

CAPABILITIES AND PARTNERSHIP SELF-ASSESSMENT

Organization:

	QUESTIONS	CAPABILITY 1 = No Experience or Expertise 2 = Moderate Experience & Expertise 3 = Extensive Experience & Expertise	POTENTIAL PARTNER	TYPE OF PARTNERSHIP • Grantee/Recipients • Subgrantee/Subrecipient • Contractor/Vendor
1.	Wrap-Around Supports <i>Does your organization have expertise and experience in providing these types of services (including dedicated staff persons)?</i> E.g. financial literacy, referrals for housing, mental health services, childcare/family member care, digital literacy, transportation, driver's education fees, car repairs, emergency bill payment, and other costs that create an obstacle for participants. Ask yourself, can your program assist participants in overcoming barriers to participation?			
2.	Student Support Services <i>Does your program have experience with providing these types of services to support academic success and the attainment of certification credentials (including dedicated staff persons)?</i> E.g. tutoring services, retesting, make-up sessions, and other educational enrichments. Ask yourself, can your program assist participants in maximizing academic success and obtaining the certifications and credentials?			

3.	Delivery of Other Instruction <i>Does your program have experience providing other instruction that supports student participation and success (including dedicated staff persons)?</i> E.g. free literacy, GED, ESL classes, among others. Ask yourself, can your program assist participants in maximizing academic success and obtaining the offered certifications/credentials?			
4.	Equity-Focus <i>Does your program have experience engaging your intended target populations (i.e. women, people of color, and veterans)?</i> E.g. impact on recruitment, partnering, training, hiring, advancement, retention, and earnings. Ask yourself, can your program articulate your understanding of how race, ethnicity, gender, and veterans' status impact access to construction and building trade apprenticeships?			
5.	Recruitment Does your program have experience, expert knowledge, and a proven track record of outreaching to and connecting with your target population (including dedicated staff persons)? Note: can demonstrate knowledge and prior outcomes relevant to the target population. Ask yourself, can your program proactively recruit and outreach to underrepresented populations to enroll and successfully complete your pre-apprenticeship program?			

6.	Outreach <i>Does your program have specific experience with creating and implementing an outreach and marketing plan for your specific target audience(s)?</i> E.g. marketing, outreach, wraparound supports, and accommodations. Ask yourself, can your program create a comprehensive plan?			
7.	Curriculum <i>Can your program provide at least 183 hours of teaching, learning, real-world practice, and job site instruction (including dedicated staff persons)?</i> E.g. teaching, learning, real-world practice, and job site instruction. Ask yourself, can your program provide the minimum 183 hours of instruction with additional instruction that may be necessary to meet the needs of your targeted population?			
8.	Instruction <i>Can your program lead students to obtain MC3, NCCER, OSHA, First Aid/CPR, or other relevant construction industry certificates/certifications (including dedicated staff persons)?</i> E.g. TradesFutures MC3 (formerly NABTU), NCCER, ICCB, OSHA, First Aid/CPR, or other applicable and relevant certifications for the construction industry. Ask yourself, can your program lead participants to certificates and certifications?			

9.	Learning <i>Does your program have extensive experience leveraging innovative tools including online learning and virtual learning during unforeseen events (i.e. COVID, weather, etc.).</i> E.g. online/virtual learning, such as Alternative Reality (AR) or Virtual Reality (VR) immersive training and learning techniques, among others (if applicable). Ask yourself, can your program coordinate innovative teaching, learning, education, retention services, and coaching services?			
10.	Work-based Learning and Practicums <i>Does your program have experience providing and/or coordinating work-based learning or on-the-job-learning?</i> E.g. supervised job sites, community-based job sites, government job sites, and other opportunities that allow participants to put what they learned into practice. Ask yourself, can your program perform learning in a construction lab and practice opportunities at job sites?			

11.	Transition Services <i>Does your program have the experience, connections, and relationships to help transition participants into DOL registered union-based, company-based, other relevant apprenticeship opportunities, construction education, or employment (including dedicated staff persons)?</i> E.g. employers, DOL registered union-based, company-based, other relevant apprenticeship opportunities, construction education, or other employment, as well as experience with transitioning students to these resources. Communicate to transition partners and participants about the Illinois Works Bid Credit Program. Ask yourself, can your program assist participants in transitioning to DOL registered apprenticeship programs?			
12.	Follow Up Services <i>Does your program have experience conducting follow-up with participants beyond program completion on at least a quarterly basis for a period of one (1) year (including dedicated staff persons)?</i>			
13.	Data Tracking <i>Does your program have experience with acclimating to new data management systems as well as data collection, data entry, and data tracking (including dedicated staff persons)?</i> E.g. share curricula, standards, best practices, and additional funds for supportive services. Ask yourself, can you effectively and accurately collect, enter, and manage program data?			