Intermediaries focused on construction and building trades, union groups, community colleges, employers, employer associations, community-based organizations, and secondary schools.

- **Performance Gaps** -
  The difference between the program goals, as stipulated by DCEO and the Office of Illinois Works in the grant agreement and approved Work Plan, and the actual program performance.

- **Periodic Financial Report (PFR) -**
  Standardized financial report through GATA that is due within 30 days of the end of each quarter or as required by the grant agreement.

- **Periodic Performance Report (PPR) -**
  Standardized performance report through GATA that is due within 30 days of the end of each quarter as required by the grant agreement.

- **Pre-apprentice LifeCycle** -
  The model created by Illinois Works that outlines the progression of individuals through the Illinois Works Pre-apprenticeship Program from applicant, to participant, to alum.

- **Pre-apprentice Program Application -**
  A standardized tool utilized by the Outreach and Recruitment Coordinator to gather additional information and further determine eligibility for the Illinois Works Pre-apprenticeship Program. This form is found in the Illinois Works Reporting System (IWRS) and is also available in hard copy.

- **Pre-apprenticeship Program** -
  A program designed to prepare individuals for successful entry into DOL-registered Apprenticeship Programs.

- **Pre-apprentice Program Interview Questionnaire -**
  A standardized set of interview questions that allow grantees to learn more about applicants, understand an applicant's interest in construction, and identify the construction trades the applicant is interested in. The interview is carried out by two staff members who score the applicant's responses which are then used as a determining factor in enrollment decisions.

- **Pre-Screen Assessment -**
  A set of six questions asked of leads to determine basic eligibility for the Illinois Works Pre-apprenticeship Program. This assessment is located in the Illinois Works Reporting System (IWRS) and is also available in hard copy.

- **Professional Development (PD)** -
  The culmination of tools, techniques, and strategies that impact the knowledge, skills, behaviors, and attitude of grantees with the goal of improving their performance and enabling them to successfully implement an Illinois Works Pre-apprenticeship Program.

- **Program Administrator -**
  A staff role responsible for program compliance, operations management, and monitoring program performance.

- **Program Coach** -
  A member of the Illinois Works Technical Assistance Team who provides resources, assistance, and guidance to support program improvement and success. Although required for Track II grantees, the Program Coach is also available to assist other programs.

- **Program Core Values** -
  Core ethics or principles which the program is expected to abide by. They serve as a guiding light for behavior and decision-making at each level within the program. The Illinois Works core values include Overcome Barriers, Empower for Resilience and Self-sufficiency, Impact through Outcomes, Innovate Persistently, and Build a Community of Collaboration.

- **Program Culture** -
  Also referred to as program environment, is the pattern of beliefs, values, rituals, relationships, and practices shared by Illinois Works, its program grantees, and pre-apprenticeship participants.

- **Program Elements** -
  Each of the requirements for a high-quality pre-apprenticeship program that aims to significantly increase apprenticeship opportunities for historically underrepresented populations.

- **Program Evaluation -**
  Employs empirical analysis using program and other data to describe the operation of a program, measure the program impacts on outcomes of policy and program interest, and/or determine cost effectiveness of the program to identify improvements, best practices, and/or what works and does not work. Illinois Works uses a longitudinal evaluation model that looks at all programs and their combined outcomes and impacts through time (up to ten years).

- **Program Improvement Plan -**
  An bi-annual plan developed by Illinois Works grantees that outlines their performance, action steps to improve performance even when meeting or exceeding goals, assigns staff to specific improvement tasks, and sets reasonable timelines.

- **Program Management -**
  The process of directing and overseeing two or more related activities that have the same aim with the goal of compliance with program expectations, improving performance, and ensuring outcomes are met.

- **Program Monitoring -**
  The associated activity for ensuring a program is making the expected incremental progress to achieve its goals within a defined timeframe.

- **Programmatic Risk Assessment (PRAQ) -**
  Assess the grantees' ability to successfully execute the specified program and is generally completed towards the end of the application process.

- **Quality Control -**
  The process of periodically reviewing data collected and entered in IWRS for accuracy.

- **Rapport -**
  The creation of a professional relationship that features mutual understanding and connection that cultivates trust between grantee staff and participants.

- **Record** -
  A collection of related data items and/or information.

- **Recordkeeping** -
  The process of ensuring the maintenance of pre-apprenticeship records, including all required activities, transactions, and events that are reported into IWRS.

- **Recruitment -**
  Activities and strategies focused on attracting specific students or groups that grantees are seeking to enroll in their program or to partner with.

- **Registered Apprenticeship Program (RAP) -**
A RAP is an apprenticeship program that includes five core components: (1) Employer Involvement – the apprentice must be employed; (2) Structured On-the-Job Learning – with a mentor(s); (3) Related Training and Instruction – this can be in a classroom/conference room or online; (4) Rewards for Skill Gains – as the apprentice learns more, they are paid more; and (5) National Occupational Credential. RAPs are approved by the US Department of Labor (DOL).

- **Reporting** -
The process of organizing records into topic-specific summaries that are used to monitor the program and determine if goals are achieved.

- **Retaliation** -
Any employer/grantee action that could discourage a reasonable employee/participant from making or supporting a charge of harassment or discrimination. For example, threatening access to wrap-around services.

- **Stipends -**
A payment made to a trainee or learner for living expenses. A stipend is not legally considered wages. The goal of a stipend is to help participants stay financially solvent during the pre-apprenticeship period and to encourage participation, retention, and academic performance. This approach is also known as a performance-based stipend.

- **Student Support Services Action Plan -**
This action plan is created by the Student Support Services Coordinator (SSSC) when a participant is struggling academically in the program including excessive absences, missing or failing post-assessments, or needing support with key lessons. It outlines a set of tasks that participants must complete to regain good standing in the program. Action plans may outline dates for make-up sessions or post-assessment retakes, referrals for tutoring services, or provide longer time periods for participants to take post-assessments.

- **Student Support Services -**
Tailored academic support that meets participants' needs, with the goal of maximizing their ability to be academically successful in the program and obtain the offered certifications/credentials. These supports may include tutoring, retesting, and make-up sessions, among others.

- **Subgrantee/Subrecipient -**
A non-state entity that receives a subaward for the purpose of carrying out part or a portion of a state award. The subaward creates an assistance relationship between the Grantee/Recipient and the Subgrantee/Subrecipient.

- **Target Audience** -
A select group of individuals with similar job roles/functions, responsibilities, and/or needed competencies for task mastery and who are required to attend a particular training

course such as the Illinois Works webinar series.

- **Target Populations** -
The groups for which the Illinois Works program is tailored to respond to the specific needs of. Illinois Works requires programs to target underrepresented groups including women, people of color, and veterans. See also "underrepresented populations."

- **Teaching -**
Information dissemination, knowledge acquisition, and learning

- **Technical Assistance -**
The process of providing targeted assistance to grantees, with the goal of program performance improvement through program development.

- **Training -**
A process that aims to increase knowledge, develop skills, impact attitudes, and/or influence behaviors in an individual to accomplish a specific job task or goal.

- **Training Modality** -
A form of learning content delivery, such as online training, instructor-led training, or video training, among others.

- **Transition Services Coordinator (TSC)** -
A staff role responsible for transitioning participants from the Illinois Works Pre-apprenticeship Program to a registered apprenticeship program and employment, and for post-graduation follow-up.

- **Transition Services** -
A suite of support services designed to assist participants in successfully transitioning to DOL registered apprenticeship programs, connecting them to employers and unions, and referring them to advanced construction education programs.

- **Underrepresented Populations** -
Also known as underrepresented groups are individuals with specific shared characteristics, who are insufficiently or inadequately represented in the construction industry and the trades. For purposes of Illinois Works, as defined by the Illinois Works Program Act, women, people of color, and veterans are all underrepresented groups.

- **Warm Lead -**
An individual who has shown some interest in being a pre-apprenticeship participant. They might have responded to social media marketing and program staff has had some contact with them.

- **Work-Based Learning and Practicums -**
Opportunities for pre-apprentices to do construction work at job sites while receiving

feedback from program instructors. This gives participants opportunities to put into practice what they have learned in the classroom.

- **Work Plan -**
  A standardized document submitted by grantees at the start of the grant agreement term that outlines outcome metrics and the timelines for enrollment, completion, and transition of participants.

- **Wrap-around Service Coordinator (WSC)** -
  A staff role responsible for providing non-academic support to participants and setting up necessary wrap-around services as determined by participants through the Wrap-Around Service Assessment.

- **Wrap-Around Service Assessment** -
  A tool utilized by the Wrap-Around Service Coordinator to inform participants of available non-academic supports they are eligible for as an Illinois Works Pre-apprentice and for participants to decide on the services they need to support their success.

- **Wrap-Around Services -**
  A suite of support services designed to mitigate or remove non-academic barriers that might impede participants' ability to be successful in a pre-apprenticeship program, and more importantly, to effectively transition to a DOL registered apprenticeship program.

Additional Information, Links, and Documents:

- [Illinois Works Jobs Program Act (30 ILCS 559/)](#)
- [Introduction to Illinois Works and Its Programs – Recording (8/19/2021)](#)

Section 2: Program Culture

Section Overview

By the end of Section 2, you will be able to:

- List the six Illinois Works Pre-apprenticeship Program **core values**.

- Incorporate recommended **tools to measure the utilization of the core values**.

- Articulate the impact of an **equity-focus** on Illinois Works program goals.

- Infuse **diversity, inclusion, belonging, and equity** into your program's culture, each of the program's elements, and each phase of the Pre-apprentice LifeCycle.

- Avoid potential **legal consequences** by implementing a **comprehensive anti-discrimination, harassment and bullying policy,** and develop a **reporting and routing process**.

- Identify each phase in the **Pre-apprentice LifeCycle**.

Program Culture

Culture is a pattern of shared basic assumptions learned by a group (Schein, 2010). A **program's culture**, also referred to as program environment, is the pattern of beliefs, values, rituals, relationships, and practices shared by Illinois Works (ILW), ILW's program grantees, and pre-apprenticeship participants. The **program culture is key to effective service delivery and participant outcomes.**

There are four core components to the Illinois Works Program Culture:

- Honoring the **Program Core Values**

- Tools to **Measure Cultural Elements**

- Understanding the impact of **Illinois Works Equity-focus**

- Incorporating **Diversity, Inclusion, Belonging,** and **Equity** (DIBE)

Each of these should be incorporated throughout the program from the initial contact with each participant, emphasized during training and service delivery, and reinforced while transitioning participants into an apprenticeship.

Program Core Values

Program Core Values are the core ethics or principles which the program is expected to abide by. They serve as a guiding light for behavior and decision-making at each level within the program. They should both inspire and constrain actions to ensure ethics are incorporated into the program's culture.

The following elements are expected to drive the actions, behaviors, and decision-making in Illinois Works Pre-apprenticeship programs. Each of these are designed to provide a positive participant environment that counters previous negative experiences of underrepresented groups in the construction industry and building trades.
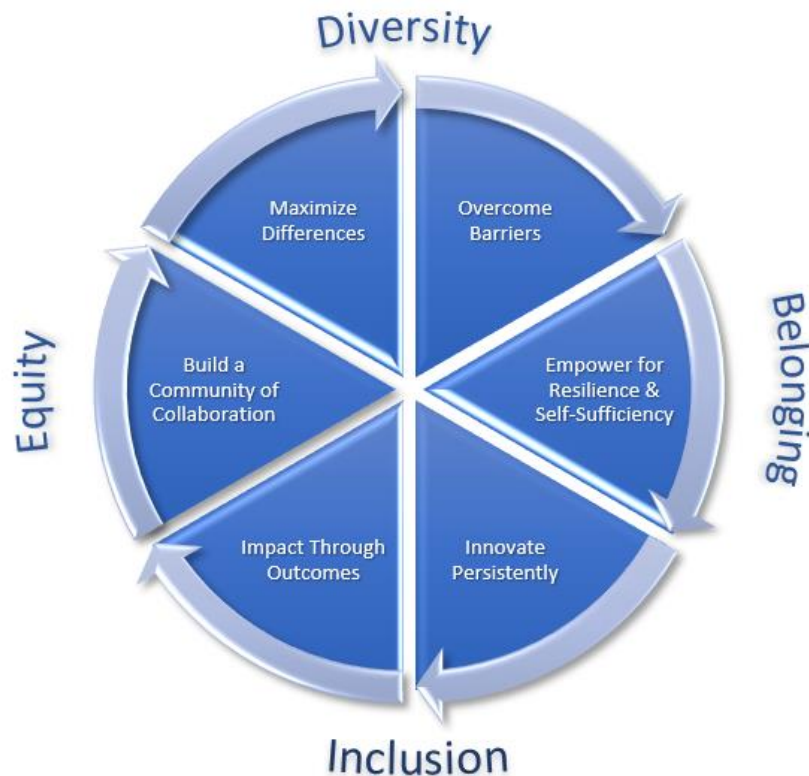
1. **Overcome Barriers -**

   The foundation of the ILW program is ensuring equitable access and opportunities to historically underrepresented populations. ILW grantees should focus on building an environment that eliminates or reduces the impact of structural barriers facing participants and celebrates cultural, ethnic, and gender differences.

   Thoughtful Questions: How is this program removing barriers for participants? Is the program inclusive of cultural, ethnic and gender differences? How are outreach, recruitment, training, and support services meeting the needs of target populations?

2. **Empower for Resilience and Self-sufficiency -**

Program design and implementation should focus on how participants will complete the program successfully, but also on teaching participants long-term skills that will allow them to build resilience, become self-sufficient, and secure a long-term career.

Thoughtful Questions: Are the skills being taught in every module going to set up participants for long-term success? What skills or tools can the program provide that will ensure success in year 1-4+ of the participant's apprenticeship? What skills or tools will help participants for life? What certifications are offered to make pre-apprentices marketable candidates for apprenticeships and jobs in the construction industry?

3. **Impact Through Outcomes -**

People and programs grow when goals are set, and outcomes are measured. ILW programs are expected to track program and participant metrics and make adjustments to cultivate further success or strengthen weak points. While outcomes are fueled by metrics it is important to remember that outcomes also measure a program's impact and the difference the program is making in the lives of participants. It is a measure of an organization's and program's mission, not simply a number.

Thoughtful Questions: How is the program using metrics to adjust training, and marketing, among other factors, for success? How is the program providing flexible supports to help students maintain success or strengthen weak points? How is the overall program increasing the number of women, individuals of color, and veterans in the construction trades?

4. **Innovate Persistently -**

Ongoing progress and adaptation allow for long-term success. This value focuses on helping the program and participants develop a drive to continue acquiring and strengthening skills.

Thoughtful Questions: How is the program helping participants cultivate curiosity and creativity? Is the program helping current and former participants connect with alumni networks, job opportunities, professional development, continued education? How is the program staying up to date on industry best practices? How is the program using creativity to meet participants needs and exceed expectations?

5. **Build a Community of Collaboration -**

Successful learning is rooted in a safe, welcoming, and collaborative environment. ILW programs should develop an environment that promotes respect for all participants and staff, practices open and empathic listening, and attends to the lived experiences of all participants.

Thoughtful Questions: Are staff and participants taught how to empathically listen? Are there standards for communication that are defined and taught to students and staff? Are staff and participants offered continued education on key topics like trauma or gender informed

services? What mechanisms are in place that ensure student and staff contributions are valued?

6. **Maximize Differences -**

Diversity, inclusion, belonging, equity is more than meeting certain metrics. It is ensuring that each participant feels they belong in the program and the classroom, that their voice is heard and that their contributions are valued.

Thoughtful Questions: What steps is the program taking to not only ensure members of the target populations are present, but that their contributions and voices are heard? How is the program creating a sense of belonging and inclusion? How is the program helping pre-apprentices build self-confidence and self-efficacy which will be very valuable as they transition to DOL registered apprenticeship programs?

Tools to Measure Core Values

Measuring cultural elements can be difficult, but it is possible. In addition to investigating evidence-based practices, consider facilitating a **working session** with team members. A working session can ensure that the **Cultural Strategies Measurement Matrix (Table 1)** is both tailored to the organization and comprehensive.

Below are a few questions that can help prompt a discussion with staff during a working session.

- How do you personally exhibit each of the core values for the pre-apprenticeship program?

- What specific strategies do you employ with pre-apprentice participants to demonstrate each of the core values?

- What do you look for as evidence that your behavior is having the intended impact with the pre-apprenticeship participants?

- What feedback do you get from the pre-apprenticeship participants that provides evidence that the program is having the intended impact?

- What specific outcomes might indicate that you are *not* having the intended impact and what new strategies may need to be considered?

- What specific outcomes might indicate that the program is *not* having the intended impact and what new strategies may need to be considered?

Use the Cultural Strategies Measurement Matrix (Table 1) below to identify program strategies for incorporating the core values, as well as the tools to measure the programs' ability to successfully do so. All the tools outlined in Table 1 will be available in the later sections of this manual.

Table 1: Cultural Strategies Measurement Matrix

Core Values	Measurement Tools and Utilization
Overcome Barriers	Wrap-Around Service Assessment Wrap-Around Services will be a direct action that grantees can take to mitigate or eliminate key barriers to student success. Reviewing wrap-around service data can also help grantees identify needed relationships with partners that provide services grantee organizations do not have the capacity to offer. Participant Satisfaction Survey These surveys can help grantees identify what barriers their participants are facing or have faced during the program. They also provide the participant's perspective on how the program was able to address those barriers. This can help programs gather information on how to restructure their program or where to build new partnerships/relationships to address gaps that may be identified.
Empower for Resilience and Self-sufficiency	Wrap-Around Services Assessment In addition to mitigating barriers, this assessment can also act as a foundation for long-term planning for participants who may have needs beyond the program. While grantees are not responsible for wrap-around services beyond the program, grantees may seek to help students address these issues through alternate programs or develop plans that extend beyond graduation.
Innovate Persistently	Performance Improvement Plan These plans will be produced on an annual basis and require grantees to review overall program data. This data should be utilized to evaluate how to improve key areas of the program and the participant experience even when programs met all the required outcome metrics. Participant Progress Reports Providing updates on participant progress including strengths and opportunities for growth can help students to challenge themselves and motivate them to improve their skills and knowledge.
Impact Through Outcomes	Career Assessment Setting goals and creating plans to achieve them increases the likelihood of success for participants. These career plans, in combination with Participant Progress Reports, can help participants track movement toward their goals. Performance Improvement Plan In addition to being a tool utilized to help programs improve

	performance, these can also demonstrate the impact the grantee has made in the previous year. These metrics are invaluable for grantee annual reports or newsletters and help build a basis for capacity growth.
	Monthly Performance Reports (through IWRS Dashboard)
	In preparation for their monthly program review with the ILW Grant Manager, grantees will use the IWRS Dashboard to verify their progress towards meeting their program required outcomes and how their compare to other programs in the ILW grantee network.
Build a Community of Collaboration	Non-Discrimination, Harassment, and Bullying Complaint Forms & Log
	Ensuring participants feel safe and that their concerns will be taken seriously is a key component in developing a collaborative environment. Grantees should track all complaints related to any form of discrimination, harassment, and bullying as well as the investigation process and results.
	Participant Satisfaction Survey
	Satisfaction surveys will provide a space where participants can rate the program on critical components such as offering support for target populations, empathetic listening, and ensuring instructors and program staff are trained in key areas like trauma informed and gender informed services.
Maximize Differences	Standardized Interview
	The wealth of information that can be gathered from these one-on-one interviews is extremely helpful in program planning and helping connect students to one another, alumni, or apprenticeships. Through the participants' answers grantees can ensure participants alternate interests are celebrated and used as a benefit to the program overall.
	Exit Interview
	Exit interviews take place when a participant leaves the program prematurely either through withdrawal or dismissal. These one-on-one, confidential meetings can offer vital information about if and how the program succeeded in offering participants, a sense of inclusion and belonging. Negative exit interviews can act as a foundation for program improvement plans. (Refer to **Exhibit 1: Illinois Works Pre-apprenticeship Program Exit Interview** in the Appendix of this manual or in the resource section of the Illinois Work Partner Guide on Illinois workNet).

Illinois Works Equity-focus

As discussed before, Governor Pritzker's historic $45 billion capital plan demonstrated his commitment to expanding **equity** in the Illinois' construction workforce through the Illinois Works Jobs Program Act. Illinois Works was specifically and intentionally designed to *increase equity* and opportunity in capital construction jobs for underrepresented groups including people of color, women, and veterans.

Equity along with **diversity, belonging** and **inclusion** tie the Illinois Work Pre-apprenticeship program's core values and requirements together. Equity-focus is also one of the Illinois Works Pre-apprenticeship Program requirements for a high-quality pre-apprenticeship program that aims to significantly increase apprenticeship opportunities for historically underrepresented populations. An **equity-focus** requires the ability to demonstrate an understanding of how race, ethnicity, and gender impact individual access to, experience with, and ultimately success within a construction and building trade pre-apprenticeship program.

Data shows that the construction industry, as well as the trades, have not been accessible for many diverse groups resulting in fewer than 10% of apprenticeships being extended to women and minority groups in many of the higher paid trades.

According to the Illinois Department of Labor (2019) and the United States Census Population Estimates as of July 1, 2021, the following are the percent of apprentices employed in the State's construction industry by groups, compared to the state and national percentages.

Table 2: Illinois Department of Labor & United States Census Population Estimates, Construction Industry by Groups

Population	Construction/ Trade	Illinois Population	U.S Population
Women	4%	50.9%	50.8%
African American	9%	14.6%	13.4%
Hispanic/Latino	18%	17.5%	18.5%
American Indian/Native Alaskan	<1%	0.6%	1.3%
Asians	<1%	2.9%	5.9%
Veterans	7%	4.5%	5.5%

(U.S. Census Bureau, 2021; Illinois Department of Labor, 2019)

Factors that impact this include, but are not limited to:

- Race/ethnicity biases

- Gender biases

- Negative perceptions regarding women working in the construction or building trades

- Knowledge regarding occupational opportunities within the construction and building trade industries

- Equal access to opportunities for training

- Hostile or unwelcoming workplace environment/culture

What We Know

Ensuring underrepresented groups can successfully enter occupations within the construction and building trades is not just about benevolence, or even justice, it is also intelligent business. According to research by McKinsey & Company, gender and ethnic/cultural diversity continues to demonstrate a statistically significant correlation with financial performance. Diverse companies experience improved customer orientation, employee satisfaction, and decision-making. Companies performing at the highest-levels of success have all developed inclusion and diversity (I&D) strategies for which they were strongly committed (Hunt, Prince, Dixon-Fyle, & Yee, 2018).

Closing the gender gap in work could add up to $28 trillion to the annual GDP by 2025 (Woetzel et al., 2015). Moreover, companies in the top quartile for **ethnic and racial diversity at the management levels were 35% more likely to experience financial returns above their industry's average** (Hunt et al., 2018).

Including underrepresented groups allow companies to have access to the totality of the available intellectual capital in Illinois. Companies who are strategic in taking advantage of the intellectual capital available to them, will also experience the benefits. In fact, *improving opportunities for underrepresented groups is a WIN/WIN strategy.*

Illinois Works Equity Goals

ILW was uniquely designed to:

- Provide a career pathway for residents in disadvantaged communities.

- Provide eligible apprentices with the skills for lifelong job security.

- Promote construction as a viable job industry for women and minority communities.

- Provide the construction industry with a consistent skilled workforce for generations to come.

- Create new partnerships between state agencies and community organizations.

Why This is Important

Having access to social capital and networks is still one of the main avenues toward getting a job; however, women and people of color tend to have less access to break into necessary networks in the construction industry, thus reproducing inequalities. The construction industry and building trades have the ability to provide a sustainable living wage, contributing to economic independence. Yet, these careers have historically been, and continue to be less accessible to women and people of color. ILW's three key programs tackle these issues by creating the demand for jobs, creating a pipeline of diverse candidates to help respond to that demand, and providing incentives to help ensure program graduates are hired and retained by contractors and subcontractors.

As the nation begins its economic recovery from the COVID-19 pandemic, there has been an increased focus on infrastructure projects. The demand for construction workers creates a window of opportunity to increase underrepresented groups' access to jobs in the construction industry and the building trades. Unfortunately, the construction industry has historically been described as a non-traditional occupation for women and people of color, providing unwelcoming and even hostile environments.

The imperative is for grantees to help fulfill the mission of ILW by implementing programs and services that remove barriers, create a welcoming environment, and ensure that underrepresented groups can successfully enter occupations within construction and the building trades, and have viable careers.

Remove Barriers → Create a Welcoming Environment → Support Entrance into Construction and Building Trades

Diversity, Inclusion, Belonging, and Equity (DIBE)

Successful implementation of the Illinois Works Pre-apprenticeship program integrates diversity, inclusion, belonging, and equity with the goal of fostering an environment that allows individuals to feel safe, participate fully, develop professionally, and reach their fullest potential. DIBE join all six of the ILW core values together and are woven into all program requirements.

Diversity

Diversity
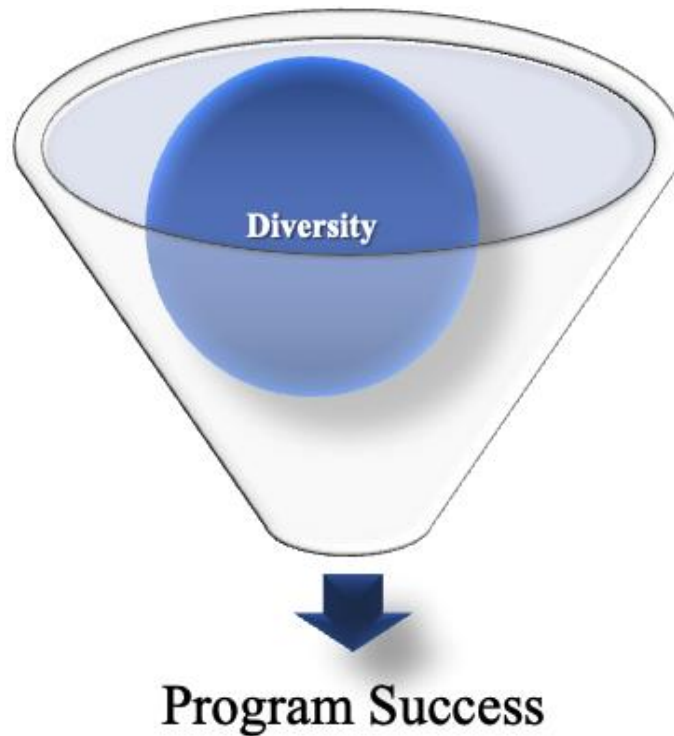
Program Success

A successful pre-apprenticeship program helps create a qualified talent pipeline to fill job opportunities in construction and the building trades with diverse candidates from underrepresented groups.

Diversity is defined as the ways in which people differ, encompassing specific characteristics that may include, but not be limited to, race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. The Illinois Works Pre-apprenticeship Program specifically targets the following diverse groups: women, people of color, and veterans.

Careers in construction and the building trades have been less accessible to these underrepresented groups. Current apprenticeship programs were not designed with their specific needs in mind. Furthermore, those who pursued careers in construction and the building trades, often encountered barriers to both entry and advancement opportunities.

Diversity is a critical step in achieving the Illinois Works Pre-apprenticeship program goals. Diversity provides underrepresented groups with access. Once historically underrepresented groups are on board, grantees need to keep them on board and prepare them for enduring success. This requires an intensive focus on diversity, inclusion, belonging, and equity.

Table 3: Diversity: What You Can Do

Diversity: What You Can Do
• Ensure ALL program staff are trained on Diversity.
• Form a Diversity and Inclusion Council with representation from both staff and participants to assess performance, respond to concerns, and make recommendations for improvement.
• A popular saying is, "I do not see color." Diversity requires you to SEE differences.
• Understand that information on an application is not a person's full story. Consider unconventional experiences (for example, volunteer work, creative endeavors, compensated services like lawncare, snow shoveling, and babysitting, among others).
• Actively outreach to and recruit diverse groups. If they have historically been underrepresented, do not expect them to come and show up.
• Explicitly express a commitment to diversity during training sessions, in instructional materials, in physical spaces, online and print materials (for example, posters, and website, among others), and most critically in practice!
• Ensure that underrepresented participants are not only present, but represented in the physical space, in online and print materials, and among staff.
• Nurture the program's existing diversity. Word of mouth is a very powerful tool.
• Ensure diverse cultures are represented and valued in the educational setting, curriculum, and instructional materials including language, heritage, historical contributions, and current thought leaders.
• Identify concrete metrics for measuring diversity.

(Conrad, A., Fitzpatrick, K., & Jarr, K.,2020)

Inclusion

The Illinois Works Pre-apprenticeship Program requires **diversity,** as one of its primary goals to *support the development and recruitment of a diverse pipeline of apprentices*, with a focus on women, people of color, and veterans. While diversity, is a requirement, it is also the grantee's responsibility to ensure inclusion. **Inclusion** is an environment in which individuals are treated fairly, respected, have equal access to resources and opportunities, and can fully participate and contribute (SHRM, 2021).

While state and federal laws, as well as the ILW program requirements, help to ensure diversity, inclusion can be seen as a choice. However, for ILW, it must be proactively pursued.

Table 4: Inclusion: What You Can Do

Inclusion: What You Can Do
1. Ensure ALL program staff are trained on Inclusion.
2. Form a Diversity and Inclusion Council with representation from both staff and participants to assess performance, respond to concerns, and make recommendations for improvement.
3. A popular saying is, "I do not see color." Inclusion requires you to SEE, acknowledge, and celebrate differences.
4. Listen fully to participant feedback regarding their experiences, even if you may have observed the situation differently.
5. Explicitly express the commitment to inclusion during training sessions, in instructional materials, in physical spaces, online and print materials (for example, posters, and website, among others), and most critically in practice!
6. Ensures that underrepresented participants are not only present, but represented in the physical space, in online and print materials, and among staff.
7. Integrating learning materials that acknowledge the contributions of individuals from underrepresented groups.
8. Ensure diverse cultures are represented and valued in the educational setting, curriculum, and instructional material including language, heritage, historical contributions, and current thought leaders.
9. Identify mentors and coaches who are from the underrepresented groups of your targeted population(s) and have shared or similar experiences.
10. Clearly and overtly acknowledge the value of participant identities and cultural contributions.
11. ALL program staff model behaviors in alignment with inclusion practices.
12. Identify concrete metrics for measuring inclusion.

(Conrad, A., Fitzpatrick, K., & Jarr, K.,2020)

Belonging

Grantees are accountable for fostering a sense of belonging. **Belonging** is when participants are able to bring their authentic selves into the pre-apprenticeship training rooms and worksites. Belonging ensures participants feel valued, allows them to develop positive connections, enhances their sense of well-being, and encourages them to maximize their fullest potential

The need to belong is fundamental to the human experience. Belonging in the workplace impacts an individual's emotions, cognition, sense of self, self-efficacy, self-esteem, and ultimately performance. It also mitigates the internal conflict that emerges between who an individual knows themselves to be and how their immediate environment can make them feel (Waller, 2020).

Grantees need to take positive actions that make participants feel they belong in the program. When participants feel like they belong, their voices are being heard, their contributions are valued, and **differences are maximized**.

Note: If participants feel they are not represented in the learning process, their willingness to engage in educational risk taking is minimized at best and stops at worst (Kohl, 1994; Steele & Aronson, 1995). Establishing an environment where participants incorporate their own knowledge and experiences has been shown to foster critical thought, educational risk taking, and success.

Table 5: Belonging: What You Can Do

<table>
<tr><td colspan="2" align="center">**Belonging: What You Can Do**</td></tr>
<tr><td>1.</td><td>Ensure ALL program staff are trained on Belonging.</td></tr>
<tr><td>2.</td><td>Explicitly express the commitment to belonging during training session, in instructional materials, in physical spaces, online and print materials (for example, posters, and website, among others), and most critically in practice!</td></tr>
<tr><td>3.</td><td>As early as the program orientation, instructors and facilitators take the time to learn who the participants are and how they self-identify with respect to their specific groups.</td></tr>
<tr><td>4.</td><td>Participants are encouraged to incorporate their current body of knowledge and utilize their lived experiences and personal expertise to achieve personal success.</td></tr>
<tr><td>5.</td><td>Recognize, welcome, and elevate participant contributions in the training room, worksite, and program environment, as a whole.</td></tr>
<tr><td>6.</td><td>Ensuring one person's or group's voice is not more important than others. Everyone's ideas, engagement, recommendations, and even approaches to problem solving are heard and considered.</td></tr>
<tr><td>7.</td><td>Use supportive communication that frames participants as members of a professional community (the construction industry and the building trades), not just a participant in a program.</td></tr>
<tr><td>8.</td><td>Participants must be culturally acknowledged and valued.</td></tr>
<tr><td>9.</td><td>Environmental and historical factors that impact underrepresented groups are acknowledged in the curriculum, among staff, and on the worksites.</td></tr>
<tr><td>10.</td><td>Belonging relies heavily on the ability of instructors, facilitators, mentors, coaches, worksite monitors, and other relevant program staff to develop genuine and quality relationships with participants.</td></tr>
<tr><td>11.</td><td>Encourage and support participants in developing genuine and quality relationships with their cohort peers.</td></tr>
<tr><td>12.</td><td>Show participants how their cultural values, current knowledge, and experiences are transferable and reflected in their chosen profession (construction and the building trades).</td></tr>
<tr><td>13.</td><td>Intentionally communicate positive cultural and social messages regarding their career choice in the construction or building trades.</td></tr>
<tr><td>14.</td><td>The physical environment, online and print materials, instructional content, and staff engagement should emphasize the value of their contributions to the profession.</td></tr>
</table>

15. Validate participants' self-worth, inherent ability, and creativity to help counter the "imposter syndrome" and respond to their internal questions, "Am I supposed to be here?" "Do I fit in here?" "Can I be successful here?" "Do I belong here?"	
16. Consciously acknowledge all sexes, genders, and ethnicities in educational settings. Positively affirm contributions and inquire about relevant personal experience.	
17. Minimize/eliminate exclusionary practices within the learning environment and on worksites (for example, inequities, negatively singled out participants, overlooking or ignoring certain participants, verbally insulting or marginalizing membership in certain groups, or otherwise discounting the value of certain characteristics).	
18. Provide scaffolding by continually reinforcing the program's goal of supporting their success.	
19. ALL program staff model behaviors in alignment with belonging practices.	
20. Identify concrete metrics for measuring belonging.	

(Conrad, A., Fitzpatrick, K., & Jarr, K., 2020)

Equity

Program Success

Diversity does not guarantee equity and cannot serve as a standalone goal. While belonging and inclusion create an environment that can cultivate success for diverse populations, **equity** recognizes that each person has different needs, presents with different circumstances, and allocates the resources and opportunities based on those needs and circumstances. Equity helps pre-apprentices **overcome barriers** and levels the playing field. Successful programs require diversity, belonging, inclusion and equity!

It is important to differentiate between equality and **equity**. **Equality** ensures participants are all given the exact same resources or opportunities. **Equity** understands that each participant is different and allocates the resources based on need to ensure an equal outcome.

Best practices include recruitment, partnerships, and training context that specifically respond to the needs of the program's target populations. Other relevant activities that require an equity focus include, but may not be limited to, hiring, advancement, retention, and earnings. Various strategies should be employed by programs to cultivate equity.

Table 6: Equity: What You Can Do

Equity: What You Can Do
1. Ensure ALL program staff are trained on Equity.
2. Ensure ALL program staff are trained on recognizing how stereotypes, implicit biases, and negative messages prevent students from fully accessing apprenticeships.
3. Explicitly express the commitment to equity during training session, in instructional materials, in physical spaces, online and print materials (for example, posters, and website, among others), and most critically in practice!
4. Implement continuous monitoring and improvement to ensure inclusion for all sexes, gender, race/ethnicity, ability, sexual orientation, or religion.
5. Make all program requirements easily accessible.
6. ALL program staff model the behaviors.
7. Identify and leverage strengths in diverse participants and build on those strengths.
8. Strengthen the voice of underrepresented groups by participating in meaningful engagement, solving problems, and extending power to participants who have not historically had power in the current environment (construction and building trades).
9. Ensure program rules, guidelines and policies do not inadvertently marginalize a group (for instance, you must be able to lift 100 pounds to apply for the pre-apprenticeship program).
10. Ensure compensation for participation and access to supportive and transition services are equitable.
11. ALL program staff model behaviors in alignment with an equity focus.

12. Program staff, instructors, facilitators, and worksite monitors proactively share insights and wisdom, as well as their influence, and power across participants to develop skills, confidence, and leadership. It is critical that certain groups are not inadvertently singled out (for example, choosing a male to serve as a team leader for all of the group projects when the participants are very diverse in terms of gender).
13. Provide additional instruction, coaching, mentoring, and sponsorship, as needed, for individuals who require the supplementary or different support to be successful.
14. Be willing to discuss and address difficult/taboo topics to find equitable solutions.
15. Identify concrete metrics for measuring equity.

(Conrad, Fitzpatrick, & Jarr, 2020)

Legal Implications

ILW strives to create and maintain working and training environments in which all people are treated with dignity, decency, and respect. Effective program cultures are free of discrimination, harassment, bullying, or any other emotional or physical harm.

Discrimination is bias or prejudice resulting in denial of opportunity or unfair treatment when hiring, creating or applying policies, training, promoting, firing or laying off employees or in any other terms and conditions of employment or program participation. **Harassment** can be a wide range of unwelcome and offensive behaviors. They usually are repetitive, but do not have to be. **Bullying** is a persistent pattern of mistreatment from others in the workplace/training environment that causes either physical or emotional harm. It can include such tactics as verbal, nonverbal, psychological, or physical abuse, and humiliation.

Exposure to any of these is not only immoral but may also be illegal. **Harassment and discrimination is illegal**, and individuals' rights are protected by local, state, and federal legislation.

It is important to be aware of the following statutes related to harassment and discrimination:

- **Title IX of the Education Amendments Act of 1972 -** (*Read More*)

  No person in the United States, based on sex, should be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. (U.S. Department of Health and Human Services, n.d.)

- **Title VII of the Civil Rights Act of 1964 -** (*Read More*)

  Prohibits discrimination in employment based on race, color, sex, religion, or national origin. (U.S. Equal Employment Opportunity Commission, n.d.)

- **The Equal Pay Act of 1963 (EPA) -** (*Read More*)

This is a United States labor law amending the Fair Labor Standards Act. This abolishes wage disparity based on sex. (U.S. Equal Employment Opportunity Commission, n.d.)

- **Illinois Human Rights Act -** (*Read More*)

State law that prohibits discrimination with respect to:
o   age (40+),
o   ancestry,
o   arrest record,
o   citizenship status,
o   color,
o   conviction record,
o   disability (physical and mental),
o   familial status (with respect to real estate transactions),
o   gender identity,
o   marital status,
o   military status,
o   national origin,
o   orders of protection,
o   pregnancy,
o   race,
o   religion,
o   retaliation,
o   sex,
o   sexual harassment,
o   sexual orientation and
o   unfavorable military discharge

(Illinois Human Rights Act, 1979)

- **American with Disabilities Act (ADA) 1990 -** (*Read More*)

Prohibits discrimination against people who are physically or mentally challenged who are able to perform the essential functions of the job; and requires employers to offer

reasonable accommodations to enable those workers to do their jobs. (Americans with Disabilities Act, 1990).

Note: The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing the statutes in this section, and the Illinois Human Rights Commission is responsible for enforcing state law.

A proactive approach can help protect your organization, as well as your program participants.

The Society for Human Resource Management (SHRM) developed a sample Anti-harassment Policy and Complaint Procedure policy, which is available as a template in the appendix titled **Template 1: Sample Discrimination, Harassment, and Bullying Policy.**

Additional templates to support organizational processes and compliance include **Template 2: Sample Discrimination/Harassment/Bullying Complaint Form** and **Template 3: Sample Checklist for Addressing Discrimination/Harassment/Bullying Complaints** are also available in the appendix.

COVID-19 Legal Implications

Due to the COVID-19 public health emergency, all grantees are required to adhere to "social distancing" and all applicable executive orders issued by the Governor of Illinois, rules issued by an Illinois state agency, or other directives and/or guidance issued by Illinois state agencies related to the prevention of the spread of COVID-19. These same requirements apply to grantees in carrying out the activities of the program throughout the award term.

Equity-focused Training

To maximize the impact and effectiveness of diversity, inclusion, belonging, and equity (DIBE) awareness efforts and to ensure compliance with ILW guidance, ILW will provide technical assistance and training to program administrators and staff related to the following topics:

- DIBE—Diversity, Inclusion, Belonging, and Equity
- Unconscious and Implicit Bias
- Anti-Discrimination, Harassment, and Bullying
- Understanding Barriers to Employment in the Construction Industry
- Stereotyping and Reducing Prejudice

More information related to equity-focused training can be found in *Section 9: Professional Development/Technical Assistance* of this manual.

Program Culture and the Pre-apprentice LifeCycle

To cultivate a new generation of construction and building trade workers, programs must be able to effectively serve diverse underrepresented populations. Programs must be tailored to the specific needs of the target population with a focus on tools to counter pre-existing barriers to entry, and to support program completion and employment. Pre-apprenticeship programs must foster an environment that allows target participants to feel safe, participate fully, develop professionally, and reach their fullest potential.

The ability to integrate DIBE and the six core values into all elements of the Illinois Works Pre-apprenticeship Program requires deliberate intention. These must be proactively incorporated into each phase of the Pre-apprentice LifeCycle which outlines the steps that participants take as they move through their pre-apprenticeship program.
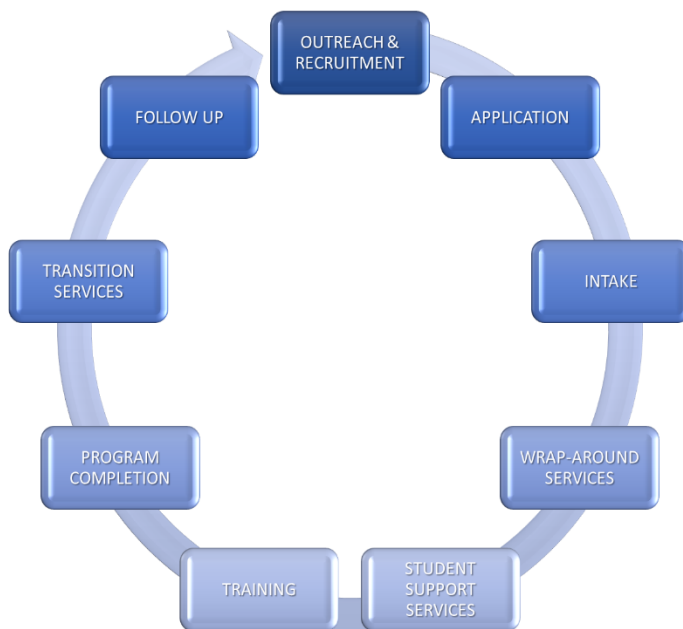
The **Pre-apprentice LifeCycle** tracks participants progress through the Illinois Works Pre-apprenticeship Program from the initial program outreach to the post-transition follow-up. Each stage of the LifeCycle for the pre-apprentice demonstrates an integral step in preparing participants to enroll in RAPs. With support from ILW, grantees will guide their participants through a strategically planned and carefully implemented program that will specifically address the needs of the grantee's target population(s).

Detailed information regarding each step of the Pre-apprentice LifeCycle can be found in *Sections 4 – 8* of this manual.

Additional Information, Links, and Documents

- [Template 1: Sample Discrimination, Harassment, and Bullying Policy](#)
- [Template 2: Sample Discrimination/Harassment/Bullying Complaint Form](#)
- [Template 3: Sample Checklist for Addressing Discrimination/Harassment/Bulling Complaints](#)
- [Exhibit 1: Exit Interview Questionnaire](#)

Section 3: Partnerships, Provider Relationships, and Leveraged Resources

Section Overview

By the end of Section 3, you will be able to:

- Differentiate between **partnerships and providers**.

- Understand **requirements of grantees/recipients, subgrantees/subrecipients, and contractors/vendors.**

- Utilize strategies for **leveraging resources and collaborations**.

Program Partnerships and Provider Relationships

The implementation of the Illinois Works Pre-apprenticeship Program requires a comprehensive set of expectations that includes the program elements discussed in *Section 1: Introduction to Illinois Works*. While programs will likely have expertise in one or multiple of these areas, it is possible that they will need support with others. Programs can close service gaps by creating partnerships.

Partnership development is one of the central program elements. Programs must coordinate with other organizations some of which may include Local Workforce Areas, local and regional Apprenticeship Navigators, and Intermediaries focused on construction and the building trades, union groups, community colleges, employers, employer associations, community-based organizations and secondary schools, among others.

The Illinois Works Pre-apprenticeship Program acknowledges the following roles:
- Partners
- Providers

Partners are typically formally structured and tend to have long-term relationships. They are entities that work together to address complex issues to achieve a shared goal. Program partners should contribute unique capabilities to the relationship to maximize outcomes.

On the other hand, it is not necessary that **providers** contribute to solving complex issues, or even that they have joint strategic goals. Providers can contribute by effectively delivering a needed service. They can be an extension of the program's service team. An effective provider

contributes services (i.e., activities and/or tasks) that support program outcomes, per their commitment. Their role is to simply get their job done.

Both partners and providers can provide critical support for a program's success.

Partners include the following:

- Grantee/Recipient
- Subgrantee/Subrecipient

Providers include the following:

- Contractor/Vendor

Roles Definitions

- **Grantees/Recipients -**
  Non-state entity that receives an award directly from a state awarding agency to carry out the activities as outlined in the award agreement.

- **Subgrantees/Subrecipients -**
  A non-state entity that receives a subaward for the purpose of carrying out part or a portion of a state award. The subaward creates an assistance relationship between Grantee/Recipients and the Subgrantee/Subrecipient.

- **Contractors/Vendors -**
  A non-state entity that receives a contract to provide goods and/or services for the awarding non-state entity. The contract creates a procurement relationship between the contractor and the Grantee/Recipient and/or the Subgrantee/Subrecipient.

Note: A vendor may provide products or services but does not necessarily require a contact. However, it will create a procurement relationship. Refer to Section 11: Records and Reports for procurement policy information.

Partner and Provider Requirements

As outlined above Illinois Works (ILW) acknowledges two roles, partners including grantees/recipients and subgrantees/subrecipients, and providers which includes contractors/vendors. There are specific requirements that organizations must meet to be qualified as one of these roles.

Note: ILW grantees can only have subrecipients/subgrantees or contractor/vendors.

Partners can be:

Grantees/Recipients

- Must be GATA Pre-qualified

- Are officially on record for the grant and can receive the actual funds for the grant through a grant agreement with DCEO

- Require an MOU with subgrantees

- Must be a non-profit

- Must report program participation and outcomes through the periodic performance report and periodic financial report plus other required reporting through the IWRS.

- Must maintain program documentation for 3-5 years (note: ARPA requires 5 years, most state programs require 3).

Subgrantees/Subrecipients

- Do not need to be GATA Pre-qualified (note: must not be on the debarred list, suspended list, excluded parties list, nor the sanctioned parties list).

- Are officially on record for the grant (note: if this is a program requirement).

- Require an MOU with Grantees/Recipients

- Can be a for-profit

- Can be a non-profit

- Must report program participation and outcomes to the Grantees/Recipients

- Must maintain program documentation for 3-5 years (note: this must be in line with the funding source and outlined in the grant agreement).

- Provide services and outcomes that are reported and managed by the Grantees/Recipients

- Are supervised and monitored by the Grantees/Recipients

Providers can be:

Contractors/Vendors

- Do not require GATA Pre-approval

- Are not officially on record for the grant agreement

- Are compensated by the Grantees/Recipients or Subgrantees/Subrecipients

- Do not require a MOU (note: a written agreement to confirm services, activities, payments, and other appropriate documentation can add value to this process).

- Can be a for-profit

- Can be a non-profit

- Must report activities and services per the requirements of the Grantees/Recipients or Subgrantees/Subrecipients

- Are supervised and monitored by the Grantees/Recipients or Subgrantees/Subrecipients

It is important to note that contractors/vendors do not have to be a part of the grant contract but utilizing a contractor/vendor will create a procurement relationship. For more information about procurement policies go to *Section 11: Records and Reports.*

Table 7: Partnership and Provider Relationship Requirements

	Grantees/ Recipients	Subgrantees/ Subrecipients	Contractors/ Vendors
GATA Pre-qualified	X		
On Record for the Grant	X	X	
Receives Funds	X		
Requires an MOU	X	X	
Can be a Non-profit	X	X	X
Can be a For-profit		X	X
Must Report Program Participation and Outcomes	X	X	X
Must Maintain 3-5 yrs. of Program Documentation	X	X	

It is important to keep in mind that **the Grantee/Recipient will be held accountable by ILW and DCEO for all grant outcomes and for following all the required program guidance**. If a Subgrantee/Subrecipient or a Contractor/Vendor is not performing as agreed, they can be removed and/or replaced. **However, a Grantee/Recipient is the party legally responsible for executing the project as agreed with DCEO!**

Leveraged Resources

ILW encourages its grantees to maximize the use of their resources and minimize duplication of efforts through system alignment, leveraging alternate funding, network building, and information sharing.

ILW recognizes four forms of leveraged resources:

1. Co-Enrollment

In addition to enrolling in the Illinois Works Pre-apprenticeship Program, participants may also qualify for alternate programs that can offer critical services for participants (i.e. Workforce Innovation and Opportunity Act (WIOA). ILW allows co-enrollment; however, it is important to note eligibility or ineligibility for other services does and should not impact a grantee's decision to accept the participant into the pre-apprenticeship program.

2. Alternate Funding

ILW does not require grantees to seek out additional funding for programming. However, if grantees are interested in securing alternate funding for service support or to help accelerate their programming this is allowable. If additional funding is secured and utilized for ILW services, grantees are required to report matching and/or leveraged funds from partners over the life of the project, including WIOA formula funds and other federal, state, local, and private resources.

3. Service Networks
Many grantees have existing informal or formal relationships with other community-based organizations. These networks can be invaluable in helping to enhance existing programs and services. Informal relationships may consist of referral networks, while formal relationships may be solidified in a Memorandum of Understanding (MOU). Grantees that can leverage their networks often provide a stronger menu of support services to their participants.

4. Resource and Best Practice Sharing
ILW will offer grantees a suite of tools and resources based on industry best-practices that are available for use throughout their grant year. Grantees are encouraged to utilize available tools both in this manual and in the Illinois Works Partner Guide. ILW also encourages grantees to reach out to their fellow ILW grantees to pull from the network's collective knowledge and experience.

Additional Information, Links, and Documents

- [Developing Partnerships for Effective Program Outcomes (09/16/21 - Recording)](#)

Section 4: Outreach and Recruitment

Section Overview

By the end of Section 4, you will be able to:

- Describe the role of **outreach and recruitment** in the success of the pre-apprenticeship program.

- Describe the types of **participant leads** and follow-up activities with each lead type.

- **Leverage outreach and recruitment resources, methods, samples, and tools** to create a pipeline into the pre-apprenticeship program.

- Learn to **track outreach and recruitment** efforts in the Illinois Works Reporting System (IWRS)

- Integrate **DIBE and the six core values** into all elements of your program's outreach and recruitment strategy.

Outreach and Recruitment

Outreach and recruitment efforts are the first-time potential participants will encounter the Illinois Works (ILW) program and grantee. It is essential that during these efforts' grantees can articulate not only the program requirements and curriculum, but also the opportunity the program offers. For many potential participants, this may be the first time they have heard about pre-apprenticeship training or may not know the benefits of following a construction trades career path. Through these materials and the communicated messages, grantees will also have an opportunity to highlight the goals, program components, and core values of ILW.

These activities should emphasize the goal of diversifying the construction trades, promote an environment of collaboration, innovation, and resilience where participant's unique experiences and backgrounds will be valued. Additionally, outreach and recruitment materials should highlight the needs of potential participants and how the grantee's program will help them overcome barriers.
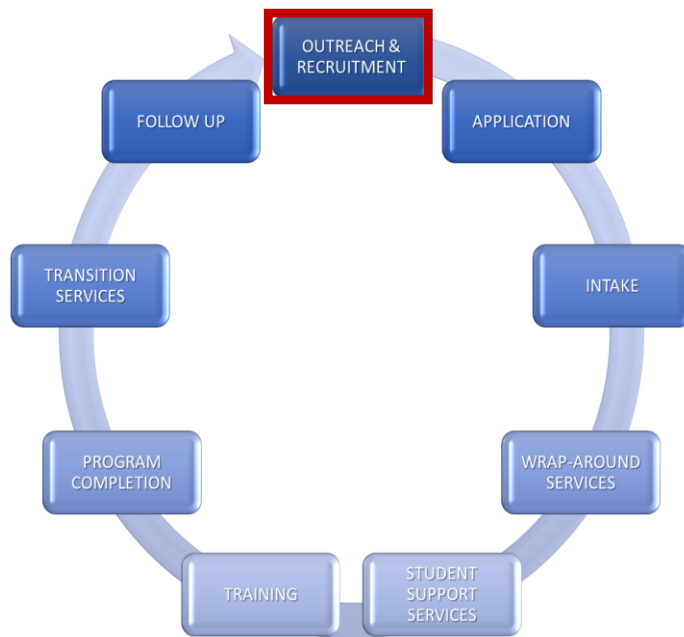
Effective Outreach and Recruitment

Outreach and recruitment are both critical elements for a grantee's success. While these concepts have some overlap, there are distinct differences between outreach and recruitment that grantees must be aware of. This section will provide information and guidance related to outreach and recruitment of program participants.

Outreach

Outreach activities and strategies are focused on a comprehensive communication strategy that raises general program awareness geared to widen participation. Outreach is synonymous with marketing and establishing a marketing plan allows grantees to set goals, dedicate resources, and track progress. All grantees will be required to submit a marketing plan and budget to ILW. Marketing plans are discussed in greater detail in the following subsection.

Additionally, even though marketing materials should include diversity, equity, and inclusion for underrepresented groups, the materials should not exclude- explicitly or implicitly- groups that are not a part of the target populations.

Recruitment

Recruitment activities and strategies are focused on attracting specific participants or groups that grantees are seeking to enroll in their program or to partner with. For ILW, participant recruitment efforts should be focused on the target population(s) the grantee outlined in their grant proposal as well as individuals who are interested in transitioning to a DOL-registered

apprenticeship program. As a result, recruitment efforts should outline the benefits of apprenticeships. **In fact, recruitment efforts are crucial to attracting qualified participants.**

Recruitment messages for participants should emphasize the positive aspects of the ILW program. Materials should contain specific information on the program and should not be misleading in any way. Additionally, recruitment materials and activities should emphasize that the program offers pre-apprenticeship training and that participants are expected to complete the program and transition into DOL registered apprenticeship programs. Recruitment information should also highlight creating career pathways for livable wages and economic self-sufficiency.

Outreach and recruitment efforts may also be geared toward partner agencies, to grow a grantee's partner network. For outreach and recruitment efforts geared toward specific partner agencies, grantees should identify the specific needs of participants or gaps in services then seek out and build relationships with agency partners that may address those needs.

Participant Leads

The primary goal of **outreach** and **recruitment** activities is to create identify potential participants or participant leads. **Participant leads** are individuals who may be interested in enrolling in the pre-apprenticeship training program. The aim is to funnel leads through the **screening process** and transform qualified individuals into **applicants.** We will address the screening and application process in the next section of this manual (*Section 5: Participant Application and Intake*)
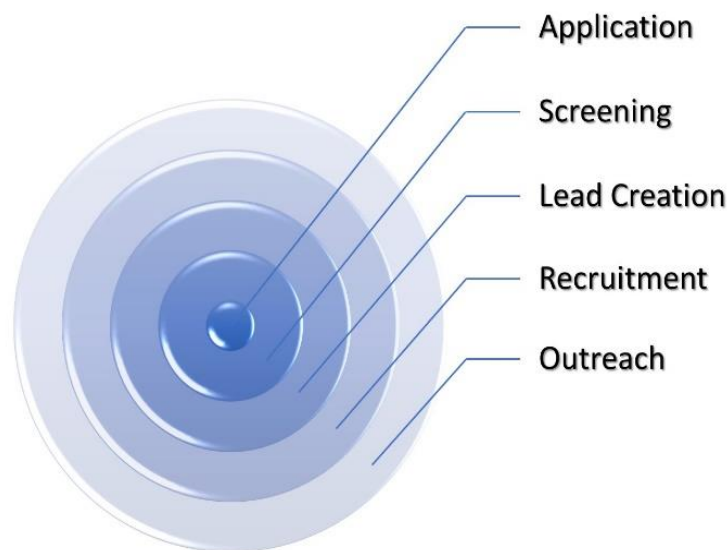
Leads are classified into four categories: cold, warm, hot, and closed. The categories inform the follow-up action steps, dictate the pace of the intake process, as well as impact the amount of follow-up that recruitment and outreach staff should dedicate to the lead.

Lead Categories

- **Hot Leads** -

  Individuals who are not only interested but have already decided they would like to submit an application for consideration as a pre-apprenticeship participant.

- **Warm Leads** -

  Individuals who have shown some interest in being a pre-apprenticeship participant. They might have responded to social media marketing or other recruitment and outreach activities and program staff has had some contact with them.

- **Cold Leads** -

  Individuals who might have at first responded to marketing efforts, maybe filled out an online form, but the program staff have not been able to have contact with them or have had some contact, but the person expressed little interest in the program.

- **Closed Leads** -

  Individuals who have definitively expressed a lack of interest in being a pre-apprenticeship participant or did not pass the screening process.

The goal of outreach and recruitment efforts is to transform qualified and interested leads into applicants. This is accomplished through consistent, strategic communication with potential applicants referred to as touches. A touch is any communication opportunity that motivates qualified individuals to apply. Most outreach and recruitment activities are a touch including a grantee presentation/webinar, phone call, flyer, branded email, word of mouth, newsletter, blog post, text message, postcard, social media post/connection, and face-to-face conversation, among others.

Though the data varies, it can take between six to eight touches to convert a cold lead into an applicant. However, by the third or fourth touch, nearly 90 percent of organizations and businesses stop trying. Cold leads typically require more touches than warm leads. Warm leads typically require more touches than hot leads. Grantees should not view the third or fourth touch as a failed attempt; instead these touches should be viewed as a "countdown" to the application process for qualified and interested individuals.

To assist you, below is the Lead Follow-Up Steps and Timeline (**Table 8**).

Table 8: Lead Follow-Up Steps and Timeline

Lead Category	Action Steps	Follow-Up Timeline
Closed	No immediate action necessary.	Not applicable.
Cold	General mass communications i.e. flyers, social media post, group, presentation participation, targeted mass mailing, etc.	Throughout outreach and recruitment process.
Warm	Private personalized response. Respond to inquiries/follow-up via phone, email, or even text message. Address questions, provide information, and conduct a screening.	Within 72 hours.
Hot	Immediate direct contact, in-person if possible, to screen candidate and assist with the application process.	Within 48 hours

Outreach and Recruitment Tools

Outreach and recruitment tools aide in creating and implementing strategies that generate participant leads resulting in the submission of applications and enrollment of eligible and qualified candidates into the Illinois Works Pre-apprenticeship Program.

The following are recruitment and outreach tools that can help support your recruitment goals:

- **Marketing Plan -**

  A marketing plan is a critical tool for successful outreach. A marketing plan should outline the target audience, a list of communication channels that will be utilized, a timeline for when marketing and communications will be distributed and make staff assignments.

  Grantees will be required to submit a marketing plan and budget to ILW. Template 4: Sample Marketing Plan Worksheet and Timeline is available in the Appendix of this manual or on the Illinois Works Partner Guide resource page.

- **Flyer -**

  Effective, eye-catching, informative flyers are a key part of the recruitment effort. Flyers should be available at the program site and should also be shared with partners to distribute and display to attract potential participants. When deciding on locations for flyers, programs should think of places their ideal candidates may visit such as local

community centers, parks, grocery stores, gyms, libraries, community colleges/schools, daycare centers, and churches, among others. **Template 5: Sample Illinois Works Pre-apprenticeship Program Flyer** is available on the [Illinois Works Partner Guide](#) resource site.

- **Information Sheet -**
Information sheets should be provided to applicants during the application process and should also be made available on the program's website for the public and partners to access. The information sheet should describe the overall program design, eligibility requirements, and selection criteria. The information sheet should also include the curriculum, the number of training hours, the available wrap-around, student support, and transition services, the certifications to be offered, and the goals of the program. **Template 6: Sample Illinois Works Pre-Apprenticeship Program Information Sheet** is available in the Appendix of this manual or on the Illinois Works Partner Guide resource site.

Outreach and Recruitment Methods

These following best practices have been collected from academic sources, interviews with local workforce representatives, and best practices from recruiting toolkits and other resources. Utilization of these methods is not a requirement but can offer great benefits for grantees.

- **Diversify Recruitment Team -**

  In order to keep DIBE on the radar, it is crucial to include people who are committed to these ideals on the outreach and recruitment team. Consider including staff and employees from underrepresented groups (women, people of color, and veterans). When potential participants can identify with recruiters, they may feel more comfortable applying for the pre-apprenticeship program.

- **Advertise on Social Media Platforms -**

  Advertise and market on social media platforms based on potential participants' and target populations' platform usage. For example, Facebook is the most used social media platform among all represented groups. As of February 2021, 74% of Blacks used Facebook while 72% of Hispanics and 67% of Whites reported using the platform. Also, 77% of women reported using Facebook while only 61% of men reported using the platform. For more data related to specific social media platform demographics, visit [Demographics of Social Media Users and Adoption in the United States | Pew Research Center](#).

  Among the most popular social media platforms are Facebook, YouTube, Twitter, LinkedIn, and Instagram. Each of these create an opportunity to connect with your target population. Below you will find a few pros and cons for each platform.

Table 9: Social Media Platforms – Pros and Cons

Social Media Platform	Pros and Cons
Facebook A popular and free social networking website that allows registered users to create profiles, upload photos and video, send messages, and keep in touch with friends, family, and colleagues.	*Pros:* Facebook has 190 million American users. The demographics of Facebook are primarily female with the majority age range spanning 18-34. This is the most popular social network, with more than one billion users. It has a user-friendly interface. You can track page statistics and engagement. The platform allows you to run contests and competitions, market upcoming events, and fundraise, among other business-related tasks. *Cons:* It requires consistent interaction (at least 4-5 posts per week). Also, new algorithms have made it more difficult for small organizations to compete without paid advertising. Despite this change, it is important to maintain a Facebook page as many people utilize organization/business pages as a source of critical information and events.
YouTube A free video-hosting website that allows members to store and serve video content.	*Pros*: It is a great way to interact given that videos garner higher engagement than texts or photos. This can be an ideal place to post fundraising videos featuring participants or stakeholders. It can also be used to shape your target populations opinions, impressions, and sentiments more effectively than other sites. You can track the views and subscribers on your page to determine the effectiveness of this tool. *Cons*: Videos can be both entertaining and informative. However, video production and editing can be time consuming. There is no requirement to have a significant budget to produce videos. But the higher the quality of video content, the more engagement it will gain.
Twitter A microblogging and social networking service on which users post and interact with messages known as "tweets."	*Pros:* Twitter has 68.7 million American users. The market for Twitter is overwhelmingly male, and the primary age range is 25-49. All updates are posted in real-time; you can post new content with a high frequency. You and your followers can send and respond to messages privately, including responding to complaints or questions. *Cons:* You are only allowed 280 characters per message. It can be easy for users to miss your content since everything posted is shared chronologically. As a result, posting on this platform can have a disproportionate time demand when compared to other platforms.

LinkedIn A business and employment-oriented online service primarily used for professional networking and career development, and allows job seekers to post their CVs and employers to post jobs	*Pros:* LinkedIn has 174 million members in the United States. The intention of this platform is professional engagement. Its goal is to build professional relationships and collaborate with individuals within your profession, or those who want to be in a particular field of practice. LinkedIn can be a great recruitment tool for participants and partners. As of 2021, most LinkedIn members are male and between 25-34. *Cons:* It is a smaller platform than some of the others and with its business focus, depending on your target participant population, their members may be less likely to be on LinkedIn
Instagram Instagram is a photo and video sharing social networking service. It allows users to edit and upload photos and short videos through a mobile app.	*Pros:* Instagram have over 140 million American users and allows followers to explore your organization and programs through images and videos. This platform is ideal for individuals 20 – 34, particularly women. *Cons*: Sharing must be done from a mobile device though messaging and comments can take place on a desktop. It can require ongoing interaction which can be time-consuming for staff that are not directly assigned to these tasks.

(Delgado, 2014; Newberry, 2021; WebsiteBuilder, 2020)

- **Create a Landing Page on Organization Website -**

Organization websites will be one of the first locations potential participants will seek program information from. There should be a dedicated landing page for the Illinois Works Pre-apprenticeship Program that clearly outlines program goals, requirements, application process, downloadable information sheets, and other key information. This page should also be linked and included in social media posts or other outreach/recruitment materials.

- **Feature Underrepresented Populations in Construction and the Building Trades -**

When underrepresented groups are featured in marketing materials, participant leads can visualize themselves in the program and look forward to doing that type of work.

- **Partner and Collaborate with Community Organizations -**

Build partnerships with organizations that can give access to the underrepresented populations that are being targeted. In fact, entities that are expected to play a partnership role throughout the program should begin by supporting the recruitment process in

whatever way is appropriate for their role. Examples of partnering organizations and/or agencies include: The Department of Human Services, workforce centers, high schools, community colleges, community centers, grassroots nonprofit organizations, community organizing groups, local housing authorities, Head Start programs, churches, and advocacy organizations.

Work with community organizations' staff to introduce the pre-apprenticeship program during regularly scheduled meetings in which potential candidates will be present.

- **Career Fairs -**

Career Fairs often take place at high schools, community colleges, or community centers and offer a prime opportunity to access a group of individuals seeking to start or change careers. Some career fairs may have a small fee or be no cost to register. Reach out to local partners and request to be included in any upcoming or annual career fairs. Often these fairs coincide with graduation dates in late spring/early summer.

- **Host Open House Event** -

Host an open event and invite potential participants, partners, and staff from other community organizations or training organizations along with local government representatives. These events create an ideal opportunity to discuss the program offerings, the career opportunities offered by construction and the trades, and collect potential participant information for follow- up. Inviting pre-apprenticeship and DOL registered construction apprenticeship program alumni to share their experiences may create a sense of belonging and inclusion for potential participants. At a minimum, the open house agenda should include suggested times, an outline of the program, and contact information for the program coordinator.

For more information on how to run a successful open house refer to the Appendix of this manual **Exhibit 2: Tips for Running an Open House.** A sample Open House Agenda can be retrieved from the resource section of the Illinois Works Partner Guide on the Illinois workNet page or in the Appendix of this manual **Template 7: Sample Illinois Works Pre-Apprenticeship Program Open House Agenda.**

- **Public Service Announcements (PSAs) -**

Many local television, radio, and print media outlets will air information about the program and how to apply for free as a public service announcement. Contact local media outlets to ask about this service.

- **Encourage Word of Mouth Recruitment -**

  This is one of the most effective ways of recruiting potential participants into pre-apprenticeship programs. Encourage word-of-mouth marketing among women, veterans, and people of color who have successfully transitioned from a pre-apprenticeship program to a registered apprenticeship program (RAP) and/or have completed a RAP and are currently employed in the construction industry.

- **Meet Potential Participants "Where They Are" (Street Outreach) -**

  Create a recruitment team that literally "meets potential participants where they are." The team should consider visiting vulnerable and underserved communities to recruit potential participants. This practice is especially beneficial for participants who experience transportation and childcare barriers to employment. This type of outreach method creates a window of opportunity to serve individuals that may be interested in pre-apprenticeship programs but who have barriers that may impede their ability to visit program centers. Such barriers can be addressed with specified wrap-around services once they participate in the program.

  Street outreach staff and their supervisors should work together to plan for safety during scheduled activities. Some safety tips to keep in mind and share with staff include:

    o Always use the buddy system; no staff member should conduct activities alone. Activities should be conducted in teams of two to four people.

    o Always identify yourself and your employer, introduce the team, and inform community members about your work.

    o Always inform on-call supervisors and/or other staff members of your exact location.

    o Alert the on-call supervisor and/or other staff members to the beginning and end of each shift.

    o Always remain in well-lit and designated areas.

    o Only conduct activities during daylight hours.

    o Become familiar with and surveil the area before conducting activities.

    o Avoid confrontation or debate of any kind.

    o Inform supervisor of any unusual developments, questions, or concerns.

    o Adhere to COVID-19 guidelines. Cover your mouth and nose with a mask when in public settings or around others and maintain at least six feet distance between you and others.

- o In case of an emergency, call or have another person call 9-1-1.
- **Veteran Organizations -**

  Partner with Veterans of Foreign Wars (VFWs) posts and/or alternate veteran organizations. These partnerships focus on the recruitment of veterans and transitioning service members. Military career transition personnel may be a resource to recruit veterans and transitioning service members. Many community colleges also have offices that serve veterans seeking to transition to a new career.

- **Create "Easy-to-Read" and Multilingual Marketing and Recruiting Material -**

  Language is the primary medium through which people communicate. Marketing is all about effective communication. Therefore, marketing materials should be easy to read and understand. Highly technical and complex jargon should not be used. Also, information should be shared in languages other than English to recruit members from underrepresented groups who possess limited English proficiency.

Tracking Outreach and Recruitment

As stated above, outreach and recruitment are program requirements for ILW. As a result, all activities and strategies must be recorded in the Illinois Works Reporting System (IWRS). These efforts will be tracked for both participants and partners.

Participant Recruitment/Engagement

In the IWRS, grantees track participant recruitment through the Recruitment Pre-Screening tool. This tool allows for collection of the participants name, contact information, their lead status (hot, warm, cold, closed), document follow-up dates, and add in case notes.

Partner Recruitment/Engagement

Within the IWRS, grantees will track partner relationships and engagement including the type of partner (i.e., business association, community college, union, social service agency, and employer, among others), and the services the partner offers (i.e., supportive services, jobsite training, other instruction, and daycare, among others). This type of tracking is critical for programs to develop a robust and ever-growing network of partners. As stated throughout this manual, engaging with partners can provide significant benefits to grantees and participants.

The ILW team will look at partner recruitment and engagement data as one of the key metrics denoting grantee success.

For technical instructions on how to track participant or partner recruitment and engagement visit the resource page of the [Illinois Works Partner Guide.](#)

Additional Information, Links, and Documents

- [Template 4: Sample Marketing Plan Worksheet & Timeline](#)
- [Template 5: Sample Illinois Works Pre-Apprenticeship Program Flyer](#)
- [Template 6: Sample Illinois Works Pre-Apprenticeship Program Information Sheet](#)
- [Template 7: Illinois Works Pre-Apprenticeship Program Open House Sample Agenda](#)
- [Exhibit 2: Tips for Running an Open House](#)

Section 5: Program Application and Intake

Section Overview

By the end of Section 5, you will be able to:

- Leverage **standardized tools and templates** including the program application, interview questionnaire, acceptance letter, conditional acceptance letter, and denial letter.

- Reference the **eligibility requirements** for program participation.

- Complete the **Pre-Screen Assessment** in the Illinois Works Reporting System (IWRS).

- Use the **ILW drug test policy** to keep participants safe and to better prepare them to transition to RAPs and employment.

- Describe the importance and tasks related to the **intake process** including the **Wrap-around Service Assessment.**

- Integrate **DIBE and the six core values** into all elements of your program's application and intake processes.

Application Process

The Illinois Works (ILW) participant application process, carried out by the Outreach and Recruitment Coordinator (ORC) is designed to enroll participants who are able and ready to make a career in the construction trades. The ILW application process builds off the pre-screen assessment conducted during the Outreach & Recruitment stage of the Pre-apprentice LifeCycle. Once a participant lead is determined to be a "hot lead," they can begin the application process.

The first step is a formal application completed by the participant in partnership with a member of the intake staff. Once the grantee determines the applicant should move on in the process, the applicant then must participate in a standardized interview in which two grantee staff members will score the applicant's interview answers. Based on the application and interview, the grantee will make an enrollment decision.

This multi-stepped process is intentionally rigorous for two reasons which are rooted in the ILW values.

The first is related to making an **impact through outcomes**. **The primary outcome measure of ILW, and in turn the ILW Grantee Network, is to transition participants into DOL-registered apprenticeship programs** (RAPs). Reaching those metrics begins with recruiting and enrolling individuals who are driven to pursue apprenticeships upon graduating the program. Enrolling an applicant who is unsure if construction is the correct path for them, could mean not offering a space to another candidate who is passionate about joining a trade. These decisions can limit the impact the program in the ultimate ILW goal of diversifying the construction trades in Illinois.

The second, is related to **building a community of collaboration** by honoring the dedication and commitment of participants. Grantees are offering an opportunity that will have a generational impact on all participants. As a result, participants who choose to enroll in this program and are seeking a career path in the construction trades must be surrounded by others who have the same drive. Great programs and participants can be stunted when uncommitted and disengaged participants are admitted.
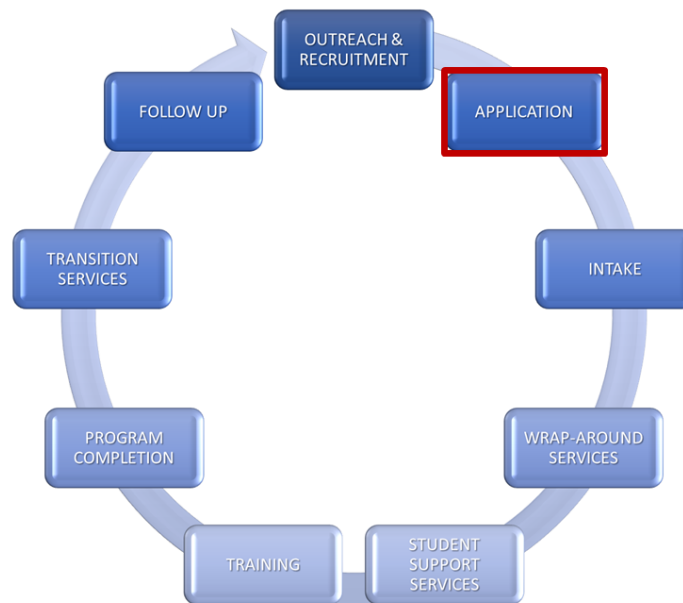
Eligibility Requirements

All pre-apprenticeship construction programs funded by ILW must use the following participant eligibility requirements:

- **Age -**
  Participants must be at least 18 years old. Specially approved high school-based programs may admit participants under the age of 18, however participants must be 18 upon completion of the program.

- **High School/GED -**
  Participants must have at least a high school diploma or GED to participate. Only specially approved school-based grantees may enroll individuals who are actively earning their high-school diploma. School-based participants must have enough credits when entering the pre-apprenticeship program to ensure they will complete their high school diploma prior to or in tandem with the pre-apprenticeship training program.

- **Driver's License -**
  Not having a driver's license does not automatically disqualify individuals from participating in the pre-apprenticeship program, but it is essential for success in construction and the building trades. As a result, participants should already have a driver's license when the program begins or should meet with support staff to develop a plan to secure one before completing their program.

- **Social Security Number (SSN) -**
  Illinois Works requests applicants to provide a social security number. If a participant does not have an SSN, this does not disqualify them from participating in the program. However, a lack of an SSN will bar them from admittance into certain RAPs. This factor should be addressed in discussing career plans with the participant.

- **Reliable Transportation -**
  Not having transportation does not automatically disqualify individuals, but it is essential for success in construction and the building trades. Grantees can offer transportation support during the program, but a plan should be created to ensure participants secure reliable transportation beyond the program term.

- **Drug Testing -**
  Candidates must be able to pass a random drug test during the pre-apprenticeship training program, though this is not a required part of the application or intake process. Grantees may choose the timing and type of drug test to administer (hair follicle, urine sample, etc.) based on the guidance provided in this section of the Grantee Manual. Drug testing is an important factor related to safety concerns during construction lab and job-site training. The ability to pass a drug-test is a requirement of most RAPs.

- **English Proficiency -**
  Participants should be able to actively participate in training in English. If applicants do not believe they can participate in English, grantees should refer the applicant to a partner that can assist them in increasing their English proficiency, and grantees should follow-up with the participants to reengage them after their English instruction. For participants that can actively participate in instruction in English but need further assistance related to the English language, grantees can use funding to support the needed tutoring services.

- **Time Availability -**
  Participants must be available to participate in all required pre-apprenticeship instruction (classroom, construction laboratory, and jobsite), student support services and transition activities are required by the grantee.

- **Pass Standardized Interview -**
  All participants are expected to pass a standardized interview in order to be accepted into the program. Refer to the Standardized Interview section below for more details.

Pre-Screen Assessment

Prior to completing a program application, all applicants with the assistance of the ORC are required to complete an initial set of pre-screening questions. These questions are designed to ensure that grantees can easily assess if applicants meet the basic requirements of the program. The pre-screening assessment is located in the Participant Recruitment and Engagement screen of IWRS.

If needed, the pre-screening assessment can be conducted on paper, but answers must be entered into IWRS within 24 hours of completion. Refer to the Illinois Works Partner Guide resource page for technical instructions or for a hard copy of version of the pre-screening questions.

Pre-screen Assessment Questions

1. *Do you have an interest in making a career in the construction industry?*

   This question assesses if the applicant is planning to make a career in the construction trades.

   If the answer to this question is "no," the grantee should continue the screening for follow-up purposes, but then refer the applicant to alternate programs; however, the grantee should follow up with the applicant 6-12 months later to re-assess the applicant's interests and to determine if they have changed.

2. Do you have the ability to attend the program?

This question assesses if the applicant has the time and capacity to meet program time requirements and expectations.

If the answer is "no," the grantee should determine the reasons the applicant does not have the ability. If the barrier can be mitigated or eliminated through wrap-around services, then the applicant can move forward. However, if the barrier is not immediately solvable the grantee should maintain the applicant's information and follow up within 6-12 months.

3. Do you have a high school diploma or GED/HiSET?

Applicants must have a high school diploma or a GED/HiSET certificate to participate in the Illinois Works Pre-apprenticeship Program, unless the grantee is an Illinois Works approved high school-based program.

If the answer is "no," the grantee should refer the applicant to a partner organization that offers GED/HiSET training. The grantee should maintain the applicant's information and follow up within 6 months.

4. Are you at least 18 years of age?

It is a requirement of the Illinois Works program that all applicants be at least 18 years of age, unless the grantee is an Illinois Works approved high school-based program.

If the answer is "no," follow up at the time the participant is 18 years of age.

5. Are you an Illinois resident?

All applicants must be an Illinois resident.

If "no," but the applicant plans to move to Illinois, the grantee should maintain their information and follow up within 6-12 months or at an agreed upon date.

If "no," and the applicant does not plan to move to Illinois, the grantee should refer them to an alternate program in their state of residence.

6. How did you hear about this program?

A drop-down menu will be provided for grantees in IWTS to choose how the applicant heard about the pre-apprenticeship program (i.e., friends or family member, social media, flyers, non-profit, or faith-based referral, among others).

If the answer is "yes" to the first five questions or eligibility is met for approved high school-based programs, the applicant should complete a program application.

Program Application

If applicants pass the pre-screening assessment, they will complete a program application. The application can be done electronically with the assistance of the ORC or it can be completed

manually by the applicant. To begin the application, IWRS will prompt the grantee to create or search for an existing Illinois workNet account for the applicant. Once the applicant's account is located or one is created, the grantee can complete the application.

Note: If the application is initially completed on paper, the contents of the application must be entered into the IWRS within 24 hours of completion.

Contact information that was collected in the pre-screening assessment or during the creation of an Illinois workNet account will be automatically copied to the application including name, phone number, and email.

Additional contact and demographic information will be collected while completing the application including the applicant's primary address, alternate phone numbers, social media contact information, gender at birth, preferred gender, military status, marital status, ethnicity, work authorization, and the applicant's highest level of education.

The application will also cover other considerations that might influence the applicant's ability to successfully engage in the program or a DOL-registered apprenticeship. Including having or securing a driver's license and reliable transportation, passing a background check and drug-test, and the applicant's English proficiency.

Final application questions address current employment history (if applicable), and if the applicant has one year of high-school level Algebra or equivalent with a grade of "C" or better (only required if the applicant wants to pursue the Electrical trades).

A hard copy of the application can be found in the Appendix of this manual **Exhibit 3: Pre-apprenticeship Program Application** or may be downloaded by clicking the link above.

Referral Sheet

A referral sheet should be available to give to individuals who apply to the program but are ineligible and/or need services that are not provided by ILW. The referral sheet should include information about resources and other programs from which the applicant could benefit. These could include the closest One-Stop Career Center, other training programs, and/or adult basic education programs. A sample referral sheet is available in the Appendix of this manual – **Template 8: Sample Applicant/Participant Referral Form.**

Standardized Interview

This process allows the grantee to gather additional insight into the applicant's interests, long-term goals, and what the participant hopes to gain from the pre-apprenticeship program.

Interview Delivery

The interview must be conducted by at least two grantee staff members who will record the applicant's answers, and each provide an independent score. Once the interviewers have completed their individual interview questionnaires, the total scores should be averaged together providing a single score for the applicant. **The maximum average score is 40 (100%) and the minimum score for acceptance is 32 (80%).** Individuals who are scored with an average score less than 32 should not be admitted to the program unless there are significant mitigating factors.

If the grantee chooses to enroll a student with mitigating factors, these factors and reasoning for enrollment must be documented on the applicant's IWRS profile. No more than 20% of enrolled participants in a particular cohort should be admitted under the "mitigating factors" category.

The interview questionnaire should be printed and completed manually. **The final interview score must be entered into IWRS and both interviewers' questionnaires must be scanned and uploaded into IWRS.** Uploading applicant questionnaires allows for greater transparency and record keeping for grantees and ILW. Below is a Pre-apprenticeship Program Interview Questionnaire repurposed with permission from the Hispanic American Construction Industry Association (HACIA).

A hard copy of the Pre-apprenticeship Program Interview Questionnaire can be found in the Appendix of this document (**Exhibit 4: Pre-apprenticeship Program Interview Questionnaire**)

Enrollment Decisions

Once applicants have completed their applications and interviews, the grantee must make the final enrollment decision. **Enrollment options include full acceptance, conditional acceptance, and denial.** These enrollment decisions should be accompanied with a formal letter from the program to the applicant that clearly outlines the enrollment decision. Letters may be mailed or emailed. A copy of the letter should be uploaded to IWRS regardless of the enrollment decision.

Templates for these letters are available digitally in the resource section of the Illinois Works Partner Guide housed in Illinois workNet or in the Appendix of this manual.

Full acceptance is for applicants who have met all requirements of the program and received a 32 or higher on their standardized interview or a lower score but are being accepted under the "mitigating factors" category. This letter should clearly outline the enrollment decision and action steps for the participant to take such as submitting identifying documentation and/or transcripts. The applicant should also be made aware of the date/time for orientation and any critical programmatic information including the class schedule.

Refer to the Appendix of this manual for a sample acceptance letter - **Template 9: Enrollment Decision Sample Letter – Full Acceptance.**

Conditional acceptance is for applicants who met or have the willingness and ability to meet all program requirements by the conclusion of the program. Applicants must receive a score of 32 or higher on their standardized interview or a lower score but are being accepted under the "mitigating factors" category. Some reasons for conditional acceptance may be a lack of a Driver's License but a commitment and ability to procure one or pending high school transcripts.

This letter should clearly outline the enrollment decision including the conditions for acceptance and action steps for the participant to take such as submitting additional identifying documentation or transcripts. The applicant should also be made aware of the date/time for orientation and any critical programmatic information. Refer to the Appendix of this manual for a sample conditional acceptance letter -**Template 10: Enrollment Decision Sample Letter – Conditional Acceptance**

Denial is for applicants who do not meet, and either cannot or will not meet all program requirements. This also applies to an applicant that can meet program requirements, but scores 31 or below on the standardized interview and cannot be considered under the "mitigating circumstances" category. This letter should clearly outline the enrollment decisions and include referrals to alternate programs/services.

Refer to the Appendix of this manual for a sample denial letter **- Template 11: Enrollment Decision Sample Letter – Denial**

Participant Skimming

In any grant-based program, there is significant pressure to achieve outcome measures to meet expectations of the funder or of the grant agreement. This at times may result in unintended participant skimming. **Participant skimming** is when programs select applicants that are deemed more likely to succeed and may have less need for wrap-around or supportive services. When making enrollment decisions, it is important that grantees make decisions based solely on the applicant's ability to meet eligibility requirements and that the applicant has a primary goal of transitioning to a DOL-registered apprenticeship. An applicant's potential wrap-around and student support service needs should not be taken into consideration unless those needs would make them ineligible for the program.

Drug Testing

The majority of, if not all, DOL-registered apprenticeship programs require applicants and/or apprentices to take and pass a drug test. As a result, it is imperative that Illinois Works pre-apprenticeship graduates are prepared for and can successfully pass a drug test. **Passing a drug test is not a pre-requisite to apply and enroll into an Illinois Works Pre-apprenticeship**

program. However, all grantees must have partnerships and develop the ability to send participants for drug testing in the following circumstances:

- Due to the nature of construction lab and jobsite instruction and the use of power tools, it is imperative that programs send for drug testing participants that have identifiable signs of being under the influence of a substance(s) that can impair their performance and may result in self harm or the harm of others including program participants, instructors, and staff.

    Note: when drug testing confirms the presence of drugs, grantees must work with participants and provide the needed support including counseling, among others. The grantee may also apply disciplinary action based on its program policies.

- When a grantee determines that it is necessary that their graduates, before transitioning to a RAP and/or employment, need to pass a drug test to ensure successful transitioning and outcomes. The above note is also applicable in this circumstance.

Please notice that applicants are asked questions in the Program Application related to their ability to take and pass a drug test and their willingness to do so. As a result, it should not be a surprise to a participant who is sent for a drug test.

Intake

Following an acceptance decision of the grantee, participants will move onto the intake process. This process is focused on the **Wrap-around Service Assessment**, but it also acts as an opportunity for intake staff/case managers to meet with participants one-on-one. During this meeting that the staff can assess participant needs, establish wrap-around supports, and begin building rapport. It is important to remember that this meeting will be the first-time program staff will be interacting with the participant as an enrollee not an applicant.
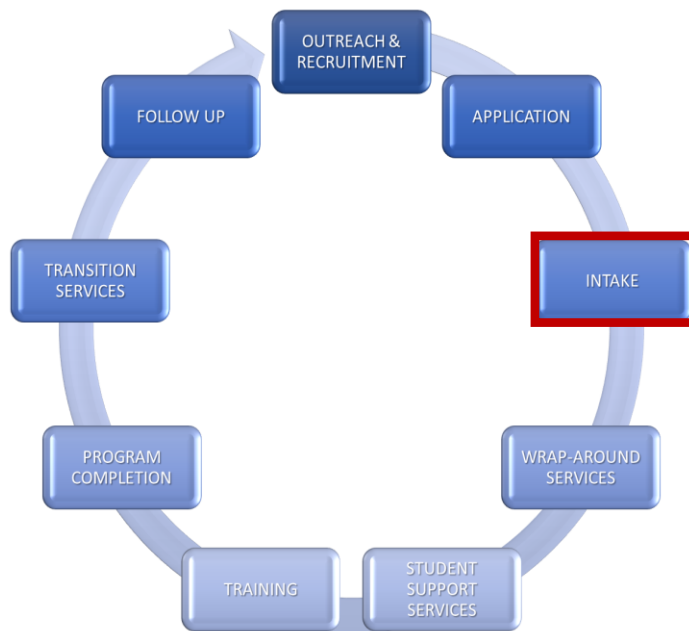
This meeting should set the tone for the program overall. It is critically important that participants also start to see and feel the four DIBE components as well as all aspects of the core values. For a program culture to be successful, staff and participants must contribute to its success, and intake meetings serve as a key moment in building a positive cohort culture.

Building Rapport with Participants

Building rapport is essential to creating a program culture that fosters belonging, inclusion, and collaboration. **Rapport** is the creation of a professional relationship that features mutual understanding and connection that cultivates a trusting relationship between grantee staff and participants. Intake meetings are an ideal space for grantee staff to being establishing rapport with participants. Rooted in person-centered social work practices, building rapport is the ability to develop a professional relationship with participants based on mutual trust. When participants feel they have trust and can trust those around them, they can better engage in instruction, support services, and career transition.

The ability to build rapport with participants is a skill like any other. It can be learned, and it can be improved overtime with dedicated practice. Below are some examples of how staff can begin to build rapport with participants.

- **Remember Participant Names -**
  This may seem a small act, but for many this can be a significant gesture. Remembering participants names can reinforce a sense of belonging.

- **Be Prepared for Participant Interactions -**
  Not being properly prepared for instruction or participant meetings may make participants feel that interacting with them is not a priority. Being on time, greeting participants, and having necessary resources available or following up after meetings can strengthen grantee staff connections to participants.

- **Find Common Experiences or Opinions -**
  Enrolling in a program like ILW will be new for many participants and it can be helpful for staff to find common connections with participants to further promote positive connections. Find common experiences or opinions that can help root the relationship and provide a shared connection. It is also helpful to foster these relationships between participants and alumni. Perhaps students are from the same neighborhood, attended the same school, or cheer for the same sports team. These connections do not have to be deeply rooted but revealing these connections foster belonging.

- **Actively Listen -**
  Being fully present in conversations means more than being physically present. Building rapport also requires staff to be mentally and emotionally present as well. Some ways to do this during a conversation are to make eye contact with participant or asking follow-up questions.

- **Be Aware of Body Language -**
  Non-verbal communication is equally if not more important than verbal communication. However, at times it can be misleading which can cause a rupture in a staff/participant relationship. It is important for grantee staff to be mindful of the messages being sent by hand movements, facial expressions, vocal tone and volume, and distance from participants.

  For example, a staff member who is very passionate might move closer to a participant, move their hands more and increase their vocal volume. Their intention may be to communicate excitement, but it may be interpreted as aggressive.

While rapport building is important during intake, these behaviors and activities should extend to all stages of the Participant LifeCycle. It is the responsibility of all staff to cultivate a welcoming and trust-based environment. (MasterClass staff, 2021).

Assessing Participant Need for Wrap-Around Services

Assessing participant needs for wrap-around services is a critical part of the intake process.

Within the IWRS, grantees will have access to a **Wrap-around Service Assessment** that will display all available wrap-around services provided by the grantee or grantee partners. This

listing will offer guiding questions for the intake staff to follow. Intake specialist will document if the participant chooses to opt into services or declines services.

Wrap-around services are optional for participants and this process must be participant led. The intake staff's role is to offer, not assign services.

Though this assessment is completed during intake, participants' needs may change throughout the program. As a result, participants can opt into wrap-around services at any point during their active enrollment in the program, as long as a Wrap-around Service Assessment is completed before the participant is provided any new or additional support services.

ILW pre-apprenticeship wrap-around service options include, but may not be limited to;

- Apprenticeship application fees
- Transportation costs
- Childcare/family member care
- Technology assistance for virtual learning (broadband and hardware)
- Driver's education fees
- Mentorship
- Financial literacy
- Alumni networking
- Other wrap-around support services

Refer to *Section 6: Wrap-Around Services and Support Services* for more detail on the assessment and delivery of wrap-around services.

Additional Information, Links, and Documents

- Exhibit 3: Pre-Apprenticeship Program Application
- Exhibit 4: Pre-Apprenticeship Program Interview Questionnaire
- Template 8: Sample Applicant/Participant Referral Form
- Template 9: Enrollment Decision Sample Letter – Full Acceptance
- Template 10: Enrollment Decision Sample Letter – Conditional Acceptance
- Template 11: Enrollment Decision Sample Letter – Denial
- How to Build Rapport: 6 Tips for Connecting with Others

Section 6: Participant Wrap-Around Services and Student Support Services

Section Overview

By the end of Section 6, you will be able to:

- Complete a **Wrap-around Service Assessment** and deliver wrap-around services.

- Provide additional support for participants with complex needs.

- Comply with Illinois Works guidance for **performance-based stipends**.

- Provide **student support services**.

- Track participants attendance, academic performance, and **respond to student alerts** in the Illinois Works Reporting System (IWRS).

- Develop policies for **make-up of post-assessments and missed sessions**.

- Comply with **Americans with Disabilities Act (ADA) requirements**.

- Integrate **DIBE and the six core values** into all elements of your program's wrap-around and student support services.

Wrap-around services and student support services are both closely linked to the Illinois Works (ILW) core values of overcoming barriers and empowering participants for resilience and self-sufficiency.

Wrap-Around Services are defined as supports that address non-academic needs. These can include an array of items, but some common services are childcare, mental health counseling, or transportation. Participants must opt into wrap-around services. This model of services leads to greater self-sufficiency as it challenges participants to think through long-term planning for services. All too often programs provide a suite of supports for participants while in the program, but when the program ends participants are left without the skills or knowledge of how to address those needs. With the opt-in model, participants will meet with case managers one-on-one and not only establish services during the program but begin planning for long-term plans to address these needs.

Student Support Services are defined as supports that address academic needs. Unlike wrap-around services, most of these supports are mandatory for participants based on subpar attendance or performance. Participants may opt into services such as tutoring for math and reading. However, other services such as making up hours for missed courses, retaking post-assessments after failing, or attending tutoring for certain modules were academic performance is lacking are mandatory to complete the program. Through these services, students will gain lifelong skills that will set the foundation for future growth and opportunities.

Wrap-Around Services

The goal of wrap-around services in the ILW program is to create opportunities that are laser focused on **minimizing or removing barriers** so that participants have an equitable opportunity to complete pre-apprenticeship training and transition to a RAP and employment.

ILW's focus is on three target populations- *women, people of color, and veterans*- that have been underrepresented in construction and the building trades. It is an expectation that grantees collect data to identify barriers that may impede these groups from gaining and retaining employment in construction and the trades. Collecting appropriate data can help grantees better understand how intersecting characteristics interact, creating forms of exclusion and marginalization with respect to a range of program outcomes. There are many complex and interconnected barriers that can hinder participants' ability to access employment opportunities. For instance, racism and sexism may intersect with an African American mother's need for childcare and transportation, exacerbating exclusion from an industry traditionally dominated by white males.
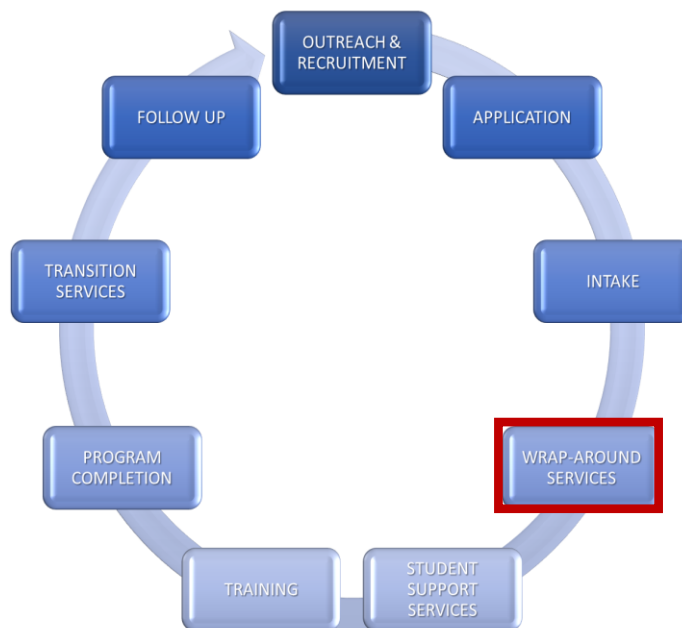
As a result, the ILW program requires grantees to provide a host of wrap-around services to address these structural and historic barriers. Grantees can deliver these services internally or leverage partnerships to do so.

Wrap-Around Service Assessment

Below is the wrap-around service assessment available in the Illinois Works Reporting System (IWRS). This assessment must be completed with each participant as part of the intake process and in a face-to-face format with the Wrap-around Service Coordinator (WSC). Refer to the Illinois Works Partner Guide for technical directions on how to complete this assessment.

- **Apprenticeship Application Fees -**

  There are several fees related to joining an apprenticeship program, including application fees. These fees may dictate a pre-apprentice's ability to join a DOL registered apprenticeship program. If a pre-apprentice is not confident, they will be able to cover the application costs required of them, the grantee can provide funding for this cost. This need should be reassessed by the Case Manager near cohort completion.

  Application fees are not required by all DOL-registered apprenticeship programs but for those that do require application fees, the fee range is $20 - $30.

  Allowable Costs: Application fees

  Guiding Question(s): There may be fees associated with applying to join a DOL-registered apprenticeship program. Application fees can range from $20 to $30. Is this a cost you are confident you can pay on your own or with the provided stipend?

- **Transportation Costs -**

  A major barrier for many participants in the Illinois Works program may be reliable and accessible transportation.

  Allowable Costs: Public transit fare/cards, car repairs (up to a $500 threshold), gas cards, plate sticker/city sticker renewal fees.

  Guiding Question(s): Do you have reliable transportation to and from the program? What is your primary form of transportation?

- **Childcare/Family Member Care -**

  Caregiving for a child or a family member can be a major barrier to participant success. Partial or total costs of care are allowed under the Illinois Works grant. However, programs should attempt to leverage alternate resources to help cover these costs as well.

  Allowable Costs: Childcare/babysitting costs, home aide costs

  Guiding Question(s): Do you have any family members that depend on your care? If yes, will your family members have support/care while you are in the program?

- **Technology Assistance for Virtual Learning (Broadband and Hardware) -**

  In some programs, and at some points in most programs, virtual learning may be required. If participants do not have the proper technology to participate in the program, the grantee may utilize funding to assist the participant. Organizations should attempt to enroll participants in existing broadband and technology assistance programs prior to making any direct payment or purchase of goods and services.

  Allowable Costs: Broadband/hot spot fees, purchase of laptops for lending to participants

  Guiding Questions: Do you have steady and reliable access to the internet? Do you have a computer that will allow you to access lessons including videos online?

- **Driver's Education Fees -**

  Having a Driver's License is not a requirement to be part of the of the pre-apprenticeship program. However, it is a requirement for most apprenticeship programs. If participants need to complete driver's education while attending the pre-apprenticeship program, the program may pay the required fees for driver's education and/or obtaining a license.

  Allowable Costs: Driver's education lessons, cost of new/renewed driver's license

  Guiding Questions: Are you confident that you will be able to cover all costs associated with obtaining your Illinois Driver's License no later than the completion of the program? Are you confident that you will be able to cover all costs associated with Driver's education?

- **Mentorship -**

  A mentor is an individual that meets with and develops a long-term professional relationship with pre-apprentices. Providing a mentorship program for pre-apprentices

can help increase the rate of long-term career success. These interactions are often structured and provided by the grantee or by a partner agency.

Allowable Costs: mentor/mentee training, mentor planned activities, expenses related to mentorship events, and training materials

Guiding Questions: Would you be interested in being partnered with a mentor?

- **Financial Literacy -**

    The ability to manage money well is a skill that can have a positive lifelong impact on students and help them far beyond the program. Financial literacy courses teach students the basics of personal finance such as budgeting, saving, debt, and investing. These courses may also cover items such as explanations of pensions, retirement funds, and fringe benefits, among others.

    Allowable Costs: course materials (handouts, workbooks, etc.), course/class fees, and financial literacy online course fees.

    Guiding Questions: Do you feel confident in your ability to manage your personal finances including budgeting, saving, investing, or debt management?

- **Alumni Networking -**

    Building long-term relationships with former program graduates can significantly benefit current participants. This service may include connecting participants and alumni one-on-one. Unlike mentoring, alumni networking is often a time-limited interaction instead of long-term professional relationship building. While it is likely that alumni events will take place throughout the program for all participants, this service is specifically geared toward one-on-one meetings with alumni.

    Allowable Costs: none

    Guiding Questions: Would you find benefit in being connected to former graduates from our program that are working in the trade(s) you're interested in?

Tables 10 and 11 below can assist with identifying the specific program and/or service offered by your organization or partner to help remove barriers to success. Use these tables to identify potential gaps in wrap-around services and to strategize on how those gaps can be filled.

Table 10: Participant Barrier Examples and Illinois Works' Allowable Costs to Assist in Overcoming Barriers

Examples of Barriers	Participant's Challenge	Illinois Works Allowable Costs to Assist in Overcoming Barriers
Low Income	It may be difficult for some participants to stay financially solvent during the pre-apprenticeship period. They may also need help getting started with work clothing and other start-up costs as they prepare to enter an apprenticeship.	• Apprenticeship application fees • Broadband/hotspot fees • Laptop purchase to loan to participants • Financial literacy course fees or purchase of training materials
Childcare/Family Member Care Needs	Disadvantaged parents are likely to face challenges in obtaining quality childcare that meet pre-apprenticeship training schedules	• Childcare/family member care fees
No Driver's License **No Reliable Transportation**	Many jobs in the construction and building trades require reliable personal transportation, as travel to different job sites is typical.	• Driver's education fees • Public transit fare/cards • Car repairs • Gas cards • Plate sticker/city sticker renewal fees
Lack of Knowledge about the Construction Industry	Some participants may have concerns they will not be accepted on the job and others may be unaware of the expectations and working conditions in in the construction industry.	• Mentor/mentee training • Mentor planned activities • Expenses related to mentorship events • Purchase of training materials

Other Wrap-Around Support Services

It is possible that there are necessary and reasonable costs that are needed to support participants that are beyond the identified services above. These services can be fulfilled through referrals, leveraged resources, or, in some cases, ILW grant funding. **If the grantees choose to allocate**

ILW grant funding, the support service must be submitted for approval by the ILW team through IWRS.

Guiding Question: Are there additional supports that would ensure your attendance and completion of the pre-apprenticeship program?

Table 11: Other Participant Barriers and Potential Partners to Assist in Overcoming Barriers

Examples of Barriers	Participant's Challenge	Potential Partners
Physical Health	Self-reported health issues or children's health issues may limit the ability to complete training programs and obtain/maintain employment.	• Local/county health center/department
Substance Abuse	Trauma inflicted by systemic oppression and racial and sexual discrimination, among other social challenges, can sometimes lead to mental health and substance abuse disorders.	• Local behavioral health center • Community mental health centers & organizations
Mental Health	Mental health conditions such as depression, anxiety, PTSD or others can make active participation in programming difficult due to limited energy, disruption of normal physical functioning, inability to concentrate, and more.	• Local behavioral health center & organizations • Community mental health centers & organizations
Domestic Violence	Women and men who experienced food or housing insecurity in the past 12 months reported a significantly higher prevalence of rape, physical violence, or stalking by an intimate partner, compared to women and men who did not experience food or housing insecurity. [1] When domestic violence intersects with other barriers, participants may find it more difficult to complete training programs and obtain/maintain employment.	• Domestic violence service providers • Department of Health & Human Services
Housing Instability/Homelessness	Some participants may face difficulties finding permanent and housing or are homeless.	• Public housing authorities • Community action agency

Public Assistance (e.g., Temporary Assistance for Needy Families (TANF). Supplemental Nutrition Assistance Program (SNAP)	Some participants may fear the reduction in cash and food assistance if work-related requirements are not coordinated with workforce development program, or some of them including their children may be experiencing hunger.	• Department of Health & Human Services • Community action agency

Supporting Participants with Complex Needs

In addition to the above barriers, some populations may experience specific challenges that require support beyond ILWs' scope of services (**Table 12**). Because these groups may be identified as having more complex needs within the ILW system, they should be provided with resources and information about programs and agencies that can assist in addressing their specific barriers.

Table 12: Barriers for Specific Groups/Populations

Population	Challenge for Special Population	Potential Partners
Youth (under 18 yrs. old)—this only applies to ILW programs located in high schools which received special approval to serve this population.	Homeless youth may have experienced trauma before and after becoming homeless; they may have been involved with the child welfare or juvenile system, experienced family conflict, racial disparities, and/or mental health or substance abuse disorders.	• Department of Health & Human Services • Local behavioral health center & organizations
Returning Citizens	When transitioning from prison, returning citizens may be unable to take advantage of resources to assist in reintegration into their communities; they may also face challenges such as social stigma, lack of job readiness, financial instability, and housing insecurities.	• Department of Health & Human Services • Public housing authorities • Community action agency
Undocumented Citizens	Undocumented citizens may face challenges such as temporary or no work authorization, no social security number, or no path to citizenship or permanent residency; they may also face negative stigma associated with their immigration status or fear of	• Illinois Coalition for Immigrant and Refugee Rights (ICIRR)

	deportation.	• Department of Health & Human Services
Immigrants	Immigrants may experience language and cultural barriers as they learn English and adapt to a new culture.	• Department of Health & Human Services • Illinois Coalition for Immigrant and Refugee Rights (ICIRR)
Veterans	As a result of experiences in combat situations, many military veterans suffer from Post-Traumatic Stress Disorder (PTSD) which can sometimes lead to homelessness and substance abuse disorders.	• Veteran's Administration • Local Behavioral Health Center & Organizations

Other strategies for developing supportive services for participants with complex needs include planning and coordination of activities including but not limited to:

- Explore areas of support that are available to populations most in need.

- Convene regional topical interest groups to gather input on target populations, workforce development, career pathway, and transition issues.

- Explore, identify, and share options for providing high-quality counseling and advising to assist all participants in designing an appropriate social, academic and/or career pathway and enabling them to persist in the continuum of programs making successful transitions along the way.

- Develop closer partnerships with social service agencies to assist immigrants and refugees with multiple native languages who may have difficulty understanding initial guidance and career counseling.

- Provide support services that empower all learners to take responsibility for self - advocacy.

Performance-based Stipends

Grantees are **required by the Illinois Works Jobs Program Act to provide a stipend** to all program participants. Stipends are a payment made to a trainee or learner for living expense and are designed to ensure that participants can maintain financial solvency throughout the tenure of the program.

All grantees must comply with the ILW performance-based stipend policy (refer to the Appendix for the detailed policy). Grantees may maintain their own stipend policy if it meets or exceeds the ILW policy. If grantees choose to implement an alternate performance-based stipend policy, it must be submitted to ILW for approval.

All policies must include the following items:

- **Grantees must provide stipends up to $11 per instructional hour** - Instructional hours are defined as training time spent in a classroom, construction lab, or during worksite practicums. Stipends may not be paid out for hours spent on wrap-around services, student support services, transition services, or during follow-up.

- **Stipend amounts must be the same for all instructional activities -** Instructional activities that qualify for stipend payouts include classroom instruction (face to face, remote or hybrid), construction lab instruction, and jobsite/practicum experience. Participants must receive the same per hour stipend for all these instructional categories.

- **Stipends can only be provided to participants -** Participants must be actively enrolled in the ILW pre-apprenticeship training program to qualify to receive a stipend.

- **Stipends must be reduced if participants do not meet or exceed attendance and performance measures -** Participants are required to maintain an attendance rate of 80% or higher and score 70% or higher on module post-assessments. Not meeting these thresholds should result in a percentage-based reduction in stipends. Tardiness at the start of each scheduled day along with late return from breaks will result in stipend reductions.

It is important for grantees to remember that while the stipend amounts are framed as an hourly rate, policies that are based solely on attendance will not be approved. Both academic performance and attendance must be included in the performance-based policy.

Additional Consideration for ILW Stipends

ILW programs offer a stipend not a wage. As noted above, a stipend is a payment made to a trainee or learner not an employee. As outlined in the ILW Notice of Funding Opportunity, to receive a stipend, the training must be predominantly for the benefit of the pre-apprentice. Additionally, since stipends are not wages, Social Security and Medicare taxes are not withheld, but stipends do count as taxable income for income tax purposes for participants.

For these reasons, it is critical that grantees not use wage language or wage equivalents in their program's outreach and recruitment materials, policies, or discussions with participants related to stipends.

A sample performance-based stipend policy and procedure is available grantee use in the Appendix of this manual - **Template 12: Sample Illinois Works Performance-based Stipend Policy** and **Template 13: Sample Illinois Works Performance-based Stipend Procedure.**

Student Support Services

In addition to wrap-around services, grantees are required to provide comprehensive student support services to reduce barriers to retention and accelerate smooth transitions within and between ILW and into RAPs. It is important to note that programs must have a process that provide all eligible participants access to support services. As much as possible, programs should coordinate services within the local community.
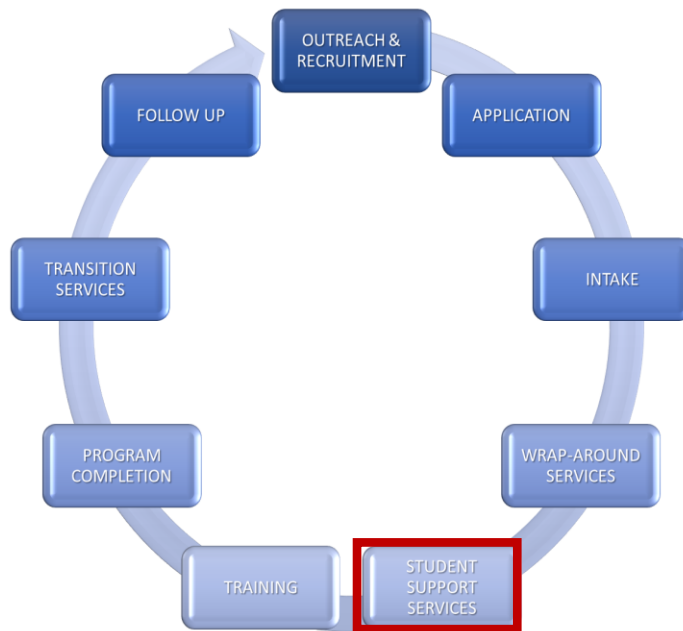
Table 13 below can assist with identifying the specific student support services required to be offered by your organization or through partnerships to help remove barriers to academic success. Use the table to identify potential gaps in student support services and to think about how to successfully fill those gaps.

Table 13: Academic-focused Barriers and Services to Assist in Overcoming Barriers

Examples of Barriers	Participant's Challenge	Student Support Services
Low Levels of Literacy. Lack of Basic Math, Reading, and Computer Skills	Some participants may lack the basic math, reading, and computer skills that are prerequisite for entering apprenticeships in the construction and building trades.	• Tutoring by program instructors or partners
Missed Sessions	Participants may experience extenuating circumstances which may have a direct, substantial, and negative impact on the ability to attend all required instruction sessions to meet the minimum attendance hours per module.	• Make-up session(s)
Missed Post-assessment	Participants may experience extenuating circumstances which may have a direct, substantial, and negative impact on the ability to undertake or complete a post-assessment. It is a requirement that participants successfully complete all program modules to successfully graduate.	• Make-up Post-assessment
Difficulty with Content Covered in Certain Modules	Participants may experience difficulties with understanding certain content covered in some of the modules and/or difficulty developing the required skills to successfully complete a module.	• Tutoring by program instructors

Student Support Alerts and Tracking

Student support services are provided when a participant demonstrates a need either through absences or missed or failed post-assessment. It is the expectation of ILW that **grantees require 80% or higher attendance per module and 70% or higher scores on post-assessments per module.**

If students drop below attendance or performance thresholds, they are required to make-up hours or retake post-assessment. Grantees must have these requirements outlined in the participant's

commitment agreement will is addressed in *Section 7: Training, Instruction, and Certifications* of this manual.

Attendance

Attendance should be tracked daily in IWRS. As a result, if a student drops below the 80% attendance threshold in a single module, they will need to make-up missed hours to be considered on track to successfully complete the program.

It is important to note that some credentials or certifications, such as OSHA-10, require 100% attendance. Grantees should ensure participants understand these expectations.

If the participant drops below the 80% threshold (or 100% for specific modules), IWRS will add a red flag alert to the participant's profile.

Post-Assessment Scores

All modules should require a pre-assessment at the start and a post-assessment at the end of the module to ensure that participants have successfully met learning objectives. Participant scores must be immediately recorded in IWRS to track student progress and to alert academic support staff of subpar performance.

If a participant scores 70% or less on a post-assessment, IWRS system will add a red flag to the participant's profile.

Identifying and Removing Red Flags

Academic Success Coordinator(s) (ASC) are responsible for identifying the need for, coordinating, and ensuring the successful delivery of student support services. This staff has access to a robust IWRS dashboard and suite of reports that will allow them to easily identify participants with red flag alerts. These alerts are meant to signal those participants need additional assistance.

The ASC and other academic staff should meet with participants individually to identify what has caused their attendance or performance to fall below expected standards.

If the participant's red flags are related to academic needs such as excessive absences, missing or failing post-assessments, or struggling with key lessons., the ASC must develop a Student Support Service Action Plan which outlines a set of tasks that participants must complete to regain good standing in the program. Action plans must outline dates for make-up sessions or post-assessment retakes, referrals for tutoring services, or provide longer time periods for participants to take post-assessments. Grantees must develop policies regarding make-up post-assessments and sessions. Two samples are available in the Appendix of this manual - **Template**

14: Sample Extenuating Circumstances Policy for Make-up Post-assessments and Sessions and **Template 15: Sample Make-Up Sessions and Post-assessment Policy**

If the participant's red flags are related to non-academic needs, in addition to matching the participant with necessary academic supports, academic success staff should work with the case management team to address any barriers that are preventing the participant from successfully engaging in the program. Depending on the needs of the student, new student support services or wrap-around services should be added to the participant's profile.

Red flags will be removed from a participant's profile when make-up sessions hours are added to their attendance record bringing them above 80% attendance for the module or when they score higher than 70% on an exam retake.

ADA Requirements

The **Americans with Disabilities Act** or **ADA** prohibits discrimination against people with disabilities in multiple areas, including:

- Employment

- Transportation

- Public accommodations

- Communications

- Access to state and local government' programs and services

Illinois Works Pre-Apprenticeship programs are ethically and legally responsible for adhering to administrative requirements according to the Americans with Disabilities Act (ADA). Pre-Apprenticeship Programs are responsible for compliance with the ADA.

Each program must:

- Have a designated ADA coordinator

- Provide public notice

- Have an established grievance policy

- Conduct a self-evaluation

- Develop a transition plan regarding accessibility

Additional Information, Links, and Documents

- [Template 12: Illinois Works Performance-based Stipend Policy](#)
- [Template 13: Sample Illinois Works Performance-based Stipend Procedure](#)
- [Template 14: Sample Extenuating Circumstances Policy for Make-Up Post-assessments and Sessions](#)
- [Template 15: Sample Make-Up Sessions and Post-assessment Policy](#)
- [Americans with Disabilities Website](#)

Section 7: Training, Instruction and Certifications

Section Overview

By the end of Section 7, you will be able to:

- Explain **training expectations** within the scope of the Illinois Works Pre-apprenticeship Program.

- Deliver an effective **program orientation.**

- Utilize required tools including the **Career Assessment** and **Commitment Agreement.**

- Comply with the **Illinois Works Pre-apprenticeship curriculum** requirements.

- Consider **additional certifications** or training modules that might be relevant for your target population.

- Apply the **Illinois Essential Employability Skills Framework** to your program's soft skills instructional hours.

- Incorporate **diverse learning modalities** based on participant needs and program expectations.

- Utilize best practices to **evaluate a training curriculum**.

- Integrate **DIBE and the six core values** into all elements of your program's training and instruction.

The Illinois Works Pre-Apprenticeship Program creates a qualified talent pipeline to fill job opportunities with diverse candidates in construction and the building trades. All Illinois Works Provide Network grantees were chosen because they successfully demonstrated an ability to provide pre-apprenticeship training and to prepare program participants for employment in the construction industry. Through program instruction, the Illinois Works Pre-Apprenticeship Program will be able to train, prepare, and **empower** participants by fostering **resilience and self-sufficiency**. While grantees cannot provide training for every experience participant may

have, this core value ensures that programs provide the tools, skills, resources, and support needed for participants to navigate the professional situation they will experience.
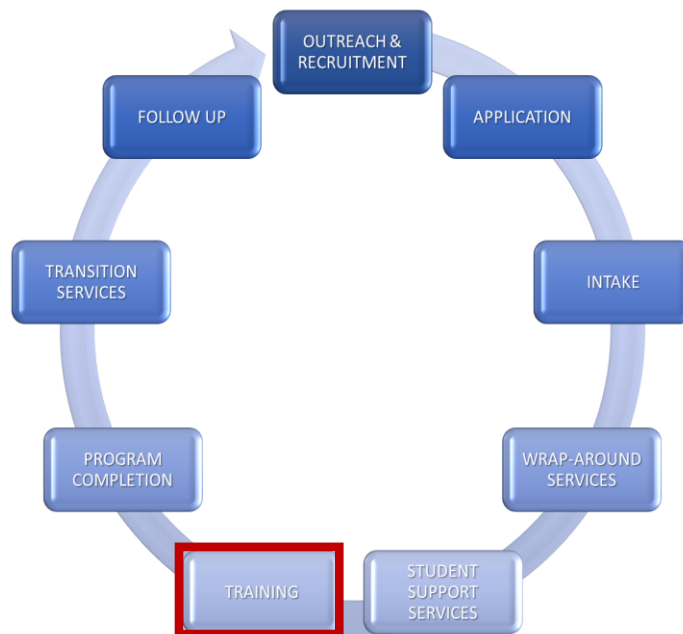
Why Training?

Training is a process that aims to increase knowledge, develop skills, impact attitudes, and/or influence behaviors in an individual to accomplish a specific job task or goal. Training is often focused on business needs and driven by time-critical business skills and knowledge. Its goal is to *impact and improve performance*. This is an important distinction from **teaching**, which focuses on information dissemination, knowledge acquisition, and learning; not necessarily skill-building. The distinction can be summarized as theory, education, and information versus **skill-building**, **performance**, and **practical application** (Suggs, 2014).

Grantees are expected to offer **experiential training,** also known as *"development by doing."* Experiential training is a two-way interaction between the instructor and the participants that requires the participant to actually perform the job-related task, receive feedback, and reflect on the experience. It is important to emphasize that that required theory must also be taught as part of the program within an experiential training model. There are several approaches and modalities that leverage experiential training.

Teaching
- Learning
- Knowledge Acquisition
- Information Dissemination

Training
- Practical Application
- Skill-building
- Performance Improvement
- Organizational Outcomes
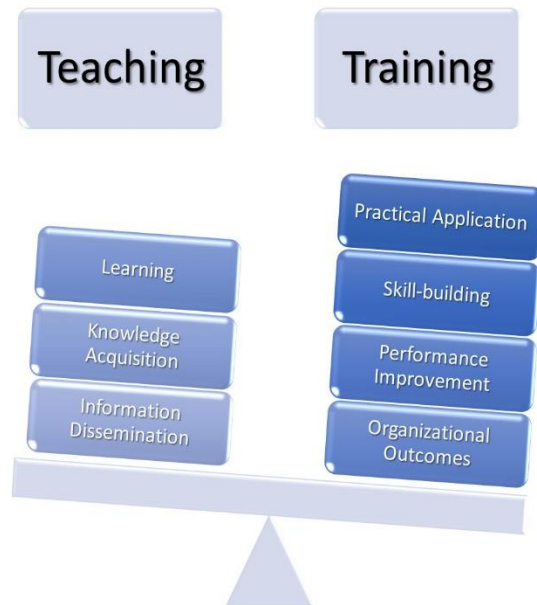
These include, but are not limited to:

- Work-Based Learning (WBL)
- Small-Group Lab Work
- On-the-Job Training (OJT)
- Practicums

More information will be provided about each of these later in this section.

A well-designed and well-developed experiential training can result in 75% to 90% content retention by participants, the maximum yield from any training strategy (Silberman, 1998). In addition to skill-building, a viable training program can improve workforce productivity and efficiency, maximize safety, and improve employee effectiveness (Lynch & Buckner-Hayden, 2010).

ILW pre-apprenticeship programs should be an immersive experience that provides training which aligns with the skills employers need in their respective economic region. By tailoring programs to employer's needs, grantees better prepare participants to meet the minimum entry-level requirements of a DOL-registered apprenticeship program and support participants' long-term professional goals in construction and the building trades.

Staying in Scope

The overarching focus of the ILW Pre-Apprenticeship Program is to fund grantees that prepare underrepresented populations to successfully transition into DOL-registered apprenticeship programs (RAPs) in construction and the building trades. Effective grantees will create pathways

and manage the transition from the pre-apprenticeship program to a RAP. As a result, ILW funding and programming must stay within the scope of this goal.

Pre-apprenticeship curriculums must offer a minimum of **150 hours of instruction,** not to exceed 300 hours of instruction unless specifically approved by ILW.

Instructional hours may include:

- Illinois Works program orientation (required)

- Introduction to construction and the trades (required)

- Supplemental shop math instruction (not required, but highly recommended)

- Illinois Works Pre-apprenticeship required certifications (required)
    - NABTU or NCCER
    - OSHA 10-hours
    - First Aid and CPR

- Other nationally recognized certifications, if needed

- Soft skills based on Illinois Essential Employability Skills Framework (required)

- Test taking skills (required)

- Work-based/job site learning (required)

The 150 hours of instruction does **NOT** include:
- Wrap-around services
- Student support services
- Transition services
- Follow-up activities

It is also important to note, that complementary education and support activities such as GED courses, ACT preparatory training, college fairs, and other similar services and activities are outside of the goals and scope of this funding. If relevant supports are necessary for pre-apprenticeship applicants not qualified to enroll in the program (i.e., GED courses), grantees are expected to leverage relationships with partners, stakeholder, and community-based organizations (CBOS) to provide these. Revisit *Sections 4 and 5* of this manual for more information regarding each of these.

Orientation

Orientation should take place the first day of class or a designated day before class starts, and attendance must be required of all participants. The goals of the **ILW Grantee Orientation** are to welcome participants, communicate expectations and requirements, and acclimate them to the grantee' pre-apprenticeship program.

Grantees must have a formal process in place for orienting participants and assisting them with identifying personal goals, to guide instruction, and career and transition services. The orientation should also explain the commitment necessary for the participant to be successful in the program. *All participants must receive a comprehensive orientation!*

Orientation Agenda

It is important that programs develop an orientation agenda to plan and allocate enough time to the required topics. This agenda should be communicated to participants beforehand to create interest and expectation and to communicate that attending the orientation is a program requirement.

Orientation agendas may include, but are not be limited to:

- Introduction of program instructors and staff

- Program requirements

- Performance expectations

- Student support services offered

- Wrap-around services available

- Career Assessment

- Career Guidance

- Educational schedule

- Pre-Apprenticeship Training Program Commitment Letter

- Criteria for successful program completion

A sample agenda is available in the Appendix of this manual - **Template 16: Sample Illinois Works Orientation Agenda.** Modify the sample agenda for your purposes to ensure your orientation activities are comprehensive and they meet Illinois Works expectations. Keep in mind that this orientation will likely take between 3 to 4 hours.

Career Assessment

The day of the orientation each participant must complete a **career assessment.** The career assessment tool captures key information regarding the participant's career readiness, their primary and secondary career goals, and their anticipated timeline for transitioning to a career once the program has concluded. **During orientation, this assessment should be completed manually by each participant in a group-setting.** The hard copy of this document is available in the Appendix of this manual – **Exhibit 5: Career Assessment – Orientation.**

Based on the participant's stated goals in the career assessment, academic support staff and instructors must work together to develop a personalized action plan tailored to the specific needs of each participant.

This action plan may include, but is not be limited to:

- Building relationships with specific trades and their DOL-registered apprenticeship programs

- Building relationships with contractors that can hire and sponsor participants into DOL-registered apprenticeship programs

- Gathering trade-specific application requirements

- Matching participants with alumni in trades of interest

- Identifying opportunities for the participant to gain key experiences that will help them in their future goals

The career assessment will be entered into the Illinois Works Reporting System (IWRS) within 24 hours after the participants complete it during orientation and as staff build out a career plan for each participant.

Pre-Transition

The career assessment will be completed twice during the pre-apprenticeship program. In addition to completing the assessment during orientation, participants will be reassessed using the same questionnaire prior to transition *(three to four weeks prior to their completion of the pre-apprenticeship program).*

Unlike the assessment completed during orientation, the later assessment will be part of a one-on-one interaction facilitated face-to-face between each of the participants and the Transition Specialist. **The career assessment to be done pre-transition will be completed electronically by the Transition Coordinator and entered directly into IWRS.**

More information regarding the pre-transition career assessment can be found in *Section 8: Program Completion, Transition Services, and Follow-Up* of this manual.

Commitment Agreement

A **Pre-apprenticeship Training Program Commitment Agreement** is a required written agreement between the participant and the grantee that clarifies the participant's rights, obligations, and pre-apprenticeship training conditions. It is essential for an effective and efficient implementation of the program. The commitment agreement must be signed by the participant and grantee staff during orientation.

As part of the commitment agreement, participants are also asked to provide permission to grantees to share information with The Office of Illinois Works. This agreement serves as a Family Educational Rights and Privacy Act (FERPA) waiver. The **Family Educational Rights and Privacy Act (FERPA)** is a federal law that affords participants who are 18 years old, or who have entered a postsecondary institution at any age ("eligible student"), the right to have some control over the disclosure of personally identifiable information from their educational records. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

It is important to note, without a signed commitment agreement that includes a FERPA waiver, grantees will not be able to track participant data in IWRS. **An unwillingness of the participant to sign the Commitment Agreement or share their information with ILW will automatically disqualify them from participation in the ILW pre-apprenticeship program.**

A hard copy of the Pre-apprentice Training Program Commitment Agreement is available in the Appendix of this manual – **Exhibit 6: Pre-apprenticeship Training Program Commitment Agreement.**

Illinois Works Pre-apprenticeship Curriculum

A **curriculum** contains the overall content relevant to a training program. The Illinois Works Pre-Apprenticeship Program has requirements for program instruction. **Instructional requirements** are necessary expectations that **MUST** be met by a curriculum, without exception. The pre-apprenticeship curriculum should be at minimum **150 hours of instruction** with a strong emphasis on hands-on practice.

This typically occurs in/at the following:

- **Construction Laboratory** -
  A facility that provides controlled conditions in which participants can practice a task or skill.

- **Job Site** -

  A location or area where construction work is taking place.

  Note: Job sites are not controlled like construction laboratories.

Given the grantees' target population, the specific barriers and needs of the participants, and the grantee's unique program design, the number of instructional hours may vary but should not exceed 300 unless directly approved by ILW.

A sample curriculum for grantee's use is available in the Appendix of this manual - **Template 17: Sample Illinois Works Pre-apprenticeship Program Curriculum**

Requirements

At a minimum, all grantees **MUST** lead participants through the attainment of the following certifications:

- NABTU or NCCER

- OSHA 10-hours

- First Aid/CPR (AED is not required nor recommended since jobsites are not likely to have AEDs).
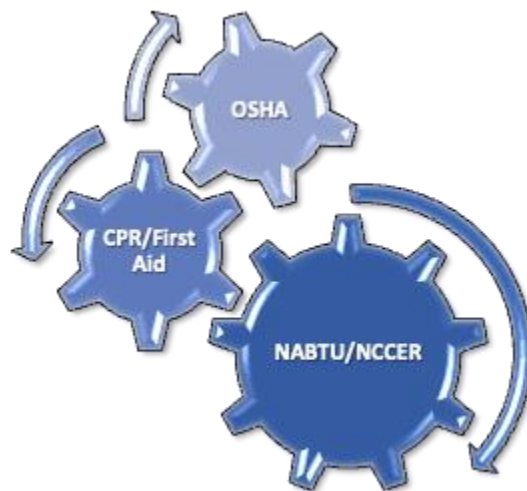
- **NABTU Certificate or NCCER Certification -**

  All grantees **MUST** base their program on one of the two Illinois Works approved curricula—the North American Building Trades Unions (**NABTU**) and the National Center for Construction Education and Research (**NCCER**).

NABTU Certificate (*Learn more*)

The North American Building Trades Unions (NABTU) has a strong history of creating work opportunities with sustainable wages, protecting labor, and providing training and benefit standards for construction workers. Two tools they use to accomplish these goals are their Registered Apprenticeship Training Program and their Apprenticeship Readiness Programs (ARPS).

Apprenticeship Readiness Programs (ARPS).

The Registered Apprenticeship training program trains workers to understand all aspects of a trade. The **Apprenticeship Readiness Programs (ARPSs)** trains and prepares participants to transition into a registered apprenticeship program (RAP), which is a gateway into the construction industry.

The NABTU ARPs partners with community-based organizations and other stakeholders to recruit and train women, people of color, transitioning veterans, and the formerly incarcerated for Building Trades Registered Apprenticeship programs. Their curriculum is a **Multi-Craft Core Curriculum (MC3)** which was developed and approved by the Building Trades National Apprenticeship and Training Committee in 2008. Of important note, in 2012, the U.S. Department of Labor awarded the Building Trades and the MC3 the Department's Registered Apprenticeship *Innovator and Trailblazer Award* at its 75th Anniversary celebration.

The curriculum includes:

- o Construction Industry and Trades Orientation
- o Tools and Materials
- o Construction Health and Safety (includes OSHA 10 and CPR)
- o Basic Math for Construction
- o Heritage of the American Worker
- o Diversity in the Construction Industry
- o Blueprint Reading
- o Green Construction
- o Financial Literacy

Note: MC3 Pre-Apprenticeship Training Program must be a minimum of 120 hours. However, programs can add in additional training modules or work-based learning experiences at their discretion.

Instructor Requirements

To implement the NABTU curriculum and issue a NABTU Certificate of Satisfactory Completion to participants, program instructors must successfully complete the relevant NABTU Building Trades Apprenticeship Instructor Training. This is a rigorous teacher training program for Apprenticeship Instructors and Training Coordinators.

Their Instructor Training Program is designed to:

- o Increase instructors' proficiency of instructional techniques and materials

- o Acquaint instructors with the philosophy and principles of education, especially trade, industrial, and technical education

- o Provide learning experiences in the principles and the fundamentals of the applied knowledge and to expand the understanding of the trades instructors in the technical aspects of their crafts and the latest developments in these industries

Several of their instructor training programs have been assessed for higher education credit and even for college degrees. The hours-for-certification depends on the specific construction trade craft. Click <HERE> to learn more about each of the Instructor Certification Trades.

For additional information, contact:
Phone # (202) 347-1461
Email address CONTACT@NABTU.ORG

NCCER Certification

The National Center for Construction Education and Research (NCCER) is a not-for-profit 501(c)(3) education foundation. It is the non-union equivalent of NABTU. In collaboration with construction CEOs, associations, and academic leaders, NCCER worked to revolutionize training for the construction industry. Their efforts resulted in several components which are key to the construction industry's workforce development efforts:

- o Accreditation
- o Instructor certification
- o Standardized training curriculum
- o Registry System (qualification tracking system for craft professionals)
- o Assessments
- o Student certifications

NCCER's **Standardized Training** and **Credentialing** programs target aspiring industry professionals. Students start with the NCCER Core. **NCCER Core** is a prerequisite to all other (i.e. carpentry, electricity) Level 1 craft curriculum.

The [**NCCER Core Curriculum (Sixth Edition)**](#) includes:

- o Basic Safety (Construction Site Safety Orientation)
- o Introduction to Construction Math
- o Introduction to Hand Tools
- o Introduction to Power Tools
- o Introduction to Construction Drawings
- o Introduction to Basic Rigging
- o Basic Communication Skills
- o Basic Employability Skills
- o Introduction to Materials Handling
- o Build Your Future in Construction

After completing the core curriculum, participants will have the basic skills to continue their training in their specific craft area through an apprenticeship program. If grantees choose the NCCER's curriculum as the basis for their pre-apprenticeship program, the requirement is to deliver **NCCER Core Curriculum**.

NCCER also offers several supplemental training modules that can help participant increase their skillset in specific areas including Applied Construction Math, Basic Safety, Tools for Success, and Your Role in the Green Environment. These are not required, but ILW does recommend the Applied Construction Math supplement for grantees seeking to increase their math curriculum.

As a note, NCCER has curricula for more than 70 craft areas. Curricula beyond the Core are not required nor appropriate for the Illinois Works Pre-Apprenticeship Program. **NCCER Core** provide appropriate instruction for *pre-apprenticeship* training. The Craft Area curricula supports instruction for *apprenticeship programs.*

Instructor Requirements

Program trainers must receive an NCCER certification to be an instructor for their training curricula. An NCCER Instructor is an individual who has successfully completed the Instructor Certification Training Program (ICTP) conducted by an NCCER Master Trainer with current credentials and who is authorized to teach the NCCER curriculum.

Instructors must meet the following qualifications:

- o Experience at a minimum journey or technician level in their area of expertise OR

- A minimum of three years' experience as a certified teacher in a vocational/technical construction or maintenance-related training program

- A Master Trainer may also serve as an instructor if they meet the above criteria and submit Form 101 and the ICTP information sheet

The Instructor Certification Training Program (ICTP) was developed as part of the accreditation process. It ensures that there is a uniform and consistent delivery of training. NCCER certifies the Master Trainer, who in turn can certify local Craft Instructors. This network of certified instructors assures that NCCER training programs meet the standards of instruction set by the industry. Click <HERE> to learn more about the available NCCER Instructor Training Certifications.

For additional information, contact:
Main: 386.518.6500
Toll-free: 888.622.3720

- **OSHA 10-hour Certification -**

The Occupational Safety and Health Administration (OSHA) is a large regulatory agency of the United States Department of Labor that ensures safe and healthful working conditions for workers by setting and enforcing standards and by providing training, outreach, education, and assistance.

OSHA requires employers to provide training to workers who face hazards on the job. They help accomplish this by:

- Creating training materials.
- Distribute training grants to nonprofit organizations.
- Provide training through authorized education centers.

OSHA 10-hour Certification provides basic safety and health information to entry-level workers in the general construction industry.

It includes the following:
- Serious workplace hazards
- Workers' rights
- Employer responsibilities
- How to file an OSHA complaint

Instructor Requirements

Only an **OSHA Authorized Trainer** can deliver OSHA 10 instruction. Authorization includes the following prerequisites:

- **Experience -**
  Have five years of construction safety experience. A college degree in occupational safety and health, a Certified Safety Professional (CSP), or Certified Industrial Hygienist (CIH) designation may be substituted for two years of experience. Obtain guidance on whether you meet this requirement from the OSHA Training Institute (OTI) Education Center where you want to take the training.

- **Training -**
  Complete OSHA course #510, Occupational Safety and Health Standards for the Construction Industry. This course covers OSHA policies, procedures, and standards, as well as construction safety and health principles. A special emphasis is placed on those topics that are required in the 10- and 30-hour programs, as well as those that are the most hazardous. Course participants are briefed on effective instructional approaches and the effective use of visual aids and handouts.

  Note: You may not substitute one prerequisite to fulfill the other prerequisite. OSHA does not issue waivers for either the experience or training prerequisites.

  Complete OSHA Course #500, Trainer Course in OSHA Standards for Construction. A special emphasis is placed on those topics that are required in the 10- and 30-hour programs, as well as those that are the most hazardous. Course participants are briefed on effective instructional approaches and the effective use of visual aids and handouts.

Successful completion of all of the above will result in an "Authorized Construction Trainer Card" (U.S. Department of Labor, n.d.)

The trainer course is provided at **OSHA Training Institute (OTI) Education Centers**. Each OSHA Education Center posts their course offerings, schedules, and locations on their individual websites. Construction outreach trainers are authorized for four years. Besides being able to deliver OSHA instruction, Authorized trainers may receive OSHA course completion cards for their students.

There are two OTI Education Centers in Illinois:

National Safety Education Center
Northern Illinois University, Continuing and Professional Education
(Lead Organization)
148 N. 3rd Street
DeKalb, IL 60115-2828
(815) 753-6902
www.nsec.niu.edu

Construction Safety Council
4415 West Harrison Street, Suite 404
Hillside, IL 60162
(800) 552-7744
http://www.nlc.edu/educationalPrograms/OSHA.html
(U.S. Department of Labor, n.d.)

Grantees should reach out to OSHA to gain certification for their instructors, if current instructors are not OSHA certified.

- **First Aid/CPR Certification -**

  The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors. In addition, the American Red Cross provides training and skills that help individuals prevent, prepare for, and respond to emergencies, among those are First Aid and Cardiopulmonary Resuscitation (better known as CPR). Many jobs that address health emergencies or have hazardous work environments, require training to ensure employees have up-to-date lifesaving skills.

  The Red Cross offers flexibility in delivering training that responds to this need and meets OSHA Guidelines.

  - **First Aid -**
    First Aid training and certification qualifies participants to provide the basic medical care given in good faith to a sick or injured person to maintain life and prevent further injury until professional medical care becomes available and takes over.

  - **CPR-**
    CPR certification confirms that the participants are able to perform adequate CPR skills. The instructor must certify that participant has completed the formal CPR training, comprehends the minimum requirements for certification, and has passed the written examination. (American Red Cross, n.d.)

Instructor Requirements

Red Cross First Aid and CPR instructors must be a certified to facilitate CPR and First Aid training and award a Certificate. The Red Cross can train instructors at community centers, online, or at the grantee's facilities.

For additional information, contact:
Phone #: (888) 411-0942
Email: support@redcrosstraining.org

Additional Certifications and Training Considerations

Given the needs of each grantee's program design, participants, and their post program goals, additional certifications and training would be applicable (some are recommendations while others are requirements).

Additional certifications and training considerations may include, but are not be limited to:

- **Test-Taking Skills (required)** -
  Techniques and strategies that provide participants with the cognitive skills necessary to perform successfully in any test-taking situation.

  Many RAPs require that applicants take tests on various subjects, and it is imperative that participants have effective testing skills in order to maximize their performance on those tests.

- **Supplemental Construction and Building Trades Math (not required but highly recommended)** -
  Functional understanding of math including, but not limited to general mathematical functions, equations, fractions, decimals, measurements, perimeter, area, and volume calculations.

  Although NCCER and NABTU curricula already include a construction math module, it may be necessary to add another 20 to 30 hours of supplemental math to ensure that participants have the necessary skills to gain entrance into the RAP of their choice.

  Note: Most RAPs require apprentice applicants to pass a Math Test without using a calculator prior to being accepted into an apprenticeship program. They must be able to do construction math without the use of a calculator.

- **Flagger Certification** -
  The flagger protects project personnel and provides safe, courteous, and authoritative directions to traffic passage through the work area. This certification teaches participants

standard flagger control references, proper flagging signals procedures, and standard flagger practices for various situations. Upon successful completion of the course, participants will receive an ATSSA Flagger Certification card.

Note: Though the Flagger Certification can be a valuable addition to a pre-apprentice's resume, it is important to note that compensation for this isolated task is at the lower-end of the compensation scale for construction and building trades. Women are 50.8% of the U.S. population, yet only 4% of the construction and building trade professions. However, for construction flaggers, women make up 36.8%. Given the goal of equity, be cautious not to disproportionally point women in this direction as an isolated occupational craft area.

Employability Skills

Employability skills are non-technical skills that can help participants increase their ability to succeed in an array of industries and workplaces. ILW requires that grantees utilize the Illinois Essential Employability Skills Framework as a foundation for their employability skills training. Grantees are encouraged to build upon this foundation and create or secure employability skills training modules as needed for their target population. Employability skills should not exceed 40 training hours in a grantee's ILW Pre-apprenticeship Program curriculum.

Illinois Essential Employability Skills Framework (*[Learn more](#)*)

The **Illinois Essential Employability Skills Framework** is designed to define and clarify essential employability skills and provide a standard for the state of Illinois. Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills such as math and reading, and construction skills. The framework was developed through a collaboration of the Illinois Community College Board (ICCB), the Illinois Department of Commerce and Economic Opportunity (DCEO), representatives of Illinois businesses, local chambers of commerce, secondary, postsecondary, and adult educators and professionals, and other important stakeholders.

The framework is comprised of four primary skills—**personal ethics, work ethics, teamwork, and communication**, each with a subset of behaviors or actions.

The above framework should be used to ensure that your pre-apprenticeship program provides the employability skills training to successfully respond to the needs of the current workforce and prepare participants to perform at the highest levels within their professional environments, with the goal of maximizing their success in the workforce.

The Illinois Essential Employability Skills Framework offers multiple assessment tools including a self-assessment tool designed as a resource to help programs assess their alignment with the Illinois Essential Employability Skills Framework and to aid long term planning and development. The second tool, Self-assessment of Exposure to Employability Skills in Classroom Activities and Work-based Learning, is designed to help instructors identify work that integrates essential employability skills into classroom instruction and work-based learning activities.

In **Table 14: Employability Skills Courses**, grantees will find an array of courses based on the Illinois Essential Employability Skills Framework as well as additional recommendations for modules that grantees may consider incorporating into their program. This table is not an exhaustive list of all available courses, but it does offer key skills that will be beneficial for the ILW target populations.

Table 14: Employability Skills Courses

Course Title	Course Topics
Developing Personal Ethics	Integrity, Respect, Perseverance, Positive Attitude
Building a Strong Work Ethic	Dependability, Commitment, Professionalism
Critical Thinking	Demonstrate sound decision making, how to problem solve effectively
Working Effectively with a Team	How to work with differing personalities, strategies in dealing with conflict or differences
Strong and Effective Communication Skills	Active listening, effective and cooperative work, verbal and written communications
Developing a Customer Service Approach	Adaptability, self-control, accountability, patience, using positive language
Relating to Your Supervisor	Taking responsibility, developing a positive relationship, building trust, managing up
Developing Leadership Skills	Self-awareness, self-development, innovation
Financial Literacy	Developing a budget, pensions, building credit
Effective Decision Making	Goal setting, personal values, critical thinking, weighing costs and benefits
Time Management	Planning, organization, goal setting, prioritization
Diversity, Inclusion, Belonging, and Equity (DIBE)	What is DIBE? Valuing diverse contributions, gender-informed training

Additional Content Considerations

The Illinois Works Pre-Apprenticeship Program aims to ensure that all Illinois residents have access to careers in the construction industry and building trades. Unfortunately, diverse populations have not been adequately represented in the construction industry and the building trades. The goal is to provide contracting and employment opportunities to historically underrepresented populations.

Your programs' target population, their professional aspirations within the construction and trade industries, and the systemic and social barriers they confront, may require you to augment the core content with tailored information that responds to their specific professional development needs.

Additional content topics for consideration may include, but not limited to:

- Strategies to Address Equity (including support for minority-led organizations)
- Discrimination within Workplaces
- Sexism within Workplaces
- Bullying and Harassment in the Workplace
- Construction and Trades from a Gender Lens
- Construction and Trades Through the Lens of People of Color (specific ethnic groups)

Training Modalities

There are multiple modalities that can be leveraged to facilitate training. A **training modality** is a form of learning content delivery, such as online training, instructor-led training, or video training, among others. Modalities that are appropriate for pre-apprenticeship training include, but are not limited to:

- **Face-to-Face (F2F) -**

  Face-to-Face training is a real-time instructor-led practice of training (content delivery) between an instructor and participants. Although it is the most common form of training, the caution is to ensure that instruction is not limited to lecture. A **lecture** is a one-way communication strategy, from the instructor to the participants.

  Grantees are highly encouraged to consider other delivery strategies. On average, participants remember approximately 5% of what they hear during a lecture. In a one-hour lecture, the participants will only remember about 8.3 minutes of what was said (Silberman, 1996). However, lecture can be effective if combined with other strategies including, but not limited to:

  - Discussion

- o   Demonstration or Live Observation

- o   Case Studies

- o   Roleplays

- o   Practice and Feedback

- **Virtual Training -**

  Virtual training is a web-based delivery of educational content over the internet using a web-based classroom platform. Virtual training can be:

  - o   *Synchronous* - learning is interactive, two-way online or distance education that happens in real time with an instructor

  - o   *Asynchronous* - learning occurs virtually online and through prepared resources, without real-time instructor-led interaction

  Virtual training can provide links to reference materials, announcements, bulletin boards, discussion groups, file sharing, electronic whiteboards, among others. Popular platforms generally used for virtual instruction include Microsoft Teams, Zoom, Google Workspace, WebEx Meeting, GoToMeetings, and Skype.

- **Small-Group Labs -**

  Small-group labs are instructor-led experiences in controlled conditions where participants can practice performing a skill, activity, or task. These can range from short, informal exercises to formalized problem-solving exercises. The group sizes are approximately five to seven participants, depending on the size of the physical space.

  Note: If small-group labs are being implemented as a COVID-19 mitigation, the goal is to ensure the number of small group participants do not exceed the number of individuals that are able to remain six-feet apart in the physical environment.

- **Worksite-Learning -**

  Work-site learning, also known as work-based learning, are an extension of the training room into a working environment with the goal of acquiring real-world knowledge and developing technical job-based skills relevant to future employment in the respective profession or industry. Work-based learning intentionally merges academic theory with real-world practice application.

  Work-based learning provides participants with career awareness, career exploration, and career planning. They develop work-based competencies, and employability skills.

- **On-the-Job Training (OJT) -**

  On-the-job training is a form of workplace professional development that involves instruction, demonstration, practice, and feedback. Training is actually occurring while a participant performs an essential job function, task, activity, or skill related to a particular

occupation. This process is overseen by one or more instructor(s), supervisor(s), manager(s), coach(es), or mentor(s). **OJT is not an allowable cost under the ILW grant because this is the model used by apprenticeship programs, and Illinois Works only funds pre-apprenticeship programs.**

- **Practicum -**

  A practicum (also known as work placement) is a work-based experience in a specialized field of study, that is designed to give participants supervised practical application within a field of practice.

  On-the-Job Training (OJT) and practicums are sometimes used interchangeably. However, **practicums typically occur prior to employment, while OJT typically occurs after employment.**

  It may also be important to note that practicums also differ from internships. An internship is a period of work experience offered by an organization for a limited period of time. Although an internship is a pre-employment experience, it can sometimes be compensable. Practicums are typically not compensated, though there can be exceptions (i.e., a stipend during or upon completion of the experience).

- **Blended Learning -**

  Blended learning is a curriculum that combines two or more flexible learning modalities throughout the training program. For example, an instructor may leverage aspects of face-to-face training and virtual training solutions depending on the content being delivered.

Instructional Planning

Grantees are welcome to add in additional training modules beyond the required curriculum to address the specific needs of their target audience. These modules may be developed internally by the grantee or may be off the shelf items. Regardless of training materials are designed in-house or purchased off the shelf, grantees need to evaluate them to determine the training module's credibility and efficiency.

There are several key characteristics of training materials and courses that grantees should evaluate when creating and implementing an off the shelf training module:

- **Training Program Goal(s) -**

  These are statements that capture the desired outcome(s) for a training program. Effective training goals are specific, measurable, and focused on participant LOs and POs. Training goals help ensure that training content is focused on the intent of the program, the course design meets the intended expectations, and that the instructor and participant expectations are aligned.

  Note: Each program goal should have correlating learning objectives and performance outcomes.

- **Learning Objectives (LOs) -**

  They are statements that capture the expected knowledge and information attained by participants following instruction.

  Note: All learning objectives should connect with a program goal(s).

- **Performance Outcomes (POs) -**

  They are statements that capture the expected skills, behaviors, and attitudes of participants following instruction.

  Note: All performance outcomes should connect with a program goal(s).

- **Date -**

  The actual calendar date specific content will be delivered during a training.

- **Start time and End time -**

  The specific start and end time of all activities during a training including content delivery, instruction, breaks, etc. This helps ensure the program stays within the allotted timeframes.

- **Instructor -**

  The individual(s) accountable for instruction, based on the curriculum. An instructor should be a subject matter expert (SME) with extensive knowledge of adult learning principles.

- **Contents -**

  The totality of what is being taught, conveyed, or delivered during a training.

- **Modality -**

  Forms of instruction (i.e., face-to-fact instruction, virtual instruction, work-based instruction, etc.).

- **Training Strategy -**

  An approach to delivering training content to achieve learning objectives or performance outcomes.

- **Resources -**

  Digital content, print content, and other equipment and supplies required to facilitate instruction during the training program.

- **Measurement/Assessment -**

A method that determines the impact of training on participants based on the objectives or performance outcomes.

Additional training modules should be included in the overall pre-apprenticeship training program curriculum. If grantees need assistance evaluating off-the-shelf training modules or developing new modules, they can reach out the ILW team for assistance.

Curriculum Approval

All grantees must submit their pre-apprenticeship curriculum through IWRS for approval prior to implementation. Once your program is setup in the IWRS, you will receive a prompt regarding your curriculum submission.

Your curriculum must be submitted at least two weeks prior to your programs' start dates. Please allow at least one week for feedback and/or approval.

Evaluating Instruction

Training and instruction evaluation is the systematic process of collecting participant information, comparing it to the curriculum learning objectives and performance outcomes, and determining if the curriculum is effective. The evaluation information provides grantees with feedback to help determine if their pre-apprenticeship program is achieving its program goals. This information can also be used to improve instruction and help make future decisions regarding the instruction.

Note: For more information on leveraging evaluation results for program improvement, see Section 12: Using Data for Program Management and Continuous Improvement.

An evaluation process and tools are required for all instruction:

- **Evaluation Tool** -
  An aid that collects data about instruction to help determine what worked well and what could be improved.

- **Evaluation Process -**
  A systematic process of collecting data and transforming it into information, which can be used to assess program effectiveness, improve instruction, and make future decisions.

Some of the instructional requirements *(revisit page 99 for more information)* have an evaluation process and tools built into their curriculum. However, there may still be substantial content within a grantee's overall curriculum that requires an evaluation process and tools. **Table 15: Instruction Content Evaluations** outlines the required and recommended ILW curriculum and training modules and if an evaluation tool is included or needs to be created by grantees.

Note: If the content is purchased or repurposed, it is likely that there will be a built-in evaluation process and available evaluation tools. If the grantee decides to utilize subject matter experts

(SMEs) and instructional designers (IDs) to create instruction for specific content areas, that process must include the creation of an evaluation process and tools.

Table 15: Instructional Content Evaluations

Instructional Content	Built-in Evaluation	Evaluation Creation Required
NABTU	X (Level 2)	
NCCER	X (Level 2)	
OSHA 10-hours	X (Level 2)	
First Aid/CPR	X (Level 2)	
Illinois Works Grantee Orientation		X
Illinois Essential Employability Skills Framework		X
Construction and Building Trades Math		X
Test-Taking Skills		X
Diversity, Inclusion, Belong, and Equity (DIBE)		X
Discrimination within Workplaces		X
Sexism in the Workplaces		X
Bullying and Harassment in the Workplace		X
Construction and Trades from a Gender Lens		X
Construction and Trades Through the Lens of People of Color (specific ethnic groups)		X

Kirkpatrick Model for Training Evaluation

It is critical that all curriculum instruction is evaluated. For instruction that requires grantees to develop evaluation tools and processes, **Kirkpatrick Levels of Evaluation** provide a model for effective training evaluation.

The **Kirkpatrick Model for Training Evaluation** is the most widely used model for evaluating training, and it has served as an industry best practice for over fifty years. There are **four levels** of training evaluation:

- Level 1: Reaction
- Level 2: Learning
- Level 3: Behavior
- Level 4: Results

Each level of evaluation increases with complexity and difficulty.

Table 16: Kirkpatrick Model for Training Evaluation

Level	Definition	Summary	Tool	ILW
Level 1	The degree to which participants find the training favorable, engaging, and relevant to their jobs.	Did they *like* it?	Smiley Sheets	Highly Recommended
Level 2	The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.	Did they *learn* something?	Pre and Post Assessments	Required
Level 3	The degree to which participants apply what they learned during training when they are back on the job. *Note: this level is not relevant for Illinois Works purposes.*	Can they *do (task or skill)* it?	Task/Job Checklist	Not Applicable
Level 4	The degree to which targeted outcomes occur as a result of the training and the support and accountability package.	Did it *impact* performance outcomes?	Illinois Works Longitudinal Evaluation	Required

(Kirkpatrick & Kirkpatrick, 2006)

When it comes to Illinois Works Pre-apprenticeship programs, Level 1 is highly recommended, Level 2 (Pre and Post Assessments) is required, Level 3 is not applicable, and Level 4 is required through the Longitudinal Evaluation framework being used by the program.

Level 1: Reaction

This first level measures the degree to which participants reacted favorably to a learning event. It measures if the participants liked the training program and if they were satisfied with their overall experience. This level does not evaluate learning or skill-building; it is strictly the participants' impression of the program, hence the layman's term used for the evaluation tools that measure at this level, the *"Smiley Sheets."*

Be careful to not underestimate the value of Level I evaluation results. Favorable reactions to a training experience can encourage participant attendance and support program retention. If there are negative reactions or emotions, program administrators and instructors should want to know this information early and should respond to it quickly (Reio, et al., 2017). Roszkowski and Soven (2010) found a substantial correlation between self-assessed learning and participants' perceived usefulness of training information. Usefulness and the amount learned correlated with participant satisfaction. Lastly, participant reactions also correlated to participant behaviors and results (Bledsoe, 1999).

There are different preferences for disseminating Smiley Sheets; at the end of every class secession, at the end of every content section, or at the end of every module/course (i.e., after OSHA 10-hours certification, after CPR certification).

Potential level 1 evaluation categories and evaluation statements include, but are not be limited to:

- **Physical space** (for sessions or programs conducted in-person)
    - The construction lab, job site, or training room was conducive for the instructional content.
    - The construction lab, job site, or training room was accessible.
    - The area was safe and free of preventable hazards.

- **Instructional content/materials**
    - The instructional material was professionally relevant.
    - The instructional material was clear and easy to understand.
    - The instructional material was appropriately challenging.
    - The assignments and tasks supported my learning.
    - Tasks, expectations, and important due dates were clearly communicated.
    - The content course offered career and professional readiness.

- **Accommodations**
    - There is appropriate and safe access to accommodations for lunch and other breaks.
    - Restroom facilitates were easily accessible for men, women, and others.
    - There were no encumbrances to my learning (i.e., noise, lighting, disruptions, etc.).
    - Options were available for people with disabilities.

- **Instructor**
    - The instructor demonstrated subject matter expertise in the content area.
    - The instructor demonstrated relevant and practical knowledge of the content area.
    - The instructor provided clear and valuable feedback.

- o The instructor conducted themselves in a professional manner.
- o The instructor was free of bias and treated all participants

- **Program culture** (i.e., DIBE, ILW core values)

    - o The program staff made me feel welcomed.
    - o I felt a sense of acceptance and inclusion while engaging program staff.
    - o All individuals and groups are treated fairly.
    - o Getting to know other program participants gives me a sense of belonging and community.
    - o The program was designed to support my success.

When conducting a Level 1 evaluation, it is best practice is to use a 5-point Likert scale like the examples below:

- Strongly agree

- Agree

- Neither agree nor disagree

- Disagree

- Strongly disagree

Or

- Extremely helpful

- Very helpful

- Somewhat helpful

- Not so helpful

- Not at all helpful

A **Likert scale** is a survey tool used to evaluate a respondent's satisfaction or dissatisfaction with a specific action or experience. These scales provide a consistent measurement between participants when evaluating abstract or subjective experiences. For more information on developing your own Likert scale, refer to this article from Survey Monkey What is a Likert Scale?. A sample evaluation tool is available in the Appendix of this manual – **Template 18: Sample Level 1 Evaluation Tool**

Level 2: Learning
The second level measures the degree to which, participants increased in knowledge. Knowledge can be a critical training outcome on its own or a precursor to a behavioral or performance outcome. An increase in knowledge can be measured using a pre-assessment and a post assessment, or just a post assessment.

- Pre-assessment and Post Assessment

  This method requires for participants to complete a pre-assessment prior to instruction to determine baseline knowledge. After instruction, the same or similar assessment, also known as a post assessment, is completed by participants.

  The goal is to assess if there has been an increase in knowledge by individual participants and/or as a group (by calculating the class averages). The post assessment results should be higher than the pre-assessment results.

- Post Assessment Only
  After instruction a post assessment is completed by participants.
  The goal is to assess if participants met a predetermined minimum knowledge requirement (typically between 70% and 80 % correct responses). This can be assessed by individual participants and/or as a group (by calculating the class average).

The methodology for creating pre-assessments and post assessments includes the following steps:

- **Step 1:**
  Identify the learning objectives and performance objectives for each learning module.
  Note: all relevant content must have an individual objective.
- **Step 2:**
  For each objective, a minimum of two assessment questions, which measure knowledge attainment for the objective, should be created,
- **Step 3:**
  The questions are evenly distributed, per objective, between the pre-assessment and the post assessment.

General **guidelines** for writing test questions:

- Keep questions pithy (the shorter, the better).

- Do not use double-negatives.

- Do not use double-barreled questions (a question inquiries about more than one objective/content topic)

- The question should not "lead" the participant (it should not imply an answer).

- Avoid acronyms, slang, or lingo.

- Do not attempt to trick participants.

Level 3: Behavior
Level three is not applicable to the Illinois Works Pre-apprenticeship Program.

Level 4: Results

Level four evaluates the grantee's program results, including return on investment (ROI). Illinois Works will conduct a longitudinal study to facilitate a level four evaluation. To learn more about the longitudinal study, as well as program expectations, see *Section 8: Program Completion, Transitional Services and Follow-Up* of this manual.

Additional Information, Links, and Documents

- Exhibit 5: Career Assessment - Orientation
- Exhibit 6: Pre-apprenticeship Training Program Commitment Agreement
- Template 16: Illinois Works Sample Orientation Agenda
- Template 17: Sample Illinois Works Pre-apprenticeship Program Curriculum
- Template 18: Sample Instructional Plan
- Template 19: Sample Level 1 Evaluation Tool
- Family Educational Rights and Privacy Act (FERPA) (34 CFR Part 99)
- National American Building Trades Unions (NABTU)
- National Center for Construction Education and Research (NCCER)
- Occupational Safety and Health Administration (OSHA)
- First Aid and CPR – American Red Cross
- Illinois Essential Employability Skills Framework
- Kirkpatrick Model for Training Evaluation

Section 8: Program Completion, Transition Services, and Follow Up

Section Overview

By the end of Section 8, you will be able to:

- Reference **program completion** definitions.

- Utilize the recommended **Career Assessment**.

- Describe **transition staff** responsibilities.

- Articulate **expected outcomes and deliverables**.

- Provide **transition and follow-up** services.

- Identify **active follow-up vs. long-term** follow up

- Integrate **DIBE and the six core values** into all elements of your program's transition services and follow up activities.

All stages of the Pre-apprentice LifeCycle are essential to participant success; however, Program Completion, Transition Services, and Follow-Up are the stages in which grantees begin to measure their impact. These stages open a new phase for the participants and grantees. Program completion refers to the conclusion of instructional training and the beginning of transition services. Transition services are a series of career readiness activities that serve as the final step for participants before progress to a RAP and employment. Through these two services, programs can assess impact through outcomes.

The final stage of the Pre-apprentice LifeCycle is Follow-Up. This stage is essential for programs and participants because it provides grantees the opportunity to build a robust alumni network, and participants continue to feel connected to the program allowing for a community of collaboration to continue beyond the program term. Additionally, the ILW network can begin to build data-driven best practices based on long-term data collection allowing ILW and its grantees to innovate persistently.

Program Completion
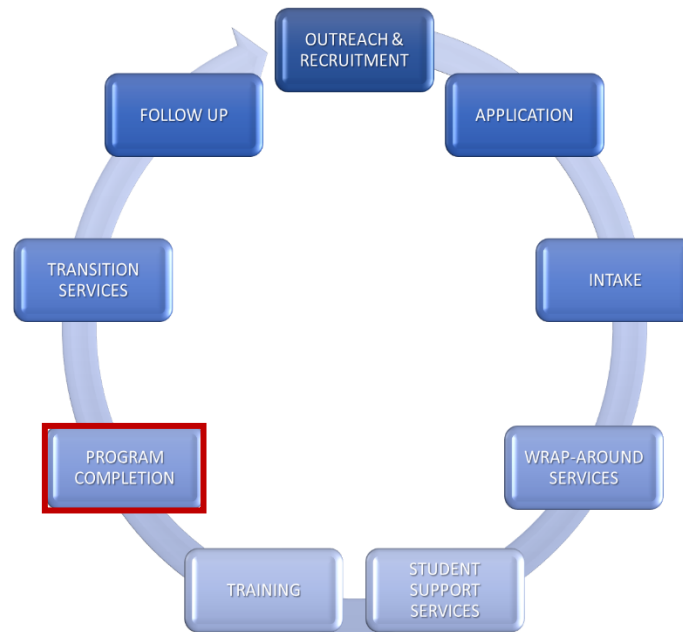
For most participants, program completion will mark the end of their instruction training and the beginning of their transition to a RAP and employment. By this time, participants should have received several industry recognized certifications including but not limited to NCCER/NABTU, OSHA-10, and First Aid/CPR (additional certifications are listed in *Section 7: Training, Instruction, and Certifications*). However, it is possible that some participants will have additional needs causing them to unsuccessfully complete, and some might have withdrawn from the program, while others might have been dismissed from the program. While the latter two are possible at any point in the program, these statuses are closely linked to exiting the program and their departure from the program will mark the end of their participation in the program.

By this stage in the Pre-apprentice LifeCycle, there are four statuses available for participants:

- **Successful Completion** -
  Occurs when the participant has met all program requirements. Some may refer to this as graduating from the program. This marks participants completion of classroom, construction lab, and worksite training and recognizes their attainment of required certifications (NCCER/NABTU, OSHA-10, First Aid/CPR). While not required, some grantees may opt to host celebratory ceremonies or offer additional certificates of completion.

- **Unsuccessful Completion** -
  Some participants may be present throughout the program but are unable to graduate because there may be additional services and tasks (make-up exams, and make-up sessions, among others) that must be completed to satisfy program graduation

requirements. Student Support Services Coordinators should establish an action plan with the participant to provide a path to successful completion. For some, this will be simply retaking an exam, while for others it may require them to reenroll at the start of a new cohort to make-up specific modules, particularly if they were absent from the program for long periods of time. If participants must wait for a new cohort to begin, grantees should continue engagement with the participant to ensure they can return and successfully complete the program. **Participants should complete these requirements within one calendar year from their initial program completion.**

- **Withdrawal** -
Some participants may withdraw from the program due to unforeseen circumstances that make successful completion difficult or impossible. Some reasons for withdrawal may include the participant moving out of state, is no longer interested in pursuing a career in the construction trades, or there has been a change in their life such as the need for full-time work, or an illness, among others.

Before a participant withdrawal is finalized, The Student Support Services Coordinator should meet with the participant one-on-one to determine if there are any wrap-around or support services that can be offered to keep the participant from withdrawing. In some circumstances, additional supports may help the participant change their decision to withdraw. However, that is not always the case and grantees should seek to maintain a positive relationship with the participant regardless of the participant's final decision.

Once the withdrawal decision is finalized, grantees must conduct an exit interview with the participant. This is an opportunity to gain an evaluation of the program overall and of key program services and components, and to seek participant feedback on what aspects of the program could be strengthened. While it is not a desirable outcome, the grantee may be able to glean valuable information from these participants that will benefit the rest of the cohort and the program at large. The Student Support Services Coordinator will either meet with, if possible, or call the participant to complete the Exit Interview Questionnaire which is then uploaded to the participant's profile in IWRS. The Grantees should also ask the participant if follow-up contacts would be welcomed. In some cases, individuals may seek to reenroll at a future date.

The Exit Interview Questionnaire (Exhibit # 1) should be completed manually and saved in the participant's file. A hard copy of the questionnaire is available in the Appendix of this manual or as part of the Illinois Works Partner Guide.

- **Dismissal** -
This occurs when participants fail to comply with the terms of their commitment agreement or violate program policies. Grantees must maintain a dismissal policy that outlines a standard procedure for how, when, and why participants can be dismissed. Once dismissal has been confirmed, all services from ILW must be terminated through

the IWRS and a formal dismissal letter must be provided to the participant and a copy saved in the participant's file outlining the reasons for dismissal and the process that was followed by the program, in accordance with their dismissal policy.

Transition Services
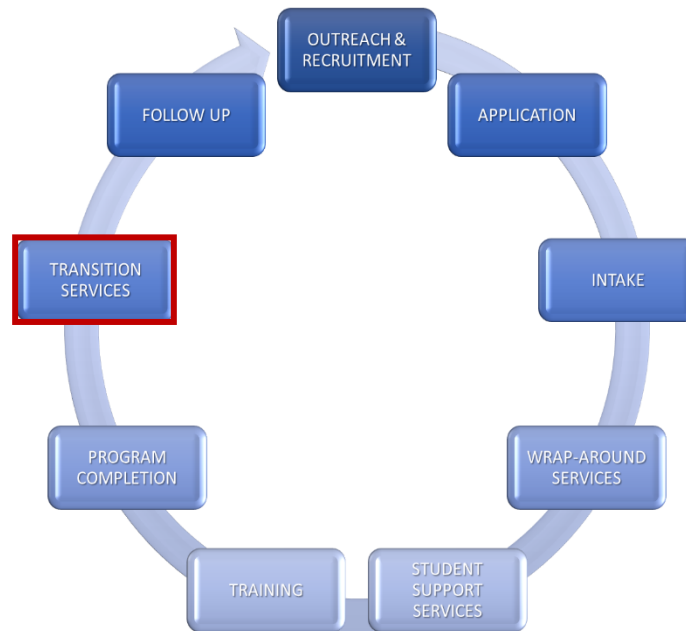
Transition services are an essential element of the ILW pre-apprenticeship program and involve arranging activities that expose participants to the construction industry and help them apply to RAPs and employment. This can be achieved by involving participants in relevant industry events (career fairs or trade-related networking events, among others) and preparing them for applications, testing and other apprenticeship entry requirements. Once participants have successfully completed the instructional pieces of the program, the Transition Coordinator will begin transition services guided by a Transition Plan developed in partnership with participants and based on the information collected on the Career Assessment.

The first step in the transition process is to conduct a second career assessment which serves as the foundation for a participant's transition plan that outline the trades of interest and their job readiness needs. This plan assists transition staff as they help participants move from pre-apprentice trainees to full apprentices.

Career Assessment

While the bulk of transition services begin after program completion, one critical part of transition begins three to four weeks prior to the end of training. The Transition Coordinator must meet one-on-one with each participant to complete an updated career assessment. This assessment will mirror the one completed during orientation, but unlike the original assessment completed during orientation, the goal of this assessment is to help staff in building a transition plan.

This assessment will be completed directly in the IWRS by the Transition Coordinator in a one-on-one meeting with the participant. Refer to the Illinois Works Partner Guide for detailed information regarding the completion of this form in IWRS. The manual copy of the career assessment is available in the Appendix of this manual.

Transition Plan

Once the career assessment is completed, the Transition Coordinator should set up appropriate services, activate their partner network, retrieve necessary resources and information for participants, and lead job readiness sessions.

Transition services must be set up in IWRS and may include providing career information, resume writing, interview preparation, assistance with completing an apprenticeship program application, job assistance, referral for job search assistance, referral for assistance with opening a business, referral to a community college, or referral to an American Job Center, among others.

Transition Staff

The success of ILW graduates requires a strong transition component, including designated staff responsible for building relationships with employers and registered apprenticeship programs. Transition Coordinators are accountable for transition and follow-up services for graduates. Some programs may choose to have a person perform the transition task along with other tasks while other programs may have a single dedicated staff member exclusively focused on it. Regardless of the transition staff model, the Transition Coordinator is critical to the success of the participants and the program overall. While their work with participants will take place primarily at the end of the participants time in the program, they should be dedicating time during early stages in the Pre-apprenticeship LifeCycle to building relationships with partners, RAPs, unions, contractors and setting up structures, tools, and resources for students once they are ready to transition.

With an emphasis on graduation and RAP entry, Transition Coordinators are not only job developers, but also relationship-builders and coaches. To ensure the outlined deliverables are met, the Transition Coordinator should allocate an adequate number of hours for the following responsibilities:

- Develop/maintain relationships with transition partners including DOL-registered apprenticeship programs, advanced construction programs, community colleges, and contractors/construction employers, among others.

- Schedule face-to-face meetings with individual participants to identify primary and secondary goals through the career assessment.

- Assist with or host partner involvement for all transition services for participants including resume writing, and interview preparation, among others.

- Conduct follow-up with alumni.

Once participants transition to RAPs and employment and, in some cases, secondary transition goals, the Transition Coordinator will also be responsible for conducting participant follow-up. More information regarding follow-up is available in the next subsection.

Expected Outcomes and Deliverables

While all staff are critical to achieving program outcomes, transition staff have a significant influence on helping programs achieve the primary outcomes. By the end of the contract period, grantees are expected to meet the following deliverables as outlined in the grantee agreement.

- At least **85% of enrolled participants** must successfully complete the program.

- At least **70% of enrolled participants** must transition to a DOL-registered apprenticeship programs.

Note: All outcome measures are based on enrolled participant metrics.

Follow Up
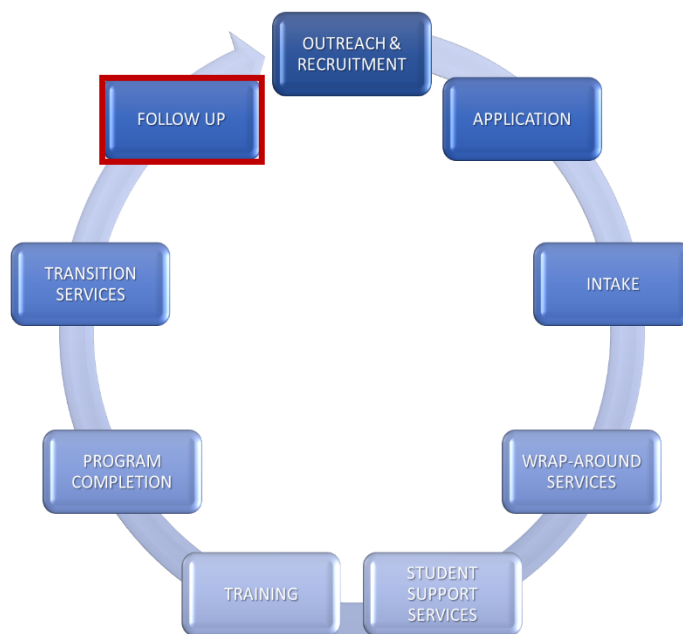
Program follow-up is an essential part of the ILW pre-apprenticeship program. There are many ways to stay in touch with program graduates on a routine basis, including surveys, focus groups or phone, text, social media, and email check-ins. Each of these methods provides the opportunity to determine participants' additional needs and to receive valuable feedback about the services that were provided been, but more importantly to collect key data relevant to verifying progress and outcomes. As part of the ILW program, transition staff are expected to conduct active follow up with participants after transition from the program for the first-year

post-transition. Beyond the first year, ILW will utilize data matching to track participants long-term.

Active follow-up denotes a contact between the Transition Coordinator and program alumni on a quarterly basis for one year. Communication with graduates is critical for at least the first year of the graduate's formal apprenticeship program. This is a period when apprentices may be most vulnerable to dropping out of their program. During each follow-up contact, grantees will ask alumni a series of questions to gather information about their employment status and their progress in their apprenticeship program. Each follow-up questionnaire will be available in the IWRS, and the series of questions asked is initially guided by whether an alum is pursuing a RAP or not.

- **For those pursuing a RAP,** transition staff will determine if the alum has applied for an apprenticeship program, if the alum is on a waiting list for an apprenticeship program or if the alum is enrolled in an apprenticeship program. The Transition Coordinator will follow-up to determine the trade information, current employment, and if the participant needs additional assistance with referrals or resources.

- **For those not pursuing a RAP** because they are no longer interested and/or do not plan to enter an apprenticeship program, the grantee must find out if the alum was dropped from the apprenticeship waiting list, opened a small business, completed or is pursuing training or other education programs and earned a certificate/degree or obtained alternate employment.

Follow-up services serve two main functions:

- Follow-up services are used for reporting and tracking program and participant data. Illinois Works' follow-up process is non-traditional and will become a part of a longitudinal study to measure program goals and participant outcomes for up to 10 years. Maintaining contact with cohort participants is crucial for the longitudinal study; therefore, follow-up staff members must have skills that enhance participants' desire to participate, reflect the importance of the study, and demonstrate enthusiasm and commitment to the study. For more information about the longitudinal study, see *Section 12: Using Data for Program Management and Continuous Improvement*.

- Follow-up services and activities after apprenticeship and/or employment placement facilitate further development and boost retention. These follow-up services are an essential and integral part of the comprehensive, longer-term, goal to simultaneously promote participants' economic independence and economic development in the state of Illinois.

Active follow-up services include, but are not limited to:

- **Referral to community resources** -

The participant is referred to community programs to assist in meeting needs that have been identified that cannot be met by other follow-up services.

- **Tracking progress in the apprenticeship program and/or on the job** -
  The process through which staff track a participant's progress as a new apprentice and/or on the job and identify any additional follow-up services that may be required or beneficial for the participant in completing an apprenticeship program, retaining employment and/or progressing further in the construction industry.

- **Apprenticeship and work-related peer support group -**
  A group activity guided by a follow-up staff member where participants meet to solve issues related to construction apprenticeship and on-the-job situations.

- **Assistance with apprenticeship and work-related problems** -
  Working with the participant and apprenticeship sponsor/employer to resolve problems to assist the participant in successful apprenticeship program completion and maintaining a job in the construction industry.

Long-term Follow-Up

Beyond the first year of active tracking, ILW will utilize data matching to track employment and outcomes. This data will be part of a longitudinal study that will track participants up to ten years after leaving the Illinois Works program to determine the effectiveness of pre-apprenticeship programs and the grantee's impact on individuals, communities, and the economy. For more information regarding long-term follow up or the longitudinal study, refer to *Section 12: Using Data for Program Management and Continuous Improvement.*

Additional Information, Links, and Documents

- [Exhibit 1: Exit Interview Questionnaire](#)
- [Exhibit 5: Career Assessment – Orientation](#)

Section 9: Professional Development and Technical Assistance

Section Overview

By the end of Section 9, you will be able to:

- Identify the **professional development opportunities** provided by The Office of Illinois Works.

- Reference the expectation for each of the **Grantee Program Tracks.**

- Save the dates for the upcoming **professional development** sessions.

- Ensure internal professional development offerings are responsive to linguistic cultural needs.

Grantees must plan to participate in professional development and technical assistance. **Professional Development (PD)** is the culmination of tools, techniques, and strategies that impact the knowledge, skills, behaviors, and attitude of grantees with the goal of improving their performance and enabling them to successfully implement an Illinois Works Pre-apprenticeship Program, its policies and procedures, and its technological applications. PD includes large group structured training sessions in-person or via Webex. **Technical Assistance (TA**) is one-on-one or small group training or assistance offered to grantees.

It is the responsibility of each grantee to comply with Illinois Works professional development requirements. In addition, grantee's must budget for supplemental development for instructors and program staff, as appropriate.

Grantee Training and Development Tracks

A key aspect of the Illinois Works Pre-apprenticeship Program is to cultivate a network of new and tenured pre-apprenticeship programs with a track record of program success.
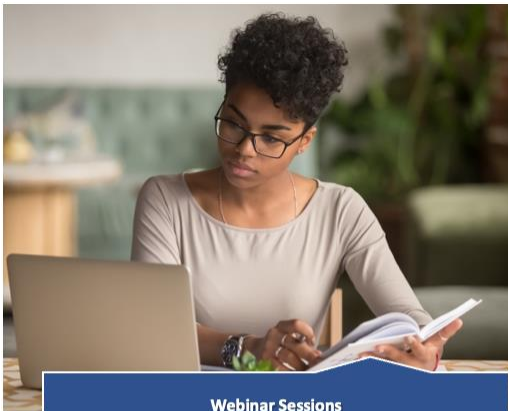
There are many variables that impact a grantee's program success including, but not limited to:

- Organizational capacity

- Previous experience

- Subject matter expertise

- Program providers

- Program partnerships
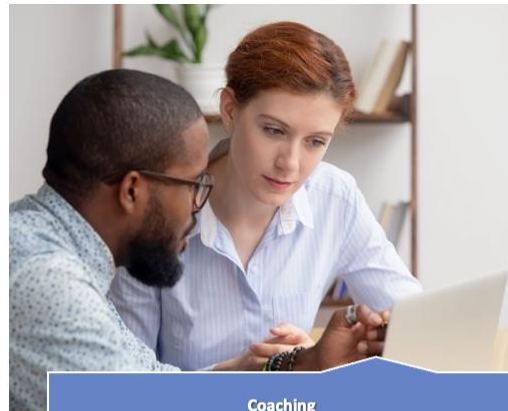
Irrespective of these variables, Illinois Works (ILW) is invested in the success of each grantee. Within the sphere of professional development, there are an array of tools, techniques, and strategies. To help ensure program success, ILW will provide a robust catalogue of professional development and technical assistance offerings:

- Webinar sessions

- Annual conference

- Program Coaching

- One-on-one intervention with Grant Manager

- Compliance support
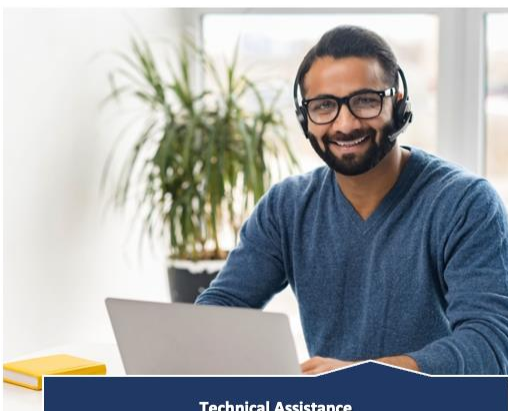
These offerings have been divided into two tracks—**Track I and Track II.** Each track was created to provide assistance, based on grantee needs.

Webinar Sessions
TRACK I
These can be either training or informational sessions facilitated virtually and recorded for future viewing.

Coaching
Track I + Track II
Tailored proactive and preventive one-on-one support, driven by a needs analysis and coaching plan.

Technical Assistance
Track I + Track II
Tailored one-on-one intervention, corrective action, and compliance support, driven by program reports.

Annual Conference
Track I + Track II
Subject matter experts and providers share and exchange ideas, information, experiences, new technologies, and theories, among others, to advance the mission of ILW.

ILW Professional Development will provide targeted opportunities that focus on the implementation of key aspects of the Illinois Works Pre-apprenticeship Program, with the goal of helping each grantee experience program success.

Grantee are assigned to Track I or II based on program readiness. To determine program readiness, the ILW team considers several variables (related to construction and the building trades pre-apprenticeship programming) including program development, longevity, capacity, experience, and the program proposal that was submitted to request funding.

Also, the grantee's results of the ICQ and PRAQ are used to determine track assignment. During the pre-award phase of the grant process, grantees completed the Internal Controls Questionnaire (ICQ) and the Programmatic Risk Assessment (PRAQ). The ICQ is the Fiscal and Administrative Risk Assessment, completed annually while the PRAQ) assess the grantee's ability to successfully execute the specified program and is generally completed towards the end of the application process.

Note: Tracks are based solely on the grantees' construction trades pre-apprenticeship program experience, not the organization at large including other programs or services delivered.

Table 17: Illinois Works Grantee Training and Development Tracks

Grantee Program Tracks	Description	Professional Development & Technical Assistance
Track I	Grantees that are experienced providers of a construction pre-apprenticeship program and have a robust staffing infrastructure (including strong, formal partnerships or contractor/vendor relationships) to deliver the required services.	✓ Training Sessions *(January – November)* ✓ Annual Conference ✓ 1:1 Technical Assistance
Track II	Grantees that have recently formed construction pre-apprenticeship programs or will be launching their construction pre-apprenticeship program with Illinois Works. These organizations may also need additional support identifying partners, contractor/vendors, or building internal infrastructure to deliver the required services.	✓ Technical Assistance Sessions *(January –November)* ✓ Annual Conference ✓ 1:1 Technical Assistance ✓ Monthly Coaching Sessions

Illinois Works **professional development** focuses on supporting the grantees' ability to successfully implement a pre-apprenticeship program for the construction and building trades.

Webinar Sessions

Webinars are professional development opportunities conducted over the internet. **Webinar Sessions** may include, but may not be limited to, trainings, and informational sessions. Webinar sessions will be recorded and made available through the Illinois Works Partner Guide, unless otherwise noted.

Webinars are each designed to provide grantees with information on how to navigate the Illinois Works Reporting System (IWRS), utilize the Illinois Works Grantee Manual, and implement critical program requirements such as obtaining certifications for pre-apprenticeship instructors, providing effective transition services, and utilizing data to create a program improvement plan. Ongoing programing is available starting in January 2022. *Note: webinars are a requirement for all grantees irrespective of their Track assignment.*

A **target audience** is a select group of individuals with similar job roles/functions, responsibilities, and/or needed competencies for task mastery. Professional development should be created to respond to the needs of specific targeted audiences.

The target audience for ILW Webinar Sessions are Illinois Works Pre-apprenticeship Program grantee administrators and program managers. Given the topic and program content, it may be appropriate for select program staff to attend a session with their Administrator or Program Manager. The Office of Illinois will include the target audience for each webinar when it publishes its annual TA schedule. All individuals in the target audience, including the Program Administrators, are required to attend the scheduled sessions.

Note: Webinar topics and the schedule are subject to change. Updated information will be available on the [Illinois Works Partner Guide](#) webpage.

Table 18: 2022 Illinois Works Professional Development Training Sessions

Webinars	Approximate Duration	Description	Required Audience
Administrator Orientation	2 hours	Overview of ILW, policies, and procedures.	Program Administrators
Grantee Manual I and Illinois Works Reporting Systems I	4 hours	Review Sections 1-3 of the Grantee Manual, setting up services and grantee details in IWRS and navigating the Illinois Works Partner Guide.	All program staff
Instructor Accreditation and Certification (NCCER/NABTU, OSHA, First Aid/CPR)	2 hours	Review NCCER instructor accreditation requirements, OSHA, and First Aid/CPR.	Grantees without accreditation or without accredited instructors

Grantee Manual II	4 hours	Review Sections 4-7 of the Grantee Manual.	All program staff
Grantee Manual II (cont'd) and Illinois Works Reporting System II and III	4 hours	Grantee Manual Section 8, Entering participant information, application, intake, assessments, setting up training.	All program staff
Grantee Manual Part III	4 hours	Review Sections 9-14 of the Grantee Manual.	Program administrators, data entry staff
Illinois Works Reporting System IV-VI	4 hours	Review transition, program completion, and reports in IWRS, setting up business connections.	Administrators, outreach and recruitment staff, transition staff
Developing and Implementing a Pre-apprenticeship Curriculum and Instruction	2 hours	Learn to craft and provide a pre-apprenticeship curriculum. Hear from ILW and fellow network members on effective measures and additions.	Administrators, instructors
Providing Impactful Wrap-around and Student Support Services	2 hours	Outline effective strategies for implementing wrap-around and student support services.	Administrators, wrap-around and student support service staff
Providing Effective Transition Services & Working with DOL Registered Apprenticeship Programs	2 hours	Learn to build partnerships and transition participants to DOL-registered apprenticeships.	Administrators, transition staff
Using Data to Create a Program Improvement Plan	2 hours	Learn to utilize dashboards and reports in IWRS to make program improvements.	Administrators
Creating a Diverse and Equitable Pre-apprenticeship Program Culture	1.5 hours	Learn about the core values, DIBE, and key tenants of the ILW culture.	All program staff
Grantee Conference (tentatively in person)	1.5 days	TBD	Administrators and any available program staff
Developing Relationships & Partnerships	2 hours	Learn effective strategies on how to develop partnerships	All program staff

		and relationships that will strengthen service delivery.	

These may not be listed in order of delivery. For the full schedule visit the Illinois Works Partner Guide.

Visit the Illinois Works Partner Guide webpage for the most up to date schedule and be sure to save the dates.

Program Coaching

Coaching is a tailored engagement between a professional program coach and the grantee. This opportunity allows grantees to receive individual support with the goal of mitigating or preventing program challenges and proactively supporting program success. Because coaching occurs at the program level, sessions typically occur between the coach and the program administrator. However, depending on the area of focus for individual sessions, it may be valuable to include relevant program staff at the discretion of the program administrator.

The role of a **Program Coach** is to provide resources, assistance, and guidance to support program success. The coach will partner with the grantee to conduct a needs analysis based on the Illinois Works Pre-apprenticeship Program requirements. A **needs analysis** helps identify possible barriers and gaps to program success. The results of the needs analysis will inform the creation of a tailored **Coaching Plan.**

In addition, coaching can be leveraged to assist with continuous program improvement which is an ongoing effort to improve services and program delivery. It is not punitive nor corrective, it is about on-going improvement. Continuous program improvement challenges grantees to respond to the questions, *"how can we be even better?"*

Note: Coaches are not programmatic staff and cannot assist grantees with program delivery.

Grantees are required to execute a **Program Improvement Plan** at the end of each six -month period to communicate how service delivery practices can be improved for optimal program performance. The bi-annual self-assessment is required for all Grantees even if minimum outcome requirements have been met.

Note: For more information regarding the program improvement plan, see Section 12: Using Data for Program Management and Continuous Improvement. The program coach can also provide continuous program improvement support.

The **Coaching Plan** will outline a strategy to responds to program barriers, action steps to implement possible solutions, and continuous program improvement support. The program coach and the grantee will collaborate to determine goals and prioritize actions steps. Focused engagement with a program coach will help strengthen program capacity and prevent future interventions and/or corrective action.

Coaching is a requirement for all Track II grantees. On average, expect coaching sessions to take place every two weeks for a maximum of ten hours per month. **Please notice that the coaching schedule for individual grantees may vary depending on the respective coaching plan.** The Office of Illinois Works will connect Track II grantees with a **Program Coach** to help grantees develop their program infrastructure and implement a successful program.

Scope of coaching support may include, but may not be limited to:

- Strategic planning guidance

- Outreach, recruitment, and marketing support

- Evaluation of staff capacity

- Development of internal processes

- Review of program policies and procedures

- Ensure compliance with DBEI expectations *(including an equitable application and intake process)*

- Recommendations for securing partnerships for student support services, wrap-around services, and transition services

- Creating an internal professional development plan

- Developing a system for data collection and continuous quality improvement

- Recommendations for compliance with reporting and audit requirements

> While coaching is a *requirement* for **Track II** grantees, **Track I** grantees also have the *option* of requesting coaching support to assist with program development, implementation, and/or continuous program improvement.

Lastly, guidance and processes that may benefit the Illinois Works Grantee Network at large will be shared through the Illinois Works Partner Guide, webinars, and at the ILW Annual Conference.

ILW Annual Conference

A **conference** is an event that provides an opportunity for industry subject matter experts and program practitioners (ILW grantees) to share and exchange ideas, information, experiences, new technologies, and theories, among others, with program attendees to advance a profession or purpose. The Office of Illinois Works will host an **ILW Annual Conference,** which is currently scheduled to take place in the Fall of 2022. The target audience for this event are Illinois Works Pre-apprenticeship Program instructors, staff, and administrators.

Conference sessions will focus on topics that build the capacity of Illinois Works Pre-apprenticeship grantees and advance the mission of ILW. Topics may include, but are not be limited to, delivering trauma informed care, addressing sexual harassment on worksites, creating an equitable program culture, leveraging program data to improve program outcomes, to more targeted sessions based on grantee feedback.

Technical Assistance (TA)

Technical Assistance is the process of providing targeted assistance to grantees, with the goal of program performance improvement. While the aim of coaching is prevention and mitigation, TA aids with course correction. In general, TA involves troubleshooting and problem solving to ensure program compliance and the ability to achieve the program's desired outcomes.

Grantees will receive a one-on-one intervention, corrective action, and compliance support to help ensure their program is aligned with Illinois Works Pre-apprenticeship Program requirements and is appropriately meeting milestones for the successful implementation of their pre-apprentice program.

TA is responsive and reactive support, driven by program reports, and deployed on an as-needed bases. While coaching will be scheduled regularly, grantees will be alerted when technical assistance is necessary.

Grantee compliance with TA is required. Below is a table that helps differentiate between coaching and TA.

Table 19: Coaching vs. Technical Assistance

Coaching	Technical Assistance
Proactive	Responsive/Reactive
Prevention/Mitigation	Intervention/Course Correction
Preemptive Supporting	Troubleshooting/Problem Solving
Driven by Needs Analysis	Driven by Program Reports
Regularly Scheduled	As-needed Bases

Grantee Internal Professional Development

ILW understands its program requirements are part of a new model for many grantees. As a result, it has implemented a robust professional development agenda that includes, webinars, coaching, technical assistance, and conferences. In addition to the professional development support provided through ILW, grantees should leverage their institutional knowledge to develop an internal professional develop plan for the specific needs of their program instructors and staff.

An **internal professional development plan** outlines the development requirements for all staff. At a minimum, it includes, but is not limited to;

- Title/Role Expectations
- Professional Development
- Events
- Approved Staff

Title/Role Expectations identify what specific program staff *need to know* and be *able to do* in order to be successful in their role and effectively support program success. These include:

- **Knowledge -**
  Facts and information acquired through training, education. and experience regarding a subject.

- **Skills -**
  The ability to do something well, perform, or execute a task.

- **Behaviors -**
  Actions or how one conducts themselves, particularly towards or around others.

- **Attitudes -**
  A way of thinking or feelings which can reveal itself is though actions and decisions.

  Note: This can be connected to one's, paradigm, mental model, or frame of reference.

There are many **professional development** opportunities available for instructor and program staff. These include, but are not limited to:

- **Continuing Education -**
  For example, academic courses and workshops through colleges or other educational institutions

- **Professional Development Organizations -**
  For example, professional associations and conferences

- **Trainings/Skill-based Trainings -**
  For example, certificates/certifications or trade development programs

- **Mentor/Sponsorship -**
  For example, peer-to-peer support across grantee organizations or bag lunch topic discussions

- **Coaching and Feedback -**
  For example, include coaching as a part of a regular performance review process or facilitate regular debrief and feedback sessions after each training module to review Level I evaluation feedback and implement any necessary course corrections.

According to Illinois Community College Board (ICCB)(2021), "A well-trained staff is necessary for effective programming and a well-developed professional development plan is essential to ensuring staff have the skills necessary to perform their jobs" (p. 95).

A sample internal development plan is available for use by grantees in the Appendix of this manual – **Template 20: Sample Internal Development Plan**. Please note, ILW does not require this form to be submitted.

Linguistic and Cultural Skills in Professional Development

Successful implementation of the Illinois Works Pre-apprenticeship program integrates diversity, inclusion, belonging, and equity (abbreviated as DIBE). with the goal of fostering an environment that allows individuals to feel safe, participate fully, develop professionally, and reach their fullest potential. Embedded in DIBE are linguistic and cultural skills.

Linguistic and cultural skills are central to any Internal Professional Development Plan. This is particularly so given that Illinois ranks among the top fifteen states with large foreign-born populations (US Census, 2020), and Chicago, in particular, has some of the most diverse communities in the country. Linguistic and cultural skills are not just about translating materials or having bilingual outreach and recruitment staff. It is the ability to understand the nuances of language and the cultural implications of potential participants throughout the Pre-apprentice LifeCycle.

Linguistic and cultural skills require program staff and instructors to:

- **Step 1: Refrain from Judgment**

  Cultural differences can cause certain interactions to feel odd or unusual. These impressions are actually normal when individuals from different cultures interact. Notwithstanding legal implications, interactions should not be categorized as good, bad, wrong, or right. They should simply be seen as different and non-punitive.

- **Step 2: Clarify Understanding**

  Clarify your understanding of what is being communicated. Broken English, accents, and dialects can interfere with effective communication. Do not assume! Instead, respectfully clarify understanding by either paraphrasing or reframing (Madaan, Agrawal, Sethi, Kumar, & Singh 2016) what was heard and asking for confirmation that your understanding is accurate.

- **Step 3: Seek First to Understand**

  When reasoning seems irrational or unfamiliar, seek first to understand (Covey, 2012). Understanding intentions and/or the implications of what is being communicated, is just as important, if not more important than clarifying understanding. While clarifying understanding gives you the *"what,"* taking time to seek first to understand intentions gives you the *"why."* This information can be key to your ability to fully understand someone inquiring about your program, either for themselves or for relatives, or a participant and effectively respond to their needs. Use phrases like, *"tell me more"* or *"can you explain further?".*

Linguistic and cultural skills should be infused throughout grantees' systems, policies, procedures, materials, and resources to enable programs to understand, and effectively respond

to the linguistic and cultural needs of community members inquiring about the programs and participants in the pre-apprenticeship program. Grantees must have instructors and staff with the ability to communicate effectively and convey information in a manner that is easily understood by diverse audiences, including persons with limited English proficiency or limited literacy (although participants are required to have the ability to be able to take instruction in English in order to participate, relatives with limited English proficiency may engage with your program to get more information to pass on to other people).

Instructors and staff should adjust their speech to accommodate cultural perspectives and ensure that persons of diverse backgrounds are equipped with the support they need. It is the expectation of ILW that linguistic and cultural competencies are woven through each aspect of the Illinois Work Pre-apprenticeship Program. This helps create an environment of equity, inclusion, and belonging for all participants.

Demonstrating linguistic and cultural competence allows grantees to:

- Establish service delivery approaches that help engage participants with complex and interconnected barriers to employment in the construction and building trades.

- Create a climate that promotes positive cultural identity.

- Adapt to diversity and the cultural contexts of individuals and communities served.

- Address explicit and implicit biases to alleviate discriminatory practices.

Linguistic and cultural skills enable grantees to respond effectively to the linguistic and cultural needs of all potential program participants.

Additional Information, Links, and Documents

- Internal Controls Questionnaire (ICQ) and the Programmatic Risk Assessment (PRAQ)

- Illinois Works Partner Guide

- Template 20: Sample Internal Professional Development Plan

Section 10: Grantee's Data Management

Section Overview

By the end of Section 10, you will be able to:

- Articulate the first three steps in the **data management process**.

- Collect **relevant data for each stage of the Pre-apprentice LifeCycle**.

- Identify data entry staff.

- Implement **quality control measures** to ensure data integrity.

The Illinois Works Pre-apprenticeship Program will strategically use data in multiple ways including measuring immediate program outcomes for compliance, helping programs continuously improve, and providing a foundation the Illinois Works (ILW) longitudinal study (discussed further in *Section 12: Using Data for Program Management and Continuous Improvement*) to document mid and long term impact and outcomes on individuals, their communities, and the economy of the state.

This section will highlight the data management process, the types of data grantees must collect and report, the role of the Illinois Works Reporting System (IWRS) and discuss the importance

of accurate recordkeeping.

Why Is Data Important?

Data are individual pieces of facts which, when analyzed, can provide ILW and its grantees with valuable information. **Information** is knowledge that can be used to understand program outcomes, uncover key insights and patterns, and contribute to informed decision-making. The effective use of data begins with a four-step data management process.

Data Management Process

Data management is the administrative process of acquiring, validating, and processing data. All data management for ILW is done through Illinois Works Reporting System (IWRS) for grantee and participant data. For more information, refer to the IWRS subsection at the end of this section.

ILW uses a four-step data management process that includes data collection, data entry, quality control, and accurate reporting. This section will highlight data collection, data entry and quality control. Accurate reporting is discussed in more detail in *Section 12: Using Data for Program Management and Continuous Improvement* of this manual.

Data Collection

Collecting data is a key step in the data management process. **Data collection** is an established systemic process for accurately collecting data for the purposes of analysis to gain insights. Potential sources of program data may include grantee actions, participant actions, or financials. This data may come from the grantee's outreach efforts, discussions with participants, required forms (program application, pre-screen assessment, wrap-around services assessment, career assessment, exit interview, and follow-up questionnaire, among others), or grantee accounting systems.

For purposes of ILW, data will fall into one of three categories – grantee data, participant data, or financial data.

Grantee Data

Grantee data includes engagement in the development, design, and implementation of the pre-apprenticeship program. This data includes the number of participant cohorts, enrollees, participants who complete the program, participants that transition to a primary or secondary outcome. Grantee data also includes the curriculum utilized, instructor information, worksite locations and services offered. Indicators in this category provide important context about the communities and systems in which the pre-apprenticeship program operates. It informs programs' efforts to set and track goals for participant engagement and outcomes that directly address local equity challenges.

Indicators in this section will help ILW understand and document:
- How grantees are contributing to program development and implementation
- How satisfied partners and other stakeholders are with the program and its outcomes
- How pre-apprentice demographics and outcomes compare among grantees

Participant Data

Participant data is collected on the individual level. This includes leads, applicants, as well as participant demographics, wrap-around service needs, student support service needs, progress measures, and outcomes. These data will allow grantees to monitor participation, progress, and completion to help them take steps to ensure programs expand opportunity that result in an increase in apprenticeship participation and employment outcomes. Robust pre-apprentice-level data can help grantees identify strengths and gaps in participation, retention, completion, and transition rates—especially for those underrepresented by gender, minority, or veteran status. Participant data should be disaggregated to uncover barriers that may be limiting the progress or success of specific participant sub-groups.

Participant data will follow the Pre-apprentice LifeCycle. **Table 20** outlines key data that will be collected through IWRS at each stage of the lifecycle.

Table 20: Participant Data Collection through the Pre-apprenticeship LifeCycle Stages

Lifecycle Phase	Data Collected
Outreach and Recruitment	Cold, warm, and hot participant leads including demographics along with effective outreach and recruitment strategies.
Application	Demographic data (age, level of education, race/ethnicity, gender, and veteran status, among others) to determine program eligibility, employment data, and career interests, among others

Intake	Barriers for success data including the needs of participants, and the wrap-around services needed to address them, from the perspective of the participant.
Wrap-Around Services	Data to determine the wrap-around services (childcare, stipends, and transportation, among others) are being provided to assist in overcoming barriers. These data can show to whom, how often, and when these services begin and end, and their effectiveness in reducing barriers and contributing to retention and successful program completion.
Student Support Services	Data to determine the student support services (tutoring, make-up exams, and make-up session, among others) that participants and how those contribute to academic progress and ultimately to retention and successful program completion.
Training	Data to track participants' progress through required modules, including test scores, attendance patterns, needed support services, and training evaluation.
Program Completion	Data to track retention, program completion, graduation, withdrawal, and dismissal and its reasons, and awarded certifications.
Transition	Data to track participants' transition activities (placement in a RAP, interest in a specific construction trade, or other career interests), and date of program exit.
Follow-Up	Data to confirm outcomes in terms of employment and meeting individual career goals, to identify needs and challenges after transition, track participant retention progress in RAP's and/or employment, to document community and economic impact.

Financial Data

Financial data includes grantee's actual expenditures in comparison to its allocated budget, and the types of expenditures grantees make to support their participants' and program's program success. These data are used to determine if ILW funds are adequate to support required program services and activities and to see how leveraged resources are used to support grant activities. More information about financial reporting can be found in *Section 11: Reports and Records* of this manual.

Data Entry

Data entry is the activity of entering data into a designated computer software application for the purposes of data collection, monitoring, and analysis. While data collection is focused on

sources of information, data entry is where grantees demonstrate their progress and that of their participants.

Unlike other reporting platforms, IWRS provides real-time tracking of grantees' progress. This is beneficial for grantees and ILW because it can identify early performance gaps that can be closed quickly to avoid negative impacts on participant services. However, this can only be successful if grantees ensure daily data entry into IWRS.

This is also an essential program task; all outcomes and the program's performance-based payments are based on data entered in IWRS. **As a result, it is essential for grantees to always have updated data for their programs and participants.**

"If it isn't documented and reported, it didn't happen."

Data Entry Staff

Data Entry Coordinators (DEC) or a select group of staff should be designated to enter data into the IWRS. These staff members should have the appropriate skill set for data entry and must be properly trained by ILW *(see Section 9: Professional Development / Technical Assistance)* to use the IWRS.

DECs or those designated by the grantee to have data entry responsibilities will enter data into IWRS and run reports on a regular basis. The responsibilities of the data entry staff include to:

- Create new records and enter information according to ILW standards
- Update records
- Run reports to check for data accuracy and quality
- Communicate data and reporting problems to ILW Grant Managers and SIU's IWRS technical support staff

To fulfill this role, data entry staff need the following:

- Basic computer skills (typing, mouse operations, navigating the file system, opening and closing files and programs, proficiency with basic office software)
- IWRS training provided by the IWRS technical assistance team at SIU (all training provided is recorded and is made available to grantee staff at the Illinois Works Partner Guide located in the Illinois workNet website)
- Access to technical assistance at the SIU IWRS Helpdesk

All staff responsible for data entry must have easy access to the data that has been collected and time built into their schedules to devote to data entry.

While all grantee and participant data must be entered into IWRS, financial data is tracked through standardized reports which are discussed in *Section 11: Records and Reports* if this manual.

Quality Control

Quality control is the process of periodically reviewing data collected and entered for accuracy. Accurate data collection and entry are essential to maintaining the integrity of IWRS and the Illinois Works Pre-apprenticeship Program in general.

<div align="center">

Incorrect Data = Incorrect Reports = Inaccurate Outcomes and Impact

</div>

Staff who collect and enter data should check regularly (weekly for some data, monthly for other data) for errors. Illinois Works staff will also proactively verify grantee's data entry and qualify through IWRS dashboards and notify program administrators when data issues are identified.

Use the Data Quality Assurance below to identify data quality characteristics, as well as examples for measuring the programs' ability to demonstrate data quality control.

Table 21: Data Quality Assurance

Characteristic	How It is Defined	Data Quality Example
Accuracy	Is the data correct in every detail?	✓ Is the participant's name spelled correctly? ✓ Was the participant's date of birth entered correctly?
Completeness	How comprehensive is the data?	✓ Is the participant's first and last name recorded?

		✓ Is the month, day, and year recorded for the participant's birthdate?
Reliability	Does the data contradict other trusted resources?	✓ Is the data of birth on the participant's birth certificate different than the one provided on the program's application? ✓ If the participant has received other state or federal workforce development services, does demographic information (name, age, etc.) match information previously recorded in Illinois workNet?
Relevance	Is the data really needed?	✓ Did the participant do the career and wrap-around services assessments? ✓ Has all information (age, gender, and Illinois residency, among others) to determine eligibility been collected?
Timeliness	How up to date is the data?	✓ Was an individual's application entered in IWRS before the standardized interview conducted? ✓ Was class attendance collected and reported real-time as training progressed?

Illinois Works Reporting System (IWRS)

The Illinois Works Reporting System (IWRS) is a custom database developed by ILW in partnership with the Center for Workforce Development at Southern Illinois University (SIU). IWRS acts as the information hub for all programmatic tracking and most program reporting. Some of the items that will be recorded in the IWRS include:

- Recruitment and Outreach activities

- Wrap-Around Services

- Career Assessments

- Instruction

- Student Support Services

- Completion

- Transition Services

- Follow-Up Activities

The staff at the Center for Workforce Development will offer detailed training, resources, and ongoing technical assistance to all ILW grantees. Grantees are required to have an Illinois workNet profile to utilize the IWRS for programmatic tracking.

There is no limit on the number of grantee staff that can maintain a profile. However, it is important to remember that with more individuals entering data there is a higher need for quality control.

In addition to robust tracking capabilities, IWRS offers several reports and two dashboards that will serve as a data source for required reports outlined in *Section 11: Reports and Records* of this manual. The dashboards available in IWRS are discussed in more detail in *Section 12: Using Data for Program Management and Continuous Improvement* of this manual.

Additional Information, Links, and Documents

- Illinois Works Partner Guide

Section 11: Records and Reports

Section Overview

By the end of Section 11, you will be able to:

- Differentiate between **reporting and recordkeeping.**

- Reference tips for file organization and maintenance.

- Utilize the **Participant File Checklist** to collect and maintain required documents.

- Comply with **Grant Accountability and Transparency Act (GATA)** requirements.

- Accurately and timely submit required reports; Standardized GATA Reports Tied to Uniform Grant Agreement; **the Periodic Performance Report (PPR); and the Periodic Financial Report (PFR).**

- Utilize the **Grant Reporting System (GRS)** for requesting cash and reporting of grant costs, obligations, and miscellaneous receipts.

- Understand how the **ILW performance-based payment model** was designed and is applied to grant reimbursement.

- Determine the appropriate use of funds, how to request a budget modification, and how to **establish a procurement policy.**

This section will set expectations for recordkeeping and management, explore how to submit programmatic and financial reports, and teach the appropriate use of Illinois Works (ILW) funds specifically related to expenditures, budget modifications, and procurement.

Recordkeeping vs. Reporting

Typically, one or more staff persons who are accountable for data entry (depending on the model the grantee decided to use), are also accountable for reporting and recordkeeping. **Recordkeeping** is the process of ensuring the maintenance of pre-apprenticeship records, including all required applicant documents and participant documents such as certificates and certifications, among others. **Reporting** is the process of organizing records into topic-specific summaries that are used to monitor the program and determine if goals are achieved. **Accurate recordkeeping is a prerequisite for effective reporting.**

Effective recordkeeping and reporting impacts:

- Documentation of completed work

- Program planning

- Program operations

- Program evaluation

- Ongoing monitoring and self-assessment

- Continuous improvement

- Communication

- Knowledge transfer

- Institutional memory

- Legal issues

- Risk management

- Leadership continuity

Participant Records and Files

A **record** is a collection of related data items and/or information. A **file** is a collection of records with one or more common properties (i.e., a participant file). Participant files should be organized and structured to facilitate compliance with the general requirements of the Illinois Works Pre-apprenticeship Program. Grantees are required to keep all participants' records and files for at least 3 years following pre-apprentice completion or dismissal from the program. While IWRS will maintain significant information about participants, any hard-copy records (i.e., program applications, age verification, High School Diploma, GED/HiSET Certificate, interview questionnaires, and career assessments, among others) should be maintained by the grantee in the participant's file.

Grantees can utilize **Exhibit 7- Participant File Checklist** as a guide to collect all required records to include in the participant's file. Exhibit 7 can be found in the Appendix of this manual.

Participant File Organization and Maintenance

Maintenance of pre-apprentice files will be one of the factors considered during the monitoring process (refer to *Section 13 – Programmatic Monitoring* for more information regarding the monitoring process). The grantee must create and maintain a physical file for each participant to house any hard copy documents or verification documents that are not captured in IWRS. Effective recordkeeping should include the standardization of the records and organization of the participant files to ensure uniformity and consistency to help grantees locate information quickly and seamlessly during service delivery and monitoring visits.

Use the following **record maintenance tips** for pre-apprentice program physical files:

- Utilize Exhibit 7 – Participant File Checklist to ensure all files have consistent order and contents.

- If program staff are completing an assessment, application, or other activities directly into IWRS, it does not need to be printed and placed in the physical file.

- Ensure that participant files are kept in a secure location.

- Keep all hard copy program documentation relevant to pre-apprentice:
  - Pre-apprenticeship program application (if completed in hard copy)
  - Interview Questionnaire
  - Original Commitment Agreement
  - Enrollment decisions (applicable letters sent to applicant)
  - Career Assessment – Orientation
  - Exit interview Questionnaire

- Maintain physical copies of documents supporting eligibility (birth certificate, and driver's license, among others)

- Maintain physical copies of certifications or certificates earned by participants

- Documentation of primary and secondary goal completion including verification of placements in DOL registered apprenticeship programs (e.g. RAP applications)
- Any other physical documents pertinent to the participant

Other Illinois Works Reporting

As noted in *Section 1: Introduction to Illinois Works*, the Illinois General Assembly passed the **(30 ILCS 559/) Illinois Works Jobs Program Act** on June 28th, 2019. Through the **Illinois Works Jobs Program Act,** the **Illinois General Assembly** appropriated funds for the pre-apprenticeship program. The Illinois Works' program is utilizing state funding appropriated by the Illinois General Assembly under Public Act 102-0017. As a result, ILW grantees must comply with all state of Illinois reporting requirements.

This section will outline reporting requirements and critical fiscal information pertaining to the implementation of ILW programming.

Grant Accountability and Transparency Act (GATA) Requirements

The **Grant Accountability and Transparency Act (GATA)**, 30 ILCS 708/1 et seq., is landmark legislation designed to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both State agencies and grantees through adoption of the federal grant guidance and regulations codified at 2 CFR Part 200 (Uniform Requirements).

There are three important items ILW grantees must remember regarding GATA:

1. All programs must **adhere to GATA requirements.**

2. All ILW grantees must **ensure their GATA profile is up to date**. Grantees can access the GATA system through the Grant Portal.

3. **Failure to comply with requirements outlined in the grant agreement may lead to being placed on the Illinois Stop Payment List.**

   If placed on this list, grantees will not be considered as a Recipient/Grantee or Subrecipients/Subgrantees for any future funding opportunity, as long as they remain on the list.

GATA Standardized Reports

There are two standardized reports in the GATA system that all grantees are required to submit. These reports are the Periodic Performance Report (PPR) and the Periodic Financial Report (PFR).

Note: The PPR and PFR are best accessed utilizing Internet Explorer or by downloading and opening in Adobe Acrobat Reader

Periodic Performance Report

The Periodic Performance Report (PPR) is a standard, uniform statewide performance progress reporting format used by all state agencies to collect performance information from recipients of state grant awards. Unless statutorily exempt as documented in the Catalog of State Financial Assistance and the Grant Agreement (UGA), all grant awards are subject to periodic performance reporting. Specific directions on how to complete the PPR are supplied on the form located on the DCEO Grantee Resources page - Periodic Performance Report.
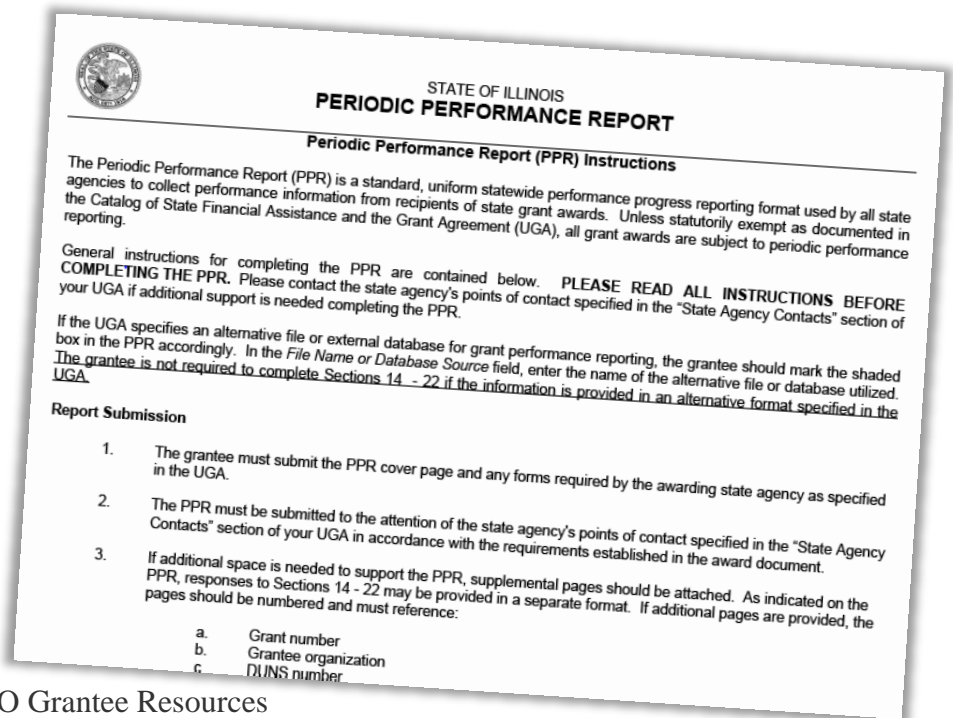
The PPR is due on a quarterly basis within 30 days of the end of each quarte or as outlined in your grant agreement.

PPR Supporting Documentation

Grantees must include a PDF copy of the Participant Services Report covering the date range of the PPR.

Additional requirements for the PPR include:

- All supporting documentation is to be submitted in a single PDF.

- A cover page **must** be submitted that includes the grant #, grantee organization, DUNS #, FEIN, and period covered by the PPR.

- Naming convention – grant number, PPR Support, and last date of reporting period

PPR Naming Convention Example

17-681066 PPR Support 03-31-22

Grant Number PPR Type (Support or Final Support) Last date of reporting period
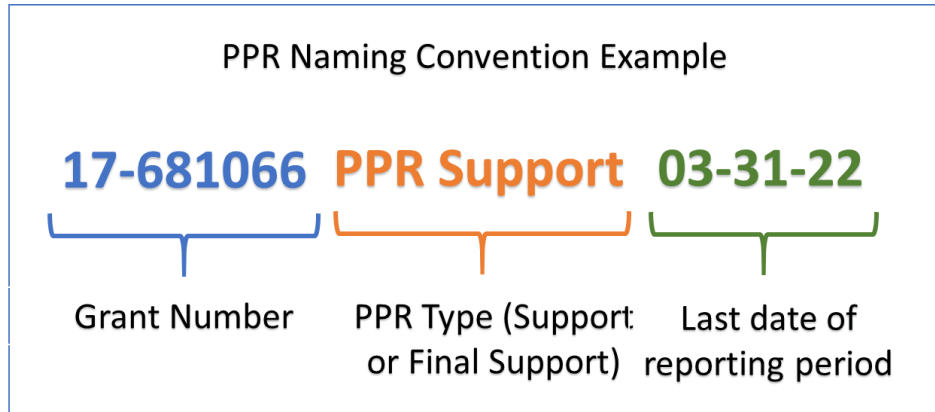
A final PPR is required at the completion of the grant award. For final PPRs, the reporting period end date shall be the end date of the grant period.

Final PPR Naming Convention Example

17-681066 PPR Final Support 12-31-22

Grant Number PPR Type (Support or Final Support) Last date of reporting period
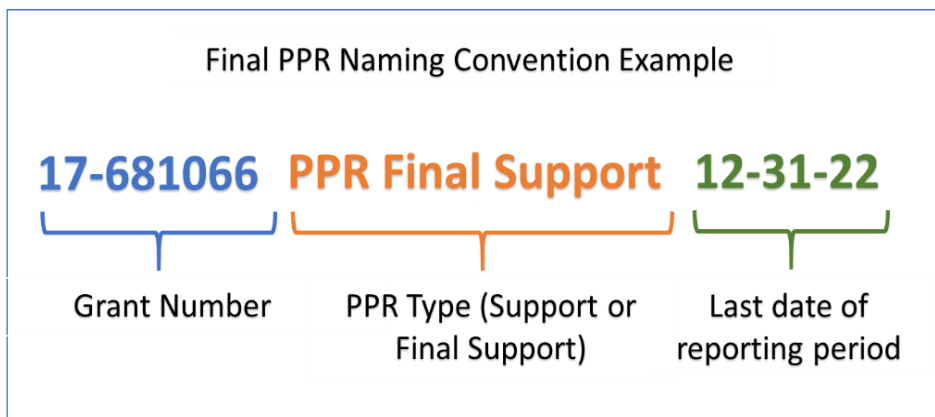
More information regarding how to complete the PPR will be made available on the Illinois Works Partner Guide resource page or for specific questions participants may reach out to their ILW Grant Manager.

Periodic Financial Report

The Periodic Financial Report (PFR) is a standard, uniform statewide financial reporting format used by all state agencies to collect financial information from recipients of state grant awards. Unless statutorily exempt as documented in the Catalog of State Financial Assistance and the Uniform Grant Agreement (UGA), all grant awards are subject to periodic financial reporting.
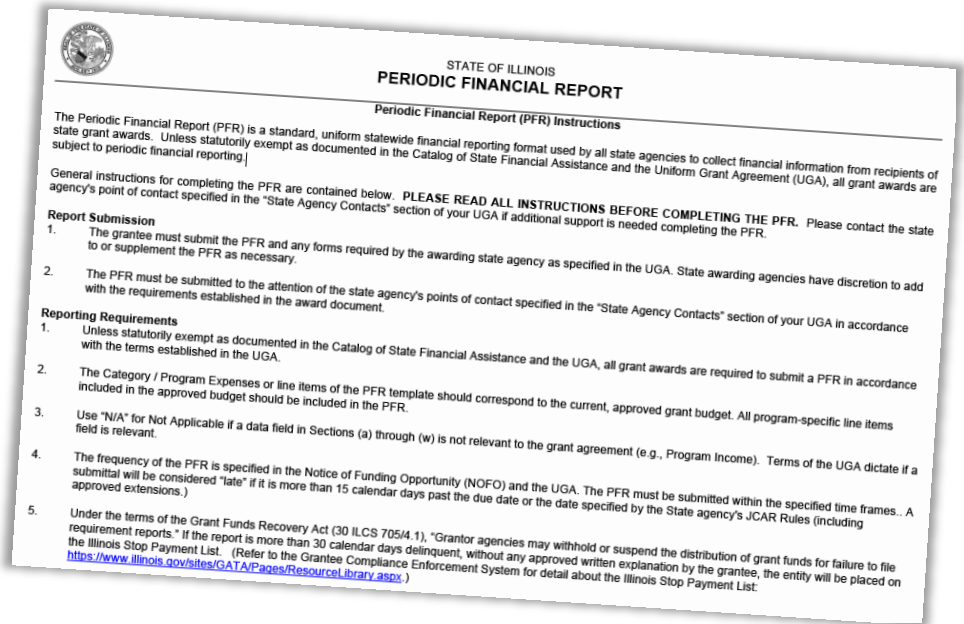
Specific directions on how to complete the PFR are supplied on the form located on the DCEO Grantee Resources page – Periodic Financial Report.

The PFR is due on a quarterly basis within 30 days of the end of each quarter or as outlined in your grant agreement.

PFR Supporting Documentation

There are several pieces of support documentation that **must** accompany the PFR:

- A copy of the GRS screen prints out for screens 362 and 371

- A Trial Balance as supporting documentation for expenditures
    - Naming convention – grant number Trial Balance last date of reporting period – 1X-XXXXXX Trial Balance 12-31-21
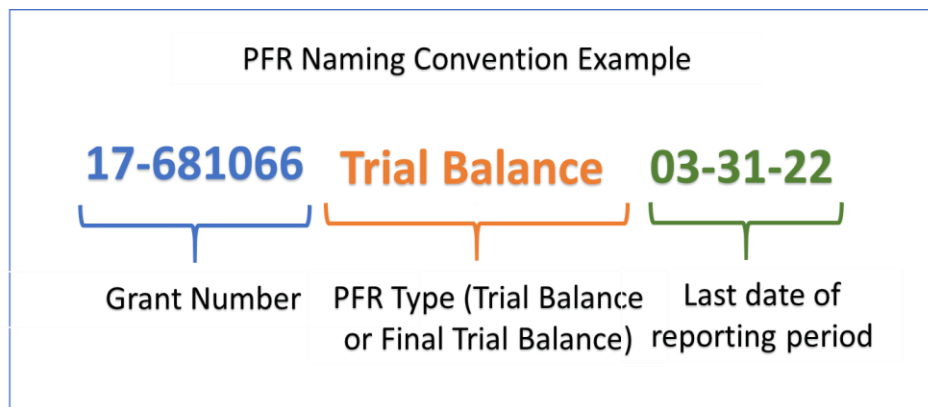
PFR Naming Convention Example

17-681066	Trial Balance	03-31-22
Grant Number	PFR Type (Trial Balance or Final Trial Balance)	Last date of reporting period

- A cover page **must** be submitted that includes the grant #, grantee organization, DUNS #, FEIN, and period covered by the PFR.

- A "bridge" document providing details of why GRS and the trial balance do not match must be submitted, **if applicable.**

All supporting documentation is to be submitted in a single PDF.

A final PFR is required at the completion of the grant award. For final PFRs, the reporting period end date shall be the end date of the grant period. This report **does not** need to be signed.

- Naming convention – grant number PFR last date of reporting period – 1X-XXXXXX PFR 12-31-21

Final PFR Naming Convention Example

17-681066 — Grant Number

Final PFR — PFR Type

03-31-22 — Last date of reporting period
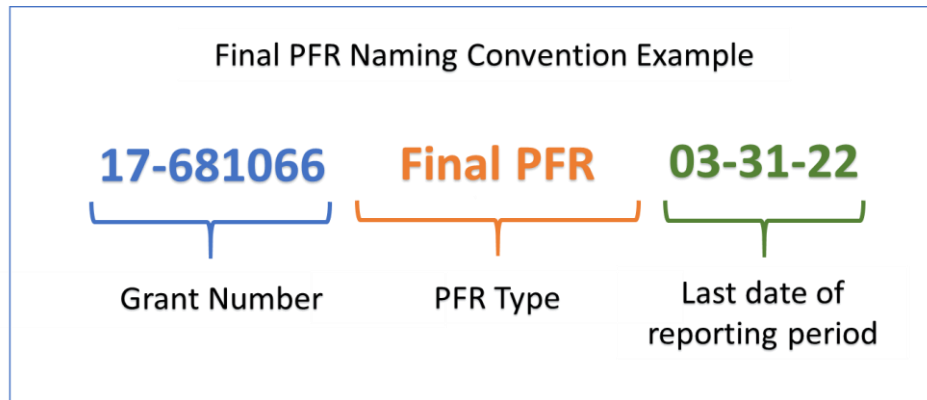
Fiscal Report Requirements

- The Grantee's financial management system shall be structured to provide for accurate, current and complete disclosure of the financial results of the Project funded under this grant program.

- The general ledger must support costs and revenue reported to the Department and must allow tracing of funds to a level of expenditure adequate to ensure funds have been expended appropriately.

- Grantee must report costs in GRS, an electronic reporting system used for requesting cash and reporting of grant costs, obligations, and miscellaneous receipts and disbursements (i.e., program income).

Additional information regarding how to complete the PFR will be made available on the Illinois Works Partner Guide resource page or for specific questions participants may reach out to their ILW Grant Manager.

Grant Reporting System (GRS)

The **Grant Reporting System (GRS)** is an electronic reporting system used for requesting cash and reporting of grant costs, obligations, and miscellaneous receipts.

GRS can be accessed through the DCEO Grantee Resources page along with detailed instructions on how to navigate GRS – GRS Access and GRS Grantee Handbook

Tips for Accessing GRS

- Your Grant Manager will send you the GRS External User ID Request Form.

- GRS IDs are limited to one per grantee.

- The person assigned to the ID should be the person who will be accessing the system to report expenditures and request cash.

- A new user will be emailed a temporary password. The new user must login within 2 days to enter a new password or the temporary password will expire.

- Log in to GRS with your User ID and password once per month to keep password current. You will be instructed to change your password every 2-3 months.

- Contact the DCEO Help Desk for password resets or connectivity issues.
    - Email: ceo.racfsecurity@illinois.gov
    - The email should read as follows: "Please reset the password for RACF ID _____. I am an Illinois Works grantee that needs access to GRS."

Expenditure Reporting Requirements

- **Expenditures for each month must be entered into GRS by the 20th of the following month.** After the 20th, the grantee is locked out of reporting for the previous month. Late reporting, especially for the last month of the quarter, can result in discrepancies between the PFR and your accounting records. Failure to submit the reports by the reporting deadline may lead to suspension of cash.

- **Keep supporting documentation** (e.g., P&L) on file for monitoring and reporting (quarterly financial reports and trial balances). Supporting documentation must tie to the expenditures entered in GRS. Any discrepancies must be documented in a trial balance crosswalk.

- **Reported expenditures must be on an accrual basis**. If your accounting system is not an accrual basis, you must develop and report accruals through best estimates of the

documentation on hand. Any accruals or adjustments not captured by your accounting system must be included on a supplemental spreadsheet or trial balance crosswalk that can be used to reconcile the trial balance to the expenses reported in GRS.

For detailed directions on how to utilize GRS refer to the GRS Grantee Handbook. **Table 22** outlines a list of the essential functions and the page numbers corresponding to each function in the GRS Grantee Handbook.

Table 22: GRS Functions and Handbook Pages

GRS Function	GRS Grantee Handbook Page(s)
Internet Access and Sign on Procedures	4-5
Cost Reporting and Cash Requests	6-7
Expenditure Reporting	8
Expenditure Summary	9
Cash Request and Tracking	10-11
Direct Deposit Inquiry	12
Sub Grantee Cost Ledger Summary and Detail	13-14
Misc. Receipts/Disbursements Summary	15
Sub Grantee Percentage Obligation Table	16
Sign-off Procedures and Changing Passwords	17

Troubleshooting

- **Password or Connectivity Issues**
  - Email: ceo.racfsecurity@illinois.gov
  - Use Google Chrome.

- **Payment Suspension**
  - You should receive an email notification. Contact the person identified in the notification or your grant manager. Normally, payment suspension is the result of late reporting or late single audits.

- **Cannot enter costs for a line item/expenditure code**
  - Make sure the amount you want to enter does not put you over the line item budget plus variance allowance. These amounts are in the budget section of your grant agreement.

- **Cannot enter costs for the previous month**
  - After the 20th, you are locked out of the prior month. Costs must be reported in the current month. If the costs were for the last month of a reporting period, this

may cause a discrepancy between GRS and your quarterly trial balance. Any discrepancies must be noted in the Trial Balance crosswalk.

- **Check or Direct Deposit Not Received**
    - Find the Warrant Number on the Cash Request Tracking screen and then look up the warrant on the Comptroller's website
    - Call the Comptroller's Office contact number if the warrant is not outstanding
- **Cannot Enter Cash Request**
    - Check Cash Available to Request on the Cash Request screen.
    - Confirm that Certified Costs to Date and Previous Cash Requested amounts on the Cash Request screen are correct. You may have entered costs that you did not certify.
- **Entered the wrong amount or failed to enter a decimal point**
    - If you failed to enter a decimal point, GRS will enter a decimal point for you. $3,500 will be converted to $35.00. You will have to enter additional costs in GRS to correct the amount for that line item/expenditure code and month.
    - If the amount you entered was too high, you can do another entry in GRS to correct the amount for the appropriate expenditure code and month. When you enter the adjusting amount, put a minus sign after the number (e.g., 500.00-).

The Appropriate Use of Funds

Funds shall only be used for the purposes, and in direct implementation of, the funded Illinois Works Pre-apprenticeship project, expressly permitted by this regulation to recruit, prescreen, and provide pre-apprenticeship skills training. Grantees are also expected to provide pathways and manage the transition from the pre-apprenticeship program to a DOL-registered apprenticeship program in construction and the building trades.

Allowable Costs

Grant expenditures must comply with 2 CFR 200 and any applicable funding source and be reasonable and necessary. Specific allowable grant costs were set forth in the applicable NOFO and Illinois Works Pre-apprenticeship Program rules and will include one or more of the following:

- Expenses to design training curricula and related materials
- Expenses to provide industry linked skill training and work-based learning to individuals in the underrepresented populations (e.g., instructor costs, curriculum materials)
- Expenses for the ongoing evaluation and refinement of the curricula and related materials

- Expenses for the design and implementation of a needs assessment to determine the education and training needs of the underrepresented populations relative to the skill needs of local industries

- Expenses related to wrap-around costs

- Expenses related to student/participant support services, such a career counseling, life coaching, and tutoring

- Stipends

- Expenses for technical assistance as set forth in the applicable NOFO

- Expenses incurred to meet grant administration requirements

- Expenses related to securing participants industry recognized certifications

- Expenses related to professional development and certifications for staff and instructors

- Any other costs determined to be reasonable and necessary to carry out the grant program activities as permitted by 2 CFR 200, the applicable NOFO, and approved by the Department

Budget Modifications

All budget modifications must be approved by ILW and must be signed by the grantee's authorized representative upon submission for approval. As a part of the narrative, the grantee must include the following items:

- The line-item budget where there will be cost savings

- The line-item budget to be increased

- An explanation of what caused the cost savings

- How the program will benefit from moving the budget from one-line item to another.

Procurement Policy

All grants are required to follow procurement standards that are outlined in 2 CFR 200.317 through 2 CFR 200.327. Noncompliance with procurement standards may result in the return of funds to the agency.

How to Comply
1. All Grantees must have and use documented procurement procedures that are consistent with 2 CFR 200.317 through 327.
2. All procurement processes must be documented.

3. The Illinois Department of Commerce & Economic Opportunity may ask for the procurement policy and backup documentation as part of a grant monitoring review.

Summary of Procurement Methods
1. Micro-purchase
2. Small purchase
3. Sealed bids
4. Proposals
5. Noncompetitive procurement

More information regarding these methods and other information on how to maintain compliance can be found on the [DCEO Grantee Resources](#) page.

Performance-Based Payment Model

The performance-based payment model utilized by Illinois Works (ILW) is rooted in the belief that grant funding should be based on an organization's tangible impact in the community. ILW and DCEO are driven to produce real change in Illinois which has led the department, along with many other state agencies, to institute a performance-based payment model in additional to their existing reimbursement model. The combination of performance-based and reimbursement models means that metrics dictate the amount available for reimbursement, but grantees must still submit allowable expenses to access that funding.

Though programs at DCEO and other state agencies are rolling out performance-based models in the near future, the model utilized by ILW features three key differences from similar models:

1. If grantees exceed their metrics, they can earn funding beyond their initial grant award.

2. Due to live, real-time, reporting through the Illinois Works Reporting System (IWRS), DCEO will make disbursements monthly.

3. Grantees have the right to appeal to ILW if a grantee believes that they missed their outcome metrics due to variables outside of their control.

Funding Benchmarks and Funding Formula

The performance-based payment model was developed using a set of funding benchmarks and a related funding formula.

Funding Benchmarks

There are **four funding benchmarks** – enrollment, completion, transition, and close out reports.

Each of these represent a critical step in the pre-apprenticeship program and are connected to a percentage share of the overall grant award in the funding formula. It is important to note that because this is a performance-based model NOT an outcome-based model, organizations can

receive reimbursement funds related to participant-based funding benchmarks while working toward their goal, not just upon achievement of the goal.

Additionally, the percentage of funding related to each benchmark is the maximum corresponding funding amount that could be reimbursed if the grantee meets all outcome metrics by the end of the agreement term. Additional funding is available if grantees exceed outcome metrics based on the per participant allotment outlined below. Again, this model features a reimbursement component which means that grantees must still submit allowable expenses to receive a fund disbursement from the Office of Grant Management (OGM).

Funding Formula

The **funding formula** is outlined below:

> ### Illinois Works Performance-based Payment Model Funding Formula
>
> Enrollment (25%) + Completion (30%) + Transition (35%)
> + Close Out Reports (10%) = 100%

The total grant award is divided into each funding benchmark:

> ### Example 1: Organization with $400,000 award
>
> Enrollment ($100,000) + Completion ($120,000) + Transition ($140,000)
> + Close Out Reports ($40,000) = $400,000

Monthly Outcome Reviews and Fund Disbursement

Determining the amount of funding available for reimbursement on a monthly basis is based on a per participant allotment. The **per participant allotment** is the result of the funding benchmark percentage divided by the funding benchmark participant goal.

> ### Example 1a: Per participant allotment
>
> Enrollment goal: 25 participants; Enrollment amount: $100,000
>
> $100,000/25 participants = $4,000 per participant allotment

The per participant allotment for a specific metric is then multiplied by the number of participants who have newly met that funding benchmark stage at the end of each month as documented by the Monthly Program Review conducted by the ILW Grant Manager.

Note: Close out reports are not related to a per participant allotment. They are based on a grantee's completion of required close out reports and finalizing data entry in IWRS.

Monthly Outcome Review

At the end of each month, the ILW Grant Manager will check each grantee's outcome metrics and based on the organization's progress toward their goal will alert OGM of the maximum amount available for reimbursement.

Example 1b: Determining monthly max reimbursement

Month 1: 15 participants enrolled

$4,000 per participant allotment x 15 participants enrolled
= $60,000 available for reimbursement

Fund Disbursement

Grantees will submit their expenses through GRS on a monthly basis. The OGM will review their expenses and determine what amount of the expenses are allowable. Based on the determination, OGM will then compare that amount to the maximum reimbursement amount submitted by the ILW Grant Manager. If the OGM approved amount is equal to or less than the maximum reimbursement amount submitted by ILW, then those expenses will be reimbursed.

Reminder: ILW does not determine the actual amount that is paid monthly, ONLY the maximum amount available for reimbursement.

Performance-Based Payment Model Examples

Below you will find two examples **(Table 23 and Table 24)** of the Illinois Works performance-based pay model. The examples below are meant to increase understanding of the performance-based payment model. If grantees have specific questions regarding their own payment model, they should contact the ILW Grant Manager.

In **Table 23: Meets/Exceeds Some Outcome Metrics**, the grantee has met their enrollment goal, exceeded their completion goal, but did not meet their primary transition goal by two participants. However, the grantee was able to transition those two participants to a secondary goal. The grantee had additional expenses related to their work, and as a result was approved for $20,988.28 of additional funding.

Table 23: Meets/Exceeds Some Outcome Metrics

Funding Award	Enrollment Goal	Completion Goal (85% of Enrolled)	Primary Transition Goal (70% of Enrolled)
$500,000	50	43	35

	% of Funding	Max. Funding based on initial award and goals	Per participant allotment	# of Actual Participants	Actual Funding Paid Out
Program Enrollment	25%	$125,000	$2,500	50	$125,000
Program Completion	30%	$150,000	$3,488.37	44	$153,488.28
Primary Transition	35%	$175,000	$5,000	33	$165,000
Secondary Transition			$2,500	11	$27,500
Close-Out Reports	10%	$50,000	n/a	n/a	$50,000
Total	100%	$500,000	n/a		$520,988.28

In **Table 24: Does Not Meet Some Outcome Metrics,** the grantee has met their enrollment goal, but they have not met their completion goal or their goal for primary transitions. The grantee missed their primary transition goal by 5 participants and was only able to achieve secondary transition goals for 10 participants. As a result, the grantee did not receive their full funding amount. This grantee will have the opportunity to appeal to the Office of Illinois Works and explain why they were not able to meet with required outcomes. Based on their technical arguments and evidence submitted, Illinois Works will determine if the circumstances outlined were beyond the grantee's control and if the remaining $10,465.20 are released for reimbursement of expenses.

Table 24: Does Not Meet Some Outcome Metrics

Funding Award	Enrollment Goal	Completion Goal (85% of Enrolled)	Primary Transition Goal (70% of Enrolled)
$500,000	50	43	35

	% of Funding	Max. Funding based on initial award and goals	Per participant allotment	# of Actual Participants	Actual Funding Paid Out
Program Enrollment	25%	$125,000	$2,500	50	$125,000
Program Completion	30%	$150,000	$3,488.37	40	$139,534.80
Primary Transition	35%	$175,000	$5,000	30	$150,000
Secondary Transition			$2,500	10	$25,000
Close-Out Reports	10%	$50,000	n/a	n/a	$50,000
Total	100%	$500,000	n/a		$489,534.80

Grantees should note that outcome numbers are pulled on a monthly basis and are based on the data entered into the IWRS. As a result, it is essential that grantees enter their data in a timely manner.

Additional Information, Links, and Documents

- Grantee Accountability and Transparency Act (GATA)

- DCEO Grantee Resources

- Grant Portal

- DCEO Grantee Resource Site – GRS Access and GRS Grantee Handbook

- Grant Reporting System (GRS) Sign-in

Section 12: Using Data for Program Management and Continuous Improvement

Section Overview

By the end of Section 12, you will be able to:

- Understand Illinois the Works **Continuous Program Improvement Model**.

- Utilize the **Program Improvement Plan** template to execute continuous improvement for your program.

- Apply each step in the **performance management process**.

- Identify different approaches for **pre-apprenticeship program evaluation**.

Illinois Works' Continuous Program Improvement Model

Grantees are accountable for program management and continuous improvement. **Program Management** is the process of directing and overseeing two or more related activities that have the same aim with the goal of delivering effective services, compliance with program expectations, improving performance, and ensuring outcomes are met. Effective program management often includes a continuous improvement process. **Continuous program improvement is the ongoing assessment of performance outcomes with the goal of identifying opportunities for incremental and innovative enhancements.**

Illinois Works' (ILW) encourages grantees to implement a continuous program improvement process to support the creation and actualization of their continuous improvement plan *(see section below - Implement New Strategies/Program Improvement Plan).* **Continuous Program Improvement Models** are designed to bring gradual and/or innovative, ongoing improvements to service delivery processes through program performance, measuring outcomes, benchmarking against program goals, brainstorming opportunities for improvement, and implementing new strategies.

Program Performance and Measure Outcomes

Program performance is the degree to which grantees meet their objectives and achieve their goals. Program performance does not just consider *what* grantees accomplish, but *how* it is accomplished (effective teaching, appropriate behavior, ethical decision-making, and program compliance with ILW expectations, among others). Program performance is determined by outcome measures. **Measuring outcomes** is a systematic way of assessing if programs have achieved their goals through the collection and analysis of data.

As noted in *Section 10: Program Data Management* of this manual, the final step in the data management process is **accurate reporting**. While accurate reporting is listed as a final step, in many ways it is the culmination of data collection, entry, and quality control efforts taken by staff. Accurate and timely data entry is critical for accurate reporting and effective continuous program improvement. On the other hand, **incomplete data and inaccurate reporting can lead to indicators of poor performance, even if participants are being served effectively.**

Data collection and analysis are crucial for continuous program improvement. Data relevant to participant characteristics, services accessed and delivered, training/program outcomes including

third party certifications obtained, and partnerships all must be carefully entered as it is collected or observed. Data must be entered into the IWRS timely and accurately. **ILW expects that data will be entered daily, real time.** This allows for live tracking of participant progress and program outcomes, as well as desk reviews for the deployment of Technical Assistance for grantees when issues are identified.

The ILW framework is designed to set an aspirational bar for data collection in construction pre-apprenticeship programs and to establish a consistent vision for defining, measuring, and communicating progress and success.

Note: Failure to keep accurate participant data and partner engagement data may result in poor performance indicators that could ultimately result in ILW denying funding renewals.

Consistent and accurate data collection and data entry allows grantees to access accurate and up-to-date program reports. **Reports** can be utilized by grantees to monitor their program and determine if goals are being met or if there are performance gaps. **Performance gaps** are the difference between the program goal and the actual program performance.

Program Goal - Actual Program Performance = Performance Gaps

Benchmark Performance Outcomes Against Program Goals

It is important not to wait until the end of the agreement term to determine if your program was successful. Continuous program improvement requires that grantees identify points within the program, typically at regular intervals, when *actual performance* is measured against *performance goals*. This is called **benchmarking**. Grantees can benchmark their performance using a dashboard in IWRS. **Benchmarking dashboards** allows grantees to visually see the comparative data between actual performance and program goals, exposing any performance gaps.

IWRS Benchmarking Dashboards

There are two **IWRS Benchmarking Dashboard**s. The first is a programmatic dashboard that is separated into seven sections and allows grantees to quickly identify red flags, participant progress, completion rates, and other key participant information. The second dashboard is separated into two sections and focused on active tracking, long-term tracking, and follow-up. Both dashboards are fueled by the data entered in IWRS by grantees and allow grantees to compare themselves to others in the grantee network.

Each metric will show the grantee's data, the data for the grantee with the best performance in each metric, and the average performance of all grantees on each metric. Additionally, the dashboard will allow grantees to see their progress toward metric goals. Grantees will be able to see and click on the number of individuals who have met each metric and the percentage of total participants. By clicking on the number of individuals for each metric, grantees will be able to drill down to participant lists and individual participant profiles.

IWRS Dashboard Color Code

Each metric on the dashboard has an associated color that denotes if actions are needed for participants, and the urgency with which action must be taken.

Table 25: IWRS Dashboard Color Code

Color Code	Action Needed
White	Informational, no action needed.
Yellow	Action needed.
Red	Red flag. Immediate action needed.
Green	Complete or meets a program requirement.
Grey	Participants not enrolled or no longer in program, no action needed.

IWRS Dashboard Sections

The programmatically focused IWRS Dashboard is separated into seven sections including Red Flags, Intake, Participant Engagement, Earned Credentials, Completion Information, Completed Pre-apprenticeship Program and Receives Transition Services, Provider and Employer/Sponsor Relationships. Nearly 100 metrics are measures in the IWRS Dashboard. **Table 26** outlines each section and a sampling of the items tracked in each section.

Table 26: IWRS Dashboard Sections – Programmatic and Participant Data

IWRS Dashboard Section	Data Tracked
Red Flags	Total participants with absences; per cohort participants with absences; per cohort participants with failed post-assessments; total past due follow-up dates.
Intake	Total individuals with inquiry status (closed, cold, warm, hot); per cohort participants enrolled; total participants not enrolled (declined, not selected); total participants.
Participant Engagement	Total number of active participants; total participants with a training service; participants with an open training service that is past due for attendance entry; total participants with wrap-around services; total participants with student support services; total participants with transition services; participants with a transition service open for more than 6 months.

Earned Credentials	Total participants who have not earned a credential of any type; total participants/per cohort that have earned an NCCER/NABTU, OSHA 10, and First Aid/CRP certificate/certification; total participants/per cohort who have earned a full program certificate.
Completion Information	Total participants/per cohort with incomplete status; total participants/per cohort who have successfully completed; total participants/per cohort who have unsuccessfully completed.
Completed Pre-apprenticeship Program and Receives Transition Services	Total successfully completed participants with an open transition service; total/per cohort participants who successfully completed and received a transition service; total/per cohort participants who are hired by an employer and enrolled in a registered apprenticeship program; total/per cohort participants who achieved a secondary transition (open a small business, employed in construction but not in a RAP; complete alternate training/education program enroll in an advanced construction training program).
Provider and Employer/Sponsor Relationships	Total number of union apprenticeship relationships; total number of contractor and subcontractor relationships; total number of non-union apprenticeship relationships.

The second dashboard focuses on follow-up and tracking beyond participant's tenure in the program. This dashboard is separated into two sections including Post-program Active Tracking and Long-term Tracking. Post-program Active Tracking will show data recorded in IWRS quarterly by the grantee for a year following a participant's graduation. Long-term Tracking will show data recorded in IWRS annually beginning from 13 months after participant graduation to ten years post participant graduation. This data will be sourced by data matching in RAPIDS or through the Illinois Department of Employment Security (IDES). **Table 27** below outlines each section and a sampling of the data tracked in each section.

Table 27: IWRS Dashboard Sections – Active and Long-term Tracking

IWRS Dashboard Section	Data Tracked
Post-Program Active Tracking	Total alumni not in the construction industry at time of follow up; total alumni in the construction industry at time of follow-up; total alumni on a RAP waiting list; total alumni in a RAP, total alumni progressing in a RAP; total alumni that withdrew

	from a RAP; total alumni receiving fringe benefits at time of follow-up.
Long-term Tracking	Total alumni not in the construction industry at time of follow up; total alumni in the construction industry at time of follow-up; Total alumni on a RAP waiting list; total alumni in a RAP, total alumni progressing in a RAP; total alumni that withdrew from a RAP; total number of alumni with journeyperson status.

Brainstorming Strategies for Improvement

Through the grant application process grantees provided outcome metric goals including the number of individuals recruited, enrolled, successfully complete the program, and complete a primary or secondary transition. These metrics were initially completed on Attachment II – Program Planning Tool of the Notice of Funding Opportunity, then negotiated and agreed to during the grant negotiation, and solidified in their Work Plan and grant agreement.

The Illinois Works Pre-apprenticeship Program allows grantees to determine their goal metrics related to their number of cohorts, number of individuals enrolled, completed, and transitioned. However, there are two key outcome metrics that are required by the program.

1. At least 85% of individuals enrolled will successfully complete the pre-apprenticeship training program

2. At least 70% of individuals enrolled will be hired and enroll in a DOL-registered apprenticeship program

It is important to remember that both required metrics are based on enrollment numbers. Grantees should refer to their Grantee Work Plan (Exhibit 8) documents submitted to ILW which outline their outcome metric goals and timelines.

The IWRS Benchmarking Dashboards will reveal grantees current performance, based on their outcome metrics. Utilizing the dashboards and program reports, grantees can self-identify their current standing in specific areas.

- **Not Meeting Expectations** -

  Performance outcomes are below expectations this point in time. The current trajectory predicts program goals will not be met.

- **Meeting Expectations -**

  Performance outcomes are within the margins of expectations at this point in time. The current trajectory predicts program goals will be met.

- **Exceeding Expectations -**

  Performance outcomes are beyond expectations at this point in time. The current trajectory predicts program will exceed goals.

Although all metrics present potential opportunities for improvement, categories that are *Not Meeting Expectations* **should be a top priority.** If current strategies are not producing the desired results, new strategies may need to be considered to close performance gaps. Grantees should facilitate group discussions that may include, but may not be limited to, program leadership and management, appropriate program instructors and staff, partners, providers, participants, and/or other relevant stakeholders to search for new and innovative strategies to improve performance. This process is called **brainstorming**.

There are several other sources for potential new and/or innovate strategies:

- Illinois Works Technical Assistance (TA) involves troubleshooting and problem solving to ensure program compliance and the ability to achieve the program's desired outcomes.

- Illinois Works Program Coaches provide resources, assistance, and guidance to support program success.

- New program staff often see operations from a new perspective. Because they have not yet been acclimated into the program's groupthink, this may be an opportunity to solicit new and innovative ideas.

- Seasoned program staff may have observations that have generated ideas for improvement. However, they have not been invited to share those ideas in the past.

- Other Illinois Works Pre-apprenticeship Program grantees who are leading in a particular category. Through the monthly lunch and learn series, grantees will learn about what other programs are doing and what is or is not working for them.

- Providers contribute by effectively delivering a needed service that supports program outcomes. Their engagement with a grantee may have provided them with a unique vantage point regarding strategies for improvement.

- Partners are typically formally structured long-term relationships that work with grantees to address complex issues to achieve a shared goal. Program partners can also contribute unique perspectives to maximize outcomes.

- Community stakeholders are individuals, groups, business, or organizations that have an interest or investment in a particular community. They often have intimate knowledge of the community and its residents that may provide unique insights.

- Professional Associations typically provide industry specific best practices, evidence-based practices, and/or evidence-informed practices that can be leveraged by a grantee.

Implement New Strategies/Program Improvement Plan

Once the leadership team has identified one or several new strategies to help close a performance gap, they must put it/them into action:

- The new strategy(ies) must be communicated to all relevant stakeholders and impacted staff.

- All relevant forms, documents, processes, and procedures must be updated.

- If a new skill is involved, impacted instructors and staff members must be trained.

- The new strategy(ies) must a definitive start date and benchmark date (the date Performance Outcomes will be benchmarked against Program Goals to see if there is still a performance gap or if program performance has been improved).

Program Improvement Plan

Grantees are required to submit a **Program Improvement Plan** six months into program implementation to communicate how service delivery practices will be improved for optimal program performance. **Exhibit 9: Program Improvement Plan** is in the Appendix of this manual and on the Illinois Works Partner Guide resource section.

Note: The Program Improvement Plans are different from Corrective Action Plans associated with the Watch List or Probation status based on results from program monitoring discussed in Section 13: Programmatic Monitoring of this manual.

The Program Improvement Plan should focus on the following program areas:

- **Partner Engagement** -
  Goals/objectives communicate how the grantee can improve on developing and maintaining partnerships with organizations for participant referrals and/or leveraged resources.

- **Participant LifeCycle** -
  Goals/objectives communicate how the grantee can improve on recruiting, enrolling, retaining, training, and transitioning participants to DOL Registered Apprenticeships. The grantee should also communicate plans to increase the number of participants from underrepresented groups.

- **Financial Management** -
  Goals/objectives communicate how the grantee can improve on managing Illinois Works grant funds and leveraged resources from partner agencies.

Program Evaluation

Evaluation takes a deeper look at program impacts (U.S. Department of Labor, Employment and Training Administration, Office of Policy Development and Research). **Program evaluation** employs empirical analysis using program and other data to describe the operation of a program, measure the program impacts on outcomes of policy and program interest, and/or determine cost effectiveness of the program to identify improvements, best practices, and/or what works and does not work.

Illinois Works may employ several different approaches to evaluate pre-apprenticeship programs. These evaluation approaches include implementation, outcome, and/or impact cost studies:

- **Implementation Studies -**

  An implementation study documents program operation or compares it against goals, across locations, or over time. It describes and analyzes "what happened and why" in the design, implementation, administration, and operation of programs and is generally used to determine whether a program is being carried out in a manner consistent with its goals, design, or other planned aspects. Implementation studies provide context for other or subsequent evaluation findings and results and make the findings or results interpretable and useful for the programs, services, or interventions studied.

- **Outcome Studies -**

  An outcome study compares individual outcomes against goals, across programs or locations, or over time. Outcome studies differ from impact studies in one key area of comparative data analysis. Essentially, outcome studies determine if programs achieve the desired results or assess the effectiveness of programs to produce change. Outcome studies go beyond performance management analysis discussed above in that they track participant outcomes after they complete or leave pre-apprenticeship programs.

- **Impact Studies -**

  An impact study estimates the difference in individual outcomes attributable to a specific program or policy. Impact studies determine whether programs or policies measure the intended impacts—that is, the program causes the differences of the outcomes that it is designed to influence. If the purpose of an evaluation is to determine whether an occupational training program has the desired impacts on the employment and earnings of the individuals it serves, an impact study is the ideal type of evaluation to choose.

Illinois works will conduct implementation studies at various points of program operation. Grantees are expected to fully cooperate with these studies, which might occur at any point

during the grant period. The results of these implementation studies will help inform longer term outcome and impact studies.

Longitudinal Study

ILW will conduct a **longitudinal study**, a correlational study that documents variables over an extended period of time. Data for this longitudinal study including variables such as employment and earnings levels after completion will be captured. Data matching will occur using state agency administrative datasets. Outcome and impact studies will be employed to evaluate the longer-term effectiveness of the pre-apprenticeship programs.

These studies will be using a longitudinal study design to assess the effectiveness of:

- Preparing pre-apprentices for entry into the construction and building trades

- Increasing the entry of women, people of color, and veterans into construction and building trades apprenticeships

- Increasing the likelihood that women, people of color, and veteran apprentices will complete apprenticeships in the construction and building trades.

These evaluation activities will examine both the Illinois Works pre-apprenticeship system and individual grantees and programs. Implementation and outcome studies will compare and determine best practices for program and participant success. The goal is to identify areas that need improvement and best practices. Improvement plans will be developed when necessary to apply best practices to programs and practices that need improvement. This is a critical component of the continuous program improvement philosophy of ILW.

Role of Grantees

Grantees will contribute to the longitudinal study through their accurate and timely collection and reporting of data in IWRS from participant engagement up to active follow-up activities. As outlined in *Section 8*: *Program Completion, Transition and Follow-Up*, grantees will conduct follow-up activities with alumni on a quarterly basis for one calendar year after program completion. This active follow-up is essential the first year after program completion not only because alumni will need more assistance, but also because this is often before other information sources such as the Illinois Department of Employment Services (IDES) or the Registered Apprenticeship Partners Information Management Data System (RAPIDS) will offer information on the alumni. As a result, the grantee's timely and accurate follow-up during that period will be critical to the success and reliability of the ILW longitudinal study.

Additional Information, Links, and Documents

- [Illinois Works Partner Guide](#)

- [Exhibit 8: Grantee Work Plan](#)

- [Exhibit 9: Program Improvement Plan](#)

Section 13: Programmatic Monitoring

Section Overview

By the end of Section 13, you will be able to:

- Describe the importance of **program monitoring.**

- Adhere to the Illinois Works **compliance review process**.

- Respond to the **progressive corrective action process.**

- Create and implement **corrective action plans** to get off the watch list and probation status and return to program compliance.

Program Monitoring

Program monitoring is the Illinois Works initiated activity for ensuring a program is making the expected incremental progress to achieve its goals within a defined timeframe as officially submitted to the Office of Illinois Works by each grantee using the Work Plan, The ILW Grant Manager is primarily accountable for program monitoring. The Grant Manager's responsibilities include, but are not limited to, supporting the implementation of grant programs, ensuring budgets are within the scope of funding, enforcing regulatory compliance, ensuring grantees progress towards meeting required outcomes, enforcing progressive corrective action, and overall programmatic monitoring.

Grantees funded through the Illinois Works Pre-apprenticeship Program are subject to fiscal and programmatic monitoring visits by the Department in accordance with 2 CFR 200.337. Grantees are required to have an open-door policy allowing for periodic visits by DCEO and Illinois Works monitors to evaluate the progress of the project and provide documentation upon request of the monitor. Program staff will also maintain contact with participants when needed.

Note: The DCEO may modify the terms of a grants based on program performance.

Compliance Review

Grantees will be assessed to determine the impact their program is having on their targeted populations, and the effective and efficient utilization of the funds. The reviews will assess how well grantee staff are meeting proposed goals in the planned timeframes, how many participants are being served, how the money is being spent, whether any problems have developed that may hinder the progress of the project, and if they are delivering services in a way that is compliant with:

- DCEO standards, policies, and procedures

- Illinois Works program Core Values

- Diversity, Inclusion, Belonging, Equity (DIBE) expectations

- State of Illinois regulatory guidelines

- Illinois Works requirements and guidance outlined in the Grantee Manual

- State and federal Laws

ILW will ensure that periodic on-site monitoring (at least once a year) and in-house desk monitoring (at least once a month) is conducted during the grant period and upon its completion by the Illinois Works Grant Managers and/or other DCEO staff. All programs are subject to compliance reviews throughout the fiscal year.

The reviews include, but are not limited to:

- Validating that the grantee's financial management system is structured to provide accurate, current, and complete disclosure of grant expenditures.

- Confirming that all expenditures are in accordance with the provisions, terms, and conditions contained in the grant agreement with the Department.

- Verifying that participant files are maintained and contain documentation sufficient to demonstrate that individuals entering the program are eligible to participate, the services they received and the credentials they obtained. Refer to *Section 11: Reports and Records* for information on participant files.

Progressive Corrective Action

Grantees must adhere to the program expectations and requirements outlined in the Illinois Works Pre-apprenticeship Program Grantee Manual and in the grant agreement.

Note: If circumstances warrant, expectations and requirements in the Grantee Manual may be subject to change during the/grant agreement term. Any changes to these policies and

procedures will be officially communicated to grantee's Program Administrators on record with DCEO and the Office of Illinois Works and/or posted to the Illinois Works Partner Guide.

Enforcement of **progressive corrective action, which occurs in phases,** is the responsibility of the ILW Grant Manager.
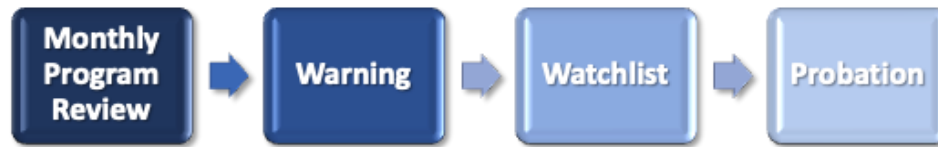
- **Monthly Program Review -**

  ILW will conduct **monthly** compliance reviews to ensure grantees are adhering to program expectations based on the grant agreement and the approved Work Plan. During this monitoring process, the ILW Grant Manager will meet with grantees to discuss action planning and opportunities to address concerns related to noncompliance with program requirements. Based on the review, the Grant Manager will assign one of the following progress categories to the grantee for each required outcome and a general progress category will be given to the grantee based on their combined ratings for each of their required outcomes:

  - **"Excellent progress"** when the grantee is making progress that exceeds their required outcome (the grantee is meeting more than 100% of their required outcome at the approved timeline).

  - **"Good progress"** when the grantee is making significant progress and is likely to meet the required outcome (the grantee is meeting 76% to 100% of their required outcome at the approved timeline).

  - **"Inadequate progress"** when the grantee is making some progress but is not likely to meet the required outcome (the grantee is meeting from 50% to 75% of their required outcome at the approved timeline).

  - **"Poor progress"** when the grantee is not making enough progress towards meeting the required outcome and is definitely not likely to meet the required outcome (the grantee is meeting less than 50% of their required outcome at the approved timeline).

- **Warning -**

  If not enough progress was made for a required outcome and the grantee has a status of "inadequate progress" or "poor progress "for two consecutive months for that outcome, the grantee will be issued a warning. A warning is a formal notification that expectations are not been met, those unmet expectation have been communicated to the grantee, and the grantee must create and implement a Corrective Action Plan (Warning) within one week of warning to address the noncompliance(s).

- **Watchlist -**

  The Watchlist is designed to identify and assist noncompliant grantees to improve performance and participant outcomes. After three months in the "poor progress" or "inadequate progress" status, the grantee is placed on the Watchlist. Once on the Watchlist, a grantee will receive targeted and customized technical assistance.

  When placed on the Watchlist, the grantee will receive a letter from Illinois Works outlining the lack of compliance and requesting that a Corrective Action Plan (Watchlist) be designed in coordination with the ILW Grant Manager. The Corrective Action Plan will be submitted to Illinois Works within two weeks of the receipt of the official letter. Once approved, the Corrective Action Plan will be implemented by the grantee and the Grant Manager will verify progress through the Monthly Program Review.

  Grantees on the Watchlist making marked improvements that bring them back to at least a "good progress status" will be removed from the Watchlist. Once removed from the Watchlist, the grantee will no longer be required to follow the Corrective Action Plan (Watchlist).

  However, if **no significant progress** is made and after three months of being on the Watchlist, the grantee **will be automatically moved to Probation.**

- **Probation -**

  Probation is designed to actively monitor programs that fail to meet compliance with required program activities, performance benchmarks, and/or fiscal and administrative rules. If the grantee fails to address the outlined expectations as stated in the grantee's agreement within three months after being placed on probation, the program may be subject to decreased funding, or closing of the agreement, and may not qualify for additional Illinois Works funding in the future.

  A grantee will be placed on Probation for the following reasons:

  - Being on a Watchlist for three consecutive months.

- Not carrying out program requirements such as the delivery of the required services as outlined in the Grantee Manual and the grantee's agreement.

- Inadequate administrative and financial controls resulting in misuse of funds, and inadequate data management and reporting, among others.

When placed on Probation, the grantee will receive a letter from Illinois Works outlining the lack of compliance and requesting that a Corrective Action Plan (Probation) be designed in coordination with the ILW Grant Manager. The Corrective Action Plan will be submitted to Illinois Works within two weeks of the receipt of the official letter. Once approved, the Corrective Action Plan will be implemented by the grantee and the Grant Manager will verify progress through the Monthly Program Review.

Grantees on Probation making significant improvements that bring them back to at least a "good progress status" will be removed from Probation. Once removed from Probation, the grantee will no longer be required to follow the Corrective Action Plan (Probation).

Note: Grantees on probation are in jeopardy of not having their grant renewed during the next funding cycle besides the possibility of getting their funding reduced or completely taken away for the current funding cycle. If there is an offense that is egregious in nature, funding can be halted/discontinued prior to the end of the current funding cycle without the program being placed on probation first.

Additional Information, Links, and Documents

- [Illinois Works Partner Guide](#)

Section 14: Audit Requirements

Section Overview

By the end of Section 14, you will be able to:

- Articulate **GATA, 2 CFR 200, and the Illinois Administrative Code.**

- Articulate a**udit types.**

- Understand **audit submission** requirements.

Audit Requirements

The State of Illinois **requires all grantees to comply with federal audit requirements in addition to State specific audit requirements.** This section will be an overview of the different types of audit and when they are requirements. For information regarding audit requirements and compliance please visit the GATA Resource Library or contact ceo.externalauditunit@illinois.gov.

Audit Types

Not all grantees are required to submit an audit based on federal and state audit requirements. Audit requirements are based on the amount and type of funding (state, federal direct, or federal pass-through) as well as other requirements.

1. A grantee that expends **$750,000 or more during the grantee's fiscal year in federal awards** (federal pass-through and direct federal funds) from all sources **must have a single audit conducted** in accordance with 2 CFR 200.514. Grantees meeting certain requirements may elect to have a program-specific audit conducted in accordance with 2 CFR 200.507 with the approval of DCEO.

2. A grantee that expends **less than $750,000 during the grantee's fiscal year in federal awards** (federal pass-through and/or direct federal funds) from all sources are not subject to the single audit requirements for that fiscal year.

3. Grantees who expend less than $750,000 in direct federal and federal pass-through funds from all sources are subject to the following audit requirements:

a. **Grantees who expend $500,000 or more during the grantee's fiscal year in State, direct federal and federal pass-through funds**, singularly or in any combination, and are not subject to the single audit:

      i. Must have a financial statement audit conducted in accordance with Generally Accepted Government Auditing Standards (GAGAS)

b. Grantees who do not meet the requirements in subsection (a) **but expend $300,000 or more during the non-federal entity's fiscal year in State, direct federal and federal pass-through funds**, singularly or in any combination:

      i. must have a financial statement audit conducted in accordance with Generally Accepted Auditing Standards (GAAS).

c. **Grantees who do not meet the requirements in subsection (a) or (b) but have audits** conducted voluntarily or based on other regulatory requirements must submit those audits for review. For example, the Illinois Attorney General requires nonprofits to have audits conducted if total revenues are $300,000 or more. This audit is required to be submitted through the GATA Audit Report Review process.
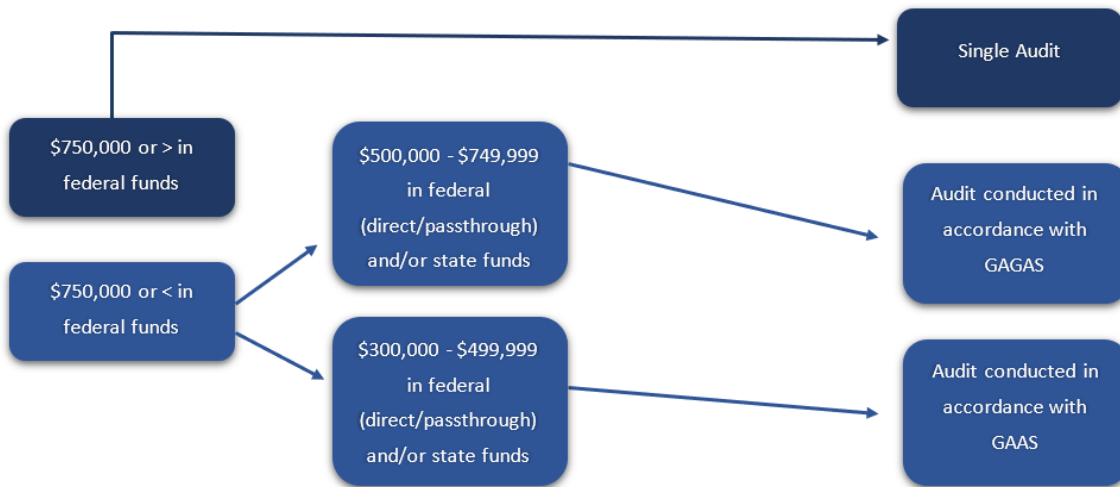
Audit Reporting and Documentation

The type of audit (Single, GAGAS, GAAS, or other audit type) dictates the documents that must be submitted through the Grantee Portal. Below is a listing of the documents that must be submitted depending on the type of audit conducted.

If a grantee does not meet the threshold for requiring an audit to be conducted and does not have any audit conducted for other purposes, they must still annually complete the audit certification

and Consolidated Year-End Financial Report in the GATA Portal.

The audit certification will help grantees identify the type of audit that is required of their organization based on their response to a series of questions. Once completed, the system will provide grantees with their audit determination, a list of required materials, and the timeline for submission. **The audit certificate and Consolidated Year-End Financial Report must be submitted within 60 days of the end of the grantee's fiscal year.**

Single Audit Reporting Package

This is required for grantees that expend $750,000 or more in federal funds. Single Audit Reporting Package (due 30 days after audit report completion but no later than nine (9) months after the end of the grantee's fiscal year-end) as described in 200.512(c)(1):

The following documents must be submitted by the grantee to the Federal Audit Clearinghouse (FAC):

- Financial Statements (200.510(a))
- Schedule of Expenditures of Federal Awards (200.510(b))
- Summary Schedule of Prior Audit Findings (200.511(b))
- Auditor's Report (200.515)

Corrective Action Plan (200.511(c)) The GATA Portal will pull these documents from the FAC.

The following documents must be submitted directly to the GATA portal

- Management Letters issued by auditors (AU325), if applicable
- Consolidated Year End Financial Report with In Relation to Opinion
- Auditor's Peer Review Letter

Financial Statement Audit

This audit reporting package is for grantees that do not meet the threshold for Single Audits but expend over $300,000 in State, Federal, of Federal pass though awards during their fiscal year or grantees that have an audit conducted for other purposes.

Audit Reporting Package (due 30 days after audit report completion but no later than six (6) months after the end of the grantee's fiscal year-end):

- Financial Statements (200.510(a))
- Summary Schedule of Prior Audit Findings (200.511(b))
- Auditor's Report (200.515)

- Including GAGAS requirement: Report on Internal Control over Financial Reporting and Compliance (200.515) for grantees with a year-end of 12/31/18 or later

- Corrective Action Plan (200.511(c))

- Management Letters issued by auditors (AU325)

- Consolidated Year End Financial Report within Relation to Opinion

- State Data Collection Form Auditor's Peer Review letter

Audit Not Required and No Audit Conducted

For grantees that are not required to submit an audit report per the requirements above: grantees must still submit the following document(s):

- Consolidated Year End Financial Report (due 30 days after completion but no later than six (6) months after the end of the grantee's fiscal year-end)

Audit Submission

Single Audit Packages must be submitted by the grantee to the FAC. Due date of submission is the earlier of 30 calendar days after receipt of auditor's reports and 9 months after the end of the grantee's audit period.

It is important to note that the State compliance items must be uploaded to the GATA Portal within 30 days of the FAC submission or 9 months after the grantee's fiscal year end, whichever date arrives sooner. As a reminder, the State compliance items include:

- Management Letters issued by auditors (AU325), if applicable

- Consolidated Year End Financial Report within Relation to Opinion

- Auditor's Peer Review Letter

All other audit packages or required documentation must be uploaded to the GATA Grantee Portal within 60 days after the grantee's fiscal year.

Specific directions on how to navigate the Grantee Portal can be located in the Resource Library – GATA.

If grantees have questions or need clarification, they should contact ceo.externalauditunit@illinois.gov with questions regarding audit requirements.

Note: Non-compliance with audit requirements could result in implementation of the Grantee Compliance Enforcement System (GCES) and may result in the inability to receive grant funds.

Additional Information, Links, and Documents

- [2 CFR 200](#)
- [44 IL Admin. Code 7000.90](#)
- [Resource Library – GATA](#)
- [Illinois Grant Accountability and Transparency Act (GATA) Grantee Portal](#)

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Appendix

Exhibit 1: Exit Interview Questionnaire
Exhibit 2: Tips for Running an Open House
Exhibit 3: Pre-Apprenticeship Program Application
Exhibit 4: Pre-Apprenticeship Program Interview Questionnaire
Exhibit 5: Career Assessment – Orientation
Exhibit 6: Pre-apprenticeship Training Program Commitment Agreement
Exhibit 7: Participant File Checklist
Exhibit 8: Grantee Work Plan
Exhibit 9: Program Improvement Plan

Template 1: Sample Discrimination, Harassment, and Bullying Policy
Template 2: Sample Discrimination/Harassment/Bullying Complaint Form
Template 3: Sample Checklist for Addressing Discrimination/Harassment/Bulling Complaints
Discrimination/Harassment/Bullying Complaints
Template 4: Sample Marketing Plan Worksheet & Timeline
Template 5: Sample Illinois Works Pre-Apprenticeship Program Flyer
Template 6: Sample Illinois Works Pre-Apprenticeship Program Information Sheet
Template 7: Illinois Works Pre-Apprenticeship Program Open House Sample Agenda
Template 8: Sample Applicant/Participant Referral Form
Template 9: Enrollment Decision Sample Letter – Full Acceptance
Template 10: Enrollment Decision Sample Letter – Conditional Acceptance
Template 11: Enrollment Decision Sample Letter – Denial
Template 12: Illinois Works Performance-based Stipend Policy
Template 13: Sample Illinois Works Performance-based Stipend Procedure
Template 14: Sample Extenuating Circumstances Policy for Make-Up Post-assessments and Sessions
Template 15: Sample Make-Up Sessions and Post-assessment Policy
Template 16: Illinois Works Sample Orientation Agenda
Template 17: Sample Illinois Works Pre-apprenticeship Program Curriculum
Template 18: Sample Instructional Plan
Template 19: Sample Level 1 Evaluation Tool
Template 20: Sample Internal Professional Development Plan

ILLINOIS WORKS   [Insert Grantee Logo]

Illinois Works Pre-apprenticeship Program
Exit Interview

Grantee Name: _____   **Date of Interview:** _____

Interviewer Name and Title: _____

Participant Name: _____

Program Start Date: _____   **Date of Participant Exit:** _____

Reason for Leaving:
□ Moving out of the city or state   □ Changed mind about working in construction and the trades
□ Need seek employment   □ Going to college   □Want to attend another training program
□ Family/personal life changes that prevent from attending   □ Do not like the program   □ Other

Please rate your overall program experience (1 – Poor, 5 – Excellent)

1	2	3	4	5

What have you most enjoyed about the pre-apprenticeship program? Why?

What have you least enjoyed about the pre-apprenticeship program? Why?

Please rate your experience with the following program areas (1 – Poor, 5 – Excellent)

	1	2	3	4	5	n/a
Intake & Application Process	1	2	3	4	5	n/a
Wrap-Around Services	1	2	3	4	5	n/a
Student Support Services	1	2	3	4	5	n/a
Classroom Training/Instruction	1	2	3	4	5	n/a
Worksite Training/Instruction	1	2	3	4	5	n/a
Transition Services	1	2	3	4	5	n/a

Would you like to provide any comments for the ratings above?

Would you recommend this pre-apprenticeship training program to your friends or family? Why?

Do you have any suggestions as to how your program might be improved?

Are there any other comments you would like to make?

Would you be interested in reenrolling in the program in the future? □ Yes □ No

If yes, when should we follow up? Follow up date: _____

Tips for Running an Open House

Hosting an Open House can be an ideal and low-pressure way to meet prospective participants and give them a chance to learn about the program, meet program staff, and begin the application process. Below are some tips to keep in mind as your plan your open house and a sample agenda to help you plan your first event:

I. Date and Time

When you are planning your open house, think about your target population. What is the best day and time for them to attend? Consider your target population's other potential obligations such as school, work, and caring for children. Many open houses will span several hours to accommodate differing schedules, perhaps 5:00 PM – 9:00 PM on a weekday, or an all-day open house on a weekend day.

II. Encourage Your Team and Partners to Attend

Open houses help introduce prospective participants to instructors, staff, and partner agencies that will provide support and help them succeed in the program. Fostering this connection and allowing prospective participants to gather information directly from program staff can increase their confidence and interest in the program.

Additionally, make sure to have staff positioned throughout the event so that potential participants feel welcome, and they know where to go for certain activities including where to complete pre-screening questions, and even fill out an application on-site.

III. Offer an Activity or Learning Opportunity

These events are ideal times to show off the unique aspects of your program and provide participants with a more meaningful experience. Some activities might include providing tours of the classroom space/construction lab, having alumni mini sessions where prospective students can hear from/ask questions of recent graduates, or host a scavenger hunt that teaches potential participants about your program along the way.

IV. Offer Refreshments

Depending on the time of day that is chosen, make sure to offer refreshments in your open house event.

V. Collect Information and Follow Up

The goal of the open house is to recruit new participants into the program. As a result, a key objective during the event is to gather contact information from potential participants. Collect this information as part of the registration process or as attendees arrive (use a sign-in sheet they need to fill out when they arrive). Prior to the event, set a standard for how quickly you want to follow up with attendees, and who will be assigned to do the follow-up.

Some attendees may want to complete pre-screening questions or the full application the night of the open house. Make sure to have staff available to help.

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees.

ILLINOIS WORKS
Pre-Apprenticeship Program

[Insert Grantee Logo]

Pre-apprenticeship Program Application

Application Date: _____

Name: _____

Email: _____

Street Address 1: _____

City, State, Zip Code: _____

Primary Phone: _____ Primary Phone Type: _____

Social Media Type: _____ Social Media Username: _____

Date of Birth: ____/____/____

Sex at Birth: □ Male □ Female   Preferred Gender: □ Male □ Female □ Non-Binary

Military Status: □ Active Military   □ Recently Separated Veteran   □ War or Combat Veteran
□ Retired Veteran   □ Disabled Veteran   □ N/A

Marital Status: □ Married   □ Single   □ Divorced   □ Other

Ethnicity: □ American Indian or Alaskan Native   □ Asian   □ Black/African American
□ Latino/Hispanic   □ Hawaiian or Pacific Islander   □ White, Non-Hispanic

Are you authorized to work in the United States?   □ Yes   □ No

Highest Level of Education (Grade Level or Degree): _____

Do you have a High School Diploma or a GED/HISET certificate? □ Yes   □ No

Explain: _____

Have you participated in a pre-apprenticeship training program before? □ Yes   □ No
If yes, what was the name of the program/organization?

Do you have a Driver's License? □ Yes   □ No
If no, are you willing and able to get a Driver's License? □ Yes   □ No

Have you ever been convicted of a felony? □ Yes   □ No
   If yes, was it a violent felony?   □ Yes   □ No

Have you been convicted of a misdemeanor (excluding traffic violations) in the last 7 years? □ Yes □ No

Have you been on probation in the last 10 years? □ Yes   □ No

Some apprenticeship programs/employers require you to be drug-free. In those cases, they will require that you can pass a drug test showing no substances in your system for the previous 30 – 120 days. Will you be able to pass a drug test?   □ Yes   □ No

Are you willing to take a drug test while in the program? □ Yes □ No

How will you get to a training or work site?
□ Reliable car   □ Reliable ride   □ Bus   □ Train/Subway   □ No reliable transportation

Can you effectively participate in training delivered in English?   □ Yes   □ No

Are there specific trades you're interested in pursuing?   □ Yes   □ No

If yes, which trade(s)

	Boilermakers		Bricklayers		Carpenters
	Cement Masons		Ceramic Tile Layer/Finisher		Drywall Finisher
	Electrician		Elevator Constructors		Glaziers
	Heat & Frost Insulators		Iron Workers		Laborers
	Machinery Movers, Riggers & Erectors		Millwrights		Operating Engineer
	Painter		Pipefitter		Plasterers
	Plumbers		Roofer/Waterproofer		Sheet Metal Worker
	Sprinklerfitters		Structural Iron Worker		Teamsters
	Technical Engineer		Tuckpointer		Steamfitters

If interested in the electrical trades, do you have one year of high school level Algebra 1 or equivalent with a grade of "C" or better? □ Yes □ No

Are you able to meet the time requirement of the program? □ Yes □ No

What is your current employment status?

□ No work history   □ Employed   □ Employed and have received notice of termination/layoff

□ Unemployed   □ Actively looking for work   □ Have not been actively looking for work

Have you worked in the construction industry before? □ Yes   □ No

Are you currently employed by this employer? □ Yes   □ No

If currently employed, please complete the following questions:

Employer Name: _____

Start Date: ___/____/___   End Date: ___/____/___

Employer Address: _____

City, State, Zip Code: _____

Job Duties: _____

Hours Worked/Week: _____

Does this job meet your needs? Why or why not?

_____
_____

Reason for leaving: _____

Was this your primary employment? □ Yes   □ No

Were you self-employed?   □ Yes   □ No

Exhibit 4: Pre-apprenticeship Training Program Interview Questionnaire

Pre-apprenticeship Training Program
Interview Questionnaire

Interview Directions:

Each participant interview should be conducted by two program representatives who must independently score the applicant's responses. Interviewers should take detailed notes regarding the applicant's responses. Once the interviewers have completed their questionnaires and scored the applicant's answers, the total scores from both interviewers should be averaged. An average score of **40 (100%) is the maximum score** a participant can receive,

while the **minimum score for acceptance to the program is 32 (80%)**. Once the final score has been calculated, it should be entered into the Illinois Works Reporting System (ILWRS) along with scanned copies of both questionnaires. Applicant interviews usually last 45 – 60 minutes. Time should be allocated for interviewer questions as well as a dedicated time for the applicant to ask questions.

Rating Scale: 1 = Poor   2 = Average   3 = Good   4 = Excellent

Candidate Name: _____   **Date:** _____   **Time:** _____

Interviewer Name: _____

Interviewer Title: _____

Interview Type: **Face to Face** ____   **Phone** ____

Interview Questions:	**Scores & Probing Questions**
1. Why are you interested in the construction industry?	Score = _____ What trades are you interested in? (carpentry, operator, laborer etc.) Do you have members of your personal or professional network that are in the construction trades?
2. What do you know about construction pre-apprenticeship programs?	Score = _____ Have you researched other construction pre-apprenticeship programs? Do you know what type of training is offered in these programs? Classroom, work-based learning etc.

3. Why are you interested in this pre-apprenticeship program?   Score = _____

Are you being asked and/or
required to participate in this
program?

What are the top 2 or 3 things you
are expecting to gain from
participating in this program?

4. From your perspective, what qualifies you as a candidate for this program?   Score = _____

Do you have any experience with
construction/building/rehab work
(personal or professional)?

5. What are some of your strengths and weaknesses as it relates to your career?   Score = _____

If I were to ask a friend or family
member what your greatest skills
are what would they say?

When you think about your future
career are there certain skills you
feel you lack or want to improve?

6. Where do you see yourself in 5 years?   Score = _____

What are you career aspirations?

What do you hope to accomplish
in 5 years?

7. The Illinois Works pre-apprenticeship program's primary goal is transitioning students to construction apprenticeship programs. How does this goal align with your long-term career goals?   Score = _____

Is pursuing a construction
apprenticeship something you see
yourself pursuing immediately
after this program?

8. Are there any potential barriers that could hinder your progress in the program?   Score = _____

If yes, can you provide an example on how you will deal with potential barriers?

9. As part of the requirements to be accepted, you must commit to attend 80% of the training hours and 100% of student support services hours. You must also have at least a 70% passing rate on the program's tests. Do you foresee any problems completing these requirements?   Score = _____

Based on your typical work or life commitments, can you commit to being present as required?

Are there any barriers that might make it difficult for you to meet the 70% passing rate?

10. One of the core values of our program is building a community of collaboration. This includes demonstrating respect and professionalism. Please explain how you have demonstrated respect and professionalism toward others in the past.   Score = _____

When thinking about "respect and professionalism" what actions come to mind?

Describe how you have had a positive relationship with others in the past either in a professional, educational, or personal setting (community groups, sports teams etc.)

_____   _____   _____

Interviewer's Signature   **Date**   **Total Score**

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Pre-Apprenticeship Program   **[Insert Grantee Logo]**

Career Assessment – Orientation

Instructions:

This form will be utilized to create your personalized career plan while you're enrolled in the Illinois Works Pre-apprenticeship program. You will have the opportunity to complete another career assessment near the end of the program.

Date: _____

Participant Name: _____

Job Readiness

Do you have an up-to-date resume? □ Yes   □ No

Do you have experience taking part in job interviews?   □ Yes   □ No

Will you be readily available to transition to a DOL-registered apprenticeship program immediately after program completion?   □ Yes   □ No

  If no, when do you plan to transition? (i.e. within 3 months, 6 months, 1 year, more than 1 year or other).

  □ 1-3 months   □ 3-6 months   □ 6 months – 1 year   □ 1 year +   □ Other: _____

What is the **primary goal** for your career? (Select one)

	DOL-registered apprenticeship - union		Advanced construction training/education (including college)
	DOL-registered apprenticeship – non-union		Non-construction training/education
	Construction employment (outside DOL registered apprenticeship)		Start construction business
	Non-construction Employment		Start non-construction business
	Non-construction apprenticeship		Other:

What is **secondary goal** for your career? (Select one)

	DOL-registered apprenticeship - union		Advanced construction training/education (including college)
	DOL-registered apprenticeship – non-union		Non-construction training/education
	Construction employment (outside DOL registered apprenticeship)		Start construction business
	Non-construction Employment		Start non-construction business
	Non-construction apprenticeship		Other:

ILLINOIS WORKS
Pre-Apprenticeship Program   **[Insert Grantee Logo]**

If your career goals are related to construction, is there a specific trade or trades that you're interested in exploring?

	Carpenter		Electrician*		Operating engineer/operator
	Painter		Plumber		Cement Mason
	Bricklayer		Pipefitter		Boilermaker
	Ceramic tile layer/finisher		Drywall finisher		Elevator constructor
	Glazier		Heat and frost insulator		Iron worker
	Laborer		Machinery movers, riggers, and erector		Millwright
	Plasterer		Roofer/waterproofer		Sheet metal worker
	Sprinklerfitter		Structural iron worker		Teamsters
	Technical engineer		Tuckpointer		Steamfitter

If you choose Electrician, you will need to have one-year of high school level Algebra 1 or equivalent with a grade of "C" or better.

Exhibit 6: Pre-apprenticeship Training Program Commitment Agreement

ILLINOIS WORKS
Pre-Apprenticeship Program   **[Insert Grantee Logo]**

Pre-Apprenticeship Training Program Commitment Letter

I, _____, understand and agree to the following:

- I am entering into an approximate [Enter weeks/hours] Training Program, known as *[Program Name]*, delivered by the [Organization Name] in partnership with the Office of Illinois Works (ILW) and the Department of Commerce and Economic Opportunity (DCEO).

  - I will successfully complete the requirements of the program as follows:

    o   Minimum of 80% attendance for each of the program's courses-absences excused on a case-by-case basis only

    o   Achieving a score of 70% or more each of the course's post assessments

    o   Maintaining a professional attitude, demeanor, and conduct respectful of all participants, instructors, and program staff

- Training will take place on [Course Days/Times] beginning [Start Date] and running until [End Date]. Classes will take place in person at [Program Address]. If you arrive later than the starting time and/or you have multiple absences, it may result in dismissal from the training program and, as a result, unsuccessful completion.

- Due to COVID-19 and/or other situations beyond the control of the program, this program may temporarily or permanently move to a hybrid or virtual learning format. If this occurs, additional instructions and information will be supplied to you. During these times you will need access to a computer with a camera and audio and Internet access in order to fully participate.

- If you are loaned any technology from [Organization Name] or one of its partners, you are required to follow the established technology policy established by [Organization Name] and ILW.

- These courses are offered by [Organization Name]. Funding is provided by a grant from Illinois Works and DCEO.

- Instructors and program staff will be issuing reports based on attendance, tardiness, participation, performance, and professionalism to [Organization Name] and the ILW.

- If I am having any personal or professional challenges that interfere with training or attending other required program activities, I will contact the Student Success Coordinator from [Organization Name] that is assigned to me as soon as possible.

- I will commit to providing [Organization Name] all documentation required for tracking key performance indicators required by Illinois Works and DCEO.

- I will commit to participating in the evaluation to be conducted by [Organization Name] after training is completed.

- I will comply with all random drug tests required by [Organization Name].

- I will commit to complying with all COVID-19 protocols and requirements as outlined by [Organization Name], in response to requirement and recommendations from all competent authorities. This may include wearing masks, providing vaccination records, or COVID-19 testing results, and following

quarantine guidance if I am exposed to a documented case of COVID-19. The program will provide me with information and policy updates as COVID-19 protocols and requirements evolve.

● I will commit to notifying the program if I have symptoms of or test positive for COVID-19 or have been exposed to someone who has been diagnosed with COVID-19.

● In compliance with the Family Educational Rights and Privacy Act (FERPA), I give permission to [Organization Name] to release all information collected during this program to the Illinois Department of Commerce and Economic Opportunity (DCEO), Office of Illinois Works.

Participant Signature: _____   **Date:** _____

Participant Print: _____

Staff Signature: _____   **Date:** _____

Staff Print: _____   **Staff Title:** _____

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees.

Exhibit 7 – Participant File Checklist

Participant File Checklist

Participant's Name: _____

Application Date: _____   Enrollment Date: (if applicable) _____

Required Documentation for Each Stage of the Participant LifeCycle	Documentation Received (Please Initial				Document Source/Comments
	Yes	No	N/A	Date & Initial	
Outreach and Recruitment					
Pre-screen Assessment (if completed hard copy)					
Application					
Pre-apprenticeship Program Application					
Pre-apprenticeship Program Interview Questionnaire (with scores)					
Enrollment decision letter (acceptance, conditional acceptance, denial)					
Intake and Wrap-Around Services					
Proof of address/Illinois residency					
Age verification					
Proof of Driver's License					
Proof of GED/HiSET or H.S. Diploma					
Relevant Wrap-around service documents					
Student Support Services					
Relevant Student Support Services					
Training					
Career Assessment -Orientation					
Pre-Apprenticeship Training Program Commitment Agreement					
Program Completion					
Certificate of Completion and/or other document indicating successful completion (NCCER/NABTU, OSHA, First Aid/CPR)					

Certificate of Participation (if applicable)					
Other credentials/certificates/certifications earned					
Transition Services					
Documentation of application or placement in DOL Registered Apprenticeship					
Documentation of placement on DOL Registered Apprenticeship Waiting List (if applicable)					
Documentation of placement in a secondary transition					
Follow Up Services					
Other documents relevant to follow-up					
Other documents relevant to supportive services after exiting the program					

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees.

Exhibit 8: Grantee Work Plan

2022 Grantee Work Plan

Grantee Name:

Table A: Total Outcome Metrics & Program Information

Total # of Cohorts		Total Individuals Enrolled		Total Individuals Completed	
Total Individuals Transitioned – Primary Outcome		Total Individuals Transitioned – Secondary Outcome		Curricula Hours	
Length of Training Program		Curriculum Offered		Additional Certifications	

Per Cohort Instructions

Complete the following tables based on information per cohort. Per cohort outcome numbers should sum to the numbers in Table A. For definitions of enrolled, complete, and transitioned participants refer to Participant Definitions below. Outcome metric dates are defined below:

  Enrollment begins with the first planned outreach activity and ends with registration.
  Completion begins with instruction and ends with participant graduation
  Primary & Secondary Outcome Transition begins at participant graduation and ends 2-3 months from graduation.

Cohort 1			
Individuals Enrolled		Individuals Completed	
Individuals Transitioned – Primary Outcome		Individuals Transitioned – Secondary Outcome	

Outcome Metric	Start Date	End Date
Enrollment		
Completion		
Primary Outcome Transition		
Secondary Outcome Transition		

Cohort 2			
Individuals Enrolled		Individuals Completed	
Individuals Transitioned – Primary Outcome		Individuals Transitioned – Secondary Outcome	

Outcome Metric	Start Date	End Date
Enrollment		
Completion		
Primary Outcome Transition		
Secondary Outcome Transition		

Cohort 3			
Individuals Enrolled		**Individuals Completed**	
Individuals Transitioned – Primary Outcome		**Individuals Transitioned – Secondary Outcome**	

Outcome Metric	Start Date	End Date
Enrollment		
Completion		
Primary Outcome Transition		
Secondary Outcome Transition		

Cohort 4			
Individuals Enrolled		**Individuals Completed**	
Individuals Transitioned – Primary Outcome		**Individuals Transitioned – Secondary Outcome**	

Outcome Metric	Start Date	End Date
Enrollment		
Completion		
Primary Outcome Transition		
Secondary Outcome Transition		

Cohort 5			
Individuals Enrolled		**Individuals Completed**	
Individuals Transitioned – Primary Outcome		**Individuals Transitioned – Secondary Outcome**	

Outcome Metric	Start Date	End Date
Enrollment		
Completion		
Primary Outcome Transition		
Secondary Outcome Transition		

Grantee Printed Name: _____

Grantee Signature: _____ Date: _____

Illinois Works Printed Name:_____

Illinois Works Signature: _____ Date: _____

Participant Definitions

Enrolled Participant: An individual who completes a pre-screen, application, and standardized interview and is offered to attend the program and accepts the offer.

Completed Participant: An individual who begins instruction and successfully completes all required modules and assessments to obtain industry recognized certifications and credentials.

Primary Outcome Transitioned Participant: A graduate of an Illinois Works Pre-apprenticeship training program who has applied and has been accepted to a DOL registered apprenticeship program OR who has applied and has been placed on a waiting list for a DOL registered apprenticeship program.

Secondary Outcome Transitioned Participant: A graduate of an Illinois Works Pre-apprenticeship training program who chooses not to apply for a DOL registered apprenticeship program and instead is actively participating in an alternate outcome (i.e. registered in a college program or other education/training program, accepted position with employer etc.)

Exhibit 9: Program Improvement Plan

Program Improvement Plan

The Program Improvement Plan must be submitted to the Office of Illinois Works (ILW) following every six (6) months of program implementation. Program Improvement Plans are a key part of ILW's drive for continuous program improvement (strategically taking a good program to do even better).

- *Table A* features required outcome metrics that were outlined on the Grantee Work Plan.
- *Table B* focuses on ILW target populations goals outlined in the Program Planning Tool from the ILW NOFO.
- *Table C* captures areas that can be improved identified in Table A or Table B (these are areas that may be meeting or exceeding goals, but that the grantee knows that they can be further improved). Table C also allows programs to identify areas of performance they want to improve on that are not listed in Table A or Table B.

Table A: Required ILW Outcome Metrics

Outcome	Performance Goal *(per cohort or up to current date)*	Actual Performance *(per cohort or up to current date)*	Performance Expectation *(Not Meeting, Meeting, Exceeding)*
Individuals Enrolled			
Individuals Completed			
Primary Transition			

Table B: ILW Target Population Metrics

ILW Target Population	Performance Goal *(per cohort or up to current date)*	Actual Performance *(per cohort or up to current date)*	Performance Expectation *(Not Meeting, Meeting, Exceeding)*
Women			
Black, non-Hispanic			
Hispanic/Latino			
Asian			
American Indian/Alaskan Native			
Two of more races			
Veterans			

Table C: Grantee Identified Improvement *(Any metrics in Table A or B that are listed that are "Meeting" or "Exceeding" expectations that the grantees knows they can improve on, and any other program area the grantee feels they can improve on even if not listed on Tables A and B).*

Identified Area for Improvement	Action Steps to Improve	Staff Responsible	Goal Date to Improve

Template 1: Sample Discrimination, Harassment, and Bullying Policy

ILLINOIS WORKS
Pre-Apprenticeship Program   **[Insert Organization Logo]**

Sample Discrimination, Harassment and Bullying Policy

[Grantee Name] strives to create and maintain a working and training environment in which people are treated with dignity, decency, and respect. The environment of the organization should be characterized by mutual trust and the absence of intimidation, oppression, and exploitation. [Grantee Name] will not tolerate unlawful discrimination or harassment of any kind. Through enforcement of this policy and by education of employees, [Grantee] will seek to prevent, correct, and discipline behavior that violates this policy.

All employees, regardless of their positions, and program participants are covered by and are expected to comply with this policy and to take appropriate measures to ensure that prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee or participant who violates this policy. Managers and employees who knowingly allow or tolerate discrimination, harassment, or bullying, including the failure to immediately report such misconduct are in violation of this policy and subject to discipline.

Prohibited Conduct Under This Policy

[Grantee Name], in compliance with all applicable federal, state, and local anti-discrimination, harassment, and bullying laws and regulations, enforces this policy in accordance with the following definitions and guidelines:

Discrimination

It is a violation of [Grantee Name]'s policy to discriminate in the provision of training opportunities, benefits or privileges; to create discriminatory training conditions; or to use discriminatory evaluative standards in training if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability status, sex, sexual orientation, gender identity or expression, genetic information or marital status.

Discrimination of this kind may also be strictly prohibited by a variety of federal, state, and local laws, including Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967 , and the Americans with Disabilities Act of 1990. This policy is intended to comply with the prohibitions stated in these anti-discrimination laws. Discrimination in violation of this policy will be subject to disciplinary measures up to and including dismissal from the program, if participants, or termination, if staff.

Harassment

[Grantee Name] prohibits harassment of any kind, including sexual harassment, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten,

intimidate or coerce a participant, employee, co-worker, or any person working for or on behalf of [Grantee Name]. The following examples of harassment are intended to be guidelines and are not exclusive whether there has been a violation of this policy:

- *Verbal harassment* includes comments that are offensive or unwelcome regarding a person's national origin, race, color, religion, age, sex, sexual orientation, pregnancy, appearance, disability, gender identity or expression, marital status or other protected status, including epithets, slurs and negative stereotyping.

- *Nonverbal harassment* includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of national origin, race, color, religion, age, gender, sexual orientation, pregnancy, appearance, disability, sexual identity, marital status or other protected status.

Bullying

[Grantee Name] prohibits any type of bullying behavior. Bullying is defined as engaging in repeated actions which cause another person to experience intimidation, the unlawful use of physical force or harassment that is so severe, pervasive, and objectively offensive that it denies the victim equal access to the program's resources or opportunities. Bullying may be intentional or unintentional. However, it must be noted that where an allegation of bullying is made, the intention for the alleged bully is irrelevant and will not be given consideration when appropriate disciplinary action is needed. As in sexual harassment, it is the effect of the behavior upon the individual-especially the establishment of fear that a reasonable person would experience – which is important.

Retaliation

No hardship, loss, benefit, or penalty may be imposed on a complainant in response to:

- Filing or responding to a bona fide complaint or discrimination, harassment, or bullying.

- Appearing as a witness in an investigation of a complaint.

- Serving as an investigator of a complaint.

Alternative Legal Remedies

Nothing in this policy may prevent the complainant or the respondent from pursuing formal legal remedies or resolution through local state or federal agencies or the courts.

Document source: Anti-harassment policy and complaint procedure (includes dating/consensual relationship policy provision). (2022). SHRM. https://www.shrm.org/resourcesandtools/tools-and-samples/policies/pages/cms_000534.aspx

Template 2: Sample Discrimination/Harassment/Bullying Complaint Form

ILLINOIS WORKS
Pre-Apprenticeship Program
            [Insert Organization Logo]

Sample Discrimination/Harassment/Bullying Complaint Form

Name _____

Address _____

City, State, Zip Code _____

Home Telephone _____

Cell Telephone _____

Nature of discrimination/harassment/bullying:

_____ Race   ____ Sex (including pregnancy, sexual orientation)

_____ Color   ____ Gender Identity

_____ Religion   ____ Veteran's Status

_____ Disability   ____ National Origin

____ Other (please explain/describe) _____

Date of Alleged Discrimination/Harassment/Bullying _____

Name of Alleged Offender (if known) _____

May we contact this individual? ____ Yes   ____No

Describe alleged incident (use additional sheets if necessary)

_____

_____

_____

Remedy requested

_____

_____

_____

Document developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees.

ILLINOIS WORKS
Pre-Apprenticeship Program

[Insert Organization Logo]

The information above is true and correct to the best of my knowledge.

_____

Signature   **Date**

ILLINOIS WORKS
Pre-Apprenticeship Program   **[Insert Organization Logo]**

Sample Policy and Checklist for Addressing Discrimination/Harassment/Bullying Complaints

Organization: _____Date of Initial Complaint _____

Name of Complaining Party: _____ Name of Alleged Offender: _____

Type of Complaint (Check All That Apply): _____Discrimination _____Harassment _____Bullying

Action Steps to Respond to Complaints	Step Completed			Comments
	Yes	No	Date Completed	
Initial Step After Receiving Complaint				
After the initial complaint was received, did the grantee follow the following steps?				
Consider whether to place the accused on paid administrative leave pending the investigation. Some factors to consider include whether the accused poses a potential safety risk and whether having the accused in the workplace may intimidate witnesses or otherwise impede the investigation.				
Take appropriate interim steps to prevent harassment and retaliation. For example, it may be appropriate to separate the accused and the complainant, instruct the accused not to communicate with the complainant, or to place an upcoming performance review on hold pending the conclusion of the investigation.				
Determine who will conduct the investigation. Choose the investigator carefully, as that person may need to testify in any legal proceeding.				

Document based on information from: Peters, K. & Watson, E. (2019). *You've got an internal sexual harassment complaint: Now what?* JD SUPRA. https://www.jdsupra.com/legalnews/you-ve-got-an-internal-sexual-42497/#:~:text=Take%20appropriate%20interim%20steps%20to%20prevent%20harassment%20and,on%20hold%20pending%20the%20conclusion%20of%20the%20investigation

• Investigators must be free from actual or apparent bias or conflict of interest. For example, an investigator should not investigate the conduct of the investigator's superiors or friends. • Determine whether to retain an outside investigator. Consider whether the investigator needs a particular expertise. Name of Investigator: _____				
Preserve evidence that may be relevant to the investigation. The evidence may include emails, texts, and internal messages. Involve IT as necessary.				
Develop a public relations strategy if there may be potential media coverage or publicity.				
The Investigation Process				
During the investigation process, did the designated investigator complete the following steps:				
Conduct the investigations promptly. If there was misconduct, it should be corrected as soon as possible.				
Determine an investigation plan but remain flexible. For example, the number of witnesses interviewed, and documents reviewed should be appropriate to the situation.				
Consider the order in which witnesses are interviewed and what information to share with witnesses. Typically, a best practice is to interview the complainant first and the accused last. Witnesses should be told that the company will maintain confidentiality consistent with the need to investigate.			Complainant Interview Date: _____ Alleged Offender Interview Date: _____ Witness 1 Interview Date:	

Document based on information from: Peters, K. & Watson, E. (2019). *You've got an internal sexual harassment complaint: Now what?* JD SUPRA. https://www.jdsupra.com/legalnews/you-ve-got-an-internal-sexual-42497/#:~:text=Take%20appropriate%20interim%20steps%20to%20prevent%20harassment%20and,on%20hold%20pending%20the%20conclusion%20of%20the%20investigation

		_____ Witness 2 Interview Date: _____	
Prepare notes soon after the interviews. Document key quotes and any admissions made. Be thoughtful about your notes, as they may be discoverable if the matter results in litigation. Decide whether to have the witnesses submit or sign statements.			
Report Findings			
After the investigation was completed, were the following steps taken to report findings?			
Determine whether a written report is necessary for all or parts of the investigation and, if so, what level of detail is appropriate for the report.			
Determine what level of detail is appropriate for the report.			
Appropriate Corrective Action			
After the report was created, did the investigator follow the steps below?			
Determine correction action for alleged offender (if necessary)			Corrective Action:
Determine decision makers for corrective action			Decision Maker(s) for Corrective Action:
Close-Out and Other Follow-Up After the Investigation			
Before closing out the complaint, were the following steps taken?			
Inform all parties involved the investigation has concluded and that			

Document based on information from: Peters, K. & Watson, E. (2019). *You've got an internal sexual harassment complaint: Now what?* JD SUPRA. https://www.jdsupra.com/legalnews/you-ve-got-an-internal-sexual-42497/#:~:text=Take%20appropriate%20interim%20steps%20to%20prevent%20harassment%20and,on%20hold%20pending%20the%20conclusion%20of%20the%20investigation

appropriate action has been taken. The organization may not be able to share more information due to privacy concerns.				
Instruct participant(s) to report any further concerns through the appropriate complaint channels.				
Remind all involved parties that retaliation prohibited.				
Instruct participants to report any retaliation promptly.				

Investigator's Signature: _____ Date: _____

Decision Maker's Signature: _____ Date: _____

Document based on information from: Peters, K. & Watson, E. (2019). *You've got an internal sexual harassment complaint: Now what?* JD SUPRA. https://www.jdsupra.com/legalnews/you-ve-got-an-internal-sexual-42497/#:~:text=Take%20appropriate%20interim%20steps%20to%20prevent%20harassment%20and,on%20hold%20pending%20the%20conclusion%20of%20the%20investigation

 [Insert Grantee Logo]

Marketing Plan

A marketing plan is a critical tool for successful outreach. A marketing plan should outline the target audience, a list of communication channels that will be utilized, a timeline for when marketing and communications will be distributed, and staff assignments.

Here are some items to think about before launching your program's marketing plan:

- **Who is your audience?**

    Think about type of outreach, images or words might attract your target population.
    a. Do your program's marketing materials feature members of your target population?
    b. Are the materials addressing key issues that are important to that population? (childcare, transportation, career potential, how they can make an impact etc.)
    c. Are the materials easy to read and understand?
    d. Are the materials in the language your population may prefer?

- **Where does your audience look for information?**

    Depending on your target population your program may need to target specific communication mediums or locations. Some places to market may include:

    1. Local community gathering places (community centers, gyms, grocery stores, churches, libraries, park district)
    2. Social media (Facebook, Twitter, Instagram, LinkedIn)
    3. Email newsletters/listserv
    4. Building partnerships/referral networks
    5. Radio or television
    6. Newspapers (digital or paper)
    7. Veterans organizations
    8. Career Fairs/Graduate Fairs
    9. Word of Mouth

- **How often should you send out outreach messages?**

  The goal of outreach is to increase awareness of the program on an ongoing basis. As a result, your program should decide how often these messages should go out and when. What is realistic for your organization and what would be most helpful for your target population?

- **How much money (if any) will be dedicated to your outreach efforts?**

  Not all outreach requires funding, but some avenues do, including paid advertisements on social media, printing flyers, and registration fees for outreach events, among others. If your team is going to utilize outreach that requires funding, make sure to allocate an appropriate budget to your marketing efforts.

- **Who is responsible for creating, approving, and sending out outreach messages?**

  As part of your plan identify how marketing messages will be created and distributed and who is responsible for these tasks. It may be that your program has a single marketing person, or you may have to split tasks among a few people. Also, it is important to identify if any members of the program need to approve materials before they are sent to the public.

- **Track your progress**

  As you increase your outreach efforts, make sure to track what locations, tools, or messages are most successful. These could include social media reactions/engagements, email opens/clicks, referrals, or the number of participants that cite a specific location/tool. In the pre-screening tool for all potential participants there is a question regarding how participants learned about your program. This is an easy metric that is already tracked for you in the Illinois Works Reporting System (IWRS).

Marketing Plan Worksheet

What is your target population? (age, race, ethnicity, gender, geographic location, language etc.)

What do members of your target population care about? Or what services might this group need?

Where do members of your target population get their information?

What is a realistic timeline for your organization to do outreach?

       Weekly   Biweekly   Monthly   Quarterly   Other:

Will any of your marketing activities cost money? If so, what is the budgeted marketing amount?

ILLINOIS WORKS
Pre-Apprenticeship Program   **[Insert Grantee Logo]**

Staff member assigned to:

Task/Responsibilities	Staff Member(s) Assigned
Create Marketing Materials	
Approve Marketing Materials	
Distribute Marketing Materials	
Track Effectiveness of Marketing Materials	
Other:	

What metrics or measures will be tracked to determine success of the programs outreach efforts?

Based on the metrics identified above, how will your program define success?

ILLINOIS WORKS
Pre-Apprenticeship Program

[Insert Grantee Logo]

Marketing Activities Timeline

	Outreach Activity	**Outreach Tool**	**Outreach Location(s)**	**Assigned to**	**Cost**
Example	*Digital outreach*	*Social media*	*Facebook, Twitter, Instagram*	*J. Doe*	*$50*
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

Illinois Works

Pre-apprenticeship Program

Are you interested in a career in Construction and the Building Trades?

Illinois Works' **FREE** Pre-apprenticeship program can prepare you to successfully transition to a Department of Labor registered apprenticeship in the trades!

For More Information, Contact:

Grantee's Name:
Address:
Email/Website:

Grantee's Logo Goes Here

Target Audience

- All Illinois residents are welcome with an emphasis on women, people of color and veterans

Program Offers

- Classroom Instruction
- Wrap-Around Services
- Student Support Services
- Stipends
- Industry Recognized Certifications
  (NCCER/NABTU, OSHA, First Aid/CPR)

Eligibility Requirements

- Minimum Age of 18 Years Old
- Possess a High School Diploma/GED
- Illinois Resident

Illinois Department of Commerce & Economic Opportunity
JB Pritzker, Governor

Illinois Works Pre-apprenticeship Program Information Sheet

Program Design & Goal

The Illinois Works Pre-Apprenticeship program is designed to increase the number of qualified construction and building trades apprentices who are **women, people of color, veterans,** and **prepares them to enter full apprenticeship programs** on their way to careers in the construction and building trades.

Eligibility Requirements

To enter the program applicants must be/have:

18 years old
Illinois resident
High school diploma or GED
Interest in career in the construction & building trades
Able to pass a drug-test

Additional Criteria

The following criteria are not requirements but will help participants be more successful in the program. If applicants need assistance with any of the following, **the program can offer support services.**

Driver's License
Reliable Transportation
English Proficiency

Support Services Offered

Below is just a sample of the services offered. Additional services are available depending on participant's needs

Childcare
Transportation Assistance
Housing Assistance
Math & Reading Tutoring
Mental Health Counseling

Stipends

Stipends are paid out based on participant performance including attending mandatory sessions and passing module assessments.

Industry Recognized Certifications/Credentials

NCCER Core Curriculum Certification
OSHA 10-Hour Construction Certification
First Aid/CPR Certification

Job Readiness & Registered Apprenticeship Assistance

The program's goal is to help participants enter Registered Apprenticeship Programs. Below are some of the services available:

Resume Writing
Mock Interviews
Apprenticeship Application Assistance
Apprenticeship Program Tours

Module	Required Hours
Introduction to Construction and Its Trades	4
Basic Safety/OSHA 10-Hour Certification	13
Introduction to Construction Math	32
First Aid/CPR	6
Introduction to Hand Tools and Demo/Practicum	12
Introduction to Power Tools and Demo/Practicum	12
Introduction to Construction Drawings	12
Introduction to Basic Rigging	10
Basic Communication Skills	8
Basis Employability Skills—Part 1	8
Introduction to Materials Handling	8
Basic Employability Skills—Part 2	24
Test Taking Skills	4
Practicum/Job Site Work	16
Total Hours	169

[Insert Grantee Logo]

[Insert Grantee Name]
[Insert Grantee Address]
[Insert Grantee Phone Number]
[Insert Grantee Website]

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees.

Template 7: Illinois Works Pre-Apprenticeship Program Open House Sample Agenda

 [Insert Grantee Logo]

Illinois Works Pre-apprenticeship Program
Open House Agenda

[Time]   Welcome

[Time]   Illinois Works Construction Pre-apprenticeship Program

- Program Design

- Program Values

- Eligibility Requirements

[Time]   Guest Speaker(s)- Construction Pre-apprenticeship Alumni

[Time]   Program Contact Information

- Name
- Email Address
- Phone Number

[Time]   Questions & Answers

[Time]   Networking -Light Refreshments Served

Template 8: Sample Applicant/Participant Referral Form

ILLINOIS WORKS
Pre-Apprenticeship Program   **[Insert Grantee Logo]**

Applicant/Participant Referral Form

Participant Name: _____ **Referral Date:** _____

Referral Service Category:

□ Delivery of Other Instruction   □ Wrap-Around Services

□ Student Support Services   □ Transition Services

Referral(s):

Specific Service	Agency	Phone Number	Agency Address	Agency Website
Example: *Childcare*	*KidsCare123*	*708-555-5555*	*123 Chicago Ln. Chicago, IL 60613*	*www.KidsCare123.org*

Grantee Staff Name:_____

Grantee Staff Title: _____

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees.

Template 9: Enrollment Decision Sample Letter – Full Acceptance

 [Insert Grantee Logo]

[Date]

[Participant Name]
[Participant Address]
[Participant City, State, Zip Code]

Dear [Participant Name],

Congratulations! It is with great pleasure that I offer you acceptance into the Illinois Works Pre-apprenticeship program at [Provider Name]. Based on your application and interview, I have confidence that you will be an outstanding addition to our cohort beginning this [Fall/Winter/Spring/Summer]. Prior to beginning the program, we ask that you complete the following steps:

☐ *Verification Documents*
Prior to or on your first day of training, please bring in documentation that confirms your date of birth (i.e., Driver's License/State ID, Birth Certificate) and your high school/GED completion (i.e., Diploma, Official Transcript, Certificate).

☐ *Set-up an Intake Appointment.*
Now that you have been accepted to the program, there is a host of support services available to you. During your intake appointment, our team will provide you with a list of services available through our agency or partner agencies designed to bolster your success. During this meeting, we also welcome any questions you may have about the program. Call our office at [Provider Phone Number] to set-up your intake appointment as soon as possible.

Please note that if you do not complete the items above, your acceptance to the program may be revoked at the discretion of the program.

Please find program information below:

Program Address: [Program Address]

Program Dates & Times: [Program Dates & Times]

We cannot wait for you to join our program! Please do not hesitate to reach out to me or any member of our team.

Sincerely,

[Program Contact Signature]
[Program Contact Typed Name]
[Program Contact Email]
[Program Contact Phone Number]

Template 10: Enrollment Decision Sample Letter – Conditional Acceptance

ILLINOIS WORKS
Pre-Apprenticeship Program   **[Insert Grantee Logo]**

[Date]

[Participant Name]
[Participant Address]
[Participant City, State, Zip Code]

Dear [Participant Name],

Congratulations! It is with great pleasure that I offer you conditional acceptance to the Illinois Works Pre-apprenticeship Program at [Provider Name]. Based on your application and interview, I have confidence that you will be an outstanding addition to our cohort beginning this [Fall/Winter/Spring/Summer]. Prior to beginning the program, we ask that you complete the following steps:

   I.   *[Insert Conditional Item –Highlight any conditional item]*

   II.   *Verification Documents*

Prior to or on your first day of training please bring in documentation that confirms your date of birth (i.e., Driver's License/State ID, Birth Certificate) and your high school/GED completion (i.e., Diploma, Official Transcript).

   III.   *Set-up an Intake Appointment.*

Now that you have been accepted to the program, there are a host of support services available to you. During your intake appointment our team will provide you with a list of services available through our agency or partner agencies designed to bolster your success. During this meeting we also welcome your questions about the program. Call our office at [Provider Phone Number] to set-up your intake appointment as soon as possible.

Please note that if you do not complete the item(s) highlighted above, your acceptance to the program may be revoked at the discretion of the program.

Program Information:

Program Address: [Program Address]

Program Dates & Times: [Program Dates & Times]

We cannot wait for you to join our program! Please don't hesitate to reach out to me or any member of our team.

Sincerely,

ILLINOIS WORKS
Pre-Apprenticeship Program

[Program Contact Signature]
[Program Contact Typed Name]
[Program Contact Email]
[Program Contact Phone Number]

Template 11: Enrollment Decision Sample Letter – Denial

 ILLINOIS WORKS
Pre-Apprenticeship Program   **[Insert Grantee Logo]**

[Date]

[Participant Name]
[Participant Address]

[Participant City, State, Zip Code]

Dear [Participant Name],

Unfortunately, our program is unable to offer you acceptance into the Illinois Works Pre-apprenticeship program at [Provider Name].

[For eligibility that cannot be changed – i.e., no GED or License and unwilling to get these etc. OR alternate reason – i.e., low scores on standardized interview]

Based on your application you are presently unable to meet the eligibility requirements for the program. However, we would like to refer you to [referral partner or Illinois workNet] for alternate programs and services.

[For eligibility that can be changed – i.e., no GED but willing to get this]

Based on your application you are presently unable to meet the eligibility requirements for the program due to [insert eligibility requirement]. However, our organization provided you with information for [referral partner].

Through [referral partner]'s program you have the opportunity to become eligible for our program. We will maintain your information and follow up with you periodically to determine your interest in reapplying for our program. Please find [referral partner]'s information listed below.

[Referral Partner Name]
[Referral Partner Address]
[Referral Partner Phone Number]
[Referral Partner Website]

If our team can be of additional assistance, please feel free to reach out to me or any member of our team.

Sincerely,

[Program Contact Signature]

[Program Contact Typed Name]
[Program Contact Email]
[Program Contact Phone Number]

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees.

Template 12: Illinois Works Performance-Based Stipend Policy

Performance-Based Stipend Policy

The Illinois Works Pre-Apprenticeship Construction Program seeks to eliminate economic barriers commonly associated with an individual's inability to invest in skills training and work readiness. To mitigate these barriers, Illinois Works requires the use of stipend payments for all pre-apprenticeship program participants.

A stipend is a fixed regular small payment made to pre-apprenticeship individuals to encourage the participation in certain activities. Performance-based stipends should be based on attendance, academic performance, and participants reaching program milestones. Payments may be used to reward pre-apprentices who complete incremental benchmarks in their program and provide needs-based payments for costs associated with attending the pre-apprenticeship program. **The stipend is not a wage**; it is intended to cover incidental costs incurred while attending the pre-apprenticeship training program.

Stipends may be paid based on actual hours of attendance. Attendance in the activity must be documented as the basis of stipend payments. Stipends may be paid to participants for their successful participation in education or training services (except such allowances may not be provided to participants in paid activities including, work, and internships). Performance-based stipends paid based on attendance and academic performance should not exceed $11 per training hour. Justification of need does not need to be documented in the participant's file since it is not need-based, and it is given to all participants. These payments should be paid on a weekly or biweekly basis based on the number of instruction hours.

Although participants are given the opportunity to make-up hours to reach required attendance per module, they are not paid a stipend for the hours missed nor are they paid the stipend once they make-up hours.

Template 14: Sample Extenuating Circumstances Policy for Make-Up Post-assessments and Sessions

ILLINOIS WORKS Pre-Apprenticeship Program   **[Insert Grantee Logo]**

Sample Extenuating Circumstances Policy for Make-Up Post-assessments and Sessions

What are Extenuating circumstances (EC)?

Extenuating circumstances (EC) are circumstances that are unavoidable, unexpected and beyond a participant's control. It may have a direct, substantial, and negative impact on the ability to undertake or complete an exam or attend a scheduled instruction session. Extenuating circumstances are usually health-related or serious personal or family situations such as a serious illness or the death of a close relative.

What may be accepted as EC?

The basic principle of EC is 'beyond the control of participant'. Reasons such as minor illness, family event, travel plan, employment responsibility, or transportation difficulty will not normally be accepted.

Some examples that may be accepted:

- Acute illness or injury on the day of or during the examination, including COVID-19
- The death or serious illness of a close family member or dependent
- Suddenly worsening of a long- term health condition
- Extended illness or injury that lasts for more than five days that is serious enough to stop you from studying, writing, or revising
- Serious personal injury
- Being the victim of a serious crime
- Unavoidable and/or unforeseen transport difficulties (e.g., through natural disaster)
- Court attendance/Jury service
- Jury service where deferral has been refused by the court

Examples that are unlikely to be accepted:

- Any reasons submitted without supporting evidence
- Mistaking the date/time/location of the examination
- Routine employment commitments
- Transport difficulties, foreseeable or planned travel disruption

Expected due date (candidates who are pregnant can seek special arrangements by submitting a request to the instructor)

Template 15: Make-Up Sessions and Post-assessment Policy

  [Insert Grantee Logo]

Sample Make-Up Sessions and Post-Assessment Policy

To instill good habits that are needed in the construction and building trades, Illinois Works has a firm attendance policy. Class participation is vital to developing the knowledge, skills, and attitudes essential for success as an apprentice. Attendance will be excused for the situations outlined in the **Extenuating Circumstances Policy for Make-Up Exams and Sessions, but participants are still required to attend at least 80% of a module's instructional hours (along with obtaining at least a 70% score on the module's post-assessment) in order to successfully complete the module.**

Make up of time and of tests will be scheduled and coordinated by the program's Academic Success Specialist in partnership with program instructors and other instructional staff.

Missed Instruction Sessions

Participants must make up missed class(es) when the instructor and the academic success staff schedule a make-up time session. Ideally missed time, is made up no later than two weeks after a module has ended. If missed class time is not made up before the scheduled term has ended, the participant will not receive a completion certificate until the obligation is met. Excessive absences and failure to meet make-up deadlines will lead to disciplinary action, which could result in dismissal from the program.

Missed Post-assessments

Participants must make up missed exams when the instructor and the academic success staff schedule a make-up exam session. Ideally missed exams are made up no later than two weeks after a module has ended. If missed exams are made up before the scheduled term has ended, the participant will not receive a completion certificate until the obligation is met. Failure to meet make-up exam deadlines will lead to disciplinary action, which could result in dismissal from the program.

Failed Post-assessments

Participants must retake failed exams when the instructor and the academic success staff schedule a make-up/retake exam session. Ideally failed exams are retaken no later than two weeks after a module has ended. If failed exams are not retaken before the scheduled term has ended, the participant will not receive a completion certificate until the obligation is met. Failure to meet retake deadlines will lead to disciplinary action, which could result in dismissal from the program.

Excessive Absenteeism and Missed Post-assessments

Participants that display a pattern of excessive absenteeism and/or continually miss exams need to meet with the Academic Success Specialist who will first understand their situation and offer, in partnership with instructors and other program staff, support and opportunities for correction. If the patterns continue or worsen, the Academic Success Specialist will meet with the participant:

1. Reiterate program requirements and warn them about the consequences of not attending and progressing academically (if progress is not made, participants can be dismissed from the program).
2. If the pattern continues, give the student a second warning about potential dismissal from the program.
3. If the pattern continues, initiate dismissal procedures, in partnership with the program director, and, if the situation merits, dismiss the participant from the program.

All student interactions must be documented in IWRS, and warnings given to participants must also be sent via email after the Academic Success Specialist meets with them.

COVID 19 Guidelines

In response to COVID-19, the following policies and requirements are in place to maintain the learning environment and to enhance the safety of in-classroom interactions.

- During classroom and work-based learning training sessions, participants are required to obtain and wear masks/face coverings in accordance with current health and safety guidelines.
- Students are required to stay home if they are sick.
- Students are required to follow public health directives for isolation or quarantine.
- Sanitizing supplies are available in the classroom and work areas if students wish to wipe down desks and work stations.

Missed Exams and Session Related to COVID-19

If a participant misses a class or an exam due to COVID-19 illness, isolation or quarantine, they are required to notify the instructor immediately to make arrangements to make up missed work. The participant may need alternative arrangements for assignments and exams. In most cases, the missed class session/assignment or exam should be made up within one week after the isolation or quarantine period ends.

Template 16: Illinois Works Sample Orientation Agenda

     [Insert Grantee Logo]

Illinois Works Sample Orientation Agenda

Instructions:
The orientation should be facilitated by a program manager/director or an Academic Success Specialist, someone that will be working with students on a daily basis.

- **Introductions (30 minutes)**
    - The staff and instructors who will be working with the participants introduce themselves
    - Ask the cohort members to introduce themselves to their fellow classmates
    - Sample Icebreakers & Introductions

- **Introduction to [Provider Name] (15 minutes)**
    - Provide a short history of the organization and program
    - State the mission, vision, and goals of the organization
    - What is the organizations "why"? Why apprenticeship programs are important? How do they benefit participants?

- **Introduction to Illinois Works (1 hour)**
    - Illinois Works Job Act History
    - Rebuild Illinois
    - Historic barriers for target populations
    - DCEO and the Office of Illinois Works
    - Goals of the Illinois Works program
    - Pre-Apprenticeship Program
    - What is a pre-apprenticeship?
    - What happens after a pre-apprenticeship program?
    - What career options are available to apprentices?

- **10-minute break**

- **Program Requirements and Expectations (1.5 hours)**
    - Expectations of the program
    - Time commitment
    - Dress code
    - Attendance
    - Participant demeanor
    - Wrap-around services
    - Student support services
    - Classroom training and certifications (requirements for each)
    - Construction lab training
    - Worksite training
    - Current worksite partners/sites
    - Transition services

- o Current transition partners
- o Stipends (why a stipend?)
- o Stipend amounts
- o Construction Lab Training
- o Worksite Training
- o Current worksite partners/sites
- o Transition Services
- o Current Partners
- o Stipends
- o Stipend amount
- o When will these be paid out?
- o How will these be paid out?

- **Program Culture (15 minutes)**
  - o ILW Core Values
  - o Diversity, Belonging, Inclusion, Equity

- **Question & Answer (15 minutes)**

Sample Icebreakers and Introductions

There are many icebreakers to help groups get to know each other. These help to get participants laughing and connecting with one another from the first day. Feel free to use one below, find more online, or create one that is unique to your organization!

- **Speed networking**
  Have individuals sit across from one another and set a timer for 1 minute. During that one minute have participants introduce themselves (i.e., name, interest in construction, interest in program etc.). When that minute is up have one of the partners shift to the person next to them (left or right of them) and start the minute over. At the end of the five minutes individuals will have met at least 5 new people!

- **Most Unique**
  Go around the room and ask each participant to introduce themselves and then to share something about themselves that they believe makes them different from everyone else in the room. This can be anything from "I've traveled to all 50 states" to "I eat pickles with peanut butter." These unique facts can help participants remember each other and can encourage openness and individuality in the group.

- **Marshmallow Challenge**

  Divide participants into groups of three or four and give each group 20 sticks of dry spaghetti, a long piece of string, some tape, and a marshmallow. The goal is to see which team can build the

tallest structure with the marshmallow on top of the finished product. The icebreaker allows for collaboration and collective brainstorming which will serve them well in the program!

Sample Illinois Works Pre-apprenticeship Program Curriculum

Objectives:
- Prepare students to successfully enter a DOL-registered apprenticeship program of their choice.
- Provide students with industry recognized credentials.

Instruction Hours: 169 hours

Delivery Format: Face-to-face, online (synchronous), hands-on laboratory, and practicum/job site work.

Logistics:

- Option 1: attend three days a week, 4 hours per day, 12 hours per week for 14 weeks
- Option 2: attend four days a week, 4 hours per day, 16 hours a week for 10.5 weeks

Pre-requisites:

HS/GED, interest in construction trades up to becoming a journeyman, 9.0 TABE score (or equivalent CASAS score) in reading and math, pass a drug test (?), plus trade union entrance requirements.

Industry Recognized Certifications/Credentials:

- NCCER Core Curriculum Certification
- OSHA 10-Hour Construction Certification
- First Aid/CPR Certification

Program Modules:
1. Introduction to Construction and Its Trades (4 hours)
2. Basic Safety/OSHA 10-Hour Certification (13 hours)
3. Introduction to Construction Math (32 hours)
4. First Aid/CPR (6 hours)
5. Introduction to Hand Tools and Demo/Practicum (12 hours)
6. Introduction to Power Tools and Demo/Practicum (12 hours)
7. Introduction to Construction Drawings (12 hours)
8. Introduction to Basic Rigging (10 hours)
9. Basic Communication Skills (8 hours)
10. Basis Employability Skills—Part 1 (8 hours)
11. Introduction to Materials Handling (8 hours)
12. Basic Employability Skills—Part 2 (24 hours)
    Note: Including Problem Solving and Decision Making, Customer Service, Working in Teams, Relating to Supervisor, Professionalism, Personal Finances.
13. Test Taking Skills (4 hours)
14. Practicum/Job Site Work (16 hours)

This document was developed by the Office of Illinois Works for use by Illinois Works Pre-apprenticeship Program grantees.

Template 18: Sample Instructional Plan

Sample Instructional Plan

PROGRAM TITLE:

PROGRAM GOALS
1:
2:
3:
4:
5:

SECTION 1: _____

INSTRUCTOR(S): 1. _____

                         2. _____

                         3. _____

DATE(S):	START-TIME:	END-TIME:	DURATION:

POs/Los
#1:
#2:
#3:
#4:
#5:

Content (talking points/activities)	Modality/Strategy	Materials/ Resources	Start Time

SECTION 2: _____

INSTRUCTOR(S): 1. _____

2. _____

3. _____

DATE(S):	START-TIME:	END-TIME:	DURATION:

POs/Los
#1:
#2:
#3:
#4:
#5:

Content (talking points/activities)	Modality/Strategy	Materials/ Resources	Start Time

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees.

ILLINOIS WORKS
Pre-Apprenticeship Program

[Insert grantee logo]

Sample Level 1 Evaluation Tool

Training Date: _____ **Training Location**: _____

Instructional Content Topic: _____

Instructor(s): _____

Instructions:

Please review each statement below and mark your you level of agreement with the statement as strongly agree, somewhat agree, neither agree/disagree, somewhat disagree or strongly disagree. Your answers will be utilized to improve key characteristics of the pre-apprenticeship training program.

Physical Space *(if programming in-person)*	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
The construction lab, job site, or training room was conducive for the instructional content.					
The construction lab, job site, or training room was accessible.					
The area was safe and free of preventable hazards.					
Instructional Content/Materials	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
The instructional material was professionally relevant.					
The instructional material was clear and easy to understand.					
The instructional material was appropriately challenging.					

	Strongly Agree	Somewhat Agree	Neither Agree/ Disagree	Somewhat Disagree	Strongly Disagree
The assignments and tasks supported my learning.					
Tasks, expectations, and important due dates were clearly communicated.					
The content course offered career and professional readiness.					
Accommodations	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
There is appropriate and safe access to accommodations for lunch and other breaks.					
Restroom facilitates were easily accessible for men, women, and others.					
There were no encumbrances to my learning (i.e., noise, lighting, disruptions, etc.).					
Options were available for people with disabilities.					
Instructor	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
The instructor demonstrated subject matter expertise in the content area.					
The instructor demonstrated subject matter expertise in the content area.					
The instructor demonstrated relevant and practical knowledge of the content area.					
The instructor provided clear and valuable feedback.					
The instructor conducted themselves in a professional manner.					
The instructor was free of bias and treated all participants equitably.					

	Strongly Agree	Somewhat Agree	Neither Agree/ Disagree	Somewhat Disagree	Strongly Disagree
The instructor encouraged my professional development.					
Program Culture	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
The program staff made me feel welcomed.					
I felt a sense of acceptance and inclusion while engaging program staff.					
All individuals and groups are treated fairly.					
Getting to know other program participants gives me a sense of belonging and community.					
The program was designed to support my success.					

Template 20: Sample Internal Professional Development Plan

Sample Internal Professional Development Plan

Program:			
Organization Role(s)/Title(s):			
Title/Role Expectations knowledge, skills, behaviors, & attitudes	**Professional Development**	**Events** date, time, & cost	**Approved Staff** attendance & participation

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