



DCEO CEJA Workforce Program Orientation Part 3: Program Manuals Chapters 6-8



Illinois
Department of Commerce
& Economic Opportunity
JB Pritzker, Governor

CEJA Team & Presenters

Presenters:

- Michelle Cerutti, CEJA Southern Regional Administrator
- Larry Dawson, CEJA Northern Regional Administrator
- Nate Keener, CEJA Central Regional Administrator

Support Team

- Valerie Charles, Director of Capacity Building and Training with the Chicago Jobs Council
- Linda Larsen, Climate Jobs Institute
- Diana Fuller, CEJA Division Manager



Program Launch Priorities

Grant Establishment

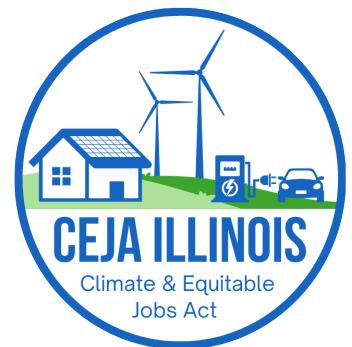
- Review and Sign the Grant
 - Grant obligated (no later than June 30, 2024)
- Submit initial workplan
- Submit initial "Quarterly Report" & Cash request

Grant Implementation

- Participate in group orientation meetings
- Finalize grant workplans ASAP
 - Enrollment
 - Barrier Reduction Policy
 - Stipend Policy
 - Procurement Policy
 - Subawards
 - Equipment Purchases
- Participate in individual grantee meetings

Ongoing Technical Assistance

- Weekly technical assistance
- Office hours
- Other

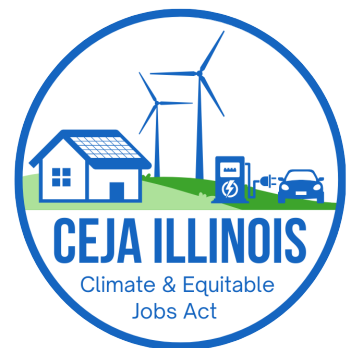


Session Outline

This third session will cover the following chapters of the Climate Works and CEJA Workforce Hubs Manuals:

- **Chapter 6:** Barrier Reduction Services (Larry)
- **Chapter 7:** Trainings and Certifications (Michelle)
- **Chapter 8:** Program Completion, Transition Services, and Follow-up (Nate)

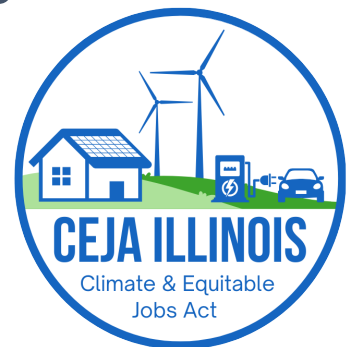
*Energy Transition Navigator grantees: Attend session to learn more about the programs for awareness.



Zoom Basics



- Mute/unmute
- Stop/start video
- Raise hand
- Emojis
- Chat
- Recording
- Breakout group



Questions - Chat

- *Name*
- *Organization*
- *What do you hope to learn from the session today?*





Climate Works Pre-apprenticeship Program 2024-25 Program Manual

Chapter 6: Barrier Reduction Services



Chapter Overview

By the end of this chapter, you will be able to:

- Complete a Service Needs Assessment and deliver barrier reduction services.
- Provide wrap-around and student support services.
- Support participants with complex needs.
- Integrate the six core values of diversity, inclusion and welcoming, accessibility, belonging, and equity into the program's barrier reduction services.
- Comply with Climate Works guidance for attendance-based stipends.
- Track participant attendance and academic performance and respond to student alerts in the CEJA Reporting System.
- Develop policies for the make-up of post-assessments and missed sessions.
- Comply with the Americans with Disabilities Act (ADA).

Barrier reduction services include wrap-around support services, student support services, and transition services. This chapter covers wrap-around support services and student support services. Transition support services will be addressed in **Chapter 8: Program Completion Transition Services and Follow-up.**

Barrier reduction services

Wrap-around support services

Student support services

Transition services

Chapter 6: Barrier Reduction Services

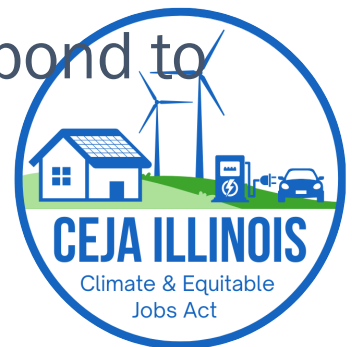
(Refer to Chapter 6 in your Program Manual)



Section Objectives

By the end of this training, learners will be able to:

- Articulate the importance of barrier reduction services in equitable program delivery
- Describe how to complete the service needs assessment to identify barrier reduction services
- Describe how to partner with organizations to deliver barrier reduction services
- Describe the main elements of the stipend policy
- Track participant attendance and academic performance and respond to student alerts in the CEJA Reporting System
- Comply with the Americans with Disabilities Act (ADA)



Participant Lifecycle

CEJA Workforce Hubs & Climate Works Grantees

Outreach & Recruitment

Application & Intake

Barrier Reduction Services

Training

Completion, Transition & Follow-up

Energy Transition Navigators



Chapter 6



Key Definitions

Barrier Reduction Services

Comprehensive support services designed to:

- Reduce barriers to participation,
- Encourage successful outcomes, and
- Empower participants for resilience and self-sufficiency.



Key Definitions

Barrier Reduction Services

Wrap-around
Services

Supports that address non-academic barriers to participation and completion (e.g., childcare, mental health counseling, transportation).

Student Support
Services

Transition
Services



Key Definitions

Barrier Reduction Services

Wrap-around
Services

Student Support
Services

Transition
Services

Supports that address academic needs (e.g., tutoring, making up missed lesson hours, retaking post-assessments).



Key Definitions

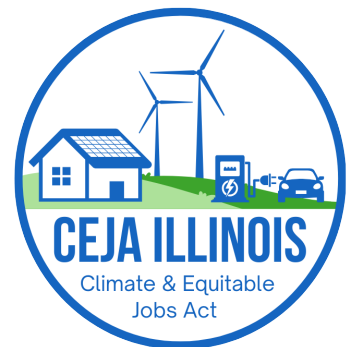
Barrier Reduction Services

Wrap-around
Services

Student Support
Services

Transition
Services

Activities that expose participants to the clean energy industry and help them apply for jobs or registered apprenticeship programs (e.g., resume assistance, career fairs, other networking events).



Providing Services Equitably

- Reducing barriers is essential to providing equitable opportunities for all
- Create and encourage a judgment-free zone
- Promote openness
- Make efforts to understand historical, systemic barriers



Conducting a Service Needs Assessment

The Service Needs Assessment is a CEJA Reporting System tool that identifies the needs of participants.

Each participant **must** complete this assessment as part of the intake process.

[Insert current Reporting System Image]

CLIMATE WORKS REPORTING SYSTEM SERVICE SCREENING FOR SAMMY SAMPLE
Last Saved: Never

ACCOMMODATIONS AND STUDENT SERVICES
Do you need accommodations or other services to help you in the classroom? Yes No N/A (Not needed for Program)

TECHNOLOGY ASSISTANCE FOR VIRTUAL LEARNING (BROADBAND AND HARDWARE - IF VIRTUAL LEARNING WILL BE EMPLOYED)
Do you have steady and reliable access to the internet? Yes No N/A (Not needed for Program)
Do you have a computer that will allow you to access lessons including online instruction? Yes No N/A (Not needed for Program)
Do you feel confident in your ability to use technology including emailing, navigate the internet, and completing basic tasks on a computer? Yes No N/A (Not needed for Program)
Do you have a phone to communicate with your case manager, providers, and employers? Yes No

TRANSPORTATION
Do you have transportation concerns that could affect your participation in the program? Yes No

CHILDCARE/FAMILY MEMBER CARE
Would you require any assistance in supporting or caring for your family members while you are enrolled in the program? Yes No

ASSISTANCE WITH HOUSING
Do you have housing concerns that could affect your participation in the program? Yes No

FOOD
Do you need assistance with food to be successful in the program? Yes No

HEALTH CARE
Do you have any physical or mental health needs including substance abuse treatment that require assistance to succeed in this training program? Yes No

LEGAL ASSISTANCE
Would you like to receive legal assistance services? Yes No
This could include:
A) Expunging or sealing old criminal records
B) Obtaining and reinstating revoked or suspended driver's licenses
C) Unraveling outside court debt issues
D) Assistance with child support orders
E) Certificates of rehabilitation
F) Assistance preventing illegal evictions, resolving credit report problems, or filing for domestic violence restraining orders
G) Assisting veterans with accessing healthcare, education grants, and housing services
H) Not authorized to work in the U.S.*



Conducting a Service Needs Assessment

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e) Certificates of rehabilitation
f) Assistance preventing illegal evictions, resolving credit report problems, or filing for domestic violence restraining orders
g) Assisting veterans with accessing healthcare, education grants, and housing services
h) Not authorized to work in the U.S.*

When conducting a Service Needs Assessment, staff must:

- Not make assumptions about what participants may or may not need or know
- Ask questions based on the assessment, guiding them through the process
- Explain the various service options provided
- Encourage active questioning

[Insert current Reporting System Image]



Service Needs Assessment

The Service Needs Assessment identifies participant needs in the following areas

Transportation

Childcare/family
care

Healthcare

Housing

Financial literacy

Food

Accommodations

Mentorship

Legal assistance

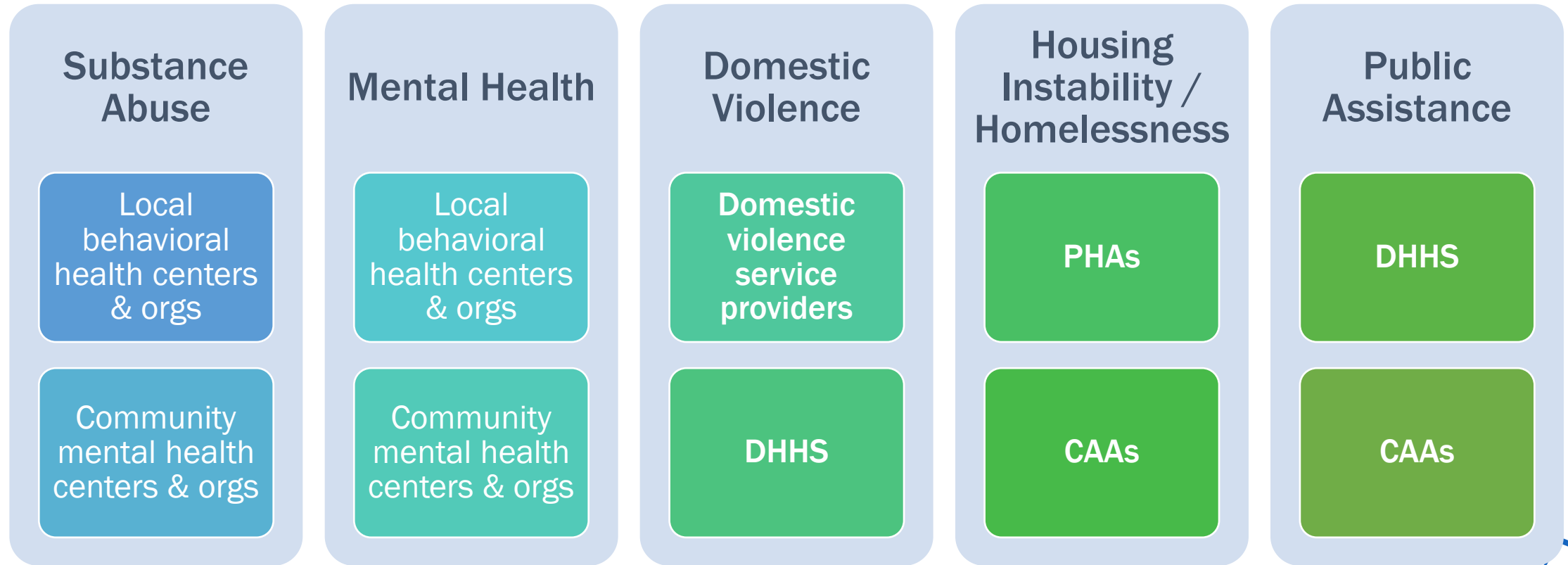
ID and Driver's
Education fees

Technology
assistance

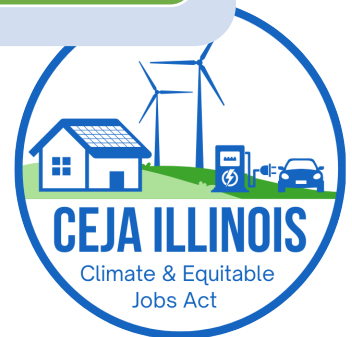
OTHER



Support service delivery: In-house or through partner referrals



- For each support service selected, grantees may provide the service in-house or refer participants to other organizations



Guiding Questions & Allowable Costs

Guiding Question(s):

- Example: Do you have reliable transportation to and from the program?

Example:
Transportation

Allowable and unallowable costs

- Allowable: Public transit fare/cards, car repairs, gas cards, plate sticker/city sticker renewal fees, insurance fees, rideshares or taxis
- Not allowable: Car lease or purchase



Check-In and Case Notes

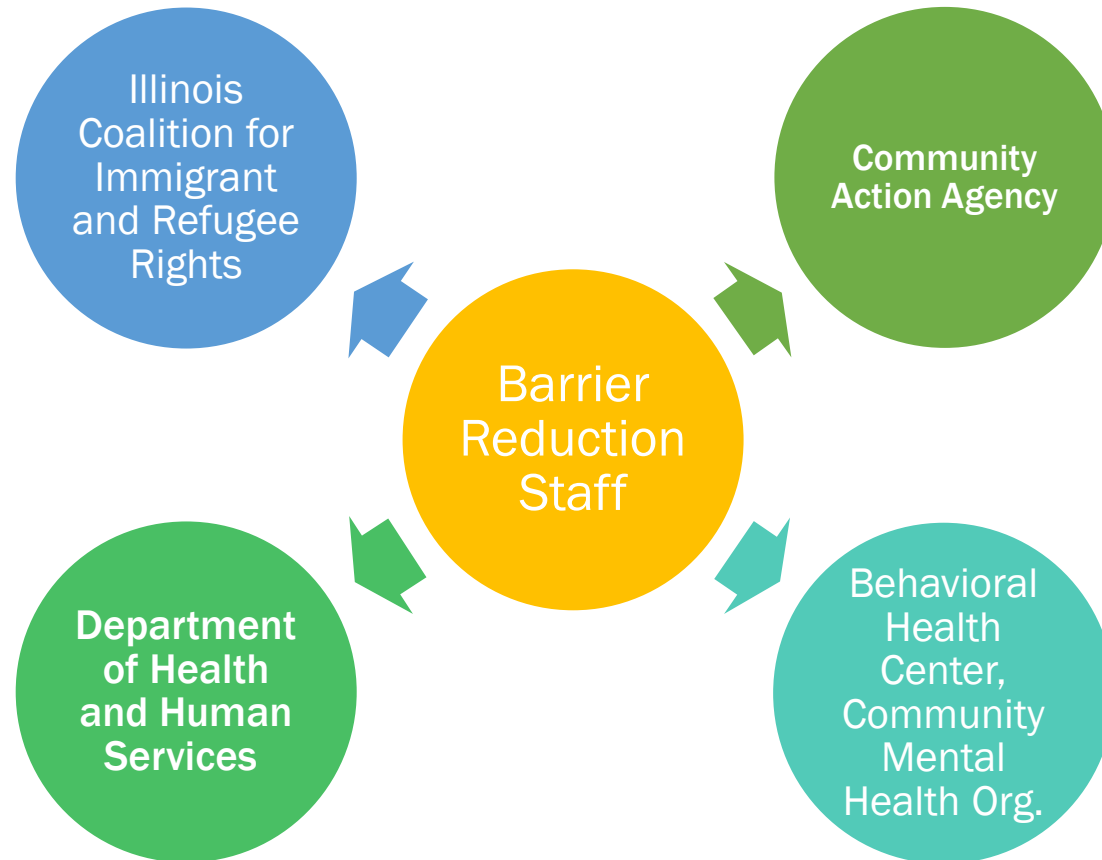
- Check-ins **at least** every 30 days: reassess needs and make sure needs are being met.

At each check-in, staff **must**:

- Update, add new services as needed
- Enter a case note to record what was discussed and coordinate services with other staff



Leveraging Resources to Deliver Barrier Reduction Services



- DCEO encourages grantees to leverage existing funding programs to provide services more efficiently to participants



Meeting the Needs of CEJA Participants with Disabilities



Complete the Accessibility Report to document your compliance with the Americans with Disabilities Act.



PARKING					
Number of off-street parking spaces available	Minimum Number of Accessible Spaces	Y	N	N/A	REMARKS
1 to 25	1				(Table from ADAAG 4.1.2(5)(a))
25 to 50	2				
51 to 75	3				
76 to 100	4				
101 to 150	5				
151 to 200	6				
201 to 300	7				
301 to 400	8				
401 to 500	9				
501 to 1000	2% of total number				
Over 1000	20 plus 1 for each 100 over 1000				
PROXIMITY TO THE FACILITY	Accessible parking spaces shall be located on the shortest possible accessible route to an accessible entrance of the building <u>IAC-E 400.310 (e) (2)</u>				
SIGNAGE	Each accessible parking space shall be equipped with a sign which meets the requirements of the R7-8 sign (US DOT Standard) and a R7-1101 sign designating the appropriate fine (\$250.00 minimum) <u>IAC-E 400.310 (e) (7)</u>				

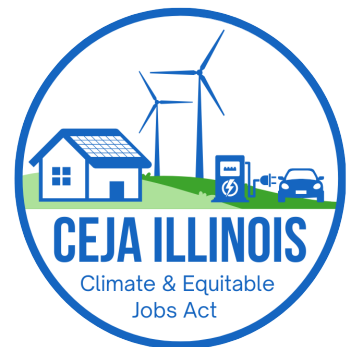
Tracking Barrier Reduction Services in CEJA Reporting System

Red flag alerts signal participants who need assistance

- Has not received barrier reduction service
- Not meeting attendance requirements
- Not meeting testing requirements

Grantees address red flags by:

- Meeting with participants
- Delivering support service(s)
- Developing an action plan to address challenges



Attendance-based Stipends



CEJA Stipend Policy and Procedure

The CEJA Workforce Programs seek to reduce economic barriers that make it difficult to participate in training by providing stipend payments for participants.

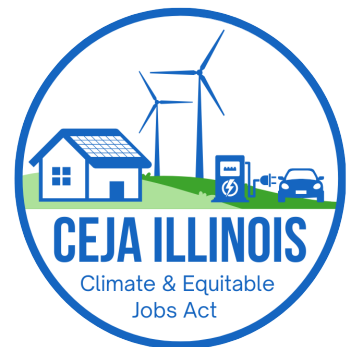
A stipend is a fixed, regular small payment made to participants. Stipends are based on attendance during all training activities associated with this program. **The stipend is not a wage;** it is intended to cover incidental costs incurred while attending the pre-apprenticeship training program.

Stipends are paid based on actual hours of attendance. Participants' attendance will be tracked to determine stipend payments. Stipends are set at \$13 per training hour and given to all participants, regardless of need. These payments are made every 1-2 weeks based on the number of instruction hours attended during the previous week(s).

Participants are not paid for hours they do not attend, but they may receive payment for make up sessions.

The following policy template can be shared with participants.

- Grantees are required to provide a stipend to all program participants
- Stipend policies must include:
 - Stipends of up to \$13 per instructional hour
 - Stipend amounts must be the same for all instructional activities
 - Stipends can only be provided to participants
 - Participants will only receive a stipend for the sessions they attend

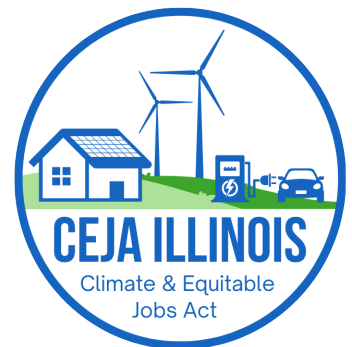


Tracking Attendance

- Attendance is NOT tracked in CEJA Reporting System, but IS required
- Keep attendance roster in files
- Stipend based on attendance
- Completion based on attendance (must attend 80% of sessions for each module)
- [Add screenshot of attendance button]



What questions do you have about the delivery of barrier reduction services?





Chapter 7: Training Requirements



Chapter 7: Training and Certifications

By the end of this section, you will be able to:

- Explain training expectations for the programs
- Comply with CEJA curriculum requirements
- Incorporate diverse learning modalities based on participant needs and program expectations
- Integrate the core equity values into instruction



Climate Works Pre-apprenticeship Program
2024-25 Program Manual

Chapter 7: Training and Certifications



Chapter Overview

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

- Explain training expectations within the scope of the Climate Works Pre-apprenticeship Program.
- Deliver an effective program orientation.
- Comply with the Climate 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.
- Integrate the six core values of diversity, welcoming and inclusion, accessibility, belonging, and equity into your program's training and instruction.

The Climate Works Pre-Apprenticeship Program creates a qualified talent pipeline to fill job opportunities with diverse candidates in the clean energy construction and building trades. Through program instruction, the Climate Works Pre-Apprenticeship Program will train, prepare, and empower participants by fostering resilience and self-sufficiency.

Training Basics

Climate Works **training** aims to increase knowledge, develop skills, impact attitudes, and/or influence behaviors in an individual to accomplish specific job tasks or goals. It is focused on employer needs and aims to impact and improve performance. This is an important distinction from teaching, which often focuses less on skill building and more on information dissemination, knowledge acquisition, and learning.



Participant Lifecycle

CEJA Workforce Hubs & Climate Works Grantees

Outreach & Recruitment

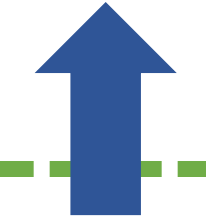
Application & Intake

Barrier Reduction Services

Training

Completion, Transition & Follow-up

Energy Transition Navigators



Chapter 7

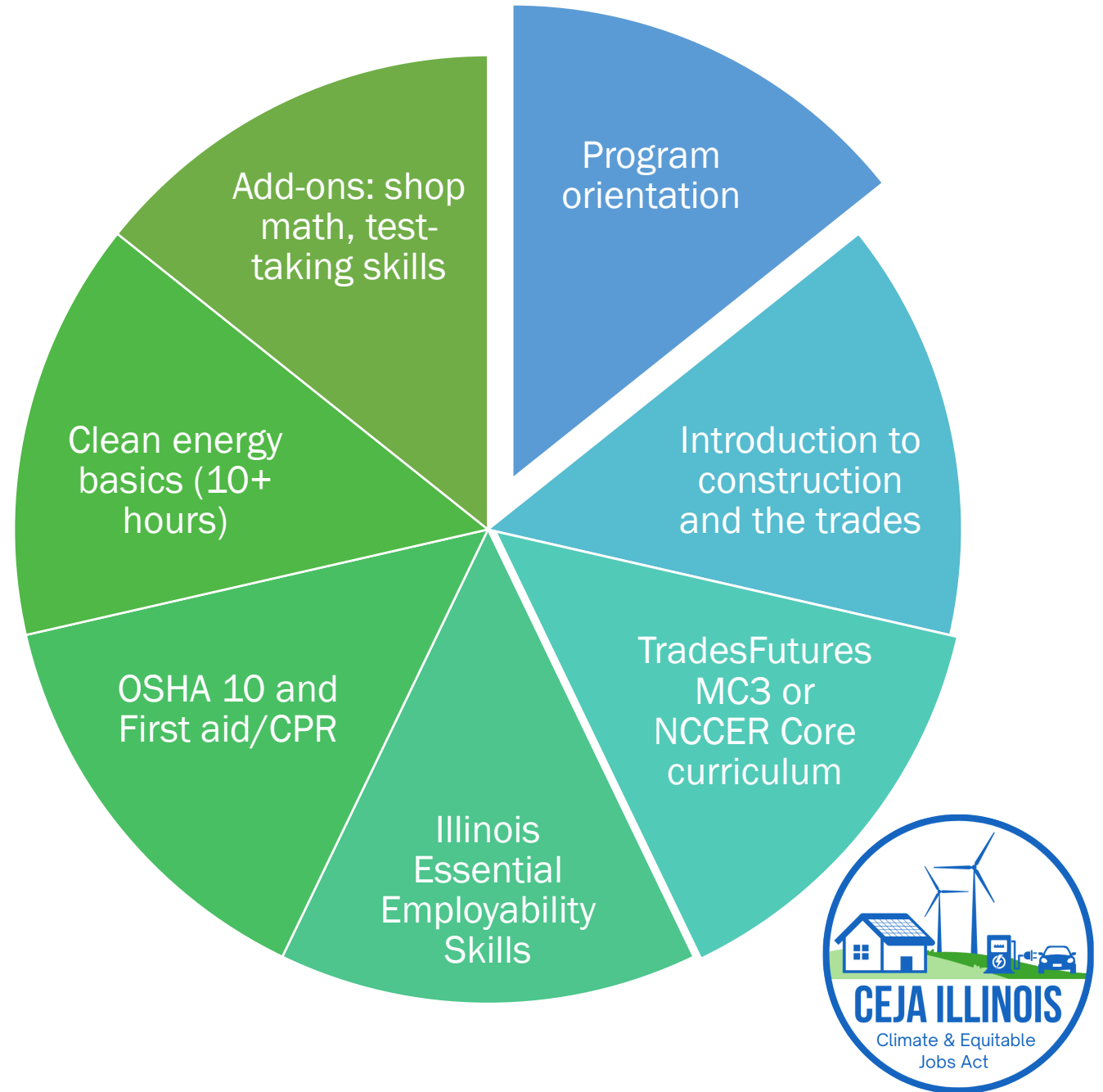


Summary of Training Program Requirements

	Climate Works	Workforce Hubs
Program Goal	Placement in a registered apprenticeship program in the construction and building trades	Placement in an entry-level clean energy job
Program Length	150-300 hours	200-500 hours (depending on job-specific training options offered)
Content Covered	Core construction curriculum, with a clean energy focus; essential employability skills	Bridge program: Essential employability skills and clean energy basics Job-specific training options: Will depend on what the specific hubs offer, such as solar, wind, energy efficiency
Certifications	TradesFutures MC3 or NCCER Core Construction Certificate; OSHA 10; First Aid/CPR	Bridge Program: OSHA 10; First Aid/CPR Other job-specific certifications
Work-based Learning	10 hours	10% of total hours (bridge program & job-specific training)

Climate Works is a Pre-apprenticeship Program

Will prepare participants to enter and succeed in a Registered Apprenticeship Program (RAP) in the construction and building trades.

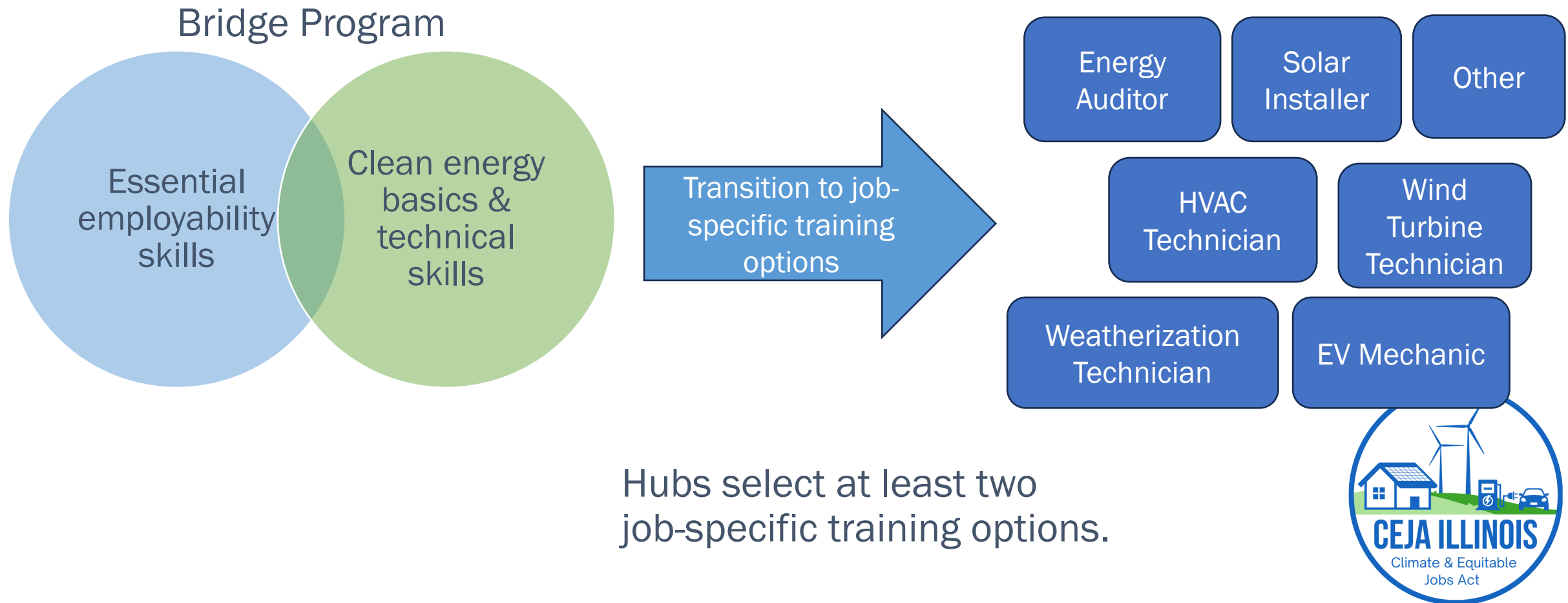


Climate Works Instructor Requirements

- TradesFutures MC3 curriculum (preferred): Instructors must be certified to teach it. Training Providers must be listed on the TradesFutures MC3 Site.
- NCCER Core curriculum (alternative): Instructors must successfully complete the Instructor Certification Training Program, be a journey person or technician level in their area of expertise, etc.
- OSHA 10: Must be an OSHA Authorized Trainer
- First aid/CPR: Must be certified to facilitate CPR and First Aid training.



CEJA Workforce Hubs utilize a Clean Jobs Curriculum Framework to train people for entry-level clean energy jobs.



Bridge Program (120+ hours)

Pre-assessments

- Reading & math assessment (must provide support to reach 6th grade level or higher)
- Bridge skills assessment: baseline, allow for testing out of elements.



Essential Employability Skills (40 hours)

- Personal ethic
- Work ethic
- Communication
- Teamwork



Clean Energy Basics (80+ hours)

- Intro to clean energy careers
- Energy & sustainability fundamentals
- Safety basics
- Building science principles
- Construction basics
- Electrical basics

Instructor requirements: Intermediate to advanced knowledge in construction, building trades, or clean energy related fields.



Job Specific Training: Hubs must provide at least two options

Solar
Photovoltaic
Training

Energy Auditor
Training

Weatherization
Training

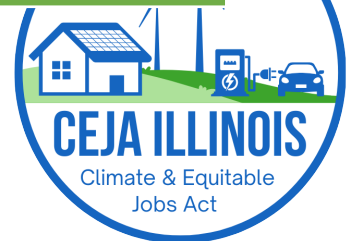
HVAC Training

Construction and
Building
Inspector
Training

Auto Mechanic
Training (hybrid &
EV focus)

Wind Turbine
Installation and
Maintenance
Training

Other: You
propose



Example Requirements: Solar PV Training (100+ hours)

Jobs/roles

- Solar PV installer
- Solar PV site evaluator/designer
- Solar PV sales representative

Six curriculum domains

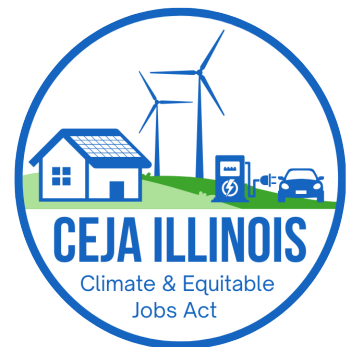
- PV system applications
- Sales & economics
- Design
- Installation
- Maintenance & operation

Certification

- Prepare people to take the NABCEP PV Associate exam.

Instructor requirements

- Must be a NABCEP Associate Registered Training Provider



Both programs: Work-based learning requirements

What is work-based learning?

- An extension of training room instruction in a real or simulated work environment.
- An opportunity to acquire real-world, hands-on experience and hone technical job based skills.

What are some examples of work-based learning?

- Job site practicum supervised by instructor, in coordination with clean energy employer or contractor
- Simulated job site practicum, supervised by instructor
- Job site visits and tours
- Career development experience

What are the work-based learning hour requirements?

- Climate Works: 10 hours work-based learning
- Workforce Hubs: 10% of total training hours must be work-based learning



Project Workplan: Curriculum Plan

PROJECT WORK PLAN: CURRICULUM PLAN		
Grantee Name:	0	Project Work Plan Version:
PLEASE COMPLETE THE CURRICULUM PLAN BELOW OR ATTACH THE CURRICULUM PLAN SUBMITTED IN YOUR APPLICATION		
Must align with Clean Jobs Curriculum Framework		
Bridge Program Elements		
Learning Objectives		
Total instruction hours		
Delivery format (hybrid, in-person, etc.)		
Credentials/certifications		
Assessment description		
Work-based learning description		
Program Modules (including work-based learning activities)		
Module Name	Description of what will be taught and how it will be taught	Estimated number of instructional hours

Grantees must submit a Curriculum Plan as part of their workplan



Developing Curriculum and Lesson Plans

Chapter 7 provides examples of curriculum, textbooks, and training materials developed by industry experts.

Curriculum and Lesson Plan Elements

Training goals
& learning
objectives

Start time
and end time

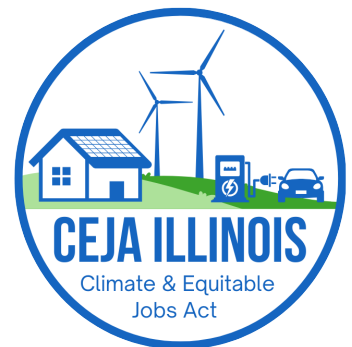
Content
covered

Modality

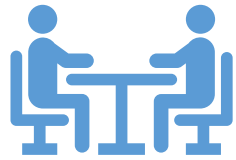
Training
methods

Resources

Assessment



Training Modalities



In Person
Instruction

Virtual or
Blended Learning

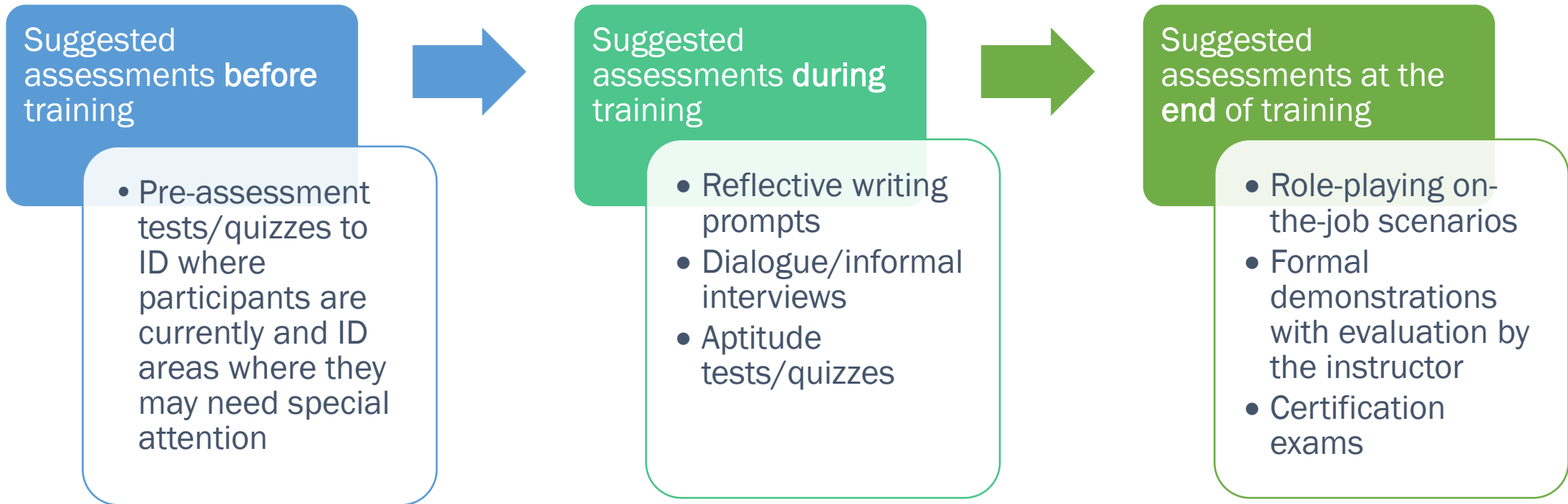


Small Group
Labs

- Discussion
- Demonstration
- Lab assignments
- Case studies
- Feedback
- Team projects
- Skill practice
- Hands-on experience



Learning Assessments



Equity Values in Training Delivery

- Acknowledge differences in background, knowledge, and experience.
- Tailor training to individual needs.
- Emphasize the importance of lived experience and encourage participants to share.
- Use representative and relatable educational materials.
- Contextualize learning: what does this look like in practice?
- Utilize a variety of learning and assessment strategies: not everyone learns in the same way





What questions do you have about required training and certifications?





Chapter 8: Program Completion, Transition Services, and Follow-up



Chapter Overview

By the end of this chapter, you will be able to:

- Reference program completion definitions.
- Complete the required Pre-Transition Career Assessment and Transition Plan.
- Describe transition staff responsibilities.
- Provide transition and follow-up services.
- Differentiate between active follow-up versus long-term follow-up.
- Integrate the core values of diversity, welcoming and inclusion, accessibility, belonging, and equity into all elements of your program's transition services and follow-up activities.

Program Completion

Program completion refers to the conclusion of instructional training. For most participants, program completion will mark the end of their instructional training and the beginning of their transition to a clean energy job, Department of Labor Registered Apprenticeship Program (RAP), or advanced training program in clean energy. Most participants should complete both the bridge program component and a job-specific training option, as described in the Clean Jobs Curriculum Framework in Chapter 7. Some participants may transition to clean energy jobs or advanced training after completing the bridge program component only.

Completion

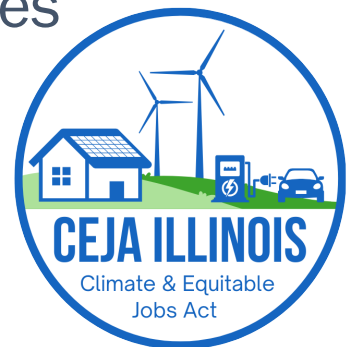
Completion occurs when the participant has achieved one or both of the following:

1. Met the testing and attendance requirements outlined in the Bridge Program component of the Clean Jobs Curriculum Framework (see Chapter 7), including:
 - a. Receiving a satisfactory grade on post-assessments (70% or higher)

Chapter 8: Program Completion, Transition Services, and Follow-up

By the end of this section, you will be able to:

- Reference program status definitions
- Complete the required Pre-Transition Career Assessment
- Describe transition responsibilities
- Articulate expected outcomes
- Provide transition and follow-up services



Participant Lifecycle

Chapter 8

CEJA Workforce Hubs & Climate Works Grantees

Outreach & Recruitment

Application & Intake

Barrier Reduction Services

Training

Completion, Transition & Follow-up

Energy Transition Navigators



Program Status

In progress

- On path to completing the training.

Complete

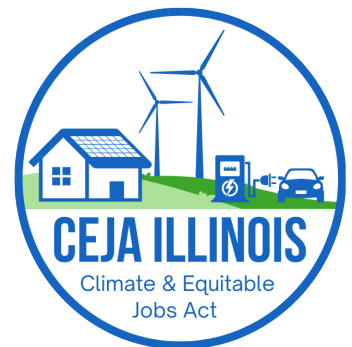
- Someone who has completed the training program

Withdrawal

- Someone who has withdrawn from the program

Program exit, with follow-up

- Someone who is no longer receiving program services (including transition and wrap-around support services). Will still receive follow-up.



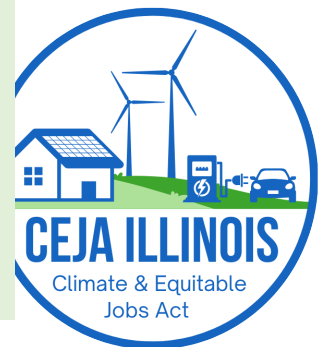
What Does Program Completion Look Like?

To
complete
training
program

- Attend at least 80% of the hours for each required training module
- Receive scores of 70% or higher on post-assessments for each training module
- Meet specific certification requirements (ex. OSHA 10, First Aid/CPR, NCCER Core Construction)
- Complete work-based learning training hours

Climate Works: Participants must complete training program in entirety

Workforce Hubs: Separate “completion” goals for bridge program and job-specific training. Some participants may just complete bridge program and then transition to a job.



Get Feedback from Participants

- Exit Interview Questionnaire
- Participant Feedback Survey



CEJA ILLINOIS
Climate & Equitable
Jobs Act

Exit Interview Questionnaire

Grantee Name: _____

Date of Interview: _____

Interviewer Name and Title: _____

Participant Name: _____ Date of Participant Exit: _____

Program Start Date: _____

Reason for Leaving:

Moving out of the city or state

Need to seek employment

Want to attend other training program

Do not like the program

Changed mind about working in clean energy or construction/trades

Going to college

Family/personal life changes prevent attendance

Other

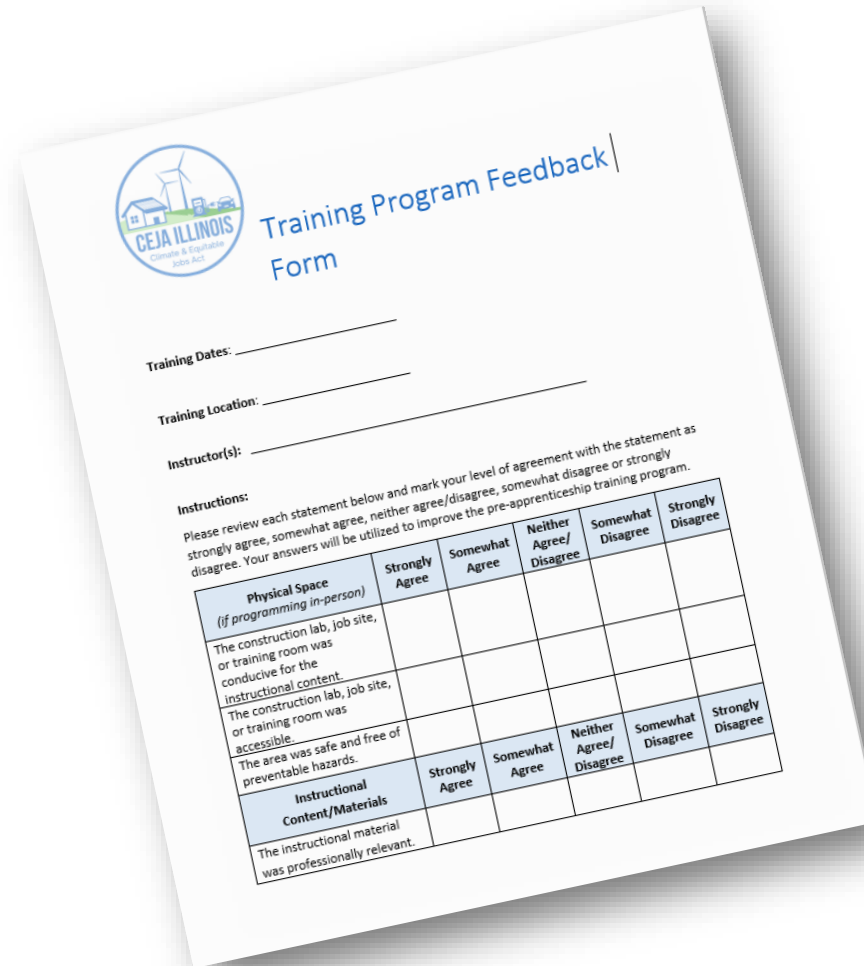
Please rate your overall program experience (1 – Poor, 5 – Excellent)

1 2 3 4 5

What have you most enjoyed about the program? Why?

What have you least enjoyed about the program? Why?

Would you recommend this training program to your friends or family? Why?



CEJA ILLINOIS
Climate & Equitable
Jobs Act

Training Program Feedback Form

Training Dates: _____

Training Location: _____

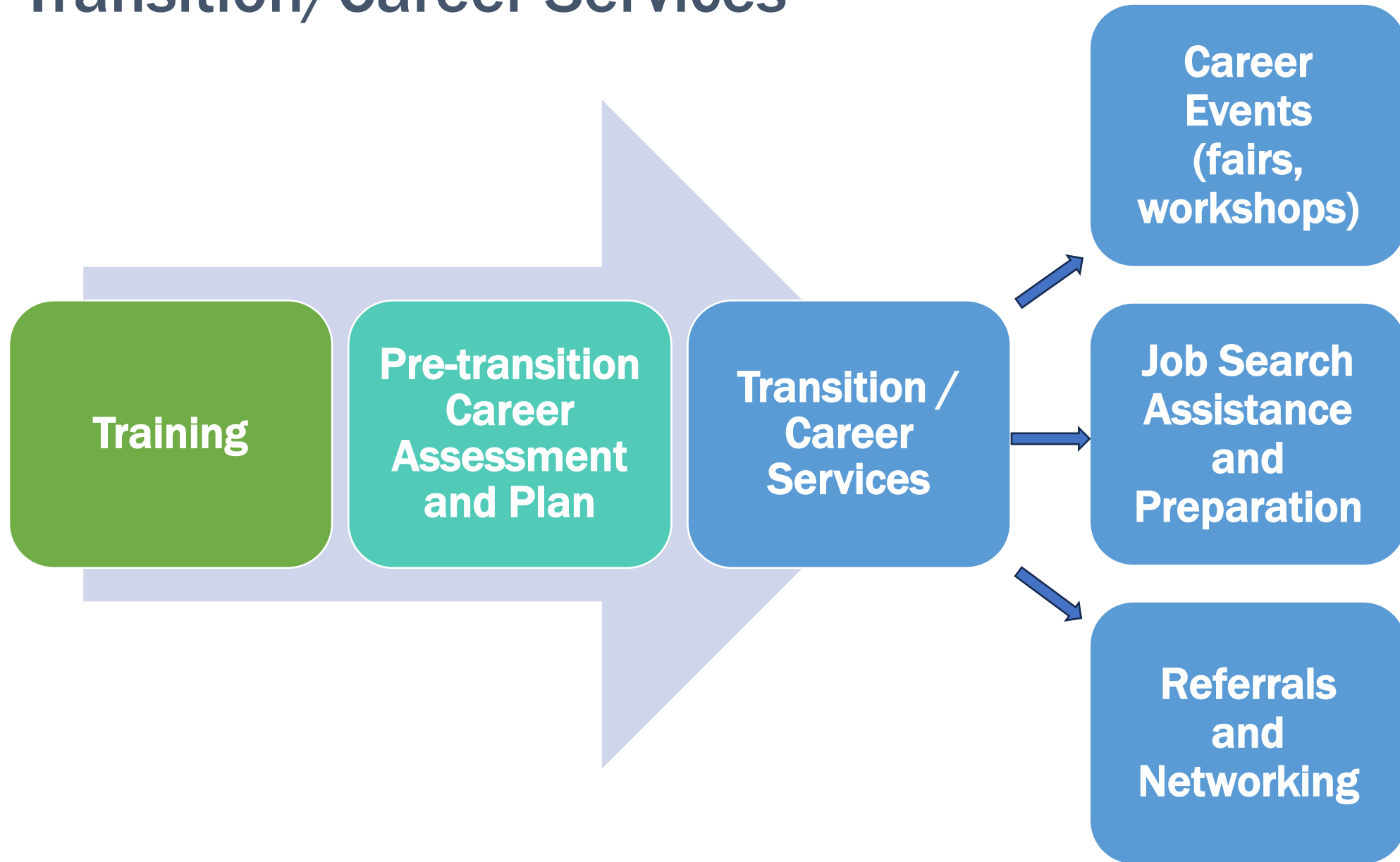
Instructor(s): _____

Instructions:
Please review each statement below and mark your 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 the pre-apprenticeship training program.

	Strongly Agree	Somewhat Agree	Neither Agree/Disagree	Somewhat Disagree	Strongly Disagree
Physical Space (if programming 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.					



Transition/Career Services



Pre-Transition Career Assessment and Plan

- Conducted three to four weeks prior to the end of training
- Transition staff meet one-on-one with each participant to:
 - Review & update career goals and plans
 - Identify transition services to achieve goals



Climate Works Pre-Transition Career Assessment and Plan

Instructions:
We recommend that grantees utilize this assessment roughly 3 weeks before program completion to review and refine career goals, to discuss the steps needed to achieve these goals, and to identify transition support needs. Multiple meetings or coaching sessions may be needed to support the participant's successful transition into an apprenticeship or job.
Note that some of the information you collect through this form must be recorded in the CEJA Reporting System. Specifically, the following information must be recorded in the CEJA Reporting System:

- Any revised career goals
- Any additional transition services they are requesting. /

Upload the completed form in the participant's files in the CEJA Reporting System.
Date: Click or tap here to enter text.
Participant Name: Click or tap here to enter text.

Section A. Career Interests and Goals
Let's talk about your overall career interests and goals.

1. What have you liked learning about in this program?
Click or tap here to enter text.
2. What have you learned about yourself in this program?
Click or tap here to enter text.
3. What skills have you developed in this program?
Click or tap here to enter text.
4. What are your strengths and weaknesses?
Click or tap here to enter text.
5. What type of career are you most interested in?
Click or tap here to enter text.
6. What are you looking for in a career? (e.g., job security, good salary, benefits, variety, etc.)
Click or tap here to enter text.
7. Where do you see yourself in the next year?
Click or tap here to enter text.



ILLINOIS
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Jobs Act

Track Transition Services and Update Career Goals in CEJA Reporting System

- Utilize the Pre-Transition Career Assessment and Plan
- Indicate which transition services you will provide
- Update career goals, as needed
- Update the system to show which services have been provided

 Climate Works Pre-Transition Career Assessment and Plan

Instructions:
We recommend that grantees utilize this assessment roughly 3 weeks before program completion to review and refine career goals, to discuss the steps needed to achieve these goals, and to identify transition support needs. Multiple meetings or coaching sessions may be needed to support the participant's successful transition into an apprenticeship or job.
Note that some of the information you collect through this form must be recorded in the CEJA Reporting System. Specifically, the following information must be recorded in the CEJA Reporting System:

- Any revised career goals
- Any additional transition services they are requesting. /

Date: Click or tap here to enter text.
Participant Name: Click or tap here to enter text.

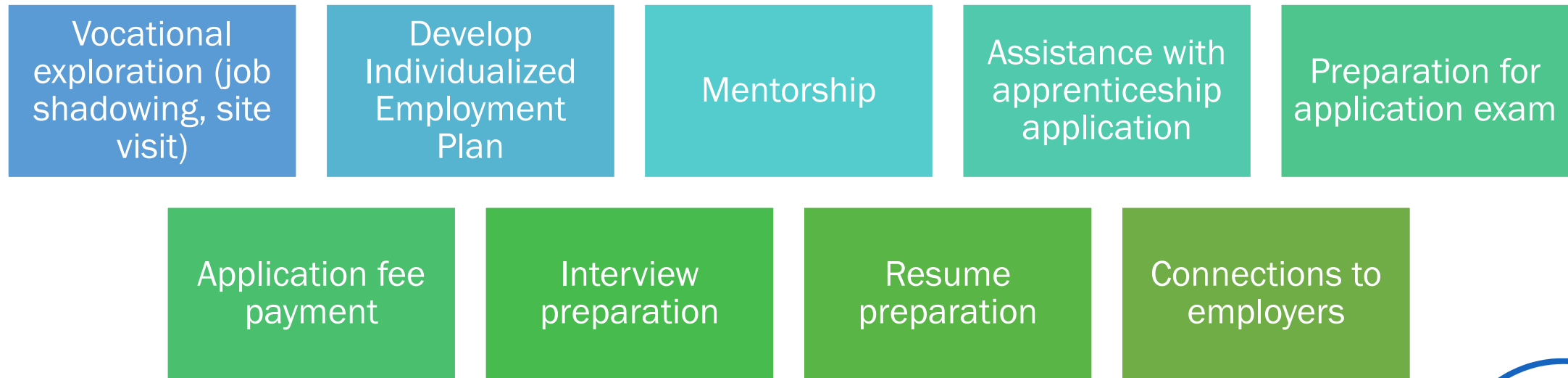
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Click or tap here to enter text.



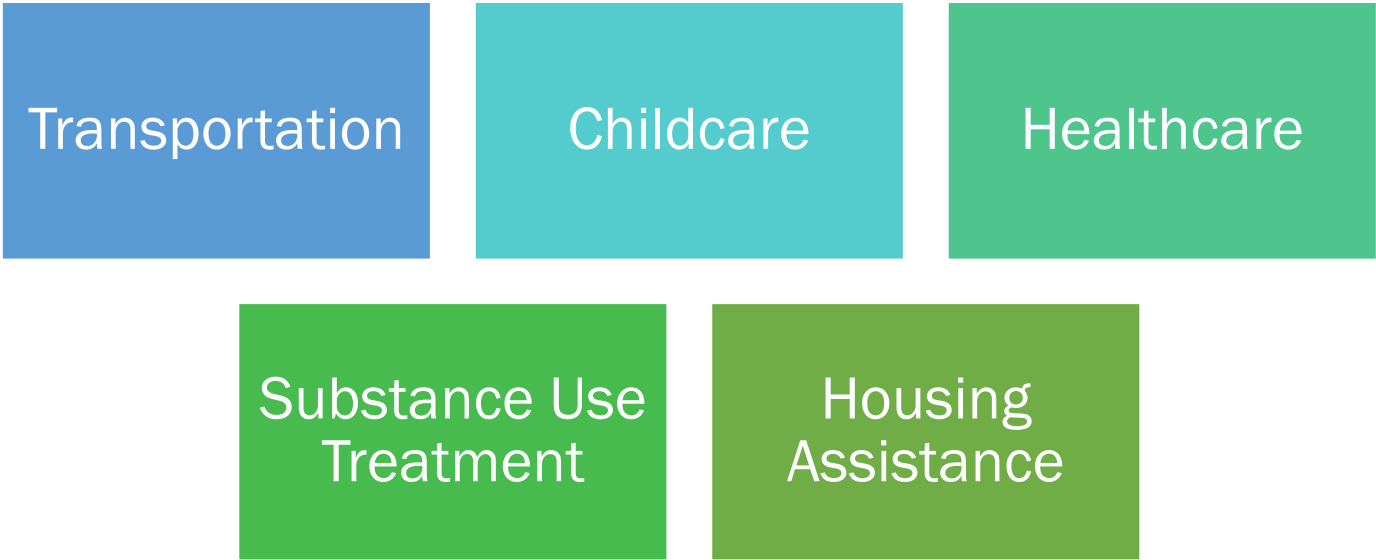
Transition Service Examples

Grantees **must** offer transition services to help people transition into a job, apprenticeship program, or other advanced training program in clean energy. Example transition services include:



Continuation of Barrier Reduction Services

The need for barrier reduction services does not end after participants complete their training. Wrap-around support services may continue for up to 12 months after program completion.



Energy Workforce Equity Portal: Tool to Connect Participants to Clean Energy Employers

Grantees must help program participants register in the Illinois Power Agency's Energy Workforce Equity Portal.

Welcome to the Energy Workforce Equity Portal

For Employers

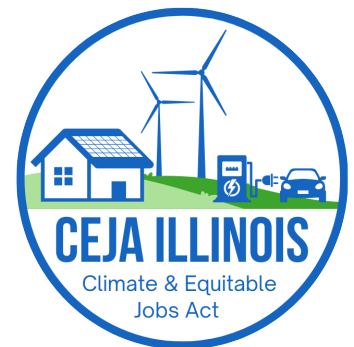
CONNECT TO JOB SEEKERS, REGISTER AS A CLEAN ENERGY COMPANY, AND POST JOBS

For Job Seekers

CONNECT TO EMPLOYERS, EXPLORE JOBS, AND APPLY TO BECOME EQUITY ELIGIBLE PERSONS



<https://energyequity.illinois.gov/>



Participant Outcomes for Workforce Hubs

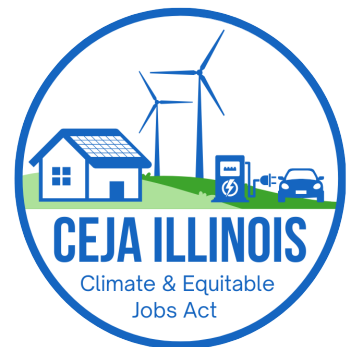
Track Outcomes in the CEJA Reporting System

Primary Outcomes

- Clean energy job placement
- RAP placement in construction and building trades
- Advanced training program placement
- Opens a small business

Secondary Outcomes

- Job placement outside clean energy industry
- RAP placement outside construction and building trades
- Advanced training program enrollment outside clean energy industry



Participant Outcomes for Climate Works

Track Outcomes in the CEJA Reporting System

Primary Outcomes

- RAP enrollment through employer sponsorship
- RAP enrollment through open enrollment process
- Expected to complete RAP and graduate to journeyperson status

Secondary Outcomes

- Hired by construction employer
- Hired by non-construction employer
- Complete construction training outside of RAP and continue onto a non-construction training program
- Opens a small business



Active Follow Up

Transition staff are expected to check in with participants and provide follow-up services.

Surveys

Group Check-ins

Phone

Text

Social Media

Email



Required Follow-up Check-ins



Purpose of follow-up check-ins:

- Gather information about employment, apprenticeship, or training program status to track outcomes for reporting purposes.
- Support retention by providing encouragement, answering questions, and assessing the need for more services.
- Encourage participants to take steps to advance in their careers.



Follow Up Services to Support Retention & Career Growth

Individual work counseling

May include helping to resolve work-related issues, securing better paying job, helping with career planning, and providing information about training and advancement opportunities.

Employer contact and intervention

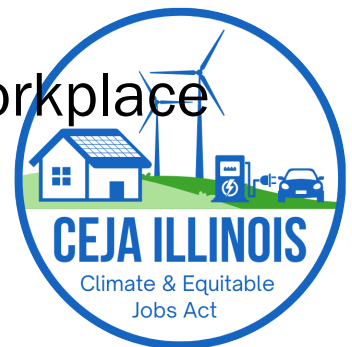
May include contacting employers to verify employment, to help secure better paying job, or to resolve work-related issues.

Peer support group

Connecting individuals to peer support groups to provide opportunities for training, support, and resolving issues.

Mentorship

Mentorship with an experienced worker to assist with workplace issues.



Follow Up Services to Support Retention & Career Growth

Career advancement services

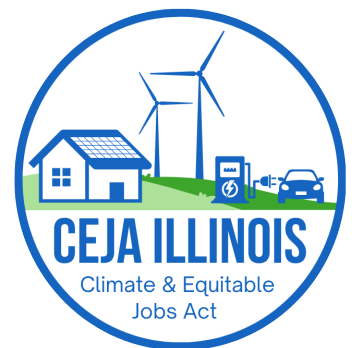
Information about additional education or employment opportunities to advance in their careers and secure better paying jobs. May include career counseling and exploration services

Wrap-around supportive services

Participants may continue to receive wrap-around support services or student support services (see above) for the first 12 months from completion. This includes referrals to community service providers.

Referral for assistance with opening a business

Referral to a Small Business Development Center, Contractor Incubator, or other center.






What questions do you have about program completion, transition services, and follow-up?



Breakout Groups by Region

Breakout Group	CEJA Workforce Hubs	Energy Transition Navigator	Climate Works
Chicago South (Larry)	Chicago Cook Workforce Partnership; Safer Foundation	Chicago Urban League; Community Assistance Program	548 Foundation
Chicago West & Southwest (Valerie + Devin)	Chicago Cook Workforce Partnership; 548 Foundation	Central States SER Jobs for Progress; North Lawndale Employment Network	548 Foundation
Aurora & Joliet (Karen)	College of DuPage Joliet Junior College	Goodwill Industries of Metropolitan Chicago (No ET Navigator in Joliet)	
Waukegan (Char + Christine)	College of Lake County	Community Works Inc NFP	
Rockford (Kristin + Brian)	The Workforce Connection, Inc.	Goodwill Industries of Northern IL	
Decatur & Peoria (Nate)	Richland Community College (No Hub in Peoria)	Community Foundation of Macon County Heaven's View Community Development Corp.	HIRE360
Champaign & Danville (Diana)	Parkland College (No Hub in Danville)	Vermilion Advantage, NFP (No ET Navigator in Champaign)	
East St. Louis, Alton, and Carbondale (Michelle)	Macedonia Development Corporation Lewis & Clark Community College (No hub in Carbondale)	Senior Services Plus Carbondale Branch NAACP (No ET Navigator in East St. Louis)	

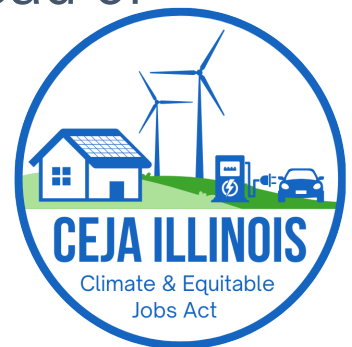


5 Minute Break



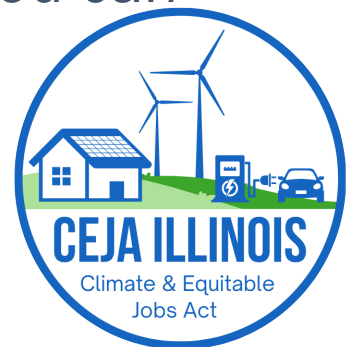
Instructions for breakout room facilitators

- Welcome people to the breakout room.
- Set expectations for participation. (We'd love to hear from everyone. Turn on your cameras if you feel comfortable. Feel free to use the chat to respond or unmute yourself and speak. If you've talked a lot, let others take a turn. Etc.)
- Invite them to ask questions throughout this session. Explain that you'll do your best to answer their questions but may need to get back to them later with an answer.
- Explain that this conversation will be just a start—we'll have other opportunities for you to work together, get to know each other, and make plans.
- Ask if someone would be willing to take notes (if you don't already have a notetaker on the call)
- Put the questions in the chat (see notes) so that they can see them ahead of time.



Questions for Breakout Rooms

- What are some best practices for delivering barrier reduction services in an equitable way?
 - What providers are you already connected with?
- Where are you at in terms of developing Barrier Reduction and Stipend Policies?
- How can DCEO and other grantees support you in developing these policies?
- What best practices can you share with your partners in developing these policies?
- Think about how you will specifically support participants as they transition into apprenticeships or employment. What are examples of strategies you can use?
- How will you support participants' job retention and career growth?

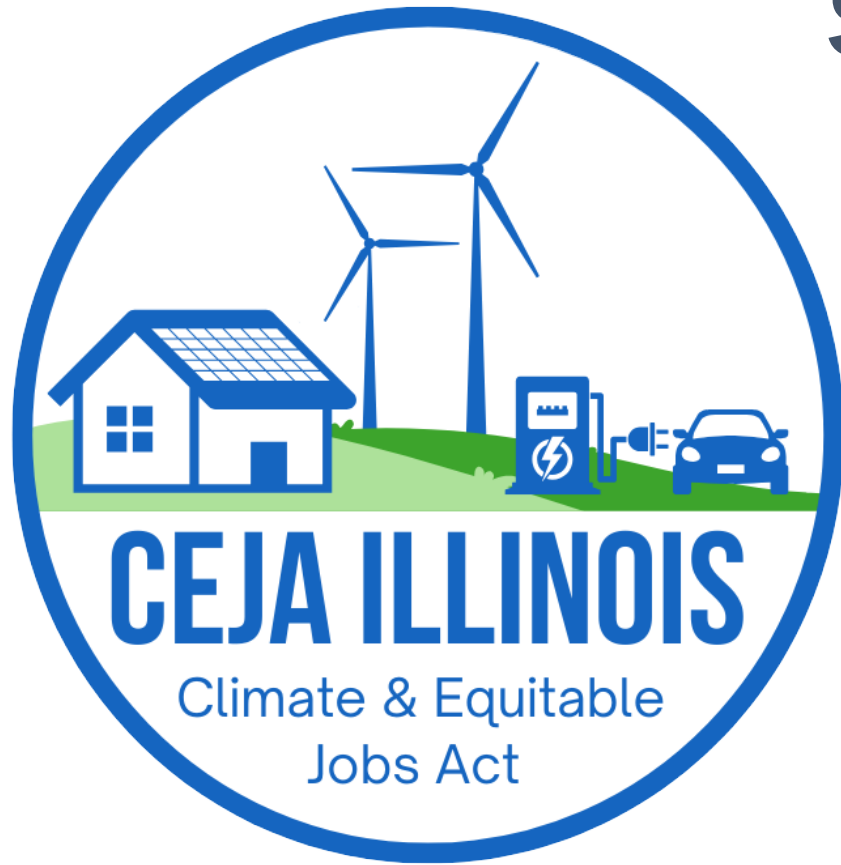




Welcome back!



Survey: Evaluation/Feedback



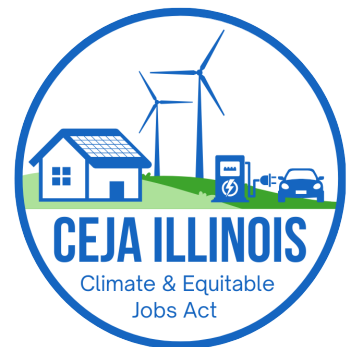
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Illinois
Department of Commerce
& Economic Opportunity
JB Pritzker, Governor

Upcoming Orientation Sessions

Date	Session Topic	Prepare by . . .
July 11, 11am-12pm	Illinois workNet Session 3: Career Plan, Adding/Updating Services, Completion, Follow-up	
July 16	Manual Session 4: Administrative requirements (data, reporting, finances, monitoring, etc.)	Read Workforce Hubs, Climate Works chapters 9-12; ET Navigator chapters 6-9



Questions? Contact Us

CEJA Grant Managers

- Climate Works: Charlotte Flickinger, charlotte.flickinger@illinois.gov
- CEJA Workforce Hubs: Karen Lockhart, Karen.B.Lockhart@Illinois.gov
- Energy Transition Navigators: Kristin Wheeler, Kristin.Wheeler@Illinois.gov

CEJA Regional Administrators

- Northern Illinois: Larry Dawson, larry.dawson@illinois.gov
- Central Illinois: Nate Keener, nate.keener@illinois.gov
- Southern Illinois: Michelle Cerutti, michelle.cerutti@illinois.gov