



**Illinois**  
**Department of Commerce**  
& Economic Opportunity  
JB Pritzker, Governor

# IL Works Pre-Apprenticeship

## An Equity-Focused Program

Presented by  
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NIU-Center for Governmental Studies  
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**Illinois**  
**Department of Commerce**  
& Economic Opportunity  
OFFICE OF MINORITY ECONOMIC EMPOWERMENT





# Session Overview

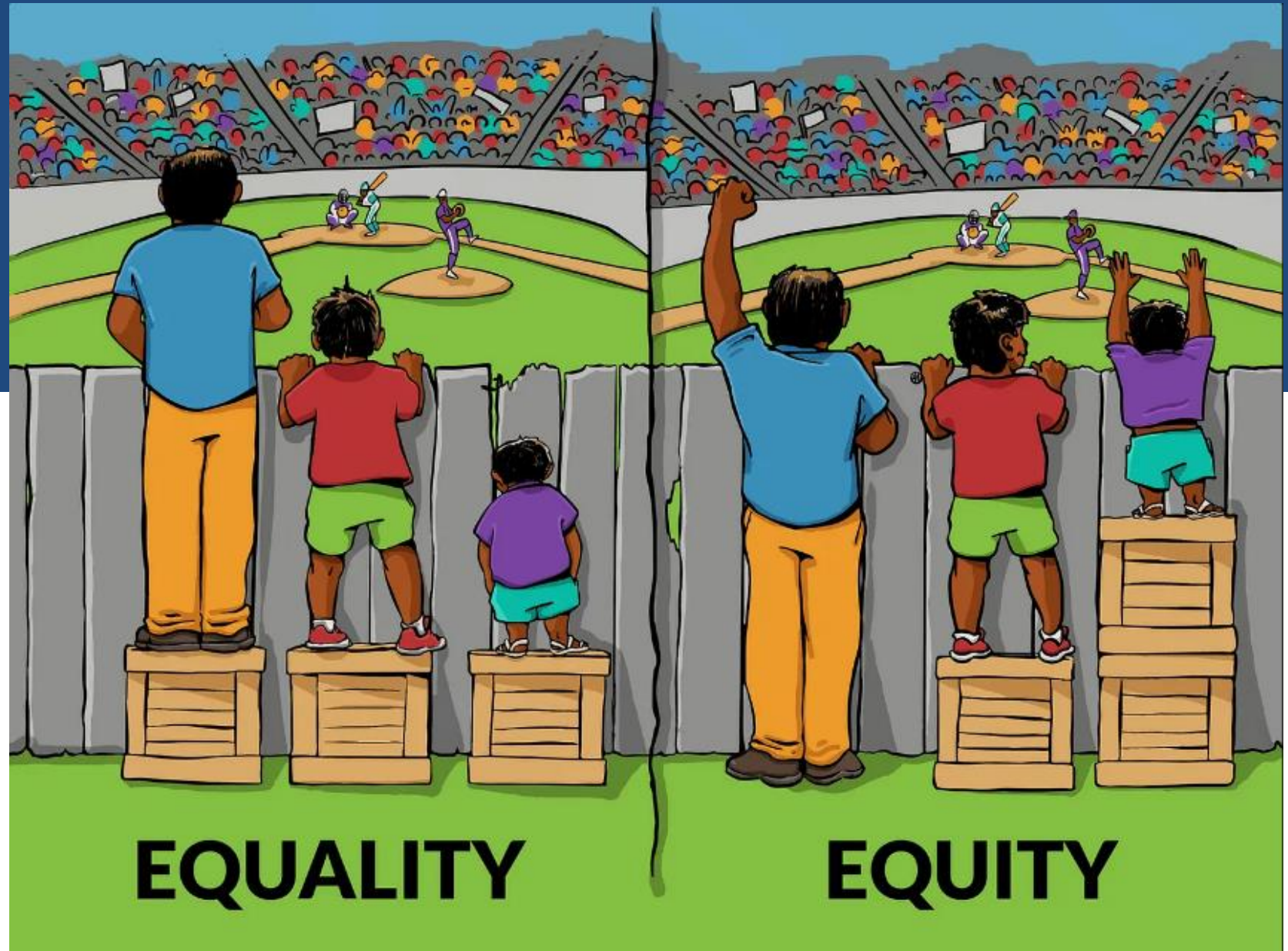


- Importance of **Equity Focused-Programs**
- Illinois Works **Equity-Focus**
- **Diversity, Inclusion, Belonging, and Equity**
- **Conceptual Framework of Equity-Focused Programs**





# Equity vs. Equality





# IL Works Target Populations



- Women
- People of Color
- Veterans



# Why are equity-focused programs important?

## ➤ Systemic and Institutional Ism's

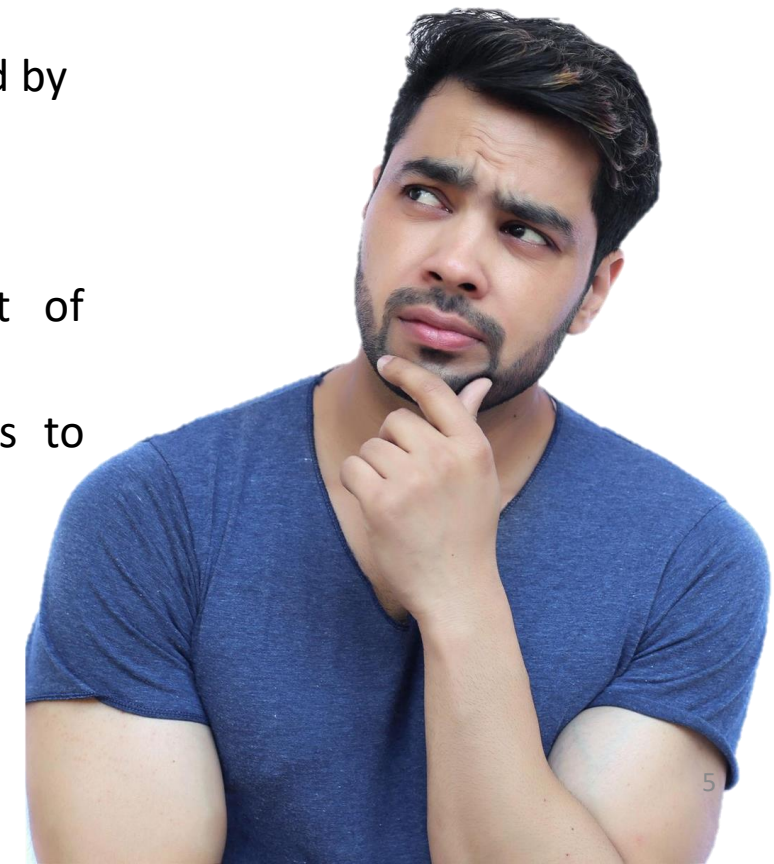
- Because of systemic ism's, inequities still exist in our society.
- Inequities that have existed and persisted for several decades have been highlighted by the COVID-19 pandemic.

## ➤ Intersection of Demographic Characteristics

- The interaction of multiple variables conceptualizes oppression as a result of discrimination based on gender, race, class, ability, and other axes of identity
- The intersection of characteristics increases the likelihood of more challenges to obtaining and maintaining employment (McCall, 2005).

## ➤ Ill Served, not Hard-to-Serve.


- *Hard-to-serve* places a derogatory label on certain groups of people and it diverts attention from systemic and institutional ism's (Jacobson, 2021)
- It is more appropriate to describe these populations as *ill-served* by society.







# IL Works' Equity Focus

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- **Equity-focus** is a 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.






# IL Works Equity Goals

- 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.





# Diversity, Inclusion, Belonging, and Equity (DIBE)

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- **Diversity, inclusion, belonging** and **equity** tie the Illinois Work Pre-apprenticeship program's core values and requirements together.
  - Successful programs require **diversity, inclusion, belonging**, and **equity**!
  - **Diversity, inclusion, belonging** and **equity** are not one in the same.
  - They have very distinct meanings but work together to **bridge differences, gain common ground, and build respectful relationships.**







# Diversity and Equity of "Access"



- **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.
- **Equity of Access**- is the doorway for a diverse group of participants (women, veterans, and people of color.
- **Question**- Is IL Works getting the target population to and/or through the doorway of construction apprenticeships?





# Diversity and Equity of "Access"

## Demographics of FY22 Program Participants



	Statewide		Northeast Illinois		Rest of Illinois	
Male	811	79%	607	77%	204	86%
Black/African American	530	<b>52%</b>	434	55%	96	41%
Hispanic	130	13%	129	16%	1	0%
White	116	11%	18	2%	98	42%
Other	35	3%	26	3%	9	4%
Female	216	<b>21%</b>	184	23%	32	14%
Black/African American	152	<b>15%</b>	133	17%	19	8%
Hispanic	32	3%	28	4%	4	2%
White	24	2%	15	2%	9	4%
Other	8	1%	8	1%	0	0%
Totals	<b>1,027</b>		<b>791</b>		<b>236</b>	





# Inclusion and Equity of “Opportunity”



- **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).
- **Equity of Opportunity** is about fair treatment.
- **Question-** Is IL Works treating participants fairly?







# Belonging and Equity of “Opportunity”

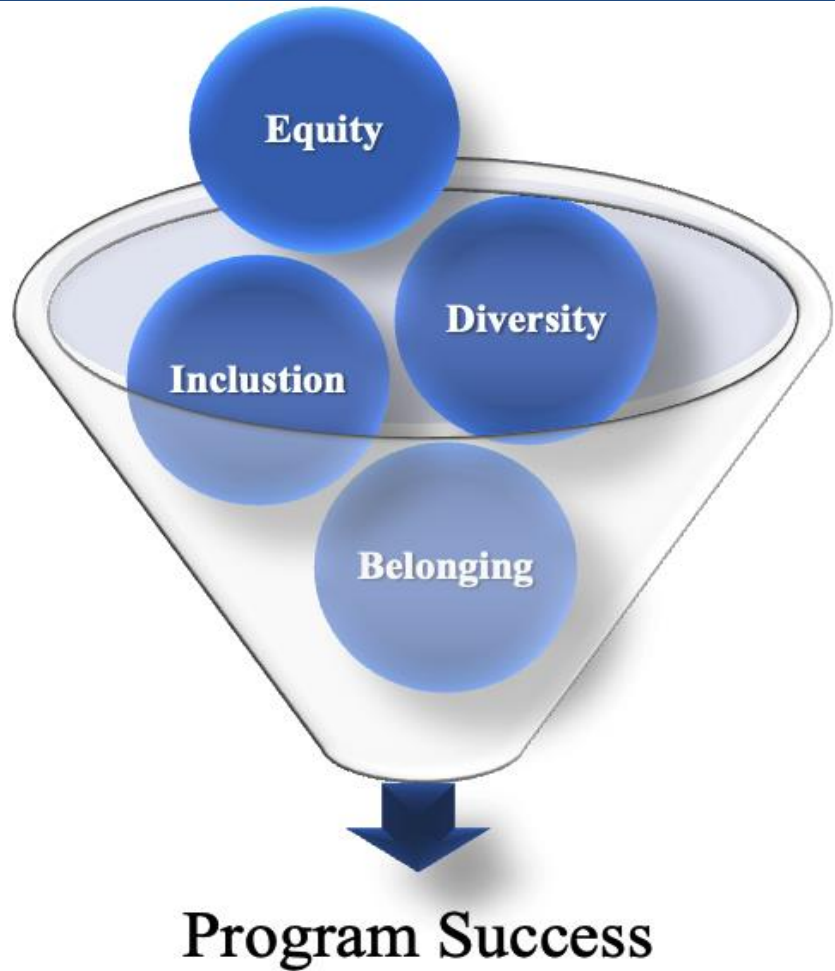


- **Belonging** is when participants are able to bring their **authentic** selves into the pre-apprenticeship training rooms and worksites.
- **Equity of opportunity** is about eliminating biases based on stereotypes.
- **Question-** Is IL Works allowing target populations to to bring their authentic selves into the pre-apprenticeship training rooms and worksites?





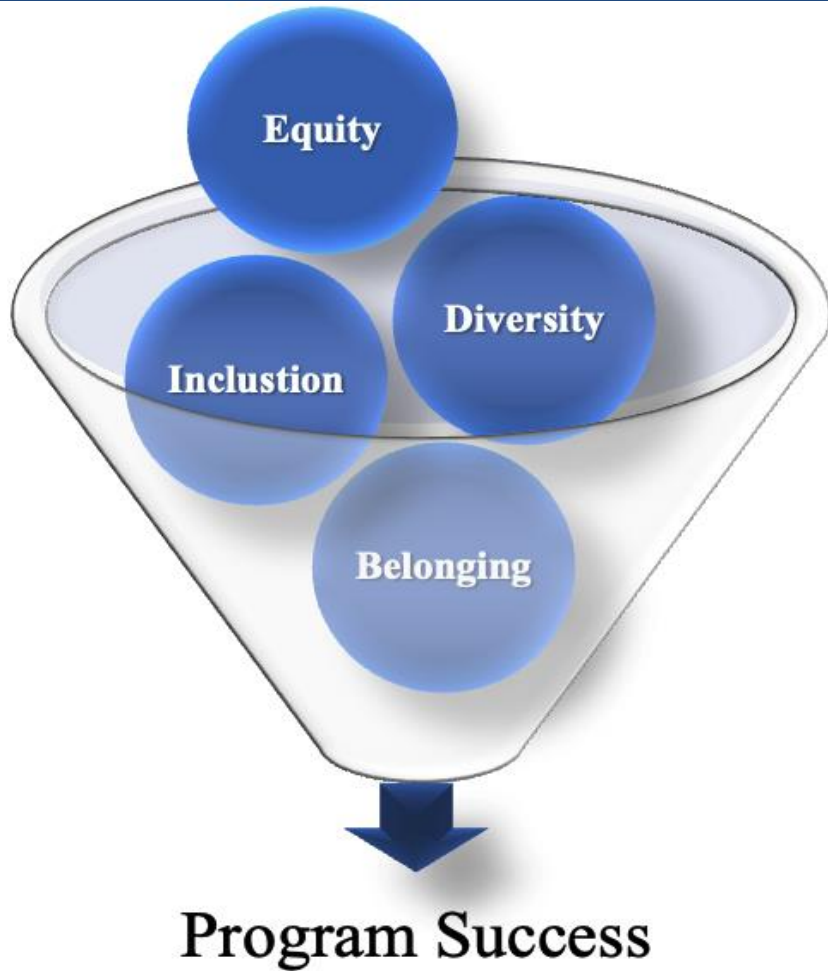
# Equity and Equity of “Opportunity”



- **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.
- Is IL Works leveling the playing field for target populations?



# Equity and Equity of “Opportunity”



Wrap Around Services Received by FY22 Program Participants

	Received	Completed	Transition
All Participants		70.1%	49.0%
Childcare	6.6%	47.1%	22.9%
Transportation	10.4%	76.4%	35.5%
Other wrap around	27.3%	69.3%	45.3%
Math	70.3%	73.8%	47.3%
Test Prep	14.6%	63.6%	55.8%







# Equity of Outcomes

- **Equity of outcomes** or **equality of results** is a state when all participants have approximately the same outcomes (program completion rates, transition rates, etc.).
- Question- Is there equity of outcomes with the IL Works Program?





# Equity of Outcomes

FY2022 Program Verified Completion Demographics

	Verified Complete	
Male	544	67%
Black/African American	314	59%
Hispanic	99	76%
White	107	92%
Other	24	69%
Female	148	69%
Black/African American	95	63%
Hispanic	26	81%
White	21	88%
Other	6	75%
	<b>692</b>	<b>67%</b>

FY2022 Verified Completion Rates, Renewed vs. Not Renewed Grantees

	Completion Rates	Black Male Completion Rates	Black Female Completion Rates
Renewed	72%	66%	67%
Not Renewed	24%	26%	8%



# Equity of Outcomes

FY22 Program Verified Transition Demographics

	Verified Primary		Verified Secondary		Total Verified Transitions	
Male	374	69%	76	14%	450	83%
Black/African American	220	70%	36	11%	256	82%
Hispanic	49	49%	30	30%	79	80%
White	89	83%	8	7%	97	91%
Other	16	67%	2	8%	18	75%
Female	111	75%	13	9%	124	84%
Black/African American	68	72%	10	11%	78	82%
Hispanic	22	85%	1	4%	23	88%
White	17	81%	1	5%	18	86%
Other	4	67%	1	17%	5	83%
	<b>485</b>	<b>70%</b>	<b>89</b>	<b>13%</b>	<b>574</b>	<b>83%</b>





# Framework for Equity-Focused Program

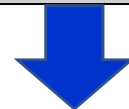
Equity of Access	
Diversity	
Target and recruit a diverse group of participants ( <b>women, veterans, and people of color</b> )	
Intake and enroll a diverse group of participants	



Equity of Opportunity		
Inclusion	Belonging	Equity
Provide participants with real-time data and information about construction jobs and career pathways	Create an environment in which participants are respected and treated fairly	Align resources with barriers that impact participants' program completion and employment opportunities
Ensure participants enter high-demand construction trade programs that yield equal outcomes for success	Allow participants the <b>opportunity</b> to bring their authentic selves into the pre-apprenticeship training rooms and workshops	Implement strategies and provide wrap-around services to eliminate and/or reduce barriers



Equity of Outcomes	
All IL Works participants complete the program at similar or equal rates	
All IL Works participants transition to RAP's at similar or equal rates	



Equal Outcomes for ALL IL Works Participants	
ALL program completers are employed in jobs with family-sustaining wages	
ALL program completers are economically self-sufficient	

## Framework for Equity in IL Works Pre-Apprenticeship Construction Program

Created by: Yolanda J. Clark, PhD

